Bulletin of
Duke University
The Fuqua School of Business
2019-2020
The information in this bulletin applies to the academic year 2019-2020 and is accurate and current, to the greatest extent possible, as of September 2019. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not tolerate discrimination or harassment of any kind. Duke University has designated the Vice President for Institutional Equity as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies generally. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708, (919) 684-8222, oie-help@duke.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Jayne Grandes as its director of Title IX compliance and Age Discrimination Act coordinator. She is also with the Office for Institutional Equity and can be contacted at (919) 660-5766 or jayne.grandes@duke.edu.

Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the discrimination grievance procedure and the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at https://oie.duke.edu/. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Victoria Krebs, Associate Dean of Students in the Office of Student Conduct, at (919) 684-7336 or victoria.krebs@duke.edu. Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with email accounts as well as access to email services from public clusters if students do not have personal computers of their own. All students are expected to access their email accounts on a regular basis to check for and respond as necessary to such communications.

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See https://police.duke.edu/news-stats/clery for more details.

The Family Educational Rights & Privacy Act (FERPA), 20 USC § 1232g; 34 CFR Part 99, is a federal law that guides the release of students’ education records, of which disciplinary records are a part. For additional information about FERPA, see https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

This publication is available in alternative format on request. Please call (919) 684-2813.

September 2019
The Mission of Duke University

James B. Duke's founding indenture of Duke University directed the members of the university to "provide real leadership in the educational world" by choosing individuals of "outstanding character, ability and vision" to serve as its officers, trustees and faculty; by carefully selecting students of "character, determination and application;" and by pursuing those areas of teaching and scholarship that would "most help to develop our resources, increase our wisdom, and promote human happiness."

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease and promote health, through sophisticated medical research and thoughtful patient care; to provide wide-ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the university; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

— Adopted by the Board of Trustees on February 23, 2001
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Preface

In his indenture establishing Duke University, James Buchanan Duke called for, among many other components of a research university, a school of business administration. In 1969, the Board of Trustees of Duke University established the Graduate School of Business Administration with a mandate to provide programs in management education of the highest quality. In 1980, the school was renamed to honor J. B. Fuqua of Atlanta, Georgia, who was a member of the University Board of Trustees and Board of Visitors at The Fuqua School of Business. J. B. Fuqua was an active participant in the life of the school until his death in 2006.

As a top-ranked graduate school, The Fuqua School of Business is dedicated to advancing the understanding of management through research in the service of business and society, and to providing the highest quality education for business and not-for-profit leaders worldwide. Fuqua attracts and cultivates inspirational business leaders who are capable of rallying individuals from diverse backgrounds around a shared goal, with the intent of achieving the best possible outcome for all involved. Additionally, the school seeks students who possess high academic standards and demonstrate the ability to think both creatively and collaboratively, as these are foundationally important qualities for those who will lead others. Fuqua’s approach is to prepare men and women to meet their career goals by drawing out strengths in others and winning the right way at the organizational level—the success of which is measured by the positive impact they have on their local and global communities and their relationships with others.

The heritage at Duke is a tradition of excellence in education. At Fuqua, the administration has continued this tradition through the development of programs that enable graduates to meet the dynamic challenges of leadership in business and not-for-profit enterprises in an evolving global economy.
The academic calendar below reflects the activities of the Duke MBA—Daytime Program only. Academic calendars for the Global Executive, Weekend Executive, Master of Quantitative Management, MMS: Foundations of Business, and Duke Kunshan University programs are available online at https://www.fuqua.duke.edu/student_resources/academics/academic_calendars/. Dates of the Fuqua academic calendar are subject to change by the provost of Duke University.

### 2019

**July**
- 8-19 M-F International Student Bootcamp [as required by admissions]
- 14-18 Su-Th Math Review Course [optional, unless required by admissions]
- 19-20 F-Sa Program for Entrepreneurs Kickoff
- 21-26 Su-F Health Sector Management Boot Camp [required for HSM certificate]
- 30 T International Student Pre-Orientation
- 31-Aug. 2 W-F Class of 2021 Orientation

**August**
- 5 M First day of classes for first-year students
- 5-26 M-M Global Institute [no classes on weekends]
- 17 Sa Day in Durham [optional]
- 26 M First day of classes for second-year students
- 26-29 M-Th Class of 2020 C-LEAD 2 Course
- 27-28 T-W 9 AM-12 PM (daily). Global Institute final exams
- 29 Th Career Management Center Mock Employer Presentations [optional]
- 30-31 F-Sa Pre-Term Accounting Review [optional]

**September**
- 4 W Social Impact & Sustainable Business Career Overview [optional]
- 5 Th Fall 1 Session begins

**October**
- 15 T Fall 1 Session ends
- 17-19 Th-Sa Fall 1 exams
- 20-27 Su-Su Fall Break
- 28 M Fall 2 Session begins

**November**
- 27-29 W-F Thanksgiving Break

**December**
- 10 T Fall 2 Session ends
- 12-14 Th-Sa Fall 2 exams
- 15 Su Winter Break begins

### 2020

**January**
- 6-10 M-F Managerial Improvisation Course [optional Winter Term]
- 16 Th Spring 1 Session begins
- 20 M Martin Luther King, Jr. Day (no classes)
- 21 T M/Th classes held on Tuesday
- 22 W Th/Fr classes held on Wednesday

**February**
- 25 T Spring 1 Session ends
- 27-29 Th-Sa Spring 1 exams

**March**
- 1-15 Su-Su Spring Break
- 16 M Spring 2 Session begins

**April**
- 24 F Spring 2 Session ends
- 27-29 M-W Spring 2 exams

**May**
- 9 Sa Class of 2020 Daytime MBA Commencement Ceremony
- 10 Su Class of 2020 Duke-wide Commencement Ceremony
University Administration

General Administration
Vincent Price, PhD, President
Sally Kornbluth, PhD, Provost
Tallman Trask III, MBA, PhD, Executive Vice President
A. Eugene Washington, MD, Chancellor for Health Affairs and the President and Chief Executive Officer of the Duke University Health System
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
Kimberly Hewitt, JD, Vice President, Office for Institutional Equity
David L. Kennedy, Vice President, Alumni Affairs and Development
Mary Pat McMahon, MS, Vice Provost/Vice President for Student Affairs
John J. Noonan, MBA, Vice President, Facilities
Christopher Plowe, MD, Director of Duke Global Health Institute
Richard Riddell, PhD, Senior Vice President, Secretary to the Board of Trustees
Michael J. Schoenfeld, MS, Vice President, Public Affairs and Government Relations
Timothy Walsh, MBA, Vice President for Finance
Kevin M. White, PhD, Vice President and Director of Athletics
Stelfanie Williams, PhD, Vice President, Durham and Regional Affairs
Karen L. Abrams, JD, Dean, School of Law
Valerie S. Ashby, PhD, Dean of Trinity College of Arts & Sciences
Ravi V. Bellamkonda, PhD, Dean, Pratt School of Engineering
William Boulding, PhD, Dean, Fuqua School of Business
Marion E. Broome, PhD, RN, FAAN, Dean, School of Nursing
L. Gregory Jones, PhD, Dean, Divinity School
Judith Kelley, MPP, PhD, Dean, Sanford School of Public Policy
Mary E. Klotman, MD, Dean, School of Medicine
Paula B. McClain, PhD, Dean, Graduate School
Todd Steelman, PhD, Dean, Nicholas School of the Environment
Edward J. Balleisen, PhD, Vice Provost for Interdisciplinary Studies
Abbas Benmamoun, PhD, Vice Provost for Faculty Advancement
Gary G. Bennett, PhD, Vice Provost and Dean of Undergraduate Education
Lawrence Carin, PhD, Vice Provost for Research
Jennifer Francis, PhD, Executive Vice Provost
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
Luke A. Powery, ThD, Dean of Duke Chapel
Neal F. Triplett, MBA, President and CEO, Duke University Management Corporation

The Fuqua School of Business Administration
William Boulding, PhD, Dean
Ashish Arora, PhD, Senior Associate Dean for Faculty
Preyas Desai, PhD, Senior Associate Dean for Digital Education
Russ Morgan, PhD, Senior Associate Dean for Full-Time Programs
Mohan Venkatachalam, PhD, Senior Associate Dean for Executive Programs
Karen Courtney, MA, Associate Dean, Executive MBA Programs
Sheryle M. Dirks, MA, Associate Dean, Career Management
Erin Gasch, MBA, Assistant Dean, Development & Alumni Relations
Randy Haskin, Associate Dean, Information Technology
Elizabeth Hogan, MBA, Associate Dean, Global Marketing
Shari Hubert, MBA, Associate Dean, Admissions
Allison Jamison, MBA, Assistant Dean, Admissions
Dan McCleary, Assistant Dean, Admissions
Steve Misuraca, MBA, Assistant Dean, Daytime MBA Program
Jeremy Petranka, PhD, Assistant Dean, MMS and MQM Programs
Chris Shull, CPA, MBA, Assistant Dean, Finance
Sharon Thompson, MA, Assistant Dean, Admissions
Jill Tomlinson, MBA, Associate Dean, Finance & Administration
Meg Trauner, MLS, MBA, Associate Dean, Library Services
Hank Woods, MA, Associate Dean, Development & Alumni Relations
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Cynthia L. Meyn, Chief Operating Officer, Venerable Holdings
Patricia Fox Miron, GM, Marketing and Operations for Latin America, Microsoft Corporation
Adil Amin Nathani, Managing Principal, QMS Capital Management LP
Michael G. Nefkens, President and Chief Executive Officer, Resideo Technologies, Inc.
Peter Michael Nicholas, Jr., Founder and Chief Executive, Eagles Ketch, LLC
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Jean Derek Penn, Former Managing Director, Head of Equities, BNY Mellon Capital Markets, LLC
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Mark L. Reuss, President, General Motors Company
Christine P. Richards, Retired Executive Vice President, General Counsel and Secretary, FedEx Corporation
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Jeffrey William Rollins, Managing Member, Osprey Advisors; Sr. Investment Officer, Ashford Capital
Joseph Mattia Saad, Co-Head Special Situations and Distressed Trading, JP Morgan Securities
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David Bruce Snow, Jr., Chairman and Chief Executive Officer, Cedar Gate Technologies, Inc.
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Paul Thomas Sweeney, Co-host, Bloomberg Surveillance and Bloomberg Markets, Bloomberg Radio, Bloomberg LP
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Bharat Tandon, Chairman, BTR Packaging
David S. Taylor, Chairman of the Board, President and Chief Executive Officer, The Procter & Gamble Company
Neal F. Triplett, President and Chief Executive Officer, DUMAC, Inc.
Pakpoom Vallisuta, Chairman, The Quant Group
Teresa Miles Walsh, Chief Executive Officer and Managing Director, Access Media Advisory LLC
Alan Michael Wise, Senior Partner and Managing Director, The Boston Consulting Group
Jesse J. Wu, Board Member, The a2M Milk Company
Duke University

History

Duke University traces its roots to 1838 in nearby Randolph County, where local Methodist and Quaker communities joined forces to found a school that they named Union Institute. After a brief period as Normal College (1851-59), the school changed its name to Trinity College in 1859 and became a liberal arts college affiliated with the Methodist Church. The college moved to the growing city of Durham in 1892 when Washington Duke provided financial assistance and another local businessman, Julian S. Carr, donated land. In December 1924, James B. Duke created a family philanthropic foundation, The Duke Endowment. One of The Duke Endowment’s key provisions provided funding for the expansion of Trinity College into Duke University.

As a result of the Duke gift, Trinity underwent both academic and physical expansion. The original Durham campus became known as East Campus and was rebuilt in stately Georgian architecture. West Campus, Gothic in style and dominated by the soaring tower of the Duke Chapel, opened in 1930. East Campus then served as the home of the Woman's College of Duke University until 1972, when the men's and women's colleges merged into the Trinity College of Arts & Sciences. Today, East Campus houses all first-year undergraduate students.

Duke has a long history of educating women. Three young women, the Giles sisters, received Trinity College degrees in 1878, and women entered the college as regular students in 1892. Washington Duke's gift to the school's endowment in 1896 was based on the condition that the college would treat women "on an equal footing with men" by establishing an on-campus residence for them. Today, about equal numbers of undergraduate women and men attend the Trinity College of Arts & Sciences.

Engineering courses were first taught intermittently in the nineteenth century starting in 1882. Engineering became a permanent department in 1910, an undergraduate College of Engineering in 1939, and a School of Engineering in 1966 after the addition of graduate courses. The school was renamed the Edmund T. Pratt Jr. School of Engineering in 1999.

Academic expansion of the university throughout its history has included the establishment of other new graduate and professional schools, as well. The first divinity (BD) degree was awarded in 1927, the first PhD in 1928, and the first MD in 1932. The School of Law, founded in 1904, was reorganized in 1930. The following year, the undergraduate School of Nursing was established, transforming in 1985 to a graduate school. The School of Forestry, which was founded in 1938, became the School of Forestry and Environmental Studies in 1974 and was renamed the Nicholas School of the Environment in 1995. The business school was established in 1969 and renamed The Fuqua School of Business in 1980. In 2009, the Sanford School of Public Policy became Duke University's tenth school.

Modern times have seen Duke emerge as a major center of learning far removed from its origins in a one-room schoolhouse. Its reach is now global, with international campuses, including Duke Kunshan University in China, and many students who study and do service abroad. Duke schools and departments are consistently ranked among the nation’s very best, and several have achieved international prominence. The university frequently wins attention for its research achievements and academic innovations, and its faculty often is called upon to provide leaders for academic and professional organizations. Duke continues to work hard to honor James B. Duke’s charge to attain “a place of real leadership in the educational world.”

Today, Duke embraces a diverse community of learners, including approximately 7,000 undergraduates and 8,900 graduate and professional students from a multiplicity of backgrounds. Its motto, Eruditio et Religio, reflects the university’s fundamental belief in the union of knowledge and faith, the advancement of learning, and the defense of scholarship. Duke University has encouraged generations of students to understand and appreciate the world they live in, their opportunities, and their responsibilities. For more historical information, visit https://library.duke.edu/rubenstein/uarchives.

The Campus

The main campus (West) of Duke University is a beautifully designed complex of buildings in Gothic architecture, bordered on the east by the Sarah P. Duke Gardens and on the west by the 8,000-acre Duke Forest. This campus is dominated by the Duke Chapel, whose 210-foot-high tower houses a fifty-bell carillon. The William R. Perkins Library is one of the largest research libraries in the country. The facility for The Fuqua School of Business is located on West Campus near the intersection of Science Drive and Towerview Drive. East Campus is a smaller complex of Georgian-style buildings and has, as major points of interest, Lilly Library and the Mary Duke Biddle Music Building.

Durham is a part of the Research Triangle, an area formed by Duke University, The University of North Carolina at Chapel Hill, and North Carolina State University in Raleigh. The Research Triangle Park, a 7,000-acre campus for research laboratories, governmental agencies, and research-oriented industries, is recognized as one of the world’s leading science centers. Durham, located near the center of the state, has easy access to the Great Smokies of the Appalachian Mountains and to the scenic and historic beaches of the Outer Banks. The area offers varied cultural and recreational activities ranging from concerts, opera, dance, theater, and recitals to intramural, collegiate, and professional sports, boating, skiing, camping, and other outdoor activities.

The Fuqua School of Business

Recognizing the importance of business education, Duke University's Board of Trustees established the Graduate School of Business Administration in 1969, with the mandate to provide management education programs of the highest quality. The school began with two programs: an undergraduate major in management science, which no longer exists, and an MBA program that graduated its first class of twelve students in 1972.
Since that time, the school has grown to include seven academic degree programs, a tenure-track faculty of ninety-two, and approximately 1,700 master’s degree candidates. Students are enrolled in daytime and executive MBA programs, as well as two master of management studies programs, a master of quantitative management in business analytics, and a master of quantitative management in health analytics, the school’s first fully-online degree program. The school also offers a PhD program and nondegree executive education courses and seminars.

J. B. Fuqua, formerly chairman of The Fuqua Companies in Atlanta, Georgia, supported the school generously in its development. In honor of Mr. Fuqua’s contribution to the school and personal participation in its growth, the school was renamed The Fuqua School of Business in 1980 by proclamation of the Board of Trustees.

In January of 1983, The Fuqua School of Business moved into its present location on Fuqua Drive on Duke University’s West Campus. The Thomas F. Keller Center for MBA Education, designed by Edward Larrabee Barnes, offers one of the finest settings for management education in the United States. The 148,000-square-foot space provides for the instruction of business students in a variety of graduate degree programs. The east wing of the Keller Center includes six amphitheater-style classrooms, the 458-seat Harold S. Geneen Auditorium, the Kirby Reading Room, and numerous seminar, breakout, and interview rooms.

In May 1989, Fuqua opened the R. David Thomas Executive Conference Center. Named after the founder of Wendy’s International, Inc., the center was designed to be a comfortable and efficient facility to serve Fuqua’s executive students. In 2017, construction was completed on the JB Duke Hotel, a state-of-the-art facility that now houses the newly renovated Thomas Executive Conference Center; the hotel and its conference facilities are used for Fuqua’s MBA programs for working professionals, as well as for nondegree executive education courses. The JB Duke Hotel is connected to the east wing of the Keller Center by a covered walkway.

The 61,000-square-foot Wesley Alexander Magat Academic Center opened in fall 1999. The center houses the majority of faculty offices, as well as seminar and meeting rooms. In 2002, the 77,000-square-foot Lafe P. and Rita D. Fox Student Center opened. Included in the Fox Student Center are a student lounge, dining facilities, student lockers and showers, administrative offices, and a glass-enclosed atrium that serves as the “living room” of the school.

The Doug and Josie Breeden Hall, which opened in August 2008, is the front door of the school for students and visitors. The building includes a three-story atrium at the Science Drive entry, three seventy-seat lecture rooms, two small auditoriums (126- and 146-seat), a team room suite, two large meeting rooms, offices, and the newly expanded Ford Library. The 91,000 square feet of space brings the Fuqua campus size to nearly 500,000 square feet.

Resources of the University

The Library System

The university library system consists of the Perkins and Bostock Libraries and the adjoining David M. Rubenstein Rare Book and Manuscript Library; the Lilly Library and the Music Library on East Campus; the Pearse Memorial Library at the Duke Marine Lab in Beaufort, NC; the Duke Kunshan University Library in China; and four on-campus professional school libraries: the Ford Library at The Fuqua School of Business, the J. Michael Goodson Law Library, the Medical Center Library, and the Divinity School Library. As of June 2019, Duke Libraries contained approximately 6,800,000 volumes and ranked among the twenty largest academic libraries in the United States. The rich collection of print and electronic resources for research and scholarship is available to the Duke community through the libraries’ websites which provide gateways to books, journals, and databases. At each location, research librarians are available in person, by telephone, email, or chat software to help patrons identify useful resources and implement effective search strategies.

Ford Library

Ford Library primarily supports the research and instructional mission of The Fuqua School of Business, while also reflecting the university’s emphasis on interdisciplinary approaches to scholarship and learning. It provides resources to and assists a broad range of other academic units such as the Department of Economics, the Duke Law School, and the Pratt School of Engineering. It is a state-of-the-art 21,000-square-foot sanctuary in Breeden Hall that features 260 reader spaces, a database instruction classroom, the Dorothea F. Peterjohn Leadership Collection, and a conference room housing the J. B. Fuqua Collection, an installation of archival materials about the school’s primary benefactor.

Ford Library’s collections cover the broad spectrum of business disciplines, including accounting, corporate strategy, data analytics, decision sciences, economics, entrepreneurship, finance, global business management, health sector management, marketing, operations management, and organizational behavior. Recent acquisitions focus on key business issues in the curriculum, such as leadership, ethics, sustainability, and social responsibility. Library staff work closely with the teaching faculty, researchers, and administrators to ensure that the collection mirrors current trends in business education, scholarship, and practice.

Ford Library provides the principal business collections for the university, including more than 50,000 books and journals, both in print and online. It supplements this discipline-focused collection with extensive print and online career resources for Duke students and alumni; an ESL and foreign language learning collection to support the global initiatives of the university; and a wide-ranging media collection that includes Kindles pre-loaded with topical collections, audio books on a broad range of subjects, and a popular film DVD collection.

Ford Library emphasizes its commitment to current business scholarship through over seventy-five database subscriptions. Faculty and students both on campus and worldwide have free and ready access to these subscription databases provided by major business information producers such as Bloomberg, Bureau van Dijk, CBInsights, Euromonitor, Factiva, FactSet, Forrester, IBISWorld, MarketLine, Mintel, Refinitiv (formerly, Thomson Reuters), and S&P Capital IQ. These databases contain information and statistics on companies, industries, financial markets, and other topics of interest to business faculty and students. The library spends more than $1.3 million annually on its library materials, electronic resources, and databases to support faculty research and student learning in all areas related to business.

Ford Library employs subject-specialist librarians to assist faculty members and students with their research questions by telephone, email, Instant Messenger and in person at the reference desk. These librarians provide classes in library technology and database use throughout the year as well as assist faculty in identifying and licensing specialized data sets for research.
Technology at Fuqua

Fuqua’s Information Technology organization consists of seven primary groups, each serving a vital function to the smooth and efficient day-to-day operation of the school. These groups (listed and described below) are responsible for managing and supporting all aspects of technology and information systems at Fuqua and strive to provide a world-class computing environment for students, faculty, staff, and guests.

Fuqua’s main web space provides visitors, media, and prospective students with current information about Fuqua programs, global Fuqua events, faculty research, and emerging capabilities. Prospective and incoming students are able to request program information, schedule campus visits, register for recruiting events, and attend online virtual information sessions.

Fuqua’s intranet portal, FuquaWorld, provides faculty, staff, and students with a centralized online gateway for accessing Fuqua and Duke-related resources including announcements, discussion boards, integrated scheduling, course schedules, career resources, class roster photos, and team collaboration resources.

Fuqua powers course web sites utilizing the Canvas learning management platform. Canvas provides students with quick, easy web access to courses syllabi, materials, schedules, assignments and communications.

Fuqua’s integrated calendaring and scheduling environment enables students to manage their personal and group schedules via the web or through clients such as Microsoft Outlook or Mail for Mac OS. Students are able to add their course schedules or other campus events directly to their personal calendars. Group scheduling capabilities are also provided to simplify scheduling meetings for student organizations and clubs.

The Fuqua Student Computing Space is available for student use 24/7 and consists of study and collaboration systems including:

- Team rooms and spaces outfitted with wireless shared display devices for collaboration;
- Twenty-three workstation computers available throughout the student computing space;
- Configurable virtual machines available to all students and renewable each semester;
- High-performance, encrypted wireless networking access throughout the business school campus; and
- ePrint-enabled network printers and multifunction print devices located throughout the campus.

Fuqua’s team rooms are also equipped with motion sensor detection devices and are integrated with room occupancy displays as well as an online app to provide students with real-time room availability. The Student Computing Space is continually updated with current course-related software and upgraded to ensure the best possible computing experience for students while at Fuqua.

Fuqua is continually involved in exploring new client computing devices and services. Students are often involved in device and service trials and faculty and staff are outfitted with the latest client computing technology well before many corporate environments. Fuqua students, faculty, and staff have worked directly with companies to evaluate new client-side computing technologies. These trials allow faculty, students, and IT staff to stay on the leading edge of capabilities and emerging technologies needed to support Fuqua’s objectives for innovation in pedagogy.

Fuqua IT Teams

The Technical Support Center is responsible for supporting the client computing systems of faculty, staff, PhD candidates, and students in the Daytime MBA, MMS, and MQM programs, as well as the Student Computing Space.

The Multimedia Services team is responsible for audio-visual resources at Fuqua. Teaching and meeting spaces are appropriately outfitted to encourage state-of-the-art presentation and communication. Students with questions about how to use the technology in any of Fuqua’s spaces should contact the multimedia department at multimedia@fuqua.duke.edu. Multimedia Services also manages video capture and production for Fuqua.

Distributed Learning Support assists all Fuqua’s Executive MBA classes. It strives to provide the best technology learning environment and experience possible for the school’s Executive MBA students. DLS updates the learning platform, and provides training and troubleshooting for students, staff, and faculty involved in these programs and classes. DLS also conducts research and development of new technology in distributed learning space. DLS members travel with students and faculty around the world providing invaluable technical support.

The Educational Technology Services group at Fuqua works with faculty to better understand ways technology can enhance the teaching experience. ETS is responsible for the creation of all course sites in Canvas LMS as well as providing assistance and research in other teaching technologies such as video content creation, polling, electronic course evaluations, and proctoring software.

The Administrative Information Systems group at Fuqua provides support to staff and faculty for the enterprise applications like PeopleSoft and Perceptive Content. AIS also manages Slate and Salesforce, the two CRM systems used by Fuqua staff. AIS team provides support to faculty for the CFO/CMO surveys. In addition to the Oracle/SQL Server database support, AIS group also manages all of Fuqua’s custom client/server applications and Tableau dashboards.

The Software Development Services group at Fuqua supports custom web and application development and integration support for third party applications such as the Canvas LMS and OrgSync clubs portal.

The Enterprise Infrastructure Services team supports the back-end systems and hardware that are behind most of the services provided by Fuqua IT, including networking, storage, servers, databases, and directory services.

Given the ever-evolving world of technology, Fuqua IT is constantly adapting and innovating to meet the academic, collaborative, and research-related needs of students, faculty, and staff.
Programs of Study
The Duke MBA—Daytime

The Duke MBA—Daytime Program prepares individuals for leadership challenges in management careers. The program emphasizes the understanding and application of analytical tools and concepts drawn from a global array of management fields of inquiry. Students are asked to provide a framework for unstructured situations and to propose solutions to complex problems. By studying analytical tools, theories, and examples, students learn to identify the common threads in seemingly different business situations and to grasp the essential nature of unfamiliar management problems.

The faculty use a variety of teaching styles. In some courses, lectures are used; in others, the case method predominates. In still others, there is a mix of many styles, including role playing and student presentations. Depending on the course, the work done outside of class is likely to consist of (1) reading texts or articles; (2) working problem sets; (3) researching and writing papers; and/or (4) preparing cases and discussing them in small study groups.

The Fuqua School of Business is a member of the Graduate Management Admission Council, and is accredited by the American Assembly of Collegiate Schools of Business and the Commission on Colleges of the Southern Association of Colleges and Schools to award master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

Curriculum

The Daytime MBA degree requires four semesters, divided into a total of eight terms (plus the Global Institute term), of full-time academic work totaling at least 79 graduate course credits and a minimum cumulative GPA of 3.0 or greater. Students who are proficient in a particular subject may be granted an administrative exemption or pass an exemption exam and subsequently be allowed to substitute advanced coursework for one or more core courses. All students must pay four semesters of full tuition.

Modern management often requires analytical reasoning which focuses on precise statements of relationships between variables. In contemplating the future, concepts of probability become especially important. For these and other reasons, much of the coursework assumes a firm grasp of mathematical concepts. Applicants are strongly encouraged to come prepared with the necessary background. Fuqua offers a variety of preparatory software programs as well as pre-term workshops to ensure each student has the requisite knowledge mastered.

Consequential Leadership Experiences

Consequential Leadership (C-LEAD) Experiences are designed to address areas of the curriculum that are difficult to present in a traditional classroom setting and are better addressed via nontraditional and multiple formats. C-LEAD Experiences are organized to reflect the stages of students’ development as they progress through the program. C-LEAD 1 focuses on the three pillars of Fuqua’s culture: team, leadership, and ethics. C-LEAD 2 involves an experience-based series of activities that build upon the leadership themes that are developed during the first year at Fuqua. C-LEAD Experiences form one of the most exciting and innovative components of Fuqua’s curriculum.

Courses

The Duke MBA—Daytime Program combines a foundational core of required courses with a generous selection of electives. Courses are taught in two and one-quarter hour classes that meet twice weekly during six-week terms; (see The Fuqua School of Business academic calendars for specific dates). This shorter term structure allows students to take more classes with the same number of faculty contact hours as a semester or quarter system. These extended class periods enable faculty to cover complex topics during a single class session and permit valuable participation by members of the corporate community. For students, the extended periods also mean ample time for simulations, case presentations, questions, and discussion. Classes meet Mondays and Thursdays or Tuesdays and Fridays. Wednesdays are generally a day off from classes, unless otherwise specified.

The First Year

The Global Institute

The Duke MBA—Daytime Program begins with a four-week-long Global Institute held in August. The Institute features three core courses: Leadership, Ethics, and Organizations (LEO); Global Institutions and Environments (GIE); and Consequential Leadership 1 (C-LEAD 1). GIE and LEO are more traditional classroom-based courses, while C-LEAD 1 involves several experiential learning and team-building sessions.

During the first year, students are immersed in the core curriculum. The core courses provide a firm foundation in economics, statistics, accounting, finance, marketing, operations management, and strategy. Complementary skills courses help develop communication and computing skills. Students can potentially begin taking electives in the fall of the first year.
**Typical First-Year Schedule**

Required core courses are noted with an asterisk (*).

### First Semester

<table>
<thead>
<tr>
<th>Global Institute (four-week term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMT 730 (Leadership, Ethics, and Organizations)*</td>
</tr>
<tr>
<td>STRATEGY 836 (Global Institutions and Environments)*</td>
</tr>
<tr>
<td>FUQINTRD 565 (Consequential Leadership 1)*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Fall 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECISION 610 (Probability and Statistics)*</td>
<td>FINANCE 645 (Global Financial Management)*</td>
</tr>
<tr>
<td>MGRECON 780 (Managerial Economics)*</td>
<td>MARKETING 795 (Marketing Management)*</td>
</tr>
<tr>
<td>ACCOUNTG 590 (Financial Accounting)*</td>
<td>STRATEGY 835 (Foundations of Strategy)*</td>
</tr>
<tr>
<td>MGMTCOM 567 (Leadership Communication 1)*</td>
<td>MGMTCOM 568 (Leadership Communication 2)*</td>
</tr>
<tr>
<td>Flexible Scheduling: for those with exemptions</td>
<td>Flexible Scheduling: for those with exemptions</td>
</tr>
<tr>
<td>DECISION 616 (Business Computer Applications)*</td>
<td>(Students have the option of completing this course prior to arrival on campus.)</td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Spring 1</th>
<th>Spring 2</th>
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</thead>
<tbody>
<tr>
<td>OPERATNS 820 (Operations Management)*</td>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
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</tbody>
</table>

### The Second Year

In the second year, Daytime MBA students take the final core course, C-LEAD 2, and typically take three elective courses per term; a fourth elective can be added as an overload each term. Students are able to tailor their course of study to meet their specific educational and career goals. Concentrations, certificates, and a second major are offered in various disciplines; while not required, students are able to pursue up to a total of two concentrations and/or certificates. Fuqua’s elective course offerings change in response to the needs and interests of the students and the business community. These electives, taught by some of the leading professors and practitioners in business, help students develop expertise in functional skills and analytical thinking. The result is a well-rounded, yet focused, management education—a blend of practical know-how, critical thinking, communication skills, and a strategic, global perspective.

As part of the Daytime MBA degree, students have the opportunity to take up to four approved graduate-level courses in other schools or departments at Duke University, such as the School of Law, the Nicholas School of the Environment, the Sanford School of Public Policy, and the Department of Economics of The Graduate School. However, dual degree students may not count non-Fuqua credits toward their MBA degree because they already take a substantial number of non-Fuqua classes.

### Dual Degree Programs

In the spirit of interdisciplinary cooperation, The Fuqua School of Business offers several dual degree programs in conjunction with other graduate and professional programs at Duke University. Dual degree programs offer the advantage of earning two degrees in less time than would be required to earn the two separately. These options for study are available through the Duke Law School, the Sanford School of Public Policy, the Nicholas School of the Environment, and the School of Medicine.

Students who are in any of the dual degree programs offered by The Fuqua School of Business must complete a minimum of 65 graduate course credits at Fuqua, exclusive of what requirements exist for the other degree. Because the two degrees are interconnected, students must complete all requirements for both degrees in order to receive either degree. Because dual degree students already take a substantial number of nonbusiness courses, they may not count additional non-Fuqua courses toward their degree. They may participate in Fuqua’s international exchange program which allows students to study for a term or semester at an overseas business school.

### The MBA—JD

The concurrent MBA—JD program requires four academic years of study that meet the requirements for both the MBA and JD degrees. If you would like to apply for the MBA—JD program, you must apply for admission to each program and be admitted by both schools independently. Additional information about the Duke Law School may be obtained from the admissions office, Duke University School of Law, Box 90393, Duke University, Durham, NC 27708-0393; (919) 613-7200.
The MBA—MF and the MBA—MEM

The concurrent MBA and master of forestry or master of environmental management degrees normally require three years of study. To apply for these concurrent degrees, prospective students must apply for admission to each program and be admitted by both schools independently. Additional information on the environmental programs may be obtained from the director of admissions, Nicholas School of the Environment, Box 90330, Duke University, Durham, NC 27708-0330; (919) 613-8070.

The MBA—MPP

The concurrent MBA degree and master of public policy degree requires three years of study. Prospective students must apply for admission to each program and be admitted by both schools independently. Additional information about the public policy program may be obtained from the director of admissions, Sanford School of Public Policy, Box 90239, Duke University, Durham, NC 27708-0239; (919) 613-9205.

The MBA—MD

The MBA—MD program will require five years to complete and begins with two years at the School of Medicine. Prospective students must apply for admission and be admitted by both schools independently. Additional information about the Duke University School of Medicine program may be obtained from the Office of Admissions, School of Medicine, Box 3710 Duke University Medical Center, Durham, NC 27708; (919) 684-2985.

The Duke MBA—Weekend Executive

The Duke MBA—Weekend Executive program is specifically designed to meet the needs of working professionals who remain on the job while completing this rigorous academic program. The Weekend Executive MBA Program is widely recognized as one of the leading programs to prepare working professionals for a rapidly changing, globally competitive business environment.

The Weekend Executive program combines superb academics and up-to-the-minute research with the experience and knowledge of established managers from a diverse range of companies, industries and functions, providing an unsurpassed grounding in business management.

The curriculum emphasizes the fundamentals of business and management theory: accounting, decision sciences, economics, finance, management, marketing, operations management, leadership, and strategy. Faculty use a variety of teaching methods in the Weekend Executive classroom, including lectures, case studies, class discussions, simulations, and group projects.

The Weekend Executive program meets Friday, Saturday, and Sunday once per month. Two weeks later hybrid classes are held with students either attending in person on the Durham campus or from a distance from wherever they are in the world. During the fifth and final term students take four elective courses in an alternate format: a two-week long, face-to-face residency followed by ten weeks of distance education.

Applicants should be in a managerial position and have a minimum of five years of professional experience. The program requires nineteen months of study including fourteen core courses and four elective courses. Prospective students should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: weekend-mba-info@fuqua.duke.edu; website: https://www.fuqua.duke.edu/programs/weekend-executive-mba; phone: (919) 660-7705, fax: (919) 681-8026.

More specific information about the curriculum is available on the Fuqua website and in this bulletin under Courses of Instruction.

The Duke MBA—Global Executive

Working professionals from around the globe come together to earn a world-class MBA in this eighteen-month program. Students attend international residencies that emphasize how culture and institutions shape business in Asia, Latin America, Europe, and North America. A unique team approach ensures that students learn from their classmates, high-potential peers working in diverse markets with expertise in different functions. Students build business acumen and a diverse global network and experience maximum learning and real-world lessons in international locations.

Students broaden their knowledge, experience, and skill sets with a rigorous general management curriculum that has a global focus and is taught by a top-rated faculty. In addition, they acquire firsthand experience coordinating projects across barriers of time and space in a multinational team environment.

Residential classes convene at sites in Asia, Latin America, Europe, and North America, six times for a total of eight weeks during the program. Class sessions include lectures, cases, simulations, and visiting speakers from government and business organizations in the region. Fuqua professors deliver the balance of the instruction using virtual classrooms and other interactive software applications. These communication tools allow faculty and students to hold extended dialogues without the normal constraints of classroom and office hours.

Global Executive students receive a unique education in global business and earn a world-class MBA degree from one of the most prestigious universities, while continuing to make significant contributions to their company.

Prospective students should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120, email: global-mba-info@fuqua.duke.edu; website: https://www.fuqua.duke.edu/programs/global-executive-mba; phone: (919) 660-7705, fax: (919) 681-8026.

More specific information about the curriculum is available on the Fuqua website and in this bulletin under Courses of Instruction.
Concentrations

The Duke MBA—Daytime

The Daytime MBA offers specialized concentrations in all of the major functional areas (such as Decision Sciences, Finance, Management, Marketing, Operations, and Strategic Consulting) and in topical areas (such as Entrepreneurship, Energy & Environment, Social Entrepreneurship, and Leadership).

Each concentration identifies a set of electives from which students choose six courses. Most concentrations have a common 4-2 structure, where the concentration typically has four courses in a focal area (like finance) and two courses from other areas that support the focal concentration. Concentrations are not required, but they do provide an opportunity for students to solidify expertise in specific areas of study.

The Duke MBA—Global Executive and the Duke MBA—Weekend Executive

To further enhance the MBA degree and build functional expertise, students may choose to pursue a concentration in one of five areas: Energy & Environment, Entrepreneurship, Finance, Marketing, or Strategy. To complete the requirements for a concentration, a student must take two approved elective courses in the academic area of the concentration and complete a significant individual project approved by faculty in the term following the completion of the MBA degree. Additional fees apply.

Health Sector Management (HSM) Certificate

The Health Sector Management (HSM) Certificate Program is designed to explore and provide focus for students regarding the structure, function, and realities of the US health-care system. This certificate program is available to students in all of Fuqua's MBA cohorts including Daytime and Executive MBA formats, as well as Fuqua alumni. The HSM Program provides knowledge and experiential programs in health-care finance, services, product distribution, marketing, and utilization across the biopharmaceutical, medical device, biotechnology, health system and health services delivery, insurance, managed care, and health information technology areas.

The HSM Program is targeted to professionals throughout health care, including the pharmaceutical, biotechnology, insurance industries, physicians, and other health-care providers and professionals with management responsibilities. This program is also suited for executives from supporting sectors, such as consulting, finance, and technology. The HSM Program allows for specialization within the Duke MBA, providing in-depth training specific to the business of health care. Seventeen course credits of study are required for successful completion of the HSM certificate.

Requirements for the Certificate

<table>
<thead>
<tr>
<th>Core Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>HSM Daytime</strong></td>
</tr>
<tr>
<td>Health Sector Management 705 and 706 (Seminars in Health Care)</td>
</tr>
<tr>
<td>Health Sector Management 710 (Health Institutions, Systems and Policy)</td>
</tr>
<tr>
<td>Health Sector Management 711 (Health Care Markets)</td>
</tr>
<tr>
<td><strong>HSM EMBA</strong></td>
</tr>
<tr>
<td>Health Sector Management 705E, 706E, 707E (Seminars in Health Care)</td>
</tr>
<tr>
<td>Health Sector Management 710 (Health Institutions, Systems and Policy)</td>
</tr>
<tr>
<td>Health Sector Management 711E (Health Care Markets)</td>
</tr>
<tr>
<td>Health Sector Management 897E (Health Sector Management Project Course) (EMBA only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Duke MBA—Daytime Program requires three electives and the EMBA Program requires two electives (depending upon availability).</td>
</tr>
<tr>
<td>Sample courses include the following:</td>
</tr>
<tr>
<td>Health Sector Management 712 (Medical Device Strategy (Daytime only))</td>
</tr>
<tr>
<td>Health Sector Management 714 (Provider Strategy) (EMBA and Daytime)</td>
</tr>
<tr>
<td>Health Sector Management 717 (Biotechnology and Pharmaceutical Strategy) (Daytime only)</td>
</tr>
<tr>
<td>Health Sector Management 718E (Life Science Product Strategy) (EMBA only)</td>
</tr>
<tr>
<td>Health Sector Management 716 (Health Policy and Management) (Daytime and EMBA)</td>
</tr>
</tbody>
</table>

Some additional Fuqua electives are also considered as HSM elective credit.
Master of Management Studies: Foundations of Business and Duke Kunshan University

The Master of Management Studies programs are pre-experience master’s degree programs intended to help students obtain core technical business skills and subject matter knowledge that is incremental to their undergraduate degree. Students with a master’s degree or PhD in a nonbusiness field who do not have work experience are also strong candidates for the Fuqua MMS Program.

The curriculum for the Fuqua MMS Program involves fifteen required courses. For the Foundations of Business (FOB) Program, these courses are typically offered over five six-week terms (three courses per term). Each course meets twice a week for 2.25 hours. Classes meet Monday and Thursday or Tuesday and Friday. Wednesdays are reserved for MMS programming, such as Career Management Center activities, team-building sessions, and professional development seminars. Students in the FOB Program are also able to enroll in an elective Fuqua Client Consulting Practicum (F CCP) subject to availability.

Duke Kunshan University MMS students will spend part of the year in Durham and part of the year in Kunshan, China. Courses in the Duke Kunshan University MMS Program may be taught in different formats, ranging from the same six-week format that is typical for FOB courses to more intensive two-week courses.

Other than the Fuqua Client Consulting Practicum in the FOB Program and the Management Science and Technology Management (MSTeM) track courses, there are no elective courses. There are no course exemptions. Course substitutions are not permitted, and students progress through the program as a single cohort. This structure reflects the importance of the following issues: (1) the need to ensure the appropriate balance between the breadth and depth required to successfully prepare for an entry-level position; (2) the need to ensure that students have uniform quality with respect to depth of exposure to concepts and frameworks in a given area; and (3) the value of intact cohorts which will allow us to enhance teaming skills in repeated contexts.

Degree requirements include completion of the following core courses:

- Accounting 510F/510K (Introduction to Financial Accounting)
- Decision 516F/516K (Quantitative Business Analysis)
- Management Communications 505F/505K (Business Communication 1)
- Finance 524F/524K (Foundations of Capital Markets)
- Marketing 550F/550K (Introduction to Marketing Analysis)
- Economics 547F/547K (Fundamentals of Business Economics)
- Finance 525F/525K (Foundations of Corporate Finance)
- Management Communications 506F/506K (Business Communication 2)
- Strategy 557F/557K (Principles of Strategy)
- Accounting 511F/511K (Principles of Cost and Managerial Accounting)
- Decision 517F/517K (Spreadsheet Modeling and Decision Analysis)
- Marketing 551F/551K (Fundamentals of Market Intelligence)
- Accounting 512F/512K (Fundamentals of Financial Analysis)
- Management 544F/544K (Foundations of Management & Organizations)
- Operations 554F/554K (Introduction to Operations and Supply Chain Management)

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: https://www.fuqua.duke.edu/programs/mms-foundations-business and https://www.fuqua.duke.edu/programs/mms-duke-kunshan-university; phone: (919) 660-7700; fax: (919) 684-2818.

Master of Quantitative Management: Business Analytics

The Master of Quantitative Management: Business Analytics Program is a pre-experience master’s degree program intended to provide a foundation in data analytics with a focus on specific issues in one of four industry domains. In addition to learning data science tools, the program stresses critical thinking and communication skills to help students ask the right questions, generate insights, and present solutions effectively. Designed for students with zero to three years of work experience, MQM: Business Analytics is a STEM-designated degree program giving international students meeting certain requirements the opportunity to work in the United States for three years.

Curriculum

The curriculum for the Fuqua MQM: Business Analytics Program involves sixteen required courses totaling at least 48 graduate credit hours and a minimum cumulative GPA of 3.0 or higher. The Finance track requires an additional course, totaling at least 51 graduate credit hours. These courses are offered over five six-week terms (four courses per term). Each course meets twice a week for 2.25 hours. Classes generally meet Monday and Thursday or Tuesday and Friday, with occasional classes falling on Wednesdays. When classes are not being held, Wednesdays are reserved for MQM: Business Analytics programming, such as Career Management Center activities, team-building sessions, and professional development seminars.

Modern analytics requires the ability to not only perform deep quantitative analysis, but also to communicate insights throughout an organization. As such, applicants with a strong quantitative background are preferred, especially from STEM fields in which quantitative tools are used in applied environments. While not required, applicants are encouraged to have some familiarity with statistics, mathematics, and computer programming. In addition, students are required to complete pre-term modules to ensure a sufficient mastery of requisite knowledge.

Courses

The MQM: Business Analytics Program consists of two types of courses. Core courses consist of technical courses, which develop the data science tools necessary to perform deep quantitative analysis, and critical thinking and communication courses, which develop...
the ability to present insights effectively. Track courses are focused on topics specific to one of four tracks: Finance, Forensics, Marketing, and Strategy. Each student is admitted into a track and must complete all required track courses to graduate. In addition, students are able to select elective courses subject to availability, generally from track courses offered outside their admitted track. There are no course exemptions or course substitutions in the program.

