
bulletin of
Duke University
2000-2001

The Fuqua School of Business



The Mission of Duke University

The founding Indenture of Duke University directed the members of the university 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 foster health and well-being through medical research and patient care; and to promote a sincere spirit of tolerance, 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.

EDITOR
Judith Smith

PUBLICATIONS COORDINATOR
Rob Hirtz

STAFF SPECIALIST: COURSE CATALOG MASTER
Margaret R. Sims

THE FUQUA SCHOOL OF BUSINESS
Tiffney Marley

PHOTOGRAPHS
Les Todd

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The information in this bulletin applies to the academic year 2000-2001 and is accurate and current, to the extent possible, as of October 1999. 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.

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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 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 (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award baccalaureates, masters, doctorates, and professional degrees.

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University Administration

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THE FUQUA SCHOOL OF BUSINESS CALENDAR*

The Duke MBA Academic Calendar**

Fall 2000

August	
14-18	Orientation and Registration
20-25	Integrative Learning Experiences 1 and 2
28	Term 1 classes begin
October	
TBD	Career Fair, no MBA classes
6	Term 1 ends
10-13	Term 1 exams
16-20	FALL BREAK
23	Term 2 classes begin
November	
22-24	THANKSGIVING BREAK
December	
5	Term 2 ends
8, 11-13	Term 2 exams

Spring 2001

January	
16	Martin Luther King Holiday, no MBA classes
TBA	Term 3 classes begin
February	
TBA	Term 3 ends
TBA	Term 3 exams
March	
1-2	Term 3 exams
5-9	SPRING BREAK
19	Term 4 classes begin
April	
27	Term 4 ends
May	
1-4	Term 4 exams
12-13	Commencement

*Dates of the 2000-2001 calendar are subject to change by the provost of Duke University during the 2000-2001 year.

**The calendar above reflects the activities of The Duke MBA program (daytime) only. Contact the program administrators of the Weekend Executive, Global Executive, and Cross Continent programs in order to obtain a copy of their academic calendars respectively.

A Message from the Dean

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 is an emeritus member of the University's Board of Trustees and an active member of the Board of Visitors at The Fuqua School of Business. Mr. Fuqua continues to support the School through his generosity and his participation in its programs.

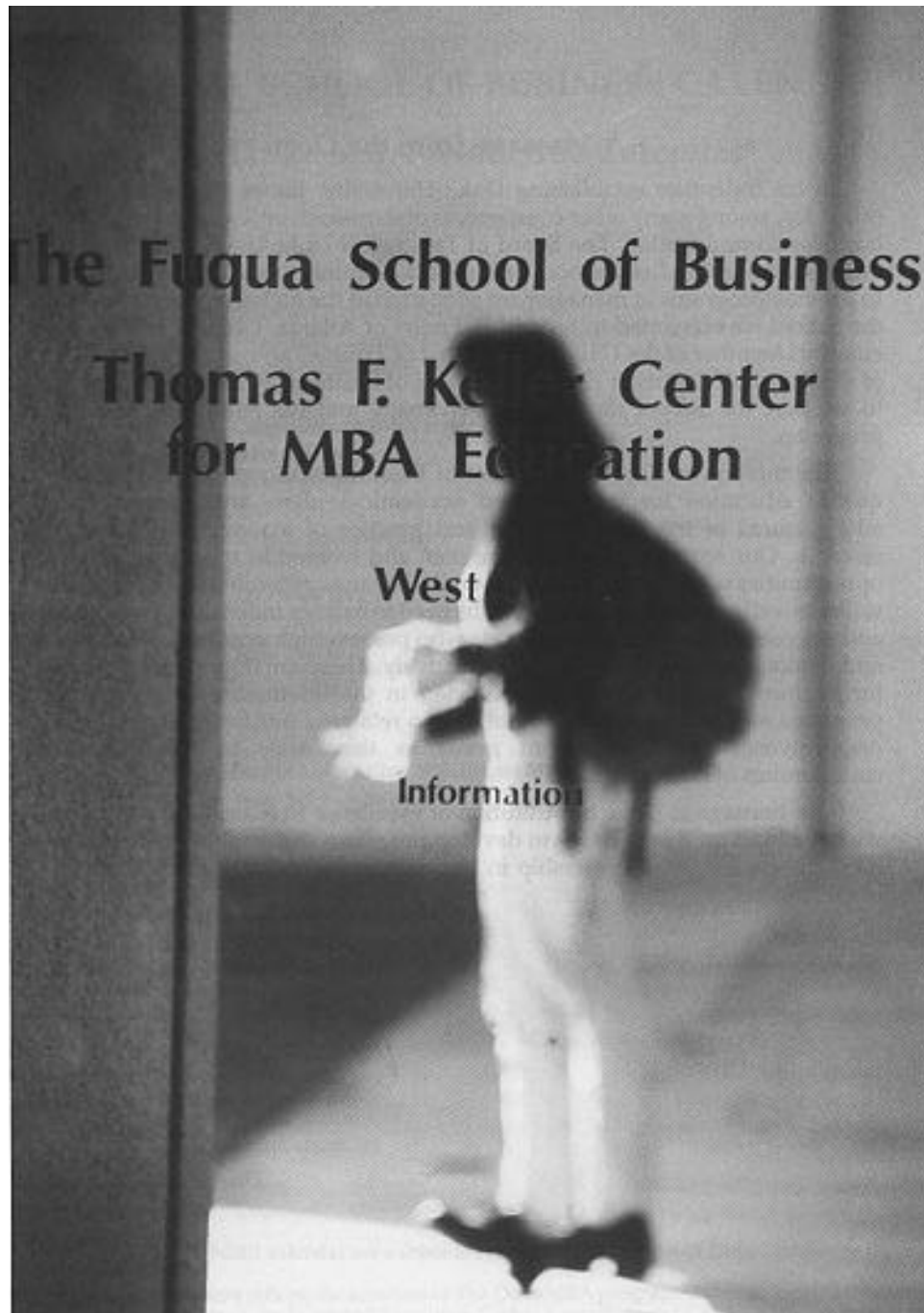
The mission of The Fuqua School of Business is to provide the highest quality education for business and academic leaders, and promote the advancement of the understanding and practice of management through research. Our approach is to prepare men and women to meet their career opportunities with a strong 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.

Rex D. Adams

Dean

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 9,000, of whom 3,000 are enrolled in the graduate and professional programs. Established in 1969, the Graduate School of Business Administration joined the Schools of Medicine, Nursing, Law, Engineering, Divinity, and Forestry 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—the Thomas F. Keller Center for MBA Education—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, the Duke University Museum of Art 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 faculty of 122, and more than 900 masters degree candidates enrolled in daytime and executive MBA programs. The school also offers a wide range of nondegree executive education programs and seminars.

J. B. Fuqua, chairman, The Fuqua Companies, Atlanta, Georgia, has 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 140,000 square feet of space provides for the instruction of MBA students in a variety of degree programs.

One wing of the Keller Center, primarily designed for MBA education, includes six amphitheater-style classrooms, the 500-seat Harold S. Geneen Auditorium, a library completely devoted to management education, 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 111 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 Education and Executive MBA students. The R. David Thomas Center is connected to the east wing of the Keller Center by a covered walkway.

The 61,000 square foot Academic Center opened in fall 1999. The center houses the majority of faculty offices as well as the Global Telecommunications Suite of seminar and meeting rooms.

Resources of the University

The Library System. The libraries of the university consist of the Perkins Library system and three professional school libraries: The Fuqua School of Business Library, the Law Library and the Medical Center Library. The Perkins Library system includes the main library of the university, the William R. Perkins Library, and nine branches: Biology, Forestry, Chemistry, Divinity, the Lilly Library, Engineering, Music, Math-Physics, the Undergraduate Library, and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort. As of June 1999, Duke libraries contained approximately 4,500,000 volumes and ranked among the twenty largest academic libraries in the United States. More than 33,000 serials, and 220 newspapers are received regularly. The collection includes more than 9,000,000 manuscripts, 125,000 maps, and 1,500,000 microforms.

The William R. Perkins Library. The William R. Perkins Library—the main library of the university—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 nine million items is particularly strong in all phases of life in the South Atlantic region. It also includes significant papers in English and American literature. The rare books collection contains materials covering a broad range of fields, and the Latin and Greek manuscripts constitute one of the outstanding collections in the United States. The collection of Confederate imprints is the largest in the country.

Tours of the Perkins 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 Fuqua School of Business Library. Students use the Fuqua library to keep informed about trends in companies and industries, to prepare for class, to complete research projects, to collect data for presentations, and to locate companies for employment. The Fuqua library houses the principal business collections for the university, and includes books, journals, reports, videotapes, working papers, and data bases in accounting, entrepreneurship, finance, health sector management, human resources management, industry studies, information science, international business, managerial economics, marketing, organizational behavior, and operations management. The library's collections are tailored to the needs of Fuqua's students and

faculty. Recent acquisitions include important business issues in the curriculum, such as diversity, business in the environment, global business management, health sector management, and business on the Internet. As of June 1999, the Library houses 25,000 volumes of books, 1,200 current periodical subscriptions, 400,000 microforms, and a comprehensive business reference collection. The library also houses a complete career services collection in its west mezzanine.

Faculty and students access more than 30 databases in the library's database room. These databases include: ABI/Inform; Bloomberg; Business & Industry ASAP; Business Periodicals on Disc; Business Source Elite; CCH Research Network; Compustat; Computer Database; Datastream; Dialog; Disclosure Global Access; Dow Jones; Econ Lit; Economist Intelligence Unit Country Reports; Encyclopedia Britannica; Euromonitor Global Market Information; General Business File; Health Reference Center; Investext; ISI Emerging Markets; Lexis-Nexis; Morningstar Mutual Funds; One Source Business Browser; ProQuest Direct; Social Science Citation Index; Standard and Poors Market Insight; STAT-USA and Zachs Earnings Forecaster. These databases contain information on companies, industries, and other topics of interest to business students and faculty. Most of these databases are available in offices and computer labs throughout the building.

Fuqua librarians assist students conducting online research during reference hours. Librarians also 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 has 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.

Library services also include a journal contents alerting service for faculty and library instruction for faculty and students. To assist MBA students, librarians staff the reference desk Sunday through Friday.

Information about The Fuqua School of Business Library may be obtained from library staff. In addition, brochures and bibliographies describing the library's collections and services are available at the circulation desk.

