
bulletin of
Duke University
2009-2010

The Fuqua School of Business



University's Mission Statement

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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Fuqua School of Business

The information in this bulletin applies to the academic year 2009-2010 and is accurate and current, to the extent possible, as of October, 2009. 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 prohibits discrimination and harassment, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, or age. 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. The university also does not tolerate harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office of the Vice-President for Institutional Equity, (919) 684-8222. Further information, as well as the complete text of the harassment policy, may be found at: www.duke.edu/web/equity/.

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

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at (919) 684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

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

The Bulletin of Duke University publishes the following titles: *The Fuqua School of Business*, *Nicholas School of the Environment*, *Undergraduate Instruction*, *the Graduate School*, *The Medical Center*, *The Divinity School*, *Information for Prospective Students*, *Information for Graduate Studies*, *Summer Session*, *Graduate Program in Nursing*, *The School of Law*, and *The Duke Community Standard in Practice: A Guide for Undergraduates*. Bulletins are also available online at: <http://www.registrar.duke.edu/registrar/studentpages/student/bulletins.html>

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University Administration

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The Fuqua School of Business Academic Calendar*

The Duke MBA Daytime Academic Calendar 2009-2010**

July 2009	13-24	Language Institute - no classes on weekends
	20-24	Optional Math Review Course
	26-30	HSM Bootcamp (1/2 day on the 30th)
August 2009	1-3	New Student Orientation
	4-28	Global Institute - no classes on weekends
	27-28	Global Institute final exams, 9am-noon (GIE on August 27, LEO on August 28)
	Aug. 1-Sept. 4	First Year Pre-term Activities
September 2009	1	Second Year Student Reorientation
	1-4	ILE 2
	3	Career Day for First-year Students
	4-5	Pre-Term Accounting Review Course (optional)
	7	Labor Day - no classes
	8	Fall 1 classes begin (4 day week, classes meet on a Monday schedule)
	9	Classes meet on a Tuesday schedule
	October 2009	16
	19-21	Fall 1 exams
	22-28	FALL BREAK
	29	Fall 2 classes begin
November 2009	25-27	THANKSGIVING BREAK
December 2009	11	Fall 2 classes end
	14-16	Term 2 exams
	17	WINTER BREAK BEGINS
January 2010	11-15	Managerial Improvisation Course (optional)
	18	Martin Luther King day - no classes
	21	Spring 1 classes begin
March 2010	2	Spring 1 classes end
	4-6	Spring 1 exams
	7-21	SPRING BREAK
	22	Spring 2 classes begin
April 2010	30	Spring 2 classes end
May 2010	3-5	Spring 2 exams
	15-16	CLASS OF 2010 GRADUATION

* Dates of the Fuqua academic calendar are subject to change by the provost of Duke University.

** These academic calendars reflect the activities of The Duke MBA program (daytime) only. Academic calendars for the Foundations of Business, Weekend Executive, Global Executive, and Cross Continent programs are available online at: <http://www.fuqua.duke.edu/about/calendar/>. The academic calendar for the Goethe program is available at <http://www.fuqua.duke.edu/admin/executive/partnerships/goethe/academics/calendars/>.

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. The Board of Trustees of Duke University, in 1969, 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. Fuqua was an active participant in the life of the school until his death in 2006.

The mission of The Fuqua School of Business is to provide the highest quality education for business and academic leaders, and promote the advancement of the understanding and practice of management through research. Our approach is to prepare men and women to meet their career opportunities with a strong education which balances generalist and functional skills, as well as with an awareness of the need to balance individual leadership and a sense of team. We seek students who possess high academic standards and demonstrate the ability to think creatively. These are important qualities for business leadership and are reflected in the orientation of our entire program. As a school, we are committed to retaining our flexibility and our responsiveness to management needs as they arise in the business communities of the world.

Our heritage at Duke is a tradition of excellence in education. At Fuqua we have built on this heritage to develop programs that enable graduates to meet the challenges of leadership in business, government and educational organizations.

General Information

Duke University

In 1839 a group of citizens from Randolph and adjacent counties in North Carolina assembled in a log schoolhouse to organize support for a local academy founded a few months earlier by Brantley York. Prompted, they said, by “no small share of philanthropy and patriotism,” they espoused their belief that “ignorance and error are the banes not only of religious but also civil society which rear up an almost impregnable wall between man and happiness.”

Union Institute, which they then founded, was reorganized first in 1851 as Normal College to train teachers, and eight years later as Trinity College, a liberal arts college, which later moved to the growing city of Durham, North Carolina. With the establishment of the James B. Duke Indenture of Trust in 1924, Trinity College became Duke University.



Today, Duke is a two-campus institution with a student body of about 13,000, of whom about 6,700 are enrolled in the graduate and professional programs. Established in 1969, The Fuqua School of Business joined the Schools of Medicine, Nursing, Law, Engineering, Divinity and the Nicholas School of the Environment in preparing qualified individuals for professional leadership and developing excellence in education for the professions.

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 50-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. The 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 at Raleigh. The Research Triangle Park, a 5,400-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 and collegiate 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 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 a fledgling MBA program that graduated its first class of twelve students in 1972. Since that time, the school has grown to include five major academic programs, a tenure-track faculty of 101, and more than 1,400 masters degree candidates enrolled in daytime and executive MBA programs as well as a new Masters of Management Studies program. The school also offers a wide range of non-degree executive education programs and seminars.

J. B. Fuqua, Chairman, The Fuqua Companies, 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 Science 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 MBA students in a variety of 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 112,000-square-foot R. David Thomas Executive Conference Center. Named after the founder of Wendy's International, Inc., the center has 113 guest rooms, three classrooms, a 250-seat dining room and a 110-seat clubroom. The center was designed to be a comfortable and efficient facility to serve Fuqua's executive students. The Thomas Center 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 latest addition to The Fuqua School of Business facilities is the Doug and Josie Breeden Hall, opened in August 2008. Breeden Hall is the new front door of the School for students and visitors. The building includes a three-story atrium at the Science Drive entry, three 70-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 libraries of the university consist of the Perkins Library system and four professional school libraries: The Ford Library at the Fuqua School of Business, the Goodson Law Library, the Medical Center Library, and the Divinity Library. The Perkins Library system includes the main library of the university, the Perkins/Bostock Library, and four branches: Biological and Environmental Sciences Library, the Lilly Library, the Music Library, and the Marine Lab Library in Beaufort, NC. As of June 2008, Duke Libraries contained approximately 5,900,000 volumes and ranked among the twenty largest academic libraries in the United States. More than 61,000 serials are received regularly. The collection includes more than 11,000,000 items in manuscript and archival collections, 130,000 maps, and 4,300,000 microforms.

The Duke Libraries are creating unique digital collections along several themes: advertising & consumer culture; documentary photography and film; Duke University history; and transcultural experience. The Digital Collections Program has begun experimentation with film and video digitization, launching its first collection of approximately 130 digitized videos (Diamondstein-Spielvogel Video Archive) in both iTunes U and YouTube in fall 2008.

The William R. Perkins Library. The Perkins/Bostock Library houses most of the books and journals in the humanities and social sciences, large files of United States federal and state documents, public documents of many European and Latin American countries, publications of European academies and learned societies, and special collections from South Asian, Far Eastern, and Slavic countries. The manuscript collection of approximately 11 million items is particularly strong in all phases of life in the South Atlantic region, including the largest collection of Confederate imprints in the United States. It also includes significant papers in English and American literature.

Tours of the Perkins/Bostock Library are given frequently during orientation week and upon request throughout the year. Handbooks about library services and facilities are also available in each of the libraries.

The Ford Library. The Ford Library occupies a new 21,000 sq ft. facility in Breeden Hall that features 225 reader spaces, a database instruction center, and the J.B. Fuqua collection, an archive of materials about the school's primary benefactor. The Library houses the principal business collections for the university, comprising 50,000 print books and journals and a comprehensive collection of e-books and e-journals. The Library also offers an extensive collection of career materials for MBA students and provides easy access to career databases, such as the Vault Online Career Library and Wetfeet Insider Guides. The Library includes an extensive media collection including audio books on a wide range of topics, as well as 1600 popular films on DVD, available to Fuqua students and their families. In addition, the Library offers the latest technology in online business information and over fifty databases for business research.

The Ford Library's collection is tailored to the curriculum and research interests of faculty members and students. Important areas of the collection are accounting, entrepreneurship, finance, health sector management, global business management, managerial economics, marketing, organizational behavior, and operations management. Recent acquisitions are focused on key business issues in the curriculum, such as leadership, ethics, global business management, and the social responsibility of business.

Faculty and students worldwide have access to subscription databases from major business information producers such as Bloomberg, the Economist Intelligence Unit, Euromonitor, Factiva, Forrester, Frost & Sullivan, Hoovers, Lexis-Nexis, Marketline, Mintel, OneSource, ProQuest, Standard & Poors, and Thomson. These databases contain information on companies, industries, and other topics of interest to business students and faculty. Databases are

available throughout the Library, on student laptops, as well as in computer labs throughout the building and can be accessed at any time, worldwide.

Librarians assist students conducting online research during reference hours and offer library information technology instruction throughout the year. The library's online catalog locates books in all Duke Libraries, as well as in the libraries at neighboring universities. In addition, the library provides online access to other computer systems that locate books and journals in other libraries, and obtains these materials on loan for Fuqua faculty and students.

Information about The Ford Library may be obtained from library staff or the library's Web site at <http://library.fuqua.duke.edu/index.html>. In addition, brochures describing the library's collections and services are available at the circulation desk.

Technology at Fuqua

The Fuqua School of Business has long recognized the strategic and functional value of properly utilizing information technology tools. To this end we have developed a strong IT organization that is composed of six primary parts: the TSC, Infrastructure, Applications, Multimedia, CEBE, and our Web development group. These groups manage and support the various aspects of computing at Fuqua and coordinate their efforts to provide a world-class computing environment for students, faculty, staff, and guests.

The Technical Support Center, commonly referred to as the TSC, is responsible for supporting the client computing systems of faculty, staff, PhD candidates, and students in the Daytime MBA program as well as the Student Computing Space. The Student Computing Space consists of 178 computing systems including a computing lab, 6-person computer-equipped team rooms and express computing stations for quick Web and email access as well as network printers available for student use. The Student Computing Space is continually updated and upgraded to ensure the best possible computing experience for students while at Fuqua.

Fuqua is continually involved in exploring new client computing paradigms and devices. Students are often involved in device 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 teaching and learning.

Fuqua's intranet, FuquaWorld, provides faculty, staff, and students with a one-stop shop for accessing Duke and Fuqua-related resources including announcements, discussion boards, integrated scheduling, course schedules, career resources, photos, and team collaboration resources. Additionally, the Team Tools feature in FuquaWorld provides students with powerful collaboration tools for sharing online resources including network storage, discussion groups, task lists, and schedules.

Fuqua's integrated calendaring and scheduling environment enables students to easily manage their personal and group schedules via the Web. With just one click, 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 of team and group meetings by allowing students to view the availability of others and send out team meeting invitations. Notifications and reminders can also be sent via e-mail or to mobile phones and wireless PDAs.

Fuqua's main Web space provides visitors, media, and prospective students with current information about Fuqua programs, 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.

The Multimedia Department at Fuqua is responsible for managing our teaching and meeting environment. Teaching and meeting spaces are appropriately outfitted with state-of-the-art presentation and communication equipment. We also manage capture and production technology at the school.

The world of IT is constantly evolving. Fuqua IT is constantly adapting to meet the needs of our users and welcomes input and feedback from all constituents.

Programs of Study

The Duke MBA—Daytime

The Duke MBA—Daytime program prepares individuals for leadership in challenging management careers. The program emphasizes the understanding and application of analytical tools and concepts drawn from a broad array of management fields of inquiry. Students are asked to provide structure 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 uses 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 school has made a deep commitment to the use of technology in business education. Students will be expected to master sophisticated and cutting edge computer technology including spreadsheets and statistical packages. A number of courses emphasize leadership and managerial skills. Therefore, the school is committed to improving the communication skills of its students.

The Duke University 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 baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.



CURRICULUM

The MBA degree requires four semesters, divided into a total of eight terms, of full-time academic work totaling at least seventy-nine units of graduate course credit. 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 course work 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 course work assumes a firm grasp of mathematical concepts. Applicants are strongly encouraged to come prepared with the necessary background. A working knowledge of calculus is essential; evidence of this preparation is required for admission. Fuqua also offers a variety of preparatory software programs as well as pre-term workshops to ensure each student has the requisite knowledge mastered.

Integrative Leadership Experiences. The Integrative Leadership Experiences (ILEs) 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. The ILEs are organized to reflect the stages of a student's development as he or she progresses through the program. The first ILE focuses on the three pillars of Fuqua's culture: team, leadership, and ethics. The second ILE involves an experience-based series of activities that build upon the leadership themes that are developed during the first year at Fuqua. The Integrative Leadership 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](#)). 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 a day off from classes.

THE FIRST YEAR

The Global Institute. The Fall semester of the Duke MBA program begins with a four-week-long Global Institute held in August. The Institute features two core courses: “Leadership, Ethics, and Organization” and “Global Institutions and Environment.” The Global Institute begins the process of becoming a collaborative leader with a deep understanding of the multifaceted global business environment.

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.

A typical first year schedule:

FIRST SEMESTER

Summer

Global Institute
(four-week term)

- Leadership, Ethics, and Organizations
- Global Institutions and Environment

Fall 1

- Probability and Statistics
- Managerial Economics
- Financial Accounting
- Management Communication I
- Flexible Scheduling: core courses in finance for those with exemptions
- Business Computer Applications (Students have the option of completing this course prior to arrival on campus.)

Fall 2

- Global Financial Management
- Marketing Management
- Foundations of Strategy
- Management Communication II
- Flexible Scheduling: Potential Elective if core is exempted or taken in Fall 1

SECOND SEMESTER

Spring 1

- Operations Management
- Elective
- Elective

Spring 2

- Elective
- Elective
- Elective

THE SECOND YEAR

In the second year, Duke MBA students typically take three elective courses per term; a fourth elective can be added as an overload. Students must take a minimum of nine electives during the second year. Students are able to tailor their course of study to meet their specific educational and career goals. Concentrations are offered in various disciplines, though the school does not require formal concentrations. Students are able to pursue up to two concentrations of interest. 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.

Also attractive to students is the opportunity to take up to four approved courses in other schools or departments at Duke University, such as the School of Law, the Nicholas School of the Environment, the Sanford Institute of Public Policy, and the Department of Economics of the Graduate School. With approval, two of the four outside courses may

be at the undergraduate level, for example, an undergraduate foreign language course. This option is not available to joint-degree students who already take a substantial number of non-Fuqua classes.

The Duke MBA—Daytime with a Health Sector Management Certificate

The Health Sector Management Certificate:

- immerses students in leading-edge health care education integrated with The Fuqua School of Business’s Daytime MBA core curriculum.
- delivers industry specific business curricula from various perspectives in the health sector.
- provides in-depth fundamental knowledge of the structure and underpinnings of the industry, while providing exploration of specific health care topics to meet individual interest areas.
- prepares students to enter into various sectors of the health care industry as principled leaders, including: pharmaceutical and medical device companies, consulting, banking, venture capital, entrepreneurship, biotechnology, payors, research and development, and health care systems.

THE HEALTH SECTOR MANAGEMENT CERTIFICATE REQUIREMENTS

Students must complete all MBA course requirements at Fuqua as well as the three required courses and three additional electives from the list below. Satisfactory completion of the HSM courses, specified below, is required to receive a certificate in Health Sector Management.

The required courses are:	Credits
Health Care in the 21st Century	3
Seminars in Health Care	2
Economics and Strategy of Health Sector Management ^a	3
 Select any three from the following list:	
Biotechnology: Management of Drug Discovery	3
Economics and Management of the Pharmaceutical Industry	3
Invention to Application	4
Health Care Law and Policy	3
Health Care Marketing	3
Health Care Operations	3
Management of Health Systems and Policy	3
Medical Device Commercialization	3
Provider Strategy ¹	3
Independent Study (health care focused)	2-3
Duke New Ventures Clinic ^b	6
Entrepreneurship Planning Practicum ²	6
Global Consulting Practicum ²	6
Marketing Practicum ²	6
Strategic Planning Practicum ²	6
Mentored Study ²	3
Mentored Study in Entrepreneurship ²	6
Small Business Consulting ²	3
Global Health (Sanford)	3
Topics in Health Policy (Sanford)	3

a. This course is eligible for CME credit for physicians.

b. This course counts as an HSM elective only if the project done in the course is health care related; even though it may span two terms, it counts as one HSM elective.

* The successful completion of 17 HSM credits is required to obtain transcript notation indicating Health Sector Management. Joint degree students must have 14 HSM credits to obtain transcript notation indicating Health Sector Management.

Required Core Courses

Health Care in the 21st Century. This course introduces HSM students to the interlocking segments of the industry (e.g., doctors, hospitals, HMOs/PPOs, insurers, consultants, pharmaceuticals, and medical devices), their current status, and how they are changing. It analyzes the 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 next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient/interface, the changing demographics of health, the growth of technology, the emerging regulatory patterns, and comparative strategies of public health across nations.

Seminars in Health Care. The business of health care has become increasingly complex. To address emerging issues and guide this sector in the future, leaders will need strong general management skills coupled with an in-depth understanding of the health sector's complex business relationships. The Health Sector Management program's curricular framework encourages students to use the general management skills they are acquiring in core MBA courses directly in the health sector. This seminar series gives students the opportunity to learn how health sector professionals have applied the skill sets taught in the core courses in actual health sector case studies. Faculty and outside speakers present and discuss cases representing unique applications and current topics of interest.

Economics and Strategy of Health Sector Management. Students apply the tools of economics and strategy to address challenges faced by managers and policy makers in the health sector. Most classes begin with analysis of recent news, followed by a case discussion, and concluding with additional insight on the application of economics and strategy. The course examines strategies for product manufacturers, insurers, health care providers, and hospitals. We assume that students enrolling in the class have a basic understanding of microeconomics and the health sector.

Electives

Elective opportunities allow each student to pursue a particular area in-depth and round out their individual experiences in light of their career goals. For students in the Health Sector Management concentration, six of these courses are required to complete the program, each counting as electives for the MBA: the two core courses, the required seminar series, and three HSM electives. Students are then left with the opportunity to enroll in additional electives in health or non-health courses. Joint Degree students in the Health Sector Management concentration are required to take two HSM electives.

Concurrent Degree Programs

In the spirit of interdisciplinary cooperation, The Fuqua School of Business offers several joint degree programs in conjunction with other graduate and professional programs at Duke University. Concurrent 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 Graduate School, the School of Engineering, the School of Law, the Sanford School of Public Policy, the Nicholas School of the Environment, the Medical School, and the School of Nursing.

For all joint degree programs, students must apply for admission and be accepted by both schools separately.

Students who are in any of the joint degree programs offered by The Fuqua School of Business must complete a minimum of sixty-five graduate 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 joint degree students already take a substantial number of non-business 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 with a full year each at Fuqua and the School of Law and two years of combined study that meets the requirements for both the MBA and JD degrees. Additional information about the School of Law may be obtained from the admissions office, Duke University School of Law, Box 90393, Duke University, Durham, NC 27708-0393, tel.: (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. Additional information on the environmental programs may be obtained from the director of admissions, Nicholas School of the Environment and Earth Sciences, Box 90330, Duke University, Durham, NC 27708-0330, tel.: (919) 613-8070.

The MBA–MPP. The concurrent MBA degree and Master of Public Policy degree requires three years of study. 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, tel: (919) 613-9205.

The MBA–MD. The program will require five years to complete and begins with two years at the School of Medicine. 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, tel.: (919) 684-2985.

The MBA–MS in Nursing. The program can be completed in two and one-half to three years. In most cases, the student will begin the program at the School of Nursing. Additional information about the Duke University School of Nursing program may be obtained from the Office of Admissions, School of Nursing, Box 3322 Duke University Medical Center, Durham, NC 27708, tel.: (919) 684-4248.

The Duke MBA—Weekend Executive

The Duke MBA–Weekend Executive program is specifically designed to meet the needs of rising executives who remain on the job while completing this rigorous academic program. The Weekend Executive program offers mid- to high-level managers a general management education, and includes the tools, concepts, and strategies required for senior leadership. Fuqua's Weekend program is widely recognized as one of the leading academic programs to prepare working professionals for a rapidly changing, globally competitive business environment. The degree earned by Weekend Executive students is the same prestigious Duke MBA offered through Fuqua's other four degree-granting programs: The Duke MBA–Daytime, The Duke MBA–Global Executive, The Duke MBA–Cross Continent, and The Duke Goethe MBA.

The Weekend Executive program began at Duke in 1984 and has continued to grow in reputation and applicant quality. Combining superb academics and up-to-the minute research with the experience and knowledge of established managers from diverse industries, the program has provided managers from across the U.S., Canada, Mexico, and Puerto Rico an unsurpassed grounding in the fundamentals of business management.

The Weekend Executive curriculum emphasizes the fundamentals of business and management theory: accounting, decision sciences, economics, finance, management, marketing, operations management, and strategy. This is accomplished in a rigorous academic setting with student colleagues of similar high-caliber intellectual capabilities and experience. Faculty use a variety of teaching methods in the Weekend Executive classroom, including lectures, case studies, class discussions, simulations, and group projects.

Students travel back and forth between a living business laboratory and the Fuqua campus twice each month. This unique interchange enables students to bring experiences from the workplace to the classroom for analysis and to apply acquired knowledge immediately upon returning to work. No other degree program has such a direct and immediate impact for participants and their companies.

The Weekend Executive program meets Friday-Saturday every other weekend. Applicants should be in a managerial position, have a preferred minimum of seven years of professional experience, and have corporate support. The program requires twenty months of study, and includes six terms of course work. The Weekend Executive program requires fifty-one credits, which includes 13 core courses and 4 elective courses. Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; e-mail: admissions-info@fuqua.duke.edu; Web site: www.fuqua.duke.edu; telephone.: (919) 660-7700, Fax: (919) 684-2818; (courses are listed in the chapter [“Courses of Instruction” on page 74](#)).

Weekend Executive with a Health Sector Management Certificate

The Health Sector Management (HSM) concentration is available to students in all of Fuqua's MBA formats (daytime and the executive MBA formats) and is open to professionals from all areas of 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 program provides the complete Duke MBA-Weekend Executive degree, plus in-depth training specific to the business of health care.

Health Sector Management students complete the core MBA courses with the general Weekend Executive cohort. HSM students are separated from the larger Weekend Executive class only during HSM coursework. Courses are taught by faculty members from The Fuqua School of Business, Duke University School of Medicine and the Duke Law School.

As a Weekend Executive student, there are two ways to participate in the Health Sector Management program – you may complete a concentration or a certificate. Details about requirements for the concentration versus the certificate are below. To earn the HSM concentration designation, students must complete all MBA course requirements plus two required courses (Fundamentals of Health Sector Management Seminar Course and Economics and Strategy of Health

Sector Management), one additional health care-specific elective and an HSM project. To earn the official certificate there are additional requirements that you must fulfill.

Requirements for the Concentration:

Core Courses:

Fundamentals of Health Sector Management Seminar Course. This multi-term course covers the basics of health sector management and introduces management challenges in the global health sector, including creating, delivering, and consuming healthcare goods and services. Sessions will cover trends in strategy and policy in developed and emerging markets. Classes include a series of virtual lectures and speaker presentations with facilitated discussions.

Economics and Strategy of Health Sector Management.* Students apply the tools of economics and strategy to address challenges faced by managers and policy makers in the health sector. Most classes begin with analysis of recent news, follow with a case discussion, and conclude with additional insight into the application of economics and strategy. The course examines strategies for product manufacturers, insurers, health care providers, and hospitals. We assume that students enrolling in the class have a basic understanding of microeconomics and the health sector.

Elective Courses (At least one required):

Health Care in the 21st Century. This one-week in-residency course, offered in July or August, provides an overview of the interlocking segments of the health care industry, including physicians, hospitals, HMOs/PPOs, insurers, consultants, pharmaceutical companies, and medical device companies. The course analyzes the health care industry from a historical perspective to understand how it has evolved to its current state and to predict how it is likely to change during the next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient interface, the changing demographics of health, the growth of technology, the emerging regulatory patterns, and comparative strategies of public health across nations. This course is a unique experience offered once a year for students. This class is collectively taught to all HSM cohorts- Cross Continent, Weekend Executive, and Global Executive Daytime MBA students.

Medical Device Commercialization. This course examines the management process of lifescience innovations with a specific focus on medical device. The course covers the basic components of business development including: 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. The course will analyze and challenge business models from the perspectives of entrepreneurship, corporate management, investor finance, consultancy and innovation development with an emphasis on personal return to investors and the broader society, overall.