The planned schedule for each track is as follows:

### Finance

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall 1</th>
<th>Fall 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Fundamentals (Core - 531Q)</td>
<td>Introductory Finance (Track – 526Q)</td>
<td>Intermediate Finance (Track – 527Q)</td>
</tr>
<tr>
<td>Data Infrastructure (Core - 519Q)</td>
<td>Data Science for Business (Core – 520Q)</td>
<td>Data Visualization (Core – 522Q)</td>
</tr>
<tr>
<td>Applied Probability &amp; Statistics (Core - 518Q)</td>
<td>Critical Thinking, Communication, and Collaboration (Core – 542Q)</td>
<td>Ethical and Legal Issues of Data Analytics (Core – 545Q)</td>
</tr>
<tr>
<td>Business Communications 1 (Core - 507Q)</td>
<td></td>
<td>Derivatives (Track – 528Q)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 1</th>
<th>Spring 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Income Securities (Track – 529Q)</td>
<td>Financial Risk Management (Track – 530Q)</td>
</tr>
<tr>
<td>Decision Analytics and Modeling (Core – 521Q)</td>
<td>Capstone Project (Core – 532Q)</td>
</tr>
<tr>
<td>Navigating Organizations (Core – 543Q)</td>
<td>Business Communications 2 (508Q)</td>
</tr>
</tbody>
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### Forensics

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall 1</th>
<th>Fall 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Fundamentals (Core - 531Q)</td>
<td>Financial Reporting Foundations (Track – 513Q)</td>
<td>Financial Statement Fraud (Track – 514Q)</td>
</tr>
<tr>
<td>Data Infrastructure (Core - 519Q)</td>
<td>Data Science for Business (Core – 520Q)</td>
<td>Data Visualization (Core – 522Q)</td>
</tr>
<tr>
<td>Applied Probability &amp; Statistics (Core - 518Q)</td>
<td>Critical Thinking, Communication, and Collaboration (Core – 542Q)</td>
<td>Ethical and Legal Issues of Data Analytics (Core – 545Q)</td>
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<td>Business Communications 1 (Core - 507Q)</td>
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<table>
<thead>
<tr>
<th>Spring 1</th>
<th>Spring 2</th>
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</thead>
<tbody>
<tr>
<td>Managing Operational and Informational Risks (515Q)</td>
<td>Fraud Analytics (Track – 523Q)</td>
</tr>
<tr>
<td>Decision Analytics and Modeling (Core – 521Q)</td>
<td>Capstone Project (Core – 532Q)</td>
</tr>
<tr>
<td>Navigating Organizations (Core – 543Q)</td>
<td>Business Communications 2 (508Q)</td>
</tr>
</tbody>
</table>

### Marketing

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall 1</th>
<th>Fall 2</th>
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</thead>
<tbody>
<tr>
<td>Business Fundamentals (Core - 531Q)</td>
<td></td>
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<tr>
<td>Data Infrastructure (Core - 519Q)</td>
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<td></td>
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<tr>
<td>Applied Probability &amp; Statistics (Core - 518Q)</td>
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</tr>
<tr>
<td>Business Communications 1 (Core - 507Q)</td>
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Programs of Study

Marketing (continued)

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Fall 2</th>
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<tbody>
<tr>
<td>Digital Marketing (Track – 549Q)</td>
<td>Market Intelligence (Track – 552Q)</td>
</tr>
<tr>
<td>Data Science for Business (Core – 520Q)</td>
<td>Data Visualization (Core – 522Q)</td>
</tr>
<tr>
<td>Critical Thinking, Communication, and Collaboration (Core – 542Q)</td>
<td>Ethical and Legal Issues of Data Analytics (Core – 545Q)</td>
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<table>
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<tr>
<th>Spring 1</th>
<th>Spring 2</th>
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</thead>
<tbody>
<tr>
<td>Customer Relationship Management (Track – 553Q)</td>
<td>Pricing (Track – 555Q)</td>
</tr>
<tr>
<td>Decision Analytics and Modeling (Core – 521Q)</td>
<td>Capstone Project (Core – 532Q)</td>
</tr>
<tr>
<td>Navigating Organizations (Core – 543Q)</td>
<td>Business Communications 2 (508Q)</td>
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Strategy

<table>
<thead>
<tr>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Business Fundamentals (Core – 531Q)</td>
</tr>
<tr>
<td>Data Infrastructure (Core – 519Q)</td>
</tr>
<tr>
<td>Applied Probability &amp; Statistics (Core – 518Q)</td>
</tr>
<tr>
<td>Business Communications 1 (Core – 507Q)</td>
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<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Fall 2</th>
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<tbody>
<tr>
<td>Empirical Economic Analysis (Track – 548Q)</td>
<td>Operations Analytics (Track – 556Q)</td>
</tr>
<tr>
<td>Data Science for Business (Core – 520Q)</td>
<td>Data Visualization (Core – 522Q)</td>
</tr>
<tr>
<td>Critical Thinking, Communication, and Collaboration (Core – 542Q)</td>
<td>Ethical and Legal Issues of Data Analytics (Core – 545Q)</td>
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<thead>
<tr>
<th>Spring 1</th>
<th>Spring 2</th>
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<tbody>
<tr>
<td>Strategic Management (Track – 558Q)</td>
<td>People Analytics (Track – 559Q)</td>
</tr>
<tr>
<td>Decision Analytics and Modeling (Core – 521Q)</td>
<td>Capstone Project (Core – 532Q)</td>
</tr>
<tr>
<td>Navigating Organizations (Core – 543Q)</td>
<td>Business Communications 2 (508Q)</td>
</tr>
</tbody>
</table>

Capstone

The MQM: Business Analytics Program culminates in the Capstone Project (Core – 532Q), a six-week intensive project in which teams of four to five students partner with a faculty advisor and an organization to solve a specific problem utilizing analytics techniques. The capstone is designed to give students the opportunity to utilize the domain-specific tools developed throughout the program in a real-world environment in which they are exposed to the challenges inherent to the modern data environment.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: https://www.fuqua.duke.edu/programs/mqm-business-analytics; phone: (919) 660-7700; fax: (919) 684-2818.

Master of Quantitative Management: Health Analytics

The Master of Quantitative Management: Health Analytics Program provides working professionals the business fundamentals, industry context, and advanced data analytics needed for decision-making in health-care markets. This nineteen-month curriculum prepares students to analyze market fundamentals and explore dynamics within the health-care sector by integrating economics, business, and policy perspectives. The program is meant for individuals interested in a wide range of sectors in the health-care industry such as providers, payers, biotech, and pharmaceuticals as well as for those interested in consulting, data science, and information technology.

The program is delivered online. This allows students the flexibility to attend the program while continuing their work and family lives.

Curriculum

The MQM: Health Analytics Program expands across nineteen months, divided into five sixteen-week terms. Each term begins with a period of one or two weeks, known as Reading Period, that is meant to prepare students for their upcoming coursework. The faculty may provide reading materials, asynchronous videos, and simple assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and team work. Live class sessions meet every Saturday or Sunday morning for students to participate in virtually. The program is a lock-step programming, with all students within a cohort taking all of the same classes at the same time.
In addition to the online curriculum, MQM: Health Analytics students have two opportunities for on-campus programming. The first is a mandatory orientation residency in at the beginning of the program, which serves as the launch for the program. The second is an optional leadership intensive residency taking place in between Terms 2 and 3.

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Managerial Economics for Health Care</td>
</tr>
<tr>
<td>Business Fundamentals: Marketing and Strategy</td>
</tr>
<tr>
<td>Applied Probability and Statistics</td>
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<tr>
<td>Data Analytics and Applications</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider Operations Analytics</td>
<td>Navigating Organizations</td>
</tr>
<tr>
<td>Advanced Data Analytics and Applications</td>
<td>Value-Based Care</td>
</tr>
<tr>
<td>EHR and Data Structures</td>
<td>Analysis of Healthcare Effectiveness and Outcomes</td>
</tr>
<tr>
<td>Capstone Project I</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Term 5</th>
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<tbody>
<tr>
<td>Business Communication</td>
</tr>
<tr>
<td>Decision Models</td>
</tr>
<tr>
<td>Ethics and Legal Issues in Health Analytics</td>
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<tr>
<td>Capstone Project II</td>
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</table>

<table>
<thead>
<tr>
<th>Academic Calendar (2019-2021)</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Orientation Residency</td>
</tr>
<tr>
<td>Reading Period</td>
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<tr>
<td>Classes</td>
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<tr>
<td>Break</td>
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<table>
<thead>
<tr>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Period</td>
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<tr>
<td>Classes</td>
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<tr>
<td>Break</td>
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<table>
<thead>
<tr>
<th>Term 3</th>
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<tbody>
<tr>
<td>Reading Period</td>
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<tr>
<td>Optional Leadership Intensive Residency</td>
</tr>
<tr>
<td>Classes</td>
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<tr>
<td>Break</td>
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<table>
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<tr>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Reading Period</td>
</tr>
<tr>
<td>Classes</td>
</tr>
<tr>
<td>Break</td>
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<table>
<thead>
<tr>
<th>Term 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Period</td>
</tr>
<tr>
<td>Break</td>
</tr>
<tr>
<td>Classes</td>
</tr>
<tr>
<td>Graduation Ceremonies</td>
</tr>
</tbody>
</table>

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: https://www.fuqua.duke.edu/programs/mqm-health-analytics; phone: (919) 660-7700; fax: (919) 684-2818.
Doctor of Philosophy

The PhD in Business Administration Program prepares candidates for research and teaching careers at leading educational institutions and for careers in business and governmental organizations where advanced research and analytical capabilities are required. The PhD program places major emphasis on independent inquiry, on the development of competence in research methodology, and on the communication of research results. Students are introduced at the outset of the program not only to rigorous coursework, but also to the research activities of the faculty and of other students. (A ratio of doctoral students-in-residence to faculty of less than one-to-one facilitates this opportunity to work closely with faculty.) The school offers programs of research and training in the areas of accounting, decision sciences, finance, management and organizations, marketing, operations management, and strategy.

The program requires that doctoral candidates must acquire expertise in their chosen area of study and in research methodology. This competence may be gained from coursework, participation in seminars, and independent study. Each student must complete their preliminary examination (a paper or other requirement depending upon the area) by the end of their third year of residence. The final requirement is the presentation of a dissertation. The PhD program usually requires five years of work. The student and the faculty in his/her area determine the specific program of study.

Nondegree Executive Education Programs

Fuqua’s nondegree executive education programs provide leadership and management development for executives and managers across various functions, industries, and geographies. Program participants are equipped with strategies, action plans, procedures, and tools that they can immediately apply in their organization.

Tuition reductions are available for Duke University alumni and staff.

Duke Leadership Program

Duke Leadership Program (DLP) is ideal for anyone with current or anticipated leadership responsibilities, ranging from high-level executives and managers, managers expecting to take on leadership roles and those who are not in management positions but are expected to lead and influence others in the course of their work. The program provides a framework for understanding and improving participants’ individual leadership styles. Central to the course is a 360-degree assessment that explores participants’ strengths and weaknesses in six leadership behavior areas or domains and identifies specific challenges and opportunities. Participants work one-on-one with experienced executive coaches to develop a personalized plan for successful leadership that can be implemented immediately. Learning happens through case discussion, experiential exercises, teamwork, and reflection.

Duke Management Program

Duke Management Program (DMP) is ideal for those who lead teams, departments, or taskforces where work is accomplished by guiding and resourcing others. The program is valuable to people of various levels of organizational management, from project managers to people managers. DMP translates the science of management into practical insights and actionable strategies. Taught by distinguished Fuqua professors who are experts in decision-making, teams, negotiation, motivation, and diversity, participants will learn to identify obstacles to employee and team success and harness their potential.

Navigating Health Care Trends

Navigating Health Care Trends (NHCT) is designed for health-care professionals (seven or more years of work experience) who seek to better understand how payers, providers, and drug manufacturers collaborate and sometimes collide as their missions intersect. Participants who want to better understand profitability, pricing, new trends, and what C-suite executives worry about in the health-care industry will benefit from this program. NHCT gives participants insight into Fuqua faculty’s research and an opportunity to engage with leaders from across the industry to prepare for the trends shaping business now and in the future. Through lecture, case studies, class discussion, and team exercises, participants are challenged to think more creatively about how their business can continue to prosper in health care’s new landscape.

Communication for Leaders

Communication for Leaders is intended for managers and executives who want to dramatically enhance their public-speaking effectiveness, command attention from their audiences, and improve their executive presence. This program is ideal for highly technical professionals who need to present to the general public and key stakeholders. Participants will learn to present with power, lead and communicate through crisis, embrace the power of social media, and answer tough questions presented to them.

Business Negotiation Skills

Business Negotiation Skills benefits professionals who lead and manage projects, processes, and teams, as well as internal and external stakeholders. Effective negotiation—whether with partners, employers, managers, clients, or colleagues—is a foundational skill in management and leadership. This course differs from most negotiations programs. In addition to negotiating tactics, this program focuses on strategies to use, whether negotiating once or when nurturing a long-term relationship is highly valued. Participants are taught how to leverage what makes them different from others to gain a positional advantage. Participants have the opportunity to develop their skills by participating in negotiations in a variety of settings, integrating their personal experiences with key principles from exercises and course discussions.
Financial Analysis for Non-Finance Leaders

Financial Analysis for Non-Finance Leaders is intended for business leaders in all functions, including marketing, operations, sales, HR, and development. This program introduces and explains the essential elements of financial reporting, including managerial and financial accounting. Participants will learn to interpret the basic components of financial statements, develop a greater understanding of how financial information can be used as a strategic tool for decision-making, and be able to communicate operating, marketing, sales and growth strategies in financial terms.

Understanding these important financial principles will help participants drive greater profitability, maximize shareholder return, and leverage both their own and their customer’s business. An online version of the program will be available by Spring 2020.

Certificate of Leadership and Management

Drawing upon the leading-edge research and teaching excellence of Fuqua faculty, this certificate enables participants to succeed in the rapidly changing global business environment with sharpened leadership and management skills. To earn the certificate, professionals must complete the Duke Leadership Program and three additional electives from Fuqua’s Executive Education portfolio in three years.

Any of these programs can be tailored for a particular organization or department. To learn more, visit https://www.fuqua.duke.edu/programs/executive-education, call (919) 660-8011, or email execed-info@duke.edu.
Overview

The Fuqua School of Business is a challenging and rigorous academic institution, to which admission is highly selective. Acceptance is based on the ability to excel, not only academically, but also in the business community. All admitted applicants must possess outstanding intellectual ability and strong academic credentials. In addition, applicants must have demonstrated leadership and managerial skills through their professional and extracurricular activities. The coursework frequently requires students to work together in teams, so each student must also possess excellent interpersonal skills. To be eligible for admission, a student must have earned a bachelor’s degree from an accredited college or university. No specific undergraduate major is considered preferable to any other. The demands of the curriculum call for mathematical skills and aptitude, along with the ability to perform successfully in a program that emphasizes logical and analytical reasoning. The Fuqua School of Business offers seven programs: Daytime MBA, Global Executive MBA, Weekend Executive MBA, the Master of Management Studies (MMS): Foundations of Business, the Master of Management Studies (MMS): Duke Kunshan University, the Master of Quantitative Management (MQM): Business Analytics, and the Master of Quantitative Management (MQM): Health Analytics.

Application Requirements

Application

The application for admission can only be submitted using the online application form. Instructions for completing an application are located in the online application. The applications for all programs are accessible through Fuqua’s website at https://www.fuqua.duke.edu/. An application for admission will not be evaluated until all supporting materials have been received.

Interview

- **Daytime MBA:** We offer two interview options: Open Interviews and Invitation-Only Interviews. Open Interviews occur in Durham from September 12 to October 8, 2019 and are open to all applicants, regardless of the round in which they intend to apply. A completed application is not required to interview during this period. All interviews during the Open Interview period must be conducted in Durham, NC. All Early Action applicants located within the United States are required to travel to Durham, NC to interview during the Open Interview Period. If they live on the West Coast or outside of the United States, they may interview in Durham, NC during the Open Interview Period, but it is not a requirement. Off-campus interviews for Early Action applicants will happen from September 11 to October 9, 2019. After the Early Action round, interviews are by invitation only based on a review of the completed application. If invited, applicants will be interviewed in the location that they specified in their application and during the interview period that corresponds to the application round.
- **Global Executive MBA, Weekend Executive MBA, and MQM: Health Analytics:** An official interview is required, and an application is not considered complete without one. Interviews are conducted either in person in Durham, NC, by phone, or by Skype and typically last 30 minutes to an hour. Interviewers will have a copy of the applicants resume, but no other component of the application. Applicants can schedule interviews online using the online scheduling system no less than four days in advance of selected date.
- **MMS: Foundations of Business, MMS: Duke Kunshan University, MQM: Business Analytics:** We do not offer an open interview option. Interviews will be extended by invitation after careful review of an application. Most interviews will occur via Skype; however North Carolina residents may have the opportunity to interview on campus by invitation. Both formats are given equal weight in the admissions process.

Résumé

Résumé should be one page and submitted electronically with the application. The résumé can include full-time employment, volunteer work, internships, part-time work experience, and education. For employment and volunteer positions, include the location, title, date, and responsibilities, starting with the applicant’s most recent position. The education section should include dates of attendance and degrees received.

Essay Questions

- **Daytime MBA:** Applicants will need to complete two short-answer questions and two essays as part of their application. The prompts can be found here. All re-applicants are required to complete a re-applicant essay in addition to the other essays.
- **Global Executive MBA and Weekend Executive MBA:** Applicants will need to complete two short-answer questions and one essay as part of their application. The prompts can be found here for the Global Executive MBA, and here for Weekend Executive MBA.
- **MMS: Foundations of Business and MMS: Duke Kunshan University:** Applicants will need to complete three short-answer questions and two essays as part of their application. The prompts are listed on the MMS: Foundations of Business and MMS: Duke Kunshan University applications. All re-applicants are required to complete a re-applicant essay in addition to the other essays.
• **MQM: Business Analytics**: Applications will need to complete one short-answer question and two essays and part of their application. The prompts can be found [here](#). All re-applicants are required to complete a re-applicant essay in addition to the other essays.

• **MQM: Health Analytics**: Applicants will need to complete one essay as part of their application. The prompt can be found [here](#).

• Applicants have the opportunity to submit an optional essay to explain any circumstances of which the admissions committee should be aware.

### GMAT, GRE, and Executive Assessment

- **Daytime MBA, MMS: Foundations of Business, MMS: Duke Kunshan University, and MQM: Business Analytics**: Applicants must take either the GMAT or GRE prior to submitting their application. Self-reported scores are accepted with the application, and official score reports sent directly from the testing agency will be required after admission and before the program begins. If an applicant is not satisfied with their score, they may retake the exam before submitting their application. If the applicant takes the exam multiple times, they should only report their highest score and any sub-scores from the same testing date. Admissions system test codes are the following: GMAT: Q13-N5-19 and GRE: Duke program code 5156, and the 4201 Business Administration and Management Department name.

- **Weekend Executive MBA, Global Executive MBA, and MQM: Health Analytics**: The Fuqua School of Business accepts the Executive Assessment (EA) for applicants to Duke’s working professional, executive MBA, and online degree programs. Applicants must take the GMAT, GRE, or EA and have their scores sent directly from the testing service to the admissions office prior to their application round. GMAT/GRE/EA waivers are offered on a case-by-case basis for candidates whose academic background is strong, specifically in quantitative subjects, and for whom the GMAT/GRE/EA would not necessarily be a useful predictor of success in the program.

### Transcripts

A legible, scanned copy of an applicant’s transcript(s) must be uploaded into the online application for each college or university attended even if a degree was not granted. All courses and grades must be listed and the degree granted and the date conferred must be clearly visible on the transcript. Fuqua does not require transcripts for study abroad programs.

### Recommendations

- **Daytime MBA**: Two letters of recommendation are required with the exception of re-applicants, who must submit only one additional recommendation. At least one recommendation should reflect the applicant’s performance in their most recent professional setting. Recommenders must complete the current recommendation forms associated with the online application.

- **Weekend Executive MBA and Global Executive MBA**: One letter of recommendation is required and should come from someone who can objectively evaluate the applicant’s professional skills and abilities. Letters of recommendation should be submitted through Fuqua’s online system. Re-applicants will need to submit one new letter of recommendation that did not come from a previous recommender.

- **MMS: Foundations of Business, MMS: Duke Kunshan University, and MQM: Business Analytics**: Two letters of recommendation are required with the exception of re-applicants, who must submit only one additional recommendation. All recommendations should be submitted through Fuqua’s online system. At least one recommendation should reflect the applicant’s performance in a professional setting.

- **MQM: Health Analytics**: One letter of recommendation is required and must be submitted through Fuqua’s online system. The most valuable recommendations come from people who know the applicant’s professional skills and abilities, such as their immediate supervisor.

### Sponsorship Letter

**Weekend Executive MBA, and the Global Executive MBA**: A letter from the applicant’s current employer outlining their company’s support of the applicant’s time in the program is required. It can include information about an employer’s financial commitment, and proprietors or principals of a company can provide a letter of self-sponsorship.

### Nonrefundable Application Fee

- **Daytime MBA, Weekend Executive MBA, and the Global Executive MBA**: A $225 USD application fee, payable by Visa or MasterCard. The application fee is paid electronically with submission of the online application. Some people are eligible for a fee waiver.

- **MMS: Foundations of Business, MQM: Business Analytics, and MQM: Health Analytics**: A $125 USD application fee, payable by Visa or MasterCard. The application fee is paid electronically with submission of the online application. Some people are eligible for a fee waiver.

- **MMS: Duke Kunshan University**: No application fee is required.

### Dual Degrees

**Daytime MBA**: Dual Degree application instructions and timing vary by program. Fuqua has the following dual degree options: **JD/MBA**, **MPP/MBA**, **MEM/MBA or MF/MBA** and **MD/MBA**.
International Applicant Requirements (Applies to All Programs)

- **English as Second Language (ESL) Test Scores**: Though English as Second Language (ESL) test scores are not required for a completed application, international applicants who did not complete the majority of their undergraduate degree from a school whose primary language of instruction is English, are encouraged to include valid ESL test scores with their application.

- **Academic Records**: International applicants who completed their education in a non-English-speaking program should make arrangements to have their academic records translated and sent along with the originals. Where American-style transcripts are not used, the applicant should include all available records, including courses, grades, degrees, and rank in class. These records should be certified by the appropriate university officials.

- **Request for Temporary Visa, Proof of Financial Support Forms**: All international students must submit proof of sufficient funding to obtain student status at Duke University.

- **Financial Aid**: Fuqua is pleased to be able to offer scholarship aid to international applicants. However, scholarship funds are limited and awards will not be sufficient to fund all tuition and living expenses. International applicants are not eligible for federal student aid and must demonstrate that they have sufficient resources to fund their years of study. Fuqua is pleased to offer both cosigner and no-cosigner international student loan opportunities. These loans are not available to students in the MMS: Duke Kunshan University program. Further details are available on Fuqua’s financial aid website.

- **Business, Communication, and Culture**: Two years are required to complete the Duke MBA—Daytime Program, and all students are required to carry the normal full course load. All instruction is in English, so those who have a different native language may want to consider the advantages of attending the Business, Communication, and Culture Program offered at Fuqua. Business, Communication, and Culture attendance may be a condition of admission for incoming international students. For more information on the Business, Communication, and Culture program, please contact Mark Brown, Director, Business, Communication, and Culture, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: mtb2@duke.edu; phone: (919) 660-7868 or (919) 660-7865; fax: (919) 660-2905.

- **MMS/MQM Business, Communication, and Culture**: The MMS: Foundations of Business Program, the MMS: Duke Kunshan University Program and MQM: Business Analytics Program are instructed exclusively in English and all students are required to carry the normal full course load. Those students who have a different native language may want to consider the advantages of attending MMS/MQM Business, Communication, and Culture Program offered at Fuqua. MMS/MQM Business, Communication, and Culture attendance may be a condition of admission for incoming international students. For more information on the MMS/MQM Business, Communication, and Culture Program, please contact Mark Brown, Director, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: mtb2@duke.edu; phone: (919) 660-7868 or (919) 660-7865; fax: (919) 660-2905.
Tuition and Fees

Tuition varies for each of the programs in The Fuqua School of Business. Current information on tuition costs are available online at [https://www.fuqua.duke.edu/](https://www.fuqua.duke.edu/). The Fuqua School of Business endeavors to make it possible for all qualified students to attend Duke University. The Financial Aid Office is committed to working together in partnership with all students to provide the appropriate guidance and counseling needed to assist them with obtaining financial resources.

All charges are due and payable at the times specified by the university and are subject to change without notice. A charge will be imposed for any student's check returned to the university unpaid.

The Daytime MBA degree requires four semesters of full-time academic work totaling at least 79 graduate course credits. In some cases, it is possible for a student to complete these 79 course credits in fewer than four semesters. This will not reduce tuition costs. Students are required to pay four semesters of tuition in the Duke MBA—Daytime Program.

Tuition Refund Policies

Daytime MBA

100 percent of tuition is refunded prior to the start of Global Institute classes for incoming students and prior to the start of Fall Term 1 for returning students. After the beginning of classes, tuition refunds will be made on a prorated basis, according to the table below. Tuition charges paid from grant or loans must be returned to the proper grant or loan account and will not be returned to the student. For incoming students, the deposits paid are credited towards the tuition and therefore will be factored into the tuition refund. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with deposit may not exceed the determined tuition cost.

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
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<tbody>
<tr>
<td>Before Global Institute for incoming students</td>
<td>100% tuition for the semester</td>
</tr>
<tr>
<td>Before the start of Fall Term 1</td>
<td></td>
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<tr>
<td>Before the start of Spring Term 1</td>
<td></td>
</tr>
<tr>
<td>During the first week of Global Institute for incoming students</td>
<td>80% tuition for the semester</td>
</tr>
<tr>
<td>During the first week of Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>During the first week of Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>During the second or third week of Global Institute for incoming students</td>
<td>60% tuition for the semester</td>
</tr>
<tr>
<td>During the second or third week of Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>During the second or third week of Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>During the final week of Global Institute for incoming students</td>
<td>20% tuition for the semester</td>
</tr>
<tr>
<td>During the fourth or fifth week of Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>During the fourth or fifth week of Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>After the fifth week (each semester)</td>
<td>None</td>
</tr>
</tbody>
</table>

Master of Management Studies: Foundations of Business & Duke Kunshan University

Should a student desire to withdraw from an MMS program, they must inform the director of the program in writing. Should a student desire a leave of absence from an MMS program, they must make a request in writing to the director of the program, including justification for the leave of absence, and provide supporting evidence, if applicable.

After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin (each semester)</td>
<td>100% tuition for the semester</td>
</tr>
<tr>
<td>During the first week of classes (each semester)</td>
<td>80% tuition for the semester</td>
</tr>
<tr>
<td>During the second or third week of classes (each semester)</td>
<td>60% tuition for the semester</td>
</tr>
<tr>
<td>During the fourth or fifth week of classes (each semester)</td>
<td>20% tuition for the semester</td>
</tr>
<tr>
<td>After the fifth week (each semester)</td>
<td>None</td>
</tr>
</tbody>
</table>

Master of Quantitative Management: Business Analytics

Should a student desire to withdraw from the MQM: BA Program, they must inform the director of the program in writing. Should a student desire a leave of absence from the MQM: BA Program, they must make a request in writing to the director of the program, including justification for the leave of absence, and provide supporting evidence, if applicable.

After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

Refund policy refers only to tuition payments; the initial deposit is nonrefundable. Some Duke University fees are non-refundable after the first week of classes.
Master of Quantitative Management: Business Analytics (continued)

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin (each semester)</td>
<td>100% tuition for the semester</td>
</tr>
<tr>
<td>During the first week of classes (each semester)</td>
<td>80% tuition for the semester</td>
</tr>
<tr>
<td>During the second or third week of classes (each semester)</td>
<td>60% tuition for the semester</td>
</tr>
<tr>
<td>During the fourth or fifth week of classes (each semester)</td>
<td>20% tuition for the semester</td>
</tr>
<tr>
<td>After the fifth week (each semester)</td>
<td>None</td>
</tr>
</tbody>
</table>

Master of Quantitative Management: Health Analytics

After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

<table>
<thead>
<tr>
<th>Time of Withdrawal (per term)</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the Reading Period</td>
<td>100% tuition for the term</td>
</tr>
<tr>
<td>During the first or second week of the term</td>
<td>80% tuition for the term</td>
</tr>
<tr>
<td>During the third or fourth week of the term</td>
<td>60% tuition for the term</td>
</tr>
<tr>
<td>During the fifth or sixth week of the term</td>
<td>20% tuition for the term</td>
</tr>
<tr>
<td>After the sixth week of the term</td>
<td>None</td>
</tr>
</tbody>
</table>

Withdrawal from Executive MBA Programs

Should a student choose to withdraw or take a leave of absence from one of the executive MBA programs, he/she must inform the director of the program in writing. Tuition refunds will be made according to the following schedule. Tuition paid from loans may be returned to the lender and not to the student. Please review the Student Handbook provided to all enrolled students for additional details on refunds.

The Duke MBA—Global Executive (Terms 1-6) and The Duke MBA—Weekend Executive's Term 5

Tuition refunds for The Duke MBA—Global Executive Program (Terms 1-6) and The Duke MBA—Weekend Executive Program's Term 5 will be made according to the following schedule:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the term</td>
<td>100% tuition for the term</td>
</tr>
<tr>
<td>Before first day of residency</td>
<td>75% tuition for the term</td>
</tr>
<tr>
<td>Before the last day of residency</td>
<td>20% tuition for the term</td>
</tr>
<tr>
<td>After the last day of residency</td>
<td>None</td>
</tr>
</tbody>
</table>

The Duke MBA—Weekend Executive

Tuition refunds for The Duke MBA—Weekend Executive Program will be made according to the following schedule for Terms 1–4:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the term</td>
<td>100% tuition for the term</td>
</tr>
<tr>
<td>Before orientation/first weekend of classes</td>
<td>75% tuition for the term</td>
</tr>
<tr>
<td>Before second weekend of classes</td>
<td>20% tuition for the term</td>
</tr>
<tr>
<td>After the second weekend of classes</td>
<td>None</td>
</tr>
</tbody>
</table>

Payment Policies

Payment of Accounts

Following first enrollment in The Fuqua School of Business, monthly invoices are available online. Questions should be directed to the Office of the Bursar. As a part of the agreement of admission to Duke University, a student is required to pay all invoices as presented. A late payment charge will be assessed for all charges not paid in full by the late payment date, and certain restrictions may be applied.

Late Payment Charge

If the total amount due on the student’s invoice is not received by the bursar by the invoice late payment date, a penalty charge will be accrued from the billing date of the invoice. The late payment charge is assessed at a rate of 1.25 percent per month (15 percent per annum) applied to the amount outstanding.
Debts
An individual will be in default if the total amount due is not paid in full by the late payment date. A student in default will not be allowed to receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. No records are released until students have settled with the bursar for all indebtedness. Failure to pay all university charges on or before the times specified by the university will bar the student from class attendance until the account is settled in full. In addition, an individual in default may be subject to withdrawal from school.

Transcript Fee
All Fuqua students will be charged in the first semester a one-time mandatory fee of $40 for transcripts. This entitles the student to an unlimited number of Duke University transcripts.

MBA Association Fee
All daytime MBA students are assessed a nonrefundable fee to be used to support the activities of the MBA Association.

MMS & MQM Association Fee
All MMS: Foundations of Business, MMS: Duke Kunshan University, and MQM students are assessed a nonrefundable fee to be used to support the activities of the MMS and MQM Associations.

MQM Technology Fee
MQM: Business Analytics students will be charged a nonrefundable one-time technology fee to be used to support the MQM technology infrastructure.

Recreation Fee
All full-time Fuqua students will be charged a recreation fee each semester which provides them with unlimited use of on-campus recreation facilities.

Graduate Student Activity Fee
All full-time Fuqua students will be charged a Graduate Student Activity Fee each semester while they are in residence.

Graduate Student Services Fee
All full-time Fuqua students will be charged a Graduate Student Services Fee each semester while they are in residence.

MBA First Year Pre-Term Fee
All entering daytime MBA students will be charged in the first semester a one-time mandatory pre-term registration fee.

University Parking Permit
Any full-time Fuqua student wishing to park in a university-owned parking lot must purchase a parking permit from the Duke University Parking Office. This is normally done online during the spring or summer.

Student Health Fee
All full-time Fuqua students are assessed a nonrefundable fee for the Student Health Center (SHC) each semester. This fee supports a number of services and activities that foster a healthy campus community. Specifically, the fee covers most services rendered within the Student Health Center and Counseling and Psychological Services (CAPS) during each enrolled semester. An optional summer health fee for daytime students not enrolled in summer sessions is also available through the SHC business office in the Duke Student Health Center. For more information, see http://studentaffairs.duke.edu/studenthealth.

Student Medical Insurance
The university has made arrangements for a Student Medical Insurance Plan to cover all Daytime MBA, MQM, and MMS: Foundations of Business students at their expense, for a twelve-month period. For an additional fee a student may obtain coverage for a spouse and children. Medical insurance is essential to protect against the high cost of medications, unexpected illnesses, and injuries which would require hospitalization, surgery, or the services of specialists outside the Duke Student Health Center. Therefore, all students are required to have medical insurance that is comparable to the Duke-sponsored medical insurance plan. International students with an F-1 or J-1 visa status are required to purchase the Duke Student Medical Insurance Plan. Others may waive the Duke Student Medical Insurance Plan upon proof of equivalent coverage. The Student Medical Insurance Plan provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, while traveling between home and the school and during interim vacation periods. Coverage, services, and costs are subject to change each year as deemed necessary by the university. For information regarding coverage, consult the Duke University Office of the Bursar website at https://finance.duke.edu/bursar/.

Restrictions
Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.
# 2019-20 Estimated Cost of Attendance for Nine-Month Period

## Daytime MBA First-Year Student

<table>
<thead>
<tr>
<th>Required Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$70,000</td>
</tr>
<tr>
<td>Student Health Insurance(^2)</td>
<td>$3,535</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$834</td>
</tr>
<tr>
<td>MBA Association Fee</td>
<td>$500</td>
</tr>
<tr>
<td>Graduate Student Government Activity Fee</td>
<td>$37</td>
</tr>
<tr>
<td>Graduate Recreational Facilities Fee</td>
<td>$316</td>
</tr>
<tr>
<td>Graduate Student Services Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Transcript Fee (one-time fee/first year only)</td>
<td>$40</td>
</tr>
<tr>
<td>Pre-Term Fee (one-time/first year only)</td>
<td>$2,200</td>
</tr>
<tr>
<td><strong>Total Educational Expenses</strong></td>
<td><strong>$77,482</strong></td>
</tr>
</tbody>
</table>

## Educational Supplies

| Books, Supplies, and Course Packs                  | $666     |

## Living Expenses

| Housing (including utilities)                      | $9,279   |
| Board (Food)                                       | $3,420   |
| Miscellaneous                                      | $3,573   |
| Transportation                                     | $1,854   |
| Phone Service                                      | $576     |
| **Total Estimated Other**                          | **$18,702** |

**Total Estimated Budget for First-Year Student**

**$96,850**

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\(^2\) The Student Medical Insurance Plan is required for all Fuqua Daytime MBA, MMS, and MQM students and is charged during the fall semester. It can be waived if a student has other health insurance coverage. International students with an F-1 or J-1 visa are required to purchase this plan. The actual cost of the Student Medical Insurance Plan is established in late spring each year. The university bursar’s office provides additional information regarding student medical insurance with fall tuition statements.

# 2019-20 Estimated Cost of Attendance for Eleven-Month Period

## Duke MMS: FOB (Master of Management Studies: Foundations of Business)

<table>
<thead>
<tr>
<th>Required Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$54,000</td>
</tr>
<tr>
<td>Student Health Insurance(^2)</td>
<td>$3,535</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$981</td>
</tr>
<tr>
<td>MMS Association Fee</td>
<td>$450</td>
</tr>
<tr>
<td>Graduate Student Government Activity Fee</td>
<td>$37</td>
</tr>
<tr>
<td>Graduate Recreational Facilities Fee</td>
<td>$316</td>
</tr>
<tr>
<td>Graduate Student Services Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Transcript Fee (one-time fee/first year only)</td>
<td>$40</td>
</tr>
<tr>
<td><strong>Total Educational Expenses</strong></td>
<td><strong>$59,379</strong></td>
</tr>
</tbody>
</table>

## Educational Supplies

| Books, Supplies, and Course Packs                  | $795     |

## Living Expenses

| Housing (including utilities)                      | $11,341  |
| Board (Food)                                       | $4,180   |
| Miscellaneous                                      | $4,367   |
| Transportation                                     | $2,266   |
| Phone Service                                      | $704     |
| **Total Estimated Other**                          | **$22,858** |

**Total Estimated Budget for First-Year Student**

**$83,032**
MMS (Master of Management Studies): Duke Kunshan University

Please refer to the following MMS: Duke Kunshan University link to learn more about tuition and fees: [https://dukekunshan.edu.cn/en/mms/admissions/tuition-and-fees](https://dukekunshan.edu.cn/en/mms/admissions/tuition-and-fees).

2019-20 Estimated Cost of Attendance for Eleven-Month Period

Duke MQM: BA (Master of Quantitative Management: Business Analytics)

<table>
<thead>
<tr>
<th>Required Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$68,200</td>
</tr>
<tr>
<td>Student Health Insurance(^3)</td>
<td>$3,535</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$981</td>
</tr>
<tr>
<td>MQM Association Fee</td>
<td>$450</td>
</tr>
<tr>
<td>MQM Technology Fee</td>
<td>$1,000</td>
</tr>
<tr>
<td>Graduate Student Government Activity Fee</td>
<td>$37</td>
</tr>
<tr>
<td>Graduate Recreational Facilities Fee</td>
<td>$316</td>
</tr>
<tr>
<td>Graduate Student Services Fee</td>
<td>$20</td>
</tr>
<tr>
<td>Transcript Fee (one-time fee/first year only)</td>
<td>$40</td>
</tr>
<tr>
<td><strong>Total Educational Expenses</strong></td>
<td><strong>$74,579</strong></td>
</tr>
</tbody>
</table>

**Educational Supplies**

| Books, Supplies, and Course Packs                           | $1,200  |

**Living Expenses**

| Housing (including utilities)                               | $11,341 |
| Board (Food)                                                | $4,180  |
| Miscellaneous                                               | $4,367  |
| Transportation                                              | $2,266  |
| Phone Service                                               | $704    |
| **Total Estimated Other**                                   | **$22,858** |

**Total Estimated Budget for First-Year Student**

| **$98,637** |

---

3 See previous footnote.
Executive MBA & MQM: HA
(Master of Quantitative Management: Health Analytics) Program Costs

Class of 2019 (Executive) and Class of 2020 (MQM: HA)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Global Executive</th>
<th>Weekend Executive</th>
<th>MQM: HA (Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>$28,773</td>
<td>$30,837</td>
<td>$14,835</td>
</tr>
<tr>
<td>Term 2</td>
<td>$22,733</td>
<td>$24,797</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 3</td>
<td>$22,733</td>
<td>$24,797</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 4</td>
<td>$22,734</td>
<td>$24,797</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 5</td>
<td>$22,734</td>
<td>$24,797</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Tuition &amp; Fees</strong></td>
<td><strong>$142,440</strong></td>
<td><strong>$130,025</strong></td>
<td><strong>$66,015</strong></td>
</tr>
</tbody>
</table>

Class of 2020 (Executive) & Class of 2021 (MQM: HA)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Global Executive</th>
<th>Weekend Executive</th>
<th>MQM: HA (Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>$29,706</td>
<td>$31,860</td>
<td>$14,835</td>
</tr>
<tr>
<td>Term 2</td>
<td>$23,666</td>
<td>$25,820</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 3</td>
<td>$23,667</td>
<td>$25,820</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 4</td>
<td>$23,667</td>
<td></td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 5</td>
<td></td>
<td>$23,667</td>
<td>$12,795</td>
</tr>
<tr>
<td>Term 6</td>
<td></td>
<td></td>
<td>$23,667</td>
</tr>
<tr>
<td><strong>Total Tuition &amp; Fees</strong></td>
<td><strong>$148,040</strong></td>
<td><strong>$135,140</strong></td>
<td><strong>$66,015</strong></td>
</tr>
</tbody>
</table>

\(^4\) Includes a one-time transcript fee of $40.

Incl udes a one-time transcript fee of $40.
Financing the Degree

The Fuqua School of Business endeavors to make it possible for qualified students to attend Duke even though their own resources may be insufficient. Student aid is available in the form of fellowships/scholarships and through various student loan programs.

Scholarships and Fellowships

Each year a number of merit-based scholarships are available to incoming students. Decisions regarding scholarships are made by an Admissions scholarship committee. The offer of admissions will indicate when a student can expect to hear regarding possible fellowship/scholarship assistance. The criteria for selection are prior academic achievement, demonstrated qualities of leadership, involvement in extracurricular activities, and professional accomplishments. Awards for Daytime MBA students are for the two years of the MBA program and range from partial tuition to full tuition and may only be applied to tuition payments. Awards for MMS, MQM, and Executive MBA students cover part of the tuition. Funding is limited and is awarded as applicants are admitted to the program. New funding for awards is not available in the second academic year for the Daytime MBA or Executive MBA programs; thus students who enroll without a fellowship or scholarship award should not anticipate an award in their second academic year.

Named Scholarships and Fellowships

Fuqua has more than 100 named scholarship awards that are available to incoming students who have been notified of a Fuqua scholarship award by Admissions. Students will learn that Fuqua alumni support their journey in many ways—volunteering on boards, in the classroom, through student clubs, and via recruiting—including sharing their resources to make the Fuqua community better. These endowed scholarships are fueled by philanthropic gifts to the school from alumni, corporations and friends of Fuqua. Selection of recipients is made during the summer/fall. Some awards have a special application process to honor endowment restrictions. All special applications are coordinated through the financial aid office. Named awards replace or cover a portion of The Fuqua School of Business merit scholarships already awarded, but do not provide additional scholarship funding to the recipient.

Each year a small number of students are made admissions offers to join the Fuqua community as Keller Scholars. Keller Scholarships are named in honor of Dr. Thomas Keller, Dean Emeritus, and R. J. Reynolds, Professor Emeritus, who led The Fuqua School of Business to a position of international prominence in less than a decade. These awards, covering 100 percent of tuition, are funded by Fuqua and philanthropic support of the Fuqua Annual Fund. The Admissions Scholarship Committee selects Keller Scholars based on academic excellence and strong commitment to improving their communities through leadership and service.

Student Loan Programs Loans for US Citizens & Permanent Residents

US citizens/permanent residents have various options for borrowing the necessary funds to attend Fuqua. All student loans are disbursed to the student’s bursar account directly to offset university charges.

Loan Fast Facts

- Students may defer loan payments while they are in school.
- Student loans offer a post-graduation grace period.
- Both the grace period and the repayment period can vary by lender.
- Admitted students who are interested in applying for federal student loans and have completed their FAFSA after March 1 will typically receive their award notice within ten business days.

Student Loan Options

- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan
- Private Alternative Student Loan

Applying for Federal Student Aid (Unsubsidized & Graduate PLUS)

- Complete Free Application for Federal Student Aid (FAFSA)
- Duke/Fuqua Title IV Code: 002920
- College Name: Duke University, The Fuqua School of Business
- Once FAFSA results and The Student Aid Report (SAR) are received, award eligibility will be reviewed.
- The financial aid awarding process begins in March. Students will receive an electronic notice.
- Student accepts/reduces/declines financial aid in DukeHub and completes the loan application process outlined in the financial aid award notice.
- Once applicant completes required application forms, loan amounts will be scheduled to disburse to the student’s Bursar account no earlier than 10 days before the start of class.

Applying for Private Alternative Student Loans

Complete one of the following student loan applications:

- Private loan from the Duke University Recommended Lender List

Once the lender reviews and pre-approves the student’s loan request, they will send the school a certification request. The school will send a loan certification file to the lender, confirming the approval. Once applicant completes required application forms, loan amounts will be scheduled to disburse to the student’s Bursar account no earlier than 10 days before the start of class.
Federal Student Loan Programs

**Federal Direct Unsubsidized Loan:** This is a federal student loan that enables graduate students to borrow up to $20,500 per academic year. The student is responsible for the interest that accrues while he/she is enrolled in school. The interest may be paid while the student is enrolled in school, or the student can allow the lender to capitalize the interest and add it to the principal at the time of repayment. The aggregate loan limit for the Federal Unsubsidized Loan program is $138,500 (undergraduate and graduate combined). If a student reaches the $138,500 loan program aggregate limit, then they will not be eligible for federal student aid. Borrowers are responsible for tracking their federal student loan history through the National Student Loan Data System (NSLDS): https://nslds.ed.gov/nslds/nslds_SA/.

Unsubsidized loans have a six-month grace period. Typically, the grace period begins on the last enrollment date of the program or graduation date. However, the grace period will begin on the date that a student drops below a half-time course load and becomes a part-time student or withdraws from school.