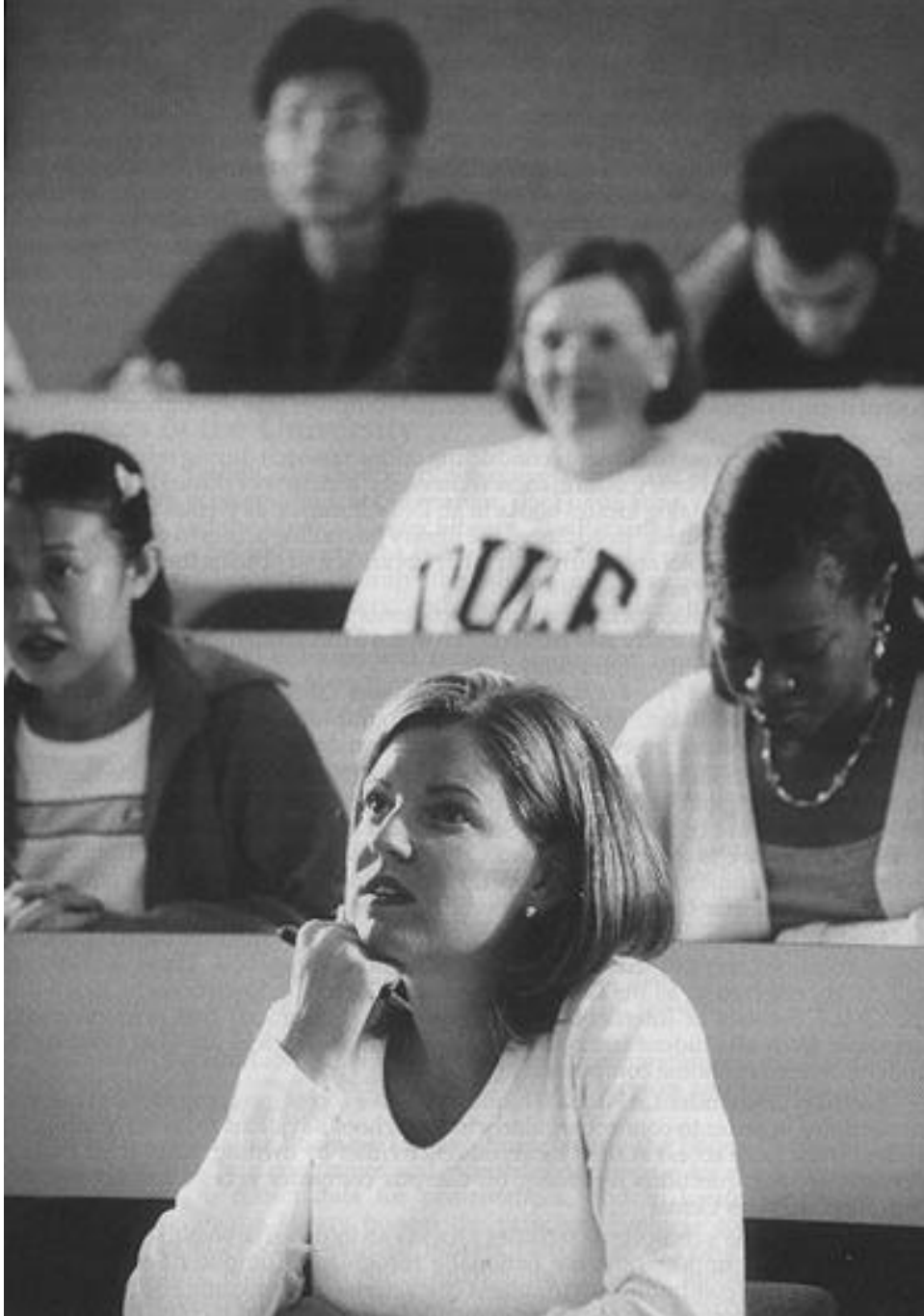
Computing Resources for Students. More than 120 microcomputers dedicated to student use are located in Fuqua's computer laboratories and team study rooms. All MBA computers are connected to the School's local area network over which a wide variety of software is delivered. Each PC has access to a laser printer. The School's classrooms and auditoria all are equipped with computing and projection equipment to facilitate computer-based demonstrations in classes.

Fuqua's core computing services are enhanced by Internet-based personal communications services that support the instructional programs. These services are collectively referred to as the Computer Mediated Learning Environment, or CMLE. The CMLE consists of Internet-based client-server applications that are universally accessible from all student computers at Fuqua. These services are also available to students from their home computers.

Each daytime student at Fuqua is required to have access to a computer and internet connectivity in order to connect regularly to the School's systems from off campus. A student must have access at their local residence either by owning, leasing, or sharing a computer. For questions regarding off-campus computer access, contact Fuqua's Computer Services Center.

Overall, Fuqua's computing facilities provide an impressive wealth of resources to the School. More importantly, the nationally recognized Computer Services Center fosters a dynamic computing environment characterized by ongoing efforts to expand and improve the computing resources available to students and faculty.

Programs of Study



The Duke MBA

The Duke MBA Program prepares individuals for 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 the personal computer in business education. Students are required to master word processing, spreadsheet programs, and some statistical packages on microcomputers. A number of courses require the use of these rapidly developing managerial skills. Likewise, the School is also committed to improving the communication skills of its students. The business communication curriculum does not stand by itself, but has been carefully integrated into other course work.

The Fuqua School of Business is accredited by the American Assembly of Collegiate Schools of Business and is a member of the Graduate Management Admission Council.

CURRICULUM

The MBA degree requires four semesters, divided into a total of eight terms, of full-time academic work totaling at least 81 units of graduate course credit. Students who are proficient in a particular subject may be allowed to substitute advanced course work for one or more core courses. There are no summer sessions for students in the MBA program. **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.

Integrative Learning Experiences. The Integrative Learning 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 creates a sense of community among the students that is vital to the teamwork required by later course assignments. The second ILE provides a format in which they integrate all of the material from their core coursework in a competitive business strategy simulation. The Integrative Learning Experiences form one of the most exciting and innovative components of Fuqua's curriculum.

THE FIRST YEAR

Course work in the first year is designed to provide the basic knowledge and tools of analysis for the operation of business organizations and to introduce the student to the functional areas of the firm. The first-year program includes:

TYPICAL FIRST-YEAR SCHEDULE

SEMESTER 1

390. ILE 1: Team Building and Leadership Development

Term I

- 300. Managerial Economics
- 311. Probability and Statistics
- 320. Managerial Effectiveness
- 383. Computer Skills

Term II

- 340. Financial Accounting
- 350. Global Financial Management
- 360. Marketing Management
- 396. Informing and Influencing Business Audiences

SEMESTER 2

Term III

- 312. Decision Models
- 341. Managerial Accounting
- 370. Operations Management
- 397. Effective Advocacy

Term IV

- 301. Global Economic Environment of the Firm
- Elective
- Elective
- 398. Professional Project Communication

THE SECOND YEAR

During the second year of the program, students may choose from a wide variety of electives. The school does not require formal concentrations, and students are free to choose electives that focus on a particular functional area or that emphasize the breadth of general management skills. The program's flexibility allows students to tailor the curriculum to meet their individual educational and career goals.

Students must take a minimum of eleven electives during the second year. The typical course load in the second year is three courses per term. Combining these second-year electives with the electives taken in the first year, each student normally takes thirteen or fourteen elective courses.

Also attractive to students is the opportunity to take up to four 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.

MBA with a Health Sector Management Certificate

Program of Study

Duke University is one of the world's great centers for health delivery, health research and education. The Fuqua School of Business is one of only three top-ten

business schools that offer a health sector management certificate. The Health Sector Management (HSM) Program, ranked the fourth best health management program in the United States, is a critical part of Duke's current and future excellence in this area. In addition, the HSM Program is an integral part of Fuqua's general management MBA program in two ways. First, by pursuing a Duke MBA, students obtain world-class training in basic management. Secondly, by obtaining cutting-edge knowledge of the complex and multifaceted health sector, students build a strong foundation upon which to pursue more specialized health-related interests.

Duke University has offered a program in health services administration for over 60 years, and its MBA/HSM Certificate Program continues this tradition of educational excellence. The MBA/HSM Certificate Program is accredited by the American Association of Collegiate Schools of Business (AACSB) and the Accrediting Commission on Education for Health Services Administration (ACEHSA).

The design of the Health Sector Management (HSM) Certificate Program is based on four principles:

- A strong general management MBA is the most important basic educational asset for managers entering the health sector today.
- Solid knowledge of the health sector and how it functions is essential for graduates to make sound career and professional choices.
- Successful HSM students who possess a passion for the health sector as well as specialized opportunities within it.
- Fuqua students benefit significantly from gaining an in-depth perspective on health care issues, settings and challenges, and by understanding how to apply functional knowledge to health sector organizations.

Fuqua's innovative HSM curriculum preserves an emphasis on the MBA core courses and complements them with three required HSM courses and a range of HSM electives. This keeps the program cutting-edge and helps meet the diverse interests of the students. To earn the HSM certificate designation, students must complete all MBA course requirements at Fuqua as well as the following HSM requirements:

Three Required Courses

- Health Care into the 21st Century – This weeklong orientation session serves as the students' introduction to health sector issues and opportunities.
- Advanced Topics in Health Sector Management – This multidisciplinary course addresses distinctive aspects of the health sector related to core themes.
- HSM Practicum – Offers credited field experience through a six-week project at one of a variety of health sector organizations, companies, manufacturers, providers, institutions and entrepreneurial ventures involved in the health care field.

Thus, the program is designed to preserve an emphasis on the general MBA core courses, and to supplement those courses with a small set of core HSM courses that (1) provide an industry overview, (2) apply core functional knowledge to health sector management issues, and (3) offer field experience to complement the student's work experience. Elective opportunities allow each student to pursue depth in a particular area and round out their individual experiences in light of their career goals.

Electives are drawn from an extensive list, which includes health policy, health law, health economics, strategic management of health organizations, managing change, managing professional organizations, service marketing, ethics in management, information technology in management, informatics, and emerging issues in health care. Some electives are health-focused; for others, HSM faculty have worked closely with faculty in different disciplines to make sure that electives relevant to HSM students

contain enough health-oriented content to enhance an HSM student's program. Most electives are offered at Fuqua, but they also may be taken in other schools and departments at Duke, such as the School of Law, the Sanford Institute of Public Policy, and at the University of North Carolina, School of Public Health.

In addition to required and elective courses, the HSM program has developed an ongoing tutorial series. Tutorials are designed to enrich the curriculum, provide intensive focus on a particular health care issue or problem, or fill in instructional and experiential gaps. Utilizing small group settings of five to ten students, tutorials are lead by faculty members and industry experts and their leaders.

As the program design allows HSM students to choose a dual focus on marketing, finance, operations, consulting, etc., they are exceptionally well prepared to apply cutting-edge disciplinary knowledge and techniques to their understanding of today's health sector trends, problems and practices.

Career Opportunities

An active and loyal group of approximately 1,000 alumni represents an influential network in the health sector today. These graduates are pursuing distinguished careers in hospitals and health systems, consulting firms, pharmaceutical companies, medical device and supply manufacturers, investment banking, and venture capital firms.

The following is a partial list of corporations that have recruited at Fuqua or made employment offers to our MBA students: Anderson Consulting, Baxter Healthcare Corp., Bayer Corporation, Boston Scientific Corp., Bristol Myers Squibb, CIGNA HealthCare, Deloitte & Touche Consulting, Eli Lilly, Ernst & Young Health Care Consulting Group, Humana, Inc., Johnson & Johnson, McNeil Consumer Products Division, Merck, SmithKline Beecham, Partners Healthcare Systems, Pfizer, PricewaterhouseCoopers, Procter and Gamble and the Tiber Group.

Other Aspects of the HSM Program

There are a number of other features that help to make participation in the HSM Program a valuable part of the Fuqua experience. There is a strong student and alumni sense of community. The Integrated Health Services and Sciences (IHSS) Club is very active and provides a forum for MBA students with a health interest to interact regardless of whether they are in the HSM Certificate program. Students in the HSM program continually have the opportunity to interact with health-related industry leaders. The student club sponsors several speakers a year, Fuqua's school-wide Distinguished Speaker Series include health-related speakers, and the HSM program sponsors the National Health Forum each spring, which is attended by over 100 of the top hospital and health system executives from across the United States. Attendance is very limited, but it is open to HSM students. Additionally, students are actively involved in the HSM program's planning and governance. Two representatives are elected each year by their peers to serve on the HSM governance committee. In addition, the IHSS Club and the HSM Alumni Association have begun to establish closer collaboration.

The resources of Duke University provide a rich extension of the HSM program itself. For example, the HSM Program works closely with Duke's Center for Health Policy, Law and Management, has joint degree programs with the Medical School, the Law School, and is considering such arrangements with other Duke programs, as well.

Key features of the HSM program that draw on Fuqua-wide interests are in the areas of entrepreneurship, global health sector management and the use of information technologies in health care. The program has opportunities for students to be on the cutting edge of these issues, and it is planned that these areas will expand in focus in the coming years.

In summary, the Fuqua HSM Program provides the best of business health sector education in a rigorous, supportive, and stimulating environment. For students who



wish to combine an outstanding general management education with their interest in the health sector, the HSM Concentration provides an unparalleled opportunity.

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 Terry Sanford Institute of Public Policy, the Nicholas School of the Environment, the Medical School, and the School of Nursing.

Students who are in any of the joint degree programs offered by The Fuqua School of Business must complete a minimum of 67 graduate credits at Fuqua, exclusive of what requirements exist for the other degree. Because the two degrees are inter-connected, students must complete all requirements for both degrees in order to receive either degree.

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

The MBA–JD. The concurrent MBA-JD Program requires four academic years of study with a full year in each school and two years of combined study that meets the requirements for both the MBA and JD degrees. Additional information about the Law School may be obtained from the Admissions Office, Duke University School of Law, Box 90393, Duke University, Durham, NC 27708-0393, (919) 613-7200.