Economics & Management of the Pharmaceutical Industry. This course examines management and policy issues concerning innovation, product commercialization, competition, and regulation in the pharmaceutical industry. We concentrate on factors that distinguish pharmaceuticals from other industries such as its strong research intensity, close ties to the health care system, and the critical role of government regulations and policy. The overall perspective is international, with an emphasis on current market and policy developments in the United States. The course begins with an analysis of the pharmaceutical R&D process - its costs and returns, how companies select their portfolio of projects, and how they manage the regulatory process at the FDA. Next we examine key aspects of the pharmaceutical commercialization process, including pricing, reimbursement, promotion, differences among market segments, and competition between generics and proprietary products. We conclude by considering the management of inter-firm relationships such as pharmaceutical alliances and acquisitions. The course considers strategic responses to recent developments, including the growth of managed care, global competitiveness, proposed regulatory reform policies, and increasing government cost containment policies in this country and abroad. The course should benefit students with career interests in the pharmaceutical industry or in health sector consulting companies, and also those interested in analyzing strategic responses to market change and government policy initiatives.

Health Care Marketing. Consumers are shaping the health care system of tomorrow, yet evaluating and predicting the role of the consumer in this new era remains challenging. This course will assess consumer preferences for health and health care, and then address how a consumer focus will re-shape the health care industry. Topics relevant to marketing across many segments of the health care industry are examined in this course, including patient decision making, patient preference measurement, and mass marketed versus targeted segmentation and communication. Branding of health care services and competition and coordination in industries will also be covered.

* This course is eligible for CME credit for physicians.

Health Care Operations. This course provides an operational perspective on health care, with topics including quality management, materials management, inventory management, automated inventory systems, and health care logistics and distribution. Students will also learn about design and management of clinical processes, disease- and asset-focused health care delivery processes, and operational issues in public health.

Biotechnology: Mgmt of Drug Discovery. Biotechnology has raised profound business and ethical questions since the inception of the field. The focus of this course will be to provide an overview of the biotech industry from varying perspectives: scientific, clinical, legal, financial, and ethical.

Provider Strategy.* This course will prepare and develop health care executives and industry consultants with the vision to re-imagine the future of health care, the skills to plot and navigate paths to that future, and the passion to convince stakeholders of the journey. One focus will include practical tools, toolkits, heuristics and frameworks. Another major component will be an overview of "disruptive strategy innovations": role, provider, value, geography, organization, and process. We'll draw heavily on cases from business schools around the world and here at Duke. We'll integrate discussion and study of strategic innovations in resource-rich but highly regulated environments (75%) with study of exciting strategic innovations in resource-poor but highly unregulated environments (25%). This course is eligible for CME credit for physicians.

Health Care Law and Policy. This course is built upon a very basic premise: health lawyers and policymakers cannot succeed without understanding how healthcare markets and business actors behave, and entrepreneurs cannot succeed in the health care sector without understanding the legal and regulatory framework that surrounds the industry. This course is designed for both law students and MBA students (though all graduate students are welcome to participate) and aims to bridge the market and legal issues that combine to shape the industry. No preliminary knowledge in either law or business/economics is required or assumed, though the course will rely on students' comparative expertise in each.

HSM Project

This individual study course will be completed in Term 7 following the elective term. It will cover an issue of interest applicable to your current position or one that you wish to explore as a potential career opportunity. HSM faculty will provide guidance in framing and completing the project. Resources will include archived course materials.

Requirements for the Certificate:

Students who wish to complete the HSM certificate must fulfill all requirements for the concentration (listed above) and complete two additional electives from an offering of onsite courses in Durham, and archived online courses. Two years will be allowed to complete the two additional HSM electives at no additional tuition charge.

The Duke MBA—Global Executive

The Duke MBA–Global Executive is an innovative MBA program for executives of global corporations. In this eighteen-month MBA degree program, students learn the core functional areas of business and how to integrate these concepts effectively in a global organization. The program's unique format combines classroom sessions on four continents with distance education via advanced Internet-based technologies. The high-ranking executives in the program come from all over the world and average fourteen years of successful work experience. With a flexible format that combines multiple international program sites with advanced interactive technologies, you can work and live anywhere in the world while participating in the program.

In the Global Executive program, students are able to:

- enhance careers and create opportunities with the Global Executive's top ranking and international reputation;
- experience the maximum learning with minimum disruption to careers and personal lives through the Global Executive program's unique combination of place and space;
- combine intensive classroom learning and real-world lessons in international settings to gain a better overall understanding of global business practices;
- broaden knowledge, experience, and skill sets with a rigorous general management curriculum that has a global focus and is taught by a top-rated faculty;
- acquire firsthand experience using innovative technology to coordinate projects across barriers of time and space in a multinational team environment;

* This course is eligible for CME credit for physicians.

- establish a strong international network of important contacts with Fuqua's class of high achieving global business leaders.

The curriculum focuses on global management and consists of a set of specially-designed courses to capitalize on the program's unique format. These courses are woven into an integrated structure consisting of five terms. Each term consists of a reading period, a two week residential period at one of several sites around the world, and a post-residential period of Internet-enabled distance education.

Residential classes convene at sites in Europe, Asia, the Middle East, and North America, five times for a total of ten weeks during the course of 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 interactive software applications. These communication tools allow faculty and students to hold extended dialogues without the normal constraints of classroom and office hours.

Students completing the Global Executive program learn to manage effectively in countries in different economic regions of the world. The knowledge and skills students gain in this program provide a clear competitive advantage for their companies and themselves in the global economy.

The program's unique format makes it an ideal choice for companies that are reluctant to lose valued managers. 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.

Applicants to the Global Executive program must have a minimum of ten years professional experience, and currently should have international managerial responsibilities within their companies. The program requires eighteen months of study and includes five terms of course work.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120, e-mail: admissions-info@fuqua.duke.edu; Web site: www.fuqua.duke.edu; telephone: (919) 660-7700, fax (919) 684-2818; (courses are listed in the chapter "[Courses of Instruction](#)" on page 74).

Global Executive with a Health Sector Management Certificate

The Health Sector Management (HSM) Certificate is available to students in all the executive MBA formats and is open to professionals from all areas of 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 certificate is offered to Global Executive students as a supplement to their core MBA curriculum.

This program requires completion of courses outside of the standard Global Executive curriculum and schedule, and completing some coursework after graduation from the Global Executive MBA curriculum. Global Executive HSM students attend HSM courses either in person or via distance learning with students from the Cross Continent, Weekend Executive, and HSM Alumni Certificate Programs. Students have flexibility in customizing and scheduling their HSM courses, based on preferred course delivery mode and timing preferences. HSM Global Executive students must begin at least one HSM course while enrolled in the Global program to avoid additional tuition charges for the HSM certificate.

To earn the HSM Certificate, students must complete all MBA course requirements plus two required courses (Fundamentals of Health Sector Management Seminar Course and Economics and Strategy of Health Sector Management), and two health care-specific electives.

Requirements for the Certificate:

Core Courses:

Fundamentals of Health Sector Management Seminar Course This multi-term course covers the basics of health sector management and introduces management challenges in the global health sector, including creating, delivering, and consuming healthcare goods and services. Sessions will cover trends in strategy and policy in developed and emerging markets. Classes include a series of virtual lectures and speaker presentations with facilitated discussions.

Economics and Strategy of Health Sector Management.* Students apply the tools of economics and strategy to address challenges faced by managers and policy makers in the health sector. Most classes begin with analysis of recent news, follow with a case discussion, and conclude with additional insight into the application of economics and strategy. The course examines strategies for product manufacturers, insurers, health care providers, and hospitals. We assume that students enrolling in the class have a basic understanding of microeconomics and the health sector.

* This course is eligible for CME credit for physicians.

Elective Courses (At least one required):

Health Care in the 21st Century. This one-week in-residency course, offered in July or August, provides an overview of the interlocking segments of the health care industry, including physicians, hospitals, HMOs/PPOs, insurers, consultants, pharmaceutical companies, and medical device companies. The course analyzes the health care industry from a historical perspective to understand how it has evolved to its current state and to predict how it is likely to change during the next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient interface, the changing demographics of health, the growth of technology, the emerging regulatory patterns, and comparative strategies of public health across nations. This course is a unique experience offered once a year for students. This class is collectively taught to all HSM cohorts- Cross Continent, Weekend Executive, and Global Executive Daytime MBA students.

Medical Device Commercialization. This course examines the management process of lifescience innovations with a specific focus on medical device. The course covers the basic components of business development including: 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. The course will analyze and challenge business models from the perspectives of entrepreneurship, corporate management, investor finance, consultancy and innovation development with an emphasis on personal return to investors and the broader society, overall.

Economics & Management of the Pharmaceutical Industry. This course examines management and policy issues concerning innovation, product commercialization, competition, and regulation in the pharmaceutical industry. We concentrate on factors that distinguish pharmaceuticals from other industries such as its strong research intensity, close ties to the health care system, and the critical role of government regulations and policy. The overall perspective is international, with an emphasis on current market and policy developments in the United States. The course begins with an analysis of the pharmaceutical R&D process - its costs and returns, how companies select their portfolio of projects, and how they manage the regulatory process at the FDA. Next we examine key aspects of the pharmaceutical commercialization process, including pricing, reimbursement, promotion, differences among market segments, and competition between generics and proprietary products. We conclude by considering the management of inter-firm relationships such as pharmaceutical alliances and acquisitions. The course considers strategic responses to recent developments, including the growth of managed care, global competitiveness, proposed regulatory reform policies, and increasing government cost containment policies in this country and abroad. The course should benefit students with career interests in the pharmaceutical industry or in health sector consulting companies, and also those interested in analyzing strategic responses to market change and government policy initiatives.

Health Care Marketing. Consumers are shaping the health care system of tomorrow, yet evaluating and predicting the role of the consumer in this new era remains challenging. This course will assess consumer preferences for health and health care, and then address how a consumer focus will re-shape the health care industry. Topics relevant to marketing across many segments of the health care industry are examined in this course, including patient decision making, patient preference measurement, and mass marketed versus targeted segmentation and communication. Branding of health care services and competition and coordination in industries will also be covered.

Health Care Operations. This course provides an operational perspective on health care, with topics including quality management, materials management, inventory management, automated inventory systems, and health care logistics and distribution. Students will also learn about design and management of clinical processes, disease- and asset-focused health care delivery processes, and operational issues in public health.

Biotechnology: Mgmt of Drug Discovery. Biotechnology has raised profound business and ethical questions since the inception of the field. The focus of this course will be to provide an overview of the biotech industry from varying perspectives: scientific, clinical, legal, financial, and ethical.

Provider Strategy.* This course will prepare and develop health care executives and industry consultants with the vision to re-imagine the future of health care, the skills to plot and navigate paths to that future, and the passion to convince stakeholders of the journey. One focus will include practical tools, toolkits, heuristics and frameworks. Another major component will be an overview of "disruptive strategy innovations": role, provider, value, geography, organization, and process. We'll draw heavily on cases from business schools around the world and here at Duke. We'll integrate discussion and study of strategic innovations in resource-rich but highly regulated environments (75%) with study of exciting strategic innovations in resource-poor but highly unregulated environments (25%).

* This course is eligible for CME credit for physicians.

Health Care Law and Policy. This course is built upon a very basic premise: health lawyers and policymakers cannot succeed without understanding how healthcare markets and business actors behave, and entrepreneurs cannot succeed in the health care sector without understanding the legal and regulatory framework that surrounds the industry. This course is designed for both law students and MBA students (though all graduate students are welcome to participate) and aims to bridge the market and legal issues that combine to shape the industry. No preliminary knowledge in either law or business/economics is required or assumed, though the course will rely on students' comparative expertise in each.

The Duke MBA—Cross Continent

The Duke MBA–Cross Continent program allows high-potential managers with three to nine years of professional work experience to earn an internationally-focused MBA degree in 16 months. Utilizing a format that minimizes the disruption of careers and family life, the program is designed to be completed while students continue their full-time employment anywhere in the world.

Students must attend a total of eight weeks of residential instruction over the six term program. In non-residential weeks, students spend approximately twenty hours per week continuing their studies using Internet-enabled learning. Students participate in on-line chat sessions led by their faculty and meet virtually with their team to complete academic assignments from any location in the world.

During the 16-month program, Cross Continent students are together for six residencies. The six terms take place in London, Dubai, New Delhi, Shanghai, St. Petersburg, and on Duke University's campus in Durham, North Carolina. Since students continue to work full-time while participating in the program, the knowledge they develop is reinforced immediately as they apply it in the workplace. Students' face-to-face interaction on four continents combined with their participation in international virtual teams reinforces their ability to think in a global context. The Cross Continent program's curriculum covers management, marketing, operations, economics, finance, accounting, strategy, and decision sciences. Students take ten core courses, two multi-term courses over five terms, and four elective courses to earn their degree. The Duke MBA—Cross Continent enables students' employers to fit professional development into their most valued employees' careers in a mutually beneficial manner. Students earn a world-class MBA degree that fits their current lifestyle and the organization develops high-potential employees. Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University: e-mail: admissions-info@fuqua.duke.edu, Web site: www.fuqua.duke.edu, telephone: (919) 660-7700, fax: (919) 684-2818.

Cross Continent with a Health Sector Management Concentration or Certificate

The Health Sector Management (HSM) concentration is available to students in all of Fuqua's MBA formats (daytime and the executive MBA formats) and is open to professionals from all areas of health care including the pharmaceutical, biotechnology, insurance industries, physicians, and other health care providers and professionals with management responsibilities. The program is also suited for executives and experienced professionals from supporting sectors, such as consulting, finance and technology. The program provides the complete Duke MBA-Cross Continent degree, plus in-depth training specific to the business of health care.

Health Sector Management students complete the core MBA courses with the general Cross Continent cohort. HSM students are separated from the larger Cross Continent class only during HSM coursework. Courses are taught by faculty members from The Fuqua School of Business, Duke University School of Medicine and the Duke Law School.

As a Cross Continent student, there are two ways to participate in the Health Sector Management program – you may complete a concentration or a certificate. Details about requirements for the concentration versus the certificate are below. To earn the HSM concentration designation, students must complete all MBA course requirements plus two required courses (Fundamentals of Health Sector Management Seminar Course and Economics and Strategy of Health Sector Management), one additional health care-specific elective and an HSM project. To earn the official certificate there are additional requirements that you must fulfill, which are described below.

Requirements for the Concentration:

Core Courses:

Fundamentals of Health Sector Management Seminar Course. This multi-term course covers the basics of health sector management and introduces management challenges in the global health sector, including creating,

delivering, and consuming healthcare goods and services. Sessions will cover trends in strategy and policy in developed and emerging markets. Classes include a series of virtual lectures and speaker presentations with facilitated discussions.

Economics and Strategy of Health Sector Management.* Students apply the tools of economics and strategy to address challenges faced by managers and policy makers in the health sector. Most classes begin with analysis of recent news, follow with a case discussion, and conclude with additional insight into the application of economics and strategy. The course examines strategies for product manufacturers, insurers, health care providers, and hospitals. We assume that students enrolling in the class have a basic understanding of microeconomics and the health sector.

Elective Courses (At least one required):

Health Care in the 21st Century. This one-week in-residency course, offered in July or August, provides an overview of the interlocking segments of the health care industry, including physicians, hospitals, HMOs/PPOs, insurers, consultants, pharmaceutical companies, and medical device companies. The course analyzes the health care industry from a historical perspective to understand how it has evolved to its current state and to predict how it is likely to change during the next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient interface, the changing demographics of health, the growth of technology, the emerging regulatory patterns, and comparative strategies of public health across nations. This course is a unique experience offered once a year for students. This class is collectively taught to all HSM cohorts- Cross Continent, Weekend Executive, and Global Executive Daytime MBA students.

Medical Device Commercialization. This course examines the management process of lifescience innovations with a specific focus on medical device. The course covers the basic components of business development including: 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. The course will analyze and challenge business models from the perspectives of entrepreneurship, corporate management, investor finance, consultancy and innovation development with an emphasis on personal return to investors and the broader society, overall.

Economics & Management of the Pharmaceutical Industry. This course examines management and policy issues concerning innovation, product commercialization, competition, and regulation in the pharmaceutical industry. We concentrate on factors that distinguish pharmaceuticals from other industries such as its strong research intensity, close ties to the health care system, and the critical role of government regulations and policy. The overall perspective is international, with an emphasis on current market and policy developments in the United States. The course begins with an analysis of the pharmaceutical R&D process - its costs and returns, how companies select their portfolio of projects, and how they manage the regulatory process at the FDA. Next we examine key aspects of the pharmaceutical commercialization process, including pricing, reimbursement, promotion, differences among market segments, and competition between generics and proprietary products. We conclude by considering the management of inter-firm relationships such as pharmaceutical alliances and acquisitions. The course considers strategic responses to recent developments, including the growth of managed care, global competitiveness, proposed regulatory reform policies, and increasing government cost containment policies in this country and abroad. The course should benefit students with career interests in the pharmaceutical industry or in health sector consulting companies, and also those interested in analyzing strategic responses to market change and government policy initiatives.

Health Care Marketing. Consumers are shaping the health care system of tomorrow, yet evaluating and predicting the role of the consumer in this new era remains challenging. This course will assess consumer preferences for health and health care, and then address how a consumer focus will re-shape the health care industry. Topics relevant to marketing across many segments of the health care industry are examined in this course, including patient decision making, patient preference measurement, and mass marketed versus targeted segmentation and communication. Branding of health care services and competition and coordination in industries will also be covered.

Health Care Operations. This course provides an operational perspective on health care, with topics including quality management, materials management, inventory management, automated inventory systems, and health care logistics and distribution. Students will also learn about design and management of clinical processes, disease- and asset-focused health care delivery processes, and operational issues in public health.

Biotechnology: Mgmt of Drug Discovery. Biotechnology has raised profound business and ethical questions since the inception of the field. The focus of this course will be to provide an overview of the biotech industry from varying perspectives: scientific, clinical, legal, financial, and ethical.

* These courses are eligible for CME credit for physicians.

Provider Strategy.* This course will prepare and develop health care executives and industry consultants with the vision to re-imagine the future of health care, the skills to plot and navigate paths to that future, and the passion to convince stakeholders of the journey. One focus will include practical tools, toolkits, heuristics and frameworks. Another major component will be an overview of "disruptive strategy innovations": role, provider, value, geography, organization, and process. We'll draw heavily on cases from business schools around the world and here at Duke. We'll integrate discussion and study of strategic innovations in resource-rich but highly regulated environments (75%) with study of exciting strategic innovations in resource-poor but highly unregulated environments (25%).

Health Care Law and Policy. This course is built upon a very basic premise: health lawyers and policymakers cannot succeed without understanding how health care markets and business actors behave, and entrepreneurs cannot succeed in the health care sector without understanding the legal and regulatory framework that surrounds the industry. This course is designed for both law students and MBA students (though all graduate students are welcome to participate) and aims to bridge the market and legal issues that combine to shape the industry. No preliminary knowledge in either law or business/economics is required or assumed, though the course will rely on students' comparative expertise in each.

HSM Project

This individual study course will be completed in Term 7 following the elective term. It will cover an issue of interest applicable to your current position or one that you wish to explore as a potential career opportunity. HSM faculty will provide guidance in framing and completing the project. Resources will include archived course materials.

Requirements for the Certificate:

Students who wish to complete the HSM certificate must fulfill all requirements for the concentration (listed above) and complete two additional electives from an offering of onsite courses in Durham, and archived online courses. Two years will be allowed to complete the two additional HSM electives at no additional tuition charge.

The Duke Goethe Executive MBA

The Duke Goethe Executive MBA is a dual degree program with a partnership between The Fuqua School of Business at Duke University and the Goethe Business School at the University of Frankfurt in Germany. The program combines Duke's "place and space" model with weekend sessions occurring throughout the eight terms of the program.

Students in the program are high-potential managers with three to nine years of professional work experience who earn two general management MBA degrees in less than two years. Utilizing a format that minimizes the disruption of careers and family life, the program is designed to be completed while students continue their full-time employment. Primarily, students reside within Europe although applications are accepted from anywhere in the world.

Students must attend a total of five weeks of residential instruction as well as eleven weekend sessions over the eight term program. In non-instructional time, students spend approximately twenty hours per week continuing their studies using Internet-enabled learning. Students participate in weekly on-line chats as well as in team meetings and in individual study.

Class meetings are primarily held on the University of Frankfurt Westend Campus, though two terms (3 and 7) take place at The Fuqua School of Business at Duke University. For each of the Duke-based residencies, students participate in immersion programs in Washington, D.C. and New York City. These programs occur prior to the start of the residency weeks and offer students exposure to current events involving international government and finance. During the term 7 residency, Duke Goethe students take elective classes with students in the Cross Continent MBA program. The mixing of these programs allows for broader elective offerings and a richer learning environment created from cross program teams.

The Duke Goethe program's curriculum covers management, marketing, operations, economics, finance, accounting, strategy, and decision sciences. Students take eleven core courses, six elective courses, and one integrative capstone course to earn their degrees.

Students interested in the program should contact the Goethe Business School, e-mail: info@pbs.uni-frankfurt.de, Web site: <http://www.fuqua.duke.edu/admin/executive/partnerships/goethe/>, phone: +4969905503700.

Master of Management Studies: Foundations of Business

The Master of Management Studies: Foundations of Business is a pre-experience master's degree intended to help students obtain core technical business skills and subject matter knowledge, incremental to either a strong liberal arts degree or an undergraduate degree in the sciences or engineering. Students with a master's degree or PhD in a non-business field who do not have work experience are also strong candidates for the MMS: Foundations of Business.

The curriculum for the MMS: Foundations of Business involves 12 required courses offered over four 6-week terms (3 courses per term). Each course meets twice a week for 2.25 hours. Classes meet Monday and Wednesday or Tuesday and Thursday. Fridays are reserved for large group work, such as discipline-specific business simulations, Career Management Center activities, teambuilding, and professional development seminars.

There are no elective courses and 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.

The twelve courses included in the curriculum consist of the following:

Accounting

245F. Introduction to Financial Accounting

246F. Principles of Cost and Managerial Accounting

247F. Fundamentals of Financial Analysis

Decision Sciences

210F. Spreadsheet Modeling and Decision Analysis

Economics

200F. Fundamentals of Business Economics

Finance

250F. Foundations of Capital Markets

251F. Foundations of Corporate Finance

Management

220F. Foundations of Management and Organizations

Marketing

260F. Introductions to Marketing Analysis

261F. Fundamentals of Market Intelligence

Operations

270F. Introduction to Operations and Supply Chain Management

Strategy

230F. Principles of Strategy

The curriculum presumes a basic knowledge of calculus, statistics, and computer skills. All admitted students are required to show sufficient prior coursework and demonstrate a competency in these three areas prior to the start of the program.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; e-mail: admissions-info@fuqua.duke.edu; Web site: www.fuqua.duke.edu; telephone: (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 course work, 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, 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 course work, participation in seminars, and independent study. Each student completes a comprehensive exam or alternative requirements (e.g., a major area paper) at the end of the second year or the beginning of the third year of residence. The final requirement is the presentation of a dissertation. The PhD program usually requires four to six years of work. The student and the faculty in his/ her area determine the specific program of study.

Non-degree Executive Education Programs

Fuqua's non-degree executive education programs deliver value and relevance through world-class education with top-rated course materials and award-winning faculty. All programs concentrate on business situations that participants face on a daily basis. Students return to work with valuable skills and problem-solving techniques they can implement immediately.

Fuqua offers general management and specialized non-degree programs. General management courses advance participants' leadership abilities through personal development activities that improve management skills and effectiveness in the workplace. Specialized courses enhance specific skills in areas such as finance, accounting, leadership, strategy, and marketing.

To learn more, visit www.ee.fuqua.duke.edu, telephone 800-372-3932 (within USA) or 919-660-8011 (outside the USA), or e-mail ExecEd-info@fuqua.duke.edu.

Admissions

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. All entering students for The Duke MBA – Daytime program or the Masters of Management Studies: Foundations of Business program are required to have a working knowledge of calculus and must complete a college-level calculus course prior to matriculation, earning a passing grade of “C” or better. If you have already received an MBA or its equivalent (from an institution located in the U.S. or abroad), you are not eligible for admission to The Duke MBA – Daytime program or the MMS: Foundations of Business.

Application Information. The application for admission can only be submitted using the online application form. Complete instructions for filing an application are located in the online application. The application is accessible through Fuqua’s Web site at www.fuqua.duke.edu. An application for admission will not be evaluated until all supporting materials have been received.

ONLINE APPLICATION

The application is to be completed online and submitted electronically once all of the required questions have been answered. You do not have to complete the online application in one sitting. Until you are ready to submit, you may access your application and edit your answers as many times as you like with your PIN and password from any computer with Internet access. The online application includes sections on personal information and program information. The program information section includes questions if you are applying to one of the joint degree programs (available with the Duke MBA – Daytime format) or the Health Sector Management certificate (available as part of all four of Duke’s MBA programs). In addition to these sections, the application asks for education background, scanned copies of official transcripts, employment history, a one-page business resume, activities and achievements, standardized test scores, essays, and financial aid information.

Resume

You must electronically submit a one-page business resume. The resume should contain employment and education background. The employment section should include locations, titles, and dates, starting with your most recent job. The education section should include dates of attendance and degrees received.

Essays

Essays must be completed before submitting your application. The questions are updated each year. Prepare your essays carefully.

Candidates who applied to Fuqua in the prior application year are considered reapplicants. Reapplicants are asked to complete the *Reapplicant Essay* in addition to the *Applicant Essays*.