**Federal Direct Graduate PLUS Loans:** This federal student loan may be used to supplement or replace expected contributions up to the standard cost of attendance. The Department of Education (the federal government) is the lender and they set the interest rates for Federal Direct Student Loans. A six-month grace period after the student leaves school is available upon request. All programs provide deferment of payments while enrolled full-time.

To learn about the current rates and terms for the Federal Unsubsidized and Graduate PLUS loans, please access the following link: https://financialaid.duke.edu/loans#grad.

**Alternative (Private) Student Loans**

Like the Direct Graduate PLUS Loan, alternative student loans may be used to supplement or replace expected contributions up to the Standard Cost of Attendance. Alternative student loans are private loans that are offered by various banks and lending institutions. Interest rates on alternative student loans will vary (depending on the lender). Many lenders use Prime or three-month LIBOR to help determine rates. These loans may have processing fees that are deducted at each disbursement or charged at repayment. All programs provide deferment of payments while enrolled full-time and may offer at least a six-month grace period after graduation before repayment begins. Because the terms and conditions vary more than Federal Direct Student Loan programs, additional information detailing these programs will be provided along with the individual financial aid award notification when eligibility for a federal loan is determined.

For more information about borrowing through a private/alternative education loan program, please visit the following page for Duke-recommended lenders and the application process: https://financialaid.duke.edu/loans/recommended-lenders-0.

**International Student Loan Options**

The Fuqua School of Business offers both cosigner and no-cosigner international student loan options. For more information about the cosigner and no-cosigner loan options, please access Duke University’s Recommended Lenders link: https://financialaid.duke.edu/loans/recommended-lenders-0.

**Cosigner Options:** Loans with a US cosigner typically offer a lower interest rate. The US cosigner must be a creditworthy citizen or permanent resident. Keep in mind that for some lenders, a student must have a social security number in addition to having a cosigner.

**No-Cosigner Options:** International students using a no-cosigner loan option may borrow up to 90 percent of their cost of attendance (depending on the lender), minus other aid (i.e. scholarships, sponsorships, and other student loans).

**External Funding Sources for International Students**

Fuqua has provided a list of external funding programs from various international agencies. Please access this link to view the list of programs for suitable funding sources.

**Dual Degree Programs**

Dual degree students pay a blended tuition rate for the dual program, which is shared by both schools. Students who apply and are new admits to both schools for the same academic year will pay the blended tuition rate from the start of the dual degree program. Applicants who are already a student at one school and at a later time decide to apply to the other school as a dual degree student will have a one-time tuition adjustment applied in their first semester of the dual degree program.

The estimated Cost of Attendance (COA) totals for the dual degree programs below are generally based on nine months (the academic year) of off-campus living allowances assuming that the living expenses are shared. The estimated COA can be used to help determine total financial aid eligibility. COA figures are subject to change. Please visit each dual degree page to learn more about the programs.

<table>
<thead>
<tr>
<th>2019-20 Academic Year</th>
<th>JD/MBA</th>
<th>MD/MBA</th>
<th>MEM/MBA &amp; MF/MBA</th>
<th>MPP/MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Blended Tuition Rate</td>
<td>$67,500</td>
<td>$64,955</td>
<td>$55,500</td>
<td>$59,153.50</td>
</tr>
<tr>
<td>Fees</td>
<td>$7,592</td>
<td>$7,482</td>
<td>$7,482</td>
<td>$7,582</td>
</tr>
<tr>
<td>Course Materials</td>
<td>$666</td>
<td>$666</td>
<td>$666</td>
<td>$666</td>
</tr>
<tr>
<td>Living Expenses</td>
<td>$18,702</td>
<td>$18,702</td>
<td>$18,702</td>
<td>$18,702</td>
</tr>
<tr>
<td>Total COA</td>
<td>$94,460</td>
<td>$91,805</td>
<td>$82,350</td>
<td>$86,103.50</td>
</tr>
</tbody>
</table>
Typically, financial aid (i.e. student loans) for a dual degree program is initially processed at the school where the student will begin their course of study. A Fuqua dual degree student is expected to enroll at the other school in their first year of the dual degree program. Therefore, that school will process the financial aid for the first year. Fuqua will then process aid in the year that the student is enrolled at Fuqua, which is usually the second year of the dual degree program. (Please note that there are exceptions for the JD/MBA and MD/MBA programs.)

Each school makes scholarship decisions independently. Fuqua scholarship awards will be applied in all dual degree academic years that have a blended tuition rate charge.

International dual degree students may borrow up to 90 percent of their cost of attendance (depending on the lender), minus other aid (i.e. scholarships, sponsorships, and other student loans). Please contact the Financial Aid Office for further information on the borrowing eligibility.
Students enter business school with diverse career interests and various levels of job search and career planning skills. As such, the services provided by the Fuqua Career Management Center (CMC) are designed to meet a wide range of interests and needs.

The CMC helps students identify their career goals and teaches them how to market themselves effectively to target employers. “We don’t just provide services and resources to help students find jobs now,” explains Associate Dean Sheryle Dirks. “We want them to graduate with career-building strategies and skills they can use throughout their careers.”

The Career Management Center Mission Statement

As a leading global business school career center, Fuqua’s Career Management Center advances quality relationships and fosters learning across multiple stakeholder groups including students, alumni, employers, and the Fuqua and Duke communities.

We enhance student and alumni success through proactive career and job search preparation to manage their goals as leaders of consequence in a rapidly changing, diverse employment marketplace.

Collaborating with employers, we facilitate meaningful partnerships that meet mutual objectives, foster information exchange, and enable talent acquisition and development.

We serve as an integral part of the Fuqua and Duke communities, generating thought leadership, sharing best practices, developing resources, and building networks through the development of educational, professional, and cross-cultural experiences.

The CMC functions to

• educate students about hiring trends in job functions, industries, and companies of interest;
• prepare students for the job search;
• support students throughout their career advancement and/or job search process;
• market Fuqua students and alumni to a range of employers; and
• connect students to the global job market through appropriate channels in the Fuqua and Duke networks, which may include recruiting events on and off campus.

We offer group and individual services to help you to answer the big picture questions:

• What do you want to do?
• What is your overall job search strategy?
• What is your branding statement or value proposition?
• What is your personal marketing plan?
• What barriers will you face?

We help you refine your career advancement and job search tools:

• Target list
• Communication and social networking strategy
• Library and industry resources
• Networking correspondence
• Résumé reviews
• Cover letter reviews
• Mock interviews

We help you maximize your success:

• Offer evaluation
• Offer negotiation
• On-the-job objectives and questions

Strong Recruiting Partnerships

The CMC also partners with employers to help them achieve their recruiting and talent acquisition goals. This support includes hosting recruiting events and interviews on campus and virtually, creating convenient recruiting channels for employers who choose not to visit campus, helping companies make strategic recruiting decisions, and marketing Fuqua students and alumni to new companies. As a result, the number, diversity, and quality of these organizations make for an impressive portfolio of recruiting partners.
The Fuqua Culture

The Fuqua culture is one of the things that makes the Fuqua experience special. It is a culture built on collaboration and teamwork, which teaches its students how to become effective team members on the road to becoming powerful Leaders of Consequence. It also typifies the cultural and educational diversity of the student body. The Fuqua411.com is a website sponsored and maintained by the Office of Student Life (OSL) at Fuqua. It houses a myriad of policies, resources, information and referrals for students. It is considered to be the "Official Guide" for student life at Fuqua.

Team Fuqua

"Team Fuqua" is how students, faculty, and staff have come to refer to Fuqua’s team-based working environment. It refers not only to the many teams in which students work on class projects throughout their time here, but also to the cooperative approach that all of us at Fuqua take to accomplish the many tasks at hand. Team Fuqua is a way of working that draws out strengths in members of the team to reach the best results.

During the first year, students will hear much about Team Fuqua. Students worried about competing with fellow students will be pleasantly surprised upon arriving at Fuqua. Through the concept of Team Fuqua, the Fuqua community stresses success through teamwork among students, faculty, and the administration. Consequently, students are more preoccupied with learning from and challenging each other rather than competing for grades. In addition, the faculty and administration are very accessible and cooperative, and treat the entire practice as a mutual learning experience.

The Fuqua Paired Principles

Being a part of Team Fuqua is not just about encouraging teamwork and collaboration. On a higher level, it is about creating a philosophy to live by that is based on six core principles that translate into a series of values described below.

Authentic Engagement

We care and we do. We make a difference to Team Fuqua by being ourselves and engaging in the things we are passionate about.

Supportive Ambition

We support each other to achieve great things, because your success is my success. The success of each individual member of Team Fuqua makes the whole team better.

Collective Diversity

We embrace all of our classmates because our individuality is better and stronger together.

Loyal Community

We are a family who looks out for each other. Team Fuqua has your back when you need it the most.

Impactful Stewardship

We are the leaders who focus on solutions to improve our community both now and in the future. We aren’t satisfied with just maintaining the status quo.

Uncompromising Integrity

We internalize and live the honor code in the class room. We conduct ourselves with integrity within Fuqua, the Duke Community and in our lives.

Celebrating Diversity

Faculty, staff, and students at Fuqua value the collective diversity of our community. The following statement is displayed on the east end of the Keller Building mallway:

The Fuqua School of Business appreciates and values the differences inherent in our community. As an organization, we are committed to building and sustaining an environment that is conducive to capitalizing on the diversity within our community as a source of intellectual, personal, and professional growth and innovation.

In addition to continuously exploring ways to facilitate a more inclusive environment, Fuqua serves as host for a number of events each year in an effort to promote and celebrate diversity in all its forms.

Academic Freedom

Freedom of inquiry and the free exchange of ideas are essential for the fulfillment of the university’s mission. Academic freedom is a right and responsibility of students as well as faculty. Students who believe that their academic freedom has been abridged should submit a written complaint to their academic dean. The dean may enlist the faculty in establishing the merits or extent of the complaint by appointing a disinterested two-person subcommittee of the Faculty Hearing Committee to provide advice. Cases not resolved by the dean may be brought to the attention of the provost. Students may also seek advice of the student ombudsperson in resolving a complaint.
The Honor Code of the Fuqua Community

Duke University expects and will require the cooperation of all its students in developing and maintaining high standards of scholarship and conduct. The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or which are put into effect from time to time by the appropriate authorities of the university.

The Fuqua School of Business has established its own Honor Code. Any student in accepting admission indicates a willingness to subscribe to, and be governed by, these rules and regulations and acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the university.

Violations of the code and certain university regulations are adjudicated before the Fuqua Judicial Board, composed of representatives of the student body and the faculty.

The Fuqua School of Business Honor Code

(Complete version available at https://www.fuqua.duke.edu/honorcode.)

Preamble

Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors. The objective of The Fuqua School of Business Honor Code is to promote these standards. As the Fuqua community benefits from the atmosphere of trust fostered by the Honor Code, each member is responsible for upholding the spirit as well as the letter of the Code.

Scope of the Honor Code

The Honor Code and the Honor Code Bylaws address violations or actions committed by students of The Fuqua School of Business or others taking classes at Fuqua. PhD students are members of the Graduate School of Duke University and are governed by the Judicial Code and Procedures of the Graduate School. Misconduct involving discrimination, harassment (including sexual misconduct), domestic violence, dating violence, and stalking will be addressed through applicable Duke University procedures:

- **Sexual Misconduct:** http://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix

In addition, matters not addressed by the Honor Code may be covered by other Fuqua or Duke University policies.

Before matriculating at The Fuqua School of Business, all students will be provided a copy of the Honor Code and the Honor Code Bylaws. Each student will sign a statement indicating that he or she accepts the provisions of the Honor Code and the Honor Code Bylaws without reservations.

Violations

Violations of The Fuqua School of Business Honor Code consist of the following:

- **Lying:** Lying includes, but is not limited to, communicating untruths in order to gain an unfair academic or employment advantage.
- **Cheating:** Cheating includes, but is not limited to, using unauthorized materials to complete an assignment; copying the work of another person; unauthorized providing of material or information (e.g., proprietary course information) to another person; using the work of another without giving proper credit (e.g., plagiarism); and working on course material outside of the time constraints imposed by the instructor. In the event a student is unclear as to what constitutes unauthorized material and/or the appropriate time constraints, he or she has a duty to seek clarification from the course instructor. Instructors are responsible for defining the manner in which assignments should be completed.
- **Stealing:** Stealing includes, but is not limited to, taking the property of another member of the Fuqua community without permission, defacing or vandalizing the property of The Fuqua School of Business, or the misuse of Fuqua resources.
- **Failure to Report:** Any party having knowledge of an Honor Code violation without reporting it will be considered an accessory to the violation and subject to penalty if found guilty.

Student Judicial Representatives

Students in each program will elect student Judicial Representatives. These students are expected to help educate the student community about the Honor Code; provide advice to students, faculty and administration on Honor Code matters, and, if necessary to serve on the Judicial Board. In each MBA program, two Student Judicial Representatives will be elected one of the first two terms of the program.

Charges

If any member of the Fuqua community believes that an Honor Code violation has occurred, then he or she may approach the suspected violator to clarify what happened. If after the approach the person making the allegation realizes no violation occurred, then the issue may be dropped. However, if the person making the allegation chooses not to approach the individual or after approaching the individual still believes a violation may have occurred, he or she must promptly bring the matter to the attention of the Associate Dean for the program or a student member of the Judicial Board.

The Associate Dean, together with two student investigators, will promptly investigate the matter. The Associate Dean may delegate his or her role in the investigation to another member of the faculty or staff, if necessary. The two student investigators will be appointed by the Associate Dean and must be members of the same program as the accused. All investigation participants will be bound by a confidentiality agreement. The accused will be notified that they are under investigation and will be given a copy of these bylaws and reminded of their rights. Upon completion of the investigation, the investigators will decide whether to initiate formal proceedings.

After the investigation is completed, the Associate Dean will notify the accused of the investigators’ decision. If formal charges are filed,
The accused will be notified that he or she is being charged with an Honor Code violation and that proceedings will be held. Charges may be one or more of the following: lying, cheating, stealing or failure to report a violation, as defined above. This notification will be at least five days prior to a formal hearing before the Judicial Board. The notification will consist of a written list of charges and other supporting material that the Associate Dean and the two student investigators deem relevant. The same notification will be simultaneously provided to the members of the Judicial Board.

Rights

Anyone suspected of a violation has the following rights:

- The right to be informed that he or she is under investigation.
- The right to avoid self-incrimination.
- The right to seek advice from other members of the Fuqua community.
- The right to receive any materials related to his or her case distributed to the Judicial Board in advance of the hearing no less than 48 hours before the hearing.
- The right to have an advisor present at the Judicial Board hearing, although it is not the responsibility of The Fuqua School of Business to provide such an advisor, and the advisor’s presence is limited to offering advice to the accused. The advisor may not address the Board or any witnesses.
- The right to present witnesses and evidence at the Judicial Board hearing.
- The right to a fair and impartial hearing by the Judicial Board.
- The right to confront witnesses at the Judicial Board hearing.
- The right to appeal a verdict or penalty for the following reasons:
  - The discovery of substantial new evidence.
  - Failure by the investigators or the Judicial Board to follow these Honor Code Bylaws.

Judicial Board Proceedings

A formal hearing of the charges will be held before the Judicial Board after the Associate Dean has initiated formal proceedings. The Judicial Board hearing will be convened no earlier than five business days and no later than 15 business days after the accused has been notified of the charges against him or her and of the date, time and place of the Judicial Board hearing.

The Judicial Board will consist of three faculty members appointed by the Dean of The Fuqua School of Business or his/her representatives, three student representatives, and a Chair. The Chair will be a member of the faculty, appointed by the Dean, and will have non-voting status except in the case of a tie vote. Faculty representatives will hear all Honor Code cases. Students from each of the programs will form a “pool” of Judicial Representatives. The students on the Judicial Board for any particular hearing will be selected from the Judicial Representatives pool and at least one of those representatives must be from the accused student’s program. If there are not enough student Judicial Representatives available, the Chair may appoint other students to serve on the Board. At least five of the six voting members and the Chair must be present to hold a hearing. The Associate Dean (or his/her designee) will attend the hearing to represent the investigative team. The Chair is responsible for running the proceedings and moderating all discussions.

If the accused chooses to be present at the beginning of the hearing, the Chair will ask the accused if he or she understands his or her rights as enumerated above. If the accused answers in the negative, the Chair will explain these rights and the hearing will proceed. The Chair of the Judicial Board will then read the charges against the accused and request a plea of guilty or innocent on each charge.

If the accused pleads guilty, the Chair will invite the accused to make a statement describing the violation(s) and the circumstances leading to the violation(s) and discuss any extenuating or mitigating circumstances. The accused may offer evidence or call witnesses to support his or her statement. If necessary, the Associate Dean may also present evidence and call witnesses. The members of the Judicial Board, the Associate Dean, and the accused may question all witnesses and may examine any physical evidence that may be presented.

If the plea is not guilty or the accused chooses not to be present, the Associate Dean will then present the evidence and call witnesses (if any) supporting the charge(s) against the accused. Once the case against the accused has been presented, the Chair will give the accused the opportunity to present his or her defense. The accused may also offer evidence or witnesses to refute the charges and may discuss any extenuating or mitigating circumstances. The members of the Judicial Board, the Associate Dean, and the accused may question all witnesses and may examine any physical evidence presented.

After both sides have presented arguments and made closing statements, the accused, witnesses and the Associate Dean will leave the room. The Judicial Board will then discuss the case and vote on the guilt or innocence on each charge. Members of the Judicial Board should vote “guilty” if they believe there is convincing evidence that the accused violated the Honor Code. Specifically, board members should vote “guilty” if they believe that the probability that the accused violated the Honor Code exceeds 90 percent. A simple majority vote of the Judicial Board will decide the verdict. If the verdict is guilty, the Judicial Board will then decide on a penalty or penalties, again determined by a simple majority vote.

If necessary, the Chair of the Judicial Board may adjourn the hearing or deliberations concerning guilt or penalties. However, the Board must conclude its proceedings within 20 business days of the first Judicial Board hearing.

A complete record (written, audio, or video) of the proceedings will be made and this record and any evidence will be retained by the Associate Dean to serve as a reference for future cases. All participants in the hearing must maintain the confidentiality of all those involved.

Penalties

In the event of a conviction, the Judicial Board will determine an appropriate penalty. These include, but are not limited to, the following:

- Cheating Violations
  - Minor Penalty: reprimand and recommended failure of the assignment or course.
  - Moderate Penalty: suspension for one term.
  - Severe Penalty: suspension for not less than one semester or expulsion.

- Stealing Violations
  - Minor Penalty: restitution.
  - Moderate Penalty: restitution and suspension for one term.
Judicial Board will determine the time period, with the following recommendations:

- Minor Penalty: interviewing with the company involved will be prohibited.
- Moderate Penalty: loss of all interviewing privileges at The Fuqua School of Business and suspension for one term.
- Severe Penalty: loss of all interviewing privileges at The Fuqua School of Business and suspension for not less than one semester or expulsion.

**Failure to Report:** Failing to report a violation will be treated as an accessory to the unreported violation.

Convictions of an Honor Code violation may limit the student's ability to participate in The Fuqua School of Business activities and may result in the loss of scholarship or fellowship support. If a convicted student chooses to run for or serve in an elected or appointed office, the Judicial Board may require that the student body be informed of the details of the conviction. During a period of suspension or following expulsion, a student may not use any resources or facilities of The Fuqua School of Business nor participate in activities conducted by the School or its student organizations.

All convictions of Honor Code violations will be noted on the student's transcript. Except in the case of expulsion, a student can petition the Dean of The Fuqua School of Business to have these notations removed from his or her transcript after some time has expired. The Judicial Board will determine the time period, with the following recommendations:

- Minor Penalties: one year
- Moderate Penalties: two years
- Severe Penalties: four years

The time periods will run from the date of the conviction or the end of the suspension if there is one.

**Notification**

The Chair or another member of the Judicial Board will notify the accused and the Associate Dean of the verdict and penalty as soon as reasonably possible. Regardless of the outcome of the case, the Chair of the Judicial Board will publish a brief summary of the case for the benefit of the students and faculty of The Fuqua School of Business. The summary will include the following: class of the accused, charges brought, verdict and penalty. The summary should be published shortly after the conclusion of the proceedings.

**Appeals**

As noted above, any person convicted of an Honor Code violation has the right to appeal a verdict or penalty if substantial new evidence is uncovered or if the Associate Dean or the Judicial Board failed to abide by these Bylaws.

Appeals must be initiated in writing and should be made directly to the Dean of The Fuqua School of Business. The Appeals Committee will consist of the Dean or the Dean’s appointee, a tenured faculty member appointed by the Dean and a student appointed by the Dean. The Appeals Committee may uphold the decisions of Judicial Board, reverse a verdict or change a penalty, or send a case back to the Judicial Board to hear new evidence.

Appeals based on failure to abide by these bylaws must be initiated within 15 business days of a conviction. The Appeals Committee must respond to the appeal within ten business days of the appeal. The Appeals board will publish a summary of its conclusion for the benefit of the students and faculty of The Fuqua School of Business.

**Revision**

At any time, the Judicial Board may review the Honor Code and propose revisions to it or these Honor Code Bylaws. Any proposed revisions must be approved by a vote of the faculty and a vote of all students of The Fuqua School of Business. In each vote, approval will be determined by a simple majority of those voting. The new Honor Code and Honor Code Bylaws become effective immediately after both bodies approve it.

— revised October 23, 2015

**Fuqua Community Standard**

(Details available at [https://www.fuqua.duke.edu/fuqua-community-standard](https://www.fuqua.duke.edu/fuqua-community-standard))

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity. To uphold the Fuqua Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

The Fuqua Community Standard embodies Fuqua’s principles. Community entails a sense of connectedness to others and their welfare, feeling part of Duke University every day and being responsible for its continual improvement. Community refers as well to a feeling of connection to the region of the world in which we are located. It posits the counterbalancing of group benefit with individual needs and wants, and a Duke identity with the many personal identities based on demographics and interest. The kind of environment we strive to achieve is one in which civility (but not docility) reigns; an environment in which ideas are promulgated, and challenged, in a stimulating give and take; an environment in which learning (whether from peers, faculty, administrators, or others in the Duke and broader communities) is accomplished with openness, honesty, and respect. The Honor Code is a driving influence in the community standard because it expresses our institution's core values and a concomitant set of expectations for behavior.

Because behavior is derivative of fundamental values, the Community Standard applies off campus as well as on. The principles it articulates, while lofty in one sense, are firmly grounded in individual decisions made on the ground every day about every aspect of the Fuqua experience, in academic, recruiting, and cocurricular activities alike: in the classroom, hotels, regions of the world, and wherever else students may go. In addition, the standard asks that students not only reflect on their own behavior, as important as that is, but that they also...
act to encourage the integrity of their peers. By inspiring and supporting each other, students can shape their environment so that it reflects the ideals expressed in the Fuqua Community Standard.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student's level of comfort and confidence. These alternatives are not mutually exclusive. The student's program. Given circumstances where these two standards conflict, students are expected to conform to the more conservative standard, whether on or off campus. In addition to local ordinances and state and federal laws, as well as laws of the country in which Fuqua students reside in off-campus facilities across or outside of the United States. Students of The Fuqua School of Business represent the school and their university to the public in a manner consistent with the goals of a business school. Students of The Fuqua School of Business acknowledge the right of the university to take disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct adjudged unsatisfactory or detrimental to the university community.

For incidents involving social behaviors, alerting The Fuqua School of Business staff or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels. For cases involving academic integrity, refer to the Fuqua Honor Code.

Policies

Duke University has high expectations for students' scholarship and conduct. In accepting admission, students indicate their willingness to subscribe to and be governed by the rules and regulations of the university, which flow from the Fuqua Community Standard. These policies reflect Duke University's fundamental values—honesty, fairness, respect, and accountability.

The Fuqua School of Business may conduct off-campus programs, events, and residencies during which students, faculty, and staff reside in off-campus facilities across or outside of the United States. Students of The Fuqua School of Business represent the school and Duke University at all times during these off-campus programs and residencies. As such, they are expected to conform to the university's and school's policies and standards regardless of whether or not they are participating in an official, program-related activity at the time.

When attending programs and residencies across or outside of the United States, students are expected to conform to local laws and those customs appropriate for foreign travelers. In these circumstances, students are often being held to two different standards of behavior. One standard is reflected in the local law and custom. The other is the standard of behavior expected by The Fuqua School of Business and the student's program. Given circumstances where these two standards conflict, students are expected to conform to the more conservative or restrictive norms.

Students and groups may be held accountable for any violation of university policy that may or may not be included in this guide, whether on or off campus. In addition to local ordinances and state and federal laws, as well as laws of the country in which Fuqua students may be present under the auspices of The Fuqua School of Business, the following policies govern the Fuqua community.

Alcohol

As a community of scholars and learners, Duke University expects those within its community to be responsible with the use of alcohol. This policy shall guide the role of alcohol everywhere on the Duke campus and at all events sponsored by Duke organizations, schools, or administrative units. Students, staff, and faculty members are encouraged to learn about the social, physiological, and psychological consequences of drinking and alcohol abuse. Excessive and high-risk drinking can lead to negative consequences for the Duke community, including assault, illness, injury, litter, noise, property damage, and driving under the influence. All members of the Duke community share responsibility for creating an environment that limits dangerous drinking behaviors and, therefore, reduces the likelihood of these negative outcomes.

The following shall guide the role of alcohol in the Duke community:

- All possession, consumption, and distribution of alcohol at Duke University shall be in accordance with applicable North Carolina state laws.
- Members of the Duke community are responsible for behaving in a manner that is not disruptive or endangering to themselves or others. Being under the influence of alcohol shall not be a mitigating factor for an individual's behavior.
- When persons under twenty-one years of age can reasonably be expected to be present at an event, proper precautions must be taken to restrict distribution and consumption of alcohol to persons of legal drinking age.
- Advertising or other communication that references the availability of alcohol at a function may neither promote alcohol as the focus of the event nor promote excessive drinking.

Unsafe/Irresponsible Behavior. Unsafe or irresponsible behavior is defined as actions that are harmful or potentially harmful to one's self or others involving the use of alcohol. Such behavior includes, but is not limited to

- consuming an excessive quantity in a short amount of time;
- participating in or facilitating drinking games or progressive parties;
- consuming through beer bongs;
- use or attempted use of fraudulent identification or another's identification to obtain alcohol; and
- making alcohol available to underage drinkers.
Community Expectations Violation. It shall be a violation of the alcohol policy to engage in an action while under the influence of alcohol that is disruptive to the community. Such behavior includes, but is not limited to:

- driving;
- exhibiting disorderly conduct, damaging property, and/or fighting;
- littering;
- running away or hiding from university or public officials, including law enforcement;
- vomiting and/or urinating in public; and
- cursing and/or shouting at others.

General Provisions Violation. Additionally, Duke University has established the following general provisions regarding alcohol:

- Only university-approved bartenders are permitted to distribute alcohol on campus, including alcohol from common-source containers.
- All students on university property consuming or possessing alcohol must carry a valid driver’s license, state identification card, military identification card, or passport.
- Alcohol may not be brought in glass containers to on-campus BYOB events.
- No alcoholic beverages are permitted within the confines of campus athletic facilities during sporting events.
- The use of alcoholic beverages as a prize is prohibited.
- BYOB is prohibited at events held at Fuqua.

Health and Safety Intervention. Because health and safety of students are of primary importance, students are encouraged not only to look out for their own health and safety but also for that of their peers. When a person’s health and/or safety is/are threatened or appear(s) to be in jeopardy, immediate action should be taken to prevent injury/illness/danger. The action may be a call to Duke Police (911 or (919) 684-2444 from noncampus phones) or Student Health1 (681-WELL (9355)) for assistance and guidance. Whatever the particular need/problem, it is important to respond in a responsible and timely manner.

Formal disciplinary action for a violation of the alcohol policy will not be taken against students for whom medical assistance is sought, or against those who seek medical assistance for themselves or for others, provided that the student/group has not violated other university policies that warrant formal disciplinary action.

A student who receives medical assistance may be required to meet with a substance abuse specialist for education, assessment, and possible referral for treatment. The student may also be required to complete an educational assignment. A group that facilitates the acquisition of alcohol may also be required to notify its advisor, provide an educational program for members, and/or change its processes for hosting events.

In the event that a student fails to meet with the specialist, chooses not to participate in the treatment program outlined, or exhibits a pattern of abusive behavior with alcohol, the student may be subject to formal disciplinary action and/or placed on a Leave of Absence or Involuntary Administrative Withdrawal until he/she produces documentation that appropriate treatment has been successfully sought.

Resources. The following resources are available to members of the Duke community:

- Duke Police and Emergency Medical Service: 911 or (919) 684-2444. Professionals will respond to assess the medical needs of an individual who is incapacitated or at-risk.
- Counseling and Psychological Services (CAPS): (919) 660-1000. CAPS offers evaluation, consultation, counseling, and referrals for students concerned about alcohol use.
- Duke Addictions Program (DAP): (919) 684-3850. DAP offers evaluation, consultation, and treatment for individuals with alcohol and other substance abuse issues, as well as support services for family members.
- Holly Hill Hospital: (800) 447-1800. 24-hour confidential advice on alcohol abuse.

Classroom Disruption

Students who behave in the classroom in such a way that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: unapproved use of electronic devices (including cell phones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

Disorderly Conduct

Disorderly conduct is contrary to the mission of the university and will be addressed through the disciplinary process. Disorderly conduct is defined as:

- any unreasonable or reckless conduct by an individual or group that is inherently or potentially unsafe to other persons or their real or personal property; and/or
- any behavior by an individual or group that disrupts the peace or interferes with the normal operation of the university or university-sponsored activities.

Disorderly conduct includes, but is not limited to: interrupting or interfering with the carrying out of the duties of a university or public official, including law enforcement; vomiting and/or urinating in public; and, indecent exposure.

Drugs and Drug Paraphernalia

Though a portion of our programs may take place outside of North Carolina, as a policy The Fuqua School of Business applies North Carolina statutes to all of its programs. Duke University prohibits members of its community, both individuals and groups, from manufacturing, selling, delivering, possessing, using, or being under the influence of a controlled substance without legal authorization as defined under North Carolina statutes. A controlled substance includes any drug, substance, or immediate precursor covered under the North Carolina Controlled Substances Act, including but not limited to opiates, barbiturates, amphetamines, marijuana, and hallucinogens.

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1 Only applicable to Daytime MBA and MMS students.
The possession of drug paraphernalia is also prohibited under North Carolina state law and university policy. Drug paraphernalia includes all equipment, products, and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

In addition to disciplinary action for a violation of this policy, The Fuqua School of Business may require a student to take a leave of absence, and return to campus may be conditional upon proof of completion of a substance abuse treatment program.

DukeCard

As stated on the back of the DukeCard, the card “should be carried at all times and presented upon request to any university official. [It] is not transferable. The transfer of an ID card to another person, or the possession of another person’s ID card, may result in confiscation of the card and [disciplinary] action.”

Failure to Comply

A student may be held accountable for failure to comply with
- directions, requests, sanctions rendered as a result of a disciplinary process, or orders of any university representative or body acting in an official capacity, or impeding with the carrying out of such directives;
- instructions of law enforcement officials acting in an official capacity; and/or
- sanctions rendered during the disciplinary process.

Falsification/Fraud

Honesty and integrity are critical components of the Fuqua Community Standard. A student or group may be subject to disciplinary action for any of the following actions:
- any intentional misrepresentation of fact (by action or concealment), including furnishing false information, to any university official;
- any intentional misrepresentation of fact (by action or concealment) to obtain or attempt to induce another to surrender a right, benefit, or property; and/or
- forgery, alteration, or misuse of any official document, record, key, access code or instrument of identification, or possession of such forgery.

Gambling

It is against North Carolina state law and Duke University policy to gamble, with the exception of the state lottery. A person/organization is gambling if he/she/it operates, plays, or bets at any game of chance at which any money, property, or other thing of value is bet. Raffles of any kind, including those sponsored by student groups, are also prohibited. A “raffle” is defined as “a game in which the prize is won by random drawing of the name or number of one or more persons purchasing chances” (N.C.G.S.§14-309.15). Poker nights and casino games are permitted only if no admission is charged, no buy-in is required, and no real money is wagered.

Hazing

Hazing is a serious infraction of university regulations. The potential for hazing typically arises as part of a student’s introduction to or initiation in an organization (fraternity, sorority, athletic team, or other group) in which there is often a perceived or real power differential between members of the organization and those newly joining it.

Hazing Defined: Hazing is defined as any action taken or situation created, whether on or off university premises, that is harmful or potentially harmful to an individual’s physical, emotional, or psychological well-being, regardless of an individual’s willingness to participate or its bearing on his/her membership status. Such activities and situations include, but are not limited to:

Level I Violations
- marching in line
- road trips
- wearing apparel which is conspicuous and not normally in good taste, and/or inappropriate for the time of year
- calisthenics
- line-ups
- pledge/signature books
- periods of silence
- standing for a length of time
- personal servitude
- activities that would not normally construe hazing but because of time, place, or manner make them inappropriate

Level II Violations
- sleep deprivation or interruption of consecutive sleep hours
- expected or forced consumption of food, drink (including alcohol), or other substance
- acts of humiliation or degradation (including streaking or wearing degrading or humiliating apparel)
- restrictions on eating or bathing
- acts that disrupt academic instruction or learning of others
- interruption or interference of academic commitments

Level III Violations
- branding
- paddling in any form
- compromising (sexual) situations
Both individuals and groups may be held accountable under this policy. The action of even one member of a group may result in both individual and group responsibility. The following questions can help individuals/groups assess the appropriateness of an activity:

- Does the activity promote and conform to the ideals, values, and mission of both the university and organization?
- Is it an activity that all members (current and initiates) engage in together?
- Would the group’s advisor, the national headquarters of a fraternity/sorority, and/or other university officials approve of the activity?
- Will this activity increase new members’ respect for the group and all members of the group?
- Is the activity free of mental anguish or physical discomfort?
- Does the activity have inherent value in and of itself?

— Adapted from the Fraternity Executive Association, the North American Interfraternity Conference, Inc., and Washington University

Diversity, Equity, and Inclusion University-Wide Policies and Procedures

Policies and Procedures

Duke University is an institution and community committed to the principles of excellence, fairness, and respect for all people. As part of this commitment, we actively value diversity in our workplace and seek to take advantage of the rich backgrounds and abilities of everyone. Our equal opportunity policies affirmatively protect all Duke staff and applicants, ensuring that employment decisions are based on individual merit, as opposed to stereotypes and biases. Duke's equal opportunity policies apply to all employment actions.

Links to Policies and Procedures

Listed here are links to the major policies and procedures involving diversity, equity, and inclusion at Duke.

- Nondiscrimination Statement
- Equal Employment Opportunity Policy
- Discrimination Grievance Procedure
- Harassment Policy and Procedures
- Student Sexual Misconduct Policy
- Consensual Relationship Policy
- Disability Accommodations Procedure
- Human Resources Policies and Procedures

Property/Facilities/Services

Students and groups are expected to respect the property of others (including that of the university) and may be subject to disciplinary action for the following:

- theft of the property and/or services of another;
- damage, destruction, or defacement of the property of another, including littering or chalkling of university property;
- wrongful appropriation of the property and/or services of another;
- unauthorized possession and/or use of the property of another, including knowingly being in possession of stolen goods (this includes unauthorized use of vehicles, equipment, services, the Duke University name and logo);
- unauthorized access, entry, and/or use of university or nonuniversity facilities or property, including but not limited to buildings, classrooms, residential rooms, athletic areas, Central Campus pool, parking areas, roofs, ledges, and tunnels; and/or
- violation of any policy or guidelines pertaining to specific usage of a university facility.

— Wording adopted from Eastern Michigan University Student Conduct Code

Physical Abuse, Fighting, and Endangerment

Any physical abuse, fighting, and/or endangerment to an individual or group is specifically prohibited. This behavior includes, but is not limited to:

- physical violence (initiating or responding to) or attempted physical violence against another person or group. This includes fighting;
- threat of physical violence against another person or group;
- any action that endangers the health, safety or welfare of a person or group; and/or
- attempting to, or actually harming oneself.

— Wording adopted from Eastern Michigan University Student Conduct Code

Recruiting

Students share the responsibility of building the Duke and Fuqua brands in a positive manner among employers around the world. Student behavior in the recruiting process, whether on- or off-campus, must uphold the fundamental principles of mutual respect, honesty, integrity, and professionalism at all times. These expectations are fully outlined in the Fuqua Code of Career Conduct.

Once a student accepts a job offer, either full-time or internship, he/she has made a commitment to that employer. A student who continues a job search after acceptance and/or reneges upon an accepted offer for another opportunity may be subject to disciplinary action.

Sexual Misconduct

Sexual misconduct, including acts of sexual violence, is a form of sexual harassment that is prohibited under federal law and the Duke University Harassment Policy and the Student Sexual Misconduct Policy. Complaints that a student (the respondent) has engaged in sexual
misconduct toward another student, an employee, or a third party (e.g., a vendor, contractor, or visitor) may be filed with the Office of Student Conduct at (919) 684-6938; conduct@duke.edu; 200 Crowell Building; Box 90893, Durham, NC 27708. Complaints of sexual misconduct in which the respondent is not a student (i.e., in which the respondent is an employee or a third party) are addressed through the Harassment Policy.

The Office for Institutional Equity is responsible for implementing and monitoring Duke University's compliance with federal regulations concerning harassment and discrimination. Concerns, complaints, or questions regarding discrimination and harassment generally may be directed to Kimberly Hewitt, Vice President for Institutional Equity, Office for Institutional Equity, 114 S. Buchanan Blvd. Bay 8, PO Box 90012, Durham, NC 27708; (919) 684-8222; pie-help@duke.edu. Concerns, complaints, or questions regarding sex discrimination (including sexual harassment and related sexual misconduct), domestic violence, dating violence, and stalking may be directed to the director of Title IX compliance, Jayne Grandes, Office for Institutional Equity, 114 S. Buchanan Blvd. Bay 8, PO Box 90012, Durham, NC 27708; (919) 660-5766; jayne.grandes@duke.edu.

Retaliation Prohibited

Federal regulations and university policy protect against retaliation directed at any individual who files a complaint under this policy, participates in a complaint investigation, or complains about discrimination or harassment in other ways. A complaint of retaliation may be initiated with the Office for Institutional Equity or the Office of Student Conduct.

Note: Any university employee—as well as any student who serves in an ongoing peer-advising role—confirmed of an allegation of sexual misconduct involving a student is expected to notify the Office of Student Conduct with the names of the parties involved and the details of the report shared with him/her. University employees who serve in a professional role in which communication is privileged under North Carolina law (e.g., medical providers, therapists, licensed rape crisis counselors, clergy) are not bound by this expectation, except as required by law.

Upon receipt of a report the Office of Student Conduct or the Office for Institutional Equity will take appropriate responsive action to ensure that the educational or work environment at Duke University is free of discrimination and a hostile environment. This may include commencement of the disciplinary process against an accused individual. Additionally, as appropriate, steps may be taken to provide interim supports and protective measures to the complainant and any other affected individuals and remedies to address the effects of the harassment should it be found to have occurred.

Solicitation

Recognized student organizations may use the West Campus Plaza for the purpose of sales, distribution, or promotion of events (also known as “tabling”). Tabling is administered by University Center Activities & Events. Contact UCAE at (919) 684-4741, 101 Bryan Center, or visit the University Center Activities & Events (UCAE) website for more information and detailed guidelines. Solicitation is prohibited within a 200-foot radius of the West and East Campus bus stops. Commercial or outside solicitors (including student employees of outside vendors) are prohibited without permission of the appropriate space manager.

Stalking

Duke University prohibits stalking and cyberstalking. Stalking is a course of conduct (including cyberstalking) directed at a specific person that would cause a reasonable person to fear for their or others’ safety, or to suffer substantial emotional distress.

Unauthorized Surveillance/Photography

Capturing or recording audio, video, or photographic images of an individual in a location or under circumstances in which that person has a reasonable expectation of privacy, including, but not limited to, shower/locker rooms, residence hall rooms, and restrooms, without that individual’s express/explicit consent, is prohibited. Also prohibited is the storing, sharing, and/or other distribution of such unauthorized surveillance/photography (no matter whether directly or indirectly obtained) by any means, electronic, or nonelectronic.

— Wording adopted from Rice University

Weapons/Firearms/Explosives

Though a portion of our programs may take place outside of North Carolina, as a policy The Fuqua School of Business applies North Carolina statues to all of its programs. It is against North Carolina state law and university policy to possess and/or use a gun, rifle, pistol, or other firearm of any kind, or any powerful explosive on university property. Additionally, other than when permitted by the vice president for student affairs (or his/her designee) for legitimate educational purposes, students are not permitted to possess and/or use on campus any weapon, including but not limited to mace, BB gun, stun gun, paintball gun, potato gun, realistic-looking toy gun, air rifle, air pistol, sword, bowie knife, dagger, slingshot, switchblade knife, blackjack, and metallic knuckles.

Other Violations

Other violations for which students or groups may be subject to disciplinary action include, but are not limited to

- violating any other published or posted university regulation not specifically mentioned in this document;
- acting as an accomplice through action or negligence to the commission of any prohibited act;
- attempting or intending to commit any violation of laws and/or university policies; or
- violating local ordinances or state or federal laws (as determined through the university’s disciplinary process), including those related to noise, housing occupancy, and/or the use or distribution of alcohol.

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The Disciplinary Process

Bringing a Complaint against a Student or Group

Complaints regarding student or group behavior may be filed with The Fuqua School of Business, or in cases of harassment, with the Office of Student Conduct and/or the Office for Institutional Equity. In any situation where a party is unsure of whom to call, he/she may contact his/her academic program office.

Any alleged violation of university policy, including academic dishonesty, is within the scope of The Fuqua School of Business. If The Fuqua School of Business determines that another office is more appropriate to handle the situation, the case may be referred to that office.

Interim Restrictions

Prior to investigation and resolution, interim restrictions may be placed on a student to protect the health and safety of students or the community. These restrictions may include a "no contact order," removal of campus privileges, suspension of activity, or suspension from the university.

An interim suspension from the university may be imposed by the dean of the school, or designee, and shall become effective immediately without prior notice whenever there is evidence that the continued presence of the student poses a substantial and immediate threat to him/her, to others, or to the university community. Should an interim suspension be issued and resolution of the matter that prompted it not be resolved within two weeks, the interim suspension may convert to an administrative leave of absence.

Participation

The university invites students to participate fully in all aspects of the disciplinary process. If a student elects not to participate in any part of the process (e.g., submitting a written statement or participating in a hearing), The Fuqua School of Business may proceed without benefit of that student's input. A student will be held accountable for any sanctions issued as a result of a hearing.

Investigation

The program designee will gather information regarding the alleged incident in order to determine the appropriate means of resolution. Investigations may include interviews, a review of related documents, requests for written statements from any person involved in the alleged incident, and review of material available electronically. Students are encouraged to be forthright and as specific as possible when offering information related to an investigation, but may choose the extent to which they share information.

Cases may be dropped for insufficient information, or informal resolution or disciplinary action. In order for a case to be referred for disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual may be responsible.

Referral for Disciplinary Action

If a case is referred for disciplinary action, the student will be notified of the incident in question and the policy violation(s) under consideration, and will be given an opportunity to respond. There are several means by which to resolve disciplinary situations.

Disciplinary hearings are not trials and are not constrained by rules of procedure and evidence typically used in a court of law. The university disciplinary system operates under a standard of fairness, which includes an opportunity for the student to be notified of the alleged incident and policy violations under consideration and an opportunity to be heard.

Resolution through Agreement

If a student accepts responsibility for (an) alleged violation(s), the academic program designee may propose an appropriate sanction(s) based on the specifics of the case, precedent, and university interests.

If the student accepts responsibility and agrees to the proposed sanction(s), the student waives his/her right to appeal, the resolution becomes final, and the outcome is recorded on the student’s disciplinary record. If the student accepts responsibility, but is unable to agree to the proposed sanction(s), the case will be forwarded to a hearing to determine (an) appropriate sanction(s).

If the student denies responsibility, the case will be forwarded to a hearing to determine responsibility and (a) sanction(s) as appropriate.

Disciplinary Hearing Types

There are two types of hearings. Most cases are decided upon through an administrative hearing, which is a discussion between the student/group and the associate dean or designee. Cases that are serious in nature, involve complicated facts, and/or involve students/groups with previous disciplinary violations may be forwarded to the Fuqua Conduct Board (FCB) for resolution. Students who face a possible sanction of suspension or expulsion may request to have his/her case heard by a panel of the FCB. Groups who face possible dissolution may request a hearing by a panel of the FCB.