The MBA–MF and the MBA–MEM. The concurrent MBA and Master of Forestry or Master of Environmental Management degrees normally require three years of study. Additional information on the environmental programs may be obtained from the Director of Admissions, Nicholas School of the Environment, Box 90330, Duke University, Durham, NC 27708-0330, (919) 613-8070.

The MBA–MA in Public Policy Sciences. The concurrent MBA degree and Master of Arts degree in Public Policy Sciences normally requires two and a half to three years of study. Additional information about the public policy program may be obtained from the Director of Graduate Studies, Sanford Institute of Public Policy, Box 90239, Duke University, Durham, NC 27708-0239, (919) 613-7309.

Public Policy Option. For those students interested in management careers in the public or not-for-profit sectors The Fuqua School of Business offers a public policy option. This option consists of a recommended set of MBA elective courses to be taken in the Sanford Institute of Public Policy. Students interested in pursuing this option must obtain the consent of the Institute's faculty adviser of MBA students and the consent of the MBA Program director.

The MBA–MS in Engineering. The program takes five to six semesters and, in most cases, an undergraduate degree in engineering is required. Additional information about the Duke University School of Engineering and this program may be obtained by writing the Director, MBA-MS Program, School of Engineering, Box 90271, Duke University, Durham, NC 27708-0271, (919) 660-5386.

The MBA–MD. The program will require five years to complete and begins with two years at the Medical School. Additional information about the Duke University Medical School program may be obtained from the Office of Admissions, Medical School, Box 3710 Duke University Medical Center, Durham, NC 27708, (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, (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 ranked #4 in the nation in U.S. News & World Report's survey of executive MBA programs and 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 three degree-granting programs: The Duke MBA, The Duke MBA – Global Executive, and The Duke MBA – Cross Continent.

The Weekend Executive program began at Duke in 1984 and has continued to grow in reputation, applicant quality and company support. Combining superb academics and up-to-the-minute research with the experience and knowledge of established managers from diverse industries, the program has provided more than 900 managers from 25 states, Canada and Puerto Rico and 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 and operations management. 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, computer simulation 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 must have a minimum of five years of professional experience, be in a managerial position, and have corporate support. The program requires 20 months of study and includes five semesters of course work. The Weekend Executive program requires 45 credits which includes 13 core courses and 5 mini-elective courses. Students interested in the program should contact the Executive MBA Programs Office, The Fuqua School of Business, Duke University, Box 90127, Durham, NC 27708-0127, E-mail fuqua-wemba@mail.duke.edu; Web: www.business.duke.edu; Telephone: (919) 660-7804, Fax: (919) 660-8044; (courses are listed in Courses of Instruction section).

The Duke MBA – Global Executive

Just as sweeping changes in globalization and technology have transformed the world's economic landscape, an innovative and unique MBA program developed by Duke University's Fuqua School of Business has transformed the future of management education.

Formally known as the GEMBA™ program, The Duke MBA – Global Executive was launched in May 1996. In this nineteen-month MBA degree program, students learn not only the core functional areas of business, but also how to integrate these concepts to think and manage globally and how to use new information technology tools for effective management in a global organization. The program's unique format combines residential classroom sessions on four continents with distance education via advanced Internet-based technologies.

The product of over two years of intense faculty and administrative planning, the Global Executive program was developed to meet the needs of executives and high-

potential managers who currently have, or expect to soon have, global responsibilities in their companies. The overall objective of the program is to help these managers excel within their globally-oriented organizations. To achieve this objective, the Global Executive program was designed to provide each student with a thorough understanding of:

- the core disciplines of business,
- the nature of cross-cultural, global work,
- team-oriented learning, and
- the use of information technology for collaborative work.

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 pre-class reading period, a two or three-week residential period at one of several sites around the world, and a post-residential period of electronic distance-education.

Residential classes convene at sites in Europe, Asia, South America and the United States five times for a total of eleven 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 new, global economy. In addition, the program offers an unparalleled opportunity to build a worldwide network of other high-powered managers of global corporations.

The program's unique format makes it an ideal choice for companies that are reluctant to lose a valued manager for up to two years. Global Executive students may continue to live and work anywhere in the world, without having to leave their jobs to attend a traditional, campus-based MBA program. They receive a unique education in global business and earn a world-class MBA education from one of the world's most prestigious universities, while continuing to make significant contributions to their companies' success.

Applicants to the Global Executive program must have a minimum of 10 years of professional experience, and currently should have (or expect to assume) international managerial responsibilities within their companies. The program requires 19 months of study and includes five semesters of course work. Students interested in the program should contact the Executive MBA Programs Office, The Fuqua School of Business, Duke University, Box 90127, Durham, NC 27708-0127, e-mail fuqua-gemba@mail.duke.edu; Web www.business.duke.edu; (919) 660-7804, fax (919) 660-8044; (courses are listed in Courses of Instruction section).

The Duke MBA – Cross Continent

The Duke MBA – Cross Continent program has been designed for younger executives (with 2 to 8 years experience) to enhance their careers through a world-class business education that leverages the use of interactive communications technologies and allows them to remain on the job. Both the focus of the program and its methodology reflect the growing importance of international experience and team-based work that crosses time zones via advanced communications technology.

Students can live anywhere in the world, but will attend a total of nine weeks of residential instruction over the course of the 20-month program. In non-residential weeks during each of the eight terms, students are expected to find 20 hours each week

to continue their studies using Internet-mediated learning while working as part of global virtual teams. Students have complete flexibility about how they schedule their study time within each week and they can complete that academic work from any global location.

The first Duke MBA – Cross Continent class will be enrolled in August 2000, and will be comprised of one class section in the US and one in Germany. The US-based class section will complete its residency sessions on the Duke University campus of The Fuqua School of Business in Durham, North Carolina. The European section will assemble at The Fuqua School of Business Europe located in Frankfurt, Germany. The two class sections will interact closely via the Internet and use other advanced computer-mediated learning technologies while they simultaneously complete the 20-month Duke MBA degree program.

The two class sections will be brought even closer together through a transfer requirement built into the program. In term three, half the class from Europe will attend the North American residential session and vice versa. During the fourth term, the other half of each class trades locations for one week of residential learning. After the transfer residencies, the students resume their coursework using the same team-based and Internet-mediated learning methods. However, these globally distributed teams continue forward with the crucial advantage of having met and forged new bonds in a face-to-face setting.

The Duke MBA – Cross Continent program provides course work with a global emphasis in the subject areas of management, marketing, operations, economics, finance, accounting, strategy and decision sciences. Students will complete 11 core courses, four elective courses and one integrative capstone course to earn their degree.

Two courses will be completed during each of the eight terms of the program. Depending on their choice of electives, students may also choose to complete the one-week residency requirements for their sixth and seventh terms in either North America or Europe.

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 the rhythm and pace of their lives, and the organization further develops young executive talent within its ranks.

Students interested in the program should contact The Fuqua School of Business, Duke University, tel: (919) 660-1964, fax: (919) 660-2940, e-mail: fuqua-cross-continent@mail.duke.edu, or the Web: www.business.duke.edu.

The Duke MBA – Cross Continent Format:

A Typical Term

- 1 week pre-class study
- 1 week residential classes at The Fuqua School of Business (*in either North America or Europe*)
- 1 week program break
- 6 weeks Internet-mediated learning (*from any location in the world*)
- 1 week program break

The Curriculum

TERM 1 *

- Orientation
- Financial Accounting
- Managerial Effectiveness

TERM 2

- Managerial Economics
- Decision Models

TERM 3 **

- Statistics
- Finance

TERM 4 **

- Global Economic Environment
- Marketing

TERM 5

- Operations Management
- Managerial Accounting

TERM 6 ***

- Strategy Formulation and Implementation
- Elective 1

TERM 7 ***

- Elective 2
- Elective 3

TERM 8

- Integrative Capstone Course
- Elective 4

The Doctor of Philosophy

The Ph.D. 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 Ph.D. 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 decision sciences, finance, management, marketing, and operations management.

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 takes a comprehensive exam 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 Ph.D. Program usually requires four to five years of work. The student and the faculty in his/her area determine the specific program of study.

Executive Education

In addition to innovative MBA degree programs, The Fuqua School of Business offers an extensive array of nondegree executive education programs based on the

* Term 1 requires a two-week residency in order to facilitate orientation and technology training.

** In Term 3, half of the European class is required to attend its residential learning sessions in North America while half of the North American class is required to attend its residential learning sessions in Europe. In Term 4, the other half of each class section will attend its residency week on the other continent.

*** Depending upon their choice of electives, students may complete their residency requirements at either The Fuqua School of Business location during Terms 6 and 7.

recognition that education is a life-long process requiring continual renewal. Now serving approximately 2,300 executives a year, the three different open enrollment and over 70 custom, company-specific programs allow for business leaders worldwide to benefit from the quality of education that Fuqua offers. The interaction of faculty, administrators, and participants gives executives the opportunity to learn from the best in both academic and corporate sectors, while keeping the school in touch with the present-day concerns of business leaders.

Fuqua's custom executive education programs have incorporated the distributed learning platform from the ground-breaking Global Executive program to enable executives to participate and interact with our faculty from their workplaces around the world. It further allows managers in diverse locations to share information, discuss, and learn from each other in a way not possible previously or through other media.

Our worldwide recognition has been achieved through our tailored or custom designed programs, which are developed and delivered specifically for individual firms, meeting their precise development needs. Our current custom partners who have gained strategic corporate advantage through participation in the executive education custom programs at Fuqua include: ABB Inc., Deutsche Bank, Ford Motor Company, Glaxo Wellcome Inc., ITT Automotive, Lafarge Corporation, Lufthansa, Norfolk Southern Corporation, Siemens AG, Siemens Corporation, TRW Inc., and Vivendi.

The current open-enrollment programs offered are the four-week Advanced Management Program, the two-week Program for Management Development and the two-week Marketing Leadership Forum, which is offered through an alliance between Fuqua and London Business School.

One of the strongest symbols of Fuqua's commitment to executive education is the R. David Thomas Center which is set into a wooded hillside at the western edge of the Duke campus. The secluded location together with the design of the buildings creates an ideal environment for learning. The 103,000 square-foot facility features two fifty-five seat state-of-the-art classrooms, a twenty-five seat seminar room, two twenty-seat boardrooms, twenty breakout rooms, full dining facilities, fitness center, and 111 sleeping rooms.

Further information may be obtained by contacting Wanda T. Wallace, Ph.D., Associate Dean for Executive Education, The Fuqua School of Business, Duke University, R. David Thomas Center, Box 90116, Durham, NC 27708-0116, e-mail fuqua-execed@mail.duke.edu: Web www.business.duke.edu: telephone (800) 372-3932 (within USA), (919) 660-8011 (outside USA), fax (919) 681-7761.

Admissions



Admissions to The Duke MBA Program

The Duke MBA Program at Fuqua is a challenging and rigorous academic program, and admission is highly selective. Acceptance is based on the ability to excel, not only academically, but in the business community as well. All admitted applicants must possess outstanding intellectual ability and academic credentials. In addition, applicants must have demonstrated leadership, interpersonal and managerial skills through their professional and extracurricular activities. The coursework at Fuqua requires students to work together in teams frequently, so each student must 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 which emphasizes logical and analytical reasoning. All entering students are required to have a working knowledge of calculus and must complete a college-level calculus course prior to matriculation. 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 program.

Application Information. Complete instructions for filing an application are included with each application packet. Applications are available on Fuqua's Web site at www.business.duke.edu and at <http://apply.college.edge.com/MBAEdge/Duke/>. An application for admission WILL NOT be evaluated until all supporting materials have been received.

A complete application includes:

1. **Signed application form and three essays.**
2. **Letters of Recommendation.** Two letters of recommendation are required. The most valuable recommendations come from people who know an applicant's professional skills and abilities. One recommendation should come from an applicant's current direct supervisor. Recommendations from relatives or family friends are of little value. Applicants who are still in school may obtain one recommendation from a college or university instructor.
3. **Official transcripts.** Applicants must provide transcripts from each college or university attended.
4. **Application fee.** A non-refundable application fee of \$135 is required with each application.
5. **Graduate Management Admission Test.** The GMAT is required of all applicants. Score reports must be sent to the Admissions Office directly from the Educational Testing Service. Scores are valid for 5 years from the date of the test.