All applicants have the opportunity to submit an optional essay to explain any extenuating circumstances of which the Admissions Committee should be aware.

Graduate Management Admissions Test (GMAT)

Official GMAT score reports must be sent to Fuqua's office of admissions directly from the GMAT testing service. Please use The Duke MBA—Daytime (fulltime) program code Q13-N5-32 on your GMAT exam. You must request that your official score be sent to Fuqua prior to your application round deadline. We will accept GMAT scores up to five years old. For information on how to register for the GMAT or to request scores sent to Fuqua, visit www.mba.com. The GMAT is not required for the The Duke MBA Global Executive program. Fuqua accepts the Graduate Record Examination (GRE) in lieu of the GMAT for MMS: Foundations of Business applicants and for The Duke MBA – Daytime Joint Degree applicants. Fuqua will also accept the GRE for The Duke MBA – Daytime applicants with approved circumstances.

English Language Proficiency Tests

If you did not earn an undergraduate degree from a school whose primary language of instruction is English, you must submit a valid Test of English as a Foreign Language (TOEFL) *or* International English Language Testing System (IELTS) score. This requirement is waived for international applicants holding non-technical master or PhD degrees from colleges or universities located inside the United States, or for international students whose undergraduate institution was instructed in English.

TOEFL Scores

Official TOEFL score reports must be sent to Fuqua's Office of Admissions directly from the Educational Testing Service (ETS). Please use The Duke MBA—Daytime (fulltime) program code 5156 on your TOEFL exam. We will accept TOEFL scores up to two years old. A score must be valid as of August 1 of the year in which you would matriculate. The test must be taken at least one month before your application round deadline. Allow at least four weeks for scores to reach Fuqua. For information on how to register for the TOEFL or to request test scores, go to www.toefl.org.

IELTS Scores

The Duke MBA accepts the academic modules of the IELTS. Scores must be sent directly from the testing agency, and personal copies, or attested/notarized copies are not accepted. When requesting your score be sent to Fuqua, please use the following mailing address:

Office of Admissions
The Fuqua School of Business
Duke University
1 Towerview Drive
Durham, NC 27708-0104

We will accept IELTS scores up to two years old. A score must be valid as of August 1 of the year in which you would matriculate. The test must be taken at least one month before your application round deadline. Allow at least four weeks for scores to reach Fuqua. The IELTS is administered by Cambridge ESOL, British Council, and IDP:IELTS Australia. More information about the test is available at www.ielts.org.

Transcripts

Your application for admission to The Duke MBA must include a legible scanned copy of an official transcript for each college or university you have attended.

If you are admitted to The Duke MBA, you are required to submit official transcripts from each college or university you have attended for verification. You must ensure all necessary official transcripts are received by the Office of Admissions before the required deposit deadline specified in your admission letter. We recommend you use a parcel service that offers tracking and proof of delivery.

Failure to submit official transcripts on time, or any misrepresentation, falsification, or omission of information, is grounds for automatic revocation of any offer of admission and financial assistance.

To facilitate the collection and submission of official transcripts, a Transcript Request Form has been provided in the downloadable forms section. You may send a completed Transcript Request Forms to the registrar of each college or university you have attended to request official transcripts. We must receive the official transcripts by the stated deadline.

Detailed directions for self-reported transcripts are included in the online application.

Two Recommendations

We require two, and only two, letters of recommendation. The most valuable recommendations come from people who know your professional skills and abilities. We encourage you to submit at least one recommendation from someone who knows you well in your current position and can critique your professional performance, such as a current supervisor. We encourage MMS: Foundations of Business applicants to submit one recommendation from someone who knows you in an academic setting, and the second from someone who knows you in a professional or leadership

role. Please note that an application is not considered complete until we have received both recommendations. We require that you utilize the online recommendation system in order to expedite the processing of your application.

Nonrefundable Application Fee

The Fuqua School of Business requires an application fee, payable by Visa or MasterCard. The application fee is paid electronically when you submit the online application form. Tuition deposits for admitted students, however, must be paid by check. Credit cards are not accepted.

Interview

For The Duke MBA Daytime Program, Fuqua will host in the early fall an open interview period on campus for prospective students. Prospective students may register on our Web site at www.fuqua.duke.edu for an interview during this time. In addition, activities such as a tour, class visit, and lunch with students are offered during the open interview period to those visiting campus. After this open interview period, interviews will be offered **by invitation only**, based on review of the applicant's file. Invitations will be extended via e-mail 7-14 days prior to the interview period for that round. Interviews are conducted by Admissions Fellows (select second year students), admissions staff, and alumni. All interviews are evaluated equally regardless of location or interviewer. If you visit campus to interview during our open interview period, please specify the date of your interview on the application. If not, please select the Duke MBA interview hub most convenient for you. If you are invited to an interview, you may travel to that location or to Durham, NC during the interview period specified for your round of admission. Please refer to the application deadlines on our Web site for specific dates. Please note that our Campus Visit Program, which offers tours, class visits, a Q&A session with an Admissions Officer, and lunch with current students, will be offered throughout the academic year. We strongly encourage you to visit campus and learn more about our program and community. You may register for these activities, open to all prospective students, via our Web site at www.fuqua.duke.edu.

For the Executive MBA programs and the MMS: Foundations of Business program, open interviews will be conducted throughout the admissions cycle.

Information for International Applicants

Duke welcomes the applications of qualified students from outside the United States. Due to overseas mail delays and visa processing upon admission to the program, international applicants are strongly encouraged to apply early in the admission cycle. You should provide a telephone number and e-mail address with your online application. This will ensure that you receive correspondence in a more timely fashion. In addition to the items that appear above, international students should make note of the following:

Transcripts. International applicants who completed their education in a non-English speaking program should make arrangements to have their academic records translated and sent to Fuqua 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.

Test of English as a Foreign Language (TOEFL) and IELTS exam. All international citizens who did not earn an undergraduate degree from a school whose primary language of instruction is English must submit results of the TOEFL or IELTS exam. This requirement is waived for international students holding non-technical master or PhD degrees from colleges and universities in the United States. Scores must be reported directly from the testing agency; applicant copies are not acceptable. Candidates completing the application for the TOEFL should note that the Duke University Institution code is 5156.

If we receive multiple TOEFL or IELTS scores, we will automatically use the score and test date you provided on your application. Test scores expire two years from the date of the exam. Duke will not review an application with expired exams scores. We cannot be responsible for scores that are sent to the wrong department. Because files are not reviewed until scores are received, late scores will impact an applicant's admission.

Request for Temporary Visa, Proof of Financial Support Forms. All international students must submit proof of sufficient funding to maintain the student at Duke University for the first year of The Duke MBA—Daytime program for temporary visa processing. Proof of financial support is required **upon admission** to the program. The Proof of Financial Support Form (included in the admission packet) should be certified by a responsible individual.

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 two years of study. Fuqua is pleased to offer a loan program for international students in which no U.S. co-signer is required. Further details are available on Fuqua's financial aid Web site.

Language Institute. 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 Language Institute offered at Fuqua. Language Institute information will be sent to all international applicants, and may be a condition of admission for incoming international students. If you need more information on the Language Institute, please contact Mark Brown, Director, Language Institute, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120 USA. E-mail: mtb2@duke.edu, Tel.: (919) 660-7868 or (919) 660-7865, Fax: (919) 660-2905.

Financial Information

Tuition and Fees

Tuition varies for each of the programs at The Fuqua School of Business. Current information on tuition costs are available on the Web at <http://www.fuqua.duke.edu/financialaid/>. 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 Duke MBA—Daytime degree requires four semesters, divided into eight terms, of full-time academic work totaling at least seventy-nine units of graduate credit. In some cases, it is possible for a student to complete these seventy-nine credits in fewer than eight terms. This will not reduce tuition costs. **Students are required to pay four semesters of tuition in the daytime MBA program.**



Refund Policies*

The Duke MBA—Daytime

After the beginning of classes, tuition refunds will be made on a pro-rated 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.

Time of Withdrawal	Refund Amount
Before classes begin (each semester)	100% Tuition for the term
During the first week of classes (each semester)	80% Tuition for the term
During the second or third week of classes (each semester)	60% Tuition for the term
During the fourth or fifth week of classes (each semester)	20% Tuition for the term
After the fifth week (each semester)	None

WITHDRAWAL FROM EXECUTIVE MBA PROGRAMS

Should a student choose to withdraw 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 must be returned to the lender and will not be returned to the student. Please review the *Student Handbook* provided to all enrolled students for additional details on refunds.

* Refund policy refers only to tuition payments; the initial deposit is non-refundable.

The Duke MBA—Cross Continent

Tuition refunds for the Duke MBA—Cross Continent program will be made according to the following schedule:

Time of Withdrawal	Refund Amount
Before the start of the term	100% Tuition for the term
Before the first day of residency	75% Tuition for the term
Before the last day of residency	20% Tuition for the term
After the last day of residency	None

The Duke MBA—Global Executive

Tuition refunds will be made on a prorated basis per the following schedule. Note: No refunds will be made until students have returned their school-provided laptop computers.

Time of Withdrawal	Refund Amount
Before the start of the term	100% Tuition for the term
Before first day of residency	75% Tuition for the term
Before the last day of residency	20% Tuition for the term
After the last day of residency	None

The Duke Goethe Executive MBA

Tuition is paid to the Goethe Business School (in euros) in three installments. Tuition refunds for the Duke Goethe Executive MBA program is pro-rated by academic terms and made according to the following schedule.

Time of Withdrawal	Refund Amount
Before first day of residency/first weekend session	50% Tuition for the term
Before last day of residency/first weekend session	20% Tuition for the term
After last day of residency/first weekend session	None

Students who take a leave of absence during the course of the program will have their tuition payments held on account until their return. If a student withdraws from the program, any pre-paid tuition will be refunded.

The Duke MBA – Weekend Executive

Tuition refunds for The Duke MBA – Weekend Executive program will be made according to the following schedule:

Time of Withdrawal	Refund Amount
Before the start of the term	100% Tuition for the term
Before orientation/first weekend of classes	90% Tuition for the term
During orientation/first weekend of classes	80% Tuition for the term
After the first weekend, through the second weekend of classes	70% Tuition for the term
After the second weekend, through the third weekend of classes	60% Tuition for the term
After the third weekend, through the fourth weekend of classes	50% Tuition for the term
After the fourth weekend	None

Master of Management Studies: Foundations of Business

After the beginning of classes, tuition refunds will be made on a pro-rated 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.

Time of Withdrawal	Refund Amount
Before classes begin (each semester)	100% Tuition for the term
During the first week of classes (each semester)	80% Tuition for the term
During the second or third week of classes (each semester)	60% Tuition for the term
During the fourth or fifth week of classes (each semester)	20% Tuition for the term
After the fifth week (each semester)	None

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 University Bursar's Office at www.bursar.duke.edu. 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 the 1 1/4 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 Association Fee. All Foundations of Business students are assessed a nonrefundable fee to be used to support the activities of the MMS Association.

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.

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 of \$1,350.

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 on-line during the spring or summer.

Student Health Fee. All full-time Fuqua students are assessed a nonrefundable fee for the Student Health Center 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 (SHC) 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://healthydevil.studentaffairs.duke.edu/>.

Student Medical Insurance. The university has made arrangements for a Student Medical Insurance Plan to cover all daytime and Foundations of Management 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 Bursar’s Office website, www.bursar.duke.edu.

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.

**2009-10 ESTIMATED COST OF ATTENDANCE FOR
DUKE MBA—DAYTIME FIRST-YEAR STUDENT**

Required Fees	
Fee	Amount
Tuition	\$45,850
Student Health Insurance ^a	\$1,795
Student Health Fee	\$580
MBA Association Fee	\$375
Graduate Student Government Activity Fee	\$31.50
Graduate Recreational Facilities Fee	\$68
Transcript Fee (one-time fee / first year only)	\$40
Pre-Term Fee (one-time / first year only)	\$1,300
Total Educational Expenses	\$50,089.50
Educational Supplies	
Books, Supplies, and Course Packs	\$1,200.50
Living Expenses	
Expense	Amount
Rent	\$6,166
Food	\$4,140
Miscellaneous	\$3,106
Transportation	\$2,026
Total Estimated Other	\$15,438
Total Estimated Budget for First-Year Student	\$66,728

**2009-10 ESTIMATED COST OF ATTENDANCE FOR
DUKE MMS (Master of Management Studies)**

Required Fees

Fee	Amount
Tuition	\$37,485
Student Health Insurance ^a	\$1,658
Student Health Fee	\$580
MMS Association Fee	\$375
Graduate Student Government Activity Fee	\$31.50
Graduate Recreational Facilities Fee	\$68
Transcript Fee (one-time fee / first year only)	\$40
Total Educational Expenses	\$40,237.50

Educational Supplies

Books, Supplies, and Course Packs	\$1,200.50
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Living Expenses

Expense	Amount
Rent	\$6,166
Food	\$4,140
Miscellaneous	\$3,106
Transportation	\$2,026
Total Estimated Other	\$15,438

Total Estimated Budget for First-Year Student **\$56,876**

- a. The Student Medical Insurance Plan is required for all Fuqua Daytime MBA students and is charged during the fall semester. It can be waived if you have other health insurance coverage. International students with an F-1 or J-1 visa are required to purchase this student medical insurance plan. The cost of this medical insurance is determined by the various age ranges that are set for this plan. The medical insurance amount listed here reflects the age range of the average Fuqua MBA Daytime (26 through 34) and MMS (under 26) students. Please contact the Financial Aid Office if your Duke-sponsored Student Medical Insurance Plan cost is different from this amount. We will adjust your Cost of Attendance accordingly. 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.

NOTE: The student medical insurance and MBA and MMS Association fees are paid in full during the fall semester. The tuition, student health fee, and graduate activity fee are paid one-half each semester.

Financial Aid

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

Financial Aid Application Process. All students applying for financial assistance (scholarships, fellowships, loans, or work study) must complete The Fuqua School of Business Financial Aid Application which is available on Fuqua's web site, www.fuqua.duke.edu. Students who expect to apply for federal loan assistance must complete the Free Applications for Federal Student Aid (FAFSA) as soon after January 1 as possible. The FAFSA results are not required for scholarship consideration.

SCHOLARSHIPS AND FELLOWSHIPS

Each year a number of merit-based scholarships are available to incoming daytime MBA and MMS students. The decisions regarding scholarships are made by a committee. Your offer of admissions will indicate when you 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 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 year of the daytime MBA program; thus students who enroll without a fellowship or scholarship award should not anticipate an award in their second year.

Named Scholarships And Fellowships For The Daytime MBA Program

Listed below are the named awards for students who have already been awarded a Fuqua Scholarship. Selection of recipients is made during the summer/fall, and no special application is required. These 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.

The Class of 1987, 1988, and 1990 scholarships have a special application process. These scholarships are awarded to second-year students who did not receive a Fuqua merit-based award.

Rex & Ellen Adams Scholarship. This award was established in 1995 by Mr. and Mrs. Rex Adams to provide support to a minority student at The Fuqua School of Business. Mrs. Adams is a Duke alumnae (W'62) and Mr. Adams T'61 is the former Dean of The Fuqua School of Business and a member of Fuqua's Board of Visitors.

Alliance One International, Inc. Scholarship. The Alliance One International, Inc. Scholarship, previously known as the DIMON Inc. Scholarship, was established in 1992 by the Monk family, Albert C. Monk, III, William C. Monk Jr., B'89, Albert C. Monk IV B '95, and Claude B. Owen Jr., to provide support for outstanding students at The Fuqua School of Business with primary consideration to North Carolina students. *Fuqua Alumni Minority Scholarship.* The endowment was established in 1997 by The Fuqua School of Business African American alumni to provide support for graduate minority students enrolled at The Fuqua School of Business with preference given to African American students

Susan S. and Davis S. Bagwell Minority Scholarship. This endowment was established in 1985 by Susan S. and David S. Bagwell, a former member of Fuqua's Board of Visitors. The endowment was established to provide scholarship support to minority graduate professional students who are enrolled in The Fuqua School of Business.

Bank of America Scholarship. The scholarship was established in 1995 by Bank of America, formerly NationsBank, to provide support to outstanding students attending The Fuqua School of Business.

W. Joseph and Diane Biggers Scholarship. The scholarship was established in 1987 by Mrs. Dianne Biggers and the late Joseph W. Biggers to provide support for students attending The Fuqua School of Business.

Martin L. Black, Jr. Fellowship Fund. The scholarship was established in 1974 by the gifts and donations of alumni and friends of Martin L. Black, an accounting professor at Duke from 1930-1974 and a Fuqua emeritus professor in the Department of Management Services. This award provides support to MBA Accounting students.

Myra and William Waldo Boone. The award was established in 1994 by Anne J. Clark W'64, and John C. Clark T'63, to provide assistance to a Canadian student attending The Fuqua School of Business.

Bovender Family/HCA Minority Scholarship. The Bovender Family/HCA Minority Scholarship was established in 2006 through the generous donation of Barbara and Jack Bovender, Jr., a member of Fuqua's Board of Visitors since 1993. The award is to provide whole or partial scholarships to graduate professional students who are, or shall be at the time of receipt of this scholarship, enrolled in the Health Sector Management Program at The Fuqua School of Business.

Douglas K. Bratton Scholarship. This scholarship was established in 1995 by Douglas K. Bratton B'84. The scholarship provides support for graduate students of The Fuqua School of Business.

Douglas T. Breeden Scholarship. This scholarship was established in 2006 by Carl D. Bell B'92. The endowment provides whole or partial scholarships to graduate professional students who are enrolled in The Fuqua School of Business.

Ray E. Brown Scholarship. This scholarship was established in 1977 as a quasi-endowment fund in memory of the late Ray E. Brown to provide annual scholarships for students in the Health Administration program at The Fuqua School of Business.

Burlington Industries Scholarship. This scholarship was established in 2004 to provide whole or partial merit based scholarships to graduate professional students enrolled in The Fuqua School of Business.

A. F. Calabrese Scholarship. The endowment was funded in 1986 by Mr. John J. Mack T'68 in honor of A.F. Calabrese of College Park, MD. Mr. Calabrese is the father of Mr. Mack's college roommate, Jay Calabrese, an All-American football player and Duke University graduate. The endowment provides scholarships in The Fuqua School of Business with first preference given to students who have participated in intercollegiate athletics either at Duke University or the Catholic University of America and then to those who have participated at any other institution of higher learning.

Chase Manhattan Scholarship. The scholarship was established in 1988 by the trustees of the Chase Manhattan Foundation to provide support for outstanding students at The Fuqua School of Business.

Class of 1987 Scholarship. The scholarship was established in 1988 by the Class of 1987 to provide support to an outstanding student who is in their second year at The Fuqua School of Business.

Class of 1988 Scholarship. The scholarship was established in 1988 by the Class of 1988 to provide support to an outstanding student who is in their second year at The Fuqua School of Business.

Class of 1990 Scholarship. The scholarship was established in 1990 by the Class of 1990 to provide support to a Fuqua student who chooses to work as a summer intern in the non-profit/public sector or for smaller firms.

Julian Connally Scholarship. The scholarship was established in 1983 by a gift from the estate of Julian Connally T'30 to provide scholarship support to students at the Fuqua School of Business.

Walter Albert and Bertha Barefoot Corbett Memorial Scholarship. The award was established in 1975 by W. Horace Corbett T'38 and his wife, Valera Murray Corbett, in honor of Mr. Corbett's parents. This award provides scholarship support for students at The Fuqua School of Business.

The Claudia B. Davis Scholarship. The scholarship was established in 2007 by James L. Davis T'45 to provide scholarship support to students who are pursuing social entrepreneurship and are enrolled in The Fuqua School of Business.

Friends of Fuqua Scholarship. This endowment was established in 1990 by a group of anonymous donors to provide unrestricted support to The Fuqua School of Business at the discretion of the Dean.

Robert L. Dickens Scholarship. This scholarship was established in 2006 by Charles Ricks T'58 to provide whole or partial scholarships to graduate professional students who are enrolled at The Fuqua School of Business.

Donald R. Draughon Scholarship. This scholarship was established in 1999 by K. Robert Draughon B'85 to provide support to a student from North Carolina at The Fuqua School of Business.

Eli Lilly Scholarship. The scholarship was established to provide support for outstanding students at The Fuqua School of Business.

Ernst & Young Health Care Scholarship. The scholarship was established in 1998 by Ernst & Young LLP and the Ernst & Young Foundation to provide support for graduate students enrolled in the Health Sector Management Program at The Fuqua School of Business with at least a 3.1 GPA, demonstrated leadership, and possible interest in professional services.

James R. Felts Memorial Scholarship. The scholarship was established in 1987 by the family, friends, and colleagues of James R. Felts, an honorary alumnus of the Health Administration program at Duke University and member of the Duke Endowment staff from 1946 until his death in 1987. He served from 1961-1973 as assistant secretary of the Duke Endowment and from 1971-1987 as a trustee of the foundation. The scholarship provides financial aid to Health Administration students.

Mary R. Few Memorial Scholarship. The scholarship was established in 1997 upon the death of Kendrick S. Few T'39 to provide assistance to a first year female student at The Fuqua School of Business.

Marsland Foussé Family Global Scholarship. This award was established in 2006 by Thomas Y. H. Foussé B'94 to provide scholarship support to graduate professional students at The Fuqua School of Business.

Charles H. Frenzel Health Administration Scholarship. The scholarship was established in 1991 by the Mcleod Regional Medical Center to honor Charles H. Frenzel, who served as superintendent, Director of Hospital Administration, and Program Director from 1958 -1972. The endowment provides scholarship support to students in the Department of Health Administration.

Thomas F. Frist, M.D. Merit Scholarship. The scholarship was established in 1984 using gifts from Duke University Hospital, Health Administration Alumni Association, and employees of the Hospital Corporation of America. The scholarship honors Thomas F. Frist, MD who was the former Chief Medical Officer and Chairman of

the Board for Hospital Corporation of America. The endowment is used to provide merit scholarships for students enrolled in the Department of Health Administration The Fuqua School of Business.

The Fuqua Scholarship Fund Established 2007. The scholarship was established in 2007 by the Bill and Melinda Gates Foundation to provide full scholarship support to graduate professionals at The Fuqua School of Business. Melinda Gates is a Duke alumnae (T'86 and B'87).

Robert A. and Annie Lewis J. Garda Scholarship. This scholarship was established in 1988 by Robert A. T'61 and Annie Lewis J. Garda W'61. Mr. Garda is a emeritis member of Fuqua's Board of Visitors and recently retired as executive-in-residence. The endowment provides a two-year scholarship award to an exemplary MBA student enrolled at The Fuqua School of Business.

Garda Scholarship. This scholarship was established in 1999 by Robert A. Garda T'61 to provide support for a graduate at The Fuqua School of Business. Mr. Garda is a emeritis member of the Fuqua's Board of Visitors and recently retired as executive-in-residence. *Carol and Watts Hamrick Scholarship.* This award was established in 2006 by Carol and L. Watts Hamrick III T'81 B'82 to provide scholarship support to graduate professional students enrolled in The Fuqua School of Business.

James G. Hanes Memorial Scholarship. The award was established in 1987 by the generous support of the James G. Hanes Memorial Fund to provide support for outstanding students at The Fuqua School of Business.

P. Huber Hanes, Jr. Scholarship. The award was established in 1939 through the generous donation of Mr. P. Huber Hanes T'37. The endowment provides scholarship support to a student enrolled at The Fuqua School of Business, as well as a fund for the Duke University Press to finance the publication of one book each year.

Susan Kelly and William B. Haskett III Scholarship. This award was established in 1999 by Susan Kelly and William B. Haskett III B'78 to provide need-based scholarship support for MBA students who are in active military service or who have been honorably discharged from the military.

Karl & Nancy Hemmerich Fellowship. This fellowship was established in 2000 by Michael R. Hemmerich T'80 L'85 B'94 to provide fellowship support for students enrolled at The Fuqua School of Business.

Patrick J. and Judith E. Henry Scholarship. This scholarship was established in 1999 by Patrick J. Henry B'88 and Judith E. Henry to provide scholarship and fellowship support for graduate students in The Fuqua School of Business.

Vivian Edward Hollinshed Scholarship. The award was established in 1980 by the Clara Hollinshed in honor of her husband, Vivian Edward Hollinshed, and is given to an outstanding business school student.

Edward A. Horrigan Jr. Business Scholarship. The scholarship was established in 1988 by Edward A. Horrigan Jr. to provide support for students at The Fuqua School of Business. Mr. Horrigan is a former member of the Fuqua's Board of Visitors, and one wing of the R. David Thomas Center is named in his honor.

Richard and Mamie Howerton Scholarship. The scholarship was established in 1987 by Thomas R. Howerton T'43 G'48 to honor his parents, Richard and Mamie Howerton. The endowment is used to fund scholarships for Health Administration Students.

Health Administration Alumni Scholarship. This scholarship was created in 1981 by gifts from members of the Duke University Health Administration Alumni.

Ludwig & Sophie Jaeger Scholarship. This scholarship was established in 1992 by B. Jon Jaeger. The scholarship is used for merit scholarship in Health Administration.