Administrative Hearings

An administrative hearing is a discussion between a student/group alleged to be in violation of university policy and an academic program designee. Students/groups will be notified (typically via email) of the specific violations under consideration in advance of an administrative hearing. The academic dean, or designee, will review the complaint with the student or group and give the student/group an opportunity to respond. The program dean or designee will determine whether the student/group is responsible for the alleged policy violation, and, if so, issue (an) appropriate sanction(s). Administrative hearings are conducted in private.
Upou on propper notie, if a studenit/group fails to attend an administrative hearing, the associate dean, or designee, may proceed to resolve the case without benefit of that student’s/group’s input.

All decisions of responsibility issued by the FCB are based on clear and convincing information, except for allegations of discipline and/or harassment-related behaviors (including sexual misconduct), which are handled under the procedures set out in the Discrimination Grievance Procedure, Harassment Policies and Procedures, or Student Sexual Misconduct Policy and decided based on the standard of preponderance of evidence. In determining sanctions, the associate dean, or designee, will take into account the interests of the student/group and the university, previous violations of the student/group, and prior university response to similar violations.

The associate dean, or designee, has the right to refer the case discussed in an administrative hearing to the Fuqua Conduct Board. Additionally, if a student/group does not accept the administrative hearing resolution, he/she/it may request by the stated deadline a hearing before the Fuqua Conduct Board.

Fuqua Conduct Board Hearings

The Fuqua Conduct Board (FCB) is a group of faculty and staff appointed to hear infractions of university and Fuqua policy. The board is charged with determining whether a student’s/group’s actions constitute a violation of Fuqua or university policy and, if so, an appropriate response. In determining an appropriate response, consideration is given to the student’s/group’s interests as well as the university’s interest in maintaining high standards.

The senior associate dean of programs, or designee, will appoint five panelists which will include a combination of faculty and staff. One panelist will be appointed to be the chair of the hearing panel. The chair is responsible for running the proceedings and moderating all discussions.

All FCB hearings are conducted in private. Any student whose presence is required by the conduct officer at a hearing will be excused from any other university responsibility.

Accused Students

Accused students are entitled to the following procedural rights when facing a hearing before the Fuqua Conduct Board:
- to be informed that he or she is under investigation;
- to seek advice from other members of the Fuqua community;
- to be given an opportunity to respond to allegations;
- to choose the extent to which he or she shares information;
- to be notified of a hearing at least 120 hours (five days) in advance (notification will include the time, date, and location of the hearing and witnesses); to know of and review written evidence and charges presented to the hearing panel at least 120 hours (five days) in advance;
- to have an advisor from the university community present at the Conduct Board hearing, although it is not the responsibility of The Fuqua School of Business to provide such an advisor;
- to have up to two character statements submitted on his/her behalf that may not specifically address the issue at hand;
- to a fair and impartial hearing;
- to rebut any witness testimony presented against him or her;
- to present additional witnesses or information at the hearing (the relevancy of which may be determined by the board);
- to be found responsible only if the evidence meets a clear and convincing burden of proof; and
- to appeal based upon clearly stated grounds.

Advisors

Accused students are encouraged to seek advice and support from whomever they choose throughout the FCB disciplinary process. An advisor may accompany a complainant to any FCB. The advisor must be a current Duke student or a Duke-employed faculty or staff member. The advisor may not be a member of the FCB and may not serve as a material or expert witness. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing.

Notice

An accused student will be notified of a FCB hearing at least 120 hours (five days) in advance. The notice will include the date and time of the hearing, the specific charges at issue, and copies of all written information given to the hearing panel. The conduct officer also may include information clarifying or noting any additional information gathered through the investigation without expressing any personal opinion about the merits of the case. At times of the year when 120 hours of notice is not practical due to a student's academic calendar, pending graduation, study abroad, GATE trip, program residency, or participation in a university-sponsored activity, a student must either waive this right or not participate in the pending activity until the matter is resolved.

The complainant will also be notified of the hearing if his/her presence is required. At his or her request, the complainant may also receive—within the parameters of FERPA—a copy of the written information given to the hearing panel.

Upon proper notice, if the student fails to attend the hearing, the hearing panel may proceed in his/her absence.

Witnesses

The conduct officer may request the presence of any witness with pertinent information about a case. If a witness is unidentified or unavailable to attend the hearing, his/her statement may not constitute a sole or substantial basis for determining responsibility. If he/she is necessary and unidentified or unavailable, the conduct officer or the chair of the hearing panel may suspend or dismiss the proceedings.

The accused student/group may bring relevant material witnesses to speak on his/her/its behalf. Absent exceptional circumstances, the accused student/group should inform the conduct officer in writing at least twenty-four hours in advance of the hearing the names of the witnesses and to what they will attest. The panel may determine the extent to which witnesses will be permitted in the hearing, including relevancy of questioning and information presented.

Two written character references may be submitted to a hearing panel before a hearing begins. Character references may only address the character of the accused and may not address the specific issue at hand. An accused student also may request the attendance of any person who has submitted a written statement against him/her.
Procedure

The general course of procedure for FCB hearing is as follows: introductions; confirmation that the accused understands his/her rights; reading of the charges; plea(s) from the accused; opening comments from complainant(s) (if applicable); opening comments from accused; questions; testimony/questions of other material witnesses (if applicable); closing comments from complainant (if applicable); closing comments from accused.

The panel may impose time limits on any stage of the procedure. The panel may also determine the relevance of any witness or information to be presented and/or considered.

Information to Be Considered by the Panel

The panel may consider any information it deems relevant, including documentation and expressions of opinion. If the panel needs additional information during a hearing, such as verification of a fact at issue, an expert opinion, etc., the panel may request such information and may suspend its decision until such information is obtained. The accused student/group will have the right to respond to any additional information that is to be used in considering an outcome.

Outcome

Based on clear and convincing information considered during the hearing, the panel may find a student/group responsible for an alleged violation by majority vote. The panel, also by majority vote, may dismiss any charge.

Upon finding a student/group responsible for a violation of university policy, the panel may determine and impose an appropriate sanction(s). Consideration may be given to the nature of and circumstances surrounding the violation, the student's/group's acceptance of responsibility, prior disciplinary violations, the impact of a sanction on the student/group, precedent cases, university interests and any other information deemed relevant by the hearing panel. All sanctions must be decided by majority vote with the exception of suspension or expulsion of an individual or dissolution of a group. These sanctions must be supported by at least four of the five members of a panel.

Notification and Record of the Hearing Outcome

The panel chair and/or academic program designee will notify the accused student/group of the outcome of the hearing. A written hearing report describing the outcome, with a brief explanation of the reasoning, will be given to the accused student/group. A copy of the written hearing report will be placed in the precedent files with any personally identifying information removed. (The precedent files are not updated immediately in order to help protect confidentiality.)

The complainant will be informed of the outcome of a hearing in accordance with federal guidelines.

An audio recording of each hearing (does not include deliberations) will be made by the Fuqua Conduct Board and kept on file for three years. Reasonable care will be taken to create a quality recording and minimize technical problems; however, technical problems that result in no recording or an inaudible one will not be a valid argument for appeal.

Sanctions

Any disciplinary action by The Fuqua School of Business may result in penalties (singly or in combination), including, but not limited to, those from the following list. In determining appropriate sanctions, consideration may be given to the nature of and circumstances surrounding the violation, the student's acceptance of responsibility, prior disciplinary violations, the impact of a sanction on the student, precedent cases, university interests, and any other information deemed relevant.

Admonition

A written notice indicating violation of the specified policy(ies). The resolution of this case will not become part of the student’s disciplinary record (i.e., it will be treated as an informal resolution) unless there is a subsequent university policy violation.

Degree Revocation

A student's degree may be revoked. In such a case, a permanent notation to that effect is made on the student's permanent academic record.

Disciplinary Probation

A status imposed on a student for a specific period of time during which another violation of university policy or violation of any of the conditions of the probation shall result in an augmented disciplinary action, including the possibility of suspension. Disciplinary probation may include a restriction of the student's privileges or eligibility for activities.

Dissolution (Group)

The privilege of a group to be recognized at Duke University also may be suspended or revoked (dissolution).

Exclusion

A student or group may be excluded from access to or use of specified university-owned premises and/or facilities.

Expulsion

Dismissal and permanent removal from the university without possibility of readmission or reinstatement. A permanent notation to that effect is made on the student’s permanent academic record.

Fine

Payment to Duke University of a reasonable sum of money by an individual or group.

Formal Warning

A formal written reprimand for violation of the specified policy(ies).
Mental Health/Medical Assessment and/or Treatment

A student may be recommended or required to seek a mental health/medical assessment from CAPS, Student Health, or other appropriate professional. The Fuqua School of Business will not be privy to the contents of that assessment without the permission of the student but may require verification that the assessment was completed and that the student followed through with recommendations of the professional.

No Contact Order

A student may be prohibited from communicating with a named individual.

Restitution

Payment for all or a portion of injury or damages to person(s) or property caused by an individual.

Suspension

A suspension is an involuntary dismissal from the university for a specified period of time, which may include the current semester/term and such additional semesters/terms as deemed appropriate by the hearing panel. (Exclusion from campus will be considered in cases resulting in a suspension.)

Readmission as a student in good standing is coordinated through the academic dean of the program or designee and, in addition to guidelines set forth by the academic dean or designee, is contingent upon satisfaction of any requirements stated in the original sanction. Upon a student's readmission to and matriculation in the university, the student is placed on disciplinary probation for the remainder of his/her graduate career.

As suspension constitutes an involuntary withdrawal from the university, a permanent notation to that effect is made on the student's permanent academic record.

A student who is suspended after having satisfied all degree requirements must apply for readmission in accordance with normal procedures. If readmitted, the student's degree will be awarded at the regular conferral date for the final semester of the suspension period.

In the event that a disciplinary suspension and an academic withdrawal occur simultaneously, the two withdrawals are to be in effect consecutively.

Withdrawal of Privileges

This may include, but is not limited to, withdrawal of the privilege to have a car on campus, park on campus, attend or participate in university programs or activities (such as sporting events, intramurals, performances, graduation exercises, host/sponsor events, etc.), or to maintain computer account privileges or access to recruiting events or systems such as GTS.

Appeals

A student/group found responsible through a hearing of the Fuqua Conduct Board or an administrative hearing may appeal the outcome of the hearing by the stated deadline. The appeal is not a rehearing of the case; it is a written statement to the dean of The Fuqua School of Business, or designee, specifically stating the grounds for the appeal and any supporting information. The exclusive grounds upon which an appeal may be made are:

- new information (available after the hearing) of a nature that the verdict or sanction may have been different;
- procedural errors within the hearing process which may have substantially affected the fairness of the hearing; and/or
- the finding of responsibility was inconsistent with the weight of the information.

The dean, or designee, will review the appeal, the hearing report and any evidence included in the hearing. (In cases of suspension or expulsion for individuals and dissolution for groups, the accused may make a written request in the appeal to meet with the dean or designee. When granted, the student or group president will meet alone with the dean or designee.) The dean, or designee, may consult in confidence with other members of the university community (or persons brought forth by the student/group as part of the appeal) in order to substantiate the grounds for appeal or to seek clarification of issues raised in the appeal.

If the grounds for appeal are substantiated, the dean, or designee, may determine a final resolution to the case or refer the case back to the conduct officer for further review and/or a new hearing. (If the case is referred for a new hearing, the dean, or designee, may recommend that alternate violations be considered.) A written decision will be delivered to the student/group and the conduct officer.

Disciplinary Action While Civil/Criminal Charges Pending

Students may be accountable to both civil authorities and to the university for acts that violate local, state, or federal laws. (Students are encouraged to seek advice of legal counsel when they face criminal charges.) Disciplinary action through university processes concurrent with criminal action does not subject a student to “double jeopardy.”

The university operates under different policies, procedures, and standards and thus, will not be bound by the findings of a court of law. If the court’s outcome satisfies the university’s interests, such outcome may be recorded on the student’s disciplinary record without invoking the university disciplinary process. Should any criminal proceeding result in a felony conviction, as a result of an incident on or off campus, the vice president for student affairs reserves the right to summarily dismiss a student.

University disciplinary action will normally proceed during the pendency of a criminal or civil action. A student may request, however, that the university disciplinary process be placed on hold until criminal actions are resolved. The conduct officer or designee will decide whether this request will be granted. In such a case, interim restrictions may be imposed. The university reserves the right to proceed with the disciplinary process at any point.

Disciplinary Hold

At any time after the filing of a complaint, the conduct officer or designee, after consulting with a student’s academic dean, may place a “disciplinary hold” on the academic and/or financial records of any student pending the outcome of proceedings or to enforce a disciplinary sanction. A “disciplinary hold” may prevent, among other things, registration, enrollment, matriculation, the release of transcripts, and the awarding of a degree.
Disciplinary Records/Student Status

When students/groups are found responsible for a violation of university policy through an administrative, FCB, or accept responsibility through an agreement, the case will be recorded on a student's/group's disciplinary record. (See Admonition for recording of these resolutions.) The record will be maintained by The Fuqua School of Business and kept in accordance with FERPA. Individual disciplinary records are kept on file for eight years from the date of a student's matriculation, except in cases resulting in suspension or expulsion, in which disciplinary records are kept indefinitely.

Status of a Student/Group Pending Final Resolution of a Disciplinary Case

Until a final resolution is determined; the status of a student/group will not change unless interim restrictions have been imposed to protect the health and safety of the student/group or the university community. A student with disciplinary action pending, however, may not participate in commencement exercises until his/her case is resolved.

Appendix (to Community Standard)

Appendix A—Involuntary Administrative Withdrawal

Students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others may be subject to involuntary administrative withdrawal from the university if their behavior renders them unable to effectively function in the university community. Such behavior includes, but is not limited to, that which

- poses a significant threat of danger and/or harm to self and/or other members of the university community; and/or
- interferes with the lawful activities or basic rights of other students, university employees, or visitors.

Any member of the university community who has reason to believe that a student may meet the standard for an involuntary administrative withdrawal may contact the vice president for student affairs or his/her designee. The vice president or designee will conduct a preliminary review in consultation with professionals from DukeReach and/or Counseling and Psychological Services, the student's academic dean, and/or other relevant individuals. The vice president or designee will meet, when possible, with the student in question to discuss the information that has been presented and give the student an opportunity to respond. The vice president or designee may mandate that the student be evaluated by a specified health professional within a given time frame if an evaluation has not already been conducted.

In the instances described above the vice president for student affairs or designee may confer with the Fuqua dean who has final authority over implementation of an involuntary administrative withdrawal. A written statement citing the reasons for an involuntary administrative withdrawal will be forwarded to the student's academic dean, who will withdraw the student from the university.

At any point in the process the student may request a voluntary withdrawal.

University-Wide Policies

In addition to the Honor Code, Fuqua Community Standard, and Career Code of Conduct, all students must abide by the university-wide policies established by Duke University for the entire student population.

Nondiscrimination Statement

Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The university prohibits discrimination on the basis of race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, gender expression, sex, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity. The university also makes good faith efforts to recruit, employ, and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. Duke University has designated Kimberly Hewitt, Vice President for Institutional Equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708; (919) 684-8222; oie-help@duke.edu.

The university also does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Jayne Grandes as its Director of Title IX Compliance and its Age Discrimination Act coordinator. She is also with the Office for Institutional Equity and can be contacted at (919) 660-5766 or jayne.grandes@duke.edu.

Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to the Office for Institutional Equity, (919) 684-8222. Questions or comments about sex-based and sexual harassment, domestic violence, dating violence, and stalking submitted by a student can be directed to the Office of Student Conduct at (919) 681-6938. Additional information, including the complete text of the university's harassment policies and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or the Office of Student Conduct.

Retaliation prohibited. Federal regulations and university policy protect against retaliation directed at any individual who files a complaint under the University's policies and procedures prohibiting discrimination or harassment, participates in a complaint investigation, or complains about discrimination or harassment in other ways. A complaint of retaliation may be initiated with the Office for Institutional Equity or the Office of Student Conduct.

For further information on nondiscrimination, you can contact the Office for Civil Rights of the US Department of Education at 400 Maryland Ave., SW, Washington, DC 20202-1475 or call 1 (202) 453-6020.

Any member of the Fuqua community who believes that he or she has been harassed, or needs administrative support for any other reason, is encouraged to discuss their situation with the designated program leads noted on the next page, who are available to assist.
Duke MBA—Daytime Program
Ruth Tolman, Director: (919) 660-2890; ruth.tolman@duke.edu
Madeline Dreher, Assistant Director: (919) 660-1932; madeline.dreher@duke.edu

Executive MBA Programs
Ellen Wilbur, Director: (919) 660-7938; emw@duke.edu

MMS Program
Allie McClarnon, Assistant Director: (919) 660-8097; allie.mcclarnon@duke.edu

MQM Programs: Business Analytics & Health Analytics
Alistar Erickson-Ludwig, Assistant Director: (919) 660-7632; alistar.erickson.ludwig@duke.edu
Kelly Barley, Assistant Director: (919) 660-7641; kelly.barley@duke.edu
Student Life & Support
In addition to academics, Daytime MBA students actively participate in a variety of clubs, organizations, and extracurricular activities—simply put, Fuqua prides itself on being “student led.” Each club and organization has a variety of leadership positions enabling Fuqua students to test and learn some of their new skills in a more practical environment. These experiences can be personally and professionally rewarding. Fuqua’s clubs and organizations are a great way to get to know other students with similar interests or to explore and learn about new opportunities and experiences. While students have to be selective about what activities they get involved in, their extracurricular involvement contributes significantly to the value of their experience here at Fuqua and to the success of the school overall.

Fuqua is a more casual place than one might think. Jeans, shorts, and T-shirts are accepted attire for most daytime lectures and events; suits are expected for evening meetings with recruiters and other formal events. The Fox Student Center has a lower-level changing room area where students can leave their business attire and change in the middle of the day for an upcoming event or interview.

Unique to Fuqua is the daytime class structure, with no classes scheduled on Wednesdays. The midweek respite helps provide Fuqua students with some breathing room during the school’s rigorous six-week terms—ensuring students have the opportunity to focus on academics (team meetings), professional development (with various business and professional symposia), extracurricular activities (club meetings and intramural activities), and dedicated personal time (with family and friends).

Fuqua students reserve long hours for studying, working on team projects, and attending classes. On Friday evenings, the MBA Association (MBAA) sponsors Fuqua Fridays, the perfect end to a stressful week. These socials often have themes whereby students and families enjoy socializing with each other, coupled with a variety of free food and beverages for all. After the Fuqua Friday event concludes, many people go out together for dinner and late-night entertainment at various locations throughout the Durham-Chapel Hill area.

**Accommodations**

The Duke Student Disability Access Office (SDAO) has been charged with the responsibility of exploring possible coverage and reasonable accommodations for qualified undergraduate, graduate, and professional students who are disabled in compliance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008.

In order to receive consideration for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, a student must have a physical or mental impairment that substantially limits one or more major life activities in comparison to the average person in the general population.

Students who wish to be considered for reasonable accommodations at The Fuqua School of Business must identify themselves to the SDAO. The SDAO has a comprehensive website that provides complete policy and procedural information for students requesting to be considered for reasonable accommodations.

**Student Activities**

**MBA Student Association (MBAA)**

The MBAA serves as a liaison between the daytime students and faculty and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as admissions and career placement, technology and facilities, intramural sports participation, alumni, sustainability, and social events.

**Clubs, Organizations, and Events**

Each year, Fuqua daytime students organize a multitude of activities related to their professional and personal interests. Student organizations serve as outlets for creativity and leadership and also encourage camaraderie and social interaction with classmates and between classes. In keeping with the Team Fuqua culture, our first- and second-year MBA students work closely together, with the second-years often taking on a mentoring role.

Many of the student clubs serve as hosts to guest speakers from the business community and jointly organize programs, conferences, and symposia. This creates valuable opportunities for students to broaden their understanding of fields of professional interest.

**MMS Student Association**

The MMS student association serves as a liaison between MMS students, faculty, and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as career placement, discipline and industry-specific clubs, admissions, technology, facilities, intramural sports participation, alumni, and social events.

**MQM Student Association**

The MQM student association serves as a liaison between MQM students, faculty, and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with...
concerns such as career placement, discipline and industry-specific clubs, admissions, technology, facilities, intramural sports participation, alumni, and social events.

**Duke Cocurricular Activities**

Graduate students at Duke University are welcome to use university recreational facilities such as swimming pools, tennis courts, and a golf course, and to affiliate with the choral, dance, drama, music, and religious groups.

A full program of cultural, recreational, and religious activities is presented by the Center for Multicultural Affairs, the Duke University Union, as well as recreational clubs. The Duke University Union sponsors a wide range of programs through its committees which are open to all segments of the campus community. Included are touring Broadway shows; rock, jazz, and pop concerts; speakers; films; a filmmaking program; a student-run television station; and art exhibits in two galleries.

The university center complex includes the Bryan Center, which houses the Information Center, Page Auditorium, the University Box Office, two drama theaters, a film theater, lounges, stores, meeting rooms, game room, art gallery, and other facilities.

The [Duke Events Calendar](#) is a great resource for information on a majority of the cocurricular activities across Duke's campus.

**Intramural and Recreational Sports**

The Duke recreational and intramural programs provide all students with opportunities to participate in some form of healthful, informal, and competitive physical activity. In a typical year, more than 3,000 students compete for many intramural titles and trophies.

The men’s and women’s intramural programs include many different activities (e.g., bowling, cross-country, golf, handball, horseshoes, table tennis, volleyball, soccer, softball, and track). In addition, special events in other areas of interest are held. Through coeducational intramurals, the student is encouraged to participate on a less competitive level, promoting relaxed social and physical activity. Opportunities for competition between men and women are provided in areas that include archery, badminton, basketball, softball, racquetball, squash, table tennis, tennis, volleyball, and water polo.

The university’s varied athletic and recreational facilities and equipment are available for use by students. The facilities for recreation include a golf course, lighted tennis courts, three swimming pools, squash and racquetball courts, three gymnasia, a weight training room, outdoor handball and basketball courts, an archery range, horseshoe pits, an all-weather track, numerous playing fields, jogging and exercise tracks, and informal recreational areas. More than thirty sports clubs dealing with gymnastics, scuba diving, sailing, cycling, crew, riding, fencing, football, frisbee, ice hockey, kayaking, lacrosse, badminton, karate, rugby, soccer, and other activities are available to interested students.

**Graduate and Professional Student Council (GPSC)**

The [Graduate and Professional Student Council (GPSC)](#) is the representative body for the students of graduate departments and professional schools. The council provides a means of communication between schools and between graduate students and the administration. The council selects graduate students for membership on university committees. Representatives of each department and officers of the council are selected annually.

**Health and Wellness Resources**

The following information includes Duke-wide and Fuqua specific resources that are available to students to help with personal health, wellness, and safety.

**Duke Health and Safety Resources**

- [Duke Emergency](#)
- [Duke Police](#)
- [Duke Safety Office](#)
- [Durham Police](#)
- [Gender Violence Resources](#)
- [Duke Van Services](#)
- [Harassment Policy and Prevention](#)
- [DukeReach](#)
- [The Graduate School Resources website](#)

**Fuqua-Specific Health and Wellness Resources**

- [MBAA Health and Wellness Committee](#): Provides a myriad of health and wellness program initiatives including Health Clinics, De Stress Workshops, workout programs, and others.
- [COLE Fellows](#): These second-year students provide valuable insight and perspective to current first-year students.
- [CMC Counselors](#): These staff members are here to help and support students through the overall career process.
- [Student Life Staff—Daytime MBA](#), specifically, Madeline Dreher (madeline.dreher@duke.edu). Fuqua can be a stressful place and the Office of Student Life (OSL) is committed to supporting students to help them manage what can be a challenging time.
Medical Care

The Duke Student Health Center is the primary care clinic for Daytime MBA, MMS, and MQM students. The health center is located within the Duke Clinic in the Sub-Basement Orange Zone, and is accessible from a special entrance on Flowers Drive, across from Duke Gardens. A wide range of services are offered, including general medical care; women’s health care, including gynecological exams; men’s health care; nutrition counseling; sports medicine consults; nurse consults; allergy clinic; and travel clinic. There is a laboratory and pharmacy on site. Radiology services are provided by the Department of Radiology at the Duke Clinic. Dermatology and Endocrinology appointments are available on a fee for service basis (i.e., not covered by the health fee). Dental services are not available through Student Health.

Students are encouraged to use the Duke Student Health Center as their portal of entry to other health resources as needed, including the specialty clinics at Duke University Medical Center. This will help with coordinating and providing cost-effective care. During the regular academic year, students are seen by appointment (681-WELL) or can schedule the appointment online; students who walk-in may be worked into the clinic schedule, but this may involve a long wait so appointments are strongly encouraged. For problems arising after hours and on weekends, students should call the Nurse Advice Line at (919) 966-3820 for treatment options. In the event of a life-threatening emergency, students should call 911 or go directly to the nearest Emergency Department. If necessary, Duke Police (911 or (919) 684-2444) will provide on-campus transportation to the Duke University Hospital Emergency Department.

Additional information can be found on the Duke Student Health website.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides a comprehensive range of counseling and psychological services to assist and promote the personal growth and development of Duke students. The professional staff is composed of clinical social workers, psychologists, and psychiatrists experienced in working with young adults. Among services provided are personal, social, academic, and career counseling. CAPS also offers short-term seminars and groups focusing on a variety of topics throughout the year. Check the CAPS website for offerings and registration information. A policy of strict confidentiality is maintained concerning information about each student’s contact with the CAPS staff. Individual evaluations and brief counseling/therapy as well as career and skills development seminars are covered by student health fees. There are no additional charges to the students for these services. Appointments may be made by calling (919) 660-1000 or visiting CAPS, 214 Page, West Campus.

Living Accommodations

Most Daytime MBA students live off campus in housing or apartments not owned by the university. However, Duke University has residential facilities in which some graduate and professional students may live.

Graduate and Professional Student Apartments

Limited on-campus housing is available to full-time graduate students. Priority for housing assignment will be awarded to graduate students who arrive from abroad on student visa status and it is their first time attending school outside of their home country. Students applying for the full academic year will be given priority in assignment. All students applying for less than the full academic year will be assigned on a space available basis after all students applying for the full academic year have been accommodated. International students do not receive priority when applying for less than the full academic year. For more information on graduate student housing application timeline and facility amenities, visit this website.

Assignments are made in the order of receipt of completed applications.

Off-Campus Housing

The Duke Community Housing Office maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham at https://www.durhamgradhousing.com/.

Staff is available to answer off-campus housing questions, provide a general orientation to the Durham area, and help you through your search process. Information on commercial complexes in the Durham area is provided to accepted applicants. Except for assuring that owners sign a statement of nondiscrimination, off-campus property is in no way verified and neither the university nor its agents negotiate between owners and interested parties. The phone number for the Duke Community Housing office is (919) 684-4304. The search for accommodations should begin as soon as possible after acceptance to the business school. A visit of two or three days will allow the opportunity to make use of the community housing office and to inspect the availabilities personally.

Duke Housing and Residence Life (HRL) operates a website called NearDuke.com specifically to simplify the off-campus housing search for students, parents, faculty and staff, and for area property owners and managers. The site offers a user-friendly, searchable database for housing around campus, and in the broader Durham area. It includes photographs and floor plans, descriptions of amenities, maps showing proximity to campus, links to property owner information, a roommate matching feature, and more.

Food Services

Duke Dining operates a variety of dining facilities including cafeterias, a la carte restaurants, fast food facilities, salad bars, and seated dining restaurants. Locations and details can be found at the Duke Dining website.

Graduate and professional students may choose to pay for food purchases in cash, or they may opt to add funds to a DukeCard FLEX account. The FLEX account may be used to purchase any food items sold by DUFS, any items sold in the university stores, and to purchase beer and wine, where available. The FLEX account may be used at Fuqua. For more information about adding funds to a FLEX account, contact the DukeCard Office.
In addition to the above university food services, The Fuqua School of Business has its own food court located in the Fox Student Center, which serves a diverse menu of food options during normal business hours.

Other Services

Bus Service

Free on-campus bus service is provided by the university connecting East, West, North, and Central campuses, Science Drive, and intermediate on-campus locations. Campus route information can be found at on the Parking & Transportation website. You can also track the buses in real time using the TransLoc live webpage.

University Stores

The Duke University Store operations on campus sell textbooks, school supplies, health and beauty items, room accessories, gifts, clothes, and food items. Items may be purchased with cash, check, Visa, or MasterCard, or on the DukeCard flexible spending account (see "Food Services" above).

The Bryan Center is the location of four of the Duke University Stores. The University Store sells school, office, and computer supplies, and gift items with Duke University's official logos; the Duke University Bookstore sells textbooks, technical reference books, study aids, and computer software; the Gothic Bookshop stocks new fiction and nonfiction titles; and the Lobby Shop sells magazines, newspapers, health and beauty aids, and snack foods.
Registration

Students enrolled in The Fuqua School of Business will receive registration instructions from the Fuqua registrars prior to the beginning of each term as appropriate. In the case of independent studies, courses outside the school, audits, and overloads, it is necessary to obtain the permission of the instructor and the associate dean, the program director, or one of the Fuqua registrars.

Late Registration

All students are expected to register at the times specified by the university.

Change of Registration

Registration may be changed during the Drop/Add period only. For information about a specific program, visit the program handbook or website.

Leaves of Absence

If a student is in good standing (both academically and financially), they may be granted a leave of up to one academic year. Students must petition for the leave and, to the extent possible, describe their plans for the period of the leave. The academic dean in charge of the student’s program must approve the request for the leave. Such leaves may be extended for up to one additional year by a second petition to the appropriate academic dean. Fuqua does not allow leaves of absence longer than two academic years. If a leave expires without the student re-entering the program, the student will be withdrawn from the program. Multiple leaves may be granted, but the total period of the leave cannot total more than two years.

Military Leaves of Absence

Any student called up for military service will be placed on an immediate military leave of absence. See procedure below.

1. A student receiving notice of a military call-up will take the original notification to his or her academic dean.
2. The dean will discuss options and procedures regarding academic coursework and will give the student a copy of the refund policies with instructions for further actions on the part of the student should such be necessary to obtain these refunds. (This information sheet will be drawn up in advance and will be available in all dean’s offices.)
3. After a determination has been made by the student, in concert with the dean, about academic options, the dean will place the student on leave of absence and will notify the bursar, registrar, vice president for student affairs, appropriate financial aid officer, and university bookstore directors of this action, using a memorandum template provided by the Office of the Provost for such cases of military call-up. The dean will attach to this memo a copy of the call-up letter as well as any additional pertinent documents regarding leave of absence and course withdrawals or grades of Incomplete.

Transfer Credit

No coursework done before matriculation at Fuqua is transferable in any of the degree programs. However, our Daytime MBA students who take part in Fuqua’s Exchange Program with our partner exchange schools can transfer up to 15 credits to the Fuqua transcript during their two-year program (after matriculation).

Daytime MBA Concurrent Degree Programs

Students who are in any of the dual degree programs offered by The Fuqua School of Business must complete a minimum of 65 graduate course credits at Fuqua, exclusive of what requirements exist for the other degree. Because the two degrees are interconnected, students must complete all requirements for both degrees in order to receive either degree. Because dual degree students already take a substantial number of non-Fuqua courses, they may not count additional non-Fuqua courses toward their degree. They may participate in Fuqua’s international exchange program which allows students to study for a term or semester at an overseas business school.

Experiential Course Credit Limit

Daytime MBA

Students can take up to 15 course credits across all experiential courses (i.e., Global Academic Travel Experience (GATE), Mentored Study, Fuqua Client Consulting Practicums (FCCP), Programs For Entrepreneurs, Invention to Application, and independent studies).

Executive MBA

Executive MBA students can count one three-credit course from an approved list of experiential courses (i.e., GATE or FCCP) toward their total credits needed for graduation. Either of these courses can be used as an elective replacement course, though replacing an elective is not required. Students taking GATE or FCCP may still take a full complement of electives in their final term.
Academic Requirements

Grading—All Programs

Fuqua uses the grading scale shown below. The grade review procedure is available upon request.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior Pass (SP)</td>
<td>4.0</td>
</tr>
<tr>
<td>High Pass (HP)</td>
<td>3.5</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>3.0</td>
</tr>
<tr>
<td>Low Pass (LP)</td>
<td>2.5</td>
</tr>
<tr>
<td>Fail (F)</td>
<td>0</td>
</tr>
</tbody>
</table>

Graduation and Continuation Requirements

Daytime MBA

To graduate, students must complete at least 79 course credits (or 65 course credits if in dual degree program) and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete a minimum of 45 course credits in the first academic year of the program and 79 course credits by the end of the second academic year. Courses designated as required must be taken at the designated times unless the student has earned an exemption from the course, either by receiving an administrative exemption based on prior coursework or by passing an exemption exam.

2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year - Summer 1 and Fall 1</td>
<td>1.5 strikes</td>
</tr>
<tr>
<td>First Year - Fall 2, Spring 1, and Spring 2</td>
<td>2 strikes</td>
</tr>
<tr>
<td>Second Year</td>
<td>2.5 strikes</td>
</tr>
</tbody>
</table>

Thus, for example, a student who earns one F and one LP in Summer 1 and Fall 1 of the first year of the program will be dismissed. A student who earns one F in Summer 1 or Fall 1 and one LP later in the first year would not.

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

Students who earn an F in a required course must retake and pass that course at Fuqua. Per university policy, Fs remain on the student's transcript and figure into the GPA even after retaking the course. They also continue to count in the strike total.

Weekend and Global Executive MBA

To graduate, students must earn a GPA of at least 3.0, complete all required courses and a total of at least 51 course credits in the Weekend Executive MBA and 51 course credits in the Global Executive MBA. There are no exemptions from required courses.

Students who earn an F in a required course (and who are allowed to continue in the program) will be placed on a mandatory one-year academic suspension. The student will retake and pass that course the next time the course is offered in the student's program. At that point, they will be allowed to join the subsequent cohort of students, picking up where they left off. If the student does not meet the requirements within the allotted time period, the student will be dismissed from the program.

Per university policy, a grade of F remains on the student's transcript and figures into the GPA even after retaking the course. Grades of F also continue to count in the strike total.

To ensure satisfactory progress toward completion of graduation requirements, students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate throughout the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Global Executive MBA</th>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 or 2</td>
<td>Terms 1, 2, or 3</td>
<td>1.5 strikes</td>
</tr>
<tr>
<td>Term 3 or 4</td>
<td>Terms 4 or 5</td>
<td>2 strikes</td>
</tr>
<tr>
<td>After Term 4</td>
<td>After Term 5</td>
<td>2.5 strikes</td>
</tr>
</tbody>
</table>
Thus, for example, a student who earns one F and one LP in Term 1 of these programs will be dismissed. A student who earns one F in Term 1 and one LP in Term 4 would not. Students who are dismissed from the program under this system may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

Master of Management Studies: Foundations of Business and Duke Kunshan University

To graduate, students must complete at least 43 course credits in the Master of Management Studies Program, complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

- Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.
- Students’ grades must exceed a minimum threshold defined by the following “strike system.” Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal follows:

<table>
<thead>
<tr>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer, Fall 1, Fall 2, Spring 1 and Spring 2</td>
</tr>
</tbody>
</table>

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

Students who earn an F in a required course must retake and pass that course or its equivalent. Per university policy, Fs remain on the student’s transcript and figure into the GPA even after retaking the course. They also continue to count in the strike total.

Master of Quantitative Management: Business Analytics

To graduate in the Forensics, Marketing, or Strategy tracks, students must complete at least 48 course credits in the Master of Quantitative Management: Business Analytics (MQM: BA) Program, complete all required courses, and have a GPA of at least 3.0. To graduate in the Finance track, students must complete at least 51 course credits in the MQM: BA Program, complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

- Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.
- Students’ grades must exceed a minimum threshold defined by the following “strike system.” Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal follows:

<table>
<thead>
<tr>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer, Fall 1, Fall 2, Spring 1 and Spring 2</td>
</tr>
</tbody>
</table>

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

Students who earn an F in a required course must retake and pass that course or its equivalent. Per university policy, Fs remain on the student’s transcript and figure into the GPA even after retaking the course. They also continue to count in the strike total.

Master of Quantitative Management: Health Analytics

To graduate, students must complete all 18 courses and a total of 52 credits within the Master of Quantitative Management: Health Analytics (MQM: HA) Program curriculum and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

- Students who earn an F grade in a course receive 1 strike.
- Students who earn an LP grade in a course receive 0.5 strikes.

The thresholds for dismissal vary by term as follows:

<table>
<thead>
<tr>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms 1-3</td>
</tr>
<tr>
<td>Terms 4-5</td>
</tr>
</tbody>
</table>

Students dismissed from the program may appeal their dismissal to the Curriculum Committee within two weeks of notification of dismissal. The Curriculum Committee will review the appeal and consider extenuating circumstances.

Students who earn an F grade in a course must retake and pass the course. Per university policy, Fs remain on the student’s transcript and figure into the GPA even after retaking the course. They also continue to count in the strike total.
Conferring of Degrees

Degrees will be conferred three times each year: May, September 1, and December 30. All are invited to attend the university commencement exercises in May. Fuqua Scholars, the top 10 percent of the graduating class based on GPA, are formally recognized at this time.

Other Information

Student Records

Duke University adheres to a policy of compliance with the Family Education Rights and Privacy Act. The policy 1) permits students to inspect their education records, 2) limits disclosure to others of personally identifiable information from education records without students’ prior written consent, and 3) provides students the opportunity to seek correction of their education records where appropriate.

An explanation of the complete policy on student records may be obtained from the associate registrar of the university. Students are assessed a one-time transcript fee of $40. Official transcripts may be sent by the university registrar at the signed request of the student.

There are two ways to get a transcript. Current students or alumni who graduated within the past year may request a transcript online via DukeHub. All others should use the transcript request form, which is available at https://registrar.duke.edu/student-records-resources/transcripts-and-verifications. No information contained in student records (academic or otherwise) is released to persons outside the university or to unauthorized persons on the campus without the consent of the student. A student grants consent by signing a form authorizing the release of data. Specific consent is required for the release of information to any person or organization outside the university, and it is the responsibility of the student to provide the necessary authorization and consent.

Reciprocal Agreements with Other Graduate and Professional Schools at Duke

Anyone who is a full-time graduate student in a full-time degree-granting program at Duke is eligible to take Daytime MBA elective courses at Fuqua with approval of the instructor, Fuqua registrars, and appropriate administrator at the students’ home program.

Reciprocal Agreements with Neighboring Universities

Under a plan of cooperation between Duke University and The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, North Carolina Central University and North Carolina State University, students properly enrolled in The Fuqua School of Business Duke MBA—Daytime Program during the regular academic year, and paying full fees to this institution, may be admitted to a maximum of two courses per semester and four courses total at one of the other institutions in the cooperative plan. Under the same arrangements, students in the graduate schools in the neighboring institutions may be admitted to coursework in the Duke MBA—Daytime Program at Duke University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke University tuition coverage. This option is not available for dual degree students for inclusion of credits toward graduation requirements.

DukeCards

Graduate students are issued Duke University identification cards which they should carry at all times. The DukeCards are the means of identification for library privileges, athletic events, and other university functions or services open to them as university students. Students will be expected to present their cards on request to any university official or employee. DukeCards are not transferable and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of a DukeCard immediately to the DukeCard office.
Courses of Instruction

Qpon is the most interactive, and convenient mobile application and website for promotions and discounts, available for iPhone and Android.

For retailers, proQpon is an innovative way to promote the business, increase sales and reduce marketing spend. By sending message strategically to consumers that are there and ready to buy, allowing to measure the effectiveness and return on investment.
Accounting (ACCOUNTG)


590. Financial Accounting. Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. Instructor: Staff. 3 units.

591. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, decision analysis, finance, and operations management. Instructor: Staff. 3 units.

592. Detecting Earnings Management. Provides an in-depth examination of periodic reported performance of public corporations. Helps students appreciate the factors influencing reported performance, with a focus on evaluating earnings quality by considering incentives to manage earnings, and places in the financial reporting system requiring managerial discretion. Prerequisite: Accounting 590. Instructor: Staff. 3 units.

593. Measurement and Control of Product Costs. Study of the relationship between product costing systems and strategic planning. Strategic planning depends heavily on the output of cost accounting systems since decisions based on incorrect product costs are likely to be wrong. Furthermore, productivity improvements cannot usually be made unless reliable cost data are available. Recently many firms have discovered that their cost systems do not supply reasonable information. Apparently profitable products actually lose money because relevant data for decisions are not obtainable. Use of case studies and articles examines why many cost systems are unsatisfactory, what the symptoms of cost system failure are, and how to appropriately structure an improved system. Instructor: Staff. 3 units.

595. Business Planning. Presents corporate, security, and tax issues for analysis and resolution through examining a series of problems involving common business transactions. The problems will include such topics as the formation of closely held and public corporations, stock redemption, the sale of a business, merger and other types of combination transactions, and recapitalization, division, and dissolution of corporations. Instructor: Staff. 3 units.

596. Accounting for Mergers and Acquisitions. Examines advanced topics in financial accounting from the perspective of the professional accountant. Specific attention is devoted to the accounting and reporting problems of complex corporate enterprises. Topics include consolidated financial statements, foreign currency transactions, and international reporting issues. Prerequisite: Accounting 590. Instructor: Staff. 3 units.

597. Financial Statement Analysis. Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm’s competitive strategy through the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. Instructor: Staff. 3 units.

598. Valuation and Fundamental Analysis. Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. Prerequisite: Accounting 590. Instructor: Staff. 3 units.

599. Management Planning and Control. The aim in this course is more effective use of information in management, through, for example, statistical models for forecasting, probability models for control, and management science models for planning. The course also explores, from a more qualitative perspective, broad issues of control and performance evaluation in service industries, not-for-profit organizations, and multinational operations. Instructor: Staff. 3 units.

600. Financial and Managerial Control in Service Organizations. Concepts from both financial accounting and managerial accounting are extended and applied to for-profit and nonprofit service organizations. The financial accounting portion examines how accounting systems in such organizations differ from manufacturing firms and how these differences affect financial analysis and valuation of service organizations. The managerial portion focuses on the use of accounting information in internal decision-making. Issues include costing of activities in service organizations, activity-based management, control of operations, and performance evaluation. Intended for individuals who are seeking positions in service fields, such as health care, consulting, banking, and transportation. Instructor: Staff. 3 units.

601. Taxation and Global Management Decisions. Offers a general framework for thinking about how tax rules affect business decisions. The framework aids in understanding the effects of taxes on business decisions, and devising effective tax planning strategies. Specific applications of the framework covered in the course include: tax aspects of mergers, acquisitions, and LBOs; tax arbitrage; compensation policy (for example, stock options, stock appreciation rights, deferred compensation, fringe benefits); taxation of competing organizational forms (for example, limited partnerships and pass-through entities); taxation of investments; and international tax planning strategies. Instructor: Staff. 3 units.
Decision Sciences (DECISION)

502. Summer Mathematics Review. Instructor: Staff. 0 units.

610. Probability and Statistics. Examines structures for managerial decision-making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. Instructor: Staff. 3 units.

611. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision-making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

613. Strategic Modeling and Business Dynamics. Managers must operate in an environment with many uncertainties, and they are faced with a variety of risky choices involving many conflicting factors. They need to take account of uncertainties and multiple objectives and to select appropriate risk postures. Decision analysis provides a framework for analyzing decision-making problems under uncertainty by breaking them down into more manageable parts. The study of decision analysis involves some formal methods, but perhaps even more important, it suggests a useful way of thinking about and approaching risky decisions. Instructor: Staff. 3 units.

614. Forecasting. The need for forecasting and data analysis arises in every area of business: in finance, accounting, strategic planning, production and supply chain management, marketing, and sales. This course will cover the most commonly used statistical forecasting techniques, including multiple regression and time-series models, at a more advanced level than the core statistics course. Managerial issues in forecasting will also be discussed. The course will emphasize hands-on computing with a full-feature statistics package. Instructor: Staff. 3 units.

615. Advanced Decision Models. Surveys the methodologies of operations research and shows how they can be applied to decision-making situations. The course will be concerned primarily with selecting which tool to use in various situations, rather than algorithmic details. Topics to be covered may include dynamic programming, stochastic programming, integer programming, nonlinear programming, Markov chains, inventory theory, and linear model formulation. Instructor: Staff. 3 units.

616. Business Computer Applications. Provides students with the exposure required to achieve functional literacy with Fuqua's core set of business software tools. Classroom demonstrations show the principal features of the software and how it might be used in core course work for the MBA program. Students demonstrate their own competence with the tools by completing a set of required computer assignments on which the course grade is based. Course is available online in advance of the term for students who want to work ahead. Instructor: Staff. 2 units.

617. Information Management. Business intelligence (BI) tools allow a PC user to manage large amounts of data: Writing queries, gathering data from multiple sources, creating visualizations, and generating reports and dashboards. Information Management focuses on BI tools and their growing capabilities. The course is organized around data extraction, transformation, and load (ETL) operations as well as small system building, automation, visualization, and effective presentation. The student completes practical tasks and projects that illustrate the features and functions of Excel and Tableau software. The only prerequisite is familiarity with Excel. Instructor: Ecklund. 3 units.