The Fuqua School of Business will not evaluate applications with expired test scores. Please note that you must self-report your official score and test date on your application before you submit your application for review. If we receive multiple GMAT scores, we will automatically use the score and test date you wrote on your application. Once an application has been submitted, applicants **are not allowed to change** the GMAT score that will be considered. For convenience and in the interest of time, it is advisable to request that your test scores be sent to The Fuqua School of Business at the time you pre-register for the test. Please remember that test scores are the only part of your application that will not be mailed to the Admissions Office in your admissions packet. The Fuqua School of Business' ETS code number is 5156.

If you took the test in a previous year, you should request that your scores be sent to Fuqua. Allow six to eight weeks for their arrival in the Office of Admissions. Any questions concerning the test, testing procedures, etc., should be addressed to: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103 U.S.A. You may also contact ETS by telephone at (609) 771-7330. Fuqua admits students in a series of rounds. Please refer to the application booklet for more information.

Information for International Applicants

Fuqua welcomes the applications of qualified students from outside the United States. Due to overseas mail delays, international applicants are strongly encouraged to apply early in the admission cycle. You should also provide a fax number and e-mail address (if available) with your application packet. This will insure 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 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. Applicants holding a diploma from a three-year institution are welcome to apply, but they should be aware that this diploma may not be as competitive as one from a four-year institution.

Test of English as a Foreign Language. All international citizens who did not earn an undergraduate degree from a school whose primary language of instruction is in English must submit results of the TOEFL. This requirement is waived for international students holding non-technical masters or Ph.D. degrees from colleges and universities located in the United States. Scores must be reported directly from the Educational Testing Service; applicant copies are not acceptable. Test registration materials may be obtained from Educational Testing Service, Box 899, Princeton, NJ 08541 U.S.A. You may also contact them by telephone at (609) 951-1100. Candidates completing the application for the TOEFL should note that the Duke University Institution code is 5156 and the department code for The Fuqua School of Business is 02 (5156-02).

If we receive multiple TOEFL scores, we will automatically use the MOST RECENT score presented. TOEFL scores expire two years from the date of the test. Fuqua will not review an application with expired TOEFL scores. Please remember that test scores are the only part of your application that will not be mailed to the Admissions Office in your admissions packet. We cannot be responsible for TOEFL 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 full two years of the MBA program - a total of USD \$70,000. A Proof of Financial Support form (included in the application packet) should be certified by a responsible individual. The Fuqua School of Business will NOT under any circumstance make an offer of admission or merit scholarship until these forms are on file.

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 tuition and living expenses. International applicants are not eligible for other federal assistance and must demonstrate that they have sufficient resources to fund their two years of study. Applicants who are permanent residents of the U. S. are eligible for both federal student aid and merit-based awards and do not need to complete the Proof of Financial Support forms.

Summer Institute in American Business, Communication, and Culture. Two years are required to complete the MBA 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 Summer Institute in Business, Communication and Culture offered at Fuqua. The Summer Institute brochure will be sent to all international applicants. The application for the Summer Institute is included in the back of the admissions application booklet. If you need more information on the Summer Institute, please contact Mark Brown, Director Summer Institute, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120 USA. Telephone: (919) 660-7868 or (919) 660-7865, Fax: (919) 660-8033, E-mail: mtb2@mail.duke.edu.

Financial Information



Tuition and Fees

The tuition for students in The Fuqua School of Business for the academic year 1999-2000 is \$13,100 per semester for daytime students; \$12,500 per term/semester (5 terms) for The Duke MBA – Weekend Executive students and \$89,700 per program beginning May 2000 for students in the The Duke MBA – Global Executive program. All charges are due and payable at the times specified by the university and are subject to change without notice. A \$10 charge will be imposed for any student's check returned to the university unpaid.

The Duke MBA degree requires four semesters, divided into eight terms, of full-time academic work totaling at least 81 units of graduate credit. (Weekend Executive and Global Executive both require 45 units of graduate credit.) **Students are required to pay four semesters of tuition in the program.**

After the beginning of classes, refunds will be made on a pro rata basis. Students may elect to have tuition charges refunded or carried forward as a credit for later study according to the following schedule for the daytime program:

1. Withdrawal before classes begin: full refund.
2. Withdrawal during the first or second week of classes: 80 percent.
3. Withdrawal during the third, fourth, or fifth week of classes: 60 percent.
4. Withdrawal during the sixth week: 20 percent.
5. Withdrawal after the sixth week: No refunds.

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

1. Withdrawal before orientation and the first weekend of classes: full refund.
2. Withdrawal during the orientation week and first weekend of classes: 80 percent refund.
3. Withdrawal after the first weekend through the second weekend of classes: 70 percent refund.
4. Withdrawal after the second weekend through the third weekend of classes: 60 percent refund.
5. Withdrawal after the third weekend through the fourth weekend of classes: 50 percent refund.
6. Withdrawal after the fourth weekend: no refund.

Tuition refund for The Duke MBA – Global Executive program will be made according to policy.

Tuition or other charges paid from grants or loans will be restored to those funds not refunded or carried forward.

Payment of Accounts. Following first enrollment in The Fuqua School of Business, monthly invoices are sent to each student with outstanding charges by the bursar's office. 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.

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

Athletic Tickets. Athletic ticket books are available to graduate students. Purchase is optional, with payment due in the fall semester.

Vehicle Registration Fee. Each student possessing or maintaining a motor vehicle at Duke University shall register it during the week of orientation or at posted times during the beginning of the academic year in the Bryan Center. A student who acquires a motor vehicle and maintains it at Duke University after academic registration must register it within five calendar days after operation on the campus begins. Resident students are required to pay an annual fee for each motor vehicle. The opportunity to register your vehicle will be available during orientation week.

At the time of registration of a motor vehicle the following documents must be presented: state vehicle registration certificate, valid driver's license, and a student identification card.

Student Health Fee. All students are assessed a nonrefundable fee for the Student Health Service.

Student Accident and Sickness Insurance. The university has made arrangements for a Student Accident and Sickness Insurance Plan to cover all daytime students for a twelve-month period. For an additional fee a student may obtain coverage for a spouse and children. **Although participation in this program is voluntary, the university requires all graduate students to be financially responsible for medical expenses above those covered by the University Student Health Program through the University Accident and Sickness Policy, a private policy, or personal financial resources.** Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may elect not to take the Duke plan by signing a statement to this effect. *Each daytime student in residence must purchase this student health insurance or indicate the alternative arrangement.* The Student Accident and Sickness Insurance Policy provides protection twenty-four hours per day during the full twelve-month term (August 17-August 17) 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 call (919) 684-6455.

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.

THE DUKE MBA ESTIMATED STUDENT BUDGET 1999-00

Student Living Expenses

Rent (including utilities)	\$4,200
Food	3,400
Miscellaneous: (local travel, phone, laundry, insurance, entertainment, personal maintenance, etc.)	2,500
Transportation	1,050
Total Living Expenses	\$11,150

Educational Expenses

Tuition	\$26,200
Student Insurance *	778
Student Health Fee	444
MBA Association Fee	150
Graduate Activity Fee	19
Graduate Recreational Facilities Fee	50
Transcript Fee (one time fee)	30
Books and Supplies	1,110
Total Educational Expenses	\$28,781
Total Expenses for Academic Year	\$39,931

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) must complete the Merit Scholarship Financial Aid Form in the admissions application brochure. Scholarship award decisions for entering daytime students are made after admission to the program is offered, with the first scholarship awards being made in January for the class beginning in August of that year. Students who expect to apply for 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.

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

* The student insurance may be waived if you have other health insurance, but the student health fee is required.
The family health insurance estimated cost is an additional \$1,500 for the 1999-00 academic year.

SCHOLARSHIPS AND FELLOWSHIPS

Each year a number of merit-based fellowships are available to incoming daytime students. The decisions regarding scholarships is 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. The awards are for the two years of the MBA Program and range from partial tuition to full tuition. Requests for fellowships/scholarships should be filed with your admission application in order to receive full consideration. 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 program; thus students who enroll without a fellowship or scholarship award should not anticipate an award in their second year.

NAMED SCHOLARSHIPS AND FELLOWSHIPS

First-Year Awards

Listed below are the named awards for first-year students who have already been awarded a Fuqua Fellowship. Selection of recipients is made during the summer and no special application is required. The award replaces, but would not be less than, funds that have already been offered and *do not* provide additional scholarship funding to the recipient.

Myra and Waldo Boone Scholarship. Established by John and Anne C. Clark to provide support to a Canadian student attending The Fuqua School of Business.

Biggers Scholarship. This award was established by Mr. and Mrs. Joseph W. Biggers to provide support for an outstanding student at Fuqua.

Douglas K. Bratton Scholarship Endowment. This award was established by Mr. Douglas K. Bratton, '84 Fuqua graduate in 1995 to provide support for an outstanding Fuqua student.

A.F. Calabrese Scholarship. John J. Mack, A.B. 1968, and a member of the University's Board of Trustees, established this endowed fund to honor A.F. Calabrese. The fund provides scholarships for students enrolled in The Fuqua School of Business who participated in intercollegiate athletics. Preference is given to students who attended Duke or the Catholic University of America.

Mary R. Few Memorial Scholarship. This scholarship was established in 1988 by Kendrick S. Few to provide need-based support to a first-year female student at The Fuqua School of Business.

FMC Corporation Minority Scholarship. This scholarship was established in 1997 to provide support to a minority student attending The Fuqua School of Business.

Robert A. and Annie Lewis Garda Scholarship. Robert A. Garda, B.S.E.E. 1961, and his wife Annie Lewis Garda, A.B. 1961, endowed this scholarship to provide major support to one outstanding student during his or her studies at The Fuqua School of Business.

Bank of America Scholars Program. This scholarship was established in 1995 by NationsBank, now Bank of America, to provide tuition support for an outstanding Fuqua School of Business student.

University Scholars Program. Designed for undergraduate, graduate, and professional students selected for merit and diversity, and for their ability to explore new academic horizons. The University Scholars Program aims to encourage the highest level of creativity and originality. One scholar is selected from the entering class.

The J. Paul Sticht Endowed Scholarship. Funded by RJR Nabisco Inc., these fellowships were endowed by the R. J. Reynolds Industries in honor of former Reynolds chairman J. Paul Sticht. The fellowships are awarded annually to a graduate of Mr. Sticht's alma mater, Grove City College.

Unilever United States, Inc. Scholarship. This scholarship for \$7,500 per year is a two-year commitment for the student selected. Students with marketing backgrounds are considered.

Philip Morris U.S.A. Scholarship. Philip Morris U.S.A. established this scholarship to provide tuition support to a minority student with career interest in plant operations.

Bristol-Myers Squibb Company Scholarship. This scholarship was established by the Bristol-Myers Squibb Foundation to support a minority student at Fuqua who has expressed an interest in a finance career.

Health Sector Management Scholarships. The following scholarships are for Fuqua students in the Health Sector Management concentration: Ray Brown Scholarship; Marshall I. and Sarah W. Pickens Scholarship; ServiceMaster Scholarship; Thomas Frist Scholarship; Alumni Scholarship; and the Alumni Need Scholarship. Recipients are selected by The Fuqua School of Business Financial Aid Committee, and no special application is required.

Sharon and Garry Snook Scholarship. Established to provide tuition support for an entering American Indian student. This support is a two-year commitment.

Second-Year Named Awards

Listed below are the named awards reserved for students who are already receiving Fuqua fellowships/scholarships and have distinguished themselves with high academic achievement and community involvement during their first year of study. Selection of recipients is made during the summer and no special application is required. With the exception of the Class of 1987 and 1988 scholarships, these named awards replace, but would not be less than, The Fuqua School of Business fellowship received and do not provide additional scholarship funding to the recipient.

Accounting Associates Fellowships. These fellowships were established through the donation of the Accounting Associates, a partnership of Duke University accounting professors. These awards are given annually to MBA students pursuing an interest in accounting.

David S. and Susan Bagwell Endowment. David S. Bagwell, Class of 1973, established this endowment to provide support for a Fuqua student with high academic achievement.