Ery Kehaya Leadership Scholarship. This scholarship was established in 2004 by Mark W. Kehaya B'94. The scholarship provides whole or partial scholarships to second year graduate professional students with demonstrated academic excellence and qualities of leadership while enrolled in The Fuqua School of Business.

Thomas Crafton Keller Memorial Scholarship. This endowment was established in 1982 by Dr. Thomas F. Keller T'53 in memory of his son Thomas Crafton Keller. Dr. Keller is the former Dean of The Fuqua School of Business. The endowment is to be awarded to students in The Fuqua School of Business.

Ruth & Harry Kiefer Scholarship. This award was established in 2004 by Roy Kiefer B'78 to provide scholarship support for MBA students who are in active military service or who have been honorably discharged from the military.

The Kiplinger Prize. This award was established at The Fuqua School of Business in 2000 and has designated its proceeds to be awarded to a rising second-year MBA student who has demonstrated interest in entrepreneurial and pursuits.

William A. and Anne L. Klopman Scholarship. The scholarship was established in 1986 by William A. and Anne L. Klopman, parents of three Fuqua graduates, to provide scholarship support to students enrolled at The Fuqua School of Business. Mr. Klopman is a former member of Fuqua's Board of Visitors.

Wesley A. Magat Memorial Scholarship. The award was established in 1999 by family and friends of Wesley A. Magat, former Senior Associate Dean for Academic Programs and professor at The Fuqua School.

Walter and Marjorie Manley Scholarship. The award was established in 1991 by Professor Walter W. Manley and Mrs. Marjorie Manley to provide scholarship support to a deserving MBA student enrolled at The Fuqua School of Business.

Catherine E. Massey Scholarship. This award was established in 2006 by Catherine E. Massey W'71. The award provides scholarship support to female graduate professional students who are pursuing the area of entrepreneurship at The Fuqua School of Business.

J. Alexander McMahon Scholarship. This scholarship was established by alumni of the Masters in Health Administration program to honor J. Alexander McMahon. The endowed scholarship will provide tuition support for students in the Health Sector Management program who plan to seek careers in health care provider institutions.

Mead Scholarship for Business Administration. The scholarship was established in 1976 by the donation of Mr. D. Richard Mead, Jr. T'52 who is an active member of Fuqua's Board of Visitors. He is also Chief Executive Officer of D.R. Mead & Co. in Miami, FL. The scholarship provides support to students enrolled in The Fuqua School of Business.

Helen A. and Bruce C. Miller Scholarship. This scholarship was established in 2004 by the Estate of Helen A. Miller. The scholarship provides whole or partial scholarships to graduate professional students who are enrolled in The Fuqua School of Business.

Nan Gray and Albert C. Monk III Scholarship. This award was established in 2000 by Nan Gray and Albert C. Monk, III T'61 to support a student at The Fuqua School of Business.

James H. Moshovitis Scholarship. The scholarship was established in 1990 by James H. Moshovitis to provide support for outstanding students at The Fuqua School of Business.

North Carolina Treasury Management Association Scholarship. The award was established in 1986 by the former Carolinas Cash Management Association, now called the North Carolina Treasury Management Association, to provide scholarship support for students at The Fuqua School of Business.

Norfolk Southern Corporation Scholarship. The scholarship was established in 1995 by the Norfolk Southern Corporation to provide support for students enrolled in The Fuqua School of Business.

Marshall I. & Sarah W. Pickens Scholarship. The scholarship was established in 1968 by Mary G. Pickens to honor Marshall I. Pickens for his long time association with the Duke Endowment. The scholarship is to provide support to students enrolled in the Health Sector Management program at The Fuqua School of Business.

The Georgiana and Ira Platt Scholarship. The award was established in 2007 by Georgiana B'91 and Ira Platt B'91 to provide scholarship support to graduate professional students at The Fuqua School of Business.

Stephen Knight Pond Scholarship. The award was established in 1991 by Stephen Knight Pond to provide support to an MBA candidate at The Fuqua School of Business who has had previous sales or sales management experience.

Truby G. Proctor, Sr. Memorial Scholarship. The award was established in 1994 by Kirk J. Bradley B'86 in memory of his grandfather. The scholarship is to provide support for students at The Fuqua School of Business.

Howard C. Ris Scholarship. The scholarship was established in 1986 by Howard C. Ris T'38 to provide support for outstanding students at The Fuqua School of Business.

Pamela S. Rodriguez and Carlos Jose Rodriguez-Peyton Scholarship. This award was established in 1999 by Pamela B'85 and Carlos Jose Rodriguez B'85 to provide partial or whole scholarship support to students enrolled in The Fuqua School of Business and reside in Latin America.

Thomas B. Roller Scholarship. The award was established in 2000 by Thomas B. Roller B'74 to provide scholarship support for students at The Fuqua School of Business.

Rollins Scholars. The late John Rollins, founder of the Rollins Truck Leasing firm in Wilmington, Delaware and two of his children, Jeff, T'87 B'88, and Cathy Rollins Searby, created this scholarship program in 1987 to support exceptional students who take advantage of the many opportunities for involvement outside the classroom while

meeting high academic standards. Specifically, Rollins Scholars possess strong leadership skills, an entrepreneurial spirit and a commitment to service within the school and community at large.

Sacerdote Family Scholarship. The award was established in 1999 by the Sacerdote family to provide merit-based scholarship support to a student at The Fuqua School of Business for the two years of his or her MBA program.

William A. and Marion F. Schultz Scholarship. The scholarship was established in 1992 by Thomas W. Schultz G'73 to provide support for students in the Health Administration Program at the Duke University Medical Center. This program is now the Health Sector Management at The Fuqua School of Business.

Catharine A. and Daniel M. Searby Scholarship. The scholarship was established in 2002 by Catharine and Daniel Searby to provide scholarship support for Rollins Scholars. Catharine Searby is the daughter of the late John W. Rollins.

ServiceMaster Scholarship. The award was established in 1984 by Servicemaster Industries, Inc. to provide support for students in the Health Administrative Program, Duke University Medical Center. This program is now the Health Sector Management at The Fuqua School of Business.

Charles T. Smith Jr./KPMG Peat Marwick Scholarship. The scholarship was established in 1995 by KPMG Peat Marwick to provide support for a minority student at The Fuqua School of Business.

Sharon and Garry Snook Scholarship. The scholarship was established in 1992 by Garry Snook B'81 to provide support for students with American Indian decent at The Fuqua School of Business.

Asa T. Spaulding, Sr. Scholarship. This scholarship was established in 1993 by Aaron L. Spaulding on behalf of the family of Asa T. Spaulding Sr. and others. The award provides scholarship support to students enrolled at The Fuqua School of Business.

Mark A. Spreen Scholarship. The award was established in 1992 by Glen R. Spreen B'79 in memory of his brother Mark. It provides support to a student enrolled in The Fuqua School of Business.

J. Paul Sticht Scholarship. This scholarship was endowed by RJ Reynolds in honor of Mr. Sticht. Mr. Sticht served as Chairman and CEO of RJR from 1979 to 1984, then as Chairman of the Executive Committee. This award shall provide whole or partial fellowships to graduate professional students who are of excellent academic standing and leadership achievement.

Textron Scholarship. The scholarship was established in 1997 by the Textron Charitable Trust. The award is to provide support for a student at The Fuqua School of Business with a preference for American ethnic minority students, international students, or women students.

Thanksgiving Foundation Scholarship. The award was established in 1999 to provide scholarship support for students at The Fuqua School of Business.

Robert E. Toomey Scholarship. This award was established in 1992 by Robert Toomey in honor of his father. This scholarship is to provide support to Health Administration students.

Herman & Johanna Vander Weide Scholarship. The scholarship was established in 1986 by James H. Vander Weide, Research Professor at The Fuqua School of Business, in honor of his parents. It provides scholarships for students enrolled in The Fuqua School of Business.

Ann Williams Vander Weide Scholarship. The scholarship was established in 1991 by James H. Vander Weide, Research Professor at The Fuqua School of Business, in memory of his wife Ann William Vander Weide. It provides scholarships for students enrolled in The Fuqua School of Business.

Kathleen K. & G. Richard Wagoner, Jr. Fellowship. This endowment was established in 2006 by Kathleen Kaylor T'77 and G. Richard Wagoner, Jr. T'75, a former member and chairman of Fuqua's Board of Visitors. The endowment provides whole or partial fellowships to graduate professional students who are enrolled in The Fuqua School of Business.

Need-based Scholarship for MMS Students

The Fuqua School of Business has limited need-based scholarship funds available that will be offered to MMS candidates demonstrating limited resources. As funds are limited, all applicants who wish to be reviewed for a need-based scholarship are required to complete and submit a needs analysis worksheets and federal tax forms. Please visit the Financial Aid section of our website (www.fuqua.duke.edu) to learn more about the required documents.

Although students in Graduate and Professional programs are considered "Independent" for federal student aid programs, parental information is required for need-based institutional aid to show the financial strength that can potentially support the student. Need-based scholarship recipients are expected to have a level of self-help (i.e. student loans) as a part of their financial aid resources to help finance their MMS program.

International students are not exempt from completing the student and parent needs analysis worksheets. Please answer the items on the worksheets that pertain to you. If you have not filed U.S. federal tax forms, please provide us with equivalent tax documents from the country in which you have filed. Please be certain that tax documents submitted to our Financial Aid Office are officially translated into English.

Financial Aid Programs

The Fuqua School of Business participates in long-term federal and alternative student loan programs and the Federal Work-Study Program. The federal student aid need-based programs are available to students who demonstrate need according to federal guidelines. Students applying for federal loans and work-study must complete the “Free Application for Federal Student Aid” (FAFSA). The FAFSA may be completed using any of the following: (complete only one FAFSA) (1) The online FAFSA is available at www.fafsa.ed.gov. (2) The paper version is available by calling (800) 433-3243 after January 1. Complete or request the FAFSA application that applies to the upcoming academic year.

Federal Student Loan Programs

Subsidized Stafford Loan (need-based). This is a federally subsidized student loan (no interest is charged to students during in-school enrollment and the 6-month grace period) that enables graduate students with financial need to borrow up to \$8,500 per academic year, with an aggregate loan limit of \$65,500 (undergraduate and graduate combined). Eligibility for a subsidized loan is determined by financial need using the information provided in the FAFSA results.

Unsubsidized Stafford Loan. This loan has the same terms and conditions as the subsidized Stafford Loan, except that the student is responsible for the interest that accrues while he/she is enrolled in school. The interest may be paid while you are enrolled in school or you can allow the lender to capitalize the interest and add it to the principal at the time of repayment.

The annual loan limit for the federal Stafford Loan (subsidized and unsubsidized combined) is \$20,500. The aggregate loan limit for the federal Stafford Loan program is \$138,500 (undergraduate and graduate combined).

The interest rate for the Federal Stafford Loan program is fixed at 6.8 percent for any loan made on or after July 1, 2006. Stafford loans that were certified and disbursed before June 30, 2006 will continue to have an interest rate that is variable annually, not to exceed 8.25 percent. This interest rate is set by the Department of Education and does not vary with lenders.

Federal Perkins Loan. This is a federal student loan program, which is campus based and administered by Duke University and The Fuqua School of Business. The annual federally authorized loan limit provides for loans up to \$8,000 per academic year, with an aggregate loan limit of \$60,000 per student. Due to limited funding, we are unable to offer this loan to all eligible students with financial need. The Fuqua School of Business awards these funds based on a student’s determined financial need and available loan funds. The interest rate on Federal Perkins Loan is fixed at 5 percent and is subsidized during in-school enrollment and the 9-month grace period. The interest will begin to accrue nine months after graduation or termination of enrollment.

Student Work Program

Federal Work-Study Program. The Federal Work-Study Program is federally funded and supports the employment of students while they are in school. Students must meet federal need eligibility standards to qualify for participation. With Federal Work-Study, a student’s salary is paid jointly by the federal funds and The Fuqua School of Business.

Students given work-study allocations are responsible for securing their own employment within the school, which offers a variety of employment opportunities for interested students. Fuqua students average working six to eight hours per week and are paid by the hour biweekly for the hours worked.

Graduate PLUS and Alternative Student Loans

Graduate PLUS and alternative student loans are for those who wish to supplement or replace expected contributions up to the Standard Cost of Attendance. There are educational loan sources available to graduate and professional students that offer assistance to supplement or replace the expected student contribution used in determining student eligibility for the Federal Stafford Student Loan and Federal Perkins Student Loan. These student loans are offered by the same lenders as the Stafford loans. The Graduate PLUS loan has a fixed interest rate at 8.5 percent and alternative student loans have interest rates based both on the Prime and LIBOR 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 Stafford and federal Perkins 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.

International Student Loan Program

Duke University has partnered with Coastal Federal Credit Union to provide an international student loan program to our Fuqua students. This loan was established to make loan funds available to all admitted international students without the need of a U.S. co-signer. International students will be eligible to apply for funds equal to the total cost of attendance for the academic year in the daytime MBA and MMS programs. This amount may be increased for approved miscellaneous expenses that may include spouse and child living expenses, Global Academic Travel Experience (GATE) courses, and Exchange expenses. Executive MBA students may borrow the full cost of tuition less deposit. The loan program offers a competitive rate of prime plus 5% with no origination fee. Repayment of this international student loan begins six months after graduation (or withdrawal) from school.

The Career Management Center

From the minute you set foot on campus, you can learn more about fields that interest you and network with company representatives through a myriad of events and resources, including symposia, company presentations, career fairs, off-campus networking trips, and on-campus interviews. Yet students enter the 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's career counselors help students identify their career goals and teach 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 leave here with career-building strategies and skills they can use as they climb the ranks throughout their careers."

Peer Assistance and Coaching

In addition to working with the CMC's full-time staff, students also benefit from peer career coaching. The CMC's flagship program in student-to-student support is the Career Fellows, in which second-year MBA students coach first years on their internship search. They review resumes and cover letters, conduct mock interviews, and share insights and contacts from their own network.

At the same time, all students enjoy access to a network of over thirteen thousand Fuqua alumni around the world—a network many consider among the most helpful and responsive of any business school. After graduating, Fuquans have access to the complete Duke University network of over 120,000 alumni worldwide.

International Job Search

Many international students come to an American business school hoping to find employment with a U.S. corporation. The CMC works closely with international students both individually and collectively to identify their unique needs and directs them to the richest resources available, whether they be in the U. S. or abroad. Our career counselors then continue to support students by helping them to tailor the job search to meet their overall goals and needs.

A key resource available to students is H1-BLUE DEVIL, a tool jointly developed by two students and the CMC. This database allows students to effectively identify companies that have recently sponsored international candidates for business-related positions and is organized by job title, salary, and other key criteria.

The CMC creates and implements robust strategies that consider both domestic and international companies, with a specific emphasis on maximizing opportunities in the U.S. through smart research and proprietary technology like H-1 BLUE DEVIL. Workshops, simulations, recruitment events, mock interviews, and other resources are also offered to students interested in working in cultures other than their own.

The Ford Library

The Ford Library provides a variety of databases and other sources that offer Fuqua students in-depth access to information and contacts at target companies. As an added bonus, many of the databases and services are available at students' convenience via the Internet, through the Fuqua Virtual Private Network (VPN). Learn more at www.library.fuqua.duke.edu (click on the "Companies" and "Career Tools" tabs).

CareerCompass

One of the most useful career resources available to students is CareerCompass, an online tool that helps students accomplish a number of recruiting tasks such as:

- Learning effective strategies
- Searching and applying for employment opportunities
- Keeping abreast of workshops, company presentations, and other events
- Scheduling interviews with on-campus recruiters
- Connecting with current students and alumni

Job Search Teams

First-year and second-year students are encouraged to join job search teams, small groups of fellow students who meet throughout the year with a CMC staff member as facilitator, to build group accountability and shared perspective into the job search. Students find the weekly meetings to be a valuable checkpoint, and they share helpful advice, support, and resources with each other.

The LAMP Model

The CMC, in collaboration with a valued alumnus, has developed a straightforward, proprietary step-by-step process for conducting a productive job search. Entitled the LAMP model, this approach takes the anxiety and guesswork out of the job search—at all times, students know what they need to do and when.

Strong Recruiting Partnerships

The CMC partners with employers to help them achieve their recruiting goals. This includes hosting recruiting events and interviews on campus, helping companies make strategic recruiting decisions, and marketing Fuqua students and alumni to new companies. As a result, the number and quality of employers make for an impressive recruiting portfolio.

Student Life

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 individual and team leaders. It also typifies the cultural and educational diversity of the student body.

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.

During your first year you 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; they even invite students to call them by their first names.

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-run." 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 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 mid-week respite helps provide Fuqua students with some breathing room during the school's rigorous 6-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 afternoons, usually starting around 5:00 p.m., the MBA Association 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.

Fuqua Values. Fuqua Values are ideals that, if accepted and adhered to, help the school become a more effective community. The Fuqua Values Statement is as follows:

Our goal is to help each other achieve excellence by playing an active role in the global learning community. We commit ourselves to being involved and contributing members of the community and to



creating a respectful, courteous, and supportive environment, which strives for continuous improvement and long-term success.

Celebrating Diversity. Faculty, staff, and students who served on the Diversity Task Force in 1992-93 wrote the following statement (The 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.

Duke University prohibits discrimination and harassment, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, or age. 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. The university prohibits harassment of any kind.

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: http://www.fuqua.duke.edu/admin/stuserv/student_affairs/hnrcode.html)

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. Harassment issues will be handled by Duke University's Harassment Committee. In addition, matters not addressed by the Honor Code may be covered by 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.

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 forty-eight 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 fifteen 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. The students on the board should be selected from the Judicial Representatives of the program of the accused, including two students from the graduating class of the accused and one from another class. 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 twenty 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

Severe Penalty: restitution and suspension for not less than one semester or expulsion

Lying Violations: Lying to gain an unfair academic advantage will be treated as a cheating violation. Lying to gain an unfair employment advantage will have the following penalties:

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.

Honor Code Violations: 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 fifteen 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 the 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 January 12, 2004

Computing and Electronic Communications: Acceptable Use

General Principles

Access to computer systems and networks owned or operated by Duke University imposes certain responsibilities and obligations and is granted subject to university policies, as well as local, state, and federal laws. Acceptable use is always ethical, reflects academic honesty, and shows restraint in the consumption of

shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

In making acceptable use of resources you must:

1. Use resources only for authorized purposes
2. Protect your user-id and system from unauthorized use. You are responsible for all activities on your user-id or that originate from your system. Your user-id and password together act as your electronic signature.
3. Access only information that is your own, that is publicly available, or to which you have been given authorized access
4. Use only legal versions of copyrighted software in compliance with vendor license requirements
5. Be considerate in your use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals or other resources.

In making acceptable use of resources you must NOT:

1. Use another person's system, user-id, files, or data without permission (note that permission from an individual user may not be sufficient—some systems may require additional authority)
2. Use computer programs to decode passwords or access control information
3. Attempt to circumvent or subvert system or network security measures
4. Engage in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, worms, or "Trojan horse" programs; disrupting services; or damaging files or making unauthorized modifications to university data
5. Use university systems for commercial or partisan political purposes, such as using electronic mail to circulate advertising for products or for political candidates
6. Make or use illegal copies of copyrighted software, store such copies on university systems, or transmit them over university network
7. Use mail or messaging services to harass or intimidate another person, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else's name or user-id
8. Waste shared computing or network resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain letters or unsolicited mass mailings
9. Use the university's systems or networks for commercial purposes; for example, by selling access to your user-id or to university systems or networks, or by performing work for profit with university resources in a manner not authorized by the university
10. Engage in any other activity that does not comply with the General Principles presented above

Enforcement. The university considers any violation of this policy to be a serious offense and reserves the right to copy and examine any files or information resident on university systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten or degrade operations. Violators are subject to disciplinary action. Offenders also may be prosecuted under applicable local, state, and federal laws.

Disclaimer. Individuals using computer systems owned by Duke University do so subject to applicable laws and university policies. Duke University disclaims any responsibility and/or warranties for information and materials residing on non-university systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions, or values of Duke University, its faculty, staff, or students.

Harassment Policy

(for full policy see: http://www.duke.edu/web/equity/har_policy.htm)

Purpose. Harassment of any individual for any reason is not acceptable at Duke University. Harassment may arise in situations unique to a given interpersonal relationship or in actions rooted in an attitude toward a group. Sexual harassment is perhaps the most commonly understood form of harassment but it is important to note that harassment on any demographic basis—including age, color, disability, ethnic or national origin,

gender, race, religion, class, institutional status, or sexual orientation or gender identity—also occurs and is expressly forbidden. Abuse of the relationship between teacher and student, or provider and patient, is of particular concern because of the educational and health care missions of Duke University. In all cases, harassment undermines the University’s commitments to excellence and to respect for the dignity and worth of all individuals.

This policy against harassment is consistent with the University’s valuation of academic freedom. Duke University is committed to the free and vigorous discussion of ideas and issues, which the University believes will be protected by this policy. This Harassment Policy shall be applied in a manner that protects the academic freedom of all parties to a complaint. Academic freedom and the related freedom of expression include, but are not limited to, the civil expressions of ideas, however controversial, in the classroom, residence halls, and other teaching and student living environments.

In addition to this Harassment Policy and Procedures, Duke University and Duke University Health System also provide educational programs to raise the level of understanding about the nature of harassment and ways to prevent its occurrence. These programs may be found on the Web site of the Office for Institutional Equity: <http://www.duke.edu/web/equity/>.

Scope. This Harassment Policy applies to all persons who are enrolled at or employed by Duke University and Duke University Health System, including their entities and subsidiary organizations, while they are on university property or are participating in a university-related activity off-campus. All aspects of the Harassment Procedures described below apply to situations in which both complainant and respondent are enrolled or employed at Duke University or its subsidiaries, except in those cases in which the respondent is a Duke undergraduate. Claims by or against a member of the Office for Institutional Equity will be handled by the Office of the President or his or her designate.

Situations that involve other individuals (*e.g.*, visitors, patients, graduates of Duke University, applicants for admission or employment, or former employees) who believe they have been harassed by someone either employed by or enrolled at Duke University or Duke University Health System, either on campus or in a university-related activity, may be addressed only through the informal process for handling an allegation (described below in section VIII. A.1.).

Situations in which Duke University or Duke University Health System employees or students believe they have been harassed by visitors to the University or contractors or vendors serving the University will be resolved through the informal process for handling an allegation (described below in section VIII. A. 1.).

Individuals who have questions about the Harassment Policy or who wish to file a complaint of harassment should contact the Office for Institutional Equity at 684-8222 or visit the OIE Web site: <http://www.duke.edu/web/equity/>.

Policy. Duke University is committed to protecting the academic freedom and freedom of expression of all members of the university community. This policy against harassment shall be applied in a manner that protects the academic freedom and freedom of expression of all parties to a complaint. 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. 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.

Counseling and Informal Intervention. A member of the Duke University community who believes that he or she has been harassed in violation of this policy is encouraged to discuss the situation with harassment prevention advisors and other designated individuals, who are available to assist:

Pam Brown	The Fuqua School of Business (919) 660-1959
Allyson Jones	The Fuqua School of Business (919) 660-7805
Ellen Wilbur	The Fuqua School of Business (919) 660-7938

Student Activities

MBA Student Association. The association 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, and social events. Recently, Fuqua expanded its cabinet

to include a position on sustainability, which has helped improve Fuqua's already strong emphasis on environmental issues.

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.

Among student-organized annual programs are Week-in-Cities tours, the Conference on Entrepreneurship and Venture Capital, the Consulting Symposium, MBA Games, and the Week on Wall Street. Given the diversity of interests of the incoming class, new clubs and organizations are launched annually.

MMS Student Association. The MMS student association serves as a liaison between MMS 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 career placement, discipline and industry-specific clubs, admissions, technology, facilities, intramural sports participation, alumni, and social events.

Co-curricular Activities. Graduate students at Duke University are welcome to use such university recreational facilities as swimming pools, tennis courts, and a golf course, and to affiliate with the choral, dance, drama, music, and religious groups. Doctoral students may become junior members of the American Association of University Professors and may affiliate with Phi Beta Kappa and social fraternities.

A full program of cultural, recreational, and religious activities is presented by the Office of Intercultural Affairs, the Duke University Parish Ministry, the Duke University Union, the Office of University Life, 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 film-making program; a student-run television station; art exhibits in two galleries; and a broad program in crafts located in Southgate House and the Bryan Center.

The university center complex includes the Bryan Center, which houses the Information Center, two drama theaters, a film theater, lounges, stores, meeting rooms, game room, art gallery, and other facilities; the West Union, which includes dining facilities; and Flowers Building, which includes student publications, Page Auditorium, and the university box office.

Inquiries should be directed to the Intramural Office, 105A Card Gymnasium; the Office of University Life; Duke Chapel; the Duke University Union, Bryan Center. Detailed and updated information for the fall and spring semesters can be found in the *Arts Calendar*, available each Friday. Updated information for the summer session is in the *Summer Session Calendar*, published at the beginning of each summer term; and the *Duke Chronicle*, published each Monday through Friday during the fall and spring and each Wednesday during the summer. Copies of the Duke University calendars may be obtained at the information desk, Flowers Building, or the calendar office, Page Building.