618. Data Analytics for Business. Investigates how data can be used to directly impact business decisions. We will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) "hands-on" analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, social media analysis, network of systemic risk, real-time online advertisement, text mining, and data mining contests. Ultimately, the course aims to develop "data-analytic" thinking. This should enable you to evaluate how data can improve performance, identify opportunities, and assist in decision-making for managers. The understanding of the principles of data mining techniques will allow you to interact effectively with experts/consultants, and to quickly conduct pilot studies. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Economics (MGRECON)

780. Managerial Economics. This course examines market behavior and focuses on the actions and reactions of business firms and consumers in a variety of market environments. Different market structures are analyzed, including perfect competition, monopoly and oligopoly. The main objectives of the course are: (i) To master the basic tools of microeconomics: supply and demand, consumer and
producer theories, and market structure analysis, (iii) to introduce the analytical foundations for managerial decision-making and the formulation of a firm’s competitive strategy, and (iii) to provide a framework for analyzing the role of government in a market economy. Instructor: Staff. 3 units.

781. The World Economy. Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and understanding of a country’s international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

782. Environmental Economics. The course provides students with the economic tools needed to study environmental issues and inform firm decision-making in the presence of environmental regulation. It covers the ways in which markets fail to efficiently allocate resources in the presence of externalities along with mechanisms to correct those failures, including tax-based solutions, such as emissions taxes, solutions based on the creation and design of missing markets, such as tradable emission permits, and solutions based on international cooperation governed by treaties. The course addresses firms’ environmental responsibility, whether it pays to be ‘green,’ and how firms can shape regulation to secure competitive advantage. Instructor: Staff. 3 units.

783. Economics of International Business and Multinationals. This course is designed to equip the manager with the tools necessary to effectively manage a multinational company. Using cases and economic analysis, it examines managerial challenges facing multinationals in doing business across borders. Focus is on understanding the source of competitive advantage; considering the impact of trading regimes; understanding different cultures and business norms; and understanding the forces that have caused the “globalization” of products, markets, and consumers. This course will provide future managers with the analytical and practical tools necessary for problem solving and decision-making for multinationals in the context of international business. Instructor: Staff. 3 units.

784. The Art and Application of Game Theory. This course offers a radical departure from the traditional approach to “game theory for business”. Where others teach about rationality, dominant strategies, and Nash equilibrium, this pathbreaking course explores the strategic implications of irrationality, reveals four distinct ways NOT to play dominant strategies, and casts a critical eye on the equilibrium paradigm. You will emerge from this class a deeper strategic thinker, ready to seize upon opportunities for strategic advantage in the games you play. Important application areas range from economics and strategy (e.g. price wars) to finance (e.g. liquidity in asset markets) to entrepreneurship (e.g. raising venture capital) and organizational behavior (e.g. social norms). Instructor: Staff. 3 units.

785. Managing the Governmental Relationship. Provides the student with an ability to understand and manage private sector problems and opportunities created by government programs. By examining the processes used by the legislative, executive, and judicial branches to create, implement, and enforce laws and regulations, the prospective manager will be prepared to compete effectively in markets controlled or affected by government activities. The course will consider the management problems created by the United States antitrust laws and various government agencies regulating environmental hazards, energy, and health and safety. Instructor: Staff. 3 units.

786. Economic Models for Consulting Practices. The purpose of this course is to give students hands-on experience in applying econometric tools, primarily regression analysis, to managerial problems. The course extends the introductory statistics course by providing extensive applications of the tools of regression analysis. It complements the elective in time-series analysis, but there is very little overlap between the two electives. The course is designed for quantitatively oriented students who wish to learn more about statistical analysis and who wish to develop the ability to estimate statistical models derived from both micro- and macroeconomic theories. Instructor: Staff. 3 units.

787. Behavioral Economics. Behavioral economics and the closely related field of behavioral finance, couple scientific research on the psychology of decision-making with economic theory to better understand what motivates investors, employees, and consumers. This course will be based heavily on my own research. We will examine topics such as how emotion rather than cognition determines economic decisions, “irrational” patterns of how people think about money and investments, how expectations shape perceptions, economic and psychological analyses of dishonesty by presumably honest people, and how social and financial incentives combine to motivate labor by everyday workers and CEOs alike. This highly interdisciplinary course will be relevant to students with interests in General Management, Behavioral Finance, Entrepreneurship, Social Entrepreneurship, and Marketing. Instructor: Staff. 3 units.

788. Competitive Analysis. The course provides insights needed to understand the behavior of firms in imperfectly competitive industries; introduces elements of game theory as a framework for the study of strategic interactions; and analyzes various aspects of the organization of industries. Course includes three basic themes: (1) firms typically operate under imperfect or incomplete information and make decisions under uncertainty; their actions may reveal some of their private information; (2) firms’ decisions usually are of a dynamic nature and involve intertemporal trade-offs; (3) industries are not static, but evolve over time driven by market forces, as well as by the strategic decisions of the firms. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Energy & Environment (ENRGYENV)

625. Energy, Markets and Innovation. This course will use recent case studies to explore how ongoing changes in energy supply, demand, and technology are affecting energy markets and the businesses that operate within them. The specific transformations that will be explored include shale gas and shale oil, renewable power generation, energy efficiency retrofits in buildings, and recent government
environmental regulations/incentives. Changes in these areas will be analyzed in terms of business strategy, investment, and stakeholder engagement, as well as in terms of broader market dynamics. The course will emphasize business opportunities/challenges in US energy markets, but because these are tied to international markets, the latter will also be considered where relevant. Instructor: Staff. 3 units.

626. Modeling and Analysis for Environmental Sustainability. Instructor: Staff. 3 units.

628. Edge Seminar Series 1. Meeting on select Wednesdays during Fall 1 and Fall 2 terms, the EDGE Seminar on Energy & Environment gives students a unique opportunity to learn about today’s most important energy issues directly from senior business executives. Students engage in candid conversations with influential industry leaders in a small-group setting. The seminars present a variety of industry perspectives and cover topics ranging from global energy market economics and finance, to energy system transformation, and clean-tech commercialization and entrepreneurship. This year, the Fall Series will focus on energy-related themes, while the Spring will address environmental sustainability issues (e.g. food and agriculture, water, ecosystems, supply chains, etc.). Different seminar speakers are selected each semester, and students can enroll for the seminar up to two times over their degree program. Instructor: Vermeer. 1.5 units.

629. Edge Seminar Series 2. Meeting on select Wednesdays across Spring 1 and Spring 2 terms, the EDGE Seminar on Energy & Environment gives students a unique opportunity to learn about today’s most important energy and environment industry issues directly from senior business executives. Students have a chance to engage in candid conversations in a small-group setting with influential industry leaders. The seminars are designed to present a variety of energy and environment perspectives and cover topics ranging from global energy market economics and finance, to corporate sustainability, energy system transformation, and clean-tech commercialization and entrepreneurship. Seminar speakers vary by semester. Instructor: Staff. 1.5 units.

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

898H. Special Topics. Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. 1.5 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: Consent of associate dean and instructor. Instructor: Staff. Variable credit.

Finance (FINANCE)

645. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

646. Corporate Finance. Examines the implications of modern financial theory for various decisions faced by corporate financial officers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, leasing, the cost of capital, mergers and acquisitions, and international financial management. Theory, empirical evidence, and case analysis all play significant roles in the course. Theory and empirical evidence together yield implications for corporate financial decision-making. Case analysis forces students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

647. Investment. This class provides a rigorous treatment of the fundamentals of investments, investment management, and asset pricing. Topics include asset allocation, asset pricing models, portfolio management, performance evaluation, the interaction between capital markets and the macro economy, as well as alternative investments such as hedge funds and private equity. The course should be valuable from the perspective of the individual investor, the corporate financial manager, and the investment manager. Instructor: Staff. 3 units.

648. Derivatives. The purpose of this course is to extend the student’s knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets for the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

649. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities. Instructor: Cox. 4 units. C-L: Law 384

650. Structuring and Regulating Financial Transactions. 3 units. C-L: see Law 390

651. Entrepreneurial Finance. The course is designed to introduce to the challenge and pitfalls of financing new enterprises. Broadly speaking, entrepreneurial financing decisions have a life cycle. The cycle begins with identifying opportunities, moves to marshaling resources to take advantage of these opportunities and executing the business plan, and ends with harvesting the venture’s success. Accordingly, the course has three sections: Identifying and Valuing Opportunities, Structuring Deals, and Harvesting Opportunities. This course complements Finance 660, Venture Capital and Private Equity. Students would benefit from being exposed to the material in both courses. Entrepreneurial Finance focuses on the perspective of the entrepreneur, while VCPE focuses on that of the venture capitalist. Prerequisite: Finance 646 (Corporate Finance), taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor.
to be enrolled. Instructor: Staff. 3 units.

652. Project Finance. This course focuses broadly on project finance, which is lending that relies exclusively or mainly on the cash flows generated by the project to repay loans and earn a return on investment. Such financing is called "non-recourse" or "limited recourse" financing and is done via large syndicates of banks and (or) large institutions like the European Investment Bank or the World Bank. Project finance can be contrasted with corporate lending that focuses more on the balance sheet of the borrower. While corporate finance principles are important, one of the key distinctions we discuss is the profound difference between Corporate Finance and Project Finance as disciplines and in practice. Instructor: Staff. 3 units.

653. Fixed Income Securities. This course explores the most important issues in global debt markets. It describes fixed income securities and markets, develops tools for valuing these securities and managing their risk. The major topics include: 1. Fixed income instruments and basic yield concepts. 2. Risk management concepts such as duration, convexity, and value-at-risk. 3. Risk management tools such as interest rate futures, options, swaps, caps, and floors. 4. Models of interest rates such as one-factor and multi-factor models of interest rates. 5. Understanding credit risk in corporate bonds and prepayment risk in mortgages. Instructor: Staff. 3 units.

654. Advanced Corporate Finance. Examines in depth the major financial decisions faced by the firm. Topics include dividend policy and capital structure decisions of the firm, as well as the pricing of various financial instruments. While the major emphasis of the course is on the traditional and recent theories regarding corporate financial decision-making, much time is devoted to the consideration of empirical evidence supporting/ refuting the various theoretical propositions. Time permitting, some special topics such as mergers and acquisitions and lease financing will be considered. Prerequisite: Finance 646 (Corporate Finance), taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled. Instructor: Staff. 3 units.

655. International Corporate Finance. Four dimensions characterize the special problems encountered by the international financial officer. They are: (1) the multiplicity of currencies, and attendant problems related to nominal contacts; (2) the misalignment of exchange rates vis-a-vis commodities prices and the attendant problems of competitiveness; (3) the partial segmentation of capital markets producing potential differences in costs of capital across the world; and (4) the multiplicity of tax jurisdictions. These four issues will be addressed in this course with the objective of preparing the student for careers in corporations with large operations abroad or across borders, or for careers in international banks. Instructor: Staff. 3 units.

656. Global Asset Allocation and Stock Selection. The course objective is to deliver the theory and the quantitative tools that are necessary for global asset management. The focus of the course is on tactical rather than passive asset management. To this end, we develop the fundamental concepts of asset valuation in a world with time-varying risk and risk premiums. We also focus on the most recent advances in quantitative forecasting methods. A unique feature of this course is that students build their own asset management software. In addition, using some of the techniques in the course, they perform an out-of-sample asset allocation. The most recent data (from DASTREAM) is used in this real-time allocation. Instructor: Staff. 3 units.

657. Financial Engineering. The objective of the course is to provide the quantitative tools which are necessary to price a variety of derivative instruments and to hedge the often substantial risks that are involved in taking positions in derivatives. The course is very applied by nature, with a focus on models and techniques that are currently being used in practice. The techniques are applied to the most recently available data in a series of practical exercises. Instructor: Staff. 3 units.

658. Corporate Restructuring. This interdisciplinary course is built around several important themes that are part of almost every corporate restructuring: Valuation, Governance, the Law, and associated Strategic considerations. The first half of the course establishes a framework and tools to consider healthy company valuation and restructuring; the second half emphasizes distressed restructuring and reorganization. The course prepares professionals in business and law to assess a wide variety of situations, including mergers, acquisitions, divestitures, sales, and leveraged buyouts. Emphasis is placed on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only the role of venture capitalists, but also how private equity markets provide capital to help establish medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

659. Emerging Markets Corporate Finance. Exploration of the corporate finance issues that are special to emerging economies. These economies will likely provide substantial growth opportunities in the world economy in the new millennium. The recent crises in Latin America and Asia reinforce the importance of having a better understanding of these markets. The goal of this course is to explore the finance side of emerging markets. Instructor: Staff. 3 units.

660. Venture Capital and Private Equity. Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity firms provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

661. Raising Capital and Financial Technologies. This course covers capital raising by firms—traditional methods as well as new market disruptions through financial innovations and financial technologies. Topics to be covered in this course include the role of financial intermediaries—such as commercial banks and investment banks—in the capital raising process, the decision to go public, bank debt, public debt markets, securitization, peer-to-peer lending, rewards based and equity based crowdfunding, digital footprints and other recent developments in financial engineering. This course is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled. Instructor: Staff. 3 units.

662. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in
his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate—residential, office, retail, and land—from an investment and development standpoint. Instructor: Faculty. 3 units. C-L: Law 378

663. International Finance. International Finance will share a corporate finance and investment perspective. Student will learn key aspects of international corporate finance (evaluation of investments, hedging, dealing with political risk). Students will also learn about the issues facing portfolio investors in equities, bonds, and commodities. Students will learn how to evaluate potential corporate and portfolio investments as well as how to measure and manage risk exposures. Course should be taken by any student specializing in either Corporate Finance or Investment Finance. 3 units.

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Global Academic Travel Experience (GATE)

580. Global Academic Travel Experience. Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member for up to six weeks of lectures and discussion about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. Then the study tour group departs for a foreign visit, usually ten days to two weeks long. Activities include visits to corporations, nonprofit organizations, US or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the US, students are responsible for completing a written project. Instructor: Staff. 3 units.

581. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

582. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

583. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

584. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

585. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

586. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. 3 units.

Health Sector Management (HLTHMGMT)

705. Seminars in Healthcare 1. This extensive series of seminars in the fall is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within healthcare sectors. Instructor: Staff. 1.5 units.

706. Seminars in Healthcare 2. This extensive series of seminars in the spring is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within healthcare sectors. Instructor: Staff. 1.5 units.

707. Health Care Global Market Analysis. 1 unit.

710. Health Institutions, Systems and Policy. Introduces Health Sector Management students to the interlocking segments of the industry (for example, doctors, hospitals, HMOs/PPOs, insurers, consultants, pharmaceuticals, and medical devices), their current status, and how they are changing. It will analyze Health Care Industry from a historical perspective to understand how the industry has evolved to its current state and to predict where it is likely to go in the future. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient/payer interface, the changing demographics of health, growth of technology, emerging regulatory patterns, and comparative strategies of public health across nations. Instructor: Staff. 2 units.

711. Healthcare Markets. We will apply tools from business and the social sciences, especially economics and strategy, to challenges faced by managers, patients, and policy makers in the health sector. We will aim for broad coverage of health care, including patients, providers and manufacturers. We will pay particular attention to payers. Payers are of interest throughout the health sector, because most providers and manufacturers want to be paid, and because third party payment influences consumer/patient decisions. This course is intended to prepare people for other Health Sector Management electives. Instructor: Staff. 3 units.

712. Medical Device Strategy. Managing the commercialization process of lifescience innovations with a focus on medical device. Business
development of the basic components of unmet need analysis, finance, strategy, market modeling, valuation and navigation strategies of the regulatory and reimbursement process in the backdrop of competition, regulation, and profitability at various milestone stages of company growth in an international marketplace. Analyze and challenge business models from the perspectives of entrepreneurship, corporate management, investor finance consultancy and innovation development with a return to investors and society. Instructor: Staff. 3 units.

714. Health Care Provider Strategy. This course provides students with the tools to understand, formulate and innovate strategy in today’s global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. Instructor: Staff. 3 units.

716. Management of Health Systems and Policy. Examines special aspects of health care law, financing, and health care policy. The provision of health care in the United States exists within a unique and complex environment. State and federal governments, through laws, programs, reimbursements, and payments, create a special environment for health care providers. Similarly, third-party insurers, and more recently, corporations, are taking active steps in modifying this environment. Good candidates for this course are MBA students who have an interest in health, biotechnology, pharmaceutical, and human resource management. Instructor: Staff. 3 units.

717. Biotechnology and Pharmaceutical Strategy. This course examines a number of economic issues relating to innovation, competition, and regulation in the pharmaceutical industry and their role in management decision-making. We concentrate on factors that distinguish pharmaceuticals from other industries such as its strong research intensity, broader ties to the health care system, and the critical role of government regulations and policy. The overall perspective is international, but the emphasis is on current market and policy developments in the United States. Instructor: Staff. 3 units.

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Initiative on Impact Investing (IMPINV)

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

Interdisciplinary (FUQINTRD)

565. Consequential Leadership 1. The primary objective of the first C-LEAD is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1 unit.

566. Consequential Leadership 2. This C-LEAD builds on the concepts and skills mastered in the first-year C-LEAD and core courses by providing students with an integrated series of conceptual and experiential learning activities and group discussions that encourage a deeper level of understanding and awareness of leadership. The course emphasizes Personal Leadership, Ethical Leadership, and Teamwork and Community Building. Instructor: Staff. 2 units.

693. Irrational Choices, Unconscious Decisions & Market Failure. This course focuses on problems of market failures due to consumer irrationality, such as when consumers cannot comprehend information relevant to their potential purchases. The emphasis in this course will be on exploring what the proper response to consumer related market failure should be—from businesses and governments. Topics include ethical duties of various players and the role of regulation. The health sector is an important application area for this course. 3 units.

697. Innovation and Cryptoventures. The central topic of the course is understanding blockchain technology. Blockchain is a distributed ledger technology with very special features such as immutability and a high level of security. The advantage of blockchain is that it provides a transactional or verification framework without the need for trust-enforcing central parties (e.g., banks). This reduces transaction costs and lowers the possibility of fraud. Bitcoin is the canonical example a blockchain-based cryptocurrency. The work for the course consists primarily of readings and an entrepreneurial group project that is presented at the end of the course. In addition to discussing business applications of blockchain, the course covers some ground on necessary concepts from cryptography (hashing, digital signatures, public/private keys, ciphers, etc.). The course is interdisciplinary. Instructor: Harvey. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Management (MANAGEMENT)

730. Leadership, Ethics and Organizations. The reality of business life is that no person is an island—smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your
company requires working with others effectively. The goal of LEO, therefore, is to prepare you to be an effective leader and manager of others regardless of your career path and to be a good analyst of how best to organize people. The course will accomplish these goals by focusing on two broad sets of questions. First, what principles can you draw on to analyze and improve performance in organizations? We will examine principles for designing incentive systems, motivating employees, running effective teams, making good decisions, harnessing diversity, and organizing the distribution of work. The second set of questions concerns what you need to do as an individual to be an effective leader. What can you contribute to your firm and why should others respect and listen to you? We will challenge you to reflect on your own personal strengths and weaknesses and to develop specific strategies for making a difference in the organizations to which you’ll belong. Instructor: Staff. 3 units.

731. Organizational Design. Focuses on the choices and trade-offs involved in the structuring and management of organizations for global competition in a rapidly changing environment. Special emphasis is given to the actions and choices available to managers in continuously realigning the strategies of the firm and in redesigning the organization in fast moving global turbulent environments. As a means of relating theoretical concepts and empirical research to actual managerial problems, strategic change, and organization design, the course will integrate conceptual and managerial readings with case analyses and group presentations. Instructor: Staff. 3 units.

738. Managing Innovation in a Global Organization. Instructor: Staff. 3 units.

739. International Business Management. The course provides two different types of information to analyze and effectively make decisions. At a first level, it provides the student an understanding of important factors in the international environment (for example, economic, political, cultural, technologically) that influence decisions. At a second level, it provides the student with an organized framework to proceed from an understanding of the international environment to develop strategic and cross-functional responses to specific challenges that MBAs face. Instructor: Staff. 3 units.

740. Legal Leverage. This course bridges the language gap between law and business by offering a relevant framework for executives to evaluate the legal consequences of their day-to-day business decision-making. Legal principles that define the business landscape are introduced and evaluated as strategic planning tools to allow both entrepreneur and multinational executives the opportunity to effectively manage the delicate balance between minimizing risk and maximizing opportunity. Awareness of when and how legal issues arise allows executives to generate a range of business response options, thereby managing "at-risk" behaviors effectively and leveraging the avoided costs into net value. Instructor: Staff. 3 units.

741. Sports Business. Provide students with an understanding of how to apply the principles of business and/or the elements of organization to sport. Students will have the opportunity to explore basic theories of leadership, human resource management, politics, finance, marketing, resource acquisition (fundraising and corporate support), sports law, broadcast properties, media and publicity, future trends in facilities as well as philosophical, sociological and cultural considerations of sport. Instructor: Staff. 3 units.

743. Legal Environment of Business. This course provides an introduction to the nature and functions of our legal system and its importance to business managers. Major concepts are placed in historical context, with discussion of what the law ought to be and how it might change in the years ahead. The course will provide a focused treatment of selected rules in sufficient detail to be useful for future planning purposes. It will convey the dynamic interplay between business decisions and the ever-changing legal environment. Course will focus on regulatory law, or “public law,” involving legal relationships between individuals or entities and the government, as well as portions of “private law” dealing with commercial transactions (e.g. law of contracts, torts, and property). Instructor: Staff. 3 units.

744. Managerial Decision-making. Explores what constitutes high-quality managerial decision-making, how managers tend to predictably fall short of these standards, and how managerial decision-making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable emphasis is placed on the psychological approaches to understanding decision-making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

745. Negotiation. Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

746. Power & Influence. Examines the interplay of power and politics in organizational settings with particular emphasis on the use of influence strategies in managerial decision-making. Specific topics to be included are understanding the role of power in organizations, its sources and conditions for use, political strategies and tactics, and specific organizational issues such as resource allocation, career politics, organizational change, and retrenchment. Relevant research and theory will be examined but students will be encouraged to make practical application in decision-making situations through case analyses and discussion, and the development of personal skills in the politics of management. Instructor: Staff. 3 units.

747. Leadership. This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects, but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership—both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

748. Strategic Management of Human Assets and Organizational Change. Provides an understanding of issues and challenges involved in the management of human resources in contemporary, complex organizations. The topics discussed include employee selection and placement, training and development, compensation and reward systems, performance evaluation, career development, human resource planning, international human resource management, and the contribution of human resource management to overall organizational effectiveness. The cultural and legal contexts of human resource practices are also addressed. Perspectives for this course are from the line
The roles of the personnel department and the personnel specialists are evaluated. Instructor: Staff. 3 units.

749. Ethics in Management. The overall purpose of this course is to increase students’ capacity to sustain effective and ethical management and leadership in their organizations. This course is an opportunity for students to challenge and sharpen their “philosophy of business” and their own purposes in business. Students are helped to deepen their own self-awareness as ethical beings and leaders, and to strengthen their moral courage. Students see how every single management decision has ethical implications. Students wrestle with the question: Are there universal norms for individuals and business that transcend boundaries? Students are given tools for “finding and speaking their voice” when they confront ethical challenges and lapses. Instructor: Staff. 3 units.

750. Social Entrepreneurship. This course is about the efforts of private citizens to develop innovative solutions to social problems. Social entrepreneurs are increasingly blurring the lines between the sectors, using for-profit and hybrid forms of organization to achieve social objectives. This creates new opportunities for applying business skills in the social sector. The objectives of this course are to introduce students to the concepts, practices, and challenges of social entrepreneurship, to equip students with frameworks and tools that will help them be more effective in these pursuits, and to engage students in a joint learning process as we explore this emerging field. Instructor: Staff. 3 units.

751. Managing E-Commerce Enterprise. Using experience in the market-space and basic principles of economics, organization, and strategy, this course isolates the principles and strategic skills that e-commerce managers need. Sample topics: how firms gain competitive advantage from the Internet; telecommunications; software standards; Internet value chain; business models for Internet-delivered services; Internet organization. Instructor: Staff. 3 units.

752. Managing Technology and Innovation. Is intended to prepare the student for management in a technology-based or technology-intensive company. This course focuses on three types of technology management: managing technology, innovation, and R&D within the corporation; new business based on new technology and innovation; and bringing new technology and innovation into the corporation and utilizing it properly. This course will use a combination of readings, lecture/discussions, cases, and guest lectures by managers. Instructor: Staff. 3 units.

753. Managing Professional Services Organizations. This course is about managing knowledge services. It is designed for students who expect to establish or join professional service firms, or to serve as consultants to such firms, or to manage knowledge workers (for example, scientists) in a business organization. The knowledge work considered will include medicine, law, education, engineering, accounting and auditing, business consulting, banking, and other such services. Instructor: Staff. 3 units.

754. Mentored Study in Entrepreneurship. Course provides experiential learning within venture capital and entrepreneurial growth firms. Placements are coordinated based on student selections and approvals by mentoring organizations. Each study program is custom designed by agreement among the student, mentor, and program administrator. Students have a general management experience with a broad and multifunctional exposure to the mentor business. Students may participate during any two consecutive academic terms and must successfully complete both terms to receive credit. Scheduling is at the convenience of both parties. Credit/no credit grading only. Instructor: Staff. 3 units.

755. Managing Venture Growth. Exploration of the strategic challenges of managing growth in entrepreneurial organizations. Focusing on “adolescent” firms—firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses—the course investigates problems associated with fast growth and discuss alternative strategies that may be used to overcome these problems. Instructor: Staff. 3 units.

756. Managing Strategic and Organizational Change in Times of Increasing Disorder. Managers realize that the strategies, organization structures, and management practices, which served their adaptation requirements during stable times, are inadequate during times of increasing global environmental turbulence. Emphasis on the ever-present challenge of simultaneously aligning and re-orienting the firm’s strategies and its organization in times of increasing disorder. It centers on large business enterprises whose operations stretch across national boundaries, and who are required to operate within and across national institutional systems, which are themselves buffeted by the major forces of change driving the transition to the postindustrial era. Instructor: Staff. 3 units.

757. Strategies for Corporate Survival and Renewal. Focuses on understanding the conceptual basis of firm survival and failure, coupled with identifying managerial strategies that help a business change and survive while its competitors decline and fail. We compare and contrast modes that firms use to undertake major business changes, including internal development, discrete resource exchange, alliances, and acquisitions. The course examines the limits that companies face as they attempt to lead and respond to changes in their competitive environments, and how some firms and their leaders manage to push the limits further than others. Instructor: Staff. 3 units.

758. Management and Organizational Design of Global Corporations. The course focuses on the management challenges associated with the development of strategies and the management of organizations in business enterprises whose operations stretch across national boundaries. The course emphasizes the way transnational corporations are different from purely domestic companies. The course addresses the choices and tradeoff involved in understanding the strategic and organizational challenges of managing transnational companies in a complex, increasingly interdependent, turbulent international environment. Instructor: Staff. 3 units.

760. Global Interdependence. Exploration of the interdependence among global forces of change. The ways in which people throughout the world define, organize, and maintain themselves continually undergo radical change. The major drivers are economic growth and advances in technology that have vastly increased the ability of organizations to move ideas, technology, capital, production sites, and distribution networks. Focus on ethnic identity, communication, trade, finance, religion, politics, property rights, organizations, and colonialism. Additionally, it examines the way these interact. Instructor: Staff. 3 units.

761. Cultural Setting of Business. The course defines culture and identifies the relevant dimensions to be used in the description of any of the many different cultures of the world. Two sets of dimensions are identified, those that differ by subject and those that differ by logical nature. The first constitutes the parts of the culture, for example, religion, politics, business, etc. The second identifies the components of a culture, those things that define a culture and every part of it. These are the concepts of truth, the beliefs, the values, the logic, and the
decision rules. The fit between these components of a culture and the way business is done is analyzed. Instructor: Staff. 3 units.

762. Seminar in Advanced Social Entrepreneurship. This seminar course builds on principles introduced in Social Entrepreneurship as well as traditional finance, marketing and strategy courses already taken by students. We use four specific recent social venture capital transactions, seeking to understand both the financial and the social challenges faced by entrepreneurs using private sector, public sector or mixed capital. We discuss the strategy, motivation, marketing, financing and investing and exit of social venture capital through the eyes of the financiers, entrepreneurs and employees. There is limited utilization of traditional case studies and more in depth reading of academic and practitioner materials, term sheets and internal memoranda used in making decisions whether to start, invest in, or work for a for profit enterprise with social goals. We conclude with a discussion of the role of the social entrepreneur in society and the parallels between the social venture and the traditional venture. As this is a seminar, class size is limited to twenty students. Instructor: Staff. 3 units.

894. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. Variable credit.

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

897. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. 3 units.

Management Communications (MGMTCOM)

504. Business, Communication, and Culture. Course offered to International Students who will be attending Fuqua in the Fall. The course is listed as zero units so it will not effect the students' load in the full fall term. Instructor: Staff. 0 units.

567. Leadership Communication 1. Instructor: Staff. 2 units.

568. Leadership Communication 2. Instructor: Staff. 2 units.

569. Informing and Influencing Business Audiences. Introduction to the foundations of effective management communication. Focus on communicating strategically and persuasively in professional business writing and presentations. Offers students opportunities to speak in front of the class with a variety of informational and persuasive purposes. The course helps students to: understand the communication process and the strategic decisions necessary to communicate to diverse audiences; produce documents that are suited to business readers; develop the ability to speak effectively and confidently; build critical thinking abilities; understand the elements of a strategic communication campaign; identify their communication strengths and understand areas needing improvement. Instructor: Staff. 2 units.

570. Effective Advocacy. Builds on the skills and concepts that students learned in Management Communications 569. Focus on advocacy skills, team skills, collaborative skills, and the ability to communicate strategically as a team in written and oral form. Students refine their ability to construct persuasive arguments and move beyond mere persuasion to advocacy. They learn how to challenge others' viewpoints and positions effectively and strategically. Students master the ability to manage questions and challenges gracefully in highly interactive communication situations. Students learn advocacy skills; manage communication; construct written and oral messages; analyze and respond to complex communication situations, and anticipate and answer challenges and counter arguments. Instructor: Staff. 2 units.

571. Professional Project Communication. Builds on the important advocacy skills that students learned in Management Communications 570. It focuses on successful communication with executives and managers from outside the school who have agreed to act as project mentors. The communication project culminates in delivery of a fully professional and persuasive seventy-five-minute presentation to these decision makers. The course tests students' abilities to analyze an audience, align and adapt to the needs of that audience, influence the decision makers with written documents and oral discussions prior to the final presentation, and adapt to feedback and challenges throughout the term. Students polish the skills they are likely to use during summer internships and throughout their business careers. Instructor: Staff. 2 units.

572. Managerial Writing. The ability to write clear, purposeful, persuasive documents is an important tool in a business career. This course will help you improve your skills in all phases of writing, from ideation and audience adaptation, to drafting and revision, to editing style and format. The classes will be interactive and collaborative, allowing students the chance to work closely with both the instructor and peers. Students will also have the chance to tailor the assignments to their individual needs and interests. Instructor: Staff. 2 units.

573. Workshop in Managerial Improvisation. Effective improvisation entails active listening, teamwork, risk taking, adaptability, spontaneity, focus, intuitive decision-making, rapid problem solving, and the ability to keep a cool head in a crisis. In short, improvisation requires a set of skills desperately needed by today's leaders. Workshop in Managerial Improvisation is designed to improve participants' abilities to build trust, foster better communication, promote creativity, and respond quickly and decisively to unanticipated challenges through hands-on exercises that are provocative and immediately transferable in actual working situations. Instructor: Staff. 2 units.

574. Curricular Practical Training. Offers students an experiential learning opportunity in a US work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

575. Beginning Working Spanish A. Working Spanish, developed by The NC Global Center, helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. Instructor: Staff. 4 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.
898. **Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. Variable credit.

899. **Independent Study.** Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

### Marketing (MARKETNG)

795. **Marketing Management.** Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. Instructor: Staff. 3 units.

796. **Market Research.** This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

797. **Consumer Behavior.** The number one survival threat to organizations is losing touch with their customers. Successful marketing strategies require a clear understanding of the thought processes, desires, and emotions that drive consumer behavior. This survey course is designed to provide students with a psychological framework for understanding—and specific techniques for influencing—customer choice. We will cover basic topics from the psychology literature such as subliminal perception, learning and memory, motivation, persuasion, and group influence. The goal of the course is to provide you with a sophisticated understanding of consumer behavior, and a specific set of tools you can use to predict and influence consumer choice. Instructor: Staff. 3 units.

799. **Strategic Brand Management.** Develops an understanding of how to formulate strategies for building, leveraging and growing strong brands. Addresses the organizational and individual characteristics necessary for successful strategic brand management and how to design and implement effective brand-building programs. Course consists of case discussions, lectures and guest speakers, as well as a simulation that allows students to act as brand managers. Valuable for students seeking to advance as marketers, general managers, consultants or entrepreneurs. Lessons applicable to B2B and B2C contexts and across industries. Instructor: Staff. 3 units.

800. **Marketing Communications Management.** Includes the management of advertising, promotions, public relations, and the other more subtle ways companies communicate with their customers. Objective is to provide an approach to management that is thoughtful, sophisticated, and state-of-the-art, while being practical and relevant to “real world” communications planning, decision-making, and control. Instructor: Staff. 3 units.

801. **Electronic Commerce.** This course gives students the necessary background of concepts, technologies, and applications required for participation in the rapidly growing electronic commerce industry. Examination of current electronic commerce practices as well as business models that will be enabled by likely future technologies. Topics: Internet technologies, online retailing, online advertising, new pricing models (for example, auctions), customer acquisition, customer service, marketing to customers, new business models, etc. Instructor: Staff. 3 units.

802. **Marketing of Innovations.** High technology markets are characterized by environments in which information on customers is either unavailable or it quickly becomes obsolete. This requires firms to develop abilities to understand unarticulated customer needs and to be able to forecast the development of nascent markets. Some of the topics covered in this course include: diffusion of innovations, technology forecasting and disruptive technologies. Instructor: Staff. 3 units.

803. **Customer Relationship Management.** Covers analytical approaches for CRM and customer valuation, dealing with: identification of prospects for customer acquisition; customer development via up-selling or cross-selling; and customer attrition/retention management. Database marketing and data mining techniques covered: decile analysis, RFM (reach/frequency/monetary) analyses, and response modeling using logistic regression and machine learning algorithms. Hands-on analysis of customer lifetime value; estimating return on marketing investment; identifying prospects for cross-selling; and building predictive models to select the best targets. Instructor: Staff. 3 units.

804. **International Marketing.** Develops students’ knowledge of theoretical concepts and practical aspects of marketing for firms competing in countries with different cultural, legal, economic, and political environments. Designed both for those who plan to work for multinational companies and those who want to enrich their knowledge of the international marketplace. Instructor: Staff. 3 units.

805. **Analysis for Marketing Decisions.** Instructor: Staff. 3 units.

806. **Strategic Marketing Planning.** Course provides overview and resolution of issues encountered implementing marketing plans. Topics include: strategic marketing management in changing business environment; customer-oriented firms—how they manifest in management attitudes and practices; managing markets strategically—tasks and underlying principals; preparing a strategic marketing plan—components and desired characteristics; significance of segmentation; tools and techniques for customer and competitor analysis; situation analysis and its role in strategy formulation and marketing planning; determining if organization has a differential advantage or how it might obtain such an advantage. Instructor: Staff. 3 units.

807. **Marketing Strategy.** Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm’s three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of
market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

808. Strategy and Tactics of Pricing. Profitable pricing is the harvest of a firm’s efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Operations (OPERATNS)

820. Operations Management. Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean production, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

822. Information Systems for Production Management. Focuses on tactical issues relevant to the management of material, labor, equipment, and inventories in production/distribution systems. Advanced models are formulated to structure the relationship between key decision variables and system performance in meeting customer delivery requirements while maintaining low costs and high quality. Particular emphasis is placed on control policies that effectively accommodate the fluctuations and uncertainties in both product demand and component supply that are typically encountered in real manufacturing environments. Topics include inventory management, aggregate production planning, master production scheduling, material requirements planning, shop floor controls, and just-in-time systems. Instructor: Staff. 3 units.

823. Operations Strategy. An organization’s operations are the collection of processes, resources, and capabilities that together produce its goods and services. In this course, we will explore how operations support and enable an organization’s overall strategic vision. Topics vary from year to year based on current critical business issues, and may include: alignment of operational capabilities with firm strategy; scaling operations by managing growth and product variety; strategic use of operational innovations such as 3D printing and automation; sourcing strategy, outsourcing, and offshoring; sustainable operations and social responsibility; and deploying operations in emerging markets. Instructor: Staff. 3 units.

824. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

825. Management of Technology. Examines the multiple impacts that technology has on the firm. Major issues of technology management will be discussed, including innovation, competitiveness, technology assessment, R&D strategy, positioning, manufacturing technologies, and productivity. These issues are encountered not only in the technology-based company, but in any organization. Also covered will be the incorporation of new technology into an existing industry and the new entrepreneur-based companies that are formed to work with a technology. The course will focus primarily on management issues, using as models new technologies such as biotechnology, superconductivity, microelectronics, and fiberoptics. Instructor: Staff. 3 units.

826. Managing Innovative Production Systems. Examines how managers evaluate and implement changes in the firm’s process technology. The course looks at both soft technologies, such as information systems, just-in-time control, and group technology, and the hard technologies, such as NC machines, robotics, flexible manufacturing systems, and computer integrated manufacturing. The course focuses on how to manage the changes in the structure of the firm, and how to use these systems to alter the competitive position of the firm. Instructor: Staff. 3 units.

827. Global Operations. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

828. Value Chain Innovation in Business Processes. A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require
efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. Instructor: Staff. 3 units.

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Social Entrepreneurship (SOCENT)

895. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

Strategy (STRATEGY)

627. Sustainable Business Strategy. Global challenges such as urbanization, food security, water crises, inequality, natural resource degradation, and climate change increasingly present material risks to corporations. Yet these same trends can create profitable opportunities for companies if innovation is harnessed to create products and business models that provide solutions for growing global markets. As these challenges grow, companies are increasingly integrating sustainability as a business imperative and a key to competitive advantage. In the course, we will examine how businesses assess their risks and opportunities, and how they develop strategies to promote more sustainable practices. We will assess challenges in different firms, industries and geographies, and evaluate how these differences affect corporate strategy and practice. Class sessions will combine case studies, lectures, guest speakers, and interactive activities. Instructor: Staff. 3 units.

835. Foundations of Strategy. Why are some firms more profitable than others? This course explores the sources of sustained profits in the face of competitive pressures. In doing so, it introduces concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm’s strategy. Students should leave the course well prepared for focused electives on strategic issues. Instructor: Staff. 3 units.

836. Global Institutions and Environments. Instructor: Staff. 2 units.

837. International Strategy. Instructor: Staff. 3 units.

838. Entrepreneurial Strategy for Innovation-Based Ventures. This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

839. Strategies for Driving Corporate Corporate Growth. Instructor: Davis. 3 units.

840. Business Strategy by Firms Based in Emerging Market Economies. Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies—the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East—are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

841. Strategy Implementation. Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. Instructor: Staff. 3 units.

842. Strategic Modeling and Business Dynamics. This course introduces concepts and modeling methods that enhance strategic thinking skills. You learn a flexible and powerful approach to structuring managerial problems and visualizing interconnections that make business systems dynamic. Understanding of business dynamics is developed through mapping, mathematical model building and structured
experimentation. It investigates a wide variety of industries and issues including: competitive strategy; managing firm growth; reconciling apparently contradictory information; managing booming or cyclical industries and influencing public policy. It develops skills and concepts for use as a manager, consultant, analyst, investor or policy maker. Instructor: Staff. 3 units.

843. Intellectual Capital and Competitive Strategy. Competitive advantage relies critically upon a firm's management of the knowledge and know-how underpinning its product and process innovation. This course considers how firms manage intellectual capital from the vantage point of different types of firms’ from start-ups to large incumbents’ operating in different market environments as they change over time. It considers how firms should protect their intellectual capital, when firms should share their intellectual capital with other firms, how firms should go about acquiring the intellectual capital of others, and how firms can extract value from their intellectual capital through commercialization and licensing. Instructor: Staff. 3 units.

844. Technology Strategy. In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm’s management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary marketing and manufacturing capabilities and secrecy. We will consider firms’ strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

845. Entrepreneurial Execution and Planning. The focus of this course is the successful creation and early execution of a new venture. The course will concentrate on new enterprises based on substantial innovations with potential for high growth and funding by venture capitalists. The course is primarily based on case discussions, with the intent of allowing students to derive practical lessons from experience (both successes and failures) in actual ventures. The topics to be covered include: understanding whether there is a market, competitive position, growth, financing a new venture, building a team, early sales and marketing execution, building an operating plan. This course is a complement to the Entrepreneurial Strategy course. Instructor: Staff. 3 units.

846. Entrepreneurship and New Venture Management. Provides an intensive, tutored field study of the formation of new business ventures. Students work in teams to develop market, strategic, operations, and financial aspects of original ideas toward completion of a full business plan. Entrepreneurs and new venture investors advise students on the progress of their work and evaluate final plans. Instructor: Staff. 3 units.

847. Managing Challenged Businesses. 3 units.

848. New Ventures 1: Opportunity Evaluation. 3 units.


850. New Ventures 2: Strategy Development 2. 3 units.

851. New Ventures 3: Operating Plan Development 1. 3 units.

852. New Ventures 3: Operating Plan Development 2. 3 units.

853. Advanced Corporate Strategy. This course will challenge students to develop a framework to make business decisions in the shadow of complex political and social issues. Students will discuss several contemporary case studies of business leaders making choices that intersect with controversial issues related to economic inequality, civil rights, public health, consumer and environmental protection, among others. Students will also develop familiarity with the political debates and empirical evidence on several current public policy issues through the assigned readings, which will include media articles and academic papers. Selected topics include CEO activism, the impact of technological innovation on jobs, the regulation of new business models, corporate political activities, and engaging the media. This course is designed to be useful to any student who wishes to develop the skills to analyze the environment their organization operates in and craft effective strategies both within and beyond markets. Instructor: Chatterji. 3 units.

854. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 6 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

The Duke MBA—Global Executive

Accounting (ACCOUNTG)

590G. Financial Accounting. Focuses on how economic events and transactions are communicated through the financial reporting process in both US and non-US jurisdictions. In this course, students will obtain a basic understanding of (1) the fundamental concepts that support financial reporting systems; (2) the role of judgements and estimates in the preparation and interpretation of financial reports; (3) how to read, analyze and interpret financial reports prepared in different countries; (4) the major differences across countries in financial reporting and some implications of those differences. Instructor: Staff. 3 units.
Courses of Instruction
Energy & Environment (ENRGYENV)

625E. Energy, Markets and Innovation. The energy industry is one of the world’s largest and fastest-growing industries. Emerging markets are building out infrastructures to meet rising energy needs, while developed markets are adapting their systems to balance reliability, cost, and environmental considerations. In this course, we will apply economics, finance, and strategy tools to understand energy markets, with a focus on electricity in the United States. Through readings, case studies and simulations, we will consider the dynamics of supply and demand, industry structure, technology, and prices; explore how value is created and how risks are managed. We will also examine the role of public policy and regulation in shaping energy markets. This class is designed to meet the learning needs of students with experience in the energy industry, but also to provide a valuable introduction to energy markets and issues for non-specialists. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 3 units.

898E. Special Topics. Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Finance (FINANCE)

645G. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

646E. Corporate Finance. Examines the implications of modern financial theory for various decisions faced by corporate financial managers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, the cost of capital, Islamic Finance, and payout. Theory, empirical evidence, and case analysis all play significant roles in the course. Case analysis allows students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

647E. Investment. The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). Instructor: Staff. 3 units.

648E. Derivatives. The purpose of this course is to extend the student’s knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets of the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

658E. Corporate Restructuring. This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy and corporate law. Instructor: Staff. 3 units.

660E. Venture Capital and Private Equity. Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

662E. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate residential, office, retail, and land from an investment and development standpoint. Course is crosslisted with Law 378. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.
Health Sector Management (HLTHMGMT)

705E. Fundamentals of Health Sector Management 1. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

706E. Fundamentals of Health Sector Management 2. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

707E. Fundamentals of Health Sector Management 3. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

711E. Health Care Markets. We will apply tools from business and the social sciences, especially economics and strategy, to challenges faced by managers, patients, and policy makers in the health sector. We will aim for broad coverage of health care, including patients, providers and manufacturers. We will pay particular attention to payers. Payers are of interest throughout the health sector, because most providers and manufacturers want to be paid, and because third party payment influences consumer/patient decisions. This course is intended to prepare people for other Health Sector Management electives. Instructor: Staff. 3 units.