Martin L. Black Fellowships. These fellowships were established by the gifts and donations of alumni and friends of the late Martin L. Black, professor emeritus, and a faculty member in accounting at Duke for over forty years.

The Chase Manhattan Corporation Scholarship. Established by The Chase Manhattan Corporation, this fund provides support to Fuqua students who have proven records of academic excellence.

Class of 1987 Scholarship. This scholarship was established by the Class of 1987 to provide support for a second-year student who did not receive scholarship aid in the first year, who is active in school and/or extracurricular activities and has achieved high academic standing.

Class of 1988 Scholarship. This scholarship was established by the Class of 1988 to provide support for a second-year student who did not receive scholarship aid in the first year, who is active in school and/or extracurricular activities and has achieved high academic standing.

Class of 1990 Non-Profit and Small Business Internship Award. This award was established as a class gift by the Class of 1990 to provide support for students who choose summer internships with nonprofit/public organizations or small to medium-sized businesses. The award recipient is selected by a committee and is prioritized by non-profit, public organizations, and small to medium-sized businesses.

The Julian Connally Scholarship Fund. This fund was established by Julian U. Connally, Class of 1930, to provide support for students enrolled in The Fuqua School of Business.



Walter Albert and Bertha Barefoot Corbett Memorial Scholarship. W. Horace Corbett, Class of 1938, and his wife, Valera Murray Corbett, established this scholarship in honor of Mr. Corbett's parents.

The Martin F.C. Emmett/Tambrands Endowment Fund. This scholarship fund was established by Tambrands Inc. and Martin F.C. Emmett to provide financial assistance to Fuqua students who have achieved high academic standing.

James R. Felts Memorial Scholarship. This fund was established in memory of Mr. Felts, who was an honorary alumnus of the Health Administration Program, by family, friends, and colleagues. It provides support to Fuqua students in the health sector management certificate program.

Charles H. Frenzel Scholarship. Named for a former faculty member in the Health Administration Program, this scholarship was funded by the McLeod Regional Medical Center where Dr. Frenzel ended his career. This scholarship provides support for a student concentrating in health sector management.

Friends of Fuqua Scholarship. This scholarship was established by an anonymous donor to provide support to Fuqua students based on academic standing.

General Motors Graduate Fellowship. This award was established by General Motors Corporation to provide support for outstanding achievement by a Fuqua student.

James G. Hanes Memorial Scholarship Fund. This scholarship was established by the James G. Hanes Memorial Fund/Foundation to provide support for Fuqua students with high academic achievement.

Vivian Edward Hollinshed Scholarship. This scholarship was endowed by Clara K. Hollinshed in honor of her husband. Preference is given to students who have resided in the southeastern region of the United States for at least five years.

Edward A. Horrigan Jr. Business Scholarship. Edward A. Horrigan Jr., a former member of Fuqua's Board of Visitors, endowed this fund to provide scholarship support for an American-born U.S. citizen who is largely dependent upon financial aid for the cost of his or her education.

Richard and Mamie Howerton Scholarship. This scholarship was established by Thomas R. Howerton, Duke class of '43 and M.H.A. '48, to honor his parents, Richard and Mamie Howerton. It provides support to Fuqua students in the health sector management certificate program.

Thomas Crafton Keller Memorial Fund. This was established by Thomas F. Keller in memory of his son, Thomas Crafton Keller, and supports Fuqua students with high academic achievement.

William A. and Anne L. Klopman Scholarships. This endowment fund was established by a donation from William A. and Anne L. Klopman, parents of three Fuqua graduates. Mr. Klopman is retired chairman of Burlington Industries.

Mead Scholarships. Established by the donation of D. Richard Mead Jr., A.B. 1952, these scholarships are given to students who, without such support, might otherwise not be able to afford graduate study.

The DIMON International, Inc. Scholarship. This award was established in 1992 by the generous support of the Monk family to provide support for a Fuqua student from North Carolina.

The Walter and Marie Manley Scholarship. This award was established in 1991 by Walter W. Manly, II to provide scholarship support to an outstanding student of The Fuqua School of Business.

James H. Moshivitis Endowment Fund. This scholarship was established by James H. Moshivitis to provide financial support to Fuqua students who have achieved high academic standing.

Norfolk Southern Scholarship. This award was established by the Norfolk Southern Corporation to provide support for a Fuqua student with high academic achievement.

Stephen Knight Pond Scholarship. This award was established by Stephen K. Pond in 1991 to provide support for a Fuqua student with sales or sales management experience.

Truby G. Proctor Memorial Scholarship. This award was established in 1994 by Kirk J. Bradley, a 1986 Fuqua graduate, to provide support for a deserving student.

North Carolina Treasury Management Association Scholarship. This scholarship is awarded annually to a student from North or South Carolina or Virginia who has excelled academically and is oriented towards a career in finance. The gift is made possible through an endowment from the Carolinas Cash Management Association.

Howard C. Ris Scholarship. This scholarship is awarded to a Fuqua student who has demonstrated outstanding ability and potential. This endowed scholarship is made possible by a gift from Howard C. Ris, A.B. 1938, retired chairman of Ris Paper Company, Inc.

Opportunity Fund. This award was established by Jeffrey W. Rollins to provide support to a Fuqua student with financial need.

John W. Rollins Scholarship. This scholarship/loan award is given annually to selected students. Rollins Scholars possess outstanding leadership qualities and strong records of academic achievement. This award was established by John W. Rollins Sr., chairman and chief executive officer of RLC Corporation.

Ernst & Young Health Care Scholars Endowment Fund. This fund was established in 1998 to provide scholarship support for the Heath Sector Management Program of The Fuqua School of Business.

Charles T. Smith Jr./KPMG Peat Marwick LLP Scholarship. This award was established by KPMG Peat Marwick to provide support to a minority student attending Fuqua.

The Textron Scholarship This endowed award is funded by Textron, Inc. and provides support for American ethnic, international and women students at The Fuqua School of Business.

The Ann Williams Vander Weide Endowment Fund. This endowed fund was established by James Vander Weide, research professor at The Fuqua School of Business, in honor of his late wife. This scholarship provides support to Fuqua students who have demonstrated high academic achievement.

Herman and Johanna Vander Weide Scholarships. This endowed fund was established by James H. Vander Weide, research professor at The Fuqua School of Business, in honor of his parents.

Mark A. Spreen Endowed Scholarship. This endowed fund was established by Glenn R. Spreen, '79 Fuqua graduate, in memory of his brother Mark, and provides assistance to Fuqua students who have demonstrated high academic achievement.

William and Marion F. Schultz Fund. This fund was established by Thomas W. Schulz to provide support for a student in the health sector management certificate program at The Fuqua School of Business.

Financial Aid Programs

The Fuqua School of Business participates in long-term federal and private student loan programs and the Federal College Work-Study Program. These need-based programs are available to students who demonstrate need according to federal guidelines. Students applying for 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 FAFSA Express is another electronic version but requires a modem and printer in order to download the software. (3) The paper version is available by calling (800) 433-3243 after January 1st. Complete or request the FAFSA application that applies to the upcoming academic year.

Student Loan Programs

Federal Stafford Student Loan Program. (A) Subsidized Loan Program (need-based). This federally subsidized low interest loan enables graduate students who qualify on the basis of need to borrow up to \$8,500 per academic year, with an aggregate limit (undergraduate and graduate combined) of \$65,500 per student. These funds may be borrowed from various participating lenders. The in-school interest rate is an annual variable rate (not to exceed 8.25 percent) based on 91-Day T-Bills plus 1.7 percent and set annually in July. The effective rate through June 30, 2000 is 6.32 percent. Repayment begins six months after graduation or termination of enrollment. The interest rate during repayment is an annual variable rate (not to exceed 8.25 percent) based on 91-day T-Bill plus 2.3 percent. Current rate is 6.92 percent effective through June 30, 2000. The loans are disbursed one-half each semester, and a 3 percent loan origination fee and up to a 1 percent lender guarantee fee is deducted from each disbursement of the loan. The minimum payment per month during repayment is \$50, and the maximum repayment period is ten (10) years.

(B) Unsubsidized Loan Program (non-need-based). The unsubsidized Federal Stafford Student Loan has the same terms and conditions as the subsidized program, but the student is responsible for interest that accrues while he/she is in school. A student may receive both subsidized and unsubsidized Federal Stafford Loans not to exceed the applicable Stafford loan limit of \$18,500. A 3 percent loan origination fee and up to a 1 percent lender guarantee fee is deducted from each disbursement of the loan.

Federal Perkins Student Loan Program (need-based). This campus-based federal student loan program is administered by the institution with no interest charged while enrolled full-time. The annual loan limit provides for loans up to \$5,000 per academic year with aggregate limit (undergraduate and graduate combined) of \$30,000 per student. The interest rate is 5 percent and begins to accrue nine months after graduation or termination of enrollment. Limited funding is allocated to The Fuqua School of Business for this program, and the amount awarded to individual students by the School will depend on individual financial need and available funding. A separate application is not required to be considered for the Perkins Loan, and no origination or insurance fees are charged. A promissory note and disclosure form must be signed for this loan.

Student Work Program

Federal College Work-Study Program. The Federal College 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. A job board is available in the Student Services office area to assist in locating employment. Fuqua students average working six to eight hours per week and are paid by the hour biweekly for the hours worked.

Alternative loans for those who wish to supplement or replace personal resources up to the costs as stated in the Estimated Student Budget:

Alternative Loans. There are currently six or seven alternative loan sources available to graduate and professional students that offer assistance to supplement or replace the personal resources used in determining your eligibility for the Federal Stafford Student Loan and Federal Perkins Student Loan. These alternative loans are offered by various private lenders and have interest rates based both on the T-bills and Prime rate. These loans also have processing fees that are deducted at each disbursement. All programs provide for deferment of payments while enrolled full-time and offer at least a six-month grace period after graduation before repayment begins. Because the terms and conditions vary more than federal loan programs, additional information detailing these programs will be sent along with the individual financial aid award letter when eligibility for federal loan is determined.

Career Services and Placement



Career Services and Placement for The Duke MBA

The Career Services and Placement Office (CSO) recognizes that students enter The Fuqua School of Business with diverse career interests and various levels of job search and career planning skills. The services provided through the CSO are designed to meet a wide range of interests and needs.

Early in the first term, the CSO encourages students to begin assessing their skills, accomplishments, work styles, interests and goals. This knowledge provides the basis for résumés, cover letters, and interview themes, and helps the student identify and explore different areas of career interest. The CSO offers a series of classes that cover job-search techniques and skills, and reinforces the information with panel discussions, Career Fellow mentoring (hand-picked second-year students helping first-year students), résumé and cover letter reviews and mock interview opportunities. Career counselors make every effort to meet with students individually and often to monitor individual progress and offer guidance when needed.

The CSO also provides a wide range of resources for career exploration and many opportunities for interaction with professionals and recruiters:

- An extensive library of career books, articles, CD-ROM and online databases, including Bloomberg, Lexis/Nexis, and DataStream;
- An annual fall Career Fair featuring over 50 major national and international businesses interested in attracting Fuqua students;
- Over 170 Special Interest Presentations (SIPs) made by companies to students, typically consisting of prepared remarks by company representatives and alumni, a question-and-answer period, and a closing reception;
- Workshops and panel presentations by companies sponsored by student clubs and the CSO to discuss the working realities of careers in different functional areas such as investment banking, marketing, and consulting;
- Participation in major recruiting consortia held in conjunction with other top-tier business schools, such as the West Coast Recruiting Forum, multiple international consortia, and the Minority and Women MBAs consortia;

The CSO's extensive on-campus recruiting season, during which over 350 companies come to campus to interview students, results in placement for approximately half of the student body. Other employment opportunities are published through various online bulletin boards on campus. Between these different methods of placement support, and continued one-on-one counseling, the CSO proudly places over 98 percent of each class into internships and full-time positions yearly.

The comprehensive career planning program provided by Fuqua's Career Services Office is designed not only to provide ample opportunity for students to seek jobs, but also to teach students the invaluable job search and career planning skills they will use throughout their careers. It continues to provide support and resources to graduates long after their departure; Fuqua alumni may use the CSO resources whenever the need arises.