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. Various performing clubs offer the student opportunities to take part in extracurricular activities. 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 gymnasias, a weight training room, outdoor handball and basketball courts, an archery range, horseshoe courts, an all-weather track, numerous playing fields, jogging and exercise tracks, and informal recreational areas. More than 30 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.

Fuqua specifically hosts two key athletic events each year. The first is an international rugby competition featuring teams from MBA programs from across the US and from as far away as Australia. Additionally, at the end of the year, Fuqua hosts a competitive events weekend with UNC's Kenan-Flagler, entitled "The Blue Cup".

Graduate and Professional Student Council. The Graduate and Professional Student Council 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.

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. Apartments in this complex are available throughout the calendar year for continuous occupancy to single students attending graduate and professional school and undergraduate schools. All apartments are completely furnished by the university; an itemization of furnishings is included with the floor plans sent out in the application packet. All utilities —water, heat, air-conditioning, and electricity —are provided. Central Campus Apartments' residents are responsible for making arrangements to pay for telephone service and residents must provide their own phones. Efficiency, two-bedroom, and three-bedroom apartments are rented to students. Efficiency units are very limited in number and are generally not available to new students. Spaces in apartments for single students are provided on an individual basis with each student paying rent per academic year to the university. This method permits students to share apartments with others of their choice. When this is impractical, the Department of Housing Management strives to place persons with similar interests together.

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. These listings are available at www.communityhousing.duke.edu.

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 telephone number for the Duke Community Housing office is (919) 684-6711. 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.

Food Services

Duke University Food Services (DUFS) operates a variety of dining facilities including cafeterias, a la carte restaurants, fast food facilities, salad bars, seated dining restaurants, and an on-campus pizza delivery service.

Graduate and professional students may choose to pay for food purchases in cash, or they may opt to open a DukeCard flexible spending (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 opening either a FLEX account or a dining account, contact the DukeCard Office at: <http://dukecard.duke.edu/>.

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. Printed schedules are available at

the Bryan Center Information Desk, the Housing Management service offices, and from the transportation office. Schedules are also posted at each of the major bus stops. Routes and schedules are available weekdays by calling (919) 684-2218.

University Stores. 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 description under Food Services).

The Bryan Center is the location of four of the stores' operations: 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.

Health Care

Medical Care. The Duke Student Health Center, the primary care clinic for daytime MBA students, 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.

During the regular academic year, students are seen by appointment (681-WELL) Monday, Tuesday, Thursday, and Friday from 8:30am to 5:30pm and Wednesdays from 9:30am - 5:30pm. Students who walk-in may be worked into the clinic schedule, but this may involve a long wait (so, appointments are strongly encouraged). Urgent Care is available Saturday and Sunday from 11:00am - 1:45pm. During evening hours (5:30pm - 7:00pm) the Center is staffed by Registered Nurses who treat minor illness, offer advice, and make referrals and/or appointments. Hours may change during semester breaks and summer sessions. Please their Web site: <http://healthydevil.studentaffairs.duke.edu/> or call (919) 681-WELL (681-9355) for any changes to hours and for healthcare options while we're closed.

A wide range of services are available, 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.

For problems arising after hours and on weekends, students should call 681-WELL (681-9355) 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 684-2444) will provide on-campus transportation to the Duke University Hospital Emergency Department.

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.

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 their Web site for offerings and registration information: <http://caps.studentaffairs.duke.edu/>. 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.

Academic Regulations

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 will be necessary to obtain the permission of the instructor and the director of Student Services (daytime), or the program director (Executive MBA), 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.

Leaves of Absence. If a student is in good standing (both academically and financially), he or she 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 associate 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 associate 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.



Transfer Credit. No course work done before matriculation at Fuqua is transferable in any of the degree programs.

Academic Requirements

Grading—All programs. We use the following grading scale: Superior Pass (*SP*)-4.0; High Pass (*HP*)-3.5; Pass (*P*)-3.0; Low Pass (*LP*)-2.5; and Fail (*F*)-0.

Graduation and Continuation Requirements for The Duke MBA (Daytime) students enrolled on or after Fall 2007. To graduate, students must complete at least seventy-nine credits 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 forty-five credits in the first academic year of the program and seventy-nine 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:

Threshold for Dismissal

First Year, Summer 1 and Fall 1	1.5 strikes
First Year, Fall 2, Spring 1, and Spring 2	2 strikes
Second Year	2.5 strikes

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.

Graduation and Continuation Requirements for Weekend, Cross Continent, Duke Goethe, and Global MBA students.

To graduate, students must earn a GPA of at least 3.0, complete all required courses and a total of at least fifty-one credits in the Weekend Executive MBA (fifty-six credits for Weekend HSM), forty-eight credits in the Cross Continent MBA, fifty-four credits in the Duke Goethe MBA, and forty-five 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. Within that one year period, the student must demonstrate competence in the subject matter as determined by the professor who issued the failing grade. The demonstration of competence is a faculty decision and can include, but is not limited to, retaking the entire course. Determination of requirements necessary to demonstrate competence must be established within thirty days of receiving the failing grade. If the student successfully demonstrates competence within the specified time period, he or she may be allowed to join the subsequent cohort of students, picking up where he or she left off. If the student does not demonstrate competence as determined by the professor or fails to 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:

Weekend Executive and Global Executive	Threshold for Dismissal
Term 1 or 2	1.5 strikes
Term 3 or 4	2 strikes
After Term 4	2.5 strikes
Cross Continent and Duke Goethe students	Threshold for Dismissal
Terms 1, 2, or 3	1.5 strikes
Terms 4, 5, or 6	2 strikes
After Term 6 (Duke Goethe students only)	2.5 strikes

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.

Graduation and Continuation Requirements for Master of Management Studies: Foundations of Business students.

To graduate, students must complete at least thirty-six credits, 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:

1. Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.

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 threshold for dismissal follows:

Threshold for Dismissal

Fall 1, Fall 2, Spring 1 and Spring 2

1.5 strikes

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.

Conferring of Degrees

Degrees will be conferred in May for Daytime MBA, MMS students, Cross Continent (class of May 2010 only) and Duke Goethe students. At that time, diplomas are issued to those who have completed all requirements. Degrees will be conferred in December for Weekend Executive, Global Executive, and Cross Continent students. Graduates in these programs will have their degrees conferred on December 30 and diplomas issued the following February. All are invited to attend the university commencement exercises in May.

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 on-line via ACES.

All others should use the Transcript Request Form: <http://www.registrar.duke.edu/registrar/studentpages/student/transcriptrequest.htm>. Print, complete, and sign the form, and submit it to the Office of the University Registrar by fax, mail, or in person. Transcript Request Forms are available at the Office of the University Registrar office or from the Web site listed immediately above.

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 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 in Durham, and North Carolina State University in Raleigh, students properly enrolled in The Fuqua School of Business 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 course work 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 joint degree students or Foundations of Business students.

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



The Duke MBA

ACCOUNTING (ACCOUNTG)

340. 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.

341. 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.

342. Corporate Financial Reporting. Provides an in-depth examination of corporate accounting measurement. Helps students appreciate the diverse environmental factors associated with corporate disclosure, understand contemporary practices in corporate financial reporting, and analyze and interpret financial information critically with a view toward evaluating the financial health of a firm. Prerequisite: Accounting 340. Instructor: Staff. 3 units.

343. Measurement and Control of Product Costs. Study of the relationship between product costing systems and strategic analysis. 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.

348. 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.

440. 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 340. Instructor: Staff. 3 units.

441. 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. Staff. 3 units.

442. 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 340. Instructor: Staff. 3 units.

443. 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.

446. 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.

448. 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.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

DECISION SCIENCES (DECISION)

311. 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.

312. 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.

383. 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: Ecklund. 2 units.

410. Decision Analysis. 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.

411. 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.

412. 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.

483. Information Management. This course introduces the student to the fundamental concepts of organizing, modeling, and managing information using a new generation of personal computer database management software. Today, information management extends to any type of information that can be stored in a computer, such as traditional numerical and text-based information, images, sound, graphics, animation, and video. While these new definitions of computer-based information are evolving, new personal computer software tools are emerging that focus on the needs of the sophisticated end-user to manage and access this information. Instructor: Staff. 3 units.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

ECONOMICS (MGRECON)

300. 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, (ii) 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.

301. Global Economic Environment of the Firm. 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 an 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.

400. Business After Communism. Helps students to understand the business environment of postcommunist countries, particularly in Eastern Europe and the former Soviet Union, China, and Vietnam. The course is very practical and action-oriented. Students will need to draw extensively on their knowledge of economics. Instructor: Staff. 3 units.

401. 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.

405. 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.

406. 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.

431. 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. 3 units.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

FINANCE (FINANCE)

350. 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.

351. 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.

352. 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.

353. 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.

354. 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

355. Structuring Commercial and Financial Transactions. 3 units. C-L: see Law 390

356. 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 457, 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. Instructor: Staff. 3 units.

450. 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. 3 units.

451. 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. Instructor: Staff. 3 units.

452. 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--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.

453. 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 DATASTREAM) is used in this real-time allocation. Instructor: Staff. 3 units.

454. 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.

455. Corporate Restructuring. This course will focus on some of the important managerial problems associated with corporate restructuring, for example, business ventures that are strategically important, particularly projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, and recapitalization. Both financial and strategic tools and techniques will be emphasized. Specific financial topics included will be alternative economic criteria, interpretation of study results and their use in decision making, and strategic valuation. The point of the course is that strategically important decisions must be based on sound analyses of both the financial and the strategic implications of the decision. Pre-requisite: Business students must have taken FINANCE 351, Corporate Finance, or be registered concurrently. Law students are required to take a corporate finance course, such as Finance 351 at Fuqua or the equivalent course at the Law School. It is also very strongly recommended that law students take Business Associations at the Law School before taking Corporate Restructuring. Instructor: Staff. 3 units. C-L: Law 324

456. Emerging Markets. 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 millenium. 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.

457. 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.

458. Raising Capital: Financial Instruments, Institutions, and Strategy. Develops a fundamental understanding of the many roles of investment banking firms in the capital marketplace. As financial intermediaries, investment banks originate, underwrite, and distribute new security issues, serving both their issuing clients and their investing customers. Investment bank services may also include advising clients, arranging lease financing, arbitraging profit opportunities, placing unregistered securities, and providing broker and dealer services. Topics include markets and market making, and syndication and underwriting. Instructor: Staff. 3 units.

459. 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: Staff. 3 units. C-L: Law 378

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

GLOBAL ACADEMIC TRAVEL EXPERIENCE (GATE)

492. 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, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. Instructor: Staff. 3 units.

493. Global Academic Travel Experience. See description for 492. Instructor: Staff. 3 units.

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498. Global Academic Travel Experience. See description for 492. Instructor: Staff. 3 units. .

HEALTH SECTOR MANAGEMENT (HLTHMGMT)

225. Seminars in Health Care 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 health care sectors. Instructor: Staff. 1 unit.

226. Seminars in Health Care 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 health care sectors. Instructor: Staff. 1 unit.

325. Health Care in the 21st Century. 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 next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient/payor interface, the changing demographics of health, growth of technology, emerging regulatory patterns, and comparative strategies of public health across nations. Instructor: Staff. 3 units.

326. Economics and Strategy of Health Sector Management. This course provides students with the tools to effectively address the emerging issues in the health care industry. The focus is specifically on health care economics and finance, and uses prominent health sector organizations as real-world models. The course provides the basis for second-year electives. Instructor: Staff. 3 units.

327. Medical Device Commercialization. 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.

408. 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.

409. Economics and Management of the Pharmaceutical Industry. 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.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

INTEGRATIVE LEADERSHIP EXPERIENCE (ILE)

390. Integrative Leadership Experience: Leadership & Ethics in a Multicultural World. The primary objective of the first ILE is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1 unit.

391. Integrated Leadership Experience: Leadership & Ethics 2. This ILE builds on the concepts and skills mastered in the first-year ILE1 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.

MANAGEMENT (MANAGEMENT)

320. Leadership, Ethics and Organizations. Instructor: Staff. 3 units.

321. 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.

330. 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, technological) 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.

335. 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.

345. 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). 3 units.

420. 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.

421. 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.

422. Power and Politics in Organizations. 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.

423. Leadership. This course has been designed to build on foundational business processes. Readings, class discussions, and in-class training assist in developing leadership strategies for more closely linking individual talents and related work team assignments to business goals. Various journal articles, selected book chapters, and assessment tools are provided to increase the ability to develop continuous learning among work teams and to expand the overall capacity of organizations. Instructor: Staff. 3 units.

424. 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 or operating

managers primarily. The roles of the personnel department and the personnel specialists are evaluated. Instructor: Staff. 3 units.

425. Ethics in Management. The purpose of this course is to help students understand the ethical problems that confront managers and to approach their role as managers with a sense of purpose and vision. The course does not presume to teach morality; it does not have the goal of teaching right and wrong. We will explore students' own ethical orientations, the values of practicing managers, and alternative approaches to ethical problems. Instructor: Staff. 3 units.

426. 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: Dees. 3 units.

427. 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.

428. 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.

429. 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.

431. 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.

432. 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.

433. 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.

434. 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.

435. 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.

436. 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.

438. 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.

439. 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.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. 3 units.

MANAGEMENT COMMUNICATIONS (MGMTCOM)

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

281. Beginning Working Mandarin B. Working Mandarin, developed by The NC Global Center, helps business students and professionals learn Mandarin and the nuances of culture affecting business in China. The main goal of the course is to prepare MBA students to be able to function effectively in Mandarin at work. Mandarin B is a continuation of Working Mandarin A. It can accommodate new advanced beginners with consent of the instructor. Instructor: Staff. 4 units.

282. Working Mandarin Immersion. Working Mandarin, developed by The NC Global Center, helps business students and professionals learn Mandarin and the nuances of culture affecting business in China. The immersion combines classroom interaction with various activities and cultural and business excursions in China. Instructor: Staff. 2 units.

290. 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.

291. Beginning Working Spanish B. 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. Working Spanish B will be offered in the spring and is a continuation of Working Spanish A. It can accommodate new advanced beginners (with consent of the instructors). Instructor: Staff. 4 units.

292. Working Spanish Immersion. *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. *Working Spanish* goes to Mexico for eight days to practice in a real-life setting. The immersion combines classroom

instruction with a task-oriented "Mision Impossible" around town, cultural and business excursions, and discussions and visits with local business people. Instructor: Staff. 2 units.

293. Advanced 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. 4 units.

294. Advanced Beginning Working Spanish B. 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. Working Spanish B will be offered in the spring and is a continuation of Working Spanish A. It can accommodate new intermediate speakers (with consent of the instructor). 4 units.

394. Leadership Communication I. 2 units.

395. Leadership Communication 2. 2 units.

396. 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.

397. Effective Advocacy. Builds on the skills and concepts that students learned in Management Communications 396. 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.

398. Professional Project Communication. Builds on the important advocacy skills that students learned in Management Communications 397. 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.

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

491. 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.

496. 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.

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

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

MARKETING (MARKETNG)

360. 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.

361. Market Intelligence. 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.

362. 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. 3 units.

460. Product 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.

461. 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.

462. 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.

463. 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.

464. 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. 3 units.

465. 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.

466. Analysis for Marketing Decisions. Instructor: Staff. 3 units.

467. 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.

468. 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.

469. 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.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

OPERATIONS (OPERATNS)

370. 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.

470. 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.

471. Operations Strategy. Explores the use of operations as a competitive weapon. The course investigates various frameworks for describing, analyzing, and assessing the strategic operations choices available to companies, with the goal of determining how a company's operations can contribute to competitive success, organizational learning, and world-class status. Among the strategic decision categories that will be examined are process and technology choices, facilities and capacity decisions, quality and productivity management, and performance measurement. Instructor: Staff. 3 units.

472. 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.

473. 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 a 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.

474. 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.

475. 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.

476. Supply Chain Management. This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor- managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 3 units.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

STRATEGY (STRATEGY)

330. Global Institutions and Environments. 2 units.

331. 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.

332. International Strategy. 3 units.

333. 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.

334. Strategic Alliances. 3 units.

338. 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.

339. 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.

430. Advanced Corporate 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.

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

491. 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.

499. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

The Duke MBA—Cross Continent

ACCOUNTING (ACCOUNTG)

240C. Financial Accounting Review. 0 units.

340C. Financial Accounting. Provides an introduction to the financial reporting process and to using financial reports. Students learn skills that can be used to read, analyze, and understand financial reports. The course focuses on fundamental accounting concepts and the economic events and transactions that form the basis of the information in financial reports. The course considers topical issues in financial reporting and makes considerable use of exercises and cases based on financial reports. Instructor: Staff. 3 units.

341C. 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.

441C. 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.

442C. 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: ACCOUNTG 340C. Instructor: Staff. 3 units.

491C. 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)

215C. Mathematics Review. 0 units.

311C. Statistical Models. Develops students' ability to make inferences and predictions from data. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include exploratory data analysis, probability distribution, sampling and inference, and regression analysis. Instructor: Staff. 3 units.

312C. 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.

491C. 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)

300C. Managerial Economics. This course is about markets and how they work. We will examine the decisions of firms, consumers, and governments and how they interact to determine market outcomes. This will lead us to explore a variety of market structures, ranging from perfect competition to oligopoly (rivalry between a small number of competitors) to monopoly (one dominant firm). What we want to develop is the ability to analyze how and why these elements of market structure matter for managerial choices and strategic decisions. Instructor: Staff. 3 units.

301C. Global Economic Environment of the Firm. 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 an 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.

401C. 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.

431C. 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.

491C. 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.

FINANCE (FINANCE)

350C. 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.

352C. 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.

353C. 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.

451C. Corporate Finance. Uses cases and lectures to examine private equity markets (both venture capital and leveraged buyouts), initial public offerings, financial options, and real options. Focuses on how financial, legal, and economic issues are dealt with in financial contracts between private equity funds and their investors as well as between private equity funds and the firms they invest in. Covers a range of U.S. and foreign firms, including start-ups and mature family-owned businesses. Examines option-like features in compensation schemes, valuation techniques for start-up firms and mature firms (including real options), the use of term sheets to align incentives of owners and entrepreneurs, and the role of initial public offerings as an exit mechanisms for founders. 3 units.

455C. 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.

457C. 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.

459C. 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 Finance 459/Law 378. Instructor: Staff. 3 units. C-L: Law 378C

491C. 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)

320C. 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.

330C. International Business Management I. 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, technological) 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.

335C. 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.

421C. Negotiation. 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.

423C. Leadership. This course has been designed to build on foundational business processes. Readings, class discussions, and in-class training assist in developing leadership strategies for more closely linking individual talents and related work team assignments to business goals. Various journal articles, selected book chapters, and assessment tools are provided to increase the ability to develop continuous learning among work teams and to expand the overall capacity of organizations. Instructor: Staff. 3 units.

428C. 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 manages. Instructor: Staff. 3 units.

429C. 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.

432C. 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.

439C. Business Simulation. Provides an opportunity to integrate concepts and materials from earlier courses. Using computer-based simulation that emphasizes many key issues involved in global competition, student teams develop and implement strategic plans for their "companies." Conducted using Fuqua's Computer Mediated Learning Environment. Instructor: Staff. 3 units.

491C. 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 (MARKETNG)

360C. 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 critic all aspects of a marketing program. Instructor: Staff. 3 units.

361C. Market Intelligence. 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.

462C. Electronic Commerce. Electronic commerce involves the transformation of key business processes through the use of Internet technologies. The goal of the course is to give students the necessary background and concepts, technologies, and applications required for participation in the rapidly growing electronic commerce industry. Topics will include Internet technologies, online retailing, online advertising, new pricing models (e.g., auctions), customer acquisition, customer service, marketing to customers, new business models, etc. We will examine current electronic commerce practices as well as business models that will be enabled by likely future technologies. 3 units.

463C. 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.

464C. Customer Relationship Management. Will cover analytical approaches for customer relationship management and customer valuation at each stage of the customer lifecycle, dealing with problems such as: identification of good prospects for customer acquisition; customer development via up-selling or cross-selling; and customer attrition/retention management. It will introduce issues, techniques and terminology associated with database marketing and data mining for analytical CRM. Techniques covered will include decile analysis, RFM (reach/

frequency/ monetary) analyses, and response modeling using logistic regression and machine learning algorithms. A series of hands-on analysis of customer databases using statistical software will address the following CRM problems: measuring customer lifetime value; estimating return on marketing investment; identifying prospects for cross-selling; and building predictive models to select the best targets for a marketing campaign. Instructor: Staff. 3 units.

468C. 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.

491C. 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)

370C. 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.

476C. Supply Chain Management. This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor- managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 3 units.

491C. 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.

STRATEGY (STRATEGY)

370C. 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.

476C. Supply Chain Management. This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor- managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 3 units.

491C. 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—Global Executive

ACCOUNTING (ACCOUNTG)

340G. Global Financial Accounting. Focuses on how economic events and transactions are communicated through the financial reporting process in both U.S. and non-U.S. 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.

341G. Cost Management and Control in Global Organizations. Examines the use of accounting information in the development and implementation of a successful global corporate strategy and how control systems enhance the strategic planning process. Topics: cost behavior, measurement, and cost management; cost management innovations; strategic cost analysis; quality management and cost; planning and control in performance measurement, evaluation and transfer pricing in global organizations. Instructor: Staff. 3 units.

491G. 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)

311G. Statistical Models. Develops students' ability to make inferences and predictions from data. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include exploratory data analysis, probability distributions, sampling and inference, and regression analysis. Instructor: Staff. 3 units.

312G. 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.

491G. 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)

300G. Global Managerial Economics. Examines market behavior and the actions and reactions of business firms and consumers in a variety of market environments. The impact of different market structures (including perfect competition, monopoly, and oligopoly) on production and consumption is analyzed. The course also includes the economic analysis of international trade, including free trade issues and comparative advantage. Instructor: Staff. 3 units.

301G. Global Economic Environment of the Firm. This course 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 an 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.

491G. 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.

FINANCE (FINANCE)

350G. Financial Management in a Global Economy. Introduces the fundamental principles of asset valuation and financing in global financial markets. Topics: financial instruments, world markets, and information; global fixed income valuation; global equity valuation; risk management through derivatives; international portfolio management; project evaluation in developed and emerging markets; capital structure; payout policies. Instructor: Staff. 3 units.

455G. Corporate Restructuring. Examines the economics, law, and business strategies that underlie major corporate restructuring transactions in the U.S. and throughout the world. Includes mergers, acquisitions, tender offers, leveraged buyouts, and divestitures. Introduces analytical techniques used to assess the valuation consequences of these transactions. Reviews the structure of the large-scale, public corporation with emphasis on the conflict of interest that exists between corporate managers and stockholders. Discusses market forces and legal rules in the U.S. that resolve these conflicts. Compares the legal and institutional environment to that in other countries, particularly Japan and Germany. Examines the role of hostile takeovers and defensive tactics. Instructor: Staff. 3 units.

491G. 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)

320G. Managerial Effectiveness for the Global Executive I: Managing Individual and Teams. Considers fundamental management concepts and the effects of globalization on traditional management practices. Topics: definition of global manager, national culture and work values, effective decision making, motivation, negotiation, teams, networks and business relationships, change management processes in cross-national organization; new ways of organizing, conducting, and evaluating work in the global firm, and business ethics. Instructor: Staff. 3 units.

321G. Managerial Effectiveness for the Global Executive II: Organizational Design. Considers options for organizing and leading companies in today's global environment. Topics: design and function of organizational relationships, competitive and cooperative relationships, organizational structure, culture, and learning; corporate

innovation, formation of professional communities across firms, work coordination, and managing the distributed enterprise. Instructor: Staff. 3 units.

423G. Leadership. This course has been designed to build on foundational business processes. Reading, class discussions, and in-class training assist in developing leadership strategies for more closely linking individual talents and related work team assignments to business goals. Various journal articles, selected book chapters, and assessment tools are provided to increase the ability to develop continuous learning among work teams and to the overall capacity of organizations. Instructor: Staff. 3 units.

439G. Global Business Simulation. Provides an opportunity to integrate concepts and materials from earlier courses. Using computer-based simulation that emphasizes many key issues involved in global competition, student teams develop and implement strategic plans for their "companies." Conducted using Fuqua's Computer Mediated Learning Environment. Instructor: Staff. 3 units.

491G. 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 (MARKETNG)

360G. Marketing in a Global Environment. Provides the strategic concepts and analytic tools required of effective marketing managers in the global environment. Goals: learn to identify customer needs and analyze market, determine which market segments to serve, and develop and manage marketing plans that deliver solutions to these segments. Instructor: Staff. 3 units.

491G. 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)

370G. Global Operations Management. Considers the decision problems that confront operations managers in a global environment. Topics covered include: introduction to operations strategy and global operations, evaluating and managing processes, managing inventories and supply-chains, vendor-managed inventories, supply-chain flexibility, lean manufacturing, service operations management, international services, international sourcing, the role of foreign factories, process development as a competitive weapon, and environmental issues in operations. Instructor: Staff. 3 units.