714E. Health Care Provider Strategy. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

718E. Life Science Product Strategy. We will examine product strategy in the biotech, device, and pharmaceutical industries. We will consider the perspectives of entrepreneurial start-ups, large incumbents, and companies in between. Life science product companies face new challenges and opportunities given rapid growth in emerging markets but increasing regulatory oversight and reimbursement challenges in developed markets. To succeed, industry professionals need a deep understanding of corporate strategy, financing options, product development and innovation management, regulatory and reimbursement trends, and customer needs. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 3 units.

897E. Health Sector Management Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 3 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Interdisciplinary (FUQINTRD)

679G. Global Markets and Institutions 1. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

680G. Global Markets and Institutions 2. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

681G. Global Markets and Institutions 3. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 3 units.

693E. Irrational Choices, Unconscious Decisions & Market Failure. This course focuses on problems of market failures due to consumer irrationality, such as when consumers cannot comprehend information relevant to their potential purchases. The emphasis in this course will be on exploring what the proper response to consumer related market failure should be—from businesses and governments. Topics include ethical duties of various players and the role of regulation. The health sector is an important application area for this course. Instructor: Staff. 3 units.
694G. Global Immersion 1. The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. Instructor: Staff. 3 units.

695G. Global Immersion 2. The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. Instructor: Staff. 1 unit.

696G. Global Immersion 3. The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. Instructor: Staff. 1 unit.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Management (MANAGEMENT)

730G. Managerial Effectiveness. Provides an introduction to the study of the behavior of individuals and groups within organized settings. The relationship of organizations to their environments is also examined. Emphasis is given to managerial strategies which enhance organizational effectiveness. Topics include leadership, motivation and reward systems, decision-making, power and politics, conflict management, and organization structure and design. A mixture of lectures, cases, and experimental exercises is used to develop managerial skills. Instructor: Staff. 3 units.

736G. Leadership for The Global Executive 1. Using a model of leadership developed at Duke University (“The Sitkin-Lind Six Domains Model of Leadership”), the course will examine six core topics representing the model’s six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at “leading up” organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 0 units.

737G. Leadership for The Global Executive 2. Using a model of leadership developed at Duke University (“The Sitkin-Lind Six Domains Model of Leadership”), the course will examine six core topics representing the model’s six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at “leading up” organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 3 units.

738E. Managing Innovation in a Global Organization. Instructor: Staff. 3 units.

744E. Managerial Decision-making. Explores what constitutes high-quality managerial decision-making, how managers tend to predictably fall short of these standards, and how managerial decision-making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable emphasis is placed on the psychological approaches to understanding decision-making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

745E. Negotiation. Explores the processes of bargaining and negotiation; the dynamics of interperson and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Marketing (MARKETING)

795G. Marketing Management. Successful design and implementation of a marketing program requires a thorough understanding of the internal (company) and external (competition and customer) environments and how these elements interact with decisions about the appropriate marketing mix (product, price promotion, and distribution). This course provides the student with the necessary framework,
knowledge bases, and analysis tools and techniques to develop and/or critique all aspects of a marketing program. Instructor: Staff. 3 units.

796E. Market Research. This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

799E. Strategic Brand Management. Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the "Mock Brand Review" in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

802E. Marketing of Innovations. This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 3 units.

807E. Marketing Strategy. Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm's three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

808E. Strategy and Tactics of Pricing. Profitable pricing is the harvest of a firm's efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Operations (OPERATNS)

820G. Operations Management. Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean production, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

824E. Services Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

828E. Value Chain Innovation in Business Processes. A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market share, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. Instructor: Staff. 3 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.
Social Entrepreneurship (SOCENT)

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

Strategy (STRATEGY)

835G. Foundations of Strategy. Deals with the work and understanding of strategic management. The course adopts the perspective of the managers within the corporation, business, division, plant, or other operating unit who must mesh their individual actions and responsibilities with the overall objectives of the firm. During the course, we will focus on the perspectives and skills required to diagnose and find realistic solutions for critical problems in complex business situations. Core topics include industry analysis, business analysis, international strategy, strategic planning, and strategy implementation. Instructor: Staff. 3 units.

838E. Entrepreneurial Strategy For Innovation-Based Ventures. This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

840E. Business Strategy by Firms Based in Emerging Market Economies. Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies—the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East—are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

841E. Strategy Implementation. Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. Instructor: Staff. 3 units.

844E. Technology Strategy. In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm’s management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary marketing and manufacturing capabilities and secrecy. We will consider firms’ strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

845E. Entrepreneurial Execution and Planning. The focus of this course is the successful creation and early execution of a new venture. The course will concentrate on new enterprises based on substantial innovations with potential for high growth and funding by venture capitalists. The course is primarily based on case discussion, with the intent of allowing students to derive practical lessons from experience (both successes and failures) in actual ventures. The topics to be covered include: understanding whether there is a market, competitive position, growth, financing a new venture, building a team, early sales and marketing execution, building an operating plan. Instructor: Staff. 3 units.

846E. Entrepreneurship and New Venture Management. This is a course about how to start and grow a business. The first part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on “adolescent” firms—firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses—the class will investigate growth-related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.
The Duke MBA—Weekend Executive

Accounting (ACCOUNTG)

501W. Financial Accounting Review. Instructor: Staff. 0 units.

590W. Financial Accounting. Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. Instructor: Staff. 3 units.

591W. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. Instructor: Staff. 3 units.

597E. Financial Statement Analysis. Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm’s competitive strategy through the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. Instructor: Staff. 3 units.

598E. Valuation and Fundamental Analysis. Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Decision Sciences (DECISION)

502W. Mathematics Review. Instructor: Staff. 0 units.

610W. Probability and Statistics. Examines structures for managerial decision-making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. Instructor: Staff. 3 units.

611W. Decision Models. Enhances students’ ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision-making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

613E. Strategic Modeling and Business Dynamics. Managers must operate in an environment with many uncertainties, and they are faced with a variety of risky choices involving many conflicting factors. They need to take account of uncertainties and multiple objectives and to select appropriate risk postures. Decision analysis provides a framework for analyzing decision-making problems under uncertainty by breaking them down into more manageable parts. The study of decision analysis involves some formal methods, but perhaps even more important, it suggests a useful way of thinking about and approaching risky decisions. Instructor: Staff. 3 units.

619E. Digital Platforms. This course focuses on three fundamental features of digital platform design and implementation: market creation and design, the role of data and information, and the impact of interconnectedness and networked world. Today’s and tomorrow’s leaders need to understand these elements and have a workable knowledge on how to think about these issues when making business decisions and when thinking about old (and new) business problems. Instructor: Staff. 3 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Economics (MGRECON)

780W. Managerial Economics. This course considers how the actions of business firms, consumers, and the government—operating within a price system in a decentralized market economy—answer such basic resource allocation questions as what will be produced, how it will be produced, who will consume what is produced, and what resources to divert from present consumption to increase future consumption. The impact of various types of market structures (such as perfect competition, monopoly, and oligopoly) on economic efficiency will be discussed. Instructor: Staff. 3 units.

782E. Environmental Economics. The course provides students with the economic tools needed to study environmental issues and inform firm decision-making in the presence of environmental regulation. It covers the ways in which markets fail to efficiently allocate resources in the presence of externalities along with mechanisms to correct those failures, including tax-based solutions, such as emissions taxes, solutions based on the creation and design of missing markets, such as tradable emission permits, and solutions based on international
cooperation governed by treaties. The course addresses firms’ environmental responsibility, whether it pays to be ‘green,’ and how firms can shape regulation to secure competitive advantage. Instructor: Staff. 3 units.

**788E. Competitive Analysis.** The course provides insights needed to understand the behavior of firms in imperfectly competitive industries; introduces elements of game theory as a framework for the study of strategic interactions; and analyzes various aspects of the organization of industries. Course includes three basic themes: (1) firms typically operate under imperfect or incomplete information and make decisions under uncertainty; their actions may reveal some of their private information; (2) firms’ decisions usually are of a dynamic nature and involve intertemporal trade-offs; (3) industries are not static, but evolve over time driven by market forces, as well as by the strategic decisions of the firms. Instructor: Staff. 3 units.

**898W. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**Energy & Environment (ENRGYENV)**

**625E. Energy, Markets and Innovation.** The energy industry is one of the world’s largest and fastest-growing industries. Emerging markets are building out infrastructures to meet rising energy needs, while developed markets are adapting their systems to balance reliability, cost, and environmental considerations. In this course, we will apply economics, finance, and strategy tools to understand energy markets, with a focus on electricity in the United States. Through readings, case studies and simulations, we will consider the dynamics of supply and demand, industry structure, technology, and prices; explore how value is created and how risks are managed. We will also examine the role of public policy and regulation in shaping energy markets. This class is designed to meet the learning needs of students with experience in the energy industry, but also to provide a valuable introduction to energy markets and issues for non-specialists. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**898E. Special Topics.** Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**Entrepreneurship & Innovation (ENTREPRN)**

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**Finance (FINANCE)**

**645W. Global Financial Management.** Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

**646E. Corporate Finance.** Examines the implications of modern financial theory for various decisions faced by corporate financial managers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, the cost of capital, Islamic Finance, and payout. Theory, empirical evidence, and case analysis all play significant roles in the course. Case analysis allows students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

**647E. Investment.** The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). Instructor: Staff. 3 units.

**648E. Derivatives.** The purpose of this course is to extend the student’s knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets of the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

**658E. Corporate Restructuring.** This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy and corporate law. Instructor: Staff. 3 units.

**660E. Venture Capital and Private Equity.** Focus on how financial, legal, and economic issues are dealt with in the financial contracts
between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

662E. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate residential, office, retail, and land from an investment and development standpoint. Course is crosslisted with Law 378. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Global Academic Travel Experience (GATE)

580W. Global Academic Travel Experience. Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member at Fuqua to learn about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. While overseas the study tour group visits corporations, nonprofit organizations, US or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the US, students are responsible for completing a written project. Instructor: Staff. 3 units.

Health Sector Management (HLTHMGMT)

705E. Fundamentals of Health Sector Management 1. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

706E. Fundamentals of Health Sector Management 2. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

707E. Fundamentals of Health Sector Management 3. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

711E. Health Care Markets. We will apply tools from business and the social sciences, especially economics and strategy, to challenges faced by managers, patients, and policy makers in the health sector. We will aim for broad coverage of health care, including patients, providers and manufacturers. We will pay particular attention to payers. Payers are of interest throughout the health sector, because most providers and manufacturers want to be paid, and because third party payment influences consumer/patient decisions. This course is intended to prepare people for other Health Sector Management electives. Instructor: Staff. 3 units.

714E. Health Care Provider Strategy. This course provides students with the tools to understand, formulate and innovate strategy in today’s global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. Instructor: Staff. 3 units.

718E. Life Science Product Strategy. We will examine product strategy in the biotech, device, and pharmaceutical industries. We will consider the perspectives of entrepreneurial start-ups, large incumbents, and companies in between. Life science product companies face new challenges and opportunities given rapid growth in emerging markets but increasing regulatory oversight and reimbursement challenges in developed markets. To succeed, industry professionals need a deep understanding of corporate strategy, financing options, product development and innovation management, regulatory and reimbursement trends, and customer needs. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 3 units.

897E. Health Sector Management Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 3 units.
898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Interdisciplinary (FUQINTRD)

565W. Integrative Leadership Experience 1. The primary objective of this course is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1.5 units.

566W. Integrative Leadership Experience 2. The primary objective of this course is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1.5 units.

683W. Global Markets and Institutions. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 3 units.

693E. Irrational Choices, Unconscious Decisions & Market Failure. This course focuses on problems of market failures due to consumer irrationality, such as when consumers cannot comprehend information relevant to their potential purchases. The emphasis in this course will be on exploring what the proper response to consumer related market failure should be—from businesses and governments. Topics include ethical duties of various players and the role of regulation. The health sector is an important application area for this course. Instructor: Staff. 3 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Management (MANAGEMT)

730W. Leadership, Ethics, and Organizations. The reality of business life is that no person is an island—smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. The goal of LEO, therefore, is to prepare you to be an effective leader and manager of others regardless of your career path and to be a good analyst of how best to organize people. The course will accomplish these goals by focusing on three general factors that contribute to the performance of organizations—strong systems, solid leadership skills, and the ability to meet current challenges. First, what principles can you draw on to analyze and improve performance in organizations? Effective leaders understand the importance of systems for coordinating and motivating people, and organizing and distributing work. We will examine basic principles for designing effective systems. Second, do you have personal skills needed to be an effective leader? We will give you the chance to reflect on—and practice—your skills at leading others, building trust, making effective decisions, and negotiating successful outcomes. Finally, can you lead others in meeting the challenges of the global economy? We will focus on critical challenges such as developing a system for ethical decision-making, harnessing the power of diversity, and staying competitive by organizing for innovation. Instructor: Staff. 3 units.

738E. Managing Innovation in a Global Organization. Instructor: Staff. 3 units.

744E. Managerial Decision-making. Explores what constitutes high-quality managerial decision-making, how managers tend to predictably fall short of these standards, and how managerial decision-making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable emphasis is placed on the psychological approaches to understanding decision-making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

745E. Negotiation. Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

747W. Leadership and Development. This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership—both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Management Communications (MGMTCOM)

899W. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.
Marketing (MARKETNG)

795W. Marketing Management. Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. Instructor: Staff. 3 units.

796E. Market Research. This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

799E. Strategic Brand Management. Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the "Mock Brand Review" in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

802E. Marketing of Innovations. This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 3 units.

807E. Marketing Strategy. Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm’s three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

808E. Strategy and Tactics of Pricing. Profitable pricing is the harvest of a firm’s efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Operations (OPERATNS)

820W. Operations Management. Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

824E. Services Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

828E. Value Chain Innovation in Business Processes. A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. Instructor: Staff. 3 units.
898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Social Entrepreneurship (SOCENT)

895E. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

Strategy (STRATEGY)

835W. Foundations of Strategy. Takes on the general manager’s challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

838E. Entrepreneurial Strategy For Innovation-Based Ventures. This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

840E. Business Strategy by Firms Based in Emerging Market Economies. Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies—the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East—are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

841E. Strategy Implementation. Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, informal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. Instructor: Staff. 3 units.

844E. Technology Strategy. In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm’s management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary marketing and manufacturing capabilities and secrecy. We will consider firms’ strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

845E. Entrepreneurial Execution and Planning. The focus of this course is the successful creation and early execution of a new venture. The course will concentrate on new enterprises based on substantial innovations with potential for high growth and funding by venture capitalists. The course is primarily based on case discussion, with the intent of allowing students to derive practical lessons from experience (both successes and failures) in actual ventures. The topics to be covered include: understanding whether there is a market, competitive position, growth, financing a new venture, building a team, early sales and marketing execution, building an operating plan. Instructor: Staff. 3 units.

846E. Entrepreneurship and New Venture Management. This is a course about how to start and grow a business. The first part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on “adolescent” firms—firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses—the class will investigate growth-related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 3 units.

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Master of Management Studies: Foundations of Business

Accounting (ACCOUNTG)

510F. Introduction to Financial Accounting. This course provides you with a basic understanding of the construction and interpretation of corporate financial reports which are used by external parties (including investors, creditors, and regulators). Our goal is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. Instructor: Staff. 3 units.

511F. Principles of Cost and Managerial Accounting. Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision-making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting; variance analysis, performance measurement and evaluation, and transfer pricing. Instructor: Staff. 3 units.

512F. Fundamentals of Financial Analysis. This course focuses on financial analysis of a firm and on valuation of its shares. The course provides a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial information used in capital markets, and develops important Excel modeling skills pertaining to financial planning, analysis, and valuation. The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by having students: (i) evaluate the financial implications of a firm’s articulated strategy; (ii) use that information to project the firm’s financial statements several years into the future; and then (iii) apply various valuation techniques (such as free cash flow valuation and multiples approaches) to determine forecasted (target) prices of the firm’s shares. Instructor: Staff. 3 units.

Decision Sciences (DECISION)

502F. Business Math Review. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. Instructor: Staff. 0 units.

516F. Quantitative Business Analysis. Introduces a framework for thinking about business problems involving decisions under uncertainty and, building on this framework, develops tools for interpreting data. The course covers foundation in probability theory, statistical inference and regression analysis. Instructor: Staff. 3 units.

517F. Spreadsheet Modeling and Decision Analysis. Successful management requires the ability to make good decisions by responding to challenges and taking advantage of opportunities in complex situations. However, many decision problems—particularly those involving many uncertainties and many variables—are difficult to grasp intuitively, and their stakes may be too high for trial and error. In such cases, spreadsheet models may be useful for exploring, evaluating, and improving the alternatives in a systematic fashion. This course provides an introduction to the “art” as well as the “science” of decision modeling with Microsoft Excel. The ideas and skills learned in this course are applicable in most areas of business. Instructor: Staff. 3 units.

561F. Foundations of Data Analytics. In this course, we will study the core ideas behind data science, challenges associated with data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) “hands-on” analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, and others. Instructor: Staff. 2 units.

Economics (MGRECON)

547F. Fundamentals of Business Economics. This course covers the fundamental ideas and tools of microeconomics. The course begins with: (i) supply and demand analysis, the basic tool for analyzing and understanding competition and the market determination of prices and quantities; (ii) consumer choices and market demand; and (iii) production and cost theory. The tools for market structure analysis are then developed and applied to monopoly and oligopoly markets as well as to price discrimination. Game theory tools are developed and applied to analyze strategic interactions. Instructor: Staff. 3 units.

Finance (FINANCE)

524F. Foundations of Capital Markets. This course provides a rigorous treatment of the fundamental principles of asset valuation, investments, and investment management. Topics include time value of money and discounting, diversification and risk, arbitrage and
hedging, asset allocation, asset pricing models (including the capital asset pricing model (CAPM), factor models, and consumption based asset pricing), active portfolio management, performance evaluation, and the interaction between capital markets and the macro economy. Instructor: Staff. 3 units.

525F. Foundations of Corporate Finance. This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. Instructor: Staff. 3 units.

Global Academic Travel Experience (GATE)

580F. Global Academic Travel Experience. The China Travel Experience is an elective global opportunity focused on leveraging Duke's connections in China. Participants will spend ten days traveling in and around Shanghai and Beijing, learning about and being immersed in business practices and the culture of the region. Activities include historical site seeing and tours, corporate visits, introduction to local cuisine, and a visit to Duke's campus in Kunshan. 0 units.

Interdisciplinary (FUQINTRD)

560F. Programming Fundamentals for Business. This course provides fundamental programming skills for graduate business students. We use R as the underlying language because it is one of the most common programming languages used in data analytics due to its flexibility and simplicity. This course will prepare you for courses that use R as a programming language. Instructor: Staff. 2 units

Management (MANAGEMT)

544F. Foundations of Management and Organizations. The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. Instructor: Staff. 3 units.

Business Communication 1 introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. This course gives students opportunities to focus on individual goals for skill development. Topics include strategic management communication; giving and receiving feedback; researching companies; uses of influence and advocacy; presentation skills; and career management skills. Instructor: Staff. 2 units.

506F. Business Communication 2. Building on the skill development and concepts from Business Communication 1, Business Communication 2 continues to focus on helping students learn to communicate clearly, strategically, persuasively, and collaboratively in professional business settings. This course gives students multiple opportunities to hone skills in team presentations where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively; presenting with one voice; using narrative structures to enhance coherence; asking and answering questions; team dynamics; and interpersonal communication. Instructor: Staff. 2 units.

Marketing (MARKETNG)

550F. Introduction to Marketing Analysis. Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company (“the 3 C’s”), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product (“the 4 P’s”). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. Instructor: Staff. 3 units.

551F. Fundamentals of Market Research. This course is about gathering, analyzing, and interpreting data about markets and customers. In this course, students will learn: (i) to define decision problems and determine what information is needed (e.g., engage in backward marketing research by envisioning decisions that will be taken based on the research); (ii) to acquire trustworthy and relevant data and judge its quality (e.g., to utilize secondary research such as internal customer databases or knowledge management systems); and (iii) to analyze data relevant to classic marketing decisions (e.g., understanding state-of-the-art data analysis techniques). The context for learning these analysis skills will be common marketing decision problems, including target market selection, new product or service introduction, customer retention, and pricing. Instructor: Staff. 3 units.
Operations (OPERATNS)

554F. Introduction to Operations and Supply Chain Management. A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. Instructor: Staff. 3 units.

Strategy (STRATEGY)

557F. Principles of Strategy. How to identify business opportunities in dynamic competitive environments and develop skills necessary to be an effective strategy analyst as part of any business position. Tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm's strategic position with respect to rivals, the larger industry, and customers given the firm's internal resources and capabilities. Instructor: Staff. 3 units.

895F. Fuqua Client Consulting Practicum. Team-based consulting practicums with local, domestic clients covering strategy and other topics. Instructor: Staff. 3 units.

Master of Quantitative Management: Business Analytics

Accounting (ACCOUNTG)

513Q. Financial Reporting Foundations. This course addresses the construction and interpretation of corporate financial reports. The course focuses on two complementary aspects of financial reporting: management's responsibility for applying objective and informed judgment to implement financial reporting standards in preparing corporate financial reports and the financial statement user's interpretation and analysis of those reports. The course will focus on areas of financial reporting with relatively difficult and complex required judgments and estimates. After completing the course, students will be able to work with the FASB's Codification of US GAAP to identify and interpret authoritative guidance. Instructor: Staff. 3 units.

514Q. Financial Statement Fraud. Students will develop increased awareness of fraud in businesses, the circumstances in which fraud arises, techniques for detecting, measuring and preventing fraud, and skills needed to help in the eventual resolution of discovered frauds. This course demonstrates the various aspects of fraudulent financial reporting, including the identification of fraud schemes and analytical techniques in uncovering fraud in financial reports. The course includes written projects on executed frauds in public companies and material weakness reports. Students will gain an understanding of SAS 99 as it pertains to the consideration of fraud in a financial statement audit, the nature of internal controls and the role of initiatives to curb fraud both from the PCAOB and from provisions of the Sarbanes-Oxley Act. The course presumes students have basic knowledge of the following components on Form 10-K: MD&A, financial statements and footnotes, auditor report, and management representations. Instructor: Staff. 3 units.

515Q. Managing Operational and Informational Risks. This course introduces the concepts of (a) Enterprise Risk Management which is the enterprise-wide process applied in a strategic setting to identify potential events that may affect the entity, to manage the risk of these events, and to provide reasonable assurance regarding the achievement of entity objectives. (b) Internal Control which is a process that provides reasonable assurance regarding the achievement of objectives relating to operations, reporting, and compliance. And (c) Fraud Deterrence which entails detecting, preventing, and responding to individuals acting outside the organization's expected standards of ethical conduct for financial or personal gain. Instructor: Staff. 3 units.

896Q. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

Decision Sciences (DECISION)

518Q. Applied Probability and Statistics. Management decisions are increasingly data-driven and supported by quantitative arguments, yet these decisions are necessarily made under conditions of uncertainty. This course introduces a framework for thinking about data-driven problems involving uncertainty and develops probabilistic and statistical tools for understanding, analyzing, and interpreting data. Specifically, the objective of the course is to provide an appropriate foundation in applied probability and statistics necessary for data-driven quantitative managerial decision-making and for subsequent courses in the program. Instructor: Staff. 3 units.

519Q. Data Infrastructure. This course explores the fundamentals of data storage, cleansing, and retrieval. We will examine structured versus unstructured data, relational database design, and data integrity issues. Instructor: Staff. 3 units.

520Q. Data Science for Business. This course will investigate how data can be used to directly impact business decisions. The volume, variety, and velocity associated with currently available data motivate an important paradigm for data-driven decision-making in business. Beyond extracting information from data, and creating data-driven, real-time autonomous decision-making systems, the data itself should be thought of as an asset for current and future use. In this course, we will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will focus on (1) general principles that are long lasting despite the rapidly changing technology; (2) specific algorithms/technologies that are currently being used in many industries; and (3) "hands-on" analyses of actual datasets to develop methodologies. Ultimately, the course aims to develop "data-analytic" thinking. This should enable you to evaluate how data can improve performance, identify opportunities, and assist in decision-making for managers.
understanding of the principles of data mining techniques will allow you to interact effectively with experts/consultants, and to quickly conduct pilot studies. Instructor: Staff. 3 units.

521Q. Decision Analytics and Modeling. Successful management requires the ability to recognize a decision problem, understand its essential features, and make a smart choice. However, many decision problems—particularly those involving uncertainty or many variables—are difficult to grasp intuitively. In these cases we may benefit from using a computer-based mathematical model to explore and evaluate the possibilities in a systematic fashion. This course introduces several commonly used modeling frameworks and provides an introduction to the art and science of modeling decisions. The ideas and skills learned in this course are applicable in most areas of business. The course is divided into 3 parts: (a) the use of decision trees for structuring decision problems under uncertainty; (b) Monte Carlo simulation, a technique for simulating decision situations with many uncertainties; (c) optimization, an approach for finding the best possible solution in problems with many decision variables and constraints. Instructor: Staff. 3 units.

522Q. Data Visualization. This course explores techniques to effectively communicate information about data using graphical means. We will utilize popular data visualization tools such as Tableau, Crystal Report, and/or R. Instructor: Staff. 3 units.

523Q. Fraud Analytics. The cutting edge of fraud detection now combines data analytics with expert analysis. With the processing power and volume of data available to most large businesses, it is now possible to use quantitative techniques to identify potentially fraudulent behavior. In some cases, this behavior can be identified without ever having previously seen the potential fraud pattern. But when a new fraud pattern is detected, these techniques can help identify potential perpetrators and put corrective measures into place. This course will explore analytics techniques currently being used to identify and prevent fraud. They will be looked at in relevant business contexts. Instructor: Staff. 3 units.

896Q. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

Economics (MGRECON)

548Q. Empirical Economic Analysis. This course focuses on empirical techniques used to more deeply understand economic markets in which firms operate. We will identify and empirically analyze a variety of market structures, ranging from perfect competition to oligopoly (rivalry between a small number of competitors) to monopoly (one dominant firm). We want to develop the skills necessary to make effective managerial decisions and strategic choices based on the quantitative analysis of a firm’s productive capabilities and the market in which it operates. We will also focus strongly on the insight necessary to optimally identify, estimate, interpret, and test an economic model. This course is designed for students who are interested in utilizing empirical economic models for market analysis. While not fully inclusive, this would comprise students interested in consulting, strategic analysis, operations, marketing, and mergers & acquisitions. Instructor: Staff. 3 units.

Finance (FINANCE)

526Q. Introductory Finance. This course covers all the basic concepts in finance—discounting, equities, bonds, portfolio diversification, CAPM, and WACC. Instructor: Staff. 3 units.

527Q. Intermediate Finance. This course covers the key concepts in portfolio management. Key topics include mutual funds, multifactor models, asset classes and asset allocation, foreign exchange markets, international investment and capital budgeting, hedge funds, private equity and venture capital. 3 units.

528Q. Derivatives. Explores key issues in derivatives and financial risk management. It develops tools for valuing and modeling the risk exposures of derivatives, with the ultimate goal of deploying these instruments in a corporate or financial risk management setting. The course is divided into three parts, covering (1) linear instruments including forward, futures and swaps, (2) non-linear instruments such as options, and (3) corporate finance and risk management applications of both types of instruments. Instructor: Staff. 3 units.

529Q. Fixed Income Securities. This course covers key concepts in fixed income securities including: bond pricing and term structure of interest rates, interest rate risk management, interest rate derivatives, inflation, fed funds and monetary policy, term structure modeling, continuous time modeling, and no arbitrage modeling. Instructor: Staff. 3 units.

530Q. Financial Risk Management. This course covers the main concepts of financial risk management for banks and asset managers. These include: risk management for banks (mortgages, prepayment risks, commercial loans, credit risk, Basel Accords, capital requirements, stress testing) as well as risk management for asset managers (security selection, selection of weights, systematic risk of portfolio). Instructor: Staff. 3 units.

896Q. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

Health Sector Management (HLTHMGMT)

898Q. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Interdisciplinary (FUQINTRD)

531Q. Business Fundamentals. The goal of this course is to give students an understanding of general business principles to enhance their effectiveness in the organizations they work for and lead in the future. The course is designed for students with limited previous exposure to the business topics of accounting, finance, operations management, marketing, and strategy. This structure is intended to provide a coherent introduction to a broad range of business topics, rather than a detailed treatment of any individual topic. Instructor: Staff. 3 units.

532Q. Capstone Project. In this capstone, students will work in teams to apply what they have learned in the MQM program to a real-
world problem. Analyses will be presented to an audience of peers and faculty. Instructor: Staff. 6 units.

**701Q. Advanced Data Analytics and Applications.** Data-driven business decisions have been fostered by an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations. This course builds on and extends the material covered in "Data analytics and applications." Specifically, we will focus on advanced tools, algorithms, and technologies that are currently being used in many industries. We will discuss a variety of business applications and tools such as causal inference, experimental and observational studies, neural networks and network effects, text mining (bag of words, term frequency, and n-grams, and advanced predictive models (deep learning and ensemble methods). Instructor: Staff. 3 units.

**Management (MANAGEMT)**

**542Q. Critical Thinking, Communication and Collaboration.** Data problems are typically ill-structured and ambiguous, at least at the outset. Aside from having technical expertise, as a successful analyst you must excel in 3 additional areas—critical thinking, communication, and collaboration. Critical thinking encompasses overcoming common cognitive biases, in addition to activities such as defining the problem appropriately, asking good questions, identifying the needed data, and exploring the data from multiple perspectives. Communication is important because an analysis will only have impact and positive value to the extent that the results are communicated both accurately and comprehensively. Finally, collaborating effectively is crucial, because today’s problems are often complex and best tackled in teams where members differ in expertise and specialization. After taking this course, you will be a better thinker, communicator, and collaborator—3 skills that will serve you well in both analysis and in life. Instructor: Staff. 3 units.

**543Q. Navigating Organizations.** The reality of business life is that no person is an island — smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. This course has 2 goals: (1) Provide a roadmap for understanding how organizations function; (2) Provide basic concepts you can build on later in your career. With success in your technical job you will be promoted and your responsibilities will shift increasingly to leading and managing others. The course will accomplish these goals by focusing on many different knowledge-bases and skill sets. These include: What principles can you draw on to analyze and improve performance in organizations? How can you exert influence for positive results at any level of an organization? Instructor: Staff. 3 units.

**545Q. Ethical & Legal Issues of Data Analytics.** Provides an introduction to the legal, policy, and ethical implications of data. The course will examine issues that arise throughout the full life cycle of data science, including the collection, storage, processing, analysis, and use of data. Case studies will be used to explore privacy, surveillance, security, classification, discrimination, decisional-autonomy, and duties to warn or act. Instructor: Staff. 2 units.

**Management Communications (MGMTCOM)**

**504Q. Business, Communication, and Culture.** Course offered to International Students who will be attending Fuqua for the first time. Instructor: Staff. 0 units.

**507Q. Business Communication 1.** Introduces basic topics in business communication. These include interacting with clients, running meetings, and business etiquette. It also covers career management skills such as networking, preparing resumes and cover letters, and interviewing. Instructor: Staff. 2 units.

**508Q. Business Communication 2.** Explores techniques to help students learn how to effectively interact in the business environment. Building on Business Communication 1, this course will provide additional opportunities to develop presentation and career management skills. We will explore change management, cultural differences, and interviewing skills. Instructor: Staff. 2 units.

**574Q. Curricular Practical Training.** Offers students an experiential learning opportunity in a US work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

**Marketing (MARKETNG)**

**549Q. Digital Marketing.** Communication and distribution channels are rapidly evolving in the context of digital technology and consumer migration to the Internet. As a result, advertising budgets are shifting to display and search, and goods are increasingly marketed and purchased online. This course will overview digital markets along with the associated key performance indicators and the tools being used to improve the efficiency of digital marketing. Topics include advertising markets and integrated marketing communication; attribution; ad networks and media buying; campaign performance measurement; social media; search marketing; auctions; e-commerce; marketplaces; assortment and pricing; omni-channel marketing. Instructor: Staff. 3 units.

**552Q. Market Intelligence.** This course is about gathering, analyzing, and interpreting data about markets and customers. It has been designed for analysts who will be working with customer-generated data, and so is intended for students wanting to go into marketing, consulting, and entrepreneurship. Topics include analyzing data to understand customers and inform marketing decisions; evaluating the quality and usefulness of available data and analyses conducted by others; communicating analysis-based conclusions to colleagues and managers. Instructor: Staff. 3 units.

**553Q. Customer Relationship Management.** This course employs a number of overlapping frameworks. Foremost among these is the concept of the customer lifecycle. This concept decomposes customer interactions into birth, growth and death. Death involves customer acquisition or first sale. Growth involves customers buying more items and spending more on these items (denoted cross-selling and upselling). Death involves leaving the firm, typically called attrition or churn. Collectively, the stages of the customer lifecycle imply a revenue and profit stream that can be managed. The financial discounting of this profit stream yields the net present value of a customer, often called customer lifetime value, or CLV for short. Summing CLV across customers — or customer equity — is a major component of the value of the firm, net of investments. This course will develop quantitative methods to improve the efficiency and effectiveness of
customer relationship management (CRM) activities. We will introduce an array of CRM-specific models, tools, and frameworks and apply them to real-world problems. Instructor: Staff. 3 units.

**555Q. Pricing.** While most of a firm’s marketing activities (such as product design, sales or advertising) create value for the customer, pricing is the only marketing activity that creates value for the firm. Despite the significance of pricing for a firm’s profits, many managers lack the quantitative and strategic skills to set prices. This course will examine the quantitative tools used to formulate pricing strategy, and address how to formulate pricing tactics. Topics include estimating the value of a product or service; how to estimate own-price and cross-price elasticities to use in pricing decisions; determining when promotions should occur; and how to set prices that are consistent with both the firm’s pricing strategy and its overall marketing strategy. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

**Operations (OPERATNS)**

**556Q. Operations Analytics.** This course focuses on prescriptive analytics techniques to understand and improve a firm’s operational capabilities. The course is divided into two modules. In the first module, called Process Analytics, the focus will be on individual manufacturing and service processes. Students will learn to map and visualize complex processes, identify and improve process performance, quantify and analyze the impact of randomness on processes, and visualize process quality. In the second module, called Supply Chain Analytics, the focus will broaden from a single process to the entire supply chain. Students will learn to forecast uncertain demand, optimize inventory, and design distribution networks and supply chains to match supply with demand. The course is designed for students who are interested in operational and consulting positions, who may interact with operations units of a firm (e.g., product or marketing managers), and who need to understand supply chain strategies at a high level. Key methodologies used in the course include estimation, forecasting, analytic modeling, optimization, simulation analysis, and data visualization. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

**Strategy (STRATEGY)**

**558Q. Strategic Management.** Strategic management raises the broad questions faced by management and explores how to structure the firm to use the insights from externally-focused and internally-focused analytics teams. The course will cover: industry analysis, business unit strategy, corporate strategy, estimating learning curves, project management, implementation and organizational form, and incentives. Instructor: Staff. 3 units.

**559Q. People Analytics.** This course focuses on prescriptive analytics techniques to understand and improve a firm’s organizational processes. Topics include diversity analytics, predicting employee turnover, predicting employee performance, recruitment analytics, and intervention impact. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

**Master of Quantitative Management: Health Analytics**

**Quantitative Management (QM)**

**507QH. Business Communication.** This course introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively, and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. It also gives students opportunities to focus on individual goals for skill development, and hones students’ skills in team presentations, where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively, presenting with one voice, using narrative structures to enhance coherence, asking and answering questions, team dynamics, and interpersonal communication. Instructor: Staff. 2 units.

**518QH. Applied Probability and Statistics.** Management decisions are increasingly data-driven and supported by quantitative arguments, yet these decisions are invariably made under conditions of uncertainty. This course introduces a framework for thinking about data-driven problems involving uncertainty and develops probabilistic and statistical tools for understanding, analyzing, and interpreting data. Specifically, the objective of the course is to provide an appropriate foundation in applied probability and statistics, which is necessary for data-driven quantitative managerial decision-making and for subsequent courses in the program. Topics include an introduction to probability, discrete and continuous probability distributions, sampling distributions, estimating population parameters, linear regression, and time series. Instructor: Staff. 3 units.

**532QH. Capstone Project 1.** This is the first of a two-part capstone course. In the capstone project course, students will work in teams to apply what they have learned in the MQM program to a real-world problem. The first part of the course will focus on problem formulation and data preparation. The course will also have a module on data visualization. Instructor: Staff. 3 units.

**533QH. Capstone Project 2.** This is the second part of the capstone course, in which students will continue the work on the project selected in the first Capstone Project course. The focus in this course will be on analysis, report writing, and presentation. Instructor: Staff. 3 units.

**611QH. Decision Models.** Successful management requires the ability to recognize a decision situation, understand its essential features, and make a choice. However, many such situations may be too difficult to grasp intuitively, or the stakes may be too high to learn by experience. In these cases, we may benefit from using decision models—simplified representations of these situations that allow you to consider the different possible scenarios (i.e., ask “what if?”) and learn more about the problem. Instructor: Staff. 3 units.
700QH. Data Analytics and Applications. The course investigates how to use data to impact business practices. We will study the core ideas behind data analytics, challenges associated with big data, and the interplay between data science and business decisions. We will focus on general principles that are long lasting despite the rapid changing technology and on "hands-on" analyses of actual datasets to develop methodologies. Topics may include data mining, advanced topics in linear regression, quantile regression, classification (logistic regression, support vector machine, classification trees), model selection and overfitting, cross-validation, similarity, k-nearest neighbor, and clustering. A variety of real life examples will be discussed such as customer retention, health risk prediction, social media analysis, real-time online advertisement, and data mining contests. Instructor: Staff. 3 units.

701QH. Advanced Data Analytics and Applications. Data-driven business decisions have been fostered by an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations. This course builds on and extends the material covered in "Data analytics and applications." Specifically, we will focus on advanced tools, algorithms, and technologies that are currently being used in many industries. We will discuss a variety of business applications and tools such as causal inference, experimental and observational studies, neural networks and network effects, text mining (bag of words, term frequency, and n-grams), and advanced predictive models (deep learning and ensemble methods). Instructor: Staff. 3 units.

702QH. Electronic Health Records and Data Structures. This course explores the fundamentals of data storage, cleaning, and retrieval, with a special focus on electronic health records. It examines structured versus unstructured data, data integrity, data security, and interoperability issues. Instructor: Staff. 3 units.

703QH. Business Fundamentals: Accounting and Finance. This course covers two core areas of business: financial accounting and finance. The accounting module introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis. The finance module gives an introduction to fundamental concepts in finance, and develops a set of tools for analyzing the investment and financing decisions of both individuals and firms. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Instructor: Staff. 3 units.

704QH. Business Fundamentals: Marketing and Strategy. This course covers two core areas of business: marketing and strategy. The marketing module provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities. It begins with strategic decisions of segmentation, targeting and positioning. Subsequently, it examines product policy, pricing, advertising and communications, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. The strategy module examines topics related to the question: Why are some firms more profitable than others? It explores the sources of sustained profits in the face of competitive pressures. In doing so, it introduces concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. Instructor: Staff. 3 units.

718QH. Life Sciences Strategy. This course examines business strategy in the biotech, device, diagnostic, and pharmaceutical industries, with a focus on product development and commercialization. It begins with research and development, including how companies acquire knowledge and products; how companies manage intellectual property; and how companies use clinical trials to demonstrate product safety and efficacy to regulators, as well as payers and providers. It then discusses commercialization, including how companies determine price, justify the value of products, and market to providers and patients. It also examines the nuances of reimbursement in health care and the shift from blockbuster to niche product strategy. Finally, the course will discuss how companies prepare for patent expiration, and how generics compete. Instructor: Staff. 3 units.

720QH. Analysis of Healthcare Effectiveness and Outcomes. Participants in the health care ecosystem, including lifesciences product manufacturers, medical service providers, health and wellness app developers, and payers, increasingly have access to vast amounts of observational data. This course focuses on the analysis of real-world observational data to draw inferences about effectiveness of various interventions at individual patient and/or community levels. An important component of the course is the study of potential confounding factors and the use of quasi-experimental methods, such as propensity score matching, instrumental variables regression, and difference-in-differences estimation, to mitigate their effects. The course will demonstrate these methods using examples from various health care sectors. Instructor: Staff. 3 units.

721QH. Value-Based Care. Recent changes and proposed reforms in public as well as private sectors are moving the US health care system from the traditional fee-for-service model to a variety of value-based models of reimbursement. This course examines the relative merits of various value-based models compared to the traditional fee-for-service model. It also teaches key components of value-based models including coordination of care, patient compliance (adherence), social determinants of health, selection and definitions of specific quality outcomes, data and measurement, and sound analysis of observed data. Instructor: Staff. 3 units.

722QH. Provider Operation Analytics. This course focuses on understanding and improving business processes through data analysis. Modern technology has changed the way that organizations collect the data generated in these processes and utilize that data to make effective decisions. This course is a prescriptive analytics course that focuses on improving processes in health care organizations to better utilize limited resources and increase patient satisfaction. The course starts with a study of major causes of congestion and wait times in hospitals and clinics and strategies to reduce them through effective scheduling and resource allocation. The second module then focuses on managing inventory of drugs and medical supplies. The third module concerns process quality, with a goal of maintaining high and consistent quality of care to patients. The course is expected to include topics such as capacity planning, scheduling, queuing analysis, inventory analysis, and lean and six-sigma program implementation. Instructor: Staff. 3 units.

723QH. Ethics and Legal Issues in Health Analytics. This course examines the leading issues in bioethics and the law, including those that arise in the decisions made by providers, payers, and product manufacturers. Topics will include patient privacy, data ownership, restrictions on data analysis, the effect of new technologies on science policy, end-of-life care, and rationing of scarce drugs, organs, and
other resources. The course will use case examples to illustrate the dilemmas and challenges. Instructor: Staff. 3 units.

**724QH. Health Care Institutions and Policy.** In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. Instructor: Staff. 2 units.

**778QH. Navigating Organizations.** Smart quantitative analysis requires overcoming common cognitive biases as well as working effectively with others in the organization. This course builds on insights from behavioral sciences to help students meet these challenges and be effective analysts and managers. The course will primarily focus on two broad sets of questions. First, what principles can students draw on to analyze and improve performance in organizations? Second, what do an individual needs to do to be an effective leader and contributor to his/her firm that others respect and are willing to follow? Instructor: Staff. 3 units.

**779QH. Managerial Economics for Health Care.** This course covers the fundamental concepts of microeconomics, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information. More broadly, this course provides a structured framework for evaluating firm strategies and market outcomes across a wide variety of settings, with a particular focus on health care. The economic principles introduced throughout the term will serve as a foundation for future courses in business functions such as finance, marketing, and strategy. Instructor: Staff. 3 units.

**PhD Program**

**Business Administration (BA)**

**901. Game Theory.** Basic topics in noncooperative game theory: representations of games in normal and extensive form and solution concepts, including Nash equilibrium, subgame perfect Nash equilibrium, perfect Bayesian equilibrium, sequential equilibrium, perfect equilibrium, proper equilibrium, correlated equilibrium, iterated dominance, and rationalizability. Discussion of the relation between the normal and extensive form and the relations among the various solution concepts. Application of interest to the students covered as time permits. Instructor: Marx. 3 units.

**910. Bayesian Inference and Decision.** Methods of Bayesian inference and statistical decision theory, with emphasis on the general approach of modeling inferential and decision-making problems as well as the development of specific procedures for certain classes of problems. Topics include subjective probability, Bayesian inference and prediction, natural-conjugate families of distributions, Bayesian analysis for various processes, Bayesian estimation and hypothesis testing, comparisons with classical methods, decision-making criteria, utility theory, value of information, and sequential decision-making. Instructor: Winkler. 3 units. C-L: Statistical Science 502


**912. Dynamic Programming and Optimal Control.** Basic models and solution techniques for sequential decision-making under uncertainty. Discrete and continuous time models with finite and infinite planning horizon. Applications drawn from economics, finance, operations management and engineering. Instructor: Sun. 3 units.