Companies Participating in On-Campus Recruiting and Hiring at Fuqua in 1998-99

(Permanent and Summer Employment)

Fuqua Equity Partners support a multiplicity of activities at the school through their financial giving. Equity Partners are shown in **boldface** type.

A.T. Kearney, Inc.

Aetna Inc.

AlliedSignal Inc.

amazon.com

America Online

American Airlines

American Express Company

Amgen, Inc.

Andersen Consulting LLP

Apollo

Arthur D. Little

The Aurora Funds, Inc.

Autodesk, Inc.

Bain & Company, Inc.

Banamex Investment Bank PLC

Banco de Credito del Peru

Banco de la República

Banco Internacional S.A.

Banco Nacional de Mexico S.A.

Bank of America Corporation

BankBoston Corporation

Bank of Thailand

The Bank of Tokyo-Mitsubishi LTD

Bass Hotels & Resorts Inc.

Bayer Corporation

Bear, Stearns & Co. Inc.

BellSouth.net

Bestfoods

Bluestone Technology, Inc.

Booz-Allen & Hamilton Inc.

The Boston Consulting Group, Inc.

Bowles Hollowell Conner & Co.

Bristol-Myers Squibb Company

BroadVision, Inc.

Brown & Wood

Cablevision

Carolina Power & Light Company

Charles Schwab & Co., Inc.

Charter Oak Investment Systems, Inc.

The Chase Manhattan Bank

Chase Securities Inc.

Citibank, N.A.

Cisco

The Clorox Company

The Coca-Cola Company

Colgate-Palmolive Company

Commerce Bank

Compaq Computer Corporation

Computer Associates

Corning Incorporated

Credit Suisse First Boston Corporation

Dai-ichi Life Insurance

Dell Computer Corporation

Deloitte & Touche Consulting Group

Delphi Saginaw Steering Systems

Diamond Technology Partners

Disney Consumer Products

The Disney Store Inc.

Donaldson, Lufkin & Jenrette Securities Corporation

Dove Associates, Inc.

Duke Management Company

Duke University Medical Center

E.I. du Pont de Nemours & Company

Eli Lilly and Company

Engenia Software, Inc.

Entergy Corporation

Ernst & Young LLP

Ethicon Endo-Surgery

Evergreen Custom Molding

Exxon Corporation

Federal National Mortgage Association

First Union Capital Markets

Florida Power & Light Company

Ford Motor Company

Friedman, Billings, Ramsey & Co. Inc.

Fuji Photo Film USA Inc.

Gabelli Asset Management

garden.com

GE Capital

General Electric Co.

Gemini Consulting, Inc.

Genentech, Inc.

General Motors Corporation

Glaxo Wellcome Inc.

The Glenmede Trust Company

Goldman, Sachs & Co.

Gradiente Eletronica S.A.

The Hartford Financial Services Group

Hewlett-Packard Company

Hoffmann-LaRoche Inc.

Hutchins, Wheeler & Dittmar

Hyundai International Merchant Bank

IBM Corporation

Intel Corporation

Inter-American Investment Corporation

Interpath Communications

International Paper Company

Invesco Capital Management, Inc.

IXL

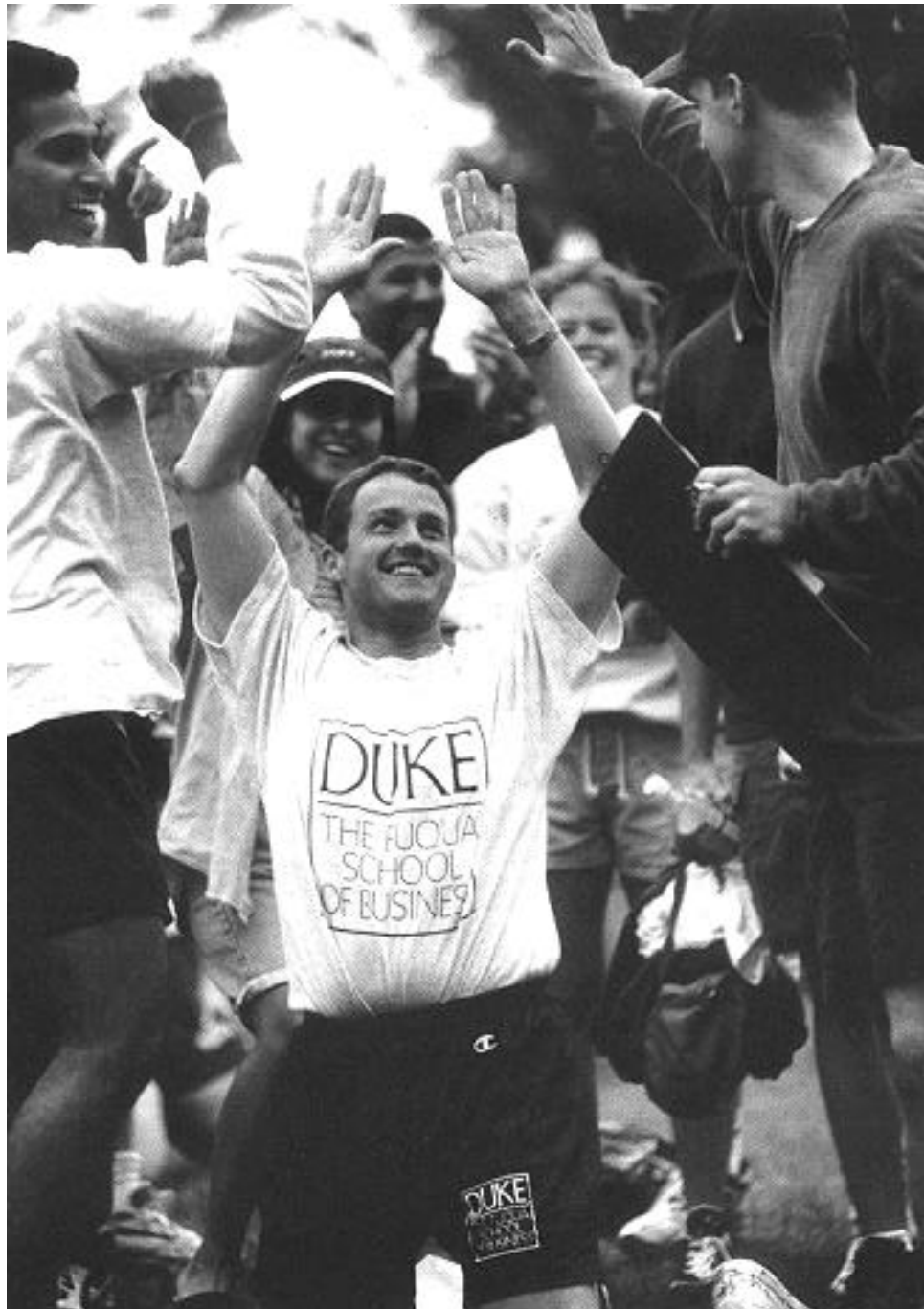
J.H. Whitney & Co.

J. P. Morgan & Co. Incorporated

Johnson & Johnson
Jordan Industrial Resources
Kodak Polychrome Graphics
Korea Securities Finance Corporation
KOZ.com
KPMG Peat Marwick LLP
Kraft Foods, Inc.
Legg Mason Wood Walker, Incorporated
Lehman Brothers Inc.
LifeScan, Inc.
Mars & Company
The McKenna Group
McKinsey & Company, Inc.
McNeil Consumer Products Company
MediaVest Worldwide, The MacManus Group
Mercer Management Consulting, Inc.
Merck & Company
Mercury Marine
Merrill Lynch & Co., Inc.
Microsoft Corporation
Miller Brewing Company
Mobil Corporation
Morgan Stanley, Dean Witter & Co.
Nabisco Inc.
National City Corporation
National Sign and Signal
NationsBanc Montgomery Securities
Nationwide Advisory Services
Nelson, Mullins, Riley & Scarborough
NetGift Registry
Nomura Research Institute
Nortel Networks (Northern Telecom)
Northwest Airlines, Inc.
NYTC Investment Management Co. Ltd.
Novartis
Otis Elevator Company
Otto Versand
Paribas Corporation
Partners HealthCare System, Inc.
Pepperidge Farm
PepsiCo, Inc.
Pfizer Inc.
Philip Morris U.S.A.
The Pillsbury Company
Playtex Products Inc.
PricewaterhouseCoopers LLP
The Procter & Gamble Company
PRTM (Pittiglio Rabin Todd & McGrath)
The Prudential Insurance Company of America
Raymond James and Associates, Inc.
Reckitt & Colman Inc.
RedHat
Reliant Energy
Renaissance Worldwide, Inc.
Ricoh Company, Ltd.

SABRE Technology Group
Salomon Smith Barney
Samsung Electronics America, Inc.
Sara Lee Corporation
Sapiens International Corporation N.V.
SBC Warburg Dillon Read
Schering-Plough Corporation
Scott, Madden & Associates, Inc.
Scudder Kemper Investments
Siam Cement Co., Ltd.
Siebel Systems
SmithKline Beecham
The Southern Company
Sprint
Steelcase, Inc.
Sun Microsystems, Inc.
Telgua
The Bank of Korea
The Yasuda Mutual Life Insurance Company
Toray Industries, Inc.
The Toshniwal Group
Unilever HPC, USA
United Airlines
United Parcel Service
US Airways
Viewpoint Investment Partners
Viking Range Corporation
Vinson & Elkins LLP
Wachovia Corporation
Wal-Mart Stores, Inc.
The Walt Disney Co.
Wells Fargo Bank
Western Union Financial Services
Wilson Sonsini Associates
Wind Point Partners (Kauffman Fellows Program)
WinStar Telecommunications, Inc.
Zurich American Insurance Group

Student Life



The Fuqua Culture

The Fuqua "culture" is one of the things that makes the Fuqua experience special. It represents the very supportive and cooperative environment, in which we work and socialize. It also typifies the cultural and educational diversity of the student body.

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 each other rather than competing for grades. In addition, the faculty and administration are very accessible and cooperative; they even invite students to call them by their first names.

In addition to academics, students actively participate in a variety of clubs, organizations and extracurricular activities. These experiences can be personally and professionally rewarding. Fuqua's clubs and organizations also are a great way to get to know other students with similar interests. 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.

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 Lounge has an upper 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.

Fuqua students reserve long hours for studying, working on team projects and attending classes during the week. On Friday afternoons, usually starting around 5pm, the MBA Association sponsors "Fuqua Fridays," the perfect end to a stressful week. These socials often have international themes and students and families, as well as pets, enjoy socializing with lots of free food and beverages. After Fuqua Fridays, typically as late as 9pm, many people go out together for dinner and late-night entertainment at various locations throughout the Durham-Chapel Hill area.

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.

Fuqua Values. Created by the Fuqua Values Task Force during the 1996-97 school year, 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.

First in Teamwork
United in Community
Quintessential Excellence
Unswerving Integrity
Advocating Diversity

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.

The Judicial 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

The objective of The Fuqua School of Business Honor Code is to promote an environment of mutual respect, trust and academic integrity of the highest order. Since 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.

Students of The Fuqua School of Business will conduct themselves in an ethical manner and adhere to the highest standards of truth and honesty. They will not engage in lying, cheating or stealing, nor will they tolerate those who do, promptly reporting all violations.

Instructors of classes at The Fuqua School shall be responsible for defining the manner in which assignments should be completed. Unless instructed otherwise, students shall assume they are to complete each assignment individually. In the event a student is unclear as to how an assignment should be completed, he or she has a duty to seek clarification from the course instructor.

This Honor Code shall be directed and enforced by The Fuqua School of Business Honor Code Bylaws.

The Fuqua School Of Business Honor Code Bylaws

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. 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 shall be provided a copy of the Honor Code and the Honor Code Bylaws. Each student shall 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 shall consist of the following:

Lying: Lying shall consist of, but is not limited to, communicating untruths in order to gain an unfair academic or employment advantage.

Cheating: Cheating shall consist of, 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; and using the work of another without giving proper credit (i.e., plagiarism).

Stealing: Stealing shall consist of, 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, or the misuse of Fuqua resources.

In addition, any party having knowledge of any offense without reporting it shall be considered an accessory to the violation and subject to penalty if found guilty.