491G. 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.

STRATEGY (STRATEGY)

430G. Strategy Design and Implementation. 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.

491G. 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)

340W. 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.

341W. 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.

441W. 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. 2.5 units.

442W. 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. 2.5 units.

491W. 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. 2.5 units.

DECISION SCIENCES (DECISION)

311W. 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.

312W. 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.

491W. 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. 2.5 units.

ECONOMICS (MGRECON)

300W. 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.

301W. Global Economic Environment of the Firm. 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 an 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.

431W. 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. 2.5 units.

491W. 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. 1.5 units.

FINANCE (FINANCE)

350W. 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.

351W. 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 capital budgeting, capital structure, 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. 2.5 units.

352W. 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. 2.5 units.

353W. 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. 2.5 units.

451W. Advanced Corporate Finance. 2.5 units.

455W. Corporate Restructuring. This course will focus on some of the important managerial problems associated with corporate restructuring. Examples include projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, and recapitalization. Both financial and strategic tools and techniques will be emphasized. Instructor: Staff. 2.5 units.

457W. 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. 2.5 units.

491W. 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. 2.5 units.

GLOBAL ACADEMIC TRAVEL EXPERIENCE (GATE)

492W. 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, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. Instructor: Staff. 2.5 units.

HEALTH SECTOR MANAGEMENT (HLTHMGMT)

225W. Seminars in Health Care 1. This extensive series of seminars 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 health care sectors. Instructor: Staff. 0.5 units.

226W. Seminars in Health Care 2. This extensive series of seminars 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 health care sectors. Instructor: Staff. 0.5 units.

227W. Seminars In Health Care 3. This extensive series of seminars 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 health care sectors. Instructor: Staff. 0.5 units.

228W. Seminars in Health Care 4. This extensive series of seminars 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 health care sectors. Instructor: Staff. 0.5 units.

326W. Economics and Strategy of Health Sector Management. This course provides students with the tools to effectively address the emerging issues in the health care industry. The focus is specifically on health care economics and finance, and uses prominent health sector organizations as real-world models. The course provides the basis for second-year electives. Instructor: Staff. 2.5 units.

491W. 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. 2.5 units.

MANAGEMENT (MANAGEMENT)

320W. 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.

321W. 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. 2.5 units.

330W. Financial Accounting. 3 units.

335W. 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. 2.5 units.

421W. 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. 2.5 units.

423W. Leadership. This course has been designed to build on foundational business processes. Readings, class discussions, and in-class training assist in developing leadership strategies for more closely linking individual talents and related work team assignments to business goals. Various journal articles, selected book chapters, and assessment tools are provided to increase the ability to develop continuous learning among work teams and to expand the overall capacity of organizations. Instructor: Staff. 3 units.

425W. Ethics in Management. The purpose of this course is to help students understand the ethical problems that confront managers and to approach their role as managers with a sense of purpose and vision. The course does not presume to teach morality; it does not have the goal of teaching right and wrong. We will explore students' own ethical orientations, the values of practicing managers, and alternative approaches to ethical problems. Instructor: Staff. 2.5 units.

428W. 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. 2.5 units.

432W. 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. 2.5 units.

435W. Business Planning for New Ventures. This course provides a different look at entrepreneurship by focusing on how to obtain, evaluate, and manage venture capital for start-up companies. Students learn how to maximize the value of assets, obtain greater levels of funding, and how to position for an IPO. The course combines financial, marketing, technology, and operational aspects of choosing, managing, and evaluating venture capital firms. Instructor: Staff. 2.5 units.

491W. 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. 2.5 units.

MANAGEMENT COMMUNICATIONS (MGMTCOM)

499W. 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 director of the MBA program and instructor. Instructor: Staff. Variable credit.

MARKETING (MARKETNG)

360W. 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.

361W. Market Intelligence. 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. 2.5 units.

460W. Product 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. 2.5 units.

463W. 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. 2.5 units.

464W. Customer Relationship Management. The managing of customer relationships has emerged as a top priority for most firms. Examination of the theories, tools, and techniques that enable firms to obtain the durable competitive advantage that comes from having a meaningful relationship with individual customers. Students learn how to identify customers, differentiate customers based on their needs and their importance to the organization, interact with individual customers, and customize offerings to meet their particular needs. Includes database tools necessary to implement these processes. Instructor: Staff. 2.5 units.

468W. Marketing Strategy. Considers in greater depth the process of strategic thinking in marketing. Offers an opportunity to sharpen and extend skills in analyzing customers and competitors as well as to synthesize understanding of the managerial, organizational, and environmental implications of marketing activity. Instructor: Staff. 2.5 units.

469W. 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. 2.5 units.

491W. 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. 2.5 units.

OPERATIONS (OPERATIONS)

370W. 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.

472W. 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. 2.5 units.

476W. Supply Chain Management. This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor- managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 2.5 units.

491W. 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. 2.5 units.

STRATEGY (STRATEGY)

333W. 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. 2.5 units.

430W. Corporate 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.

Master of Management Studies: Foundations of Business

ACCOUNTING (ACCOUNTING)

245F. 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. 3 units.

246F. 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. 3 units.

247F. 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. 3 units.

DECISION SCIENCES (DECISION)

210F. Spreadsheet Modeling and Decision Analysis. Successful management requires the ability to recognize a decision situation, understand its essential features, and make a smart choice. However, many of these situations, particularly those involving uncertainty and/or complex interactions, may be too difficult to grasp intuitively, and 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 and learn more about the problem. This course introduces several commonly used modeling tools (decision trees, Monte Carol simulation, and optimization) and provides an introduction to the art of modeling in a Microsoft Excel environment. Familiarity with Excel is an important prerequisite for this course. 3 units.

215F. Calculus Review. This course will explain what the derivative is, how to calculate it, how the derivative is really the formula for rate of change, and what that means for business examples. The course will introduce the important concept of "Marginal" as in Marginal Cost, etc. It will cover optimization. It will explain the partial derivative for the case of functions of more variables. Applications will be appropriate for business school. 0 units.

ECONOMICS (MGRECON)

200F. 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. 3 units.

FINANCE (FINANCE)

250F. 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. 3 units.

251F. 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. 3 units.

MANAGEMENT (MANAGEMENT)

220F. 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. 3 units.

MARKETING (MARKETNG)

260F. 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. 3 units.

261F. Fundamentals of Market Intelligence. 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. 3 units.

OPERATIONS (OPERATNS)

270F. 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. 3 units.

STRATEGY (STRATEGY)

230F. Principles of Strategy. This course helps you learn to identify business opportunities in dynamic competitive environments and, in turn, develops skills necessary to be an effective strategy analyst as part of any business position. We will tackle the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assessing strategy under increasing uncertainty. You will develop strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. The course 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. 3 units.

Doctor of Philosophy

BUSINESS ADMINISTRATION (BA)

501. 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 rationalization. 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.

510. 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: Statistics and Decision Sciences 221

513. 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: Statistics and Decision Sciences 234

521. 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.

522. 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.

525. 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: Payne. 3 units. C-L: Psychology 316, Statistics and Decision Sciences 231

531. Accounting Seminar: Empirical. This course focuses on empirical-archival research in accounting, emphasizing the framing of research questions, the research design and the research methods. Topics covered include: the value of relevance and stewardship roles of accounting information; valuation models; voluntary disclosure and accounting choice; earnings management; tax considerations. Prerequisites: PhD. level course in microeconomics recommended; basic mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units.

532. Accounting Seminar: Analytical. This course focuses on the economic models underlying information economics-based theories of the usefulness of accounting information. Topics covered include: adverse selection, moral hazard, incentive contracting and disclosure. Prerequisites: PhD level courses in microeconomics and econometrics, MBA level financial accounting course, and BA 531 is required; or approval by instructor on a case-by-case basis. Strong mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units. Instructor: Chen. 3 units.

551. Introduction to Finance (Finance I). This course provides a comprehensive yet rigorous introduction to both the theory and related empirical evidence of modern financial economics. Topics covered include (i) preferences and expected utility theory; (ii) single-period portfolio choice, mean-variance optimization, and CAPM; (iii) efficient markets, predictability, cross-sectional anomalies, and event studies; (iv) stochastic discount factors, no arbitrage, state prices, and contingent claims; (v) APT and multifactor pricing models; and (vi) behavioral finance. Instructor: Staff. 3 units.

552. 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: Staff. 3 units.

553. 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.

561. 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 game-theoretic 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.

562. 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 315

563. 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.

564. 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 Britton. 3 units.

571. Operations Strategy Seminar. Recent developments in the strategy of operations in both the manufacturing and service sectors. Topics include the focused factory concept, Japanese manufacturing philosophy, technological policy toward new process development and toward new product introduction, vertical integration, choice of capacity and location, industry analysis, and the impact of government regulation. Emphasis on the development of hypotheses about strategic topics and the empirical means by which they can be tested. Instructor: Staff. 3 units.

572. Seminar in Operational and Technological Tactics. Current issues in the day-to-day management of manufacturing and service delivery systems. Topics include material requirements planning, capacity requirements planning, quality of work life projects, productivity measurement and enhancement, implementation of new product introductions and production process modifications, quality assurance, production planning and scheduling, and logistics. Concentration on the substance of recent developments, the generation and test of hypotheses about tactical issues, and the applicability of various optimization techniques to the advance of operation tactics. Instructor: Staff. 3 units.

591. Selected Topics in Business. Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. Variable credit.

596. Curricular Practical Training. This course offers international students an experiential learning opportunity in a U.S. work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

597. 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.

598. 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.

599. 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.

Faculty

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:

Hengjie Ai, PhD, *Assistant Professor of Finance*; BS (Wuhan University), MA (Remin University of China), PhD (University of Minnesota)

Professor Ai's research interests are in general-equilibrium asset pricing models. His dissertation research studies the role of investors' information and learning in determining the risk-return relationship in general equilibrium models. His current research focuses on modeling the cross section of firms' life cycle dynamics and their equity returns. He teaches derivatives in MBA and Weekend Executive programs.

Wilfred Amaldoss, PhD, *Associate Professor of Business Administration*; MA (Indian Institute of Management), PhD (University of Pennsylvania)

Professor Amaldoss is interested in understanding strategic behavior in the context of interorganizational relationship and new product development. The National Science Foundation funds some of his research projects. Recent publication credits include "David versus Goliath: An Analysis of Asymmetric Mixed Strategy Games."

James J. Anton, PhD, *Professor of Business Administration*; BS (Emory University), PhD (Stanford University)

Professor Anton's research interests are in the area of industrial organization economics. He focuses on problems 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 in procurement contracts, auctions, incentive regulation, and antitrust issues in a variety of economics journals, including the *American Economic Review*, *Quarterly Journal of Economics*, and the *RAND Journal of Economics*, and also in law and policy journals. He also serves as coeditor of the *Journal of Economics and Management Strategy*. He has taught courses on managerial economics, competitive analysis, and macroeconomics in a variety of Fuqua degree programs.

Dan Ariely, PhD, *James B. Duke Professor of Behavioral Economics*; PhD (Duke University) PhD and MS (University of North Carolina-Chapel Hill) BA (Tel Aviv University). Professor Ariely 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*.



Ashish Arora, PhD, Professor of Strategy; BA (St. Stephen's College, Delhi); MA (Jawaharlal Nehru University, Delhi); PhD (Stanford University). Professor Arora's research interests are in understanding the process of technological change and, in particular, how different organizations can cooperate to sustain a market based division of labor in innovation.

Alison H. Ashton, PhD, *Associate Professor of Business Administration*; BS (Louisiana State University), MPA., PhD (The University of Texas at Austin)

Professor Ashton's academic interests are in behavioral decision theory and accounting. Her published research includes studies of auditors as decision makers, as well as managers as users of accounting information. Her current research focuses on health care professionals, including the cost of professional services (i.e., surgery and medical education in a teaching hospital) and the impact of cost constraints on medical judgment and decision making.

Robert H. Ashton, PhD, CPA, *L. Palmer Fox Professor of Business Administration, KPMG Research Scholar*; BS (Middle Tennessee State University), MBA (Florida State University), PhD (University of Minnesota)

Professor Ashton's teaching interests involve management accounting, with particular emphasis on strategic cost management, performance measurement and evaluation, and the role of accounting measures in implementing and monitoring firm strategy. Research interests center around behavioral decision theory and its application to management accounting and external auditing issues. He teaches extensively in Fuqua's Executive MBA programs and in non-degree executive education settings. He has published three books and more than sixty articles in leading academic and professional journals in accounting, management, and cognitive psychology, and has served on the editorial boards of several top journals. Prior to joining the Duke faculty in 1986, he was on the faculties of the University of Texas, the University of Alberta, and New York University. He is a certified public accountant.

Helmy H. Baligh, PhD, *Professor of Business Administration (Emeritus)*; BA (Oxford University), MBA, PhD (University of California, Berkeley)

Professor Baligh joined the Duke faculty after teaching at the University of Illinois. His major research is in the analysis and design of economic structures for both business and social purposes. He has participated in the development of the Master of Business Administration programs at Duke and at the University of Illinois with emphasis on curriculum. His publications include *Vertical Market Structures* (with Leon E. Richartz) and several articles in the areas of transportation, hospital administration, marketing, economics, culture, and organization structure design. He taught in the fields of marketing, economic decision making, organization design, the cultural setting of business and globalization.

Ravi Bansal, PhD, *Professor of Business Administration*; BA, MA (University of Delhi), PhD (Carnegie Mellon University)

Professor Bansal's interests are in financial economics, time series analysis, and macroeconomics. The focus of his research is constructing and testing theories that provide a better understanding of asset price movements. His research is published in leading journals such as *Journal of Political Economy*, *Journal of Finance*, and the *Journal of Econometrics*. He teaches courses in financial economics and aggregate economics.

Sharon Belenzon, PhD, Assistant Professor of Strategy; BA (Tel-Aviv University); MA (Tel-Aviv University); PhD (London School of Economics & Political Science). Professor Belenzon's research interests are in economics of innovation and corporate finance as well as applied microeconomics and industrial organization.

Alexandre Belloni, PhD, *Assistant Professor of Decision Sciences*; BS (Pontifical Catholic University), MS (Institute for Pure and Applied Mathematics), PhD (Massachusetts Institute of Technology)

Professor Belloni's research interests are in mathematical programming, statistics/econometrics, probabilistic methods, complexity theory, and applications to economics, management science, marketing, and engineering. Before coming to Fuqua, he held post-doctoral fellow and research assistant positions at MIT as well as positions at IBM T. J. Watson Research Center in New York and CEPTEL-Electrical Energy Research Center in Brazil.

Fernando G. Bernstein, PhD, *Associate Professor of Business Administration*; Licenciado (University of Buenos Aires), PhD (Columbia University)

Professor Bernstein's research interests are in stochastic modeling and operations management. His current research focuses on coordination issues facing decentralized supply chains and the integration of pricing and inventory decisions. He teaches courses on operations management and supply chain management.

James R. Bettman, PhD, *Burlington Industries Professor of Business Administration and Director of the PhD Program*; BA, MPhil, PhD (Yale University)

Professor Bettman is the author of *An Information Processing Theory of Consumer Choice*, *The Adaptive Decision Maker*, and *Emotional Decisions: Trade off Difficulty and Coping in Consumer Choice*; he has also published numerous

articles in academic journals. He has served as a consultant to government agencies, as a member of editorial boards of scholarly publications, as president of the association for Consumer Research, as co-editor of the *Journal of Consumer Research*, and is currently the editor of *Monographs of the Journal of Consumer Research*. He is a fellow of the American Psychological Association, the American Psychological Society, and the Association for Consumer Research; he has also received the Converse Award, AMA/Irwin/McGraw-Hill Distinguished Marketing Educator Award, and Harold Maynard Award from the American Marketing Association and was awarded the Leo Melamed Prize for outstanding scholarship. He has chaired or co-chaired over twenty PhD committees at Fuqua. His teaching and research interests are in consumer behavior.

William F. Boulding, PhD, *Professor of Business Administration; and Deputy Dean for Programs*; BA (Swarthmore College), PhD (University of Pennsylvania)

Professor Boulding is interested in model building relevant to managerial decision making. His current work focuses on the efficiency of various strategic options available to the firm. His teaching interests lie in the areas of marketing strategy and marketing management.

Michael Bradley, PhD, *F. M. Kirby Professor of Investment Banking; Emeritus*; AB (University of Idaho), MBA (Syracuse University), PhD (University of Chicago)

Prior to joining the Duke faculty, Professor Bradley was the Everett E. Berg Professor of Business Administration at the University of Michigan, where he also had an appointment in the law school. He has served on the faculties of the Universities of Chicago and Rochester. Professor Bradley's teaching and research interests lie at the intersection of corporate finance and corporate law. He has published papers on corporate capital structure, mergers and acquisitions, takeover defenses and tactics, government regulation of the securities market, insider trading, fiduciary duties of corporate managers, corporate governance, and corporate bankruptcy. His work has been cited in textbooks, professional journals, and the decisions of numerous state and federal courts, including the United States Supreme Court.

Michael W. Brandt, PhD, *Professor of Finance*; BA (Westminster College of Salt Lake City), MSc (London School of Economics), MBA (University of Chicago), PhD (University of Chicago)

Professor Brandt conducts theoretical and empirical research in finance. His current work focuses on innovative solutions to asset allocation problems, issues arising in risk management, fixed income markets, and financial econometrics. Professor Brandt's research has appeared in numerous journals, including the *Journal of Finance*, *Journal of Financial Economics*, and *Journal of Monetary Economics*. He serves as associate editor of the *Journal of Finance and Management Science*, and he is a faculty research fellow of the National Bureau of Economic Research (NBER). Prior to joining the Fuqua School of Business, Professor Brandt was at the Wharton School, University of Pennsylvania for six years, where he taught a derivatives course and a PhD level course on financial econometrics. He currently teaches a fixed income and risk management course and a PhD level course on theoretical and empirical finance.

Alon Brav, PhD, *Professor of Business Administration*; BA (University of Haifa), PhD (University of Chicago)

Professor Brav's research is in the area of empirical asset pricing and behavioral finance. His current work focuses on market efficiency and the rational-behavioral debate in financial econometrics. Professor Brav's research has appeared in the *Journal of Finance*, *Journal of Financial Economics*, and *Review of Financial Studies*. He teaches global financial management and investments.

Douglas T. Breeden, PhD, *William W. Priest, Jr. Professor of Finance*; BS, (Massachusetts Institute of Technology), MA, PhD (Stanford University)

Professor Breeden has served on faculties at the University of Chicago, Stanford, Duke, and North Carolina where he was the Dalton McMichael Professor of Finance. He is the founding editor of the *Journal of Fixed Income*, was associate editor for five journals in financial economics and was elected to the Board of Directors of the American Finance Association. He holds a PhD in Finance from Stanford and a BS from the Massachusetts Institute of Technology. He is the chairman and co-founder of Smith Breeden Associates, a money management firm. In Indiana, he is chairman of Community First Financial Group, a bank holding company, and Old Capital Golf Course. He served as Dean of the Fuqua School of Business from 2001 to 2007.

David B. Brown, PhD, *Assistant Professor of Business Administration*; BS, MS (Stanford University), PhD (Massachusetts Institute of Technology)

Professor Brown's research interests focus largely on risk modeling, and tractable formulations for complex decision-making problems under uncertainty. Some of his current research topics include an aspiration level model of risk and information valuation for sequential decision-making. He teaches courses in decision models and optimization.

Richard M. Burton, DBA, *Professor of Business Administration*; BS, MBA, DBA (University of Illinois)

Professor 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.

Tanya L. Chartrand, PhD, *Professor of Business Administration*; BS (Santa Clara University), MA, PhD (New York University)

Before joining Fuqua, Professor Chartrand was a member of the top-ranked social psychology faculty at Ohio State University. She teaches a course on consumer behavior in addition to doctoral seminars on social cognition and automaticity. Her research interests focus on the nonconscious, automatic processes that guide cognition, emotion, motivation, and behavior in social interactions.

Aaron Chatterji, PhD, *Assistant Professor of Business Administration*; BA (Cornell University), PhD (Berkeley)

Professor Chatterji is interested in entrepreneurship, innovation, and corporate social responsibility. His primary research stream examines sources of entrepreneurship and innovation in the medical device industry. His other work investigates the relationship between business and public policy, particularly as it relates to corporate social responsibility and social performance metrics. He has won several awards for teaching and research, including the teaching award in the Duke Executive MBA program (Cross-Continent) and research grants from the Kauffman Foundation and the United Nations.

Li Chen, PhD, *Assistant Professor of Business Administration*; BS (Shanghai Jiao Tong University), MS, PhD (Stanford University). Professor Chen's teaching and research interests are in operations and supply chain management. Prior to joining the Duke faculty, he was co-founder and lead scientist at a supply chain software company in Silicon Valley. His current research focuses on developing new approaches to supply-chain information and control problems. He teaches supply chain management.

Qi Chen, PhD, *Associate Professor of Business Administration*; BA (Wuhan University), MA (University of Maryland), MBA, PhD (University of Chicago)

Professor Chen's interests are in accounting, corporate governance, and organizational design. The focus of his research includes theoretical modeling and empirical testing of the role of accounting information system in firms' internal control mechanisms. He teaches courses in managerial accounting.

Robert T. Clemen, PhD, *Professor of Business Administration*; BA (Stanford University), MBA (University of Colorado, Colorado Springs), PhD (Indiana University)

Professor Clemen has held positions as associate professor of decision sciences at the University of Oregon, senior researcher at Decision Sciences Research Institute in Eugene, Oregon, and senior scientist with Applied Decision Analysis, Inc., of Menlo Park, CA. His interests include both practical and theoretical aspects of decision analysis and the use of experts for risk assessment.

Kalman J. Cohen, PhD, *Distinguished Bank Research Professor (Emeritus)*; BA (Reed College), M.Litt. (Oxford University), MS, PhD (Carnegie Institute of Technology)

Prior to joining the Duke faculty in 1974, Professor Cohen served for two years as Distinguished Professor of Finance and Economics and as the first director of the Salomon Brothers Center for the Study of Financial Institutions at New York University. He also spent fourteen years on the faculty of Carnegie Mellon University's Graduate School of Industrial Administration. He has written seven books and over eighty articles in the areas of banking and finance, strategic planning, economics, management science, and computer simulation. He has pioneered in the applications of management science techniques in banking. His most recent research focused on the microstructure of security markets.

Wesley Cohen, PhD, *Frederick C. Joerg Professor of Business Administration, Professor of Economics and Management*; PhD (Yale University)

After teaching at Carnegie Mellon University for twenty years, Cohen joined the faculty of the Fuqua School of business in 2002. He is also a Research Associate of the National Bureau of Economic Research. Cohen's research has focused on the economics of technological change and R&D. He has published in numerous scholarly journals, including *American Economic Review*, *Administrative Science Quarterly*, *Management Science*. and co-edited the volume, *Patents in the Knowledge-Based Economy*. He recently served on the National Academies' Committee on Intellectual Property Rights in the Knowledge-Based Economy as well as the National Academies' Panel on Research and Development Statistics. He has taught courses on the economics of technological change, industrial organization economics, the economics of entrepreneurship, organizational behavior, corporate strategy, and the management of intellectual capital.

John Coleman, PhD, *Professor of Business Administration*; BA (University of Wisconsin), PhD (University of Chicago)

Professor Coleman's interests are in macroeconomics, monetary and fiscal policy, financial economics, and international economics. The focus of his research is constructing and testing theories of real, monetary, and financial variables. He teaches courses in global macroeconomics and international financial policy.

Jonathon N. Cummings, PhD, *Associate Professor of Management*; BA (University of Michigan), MA (Harvard University), PhD (Carnegie Mellon University).

Prior to arriving at Fuqua, Professor Cummings taught for three years at the MIT Sloan School of Management. His current research on fostering innovation through geographically dispersed teams and networks is supported by a five-year NSF Early Career Award. He publishes at the intersection of organizational behavior and information systems research, including articles in *Management Science*, *Academy of Management Journal*, *Journal of Management Information Systems*, and *Communications of the ACM*.

Brendan Daley, PhD, Assistant Professor of Economics; BS (Cornell University); PhD (Stanford University). Professor Daley's research interests are in applied microeconomic theory, industrial organization and political economic theory.

J. Gregory Dees, PhD, *Professor of the Practice of Social Entrepreneurship and Nonprofit Management*; BA (University of Cincinnati), MA, PhD (Johns Hopkins University)

Professor Dees's primary research activities deal with the challenges of bringing entrepreneurial skills and business frameworks into the social sector. His current work focuses on effective strategies for expansion and replication of promising social sector initiatives. He previously taught at the Stanford Graduate School of Business, Harvard Business School, and the Yale School of Management. He teaches a course on social entrepreneurship.

Preyas S. Desai, PhD, *Professor of Business Administration*; BE, MBA (Gujarat University), MS, PhD (Carnegie Mellon)

Professor Desai's primary research interests are management of marketing channels and marketing of durable goods. His work in marketing channels focuses on the role of various compensation schemes in solving channel coordination problems. His work in marketing of durable goods studies issues of leasing and selling, extended warranties, and product preannouncements. His teaching interests are marketing management, industrial marketing, pricing, and marketing planning.