**913. Choice Theory.** This seminar deals with the foundations and applications of the theory of rational choice, including Bayesian decision theory (subjective expected utility) as well as nonexpected utility theory, noncooperative game theory, and arbitrage theory. It will survey the classic literature in the field and discuss the interconnections among its branches; dissect a variety of paradoxes, puzzles, and pathologies; and discuss recent advances and controversies. The goal of this seminar is to equip students with an understanding of both the power and the limits of rational choice theory, so that they can construct as well as critically analyze rational choice applications in a wide variety of social science contexts. It will also suggest some new directions for choice-theoretic research that involve a synthesis of ideas from competing paradigms. Instructor: Nau. 3 units. C-L: Statistical Science 503

**915. Stochastic Models.** This course is an introduction to the theory of stochastic processes. The course begins with a review of probability theory and then covers Poisson processes, discrete-time Markov chains, martingales, continuous-time Markov chains, and renewal processes. The course also focuses on applications in operations research, finance, and engineering. No prior knowledge of measure theory is required. However, the focus of the course is on the mathematics and proofs are emphasized. Prerequisites: at least a one-semester calculus-based course in probability (MATH340/STAT230 or equivalent). A background in real analysis is helpful. Instructor consent is required. Instructor: Arlotto. 3 units. C-L: Mathematics 742, Statistical Science 715

**921. Organization Seminar: A Micro Focus.** Individual and small-group behavior in organizations. Theories of motivation, decision-making, interpersonal behavior, group processes, and leadership. A variety of research approaches and methods includes presentation of behavioral research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

**922. Organization Seminar: A Macro Focus.** The organization and the subunits which make up the organization. Topics include: contingency theory, institutional theory, and population ecology. Theories of organization, structure, decentralization, divisionalization, functional area integration, task design, incentives and rewards, information systems, and decision rules are developed with an orientation toward their choice and design for high performance. Includes presentation of research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

**925. Behavioral Decision Theory.** Examines the development of research in individual and group decision behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. The basic topic areas include: (1) decision problem structuring, (2) thinking about uncertainties, (3) risk taking, (4) dealing with conflicting values, and (5) combining
individual judgments into a group decision. Instructor: Larrick. 3 units. C-L: Psychology 716

931. Accounting Seminar: Empirical. This course focuses on empirical-archival research in accounting, emphasizing the framing of research questions, research design choices and research methods. Examples of topics covered include: the valuation relevance and stewardship roles of accounting information; valuation models; voluntary disclosure and accounting choice; earnings management; tax considerations; effects of accounting standards. Prerequisites: PhD level courses in microeconomics and finance recommended; basic mathematics background in calculus, statistics and algebra; knowledge of financial accounting (US GAAP or IFRS). Instructor: Schipper. 3 units.

932. Accounting Seminar: Analytical. This course focuses on the economic models underlying information economics-based theories of the usefulness of accounting information. It will discuss a variety of models addressing the role of information in financial markets, in contracting settings, as well as their applications for accounting issues. Prerequisites: PhD level courses in microeconomics, econometrics and finance, MBA level financial accounting course, and BA 931 is required; or approval by instructor on a case-by-case basis. Strong mathematics background in calculus, statistics and algebra. Instructor: Chen. 3 units.

933. Advanced Topics in Accounting. Introduces Accounting PhD students to topics at the forefront of the academic accounting literature. Topics include current advances and trends in both subject matter and methodological issues. The course is designed to prepare students to contribute to the academic accounting profession. Prerequisites: PhD level course in microeconomics and econometrics recommended; basic mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units.

951. Introduction to Financial Economics - Finance I. This course provides an introduction to major concepts and methods in financial economics. Topics covered include choice under uncertainty, consumption and portfolio choice and equilibrium in static and dynamic models, consumption and production based asset pricing models, and asset pricing with asymmetric information and heterogeneity. While its focus is on theoretical foundations, the course equally emphasizes motivational empirical evidence, as well as methodological tools for solving dynamic models and assessing their empirical implications. Instructor: Staff. 3 units.

952. Empirical Corporate Finance - Finance II. This course is intended to introduce students to research topics in empirical corporate finance. The course is roughly divided into two parts. In the first part, we spend considerable amount of time on canonical early papers in corporate finance, most of which deal with the role of various capital market imperfections, such as taxes, moral hazard, or asymmetric information, in the determination of optimal capital structure. We also examine the empirical literature these early papers have spawned. In the second half of the course, we examine a range of current topics in empirical corporate finance and explore the tools used to address these questions. Instructor consent required. Instructor: Staff. 3 units.

953. Corporate Finance Theory - Finance III. This course looks at the foundations of the theory in corporate finance. Topics covered include adverse selection, contracting and agency problems, capital structure, initial public offerings, collateral and corporate finance, bubbles and corporate financing decisions, banking and bank runs, and coordination failures. Applications in corporate finance include optimal capital structure, voting, debt regeneration, investment decisions and market valuation, executive compensation, bank runs, initial public offerings, and secondary public offerings, collateralization and securitization. Instructor: Staff. 3 units.

954. Asset Pricing - Finance IV. This course covers central issues in the field of Asset Pricing. Topics covered in the course include (i) state price representation of dynamic asset pricing models (ii) present value and its implications for financial markets (iii) estimation issues in asset pricing (iv) dynamic consumption based models (v) dynamic household portfolio choice (vi) term structure models (vii) option markets (viii) production and asset prices, and (ix) recent developments in asset pricing. The course covers many of the recent ideas/articles in asset pricing. Prerequisite: None. Instructor: Staff. 3 units.

961. Seminar in Quantitative Research in Marketing. Research in marketing endeavors to explain consumer and firm behaviors and use these to abet managerial decision-making. This course surveys quantitative research in marketing, with a focus on statistical and gametheoretic models. The goal of the course is to (a) raise students' awareness of this literature and (b) stimulate new research interests. By the end of the course, students should be familiar with the key issues and approaches in quantitative marketing, the strengths of these research streams, and the opportunities to extend them. Instructor: Staff. 3 units.

962. Seminar in Consumer Behavior. Examines the development of research in consumer behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. Topics include motivation and personality, perceptual processes, information search, choice processes, attitudes and persuasion, learning, and influence in consumer choice. Instructor: Staff. 3 units. C-L: Psychology 715

963. Marketing Models Seminar. The primary goals of this seminar are: (a) to review critically the most current research in marketing and (b) to gain a better understanding of and ability to build one’s own model. After taking this course, students should be able to understand the assumptions and mathematical development of the current quantitative work in marketing and to use this understanding to develop meaningful extensions. Instructor: Staff. 3 units.

964. Experimental Design and Analysis Seminar. Examines issues in the design and analysis of experiments. Emphasis on analysis of variance (ANOVA), starting with the basic ANOVA model and examining multiple factor designs, blocking designs, nested models, within subject designs, repeated measure designs, and analysis of covariance. Instructor: Edell. 3 units.

965. Automaticity. In this class, we explore the explosion of research in automaticity and nonconscious processes over the past 35 years, which was facilitated by the development of new cognitive and social-cognitive methodologies. During that time, automaticity has been applied to classical social psychological phenomena, including judgments, attitudes, emotion, motivation, and behavior. We will review some representative examples of the wide range of theoretical and empirical work on automaticity. Our analysis will be closely linked with issues such as unconscious vs. conscious processing, attention, control, intentionality, and free will. Instructor: Chartrand. 3 units. C-L: Psychology 772

966. Social Cognition. This course is intended to provide an introduction to research in social cognition. Social cognition is the study of the cognitive underpinnings of social behavior. The focus is on better understanding how we think about ourselves and our social world. Specifically, researchers examine how we select, interpret, remember, and use social information to make judgments and decisions, and the
The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by providing a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. Taught at Duke Kunshan University.

Fundamentals of Financial Analysis. This course focuses on financial analysis of a firm and on valuation of its shares. The objective is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how those transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. Taught at Duke Kunshan University. Instructor: Chartrand. 3 units. C-L: Psychology 771

Behavioral Research Methods. This course is designed as a practical introduction to conducting behavioral research, with a special emphasis on experiments. In the class, we introduce the PhD students to (i) the research designs and approaches behavioral researchers utilize most frequently in their careers, (ii) explore how to collect data, (iii) work through the analyses that most modern experimental researchers will need to be fluent with, and (iv) examine best practices in reviewing and writing papers. The intent of the course is to get behavioral researchers up and running as quickly as possible in their graduate careers. Instructor: Chartrand and Fitzsimons. 3 units. C-L: Psychology 719

Strategy Seminar on Organizational Design. We study the organization of the firm. The portfolio of theories covered include: transaction cost economics, evolutionary economics, the resource (knowledge) based view of the firm, contingency theory, and institutional theory. We discuss research problems related to: the boundaries of the firm (e.g. 'make' vs 'buy'); the internal division of labor (e.g. coordination across divisions); hierarchy and decision rights (e.g. centralization vs decentralization); incentive and rewards systems (e.g. process vs outcome driven performance metrics); and the interplay between the formal and informal structure of the firm. Instructor: Lecuona Torras. 3 units.

Economics of Technical Change and Innovation. This course focuses on technological change, its determinants and consequences. Our objective is to understand the economic determinants and consequences of technical change. However, technical change needs to be understood in a historical context, and consequently, the readings cover both historical description and economic analysis. Though an economics course, it is designed to accommodate students from a range of disciplinary backgrounds. We will highlight the implications of the economics of technological change for the study of corporate strategy, entrepreneurship and public policy. Instructor: Belenzon. 3 units.

Topics in Strategy. This course provides an introduction to research on core areas of strategy. The goal of the course is twofold: First, students will get a broad overview of the literature on core theories and topics in strategy. Second, students will learn how to critically review research papers. The course covers the following topics: upper echelon theory, agency problems, transaction cost economics, resource based view, social networks, location choice, agglomeration, international strategy, innovation, and entrepreneurship. Instructor: Arora. 3 units.

Selected Topics in Business. Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability of students and faculty. Instructor consent required. Instructor: Staff. 3 units.

Curricular Practical Training. This course offers international students an experiential learning opportunity in a US work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

Dissertation Research. For students actively pursuing research on their dissertation. Credit to be arranged. Prerequisite: student must have passed the preliminary examination and have the consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

Independent Study. Allows the doctoral student the opportunity to engage in study or tutorial on special topics on an individual basis under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

Directed Research. Allows the doctoral student to engage in individual research projects under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

Master of Management Studies: Duke Kunshan University

Accounting (ACCOUNTG)

Introduction to Financial Accounting. This course provides you with a basic understanding of the construction and interpretation of corporate financial reports which are used by external parties (including investors, creditors, and regulators). Our goal is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how those transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

Principles of Cost and Managerial Accounting. Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision-making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

Fundamentals of Financial Analysis. This course focuses on financial analysis of a firm and on valuation of its shares. The course provides a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial information used in capital markets, and develops important Excel modeling skills pertaining to financial planning, analysis, and valuation. The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by
having students: (i) evaluate the financial implications of a firm's articulated strategy; (ii) use that information to project the firm's financial statements several years into the future; and then (iii) apply various valuation techniques (such as free cash flow valuation and multiples approaches) to determine forecasted (target) prices of the firm's shares. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**Decision Sciences (DECISION)**

502K. **Business Math Review.** This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics include: algebraic equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

516K. **Quantitative Business Analysis.** Introduces a framework for thinking about business problems involving decisions under uncertainty and, building on this framework, develops tools for interpreting data. The course covers foundations in probability theory, statistical inference and regression analysis. Taught at Duke Kunshan University. Instructor: Staff. 0 units.

517K. **Spreadsheet Modeling and Decision Analysis.** Successful management requires the ability to make good decisions by responding to challenges and taking advantage of opportunities in complex situations. However, many decision problems—particularly those involving many uncertainties and many variables—are difficult to grasp intuitively, and their stakes may be too high for trial and error. In such cases, spreadsheet models may be useful for exploring, evaluating, and improving the alternatives in a systematic fashion. This course provides an introduction to the "art" as well as the "science" of decision modeling with Microsoft Excel. The ideas and skills learned in this course are applicable in most areas of business. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**Economics (MGRECON)**

547K. **Fundamentals of Business Economics.** This course covers the fundamental ideas and tools of microeconomics. The course begins with: (i) supply and demand analysis, the basic tool for analyzing and understanding competition and the market determination of prices and quantities; (ii) consumer choices and market demand; and (iii) production and cost theory. The tools for market structure analysis are then developed and applied to monopoly and oligopoly markets as well as to price discrimination. Game theory tools are developed and applied to analyze strategic interactions. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**Finance (FINANCE)**

524K. **Foundations of Capital Markets.** This course provides a rigorous treatment of the fundamental principles of asset valuation, investments, and investment management. Topics include time value of money and discounting, diversification and risk, arbitrage and hedging, asset allocation, asset pricing models (including the capital asset pricing model (CAPM)), factor models, and consumption based asset pricing), active portfolio management, performance evaluation, and the interaction between capital markets and the macro economy. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

525K. **Foundations of Corporate Finance.** This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**Interdisciplinary (FUQINTRD)**

560K. **Programming Fundamentals for Business.** This course provides fundamental programming skills for graduate business students. We use R as the underlying language because it is one of the most common programming languages used in data analytics due to its flexibility and simplicity. This course will prepare you for courses that use R as a programming language. Taught at Duke Kunshan University. Instructor: Staff. 2 units.

**Management (MANAGEMT)**

544K. **Foundations of Management & Organizations.** The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. Taught at Duke Kunshan University. Instructor: Staff. 3 units.
Management Communications (MGMTCOM)

504K. Business, Communication, and Culture. Course offered to International Students who will be attending Fuqua in the Fall. Instructor: Staff. 0 units.

505K. Business Communication 1. Business Communication 1 introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. This course gives students opportunities to focus on individual goals for skill development. Topics include strategic management communication; giving and receiving feedback; researching companies; uses of influence and advocacy; presentation skills; and career management skills. May be taught at Duke Kunshan University. Instructor: Staff. 2 units.

506K. Business Communication 2. Building on the skill development and concepts from Business Communication 1, Business Communication 2 continues to focus on helping students learn to communicate clearly, strategically, persuasively, and collaboratively in professional business settings. This course gives students multiple opportunities to hone skills in team presentations where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively; presenting with one voice; using narrative structures to enhance coherence; asking and answering questions; team dynamics; and interpersonal communication. May be taught at Duke Kunshan University. Instructor: Staff. 2 units.

Marketing (MARKETNG)

550K. Introduction to Marketing Analysis. Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company (“the 3 C’s”), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product (“the 4 P’s”). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

551K. Fundamentals of Market Research. This course is about gathering, analyzing, and interpreting data about markets and customers. In this course, students will learn: (i) to define decision problems and determine what information is needed (e.g., engage in backward marketing research by envisioning decisions that will be taken based on the research); (ii) to acquire trustworthy and relevant data and judge its quality (e.g., to utilize secondary research such as internal customer databases or knowledge management systems); and (iii) to analyze data relevant to classic marketing decisions (e.g., understanding state-of-the-art data analysis techniques). The context for learning these analysis skills will be common marketing decision problems, including target market selection, new product or service introduction, customer retention, and pricing. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

Operations (OPERATNS)

554K. Introduction to Operations and Supply Chain Management. A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

Strategy (STRATEGY)

557K. Principles of Strategy. How to identify business opportunities in dynamic competitive environments and develop skills necessary to be an effective strategy analyst as part of any business position. Tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm’s strategic position with respect to rivals, the larger industry, and customers given the firm’s internal resources and capabilities. Taught at Duke Kunshan University. Instructor: Staff. 3 units.
Les Todd
The faculty of The Fuqua School of Business has developed a national reputation for both high-quality teaching and research. One of the unique characteristics of this faculty is its diverse set of interests and professional backgrounds. Often an individual faculty member’s interests will span two or three different areas of expertise. This diversity of interests ensures that the students will be exposed to wide-ranging views of the environment in which they will live and work after completing their educational experience.

The student-faculty ratio in the school is maintained at a level permitting development of close professional relationships and encouraging individual assistance in academic and professional relationships. Activities are planned which maximize student-faculty interaction. Some of these are career-related while others are more involved with research and teaching activities.

A brief description of the background and main areas of interest of the faculty follows.

Manuel Adelino, PhD, Associate Professor of Business Administration; BA (Universidade Católica Portuguesa), PhD (MIT)
Manuel Adelino is an associate professor of finance at The Fuqua School of Business at Duke University, a faculty research fellow at the National Bureau of Economic Research, and a research affiliate of the Center for Economic and Policy Research. He conducts research on entrepreneurial finance and household finance, and his research has been published in top finance and economics journals (including the Journal of Finance, the Journal of Financial Economics, the Review of Financial Studies, and the Journal of Monetary Economics). His current work focuses on the role of the middle class in the 2008-2009 financial crisis and the effects of financing constraints on new business creation. He received a PhD in financial economics from MIT Sloan School of Management. Before MIT he worked in the Lisbon office of McKinsey as a business analyst.

Wilfred Amaldoss, PhD, Thomas A. Finch, Jr. Endowment Professor; MBA (Indian Institute of Management), PhD (University of Pennsylvania)
Wilfred Amaldoss received his PhD in marketing in 1998 from the Wharton School of the University of Pennsylvania. He holds an MBA from the Indian Institute of Management, Ahmedabad. He has previously taught at the Krannert Graduate School of Management at Purdue University. He is interested in understanding strategic behavior in the context of pricing, interorganizational relationship, and new product development. Recent publication credits include “Reference-Dependent Utility, Product Variety and Price Competition” (with Chuan He) in Management Science, 2018; “Branding Conspicuous Goods” (joint with Sanjay Jain) in Management Science, 2015; “First-Page Bid Estimates and Keyword Advertising” (with Preyas Desai and Wochool Shin) in Management Science, 2015; and “Pricing Prototypical Products” (with Chuan He) in Marketing Science, 2013. He is an associate editor of Management Science (Marketing Department) and an associate editor of the Journal of Marketing Research. He received the Distinguished Service Award from Management Science in 2009, 2010, and 2011 for his service as associate editor. He also serves on the editorial boards of Marketing Science and Marketing Letters. In 2001, his research received the Frank M. Bass Award. The INFORMS College of Marketing gave this award in recognition of the best marketing paper derived from a PhD thesis published in an INFORMS-sponsored journal (Marketing Science/Management Science). In addition, he received the John C. Little Award for the best marketing paper published in Marketing Science or Management Science. He was also named the Jay Ross Young Faculty Scholar in 2000. In 2011, his work was a finalist for the Long-Term Impact Award for a paper published in Marketing Science/Management Science. He has also received several teaching awards at Duke for teaching MBA students: 2008 and 2009 Weekend MBA Excellence in Teaching Awards, 2006 DaimlerChrysler Corporation Award for Excellence in Teaching, and 2005 Cross-Continent MBA Excellence in Teaching Award. The MBA students of Krannert School of Management voted him the best instructor in the school, and he received the Salgo Noren Outstanding Teacher Award in 2000 and 2001.

James J. Anton, PhD, Wesley A. Magat Professor; BS (Emory University), PhD (Stanford University)
James J. Anton is the Wesley A. Magat Professor in the economics area at The Fuqua School of Business. He also has secondary appointments in the Department of Economics at Duke and at The University of North Carolina at Chapel Hill. He received his PhD in economics from Stanford University in 1984, and, prior to joining the Fuqua faculty in 1989, he served on the faculty at the State University of New York at Stony Brook. Professor Anton's interests are in the area of applied microeconomic theory and industrial organization economics. His research focuses on issues involving information, incentives, contracting, and property rights in markets where strategic rivalry between firms is an important feature. He has published papers on innovation incentives and intellectual property rights, competitive pricing and sourcing, procurement contracts, auctions, incentive regulations, and antitrust issues. Professor Anton has taught a variety of courses at Fuqua, including managerial economics, economic environment of the firm (macroeconomics), competitive analysis, and a course on global markets and institutions, and he has taught in several degree programs at Fuqua. His teaching has been recognized on past occasions, including the Outstanding Professor Award from the Global Executive Courses of 2001 and 2003. In 2007, he received the Bank of America Faculty Award. He served as faculty dean for Fuqua from 2012-2015. Professor Anton's research has been published in a variety of economics journals, including the American Economic Review, International Economic Review, Quarterly Journal of Economics, Review of Economic Studies, RAND Journal of Economics, Journal of Economic Theory, Games and Economic Behavior, Journal of Public Economics, and Journal of Law, Economics and Organization, as well as in law and policy journals. He currently serves as an associate editor at the RAND Journal of Economics, on the editorial board of the Journal of Industrial Economics, and, previously, as associate editor at Management Science and co-editor of the Journal of Economics and Management Strategy. He has also served as a co-organizer for many years of the IO Theory Conference, which is a joint effort with Columbia, MIT, Northwestern, and UC Berkeley. On the personal side, Professor Anton is married and has two grown sons. He enjoys music and sports.
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Dan Ariely is the James B. Duke Professor of Behavioral Economics at The Fuqua School of Business. He teaches a course in behavioral economics. He also holds appointments at the Center for Cognitive Neuroscience, the School of Medicine, and the Department of Economics. Prior to joining Duke’s faculty, he held a joint appointment between MIT’s Program in Media Arts and Sciences and Sloan School of Management and served as the principal investigator of the Lab’s eRationality group. Professor Ariely studies how people actually behave in the marketplace, as opposed to how they should or would perform if they were completely rational. His interests span a wide range of daily behaviors such as buying (or not), saving (or not), ordering food in restaurants, pain management, procrastination, dishonesty, and decision-making under different emotional states. His research has been published in leading psychology, economics, and marketing and management research journals, and has been featured occasionally in the popular press. He is also the author of *Predictably Irrational: The Hidden Forces that Shape Our Decisions*.

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Alessandro Arlotto is an associate professor of business administration, mathematics, and statistical science at Duke University. Professor Arlotto holds a primary appointment in the decision sciences area of Duke University’s Fuqua School of Business and secondary appointments in the departments of Mathematics and Statistical Science. Arlotto received his PhD in 2012 from the University of Pennsylvania and joined Duke University in the same year. Professor Arlotto’s research interests are in probability, optimization and their applications to business and economics. His research has appeared in several journals including the *Annals of Applied Probability, Management Science, Mathematics of Operations Research, Operations Research*, and *Stochastic Processes and Their Applications*. Arlotto is a recipient of the Faculty Early Career Development (CAREER) award from the National Science Foundation. At Duke, Professor Arlotto teaches the core course Probability and Statistics in the Daytime and Executive MBA programs as well as the Quantitative Business Analysis course for the Master in Management Studies Program. Arlotto also teaches the graduate course Stochastic Models.

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Sharon Belenzon is an associate professor in the strategy area at The Fuqua School of Business and a research associate at the National Bureau of Economic Research (NBER). His research is dedicated to advance the understanding of how firm organizational structure mediates,
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Alexandre Belloni is the John D. Forsyth Professor of Business Administration and a professor of statistical science at Duke University. He received his PhD in operations research from the Massachusetts Institute of Technology and a MSc in mathematical economics from IMPA. Before joining the decision sciences group at The Fuqua School of Business, he was an IBM Herman Goldstein Postdoctoral Fellowship at the IBM Thomas J. Watson Research Center. Professor Belloni’s research interests are on statistics and optimization and on their applications to economics and business. His current research focuses on developing and analyzing methods for high-dimensional (big data) models in econometric problems, and for solving mechanism design problems that arise in many procurement settings. He became F. M. Kirby Research Fellow (2014-2018) and received the 2007 Young Researchers Competition in Continuous Optimization Award and the second prize at the INFORMS 2006 George Nicholson Student Paper Award. His research papers have appeared in journals such as Biometrika, Econometrica, Journal of Econometrics, Journal of the Royal Statistical Society, Management Science, Marketing Science, Mathematics of Operations Research, Operations Research, Review of Economic Studies, and the Annals of Statistics. He has served as associate editor for Journal of Business and Economic Statistics, Journal of Econometrics, Journal of the Royal Statistical Society, and Management Science, and as area editor for Operations Research (Machine Learning and Data Science). He has consulted with the electrical energy industry in Brazil as well as with Amazon. His recent teaching has included an elective Daytime MBA course on data analytics, the core Daytime MBA statistics course, and the Weekend MBA statistics course.

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Victor Bennett is an associate professor of business and a member of the strategy area faculty at Duke’s Fuqua School of Business. During the 2016–2017 academic year, he served as the Senior Economist for Technology and Competition Policy for the White House Council of Economic Advisers (CEA). His recent research focuses on persistence of performance—whether firms can build on their successes or are likely to be displaced. Bennett is particularly interested in how technological changes, including automation, affect this persistence. His work has been published in top journals, including Management Science, Strategic Management Journal, Strategy Science, and Organizational Behavior and Human Decision Processes, and has been covered in the press by such publications as the Wall Street Journal, Marketplace (APM), Quartz, Rolling Stone, and Bloomberg Businessweek. Prior to graduate study, he worked at Google, where he received patents for technologies from detecting click fraud to music classification. Currently, he teaches the core course Fundamentals of Strategy in the Daytime MBA Program.

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William Boulding is the dean and J. B. Fuqua Professor of Business Administration at The Fuqua School of Business. His previous roles at Fuqua include deputy dean, senior associate dean for programs, associate dean for the Daytime MBA Program, area coordinator for the marketing faculty, co-director of the Teradata Center for Customer Relationship Management, and academic program director for both the Marketing Leadership Forum and the Advanced Management Program. His research interests lie at the intersection of management, marketing, and strategy. Of particular interest to Dean Boulding is evaluating how managers make decisions and how consumers respond to those decisions. His recent work focuses on the domain of health care, examining the role of the patient experience, clinical adherence to standards, and managerial activity in determining the quality of delivered care. He publishes his research in marketing, management, and health journals. He won the 1998 William F. O’Dell Award and the 2006 Harold H. Maynard Award. Dean Boulding joined the New York Federal Reserve in examining the role business schools can play in rebuilding trust in the financial services sector. He is a recurring contributor to LinkedIn and Fortune on the topic of leadership.

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Michael Bradley has previously served as the academic director of the Global Capital Markets Center, a joint research center of The Fuqua School of Business and Duke University School of Law. He served as the area coordinator for the finance area at Fuqua from 1996-1999. From 1985 to 1995 he was the Everett E. Berg Professor of Business Administration, professor of finance, and professor of law at the University of Michigan. Professor Bradley has served on the faculties of the Universities of Michigan, Chicago, and Rochester. Professor Bradley’s research interests lie at the intersection of corporate finance and corporate law. He has taught courses on microeconomics, industrial organization, investments, managerial finance, corporate finance, mergers and acquisitions, bankruptcy, restructuring, and corporate law to PhD, MBA, JD, and LLM students, and business executives from around the world. He was chosen as the Outstanding Teacher by the MBA students at the Simon School of Business (Rochester) in 1979 and The Fuqua School of Business in 1996 and again in 2001. In 1996 he received the Outstanding Faculty Award at Fuqua. Professor Bradley retired in 2008.

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Douglas T. Breeden is the William W. Priest, Jr. Professor of Finance and former dean of The Fuqua School of Business. He also served on faculties at The University of Chicago Booth School of Business, Stanford University, and The University of North Carolina at Chapel Hill, where he was the Dalton McMichael Professor of Finance. He was the Fischer Black Visiting Professor of Financial Economics at MIT’s Sloan School in 2011-2013 and won an outstanding teacher award. Professor Breeden published seminal research on insurance prices implicit in option prices, the consumption CAPM, and hedging mortgage securities. His current research (with Robert Litzenberger) is on “Central Bank Policy Impacts on the Distribution of Future Interest Rates,” which won a Roger Murray Prize from the Q-Group. Professor Breeden is a senior research consultant for Amundi Smith Breeden, a money management firm that he co-founded, and is on the board of trustees of Commonfund.

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John Buley is a professor of the practice of finance at The Fuqua School of Business. He teaches the courses Advanced Seminar in Social Entrepreneurship, Corporate Restructuring, and Project Finance, and he is faculty of record for strategy, finance, marketing, and energy concentration projects. Prior to retiring to teach in 2012, Professor Buley was a managing director at JPMorgan Chase & Co from 1996. He had numerous roles at JPMorgan, including head of Principal Investments—Global Mezzanine; head of Firmwide Product Integration, head of Middle Market Capital Markets, and head of Corporate Finance Advisory. He was engaged in various merger integration activities at the firm. From 2007–2012, Professor Buley was managing director of JPMorgan Social Finance, the first global financial institution creating a business unit to support social entrepreneurship and social sector finance (now known as impact investing). He began his career in 1982 as an attorney at White & Case, one of the largest global law firms.

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Richard M. Burton's primary research interests are in the strategy, design, and management of organizations. He has published in organizational design and management, including the development of an expert system to aid managers in the choice of an appropriate organizational design. He teaches courses in organization design. Professor Burton retired in 2013.

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Qi Chen is the Martin L. Black, Jr. Professor of Business Administration at The Fuqua School of Business. Professor Chen’s research interests lie in the intersections between economics, finance, and accounting, with a focus on the role of information and incentives in financial markets and within firms, including the effect of information on banks’ and on firms’ investment decisions, the role of incentive on accounting systems, corporate governance, and security analyst’s behaviors. His recent research has examined issues related to the boundary and nature of accounting standards, the effects of accounting measurement on stock price efficiency, the effects of bank mergers in firms’ disclosure behaviors, and the effects of transparency on banks’ ability to perform their liquidity provision and maturity transformation role. His research has been published in leading finance and accounting journals, including *Journal of Finance, Journal of Financial Economics, Review of Financial Studies, Journal of Accounting Research,* and *Journal of Accounting and Economics*. He teaches Financial Statement Analysis and the PhD seminar Analytical Accounting.
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Anna Cieslak is an associate professor of finance at The Fuqua School of Business. She conducts research in macro-finance and empirical asset pricing with an emphasis on interest rates and monetary policy. She received a master’s degree from the Warsaw School of Economics in Poland and a PhD from the University of Lugano in Switzerland. Before joining Duke, she was on the finance faculty of Northwestern University’s Kellogg School of Management. Professor Cieslak’s current research studies the dynamics of the treasury markets, investors’ expectations formation, and the effects of monetary policy on financial markets. She has published in top finance journals such as the Review of Financial Studies and the Journal of Finance.

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Robert T. Clemen is a professor emeritus of decision sciences. He has broad interests in the use of decision analysis for organizational decision-making, and special interests in the psychology of judgment, assessing expert probabilities, the effectiveness of decision-making techniques, and using decision analysis to help organizations become environmentally sustainable. He has taught courses on decision-making and environmental sustainability in Duke’s Daytime, Global Executive, and Weekend Executive MBA programs. Professor Clemen’s research, much of which has been funded by the National Science Foundation, has contributed in many ways to the disciplines of decision analysis and forecasting. He has published over fifty scholarly articles and reports, three of which have won awards (three from the Decision Analysis Society, 1990, 2005; and one from the International Journal of Forecasting, 1991). Prior to coming to Duke in 1995, Professor Clemen served on the faculty of the Lundquist College of Business at the University of Oregon for eleven years. Professor Clemen retired in 2011.

Wesley M. Cohen, PhD, Snow Family Professor; BA, MA, MPhil, and PhD (Yale University)

Wesley M. Cohen is a professor of economics and management and the Frederick C. Joerg Distinguished Professor of Business Administration in The Fuqua School of Business. He also holds secondary appointments in Duke’s Department of Economics and School of Law, is a research associate of the National Bureau of Economic Research, and serves as the faculty director of The Fuqua School’s Center for Entrepreneurship and Innovation. Before coming to Duke in 2002, Professor Cohen taught at Carnegie Mellon University for twenty years after a year as postdoctoral fellow in Industrial Organization at the Harvard Business School. With a research focus on the economics of technological change and R & D, Professor Cohen has published numerous scholarly articles on the determinants of innovative activity and performance. He has received funding from the National Science Foundation, the Kauffman Foundation, the Sloan Foundation, the National Institutes of Health, among other sources. He has also taught courses on the economics of technological change, industrial organization economics, policy analysis, organizational behavior, corporate strategy, entrepreneurship, technology strategy and the management of intellectual capital. In 2018, he was named a Clarivate Citation Laureate, one of seventeen scholars worldwide across the fields of physics, chemistry, economics, physiology, and medicine deemed to be of Nobel stature.

John Coleman, PhD, Professor of Business Administration; BA (University of Wisconsin), PhD (University of Chicago)

John Professor is a professor of business administration in The Fuqua School of Business. Professor Coleman graduated from the University of Chicago in 1987 with a PhD in economics. He spent the next five years working as an economist in the International Finance Division of the Board of Governors of the Federal Reserve System in Washington, DC. In 1992 he moved to the department of economics at Duke University, and in 1994 he moved to The Fuqua School of Business at Duke University. He is currently a full professor at The Fuqua School of Business. Professor Coleman’s began his career by developing methods for studying dynamic economies, with an emphasis on both developing theoretical methods and inventing numerical algorithms for solving non-linear, dynamic models on serial and parallel computers. He later applied this technology to addressing a series of macroeconomic issues, such as monetary policy, taxation policy, irreversible investment, sources of growth, technology adoption, and ethnic conflict. His current work focuses on banking, in particular the role of traditional and shadow banking in the production of financial services. Pursuing this research program has blended aspects of theoretical economics, computational methods, and applied macroeconomics and international economics.

Jonathon N. Cummings, PhD, Professor of Business Administration; BA (University of Michigan), MA (Harvard University), PhD (Carnegie Mellon University)

Jonathon N. Cummings is a professor of management and organizations at The Fuqua School of Business. After completing his dissertation and post-doctoral research at Carnegie Mellon University, he spent three years as an assistant professor at the MIT Sloan School of Management, where he received an NSF Early Career Award for his research on innovation in geographically dispersed teams and networks. His subsequent research has focused on virtual teams in corporations as well as collaboration in science, and his publications have appeared in outlets across a number of fields, including organizational behavior (e.g., Management Science, Academy of Management Journal, Academy of Management Review), information systems (e.g., MIS Quarterly, Information Systems Research), human-computer interaction (e.g., CHI, CSCW, CACM), science policy (e.g., Social Studies of Science, Research Policy), and psychology (e.g., Psychological Science, Journal of Applied Psychology).

Keisha Cutfright, PhD, Associate Professor of Business Administration; BS (The Ohio State University), PhD (Duke University)

Keisha Cutfright is an associate professor of marketing at The Fuqua School of Business. Professor Cutfright received her PhD in marketing from Fuqua in 2011 and was a faculty member at the Wharton School of the University of Pennsylvania before returning to Fuqua in 2016. Her research explores the psychological drivers of consumer behavior, often addressing issues related to religion, personal control, culture and emotion, with a focus on the implications of such factors for brand management. Her work has been published in top-tier academic journals, including Journal of Consumer Research, Journal of Marketing Research, and Marketing Science. She also serves on the editorial boards for the Journal of Marketing, Journal of Consumer Research and the Journal of Marketing Research. Popular accounts of her work have appeared in outlets such as the Wall Street Journal, NewsWeek, Time, and Fast Company. Prior to beginning her career in academia, Professor Cutfright worked in brand management at Procter and Gamble. She teaches the Strategic Brand Management course in the Daytime and Executive MBA programs at Fuqua. She was recently named one of the world’s best forty business-school professors under the age of forty by Poets & Quants.
Preyas S. Desai, PhD, Spencer R. Hassell Professor of Business Administration and Senior Associate Dean for Digital Education; BE and MBA (Gujarat University), MS and PhD (Carnegie Mellon)

Preyas S. Desai is the Spencer R. Hassell Professor of Business Administration and the senior associate dean for digital education at The Fuqua School of Business. Professor Desai received his MS and PhD from Carnegie Mellon University and was on the faculty of Purdue University before joining Duke in 1997. Professor Desai’s research covers a wide range of topics in marketing strategy, distribution channels, and marketing of durable products. His research analyzes strategic interactions such as those among competing firms and among firms partnering within a distribution channel. His articles on these topics have appeared in top-tier academic journals such as Marketing Science, Management Science, Journal of Marketing, Journal of Marketing Research, and Quantitative Marketing and Economics. He has served as a departmental editor for Management Science and as the editor-in-chief of Marketing Science. At Fuqua, Professor Desai has previously served as the chair of school’s curriculum committee, faculty technology committee, co-chair of strategic planning task force, and the area coordinator for the marketing area. He has also served as a member of the dean’s advisory committee, Duke’s academic council, and the academic committee on online education (ACOE).

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Scott Dyreng is an associate professor of accounting at The Fuqua School of Business. His research interests are in corporate tax avoidance, international taxation, and accounting for income taxes. He has published in the Accounting Review, the Journal of Accounting Research, and the Journal of Financial Economics, among others. He teaches managerial accounting and taxes and business strategy to graduate students, and has received the Excellence in Teaching Award in the Master of Management Studies Program five times. He received his PhD at the University of North Carolina in 2008. He holds master’s and bachelor’s degrees in accounting from Brigham Young University.

Julie Ann Edell, PhD, Associate Professor of Business Administration; BA (University of Nebraska), MS and PhD (Carnegie Mellon University)

Julie Ann Edell is an associate professor of business administration at The Fuqua School of Business. Professor Edell’s primary research areas are advertising and consumer emotions. Her research examines the emotions that are elicited by marketing communications and the impact of these emotions on the beliefs, attitudes and behavioral intentions formed. Professor Edell’s publications include the book, Emotion in Advertising: Theoretical and Practical Explorations, and numerous papers in leading academic journals. Examples include “Consumers Responses to Service Failures and Recoveries,” in Serviceology for Services; “Fishing for Feelings: Hooking Viewers Help!,” in the Journal of Consumer Psychology; “Elaboration and the Effectiveness of Negatively versus Positively Framed Messages,” in the Journal of Consumer Research; and “The Information Processing of Coordinated Media Campaigns,” in the Journal of Marketing Research.

James Emery, PhD, Associate Professor of the Practice of Business Administration; BS (Virginia Polytechnic Institute and State University), MBA and PhD (Duke University)

James (JIm) Emery is an associate professor of the practice and faculty co-director for the Client Consulting Practicum (FCCP) at The Fuqua School of Business. FCCP is an experiential learning course in which teams of graduate students complete consultative projects for external client organizations. Client organizations include for-profit and not-for-profit firms ranging from start-ups to multinational corporations. Depending on project scope, some project teams travel to client locations in the US or internationally for part of their project activities; other teams perform all of their work locally in the Raleigh-Durham area. Professor Emery also teaches and oversees other experiential learning courses, including in Fuqua’s Health Sector Management (HSM) Program and in Duke Integrative Medicine’s Leadership Program in Integrative Healthcare. In addition to his teaching and administrative responsibilities, Emery has provided executive education and leadership coaching to for-profit corporations, non-profit organizations and government agencies over the past ten years. He has conducted and published research on leadership, teamwork, and strategy.

Jordan Etkin, PhD, Associate Professor of Business Administration; BSc (University of Pennsylvania), PhD (University of Maryland)

Jordan Etkin is an associate professor of marketing at The Fuqua School of Business. Professor Etkin studies goals, how people set them and pursue them, and their effects on motivation, performance, and well-being. Her research tackles questions like, how motivation to pursue a goal changes over time, how the way goals are structured impacts their pursuit, how perceiving conflict between goals affects people’s judgements and behavior, and how goal-striving impacts well-being. Most recently, Etkin studied how quantifying aspects of our behavior (e.g., counting steps) influences motivation and enjoyment of those activities. Professor Etkin’s research is published in top-tier academic journals, including Journal of Consumer Research, Journal of Marketing Research, and Journal of Personality and Social Psychology. Her work has also received coverage in prominent popular press outlets, such as the New York Times, BBC, Huffington Post, The Atlantic, Fast Company, and Business Insider. Professor Etkin teaches Market Research to students at Fuqua.

Elia Ferracuti, PhD, Assistant Professor; BSc (Bocconi University, Italy), PhD (The University of Utah)

Elia Ferracuti is an assistant professor at The Fuqua School of Business. Professor Ferracuti’s current research explores the role of information within the framework of investment under uncertainty and how organizational and operational choices influence a firm’s information environment as well as financial contracting. Professor Ferracuti teaches accounting in the Master of Management Studies Program.

Gregory W. Fischer, PhD, Professor of Business Administration; BA, MA, and PhD (University of Michigan)

Gregory W. Fischer is a professor of management and organization at The Fuqua School of Business. His primary research interests are in the field of judgment and decision-making and in the applications of decision research to business and public policy decision-making. In addition, he has active research interests in social cognition, particularly in how mental representations of social groups affect judgments about those groups and their members. Fischer’s main teaching interests are in managerial decision-making and negotiation, as well as in leadership, ethics, and organizations.

Gavan J. Fitzsimons, PhD, Edward S. and Rose K. Donnell Professor; BSc (University of Western Ontario), MBA (University of Western Ontario), MPh and PhD (Columbia University)

Gavan J. Fitzsimons is the Edward S. and Rose K. Donnell Professor of marketing and psychology at The Fuqua School of Business. His research focuses on understanding the ways in which consumers may be influenced without their conscious knowledge or awareness by
marketers and marketing researchers, often without any intent on the part of the marketer. His work has been published in many academic journals such as the Journal of Consumer Research, Journal of Consumer Psychology, Journal of Marketing Research, Marketing Science, Management Science, Organizational Behavior and Human Decision Processes, the Journal of Personality and Social Psychology, and Psychological Science. His ideas have also been featured in many popular press outlets such as NPR, CNN, MSNBC, the New York Times, Wall Street Journal, Psychology Today, Oprah Magazine, and Time, among many others. He is a fellow of the Association for Psychological Science and is co-director of the premier academic-industry partnership in exploring the consumer psychology of shopper behavior—the Duke-Ipsos Center for Shopper Insights. His research has been funded by a wide range of corporate, government, and non-government sources.

Gráinne M. Fitzsimons, PhD, Professor of Business Administration; BA (McGill University), MA (New York University), PhD (New York University)

Gráinne M. Fitzsimons is a professor of business administration at The Fuqua School of Business. Professor Fitzsimons joined the management and organizations group at The Fuqua School of Business in 2010, after faculty positions in marketing at Stanford University and in psychology at The University of Waterloo. Professor Fitzsimons earned her undergraduate degree from McGill University and her doctoral degree from New York University. Her research examines how relationships with others affect people’s success and failure at important goals, like those to be healthy and successful at work. She was named fellow of the Society for Personality and Social Psychology and fellow of the American Psychological Society. She was the recipient of the Caryl E. Rusbult Young Investigator Award and the SAGE Young Scholar Award. For her theoretical work, she has received both the Daniel Wegner Theoretical Innovation Prize from the Society for Personality and Social Psychology and the George A. Miller Award from the American Psychological Association. At Duke, Professor Fitzsimons teaches courses about negotiation and organizational behavior, in which she aims to teach students to be effective leaders who bring out the best in others. She has won Fuqua’s award for excellence in teaching in a core course (2015).

Jon Fjeld, PhD, Professor of the Practice and Director, Innovation and Entrepreneurship Initiative; BA (University of Toronto), MS (University of North Carolina at Chapel Hill), MBA (Duke University), PhD (University of Toronto)

Jon Fjeld is a professor of the practice at The Fuqua School of Business. Professor Fjeld has been teaching entrepreneurship and strategy, and leading the entrepreneurship efforts at Fuqua since 2005. He has created a three course sequence called the Program for Entrepreneurs (https://sites.fuqua.duke.edu/dukep4e/), which applies a disciplined approach to entrepreneurial ventures ranging from social ventures to life science and technology start-ups. In addition, he teaches strategy and entrepreneurship at all levels of the university from undergraduate to executive MBA. His primary focus is studying innovation in large and small firms as well as the methodology of strategy research. Before returning to academia, he spent over twenty years in marketing, engineering and general management in start-ups and public companies. From December 2000, until July 2004, he served as vice president of engineering for Align Technology in Santa Clara, CA. Between 1995 and 2000, he served as CEO of two RTP venture backed firms: Geomagic, a 3D software company and NetEdge Systems, a data networking equipment company. Prior to that, Fjeld spent thirteen years at IBM, where he served in a number of management and executive positions within the networking and software business units. He began his professional career as an assistant professor in the philosophy department at Duke University.

Jennifer Francis, PhD, Douglas and Josie Breeden Doctoral Professor of Business Administration and Executive Vice Provost; BS and BA (Bucknell University), MS and PhD (Cornell University)

Jennifer Francis is the Douglas and Josie Breeden Doctoral Professor of Business Administration at The Fuqua School of Business and the executive vice provost for Duke University. Francis was appointed Duke’s executive vice provost on July 1, 2018. Previously, Francis served as vice provost for academic affairs (2017-2018) for the university and as senior associate dean of programs (2011-2016) and senior associate dean of faculty (2006-2009) in The Fuqua School of Business. She is also the Douglas and Josie Breeden Professor of Business Administration. As executive vice provost, Francis coordinates implementation of strategic priorities and new program development and strengthens teaching and research excellence in Duke’s academic units. She also oversees all financial and administrative offices and services within the Provost’s Office, which support the provost, deans and other senior officers in planning the allocation of resources, operational effectiveness, human resource management and a variety of institutional reporting and analysis tasks. Francis leads the budgeting, planning and institutional research groups within the office, has broad responsibilities for coordinating student administrative services, and also leads the provost’s academic space planning working group. Francis earned a BS in accounting at Bucknell University, and after working at Price Waterhouse, pursued her MS and PhD from Cornell University. She joined the Duke faculty in 1987. Prior to coming to Duke, Francis was on the faculty at the Graduate School of Business, University of Chicago. Francis has taught core and elective MBA classes in accounting and global strategy. She is the winner of over fifteen awards for outstanding teaching. Her research interests focus on the quality of financial reporting and the relevance of financial reports to capital market participants. One of the first Duke faculty members to teach at Duke Kunshan University, where she worked with the Master of Management Studies Program, Francis also assisted The Fuqua School’s initiative to develop a business school at Kazakhstan’s Nazarbayev University.