Charges: If any member of the Fuqua community believes that an honor violation has occurred, he or she will promptly bring the matter to the attention of the director of Student Services, or his/her designee at The Fuqua School.

The director of Student Services, together with two student investigators, will promptly investigate the matter in such a way as they deem fit. All investigation participants will be bound by a confidentiality agreement. Upon completion of the investigation, the director of Student Services and the two student investigators will then determine whether or not to initiate formal proceedings.

The two student investigators will be appointed by the director of Student Services and will be members of the same MBA program as the accused. Whenever possible, the student investigators will include one first-year and one second-year student, at least one of whom is an elected or appointed official of the MBA Association.

Formal Proceeding: After the investigation is completed, the director of Student Services shall notify the accused that he or she is being charged with a formal Honor Code violation and read the accused his or her rights as defined in these Bylaws. Charges may be one or more of the following: lying, cheating, stealing or failure to report a violation, as defined above. This notification shall 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 director of Student Services 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 shall have 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 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 the witnesses at the Judicial Board hearing.
- The right to appeal a verdict or penalty for the following reasons:
 - The uncovering of substantial new evidence.
 - Failure by the director of Student Services 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 once the director of Student Services has initiated formal proceedings. The student membership of the Judicial Board will correspond to the program of the accused. The Judicial Board shall consist of three faculty members appointed by the dean of The Fuqua School or his/her representatives. Faculty representatives shall hear all honor code cases. For the Daytime MBA cases, student judicial board members shall consist of two elected second-year students, one elected first-year student and a chair. The student representative shall be determined by the annual election of a first-year student to a two-year term and a second-year student to a one-year term. In cases of student vacancies, the dean will appoint student representatives to serve on the committee. For cases involving Weekend Executive or Global Executive students, there will be three student members elected from each program. Student members will be called upon to serve on cases from their respective programs. The election of the Weekend Executive and Global Executive student representatives will be coordinated by the assistant dean for the Executive MBA Program. The chair of the Judicial Board shall be a member of the faculty, appointed by the dean, and shall have a non-voting status, except in the case of a tie vote. All participants, including witnesses, Judicial Board members and faculty, shall maintain the confidentiality of all those involved. The Judicial Board shall be convened if the following individuals are present: at least five of the six voting members of the Judicial Board and the chair of the Judicial Board.

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

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, his or her rights shall be explained and the hearing shall then proceed.

The chair of the Judicial Board shall then read the charges against the accused and request a plea of guilty or innocent. If the accused pleads guilty, the Judicial Board moves directly to a discussion of the appropriate penalties.

If the plea is not guilty, the chair will then present the evidence and call witnesses (if any) supporting the charge against the accused. During this period, the members of the Judicial Board shall be permitted to ask questions of the other parties involved and shall be permitted to examine any physical evidence that may be presented.

Once the case against the accused has been presented, the chair shall give the accused the opportunity to present his or her defense. The accused may offer evidence or witnesses to refute the charges. If guilt is determined, the accused has the right to show extenuating or mitigating circumstances. An extenuating circumstance is something which may demonstrate justification for why the accused committed the violation. A mitigating circumstance is a reason that the punishment should be less than what might normally be imposed. During this period the accused may also ask questions of the witnesses (if any).

After both sides have presented arguments and made closing statements, both the accused and any witnesses shall leave the room.

The Judicial Board shall then discuss the case and proceed to vote on the guilt or innocence of the accused for each charge based on the evidence and testimony presented within the hearing. A simple majority shall decide the vote.

The Judicial Board shall then decide on a penalty for each guilty verdict brought against the accused. A simple majority decides the vote.

The chair or other member of the Judicial Board shall then notify the accused and the director of Student Services of the verdict and any penalty imposed as soon as reasonably possible.

A complete written record of the proceedings shall be made and this record and any evidence shall be retained by the director of Student Services to serve as a reference for future cases.

In the event of a conviction, the chair of the Judicial Board shall publish, for the benefit of the students of The Fuqua School of Business, a brief summary of the case. This summary shall be published as soon as reasonably possible after the appeals process, if any, has been completed. The summary shall include the following: class of the accused, charges brought, verdict and penalty.

In the event of an acquittal, a similar summary shall be published.

Penalties: In the event of a conviction, the Judicial Board shall consider penalties imposed in prior cases and determine the appropriate penalty. These include, but are not limited to those described below. Convictions of an Honor Code violation may limit the student's ability to participate in Fuqua School of Business activities and may result in the loss of scholarship or fellowship support. If the convicted student chooses to run for or serve in an elected office or appointed office, the Judicial Board may require that the student body be informed of the details of the conviction.

All convictions of Honor Code violations (no matter what their severity) shall be noted on the transcript of the student. Except in the case of expulsion, a student can petition to have these notations removed from his or her transcript after the following time periods have expired. The time periods shall run from the date of the conviction:

Minimum Penalties: six months

Moderate or Severe Penalties: one year

Cheating Violations:

Minimum Penalty: reprimand and recommended failure of the course.

Moderate Penalty: suspension for one term.

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

Stealing Violations:

Minimum 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 violations to gain an unfair academic advantage shall be treated as cheating violations.

Lying violations to gain an unfair employment advantage shall have the following penalties:

Minimum Penalty: interviewing with the company involved shall 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 a Violation:

Failure to report a violation shall be treated as a lying violation.

Suspension:

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.

Appeals: As noted above, any person convicted of an Honor Code violation shall have the right to appeal a verdict or penalty if substantial new evidence has been uncovered or if the director of Student Services or the Judicial Board have failed to abide by these bylaws.

Appeals must be initiated in writing, and shall be made directly to the Appeals Committee. The Appeals Committee shall consist of the dean of The Fuqua School or the dean's appointee, a tenured faculty member appointed by the dean and the president of the MBA Association. The Appeals Committee shall have sole discretion in reversing a verdict or changing a penalty.

Appeals must be initiated within 15 business days of a conviction. The Appeals Committee shall respond to the appeal within ten business days of the appeal.

Revision: The Judicial Board may review the Honor Code and propose revisions to these Honor Code Bylaws at least once every three years from the date of their adoption. Any proposed revisions shall be published for the benefit of the students and faculty of The Fuqua School. The proposed revisions will be adopted with a majority vote of the faculty of The Fuqua School or at a regularly scheduled faculty meeting, after thorough consultation with the MBA students.

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 networks;
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

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

Purpose. Harassment of any kind is not acceptable at Duke University. It is inconsistent with the University's commitments to excellence and to respect for all individuals. Duke University is also committed to the free and vigorous discussion of ideas and issues, which the university believes will be protected by this policy. This policy is intended to complement Duke University's Equal Opportunity Policy (Duke University Personnel Policy A-5).

Scope. This Harassment Policy applies to all persons who are enrolled or employed at Duke University while they are on university property or are participating in a university-sponsored activity off-campus. The Procedures for Resolution of Claims of Harassment, described below, apply to situations in which both complainant and respondent are enrolled or employed at Duke University.

Situations which involve others, including applicants for admission or employment who believe they have been harassed by employees of Duke University, and students and employees of Duke University who believe they have been harassed by contractors or vendors serving the university, will be resolved through procedures for complaints of discrimination. Persons who believe they have experienced these situations should contact the Office of the Vice-President for Institutional 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. Academic freedom and freedom of expression include but are not limited to the expression of ideas, however controversial, in the classroom, and, in keeping with different responsibilities, in workplaces elsewhere in the university community.

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	660-1959
Tiffany Marley	The Fuqua School of Business	660-7931

Student Activities

MBA Student Association. The association serves as a liaison between the 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 placement, computer and library facilities, intramural sports participation, alumni, and social events.

Clubs, Organizations and Events. Each year, Fuqua 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 IBConsulting, a program that assists local businesses as they expand or refine their international efforts; Week-in-

Cities tours; the Conference on Entrepreneurship and Venture Capital; the Consulting Symposium and the Week on Wall Street.

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 Student Activities 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, Rathskeller, 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 Cultural Affairs, 107 Page Building; Duke Chapel; the Duke University Union, Bryan Center; or the Office of Student Activities, Bryan Center.

Full information regarding the scheduling of major events and programs for the entire year will be found in the Duke University *Annual Calendar*; detailed and updated information for the fall and spring semesters in the *Weekly Calendar*, available each Friday; updated information for the summer session 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. Also during the summer, the *Summer Session Newsletter* is published weekly by the summer session office and is available at convenient locations.

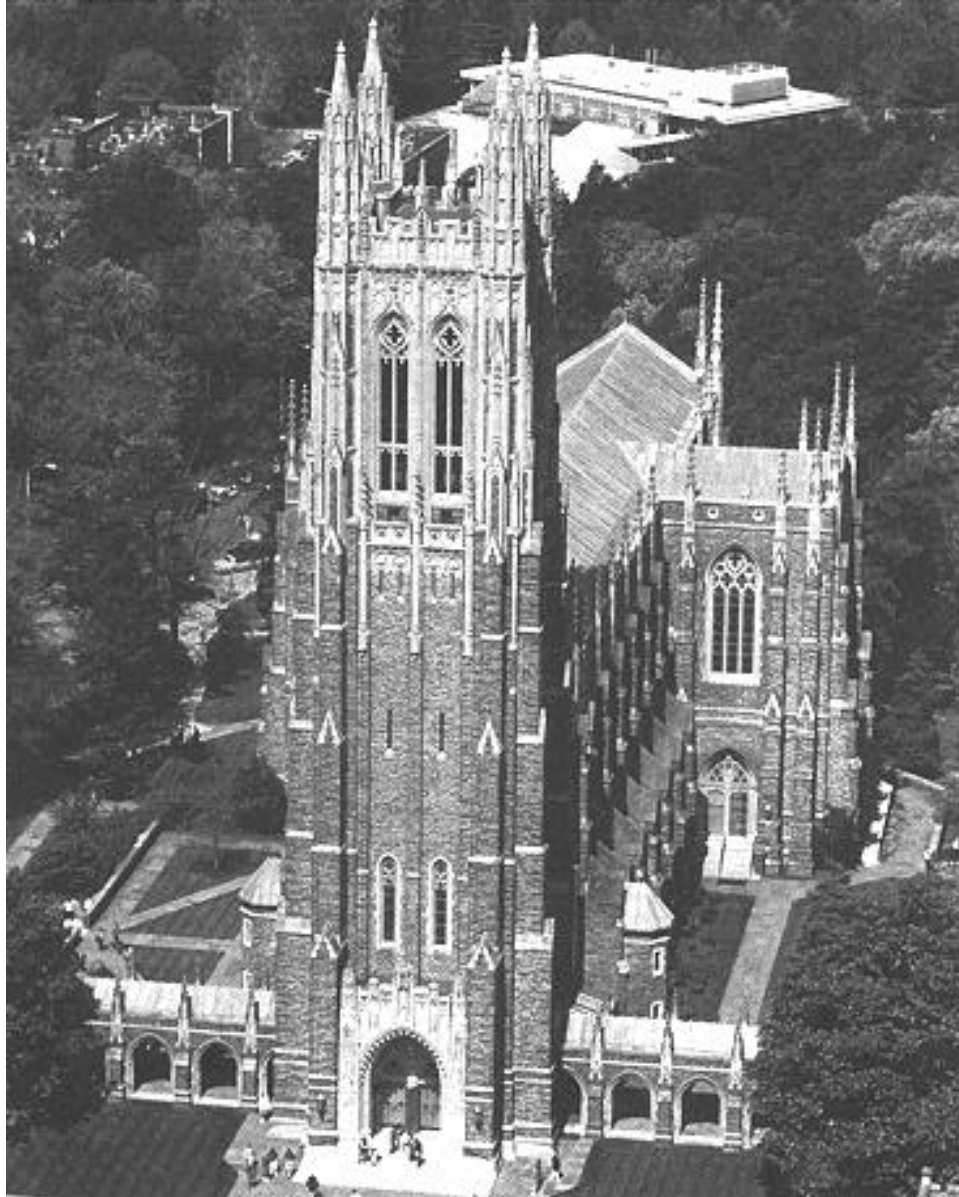
Intramural and Recreational Sports. The Duke recreational and intramural programs provide all students with opportunities to participate in some form of healthful, informal, and competitive physical activity. In a typical year, more than 3,000 students compete for many intramural titles and trophies.