Francis de Vericourt, PhD, *Adjunct Associate Professor of Business Administration*; MAG. (Ecole Nationale Supérieure), DEA. (National Polytechnique of Grenoble), PhD (University of Paris 6)

Professor de Vericourt's research and teaching interests include operations and service management, supply chain management, and operations research. His current research focuses on the development and application of mathematical decision models for dynamic systems such as supply chain, production and inventory systems.

Shane Dikolli, PhD, *Assistant Professor in Accounting*; BBus, PGradDipBus (Curtin University of Technology), PhD (University of Waterloo)

Professor Dikolli is a Certified Practising Accountant (Australia). Prior to completing his PhD, Professor Dikolli worked as a staff accountant at Hendry Rae & Court (Chartered Accountants), a budgets and systems accountant at Curtin University, and a consultant at KPMG International Headquarters (Amsterdam). He has also held prior academic appointments at Curtin University, Wilfrid Laurier University (Canada), and the University of Texas at Austin. He currently teaches an MBA course in managerial accounting at The Fuqua School of Business. Professor Dikolli's primary research interests focus on the economic effects of time horizons on the measurement and application of performance measures in the context of both incentive contracting and the management of business operations. His interests span both analytical modeling and empirical analysis. Professor Dikolli's work has been accepted for publication in *Journal of Accounting Research*, *Journal of Accounting & Economics*, *Contemporary Accounting Research*, *European Accounting Review*, *Journal of Management Accounting Research*, *Journal of Accounting and Public Policy*, *Journal of Services Marketing*, *Behavioral Research in Accounting*, *Asian Review of Accounting*, and *Managerial Auditing Journal*. A list of his recent articles and working papers are available at <http://ssrn.com/author=298310>.

Scott Dyreng, PhD, Assistant Professor of Accounting; AS (Snow College), BS and MAcc (Brigham Young University), PhD (University of North Carolina). Professor Dyreng's research interests are in corporate taxation, including accounting for income taxes, and affect of taxes on investment decisions and accounting information. His teaching interests are in managerial accounting and tax, including corporate control, transfer pricing, and decision making.

Frank Ecker, PhD, *Assistant Professor of Accounting*; BA (Berufsakademie, Mannheim), MBA, PhD (University of Trier)

Prior to his graduate studies, Professor Ecker worked for DGZ Dekabank Luxembourg S.A. in the mutual funds department and for Deutsche Bank AG in their equities futures trading and private banking group. Before joining Fuqua, he was a lecturer in finance at the University of Trier. Professor Ecker teaches an elective course in valuation and fundamental analysis. He focuses on empirical capital markets research. Specifically, he has examined the sources, operationalizations, and consequences of information risk.

Julie A. Edell-Britton, PhD, *Associate Professor of Business Administration*; BA (University of Nebraska), MS, PhD (Carnegie Mellon University)

Professor Edell's teaching interests are in the area of marketing, with emphasis on advertising, customer relationship management, consumer behavior, and marketing research. Her current research is concerned with consumers' emotional responses to advertising, service failures, and consumer decisions. Her work has appeared in the *Journal of Consumer Research* and the *Journal of Marketing Research*.

Yonca Ertimur, PhD, *Assistant Professor of Accounting*; BS (Bogazici University), MBA (University of Rochester), PhD (New York University)

Professor Ertimur's research and teaching interests include corporate accounting disclosures, role of analysts as information intermediaries, corporate governance, financial accounting, and reporting. Her prior experience included academic positions at Stanford Graduate School of Business and the Stern School of Business at New York University.

Kira R. Fabrizio, PhD, *Assistant Professor of Business Administration*; BA (Wesleyan University, Ct), PhD (UC Berkeley)

Professor Fabrizio's research interests are in knowledge sourcing, innovation, and intellectual property rights policy. Her primary research focus is on firm's acquisition and exploitation of knowledge from outside the firm boundaries and the impact on innovation outcomes. For example, her research on Medical Device companies examines their collaborations with practicing physicians and the benefits of these collaborations for development of new medical devices. Her work on pharmaceutical companies explores the impact of university-based science on new inventions and the influence of the local demand environment on the types of new drugs a firm brings to market. She teaches the core Foundations of Strategy course.

Gregory W. Fischer, PhD, *Professor of Business Administration*; BA, MA, PhD (University of Michigan)

Professor Fischer's research focuses on individual judgment and decision-making and cognitive aspects of social behavior. His teaching interests are in managerial decision making, managerial effectiveness, and managing learning and change in complex systems.

Gavan J. Fitzsimons, PhD, *Professor of Marketing*; BSc, (University of Western Ontario) MBA, (University of Western Ontario), MPh and PhD, (Columbia University)

Professor Fitzsimons' primary research interests are in the area of unintended effects of marketing actions. One major research stream explores the subject of how the act of collecting market research can have unanticipated effects on consumer judgments. A second major research stream focuses on consumer decision making, particularly with respect to consumer response to restricted choice environments. His work has been published in journals such as the *Journal of Consumer Research*, the *Journal of Marketing Research*, *Marketing Science*, and *Organizational Behavior and Human Decision Processes*. Prior to arriving at Fuqua, Professor Fitzsimons was a faculty member at both the Wharton School of the University of Pennsylvania and the Anderson School at UCLA. He currently teaches the marketing core class at Fuqua.

Jon Fjeld, PhD, *Professor of the Practice of Strategy and Executive Director of the Center for Entrepreneurship and Innovation*; BA (Bishop's University), MA (University of Toronto), MS (University of North Carolina), MBA (Duke University), PhD (University of Toronto)

Professor Fjeld's interests are in entrepreneurship, strategy, organizational change, and ethics. In his professional experience he has served as VP of Engineering, Align Technology, Inc.; President and CEO, Raindrop Geomagic, Inc.; President and CEO and VP of Marketing, NetEdge Systems, Inc., and numerous senior management positions in networking and software at IBM. He also taught undergraduate and graduate courses in the department of philosophy at Duke.

Craig R. Fox, PhD, *Adjunct Associate Professor of Business Administration*; AB (University of California at Berkeley), MS, PhD (Stanford University)

Professor Fox joined the Fuqua faculty after two years at the Kellogg Graduate School of Management at Northwestern University. His research focuses on decision making in individual, social, and competitive contexts. In

particular, he is interested in the role of uncertainty in judgment, decision making, and communication. He also studies psychological biases in negotiation. Professor Fox teaches courses in decision making, negotiation, and managerial improvisation.

Jennifer Francis, PhD, *Douglas and Josie Breeden Doctoral Professor of Business Administration*; BS, BA (Bucknell University), MS, PhD (Cornell University)

Professor Francis first joined the Fuqua faculty in 1987, left to join the faculty at the University of Chicago, and returned to Duke University in 1999. She teaches an elective course in valuation and fundamental analysis and a doctoral seminar in empirical accounting research, and has previously taught the core course in managerial accounting. She is the winner of several awards for outstanding teaching at Duke University and the University of Chicago. Her research focuses on the relevance of financial reports to investors, equity valuation, and the role of securities' analysts as information intermediaries. In addition to her research publications, she has written financial accounting cases related to the valuation of purchased research and development, the accounting for environmental liabilities, and the reporting of segment information, as well as managerial accounting cases in the areas of banking, consulting, and health care. She serves on the editorial boards of several of the leading accounting research journals.

John P. Gallagher, PhD, *Professor of the Practice of Business Computing and Associate Dean for the Executive MBA programs*; BA (University of California, Berkeley), PhD (University of California, Santa Barbara)

Professor Gallagher's research interests focus on the use of advanced computing technology in group-oriented problem solving. In particular, he has addressed the application of computer based collaboration and communication technologies to teaching and learning.

A. Ronald Gallant, PhD, *Hanes Corporation Foundation Professor of Business Administration*; AB (San Diego State University), MBA (University of California, Los Angeles), PhD (Iowa State University)

Professor Gallant is Hanes Corporation Foundation Professor of Business Administration, Fuqua School of Business, Duke University, and Adjunct Professor of Statistics at the University of North Carolina at Chapel Hill. He is a fellow of both the Econometrics Society and the American Statistical Association and co-editor of the *Journal of Econometrics*. His research interests are in nonlinear statistical models in their relation to asset pricing models, financial time series analysis, and the biological sciences. Gallant lives in Chapel Hill with his wife, Marcia Gallant, who is a librarian. He has two children, Megan and Drew, who live in San Francisco and are software engineers.

Simon Gervais, PhD, *Associate Professor of Finance*; BSc, (Université Laval), MSc, (University of California at Berkeley), PhD (University of California at Berkeley)

Professor Gervais conducts theoretical and empirical research in finance. His current work looks at the effects of behavioral biases on financial markets and firm organization, the structure of the money management industry, and the optimal structure and design of exchanges. Professor Gervais' research has appeared in the *Journal of Finance* and the *Review of Financial Studies*, and his paper "Learning to Be Overconfident" won the Barclays Global Investors/Michael Brennan Award as the best paper in the *Review of Financial Studies* in 2001. Prior to joining The Fuqua School of Business, Professor Gervais was at the Wharton School of the University of Pennsylvania for seven years, where he taught corporate finance and financial analysis. He currently teaches a course on corporate finance.

John R. Graham, *D. Richard Mead, Jr. and Family Professor of Business Administration*, BA (College of William and Mary), MA (Virginia Commonwealth University), PhD (Duke University)

Professor Graham works in the areas of corporate finance and investments. His recent research investigates corporate payout policy and how the incentives provided by the tax code affect corporate decisions. Professor Graham has also recently completed a project with Professor Campbell Harvey that compares academic theories to the way companies actually practice corporate finance.

Campbell R. Harvey, PhD, *J. Paul Sticht Professor of International Business*; BA (University of Toronto), MBA (York University, Toronto), PhD (University of Chicago)

Professor Harvey's primary area of research is in international investment and corporate finance. His work focuses on asset pricing models that allow for expected returns and risks to change through time in world markets. Much of his research investigates the link between the business cycle and both risk and expected return in national markets. He has published more than 100 scholarly articles, chapters, and books in outlets including the *Journal of Political Economy*, the *Journal of Finance*, the *Review of Financial Studies*, and the *Journal of Financial Economics*. He teaches courses in global financial management, global asset allocation and stock selection, and emerging markets corporate finance.

David A. Hsieh, PhD, *Bank of America Professor of Business Administration*; BS (Yale University), PhD (Massachusetts Institute of Technology)

Prior to joining The Fuqua School of Business, Professor Hsieh taught at the Graduate School of Business, University of Chicago for eight years. His primary area of research is nonlinear dynamics in economics and finance,

with a particular emphasis on empirical applications in risk management. Currently, he is doing research on hedge fund performance and compensation. He teaches international finance and money and capital markets.

Joel C. Huber, PhD, *Alan D. Schwartz Professor of Business Administration*; BA (Princeton University), MBA, PhD (University of Pennsylvania)

Professor Huber came to Fuqua from the Columbia University School of Business and the Krannert Graduate School of Management, Purdue University. His teaching interests include marketing of high technology, product marketing, and corporate strategy. His current research has focused on the use of computer-based interviewing to assess consumer reactions to promotions, price differences, and external quality ratings.

Marco D. Huesch, *Assistant Professor in Strategy and Health Sector Management*; MBBS (Medicine & Surgery, Sydney), MBA (INSEAD), MA (Economics, UCLA), PhD (Business Administration, UCLA). Dr Huesch was a practicing physician before completing his PhD in management. He currently teaches the Healthcare Provider Strategy electives in the MBA and WEMBA programs at the Fuqua School of Business. Dr Huesch's teaching interests are in strategy innovation and execution in the healthcare sector. His primary research interests are in general strategic management, and in health economics and health policy. Dr Huesch's research has been accepted or is in press at *Health Economics, Health Services Research, American Journal of Managed Care, Quality Management in Healthcare*, and *Journal for Healthcare Quality*.

Otis B. Jennings, PhD, *Associate Professor of Operations Management*; BSE (Princeton University), MS (Georgia Institute of Technology), PhD (Georgia Institute of Technology)

Professor Jennings studies stochastic models of operations. In particular, he considers systems with heavily utilized resources and multiple sources of variability. Application areas include manufacturing, telecommunications, transportation, and Internet traffic. Prior to joining The Fuqua School of Business, Professor Jennings held a two-year visiting position at MIT's Sloan School of Management, under the Martin Luther King, Jr. Visiting Scholar program. He currently teaches the daytime core operations management course.

John Joseph, PhD, *Assistant Professor of Strategy*; BA (Muhlenberg College), MBA (University of Pennsylvania); PhD (Northwestern University). Professor Joseph studies organizational adaptation and learning. His research investigates how multi-business firms utilize strategic planning and performance feedback to shape strategic decision making and the development of new capabilities and products. His published works include studies on strategic planning at General Electric and new product development at Motorola. His current research focuses on innovation in the mobile device industry. Professor Joseph teaches the core foundations of strategy class.

Wagner A. Kamakura, PhD, *Ford Motor Company Professor of Global Marketing*; BS, MS, PhD (University of Texas, Austin)

Prior to joining The Fuqua School of Business, Professor Kamakura taught at the University of Iowa, University of Pittsburgh, and Vanderbilt University. Prior to joining academia, he has worked in market analysis, forecasting, and planning in Brazil. He is the author of *Marketing Segmentation: Conceptual and Methodological Foundations*, as well as numerous articles in academic journals. He has served as area editor of *Marketing Science* and associate editor of the *Journal of Consumer Research*. He is currently the editor of the *Journal of Marketing Research*, and a member of the editorial boards of *International Journal of Research in Marketing*, *Journal of Marketing*, *Journal of Consumer Research*, and *Marketing Science*. His current research interests are in market segmentation and market structure, database marketing, and the modeling of customer satisfaction, retention and profitability.

Ron Kaniel, PhD, *Associate Professor of Business Administration*; BSc (Hebrew University Jerusalem), MSc (Hebrew University Jerusalem), PhD (The Wharton School, University of Pennsylvania)

Professor Kaniel works in the areas of asset pricing and investments. His recent research is focused on understanding mutual funds investment decisions and how they impact security prices, the predictive role of changes in trading volume on security returns, the impact of taxes and predictability in stock returns on investors' asset allocations, and the impact of endogenous community effects on investors' investment decisions.

Ralph L. Keeney, PhD, *Research Professor of Business Administration*; BS (University of California, Los Angeles), PhD (Massachusetts Institute of Technology)

Professor Keeney's research interests are the areas of decision making and risk analysis, with a focus on problems involving multiple objectives. He had applied such work as a consultant for several private and public organizations addressing corporate management problems, environmental and risk studies, energy policy, and decisions about siting large facilities (e.g., power plants, waste facilities). Prior to joining the Duke faculty, Professor Keeney was a faculty member in management and engineering at MIT and at the University of Southern California, a research scholar at the International Institute for Applied Systems Analysis in Austria, and the founder of the decision and risk analysis group of a geotechnical and environmental consulting firm. Professor Keeney is the author of many books and articles and

has served on the editorial boards of several journals. He was awarded the Ramsey Medal for Distinguished Contributions in Decision Analysis and is a member of the National Academy of Engineering.

Thomas F. Keller, PhD, CPA, *R.J. Reynolds Professor of Business Administration (Emeritus)*; AB (Duke University), MBA, PhD (University of Michigan)

Professor Keller specializes in accounting. His current research and teaching interests are principally in the areas of financial accounting and reporting. He has held several offices in the American Accounting Association, including editor of the *Accounting Review* (1972-75). He is the co-author and co-editor of several books in financial accounting. During the summer and fall of 1975, under the auspices of a Fulbright grant, he lectured in Australia and the Far East on a variety of topics related to the development of accounting theory and standards. He is currently a director of the Biogen, Inc., DIMON, INC., Hatteras Income Securities, Inc., Nations Funds, Inc., and Wendy's International, Inc. He is also a director of the Triangle Community Foundation, the N.C. Zoological Society, and the Research Triangle Regional Partnership, and a trustee of Stillman college. He is a former director of the American Assembly of Collegiate Schools of Business, the national accrediting agency for business schools and is former chairman of the RTP World Trade Center. From 1974 to June 1996, he served as Dean of The Fuqua School of Business and from June 1999 to July 2001 he served as Dean of The Fuqua School of Business Europe.

Ahmed W. Khwaja, PhD, *Assistant Professor of Business Administration*; BA (St. Stephen's College, University of Delhi), MA (Jawaharlal Nehru University), MSc (University College of London), PhD (University of Minnesota)

Professor Khwaja's primary interests are in applied econometrics and health economics. His research involves estimation of dynamic programming and discrete choice models, and simulation-based inference using microeconomic data. In recent research he examined the existence of moral hazard in the provision of health insurance on the demand for medical treatment and habits such as smoking, alcohol consumption, and exercise. Dr. Khwaja is presently extending this research to examine the benefits and costs of the Medicare program in terms of its effects on the health outcomes, and the moral hazard Medicare induces in the demand by the elderly for medical treatment and smoking. In the past he has done research to examine the effects of deterrence and work opportunities on juvenile crime. His current research focuses on the issues of time inconsistency in the decisions of individuals to quit smoking, and additionally the effects of the externalities created by spousal habits with regard to smoking and alcohol consumption of an individual's own health and habits. He is presently doing research on the effects of different kinds of state policies about sex education and abortion on teen fertility outcomes.

Gürhan Kök, PhD *Associate Professor of Operations Management*; MS, BS (Bilkent University, Turkey) PhD, MA (The Wharton School, University of Pennsylvania)

Professor Kök's research and teaching interests include analysis of inventory/production systems, supply chain management and operations management. His current research addresses such topics as management of product variety in retailing, inventory management in retail supply chains, and evaluating robustness of heuristics decision models.

Richard P. Larrick, PhD, *Professor of Business Administration*; BA (College of William and Mary), MA, PhD (University of Michigan)

Professor Larrick joined the Fuqua faculty after eight years at the University of Chicago's Graduate School of Business. His research focuses on decision making, negotiation, and social perception. Some of the topics he's studied are the role of emotion in decision making, methods for improving decision making, and misperceptions in negotiation. His recent research has examined how perceptions of expertise affect social influence. Professor Larrick teaches courses on managerial effectiveness and power and politics.

Dan J. Laughhunn, DBA, *Professor of Business Administration*; BS, MBA, DBA (University of Illinois)

Professor Laughhunn has served as a consultant to industry and universities on a variety of topics related to planning and budgeting. His teaching and research interests deal with the application of quantitative techniques to problems in production and finance. Professor Laughhunn also has been actively engaged in teaching executive development programs, both at Duke and at other universities.

Arie Y. Lewin, PhD, *Professor of Business Administration*; BS, MS (University of California, Los Angeles), MS, PhD (Carnegie Mellon University)

Professor Lewin is the director of the Center for International Business Education and Research (CIBER) at the Fuqua School of Business and editor-in-chief of the *Journal of International Business Studies* (JIBS). His current research centers on the co-evolution of new organizational forms. This research involves various empirical studies including a long-term cross-cultural comparative study of strategic reorientations and organization restructurings involving Fortune 1000 companies in the United States and their equivalent in major industrialized countries in Europe and Asia; transaction cost advantage of Internet network organization forms; and the impact of CEO succession on

strategic reorientation and organization redesign. He has served as director of the Decision, Risk, and Management Science Program at NSF and is founding editor-in-chief emeritus of the international journal *Organization Science*.

Tracy R. Lewis, PhD, *Martin L. Black, Jr. Professor of Business Administration*; BA, PhD (University of California, San Diego)

Professor Lewis' research interests include financial and commercial contracting theory, regulation and industrial organization, and the law and economics of innovation. He teaches a course in contract theory and a course on competitive strategy.

E. Allan Lind, PhD, *James L. Vincent Professor of Leadership*; BA (University of Florida), MA, PhD (University of North Carolina at Chapel Hill)

Before coming to Duke, Professor Lind was on the faculties of the University of Illinois at Urbana-Champaign and Leiden University in the Netherlands. He was also a senior behavioral scientist at the RAND Corporation and a senior research fellow of the American Bar Foundation. Professor Lind's research interests include international and cross-cultural management, distributed and virtual team performance, organizational justice, conflict management, and litigation in organizational contexts. His research includes studies conducted in the U.S., Japan, China, the Netherlands, France, Germany, and Great Britain. He teaches courses in global managerial effectiveness and ethics in management.

Patricia W. Linville, PhD, *Associate Professor of Business Administration*; BA (Florida Southern College), Ed.M. (Harvard University), PhD (Duke University)

Prior to coming to Duke, Professor Linville was a faculty member in the Department of Psychology at Yale University. Her research area is social cognition, focusing on social judgment and decision making, stereotyping and intergroup relations, and negotiation.

Giuseppe (Pino) Lopomo, PhD, *Associate Professor of Business Administration*, Laurea (Università Bocconi), PhD (Stanford University)

Professor Lopomo's research interests are in microeconomic theory, with emphasis on mechanism design, auction and bargaining theory, and industrial organization. He teaches courses in microeconomics and game theory.

Mary Frances Luce, PhD, *Professor of Marketing*, (Duke University), BS (cum laude, Ball State University) and *Associate Dean for Faculty Affairs*

Professor Luce's general research interests involve understanding decision processing in high-stakes situations involving stress and negative emotion. One of her application areas of interest is medical decision making from the patient perspective. She is the author of *Emotional Decisions: Tradeoff Difficulty and Coping in Consumer Choice*; her work has also been published in journals such as the *Journal of Consumer Research*, *The Journal of Marketing Research*, *Management Science*, and *Marketing Science*. She has received research grants from the National Science Foundation and the Marketing Science Institute, and she is currently an associate editor of the *Journal of Consumer Research*. Luce was a faculty member at the Wharton School prior to joining the Fuqua faculty. She currently teaches a course on health care marketing.

John G. Lynch, *Roy J. Bostock Professor of Marketing*; BA, MA, PhD (University of Illinois)

Professor Lynch's current work focuses on Internet marketing, smart recommendation agents for e-commerce, and on time discounting in consumer preferences. He has published numerous articles on consumer behavior and marketing research methods in *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Marketing Science*, *Management Science*, and other outlets. Four of his papers have been honored as outstanding article of the year in the top journals in marketing, two by the *Journal of Consumer Research*, one by the *Journal of Marketing Research*, and one by the *Journal of Marketing*. Professor Lynch is the only marketing scholar to have been honored by all three of these journals and the only two-time award recipient at the *Journal of Consumer Research*. He is past president of the Association for Consumer Research, past associate editor for the *Journal of Consumer Research*, and past associate editor and co-editor of *Journal of Consumer Psychology*. He is now the editor of the *Behavioral Marketing Abstracts Journal* of the Marketing Research Network, a part of the Social Science Research Network (SSRN). Professor Lynch has served as consultant to government regulatory agencies and businesses in the telecommunications and technology industries including MCI, SBC Corporation, US West, IBM, and the LifeScan division of Johnson & Johnson. He is a member of the Academic Board of Trustees for the Marketing Science Institute and of the Board of Advisors for Copernicus: The Marketing Investment Strategy Group. His teaching interests are in research methods for market analysis and in consumer behavior.

Pranab Majumder, PhD, *Adjunct Associate Professor of Business Administration*; BTech. (Indian Institute of Technology), MBA (Indian Institute of Management), MS, PhD (University of Rochester)

Professor Majumder's interests cover the interface of operations management with economics, marketing, and information technology. His current research includes the social implications of remanufacturing, environmental manufacturing, the effects of competition therein, the effect of customer choice behavior on retail inventories, and the

effect of personnel policies in Markov models of service management. He teaches the core operations management course.

Leslie M. Marx, PhD, *Professor of Business Administration*; BA (Duke University), PhD (Northwestern University)

Professor Marx has research interests in game theory, industrial organization, and market microstructure. She has current research on collusion at auctions and contracting in vertical markets, including the use of most-favored-nation clauses. Her work in game theory and contracting appears in the *Journal of Political Economy*, *The Review of Economics Studies*, *RAND Journal of Economics*, and *Games and Economic Behavior*. Her research on the structure of the Nasdaq market appears in the *Journal of Finance*, the *Journal of Financial Economics*, and the *Journal of Financial Intermediation*. She is the recipient of a National Science Foundation research grant, a National Science Foundation Graduate Fellowship, and a Sloan Doctoral Dissertation Fellowship. Professor Marx was a member of the 1996 U.S. Olympic Fencing Team.

Richmond D. Mathews, PhD, *Associate Professor of Business Administration*; PhD (University of Rochester)

Professor Mathews has interests in corporate finance and strategy. In his recent research he develops theoretical models to address issues in corporate control, venture capital, and the organization of firms. He teaches a course on corporate restructuring in the Cross-Continent and Weekend Executive programs.

Ernst G. Maug, PhD, *Adjunct Professor of Business Administration*; Diplom Volkswirt (University of Frankfurt), MSc, PhD (London School of Economics)

Professor Maug, teaches finance in the Cross Continent Program and is also a professor of business administration at Humboldt University in Berlin, Germany. His main research interests are in corporate finance and in corporate governance. His current research includes shareholder voting, divestitures, compensation contracts for executives and portfolio managers, the role of large shareholders in corporate control, and proxy contests.