Simon Gervais, PhD, Professor of Business Administration; BSc (Université Laval), MSc and PhD (University of California at Berkeley)

Simon Gervais is a professor of finance at The Fuqua School of Business. Prior to joining Fuqua in 2003, he was an assistant professor of finance at the Wharton School of the University of Pennsylvania. He received his PhD in finance from the University of California at Berkeley in 1997. Professor Gervais’ research, which encompasses behavioral finance, corporate finance, and financial markets, has been published in leading finance and academic journals. Specifically, he studies the effects of behavioral biases on the decisions of firms and individuals, the regulation of financial markets, and the role of financial intermediaries. Professor Gervais has received the Barclays Global Investors/Michael Brennan Award for the best paper in the Review of Financial Studies. He has also received awards for his teaching in the Daytime MBA and Executive MBA programs. Professor Gervais currently serves as an associate editor of the Journal of Financial Intermediation, and he has previously served on the Economic Advisory Committee of the Financial Industry Regulatory Authority (FINRA) from 2010 until 2016.

John R. Graham, PhD, D. Richard Mead, Jr. Family Professor of Business Administration; BA (College of William and Mary), MA (Virginia Commonwealth University), PhD (Duke University)

John R. Graham is the D. Richard Mead, Jr. Family Professor of Business Administration at The Fuqua School of Business a research associate of the National Bureau of Economic Research. His research and teaching focuses on taxes, capital structure, cash management,
governance, financial reporting, and payout policy and has won the Jensen Prize five times, the Brattle Prize, and the Notable Contribution to Accounting Award two times. Duff and Phelps publishes his corporate tax rate and optimal capital structure analyses in their Valuation publications. He has won best elective teacher award five times and the outstanding faculty award, and is president of the Financial Management Association, vice president of the American Finance Association, and past president of the Western Finance Association, and a past board member of all three organizations. Graham co-edited the Journal of Finance for six years and worked as a senior economist at Virginia Power for seven years. Graham has directed the Global Business Outlook, a global CFO survey that assesses the business climate and economic issues, since 1997, and is co-founder of the Duke-UNC CFO Roundtable.

Jillian P. Grennan, PhD, Assistant Professor of Business Administration; BA (Wellesley College), MS (Georgetown University), PhD (University of Pennsylvania)

Jillian P. Grennan is an assistant professor of finance at The Fuqua School of Business where she has teaches Corporate Finance in the Master of Management Studies and MBA programs. She was awarded Fuqua’s Excellence in Teaching Award in 2017 and strives for continuous improvement and innovation in her teaching. Grennan's academic interests span corporate finance, law, and innovation. In a series of papers, Grennan uses novel survey and crowdsourced data to quantify corporate culture and demonstrates the effect of culture on ethics, innovation, and firm value. Additional research examines how innovations in capital markets that enable faster transactions and bring big data to investors affect incumbents. Her research has been featured in numerous news outlets including the Wall Street Journal, Forbes, and Fortune and has been awarded the Cubist Systematic Strategies Research Award, the Weinberg Best Paper Award, and the Thomas Edison Innovation Award. Grennan received her PhD from the Wharton School of the University of Pennsylvania, an MA from Georgetown University, and a BA from Wellesley College. Prior to attending the Wharton School, Grennan worked at the US Federal Reserve Board of Governors, the World Trade Organization, and KPMG.

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Tong Guo is an assistant professor of marketing at The Fuqua School of Business. Professor Guo's research focuses on understanding the causal impact of major marketing policies with machine learning methods. Her current projects look at the heterogeneous effects in healthcare marketing, especially how pharmaceutical firms and physicians respond to the mandated information disclosure. Her interests also extend to consumer relationship management and loyalty programs in the service industries. At Fuqua, Guo teaches Introduction to Marketing Analysis in the Master of Management Studies Program. She received her BS and BA at Peking University, her MA in economics at Duke University, and her PhD in marketing at the University of Michigan, Ann Arbor.

Campbell R. Harvey, PhD, J. Paul Sticht Professor of International Business; BA (University of Toronto), MBA (York University, Toronto), PhD (University of Chicago)

Campbell R. Harvey is a professor of finance at The Fuqua School of Business, Duke University, and a research associate of the National Bureau of Economic Research in Cambridge, Massachusetts. He served as president of the American Finance Association in 2016. Professor Harvey obtained his doctorate at the University of Chicago in business finance. He has published over 125 scholarly articles on topics spanning investment finance, emerging markets, corporate finance, behavioral finance, financial econometrics and computer science. Over the past five years, Professor Harvey has taught Innovation and Cryptoventures at Duke University. The course focuses on blockchain technology covering both the mechanics of blockchains as well as practical applications of both public and private implementations.

Sharique Hasan, PhD, Associate Professor of Business Administration; BS (Rutgers College), PhD (Carnegie Mellon University)

Sharique Hasan is an associate professor of strategy at The Fuqua School of Business. Sharique studies social networks, careers, and entrepreneurship. His research has explored how networks help people learn complex ideas, and what types of network connections enhance individual and firm performance. His recent work examines the effect of increasing digitization on individual and firm performance. His research is published or forthcoming in leading journals including Strategic Management Journal, Management Science, Organization Science, the American Sociological Review, and Administrative Science Quarterly. He also serves as an associate editor for Management Science and is on the editorial board of Organization Science. At Duke, he has taught the core Strategy class for the Master in Management Studies (MMS) Program as well as for the Global Executive MBA Program. He has been recognized for his teaching with the Excellence in Teaching Award in 2018 for the MMS: DKU Program. Professor Hasan received his BS in computer science and philosophy from Rutgers College and his PhD in Organizational Theory and Management from Carnegie Mellon University’s Heinz College. His doctoral dissertation won the Herbert A. Simon Doctoral Dissertation Award. Prior to Duke, Sharique was an associate professor of organizational behavior at Stanford University’s Graduate School of Business.

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John Heater is an assistant professor in the accounting area at The Fuqua School of Business. His research interests include disclosure, regulation, corporate governance, and financial intermediaries. Professor Heater’s current work on disclosure and managerial incentives investigates how increased performance disclosure requirements affect firm stakeholders and the interrelationship between CEOs and CFOs. John teaches financial accounting in the Daytime MBA Program.

David A. Hsieh, PhD, Bank of America Professor of Business Administration; BS (Yale University), PhD (Massachusetts Institute of Technology)

David A. Hsieh is the Bank of America Professor at The Fuqua School of Business, Duke University. Professor Hsieh received a BSc from Yale University in 1976 for a double major in economics and mathematics, and a PhD in economics from the Massachusetts Institute of Technology in 1981. He taught at the Graduate School of Business, University of Chicago from 1981 to 1989, and joined The Fuqua faculty in 1989. He holds a secondary appointment in the Duke Economics Department. Professor Hsieh's research has been in statistical modeling of financial data with applications to financial risk management. He is also one of the first academics to study hedge funds, with numerous publications and presentations worldwide. Currently, he is interested in large datasets and high performance computing in finance. Professor Hsieh teaches the courses Fixed Income Securities and Financial Risk Management in the Master of Quantitative Management Program.
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Joel C. Huber is the Alan D. Schwartz Professor of Business Administration in The Fuqua School of Business. He has been actively involved helping Duke researchers at the medical center use conjoint measurement to help patients and their doctors make joint decisions. The group called Patient Voice has met through 2018 and generated a number of research papers.

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Xu Jiang is an assistant professor in the accounting area at The Fuqua School of Business. Professor Jiang joined the Fuqua faculty after serving as an assistant professor of accounting at Carnegie Mellon University's Tepper School of Business. Professor Jiang's research is in the area of theoretical models in disclosure and economic consequences of accounting standards. His current work focuses on the economic consequences of accounting standards. His work has been published in Journal of Accounting Research, Journal of Accounting and Economics and The Accounting Review. He teaches financial accounting and is the recipient of 2016 Master of Management Studies Excellence in Teaching Award.

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Richard P. Larrick, PhD, *Hanes Corporation Foundation Professor*; BA (College of William and Mary), MA and PhD (University of Michigan)

Richard (Rick) P. Larrick is the Hanes Corporation Foundation Professor at The Fuqua School of Business. Larrick's research interests include individual, group, and organizational decision-making. Specific areas of research examine environmental decision-making, the wisdom of crowds, advice-taking, goal setting, and debiasing. Larrick received his PhD in social psychology from the University of Michigan in 1991. Prior to joining Duke in 2001, he taught at Northwestern's Kellogg Graduate School of Management (1991-1993) and at the University of Chicago's Graduate School of Business (1993-2001).

Dan J. Laughhunn, DBA, *Professor of Business Administration, Emeritus; BS, MBA, and DBA* (University of Illinois)

Dan J. Laughhunn's research interests include resource allocation, performance measurement, and compensation focused on the alignment of organizations and employees to shareholder value creation pricing. Strategic options for growth, by organic forms and by acquisitions. Professor Laughhunn was the original dean of The Fuqua School of Business (then unnamed), 1973-74, and has also served as associate dean of The Fuqua School of Business (then unnamed), 1976-79. Professor Laughhunn retired in 2011.

Arie Y. Lewin, PhD, *Professor Emeritus; BS and MS* (University of California, Los Angeles), MS and PhD (Carnegie Mellon University)

Arie Y. Lewin is a professor emeritus at The Fuqua School of Business. His research interests center on strategic renewal of organizations encompassing studies of adaptation and selection as co-evolutionary systems, emergence of new organizational forms and adaptive capabilities that distinguish between innovating and imitating organizations He is the lead PI for the multyear international Offshoring Research Network (ORN) project, which focuses on companies in transition to globalizing their organizations, business functions, processes and services by tracking firm strategies, experiences and future plans related to global delivery of all business functions and administrative and technical work. Current research focuses on the globalization of innovation. Professor Lewin retired 2015.

Tracy R. Lewis, PhD, *Walter M. Upchurch Professor of Business Administration; BA and PhD* (University of California, San Diego)

Tracy R. Lewis is a professor of business economics at The Fuqua School of Business at Duke University. Professor Lewis also is professor of law in the Duke Law School (courtesy appointment) and professor of economics in the Economics Department at Duke. Professor Lewis founded the Innovation Center at Duke University. Professor Lewis’ areas of research and expertise include industrial organization theory, financial economics, contract theory, environmental and natural resource economics, innovation, and intellectual property and health economics. He has published two books and close to ninety articles on issues ranging from incentive regulation to antitrust regulation and from financial economics to the economics of managing common property resources.

E. Allan Lind, PhD, *James L. Vincent Professor of Leadership, Emeritus; BA* (University of Florida), MA and PhD (University of North Carolina at Chapel Hill)

E. Allan Lind is the James L. Vincent Distinguished Professor of Leadership at The Fuqua School of Business, Duke University. Prior to coming to Duke, he did policy research on law, counter-terrorism, and military leadership and decision-making at the RAND Corporation and at the American Bar Foundation. He recently wrote a monograph and a book chapter on the design and implementation of government regulations for publication by the *Organization for Economic Cooperation and Development* (OECD). He has taught in Departments of Psychology at the University of Illinois at Urbana-Champaign, the University of Washington, and at the University of New Hampshire, and he held a staff position in the research and development arm of the US Federal Courts. He was a Regents Scholar for one year at the University of California at Berkeley. For five years, he held the Leiden University Fund Chair Visiting Professorship in Social Conflict and Social Justice at the University of Leiden in The Netherlands, and for four years he was visiting professor of Leadership Studies at the University of Auckland in New Zealand. He did his doctoral dissertation research in Paris and has conducted research in France, Germany, Great Britain, New Zealand, Australia, The Netherlands, China, India, the Philippines and Japan. Professor Lind has published more than 115 research papers in major scholarly journals around the world. Professor Lind retired in 2019.

Patricia W. Linville, PhD, *Associate Professor of Business Administration; BA* (Florida Southern College), EdM (Harvard University), PhD (Duke University)

Patricia (Patty) W. Linville is an associate professor of business administration. Her primary research interests are in the fields of social cognition, intergroup relations, and attention and inhibitory cognitive processes. Her teaching includes courses in negotiations, social judgment, and decision-making.

Giuseppe (Pino) Lopomo, PhD, *Professor of Business Administration; Laurea (Università Bocconi)*, PhD (Stanford University)

Giuseppe (Pino) Lopomo is a professor of economics at The Fuqua School of Business, Duke University. He also has a courtesy appointment at the economics department of Duke University. He has a Laurea Magna cum laude from Bocconi University in Milan, Italy, and a PhD in business administration from the Stanford Graduate School of Business. Before joining the faculty at Duke, he was assistant professor of economics at the Stern School of Business of New York University, and visited the economics department of the University of Michigan for one year. Currently, Professor Lopomo teaches Managerial Economics and Competitive Analysis to MBA students. He has taught courses on similar topics to undergraduate and PhD students. Professor Lopomo’s research focuses on applied game theory, auction and mechanism design. His work has been published in leading journals of economics including *The Review of Economic Studies, International Economic Review, Journal of Economic Theory, Games and Economic Behavior, The Rand Journal of Economics* and *American Economic Journal: Microeconomics*.

Mary Frances Luce, PhD, *Robert A. Ingram Professor; BS (cum laude, Ball State University), PhD* (Duke University)

Mary Frances Luce is the Robert A. Ingram Professor of Marketing at The Fuqua School of Business at Duke University. Professor Luce’s research interests include the role of emotion in consumer decision-making with applications to medical decision-making. She received...
her PhD in business administration (marketing) from Duke University in 1994. She was on the faculty of the Wharton School of Business, University of Pennsylvania from 1994 until 2004 and she then re-joined Duke's Fuqua School of Business. Professor Luce's research has appeared in such publications as *Health Psychology, Journal of Consumer Research, Management Science, Journal of Marketing Research*, and *Marketing Science*. She was a co-editor of the *Journal of Consumer Research* for a three year term and was president of the Association for Consumer Research (2017). She has also served as the faculty dean for The Fuqua School of Business.

**Pranab Majumder**, PhD, *Associate Professor of the Practice of Business Administration*; BTech (Indian Institute of Technology), MBA (Indian Institute of Management), MS and PhD (University of Rochester)

Pranab Majumder is an associate professor of the practice at The Fuqua School of Business and the faculty co-director of The Fuqua Client Consulting Program (FCCP). He coordinates the sourcing of client projects, building MBA student teams, classroom content delivery and project management for about thirty projects and about 150 students in domestic and international locations. The FCCP is a collaborative effort between the faculty instructors, student team members, external clients, and Fuqua Centers. Professor Majumder joined The Fuqua School of Business in 2001 after finishing his PhD from the University of Rochester. His research is in the area of operations strategy, supply chains and sustainability. He teaches electives in operations, including Operations Strategy, Supply Chain Management, Service Operations, and Health Care Provider Strategy.

**Ali Makhdoumi**, PhD, *Assistant Professor of Business Administration*; BS (Sharif University of Technology, Iran), MS (Massachusetts Institute of Technology), PhD (Massachusetts Institute of Technology).

Ali Makhdoumi is an assistant professor of decisions sciences at The Fuqua School of Business, Duke University. He is broadly interested in learning theory, optimization, game theory, and network science with applications to social and technological systems.

**Leslie M. Marx**, PhD, *Robert A. Bandeen Professor of Business Administration*; BA (Duke University), PhD (Northwestern University)

Leslie M. Marx is the Robert A. Bandeen Professor of Business Administration at The Fuqua School of Business. Professor Marx has research interests in game theory and industrial organization. Professor Marx's research focuses on the problem of anti-competitive behavior by individuals and firms, including collusion, bid rigging, and anti-competitive contract provisions. This research improves our ability to detect collusion, teaches us how auctions and other markets can be made less susceptible to collusion, and guides antitrust authorities in understanding what behavior should be viewed as anti-competitive. Professor Marx's research has appeared in such publications as *American Economic Review*, *Review of Economic Studies*, *Journal of Political Economy*, and *Quarterly Journal of Economics*. She authored the 2012 book *The Economics of Collusion: Cartels and Bidding Rings*, published by MIT Press. She is currently on the editorial board for *International Journal of Game Theory*. She is the recipient of two National Science Foundation research grants, a National Science Foundation Graduate Fellowship, and a Sloan Doctoral Dissertation Fellowship. Professor Marx was a member of the 1996 US Olympic Fencing Team and won the Fencing World Championship for ages 50-59 in 2017.

**William Mayew**, PhD, *Professor of Business Administration*; BS and MS (University of North Carolina at Wilmington), PhD (University of Texas at Austin)

William (Bill) Mayew is a professor of accounting at The Fuqua School of Business, Duke University. Professor Mayew received his PhD in business administration (accounting) from the University of Texas at Austin in 2006 and previously worked in accounting and financial reporting assurance at Ernst & Young. Professor Mayew studies managerial communication of firm performance, including both voluntary disclosures made outside of the financial reporting system and mandatory financial disclosures in financial reports. His research uses theories from economics and psychology to better understand the determinants and consequences of voluntary and mandatory managerial communication. He received the 2008 Financial Research Association best paper award for his work on the information content of managerial vocal cues during earnings conference calls. He also received the Glen McLaughlin Prize for research in accounting ethics in 2013 for his work on measuring CEO integrity from corporate communication in shareholder letters and again in 2017 for his work on auditor deception detection capabilities from earnings conference calls. Professor Mayew's research has appeared in a wide range of journals including the *Journal of Finance, Journal of Financial Economics, Journal of Accounting Research, The Accounting Review, Review of Accounting Studies, Contemporary Accounting Research, Evolution & Human Behavior, Biology Letters and Decision Support Systems*. He holds editorial board positions at *The Accounting Review* and *Journal of Accounting Research* and has presented his research to professional money managers, sell-side financial analysts, investor relations personnel, the Securities and Exchange Commission and on Capitol Hill. He teaches various financial accounting related courses across the Executive Education, MBA, Master of Quantitative Management and Master of Management Studies programs, and has received awards for teaching excellence in both the daytime and weekend executive MBA programs. In 2014, he was named one of the top forty business-school professors in the world under forty years old by *Poets & Quants*.

**David McAdams**, PhD, *Professor of Business Administration*; BS (Harvard University), MS (Stanford University), PhD (Stanford University)

David McAdams is a professor of business administration at The Fuqua School of Business. Professor McAdams is an economic theorist who specializes in game theory and industrial organization. His main current research interest is in the economic epidemiology of information, with applications to media markets and "fake news"; social learning and product marketing; and the rise of antibiotic resistance. He teaches the MBA elective Art and Application of Game Theory.

**John M. McCann**, PhD, *Professor Emeritus*; BSME and MBA (University of Kentucky), PhD (Purdue University)

John M. McCann is a professor emeritus at The Fuqua School of Business. He retired in 2002.

**Ryan C. McDevitt**, PhD, *Associate Professor of Business Administration*; BA (Williams College), PhD (Northwestern University)

Ryan C. McDevitt is an associate professor of economics at The Fuqua School of Business. His research focuses primarily on the field of empirical industrial organization. Within health care, he has studied how medical groups strategically choose physicians based on their gender to differentiate from rivals and how to measure healthcare productivity in a way that accounts from different levels of treatment quality. He has also conducted large-sample studies on various topics, including firms' responses to changes in their reputations and the correlation between a firm's name choice and its quality. In addition, he has collaborated on papers that consider the economic benefits of broadband Internet and the impact of social frictions on consumers' purchases. Before joining the faculty at Duke, he worked as an analyst in
Suresh Tallareddy, PhD, Assistant Professor of Business Administration; MMS (Birla Institute of Technology and Science (BITS)), PhD (University of Southern California)

Suresh Tallareddy is an assistant professor at The Fuqua School of Business. Professor Tallareddy's research interests are in accounting information and asset prices, accounting information and the macroeconomy, and empirical asset pricing. His research has been published in leading academic journals including the Journal of Financial Economics, the Accounting Review, and Management Science. At The Fuqua School of Business, he teaches the Valuation and Fundamental Analysis class in the MBA Program. Prior to joining The Fuqua School of Business, Professor Tallareddy was an assistant professor at Columbia Business School. He received his PhD in business administration from the University of Southern California in 2012. Prior to joining the PhD Program, he held the position of Investment Researcher for a subsidiary of Deutsche Bank Hedge Fund. He received the Mary Pickford Foundation Doctoral Teaching Award in 2009 and won the USC PhD Achievement Award in 2012.

Robert F. Nau, PhD, Professor of Business Administration; Emeritus; BA (University of California at San Diego), MS and PhD (University of California at Berkeley)

Robert F. Nau is a professor emeritus of business administration at The Fuqua School of Business, where he is a member of the decision sciences area. He has been on Fuqua’s faculty since 1985, and he was previously on the faculty of the Freeman School of Business at Tulane University. He has also been a visiting faculty member at INSEAD in Fontainebleau, France. Professor Nau is an internationally known authority on mathematical models of decision-making under uncertainty. His research has been supported by several grants from the National Science Foundation, and his papers have been published in journals. One of the themes in Professor Nau’s research is that models of rational decision-making in various fields are linked by a single unifying principle, namely the principle of no-arbitrage, i.e., avoiding sure loss at the hands of a competitor. This principle is central to modern finance theory, but it can also be shown to be the fundamental...
rationality concept that underlies Bayesian statistics, decision analysis, and game theory. In recent years Professor Nau’s work has focused on methods of generalizing the classic expected-utility model of decision-making in order to explain patterns of risk-taking behavior (e.g., “Ellsberg’s Paradox” and “Allais’ Paradox”) that violate its assumptions. Professor Nau has taught the core MBA courses on Decision Models and Statistics in several programs, and he developed an MBA elective course on Forecasting which he has taught throughout his career. He also teaches a course on Rational Choice Theory in the PhD Program that draws students from other departments and schools at Duke University. He has designed forecasting software that is incorporated in a commercial statistical analysis package (Statgraphics), and he also designed a regression analysis add-in for Excel (RegressIt) that is used in his courses at Fuqua and elsewhere. Prior to his academic career he was Manager of Information Systems for the National Risks division of Liberty Mutual Insurance Company, where he developed large-scale forecasting models for major corporate clients. Professor Nau retired in 2017.

John W. Payne, PhD, Joseph J. Ruvane, Jr. Professor of Business Administration, Emeritus; BA, MA, and PhD (University of California, Irvine)

John W. Payne is the Joseph J. Ruvane, Jr. Professor of Business Administration at The Fuqua School of Business. He also has appointments as a professor of psychology and neuroscience and as a professor of law at Duke University. He held a position as a postdoctoral fellow in Cognitive Psychology at Carnegie-Mellon University, 1973-74. Professor Payne’s research deals with how people make decisions, and how decision-making might be improved. His particular subfield of interest is decision-making under risk. He has authored or edited four books, including The Adaptive Decision Maker, and more than a 100 additional journal articles and book chapters. Among his honors, Professor Payne has been elected President of the Judgment and Decision Society. He has won the Leo Melamed Prize for scholarship at the University of Chicago, for the most significant research by business school faculty. He was awarded the first JCR award for long-term contribution to consumer research. He has been selected as a Fellow, American Psychological Association, 2007, and a Fellow, American Psychological Society, 1995. He teaches courses on management and decision-making. Professor Payne retired in 2019.

Saša Pekeč, PhD, Professor of Business Administration; BS (University of Zagreb, Croatia), PhD (Rutgers University)

Saša Pekeč is a professor in the decision sciences area at The Fuqua School of Business. Professor Pekeč’s research is interdisciplinary and revolves around decision-making in complex competitive environments. He is a founding board member of the INFORMS section on auctions and market design, and has published articles in Management Science and Operations Research, as well as in top academic journals in other fields such as economics, mathematics, and psychology. Professor Pekeč is teaching data-driven decision-making courses across Fuqua’s Executive and Daytime MBA programs. Professor Pekeč’s consulting experience includes banking, internet, pharmaceutical, retail, and telecommunications industries. He serves on the supervisory board of Atlantic Grupa, one of the leading FMCG companies in southeast Europe, and was a member of the Council of Economic Advisors to the president of Croatia from 2010 to 2015.

Jeremy Petranka, PhD, Associate Professor of the Practice of Business Administration and Assistant Dean for MMS and MQM Programs; BS (Virginia Polytechnic Institute & State University), PhD (University of North Carolina at Chapel Hill)

Jeremy Petranka is the assistant dean of the Master of Quantitative Management (MQM) Program in The Fuqua School of Business, as well as an associate professor of the practice in the economics area. He received his PhD in economics from The University of North Carolina at Chapel Hill in 2009 and has since taught undergraduates and MBA students at Indiana University’s Kelley School of Business and The University of North Carolina at Chapel Hill. Prior to his career in academia, Professor Petranka worked as a management consultant, working with multiple Fortune 100 companies to align their information technology with their business strategies, focusing heavily on the role of data within the organizations. His work now focuses on the intersection of business and academics, specifically targeting how data informs managerial decision-making and business strategy.

Manju Puri, PhD, J. B. Fuqua Professor of Finance; BA (Delhi University), MBA (IIM Ahmedabad), PhD (New York University)

Manju Puri is the J. B. Fuqua Professor of Finance in The Fuqua School of Business. Professor Puri is a member of the finance faculty at Fuqua and is on the advisory board of the Center of Entrepreneurship and Innovation. Prior to joining Fuqua in 2003, she was on the faculty of the Stanford Business School. Professor Puri’s expertise is in the area of empirical corporate finance and financial intermediation, with focus on commercial banks, investment banks, venture capital, entrepreneurship and Fintech. Her research has won multiple awards including three Fama-DFA best paper awards in Journal of Financial Economics and two Western Finance Association best paper awards. Professor Puri’s research has appeared in multiple publications. Professor Puri’s work is relevant in understanding the role of venture capitalists in startups, entrepreneurial attitudes, fintech, bank-firm and bank-depositor relationships, the scope of bank activities, how shocks to banks get transmitted internationally, and factors underlying bank runs. Professor Puri has served multiple regulatory authorities in the US and India, including serving as senior advisor, Center for Financial Studies, FDIC and on the advisory board of CAFRAL Research Institute of the Reserve Bank of India. Professor Puri teaches an elective she created on Raising Capital and Financial Technologies for the MBA students at Fuqua.

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Debu Purohit is the Ford Motor Company Professor of Global Marketing at The Fuqua School of Business at Duke University. He also served as an associate dean at Fuqua and was previously a professor at the Haas School of Business, University of California, Berkeley. He received his PhD from the Graduate School of Industrial Administration at Carnegie Mellon University. His research interests are primarily in the marketing of technology products and durable goods. He currently teaches a course on the marketing of innovations.

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Adriano Rampini is the William and Sue Gross Professor of Financial Economics and a professor of finance and economics in the finance area at The Fuqua School of Business with a secondary appointment in the Department of Economics. Professor Rampini received his PhD in economics from the University of Chicago and was on the faculty at Northwestern University’s Kellogg School of Management prior to joining Fuqua. Professor Rampini’s expertise is in financial economics and macroeconomics. He is known for his work on capital reallocation, leasing, collateral, and risk management, which he has published in top economics and finance journals including the Review of Economic Studies, the Journal of Finance, the Journal of Financial Economics, and the Review of Financial Studies. He received the 2008 Jensen Second Prize for the best paper published in the Journal of Financial Economics in the areas of corporate finance and organizations. He is the president of the Foundation for the Advancement of Research in Financial Economics, a past president of the Finance Theory Group, and
has served as a director of the Western Finance Association. He is a research fellow of the Centre for Economic Policy Research and research associate of the National Bureau of Economic Research.

David B. Ridley, PhD, Dr. and Mrs. Frank A. Riddick Professor of the Practice of Business Administration; BS (University of Missouri), PhD (Duke University)

David Ridley is the Dr. and Mrs. Frank A. Riddick Professor of the Practice of Business Administration in The Fuqua School of Business. He is also the faculty director of Duke's Health Sector Management Program. In his research, Professor Ridley examines innovation and pricing in health care. To encourage development of new treatments for neglected diseases, Ridley and his co-authors proposed the priority review voucher program which became law in the United States. His research appears in economics journals (Journal of Public Economics), medical journals (Journal of the American Medical Association), and scientific journals (Nature Reviews Drug Discovery). He teaches daytime and executive MBA students. He received a PhD in economics from Duke University in 2001.

David T. Robinson, PhD, James and Gail Vander Weide Professor; BA (University of North Carolina at Chapel Hill), MSc (The London School of Economics), MBA and PhD (The University of Chicago)

David T. Robinson is professor of finance and the James and Gail Vander Weide Professor at The Fuqua School of Business. He is also a faculty research associate at the National Bureau of Economic Research, where he serves as the co-director of the Entrepreneurship Working Group. His research has appeared in leading academic journals in finance and economics, including the Journal of Finance, Journal of Financial Economics, Review of Financial Studies, and the American Economic Review. Professor Robinson earned an MBA and PhD from the University of Chicago GSB, a master's from the London School of Economics, and a bachelor of arts from the University of North Carolina. In 2016, he received an honorary doctorate from the Stockholm School of Economics.

Scott Rockart, PhD, Associate Professor of the Practice; AB (Princeton University), PhD (Sloan School of Management, MIT)

Scott Rockart is an associate professor of the practice at The Fuqua School of Business. Professor Rockart’s expertise is in mathematical modeling and strategy. His teaching and research focus on understanding industry dynamics, organizational learning, and competition in service industries. His research combines mathematical modeling and statistical analysis of large data sets. His papers have appeared in Management Science, Organization Science, the System Dynamics Review, the European Management Journal, and the Strategic Management Journal. He serves on the editorial boards of the Strategic Management Journal and Strategy Science. He teaches courses in strategy and mathematical modeling.

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Ashleigh S. Rosette is an associate professor of management and organizations at The Fuqua School of Business and a Fuqua/Coach K Center on Leadership & Ethics (COLE) scholar. Professor Rosette studies diversity and negotiations in organizational settings. In her primary area of research, she explores social and contextual factors that influence diversity-related perceptions. In her secondary area of research, negotiations, she examines various strategies that individuals employ to improve the negotiation process and negotiated outcome. Her research has been published in numerous academic journals, recognized with an array of awards and has been featured in top media outlets. Professor Rosette currently teaches two courses, Negotiations and Women and Leadership, to MBAs and Executives. She received her bachelor in business administration degree and master’s degree in professional accounting from the University of Texas at Austin. She received her PhD in management and organizations from the Kellogg School of Management at Northwestern University. Prior to entering academia, she worked for Arthur Andersen LLP as a Certified Public Accountant.

Katherine Schipper, PhD, Thomas F. Keller Professor of Business Administration; BA (University of Dayton), MBA, MA, and PhD (University of Chicago)

Katherine Schipper is the Thomas F. Keller Professor of Business Administration at The Fuqua School of Business. She holds a BA degree summa cum laude from the University of Dayton, MBA, MA and PhD degrees from the University of Chicago and honorary degrees from Bucharest University of Economic Studies, the Norwegian School of Economics, Notre Dame University, Singapore Management University and the Stockholm School of Economics. Prior to joining Duke University’s faculty, she was a board member of the Financial Accounting Standards Board (FASB) and a faculty member at Carnegie Mellon University and the University of Chicago. Professor Schipper has published research papers on topics in financial reporting, accounting standard setting, corporation finance and corporate governance. She has served the American Accounting Association as president, as director of research and as president of the Financial Accounting and Reporting Section and she has served as president of the International Association for Accounting Education and Research.

Lukas Schmid, PhD, Associate Professor of Business Administration; MSc (ETH Zürich), MSc (University of Lausanne), PhD (University of Lausanne & Swiss Finance Institute)

Lukas Schmid is an associate professor of finance at The Fuqua School of Business, Duke University, and a CEPR research fellow. His research interests are in dynamic quantitative modeling and structural estimation at the intersection of macroeconomics and financial economics. His most recent work was concerned with corporate and sovereign default and credit risk, as well as links between innovation, long-run growth and stock market performance. Schmid’s research has been published in outlets such as the American Economic Review, the Journal of Finance, the Journal of Financial Economics, the Review of Financial Studies and the Journal of Monetary Economics. His work on capital structure and asset returns was awarded a Smith-Breeden Award (First Prize) for the best paper in the Journal of Finance, 2010. At Fuqua, he teaches investments to MBA students and asset pricing theory to PhD students. Professor Schmid obtained a master’s degree in mathematics from ETH Zurich and a PhD in finance from the University of Lausanne & Swiss Finance Institute.

Kevin H. Shang, PhD, Professor of Business Administration; BS (National Chiao Tung University), MBA (University of California, Riverside), PhD (University of California, Irvine)

Kevin H. Shang is a professor of operations management at The Fuqua School of Business, Duke University. Professor Shang received his MBA from University of California, Riverside in 1998 and PhD from University of California, Irvine in 2002. Professor Shang’s expertise is in supply chain management and inventory control. His research mainly focuses on developing simple and effective inventory policies for supply chain systems. Professor Shang also conducts research in the interface of operations and finance and renewable energy systems. Professor Shang’s research has appeared in several leading management journals, including Management Science, Manufacturing and Service Operations
Management, and Operations Research. Several of his papers received research awards from professional societies. He has served as an editorial board member for several leading academic journals. Professor Shang teaches Operations and Supply Chain Management courses. He was the recipient of an award for innovation and excellence in teaching from the Daytime MBA, Master in Management Studies, and Master of Quantitative Management programs at Fuqua.

Blair H. Sheppard, PhD, Professor Emeritus; BA and MA (University of Western Ontario), PhD (University of Illinois)

Blair H. Sheppard was the dean of The Fuqua School of Business from 2007-2011. Under his leadership, Fuqua rose in all three key rankings; developed a new master’s level degree program, now considered one of the top three in the world; led the development of a new global strategy for the business school culminating in the creation of Duke Kunshan University; and had one of the top two most productive research faculties in the world. He conceived the Duke MBA - Global Executive in 1996 and was instrumental in developing the school’s early strategy. Professor Sheppard retired in 2015.

Sim B. Sitkin, PhD, Michael W. Krzyzewski University Professor in Leadership; AB (Clark University), EdM (Harvard University), PhD (Stanford University)

Sim B. Sitkin is the Michael W. Krzyzewski University Professor, a professor of management and public policy, faculty director of the Fuqua/Coach K Center on Leadership & Ethics (COLE), and director of the Behavioral Science and Policy Center at Duke University. He is a fellow of the Academy of Management and the Society for Organizational Behavior. He is co-founder and co-president of the Behavioral Science and Policy Association, and editor of its journal, Behavioral Science and Policy. His research focuses on leadership and control systems, and their influence on risk taking, accountability, trust, learning, M&A processes, and innovation. His most recent books are Organizational Control, The Six Domains of Leadership and The Routledge Companion to Trust.

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Jack B. Soll is a professor of management at Duke University’s Fuqua School of Business, having joined Duke in 2005. He holds a PhD from the University of Chicago’s Graduate School of Business, where he specialized in behavioral science and economics. Prior to joining Duke, he was on the faculty at INSEAD in Fontainebleau France, and also served as a visiting professor at Chicago and Wharton. At Fuqua, Soll teaches courses on decision-making, critical thinking, managerial effectiveness, and leadership. Professor Soll’s research focuses on the psychology of judgment and decision-making. He has written extensively on overconfidence, the wisdom of crowds, and also the implications of behavioral decision research for public policy. He has published in a number of scholarly journals, including Science, Management Science, Harvard Business Review, Organizational Behavior and Human Decision Processes, and the Journal of Experimental Psychology. His co-authored article “Outsmart Your Own Biases” was featured as one of Harvard Business Review’s 10 Must Reads of the Year for 2016.

Jing-Sheng Song, PhD, R. David Thomas Professor of Business Administration; BA (Beijing Normal University), MSc (Chinese Academy of Sciences), PhD (Columbia University)

Jing-Sheng (Jeannette) Song is the R. David Thomas Professor of Business Administration in the operations management area at The Fuqua School of Business. Before joining Fuqua, Professor Song served on the faculties of Columbia University and University of California at Irvine, and she has previously held visiting positions at University of California at Berkeley, Cornell University, and various prominent universities in Singapore, Hong Kong, and Mainland China. Professor Song studies supply chain management and operations strategy, topics including inventory system design and planning, 3D printing, assemble-to-order systems, dynamic inventory and pricing decisions, disruption management, global sourcing strategies, and socially responsible operations. She has published over sixty-five articles in leading academic journals such as Management Science and Operations Research. Professor Song is an INFORMS fellow and a fellow and former president of the Manufacturing and Service Operations Management (MSOM) Society. She is an associate editor for Management Science and a former area editor for Operations Research and department editor for IIE Transactions. Professor Song teaches and has taught Operations Management, Supply Chain Management, Global Operations, and Global Academic Travel Experience (China) in the Daytime and Executive MBA programs and the Master of Management Studies Program. She also teaches Inventory Theory, Stochastic Comparison, and Supply Chain Optimization in the PhD Program.

Richard Staelin, PhD, Gregory Mario and Jeremy Mario Professor; BS, MBA, and PhD (University of Michigan)

Richard Staelin is the Gregory Mario and Jeremy Mario Professor at The Fuqua School of Business. Professor Staelin joined The Fuqua School of Business in 1982 after being on the faculty of Carnegie Mellon University for fourteen years. He has held multiple administrative roles including deputy dean and inaugural managing director of GEMBA. Over the years, he has taught in almost all of Fuqua’s different programs. He also has supervised numerous doctoral students, many of which are now leading scholars on their own right. He has recently reduced to quarter time his time on the faculty.

Peng Sun, PhD, J. B. Fuqua Professor of Business Administration; BE (Tsinghua University, Beijing China), PhD (MIT)

Peng Sun is a professor in the decision sciences area at The Fuqua School of Business, Duke University, and the J. B. Fuqua Professor of Business Administration. He researches mathematical theories and models for resource allocation decisions under uncertainty, and incentive issues in dynamic environments. His work spans a range of applications areas, from operations management, economics, finance, marketing, to health care and sustainability. He serves an associate editor at Operations Research, and an associate editor at Management Science, two leading academic journals of the profession of operations research and management science. At The Fuqua School, Professor Sun has taught MBA core course Decision Models and elective course Strategic Modeling and Business Dynamics, and PhD course Dynamic Programming and Optimal Control.

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Robert Swinney is an associate professor in the operations management area at The Fuqua School of Business. His research addresses multi-player problems in supply chain management, with a focus on the impact of customer behavior on operational decisions, social responsibility and disruption risk in supply chains, and the operations of start-up firms and platforms. His work has been published in Management Science, Manufacturing & Service Operations Management, and Marketing Science, and he serves as an associate editor at Management Science and Manufacturing & Service Operations Management. Prior to joining Fuqua, he received a BS in astronomy from the California Institute of Technology and a PhD in operations management from the Wharton School of the University of Pennsylvania, and
was an associate professor at the Stanford University Graduate School of Business. At Fuqua, he teaches the daytime MBA core course in Operations Management, the daytime MBA elective in Operations Strategy, and is the doctoral coordinator for the operations management PhD Program.

**Peter Ubel**, MD, *Madge and Dennis T. McLawhorn University Professor;* BA (Carleton College), MD (University of Minnesota)

Peter Ubel is the Madge and Dennis T. McLawhorn University Professor at The Fuqua School of Business. His research explores controversial issues about the role of values and preferences in health-care decision-making, from decisions at the bedside to policy decisions. He uses the tools of decision psychology and behavioral economics to explore topics like informed consent, shared decision-making and health-care cost containment. His books include *Pricing Life: Why It’s Time for Healthcare Rationing* (MIT Press 2000) and *Free Market Madness: How Economics Is at Odds with Human Nature—and Why It Matters* (Harvard Business Press, 2009). His newest book, *Critical Decisions* (HarperCollins, 2012), explores the challenges of shared decision-making between doctors and patients. Professor Ubel is a physician and behavioral scientist whose research and writing explores the mixture of rational and irrational forces that affect our health, our happiness and the way our society functions. Professor Ubel teaches health management courses.

**Felipe Varas**, PhD, *Associate Professor of Business Administration;* BA and MA (Pontificia Universidad Católica de Chile), PhD (Stanford University)

Felipe Varas is an associate professor in the finance area at The Fuqua School of Business. He received his PhD in finance from Stanford University. Professor Varas’s research is in the areas of corporate finance, executive compensation, contract theory, and information economics. His current work focuses on the design of long-term managerial compensation, corporate governance, corporate finance, and firm financing. He teaches Corporate Finance and Corporate Finance Theory.

**Rahul Vashishtha**, PhD, *Associate Professor of Business Administration;* BCE (Indian Institute of Technology), PhD (University of Pennsylvania)

Rahul Vashishtha is an associate professor in the accounting area at The Fuqua School of Business. Professor Vashishtha received his PhD in accounting from the University of Pennsylvania in 2012 and has been on the Fuqua faculty since graduation. Professor Vashishtha’s research focuses on the determinants of disclosure and its economic consequences. His recent work examines how mandated disclosure of public information affects corporate investment choices. His research has been published in the *Journal of Accounting and Economics*, *Journal of Accounting Research*, *The Accounting Review*, *Review of Financial Studies*, and *Journal of Financial Economics*. His research has been cited in media outlets such as the Wall Street Journal and USA Today and has been featured in Harvard Law School forum on corporate governance and Financial Regulation. He teaches financial accounting in the Daytime MBA Program.

**Mohan Venkataraman**, PhD, *R. J. Reynolds Professor of Business Administration and Senior Associate Dean for Executive MBA and Nondegree Programs;* BCom (Vivekananda College, India), ACA (The Institute of Chartered Accountants of India), PhD (University of Iowa)

Mohan Venkataraman is the senior associate dean for executive programs and the R. J. Reynolds Professor of Business Administration at The Fuqua School of Business. Prior to joining Duke, Professor Venkataraman was a faculty member at Stanford University, and he has worked as an accountant and internal auditor in India and the Middle East. He has published research papers on a wide range of topics in valuation, nonfinancial performance measures, accounting disclosures, derivatives, and corporate governance. His most recent work involves the role of verbal and nonverbal managerial communication in financial markets. Professor Venkataraman has taught several courses, including Financial Accounting, Financial Analysis, and Executive Compensation.

**Dan Vermeer**, PhD, *Associate Professor of the Practice of Business Administration and Executive Director of the Center for Energy, Development, and the Global Environment (EDGE);* MA (University of Virginia), PhD (Northwestern University)

Dan Vermeer is an associate professor of the practice at The Fuqua School of Business. Professor Vermeer is the founder and executive director of Duke University’s Center for Energy, Development, and the Global Environment (EDGE), an initiative that harnesses the power of business to meet the global demand for energy, resources, and improved quality of life. Through education, thought leadership, and outreach, EDGE helps to develop promising new solutions to global energy and sustainability challenges, and convenes business, civic, and academic leaders to scale these solutions for maximum impact. Professor Vermeer’s areas of expertise include sustainability strategy, risk management, energy & behavior, value chains, resource productivity, water and ecosystem services, sustainable agriculture, industrial efficiency, product certification, and sustainable development. His current research focuses on the role of natural capital considerations in business decision-making, water risk and resilience, and analytics for sustainable agriculture, cleantech urban development, and energy innovation in emerging markets. Professor Vermeer teaches sustainability, energy, and international business courses.

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is co-editor of the book, *Environment, Ethics, and Behavior: The Psychology of Environmental Valuation and Degradation* and co-editor of a special issue of *American Behavioral Scientist* on environmental issues. She has held a variety of leadership positions including serving on the Duke University academic council, the executive committee for the conflict management division of the Academy of Management, and editorial boards of leading management journals including the *Academy of Management Journal*, the *Academy of Management Review*, and the *Journal of Organizational Behavior*. Her teaching expertise includes a variety of management core and elective courses such as organizational behavior, ethics, negotiations, and power & influence. Prior to joining Fuqua, she served on the faculties at the Stern School of Business at New York University and the Kellogg School of Management at Northwestern University where she won a teaching award for her negotiations course. Professor Wade-Benzoni received her PhD and MS from the Kellogg School of Management at Northwestern University, and her BS in electrical engineering from Cornell University. Prior to her academic career, she worked for Verizon in a variety of positions including systems engineering, market research, corporate education & training, and corporate sales.

**Yehua Wei, PhD, Associate Professor of Business Administration; BMath (University of Waterloo), PhD (Massachusetts Institute of Technology)**

Yehua Wei an associate professor at The Fuqua School of Business. Professor Wei’s primary research interests lies in the area of operations research. His specific research interests include the benefit and design of limited resource pooling, supply chain risk mitigation, and decision-making under uncertainty. He has conducted research in both theoretical and application domains. He teaches Spreadsheet Modeling and Decision Analysis, as well as Probability and Statistics in the Daytime MBA Program.

**Robert L. Winkler, PhD, James B. Duke Professor of Business Administration; BS (University of Illinois), PhD (University of Chicago)**

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