William Mayhew, *Assistant Professor of Accounting*; BS (UNC-Wilmington), M.S. (UNC-Wilmington), PhD (University of Texas at Austin)

Professor Mayhew's research interests include corporate financial reporting and disclosure choices, capital market interpretations of those choices, and the intervening role of analysts as information intermediaries. His work has examined the competing roles of incentives and information signaling in the context of employee stock option valuation disclosures as well as capital market consequences of managerial classifications choices regarding short-term debt in the balance sheet. His current work examines how managers decide which analysts are allowed participation on quarterly earnings conference calls, investor relation consequences of missed earnings targets, and how financial analysts signal their ability to the marketplace. His research has been published or is forthcoming in the *Journal of Accounting Research*, *Contemporary Accounting Research*, and the *Journal of Business, Finance and Accounting*.

David McAdams, PhD, Associate Professor of Business Administration and Economics; BS (Harvard University); MS (Stanford University); PhD (Stanford University). Professor McAdams' research portfolio includes both theoretical and empirical work on auctions in the broad field of microeconomics. His focus is on individual agents and their interactions within specific markets or industries. In microeconomics and macroeconomics, the focus is on the properties of economic systems, and in econometrics, the focus is on the measurement of economic relationships.

John M. McCann, PhD, *Professor of Business Administration (Emeritus)*; BSME, MBA (University of Kentucky), PhD (Purdue University)

Professor McCann has taught at Cornell, the University of California at Berkeley, and has been a visiting professor at the University of Oregon. He has worked as an engineer and as a managing consultant at Data Resources, Inc. He founded and directed The Fuqua School's Marketing Workbench Laboratory, a large research center that pioneered the use of expert systems in marketing and merchandising. Professor McCann most recently taught courses in electronic commerce and his research involves entrepreneurship, innovation, and entrepreneurial envisioning. He is currently vice-president for Product Development at Duke Corporate Education, Inc.

Carl F. Mela, PhD, *T. Austin Finch Professor of Business Administration*; BSEE. (Brown University), MBA (University of California, Los Angeles), MPhil., PhD (Columbia University)

Professor Mela's research interests focus upon the long-term effects of promotion and advertising on consumer behavior. His research along these lines has received best paper awards from the *Journal of Marketing Research*, the *International Journal of Research in Marketing*, and the Marketing Science Institute. His teaching interests include marketing strategy and brand management.

Will Mitchell, PhD, *J. Rex Fuqua Professor of International Management*; BBA(Simon Fraser University), PhD (University of California, Berkeley)

Professor Mitchell studies business dynamics. His research investigates how businesses change as the environments in which they compete change and, in turn, how the business changes contribute to ongoing corporate

success or failure. Much of his research focuses on business level technical change, including use of information technology, development of new product technology, and introduction of new organizational technology. His published work appears in journals such as *Strategic Management*, *Administrative Science Quarterly*, *Management Science*, *Research Policy*, and *Industrial and Corporate Change*. His current research focuses on how firms chose among and then manage different modes of change, such as acquisitions, alliances, discrete resource exchange, and internal development. He is studying the causes and effects of such changes for firms operating in several industrial sectors in North America, Europe, and Asia, including trucking services, medical sector, health services, telecommunications, and auto sector business. He serves as associate editor of *Strategic Management Journal* and sits on the editorial boards of several other academic journals in North America, Asia, and Europe. He teaches courses on business dynamics, corporate strategy, alliance strategy, and manufacturing strategy.

Marian Chapman Moore, PhD, *Associate Professor of Business Administration (Emeritus)*; BA (College of William and Mary), MS (Virginia Commonwealth University), PhD (University of California, Los Angeles)

Professor Moore's teaching interests include marketing strategy and planning, competitive analysis, and strategic relationships. Her current research activities are focused on understanding how managers learn about their competitors and factor that information into their own decision making, and on issues of advertising effectiveness.

Christine Moorman, PhD, *T. Austin Finch, Senior Professor of Business Administration*; BS (Northern Kentucky University), MBA, PhD (University of Pittsburgh)

Professor Moorman's research seeks to understand the nature and effects of market information utilization activities by consumers, managers, and organizations. She is particularly interested in how information utilization impacts the design and implementation of marketing strategies and new product development as well as the effective consumer decisions and the functioning of markets. Her work has been published in the *Journal of Marketing Research*, the *Journal of Marketing*, and the *Journal of Consumer Research*. She sits on numerous editorial review boards and her work has been supported by the National Science Foundation and the Marketing Science Institute. Before joining the faculty at Fuqua, Professor Moorman taught at the University of Wisconsin–Madison. Her teaching interests are in marketing strategy and consumer behavior.

Andrés Musalem, PhD, *Assistant Professor of Marketing*; BSc, MBA (University of Chile), MA, PhD (University of Pennsylvania)

Professor Musalem's interests include retailing, sales promotion, pricing, customer relationship management, consumer response to out-of-stocks, and choice models. Most of his research is focused on the development of new econometric and statistical methods to estimate models of consumer and firm behavior from limited or aggregate information. In addition to his empirical work, he has also developed a game theoretic analysis of the profitability of CRM strategies to acquire, retain, and develop customer relationships in competitive and dynamic settings.

Robert F. Nau, PhD, *Professor of Business Administration*; BA (University of California at San Diego), MS, PhD (University of California at Berkeley)

Professor Nau's research interests include the mathematical foundations of decision theory and game theory and their applications in economics and finance. Prior to coming to The Fuqua School of Business, Professor Nau taught at Tulane University and served as manager of information systems at Liberty Mutual Insurance Company. He has taught courses on decision models (management science), computers and information systems, statistical forecasting, and rational choice.

Per Olsson, PhD, *Associate Professor of Business Administration*; MSc, PhD (Stockholm School of Economics)

Professor Olsson's teaching interests are in financial reporting and financial statement analysis, particularly the role of accounting information in investment decisions. His research focuses on valuation issues, particularly in an international setting.

John W. Payne, PhD, *Joseph J. Ruvane Jr. Professor of Business Administration and Director of the Center for Decision Studies*; BA, MA, PhD (University of California, Irvine)

Professor Payne's primary research activities deal with decision behavior. He has investigated decision making under risk, consumer choice behavior, environmental resource valuations, the design of computer-based support systems, and jury decision making. He teaches courses in decision making and managerial effectiveness.

Aleksandar Pekec, PhD, *Associate Professor of Business Administration*; BS (University of Zagreb, Croatia), PhD (Rutgers University)

Professor Pekec teaches the core probability and statistics course. His main research interest is in analysis and design of mathematical models for decision-making. His recent work has focused on auction design, cooperative game models, social influence models, and on limitations of conclusions that can be drawn from optimization models. He

joined the Fuqua faculty after two years at BRICS, a research center and international PhD School at the University of Aarhus, Denmark.

Manju Puri, PhD, *Professor of Finance*; BA (Delhi University), MBA (IIM Ahmedabad), PhD (New York University)

Professor Puri research interests are in financial intermediation and corporate finance. Her work focuses on understanding the role of banks as intermediaries that facilitate capital raising by firms from financial markets. Her recent work also examines venture capitalists as an important category of financial intermediaries, as the primary source of financing for entrepreneurial firms. Professor Puri's research has appeared in numerous journals, including the *Journal of Finance*, *Journal of Financial Economics*, and the *Review of Financial Studies*. She is a faculty research fellow of the National Bureau of Economic Research (NBER), and associate editor of several journals. Her work has been supported by the National Science Foundation and Sloan Foundation Fellowship. Prior to joining The Fuqua School of Business, Professor Puri was at the Graduate School of Business, Stanford University. She currently teaches advanced corporate finance.

Devavrat Purohit, PhD, *Professor of Business Administration*; BA (Muskingum College), PhD (Carnegie Mellon University)

Professor Purohit's research interests are in building analytic and empirical models to aid managers in developing marketing strategies. Much of his current work focuses on durable goods and high technology products. His teaching interests are in the areas of marketing strategy, marketing management, and marketing technology-intensive products and services.

Adriano Rampini, PhD., *Associate Professor of Business Administration*; lic. oec. (University of St. Gallen), MBA (University of Chicago), PhD (University of Chicago).

Professor Rampini's research interests are in financial economics and macroeconomics. The focus of his research is on how information and agency problems affect firm financing and on the interaction between macroeconomic conditions and firm financing. He also studies how information and agency problems affect government policy and taxation. Professor Rampini's research has appeared in numerous journals such as the *Review of Financial Studies*, the *Journal of Financial Economics*, the *Journal of Monetary Economics*, the *Journal of Economic Theory*, and the *Journal of Public Economics*. Previously he served on the faculty of Northwestern University. He currently teaches an MBA course on investments and a PhD course on corporate finance theory.

David Ridley, David B. Ridley, PhD, *Assistant Professor of Business Administration*; BS (University of Missouri), PhD (Duke University)

Professor Ridley's primary appointment is in the strategy area with secondary appointments in the Department of Economics and the Health Sector Management program. His research is concerned with the impact of business strategy and public policy on economic outcomes related to health. He has published a number of papers on the pharmaceutical industry -- investigating the role of business strategy (such as pricing and market entry) and government regulation on those strategies. His work on pharmaceuticals focuses on the demand for follow-on products, international price differences, and how government regulations affect these. He has extended insights from his work on follow-on drugs to an analysis of follow-on retailers in the market for bars and liquor stores, with particular emphasis on the role of regulations (such as zoning) on location and competition. At Duke University Professor Ridley has taught health economics, microeconomics, industrial organization, game theory, and pharmaceutical strategy and management.

Luca Rigotti, PhD, *Associate Professor of Business Administration*; BS (Universita' Bocconi), PhD (Yale University)

Professor Rigotti teaches the core probability and statistics course. His main research interest is in theoretical economics that allows a distinction between uncertainty and risk. His recent work has covered general equilibrium theory with uncertainty, entrepreneurship in general equilibrium models, and contract theory under uncertainty. He is also interested in experiments about the overlap of psychology and economics; recent work includes the study of moods on reciprocal behavior and generosity. Professor Rigotti joined the Fuqua faculty after four years at CentER, a research center and graduate school at Tilburg University, the Netherlands. During these years, he was also a visiting assistant professor at the University of California at Berkeley.

David T. Robinson, PhD, *Professor of Finance*; BA (UNC-Chapel Hill), MSc (The London School of Economics), MBA, PhD (The University of Chicago)

Professor Robinson's research interests lie in the intersection of corporate finance and the economics of organizations. His recent work has examined the contractual structure of strategic alliances and joint ventures, as well as the role of valuation in determining merger activity. Professor Robinson teaches entrepreneurial finance in the daytime MBA program. Prior to joining Duke, Professor Robinson taught for two years at Columbia University.

Scott F. Rockart, PhD, *Assistant Professor of Management*; AB (Princeton University), MBA, PhD (Massachusetts Institute of Technology)

Professor Rockart joined Fuqua in 2002 after two years as an assistant professor at London Business School. His research focuses on competitive strategy, decision making in complex systems, and policy development. He conducts most of his research on professional-services firms such as investment banks, law firms, accounting firms, and universities. In addition, he has investigated the dynamics of TQM and similar improvement programs in manufacturing and is currently conducting research on the development of new telecommunications products and services. Professor Rockart teaches courses on competitive strategy and on mathematical models as tools for developing and evaluating strategies.

Ashleigh S. Rosette, PhD, *Assistant Professor of Management*, PhD (Northwestern University); BBA, MPA. (University of Texas at Austin)

Professor Rosette's research examines diversity in organizations and negotiations. Her current diversity research focuses on systems of privilege and workplace discrimination. Recent negotiation projects include the influence of inter-cultural differences and the strategic use of emotion on negotiated outcomes. She teaches courses in managerial effectiveness and negotiations.

William A. Sax, *Executive-in-Residence*; BS (St. Louis University)

Mr. Sax teaches a strategic planning practicum for midsize businesses, directs student consulting program for small business, and teaches the Eastern Europe GATE course. He has worked with over 200 companies in the Triangle area. He is the coordinator for student consulting projects. Prior to joining Fuqua, he worked for over thirty years in the exploration/production sector of the oil industry for Unocal Corporation. His oil career was divided equally between domestic and international. He was vice-president of International Exploration the last ten years of his petroleum career.

Katherine Schipper, PhD, *Thomas F. Keller Professor of Accounting*; BA (University of Dayton), MBA, MA, PhD (University of Chicago)

Professor Schipper's teaching and research interests are in financial reporting and corporate governance. In addition to her earned degrees, she also has an honorary degree from the University of Notre Dame. She was on the faculty of the Graduate School of Industrial Administration at Carnegie Mellon University for seven years and the faculty of the Graduate School of Business at the University of Chicago for sixteen years. She was the co-editor of the *Journal of Accounting Research* for fourteen years and has also been an editorial board member of several scholarly accounting journals. She served a five-year term as a member of the Financial Accounting Standards Board.

Lukas Schmid, PhD, Assistant Professor of Finance, MSc (ETH Zürich); MSc (University of Lausanne); PhD (University of Lausanne & Swiss Finance institute). Professor Schmid is a theorist who works on the linkage between corporate finance and asset pricing issues. His main research interests lie in the intersection of asset pricing and quantitative modeling.

Kevin A. Schulman, MD, MBA, *Professor of Medicine and Director of Health Sector Management Program*; BA (Dartmouth College), MBA, (University of Pennsylvania), MD, (New York University School of Medicine)

Dr. Schulman's research has centered on three broad themes: economic evaluation of clinical trials; health services research concerning access to care and the impact of managed care on clinical practice; and clinical decision making, especially the assessment of decision making for patients with life-threatening diseases. He teaches courses on the management of health systems and policy and the biotechnology and genomic revolutions. Dr. Schulman serves as director of both the Center for Clinical and Genetic Economics and the Center for the Study of Health Management.

Kevin H. Shang, PhD, *Associate Professor of Business Administration*; BS (National Chiao tung University), MBA (University of California, Riverside), PhD (University of California, Irvine)

Professor Shang's teaching and research interests include operations management, supply chain management, and production planning and inventory control. His current research focuses on developing simple and effective solutions to optimal inventory policies in supply chain systems. These simple solutions not only facilitate teaching and implementation of inventory control, but also provide directions to manage cross-disciplinary business functions. Professor Shang recently received the first place award of the 2001 MSOM student paper competition for his dissertation paper.

James E. Sheldon, LLM, *Adjunct Assistant Professor of Business Administration*; BA (Dartmouth College), JD (University of California), LLM (Boston University Law School), LLM (University of Stockholm)

Before joining The Fuqua School of Business, Sheldon practiced corporate, securities, and tax law for seven years in Boston and San Francisco. His teaching and research interests include entrepreneurship, business, and tax planning. He is a principal of the Technology Commercialization Group, a venture capital and consulting firm, and is a member of the bar in California, Massachusetts, and North Carolina.

Blair H. Sheppard, PhD, *Dean and Professor of Business Administration*; BA, MA (University of Western Ontario), PhD (University of Illinois)

Professor Sheppard teaches in the area of organizational behavior. His interests generally relate to the broad topic of managing relationships with organizations. Specific research interests include conflict management, justice, negotiation, organizational forms and strategy. He has published articles on all of these topics in a range of business and psychology journals and is coeditor of a biannual series entitled "*Research on Negotiation in Organizations*." His professional activities include executive education and consulting for a variety of organizations and active participation in professional associations. Sheppard currently serves as Chair of Duke Corporate Education, where he previously served as president and CEO.

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Professor Sitkin's research focuses on the effect of formal and informal organizational control systems on risk taking, accountability, trust, learning, and innovation. His teaching interests include leadership, organizational learning and innovation, organizational control, and the management of organizational change. He has served on a number of academic editorial boards and review panels and currently serves as a senior editor of *Organization Science* and as associate editor of the *Journal of Organizational Behavior*. His consulting and executive development work has included a number of large and small organizations in the computer hardware/software, engineering, financial services, government, health care, hospitality, natural resources, office equipment, pharmaceutical, publishing, and transportation industries.

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Professor Skender has attained eleven professional designations in accounting, financial planning, insurance, and management. He has served as a training consultant to Glaxo Wellcome, IBM, Starwood, and Wells Fargo. He previously worked on the audit staff of Deloitte Haskins & Sells. Professor Skender has received multiple teaching awards at Fuqua. He was presented the NCACPA Foundation's Outstanding Educator Award in 1995.

Frank A. Sloan, PhD, *J. Alexander McMahan Professor of Health Policy and Management, Director, Center for Health Policy, Law, and Management and Professor of Economics*; BA (Oberlin College), PhD (Harvard University)

Professor Sloan's primary research interest is health economics. He has studied many facets of medical malpractice, hospitals, physicians' services, families' decisions about long-term care, pharmaceuticals, drinking and driving, and cost effectiveness analysis of medical technologies. In addition to teaching at Fuqua, he teaches undergraduate and graduate courses in the Department of Economics.

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Ms. Sloan is known for her development of programs to help adults overcome math anxiety, and for her development of academic support programs for mid-career business people returning to academe. Prior to coming to Duke, she served on the faculty of The Owen Graduate School of Management at Vanderbilt University.

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Professor Smith's research interests are primarily in the area of probabilistic modeling and decision analysis, focusing on issues associated with valuation and with modeling learning and flexibility. At Fuqua, Professor Smith teaches courses in probability and statistics, decision models, and decision analysis.

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Professor Soll's area of expertise is the psychology of judgment and decision making. His current research looks at the strategies people use to collect and combine opinions, the inferences people make about their own and others' expertise, and the psychological processes leading to overconfidence in judgment.

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Professor Song studies design and management of production and inventory systems and coordination mechanisms in supply chains. Her current work includes finding simple and effective inventory policies along a supply chain, measuring supplier performance in vendor-managed-inventory programs, inventory-service tradeoffs in Assemble-to-

Order systems, as well as channel coordination issues arose in the Internet age. Professor Song's research has been supported by National Science Foundation and has appeared in several leading academic journals such as *Management Science*, *Operations Research*, and *Manufacturing & Service Operations Management*. She serves on the editorial board of *Management Science*, *Operations Research*, *Manufacturing & Service Operations Management*, and *IIE Transactions*. Professor Song teaches operations and supply chain management.

Richard Staelin, PhD, *Edward and Rose Donnell Professor of Business Administration*; BS, MBA, PhD (University of Michigan)

Prior to joining Duke's faculty, Professor Staelin served as professor and associate dean at the Graduate School of Industrial Administration, Carnegie Mellon University. He was also a visiting professor at the Australian Graduate School of Management and at the University of Chicago. His professional activities include consulting work for both the public and private sectors, executive director of Marketing Science Institute, and publication of a book and over fifty journal articles. He was Fuqua's associate dean for faculty for eight years and the editor of *Marketing Science* from 1995-1997. He was the initial managing director of Fuqua's Global Executive MBA program and the managing director of the Siemen's executive education programs. He was recently the winner of the AMA/Irwin Distinguished Marketing Educator Award and the Converse Award. He has chaired numerous PhD committees. His students are now teaching at many of the top business schools around the world. Professor Staelin's current research interests include information search, channel management, strategy formulation, and managerial decision making.

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Professor Sun conducts research on theoretical advancement and applications of decision making from data. His current work focuses on theoretical issues on evaluating OR models constructed from data and obtaining related managerial insights for making direct marketing decisions. He currently teaches a decision models course for the daytime MBA program.

James H. Vander Weide, PhD, *Research Professor of Business Administration*; BS (Cornell University), PhD (Northwestern University)

Professor Vander Weide's primary research and teaching interests are in the areas of corporate finance and managerial economics. He has written papers on topics such as capital budgeting, cash management, and the economic effects of government regulation. He has also served as a consultant on financial and economic issues to firms in the electric, natural gas, water, telecommunications, and insurance industries; and he has testified as an expert witness on financial and economic issues.

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Before joining the faculty at Duke University, Professor Venkatachalam taught at the Graduate School of Business, Stanford University. Professor Venkatachalam's teaching interest is financial accounting. His research interests span several areas including implications of financial and nonfinancial metrics for compensation and valuation, effect of accounting disclosures on valuation, derivatives, and corporate governance issues. Prior to obtaining his doctorate he has worked as a business accountant in India and as an internal auditor in the Sultanate of Oman.

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Professor Viswanathan teaches corporate finance and corporate restructuring. His current research interests are in the areas of bankruptcy law and market architecture. His prior research has been in the areas of corporate finance, non-linear asset pricing, and market microstructure and has been published in the *Journal of Finance*, *Review of Financial Studies*, the *Journal of Business*, *Journal of Business Economics*, and *Statistics and Journal of Finance and Quantitative Analysis*.

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Prior to joining Fuqua, Professor Wade-Benzoni served on the faculties at the Stern School of Business at New York University and the Kellogg School of Management at Northwestern University. Her research areas include conflict management and negotiation, intergenerational behavior, and inter-relationships between organizational and societal interests. She currently teaches dynamics of bargaining and managerial effectiveness.

Andrew B. Widmark, JD, *Professor of the Practice of Real Estate*; BS (Fairleigh Dickinson University), MBA (University of Pennsylvania), JD (Rutgers University)

Mr. Widmark teaches a course in fundamentals of real estate and a course in urban revitalization. He is president of Mark Properties, Inc. which owns and manages shopping centers and office buildings throughout ten states. He previously practiced law in New Jersey and has taught estate planning courses at the Rutgers University School of Law.

Kenneth C. Wilbur, PhD produces original research at the intersection of media, advertising, and technology. His work on television advertising avoidance, digital video recorders, and click fraud has been published in *Marketing Science* and the *Journal of Advertising*. His current research examines hybrid advertising auctions, how consumers use TiVo, how advertising influences online search, and advertising effectiveness in the automotive, consumer package goods, and cruise industries. In 2007, he co-developed a new business process used in practice by P&G. Dr. Wilbur joined Duke after four years at the University of Southern California.

Charles Williams, PhD, *Assistant Professor of Management*; PhD (University of Michigan); BA (Dartmouth College).

Prior to joining the Fuqua School of Business, Professor Williams taught at the College of Business of the University of Illinois, Urbana Champaign. His research examines the impact of organizational architecture on the adaptation of firms. His current projects focus on the adaptive advantages of centralized and decentralized coordination, the impact of decentralization on the expansion paths of firms, and the conditions under which firms create new units when they enter new markets. He teaches classes in strategy and organization design.

Peter R. Wilson, PhD, *Professor of the Practice of Business Administration*; BA (University of North Carolina at Chapel Hill); MBA (University of North Carolina at Greensboro), PhD (University of North Carolina at Chapel Hill)

Professor Wilson teaches in the areas of corporate reporting, financial statement analysis, and strategic cost management. His current research interest is in the area of performance measurement and, in particular, how firms use measurement systems to implement and revise their strategic plans. Professor Wilson also has a strong interest in entrepreneurship and has assisted several companies at the start-up level in raising capital and forming their organizations. In addition, Professor Wilson develops and conducts executive education programs at the Fuqua School of Business on financial reporting and strategic cost management. Prior to coming to Duke, Professor Wilson served on the faculty at the Stern School of Business at New York University.

Robert L. Winkler, PhD, *James B. Duke Professor of Business Administration*; BS (University of Illinois), PhD (University of Chicago)

Prior to joining the Duke faculty, Professor Winkler was at Indiana University, and he has held visiting positions at the University of Washington, the International Institute for Applied Systems Analysis, Stanford University, and INSEAD. He served as senior associate dean for faculty and research at Fuqua for six years. His primary research interests involve Bayesian statistics, decision analysis, risk assessment, and probability forecasting. Professor Winkler is the author of numerous research articles and books, has served on the editorial boards of several journals, and was awarded the Ramsey Medal for Distinguished Contributions to Decision Analysis.

Rebecca Zarutskie, PhD, *Assistant Professor of Business Administration*; BA (Johns Hopkins University), PhD (Massachusetts Institute of Technology)

Professor Zarutskie teaches venture capital and private equity. Her research focuses on the financial and risk-taking behavior of young firms and how this behavior is affected by regulatory and competitive environments.

Bennet Zelner, PhD, *Assistant Professor of Strategy*; AB (Brown University), MS and PhD (University of California at Berkeley)

Professor Zelner's research focuses on how firms respond to and manage the diverse political, social, and economic institutions they encounter in the different environments in which they operate. Most of his work is cross-national and comparative and has specifically concentrated on the challenges faced by private investors doing business in infrastructure industries recently subject to market-oriented reforms such as privatization, deregulation, and liberalization. Zelner teaches the core strategy course in Duke's Daytime MBA program. He serves on the editorial review board of the *Journal of International Business Studies* and sits on the board of directors of the Probitry Group, a consultancy specializing in the management of high-impact risk to business and government activity.

Paul H. Zipkin, PhD, *R.J. Reynolds Professor of Business Administration*; BA (Reed College), MS (University of California), PhD (Yale University)

Professor Zipkin teaches operations. His research investigates the design and operation of production and distribution systems and their analogues in service industries. He has written numerous scholarly articles and serves on the editorial boards of several journals. He co-edited a book, *Logistics of Production and Inventory*, and his most recently published book is *Foundations of Inventory Management*.

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