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, including one for water ballet, 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 gymnasiums, 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.

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.



Religious Life. The Duke Chapel is open daily for prayer and meditation. The Sunday morning worship in the Chapel at 10:55 am. is the central focus for university religious life. The Chapel Choir is open to everyone. The Benjamin N. Duke Memorial Organ is played Monday through Friday from 12:30 pm to 1:30 pm. Special guest recitals are also scheduled. The ministers and other members of the Chapel and Religious Life staffs are available to provide counseling help and other assistance as needs arise.

Living Accommodations

Most MBA students live off campus in housing or apartments not owned by the university (see the section titled Off-Campus Housing). However, Duke University has residential facilities in which some graduate and professional students may live.

Town House Apartments. Town House Apartments, located about three blocks from the main East-West Campus bus line, is a thirty-two-unit complex, which houses only graduate and professional school students. These apartments are more spacious than most apartments found on campus or in Durham. Because of their location away from the academic facilities, students find that these apartments offer a change from normal campus life and activities. They are available for continuous occupancy throughout the calendar year.

Each apartment includes a living room, a master bedroom, a smaller bedroom, a bath and a half, and a kitchen with a dining area. Spacious closets and storage spaces are provided within each apartment. A swimming pool, located in the center of the complex, is open during the late spring and throughout the summer months. All Town House 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. Residents must make arrangements with the local utility company to pay for telephone service. Usually a deposit is required when initial application for service is made. The utility company should be contacted prior to arrival as it usually takes several days to obtain service. Residents must provide their own phones.

Central Campus Apartments. Apartments in this 500-unit complex are available throughout the calendar year for continuous occupancy to single students attending graduate and professional school and undergraduate schools.

Located in the center of the complex is a swimming pool (open during the late spring and throughout the summer months), a convenience store, and a pub.

All Central Campus 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 with Duke University's Tel-Com telephone service to pay for telephone service. 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.

Application Procedures. When students are informed of their acceptance to the business school they will also receive information about how to contact the Department of Housing Management.

Off-Campus Housing. The Department of Housing Management maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham. These listings are available in the department only; during the summer an assistant is available to answer questions and aid students in their attempts to obtain housing off-campus. 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 off-campus housing office is (919) 684-5832.

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 off-campus service and to inspect the availabilities personally.

Food Services

Duke University Food Services (DUFS) operates a variety of dining facilities including all-you-can-eat 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 prepaid account. There are two accounts which a student may open — a food-only dining plan and a flexible spending account. The flexible spending 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.

For more information about opening either a flexible spending account or a dining account, contact the Auxiliary Services contract office at (919) 684-5800.

In addition to the above university food services, The Fuqua School of Business has its own snack bar, The Kiosk, which serves a limited menu of light snacks, sandwiches, and beverages 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 located at 712 Wilkerson Avenue, just off East Campus behind Brightleaf Square. Schedules are also posted at each of the major bus stops.

Route and schedule is 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 aim of the Student Health Service is to provide any medical care and health advice necessary to the student as a member of the university community. The health service maintains the Student Health Services Clinic located in the Pickens Building on West Campus. Emergency transportation can be obtained by the Duke campus police. A separate fee for the Student Health Service is assessed.

The Student Health Services Clinic offers the student outpatient services, routine laboratory and X-ray examinations in the clinic for the treatment of acute illness or injury, and advice and assistance in arranging consultation for medical treatments. Fees for such consultations or treatments must be paid by a student who is not covered by an insurance plan.

The facilities of the University Infirmary, located in Duke Hospital South, are available to all currently enrolled full-time students in residence during the fall and spring. Hospitalization in the University Infirmary is provided for treatment of acute illness or injury as authorized by the Student Health Services Clinic physician. Students are required to pay for their meals while confined to the infirmary. The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Any bills incurred at Duke Hospital or any other hospital are the responsibility of the student, if not covered by an insurance plan. The Student Health Program does not provide health care for spouses and dependent children of married students. Coverage of the married student's family is provided in the university's Student Accident and Sickness Insurance Plan for an additional fee. Refer to the chapter, "Financial Information," for complete information on this plan.

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. A number of short-term seminars or groups focusing on skills development and special interests such as coping with stress and tension, fostering assertiveness, enriching couples' communication, and dealing with separation and divorce are also offered. A policy of strict confidentiality is maintained concerning information about each student's contact with the CAPS staff. Individual evaluation 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 must register each semester until all degree requirements are completed. New matriculants will be registered during orientation week. 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 MBA program director or registrar.

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, which extends through the first three days of each term.

Academic Requirements

Grading. The grading scale for MBA students is: Superior Pass (*SP*)–4.0; High Pass (*HP*)–3.5; Pass (*P*)–3.0; Low Pass (*LP*)–2.5; and Fail (*F*).

Continuation Requirements. An MBA student is expected to complete all courses approved by the program director for a given semester and attain a GPA of 3.0 to proceed to the next semester of the program.

Any student who receives a grade of fail (*F*) or a grade point average of less than 3.0 after any term, will be subject to academic performance review. The student's academic standing is determined during the performance review by the respective program director and the faculty of the Curriculum Committee. Any mitigating circumstances that may have inhibited a student from making satisfactory progress will be heard and evaluated at that time.

In order to be certified as making satisfactory progress toward the degree, a student enrolled in the MBA program must:

1. Complete all courses approved by the program director for a given semester and attain a GPA of 3.0 or: have been reviewed by the program director and faculty of the Curriculum Committee, where it must be determined that mitigating circumstances did inhibit the student from meeting all course requirements or attaining a 3.0 GPA. Under these circumstances the student will be allowed to continue the program with a GPA below 3.0 and still be considered as making satisfactory progress toward the degree.
2. Complete the program according to the following schedule: a minimum of 46 credits in the first academic year of the program, and 81 credits by the end of the second academic year of the full-time MBA program. Both the Weekend Executive and Global Executive programs require a minimum of 45 credits by the end of the program. The Cross Continent program requires 48 credits by the end of the program.

Students on official leaves of absence from any program will be exempted from these requirements for the duration of that leave. A student who fails to make satisfactory progress towards the degree may be dismissed from the program.

Graduation Requirements. A MBA student who has successfully completed all program requirements and has earned a grade-point average of at least 3.0 will be graduated.

Course Exemptions. In the day-time program, it is possible to obtain an exemption from most of the first-year required courses either by administrative exemption or by exam. Administrative exemptions are offered in areas where prior satisfactory course work is documented by the student. Students may also take exemption exams for the core courses.

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

Commencement

Graduation exercises are held in May for MBA students, October for Weekend Executive MBA students, and December for Global Executive MBA students. At this time degrees are conferred and diplomas are issued to those who have completed requirements.

Other Information

Student Records. Duke University adheres to a policy permitting students access to their student records, with the exception of confidential letters of recommendation received prior to January 1, 1975, and certain confidential financial information. Students may request review of any information contained in their student records and may challenge the content of their records by appropriate procedures. An explanation of the complete policy on student records may be obtained from the associate registrar of the university.

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. Students are assessed a one-time transcript fee of \$30. Official transcripts may be sent by the university registrar at the signed request of the student. Send written, signed requests for transcripts, including full name, school attended, Social Security number, where the transcript(s) is to be sent, and your address for acknowledgment to: Office of the Registrar, Duke University, Box 90054, Durham, NC 27708-0054; or you may fax your signed requests to (919) 684-4500. Forms for this purpose may be printed from the Duke University Web site: <http://registrar.duke.edu/registrar/transcri.htm>

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 at 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 inter-institutional 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.

Identification Cards. Graduate students are issued Duke University identification cards which they should carry at all times. The cards 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. The cards are not transferable and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of a card immediately to the card office. The cost of a new identification card is \$10.



Courses of Instruction



The Duke MBA

Core and Elective Courses

The core curriculum of the Duke MBA begins on page 14 of this bulletin. Unless specified otherwise, each course is worth three units of credit.

200, A-L. Foreign Language Topics. In keeping with the Fuqua School's strong commitment to providing an international perspective in the MBA program, this series of courses enables students to begin or continue study in one of several foreign languages. Register for course section by designated suffix A-L. 3 units. *Staff*

300. 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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

312. Decision Models. Examines the principles and techniques of building quantitative models to aid managerial decision making. Special emphasis is placed on utilizing models for structuring and analyzing resource allocation problems and decision problems under uncertainty. Topics include linear programming, decision analysis, and simulation. 3 units. *Staff*

320. 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. 3 units. *Staff*

325. Health Care into the Twenty-First 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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

342. Corporate Financial Reporting I. Examines problems of asset and liability valuation and the related issues of income determination from the perspective of the financial analyst. Emphasis on interpreting financial statement information and footnote disclosures. Prerequisites: MBA standing, one course in financial accounting, and one course in managerial accounting. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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 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. 3 units. *Staff*

352. 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). 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

361. Market Intelligence. This is a course about gathering, analyzing, and interpreting data about markets and customers for managers and consultants who will be using market research information rather than doing "marketing research." 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 by doing to formulate the marketing decision problem and to solve it via state-of-the-art research techniques. 3 units. *Staff*

362. Consumer Behavior. Provides an opportunity for advanced study of the behavior of consumers. Objectives include: (1) increasing the prospective manager's sensitivity to and understanding of consumers and the psychological, sociological, and anthropological forces which shape their behavior, and (2) enabling the student to apply this knowledge in arriving at improved marketing decisions. 3 units. *Staff*

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, total quality management, managing process technology and innovation, productivity and work-force management, production planning and control, and the strategic role of operations in the firm. 3 units. *Staff*

383. Computer Skills. Provides students with the exposure required to achieve functional literacy with Fuqua's core set of business software tools as well as an opportunity to explore some advanced features of the software. 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. Introduction of advanced concepts. Students who want to work further with the materials to extend their ability are provided with a set of optional assignments and encouraged to explore the software further within the framework of these assignments. 2 units. *Staff*

390. Integrative Learning Experience: Team Building and Leadership Development. The primary objective of the first ILE is to provide experiential and

classroom-based personal development opportunities in teamwork, leadership, and social responsibility. 3 units. *Staff*

391. Integrative Learning Experience: Competitive Business Strategy. This ILE provides students the opportunity to use a computer-based, strategic-management simulation to operate a company in a competitive global business environment. 3 units. *Staff*

396, A-R. 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. 2 units. *Staff*

397, A-Q. Effective Advocacy. Builds on the skills and concepts that students learned in BA 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. 2 units. *Staff*

398, A-Q. Professional Project Communication. Builds on the important advocacy skills that students learned in BA 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. 2 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

407. Government, Business, and Public Policy in the Global Economy. Course will study the evolving relationship between business and government at all levels, with emphasis on the federal level. The first half of the course will focus on the U.S. Congress. How does Congress make decisions on issues of primary concern to business? How is it affected by outside influences, such as the media, campaigns, other branches of government, public perceptions, and interest groups? How has its interaction with that environment changed over time? The course will then apply principles derived from this study to other levels of government. Final section of the course will probe the existing relationship between multinational corporations and nation-states, and how the relationship is changing in the "global economy." C-L: Law 515A. 3 units. *Kaufman*

408. Health Care 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. This course is required of all HSM concentrators and is open to all second-year MBAs and first-year MBAs with consent of instructor. Good candidates for this course are MBA students who have an interest in health, biotechnology, pharmaceutical, and human resource management. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

411. Statistical Forecasting. Increased access to computer data bases and modeling tools presents the modern manager with opportunities and challenges to use statistical data analysis in forecasting, planning, and decision making. This course will cover the use of major statistical forecasting techniques, including multiple-regression and time-series models, that are applicable in many functional areas of business. It will emphasize hands-on computing with a microcomputer statistics package. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

421. Dynamics of Bargaining. 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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

430. 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. 3 units. *Staff*

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. Firms operate within a constantly changing environment. 3 units. *Staff*

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. 3 units. *Staff*

435. Corporate Environmental Management and Strategy. Examines management theories, frameworks, tools, and concepts which can be used to gain the value-added from environmental performance. The course is organized around three themes: competitive aspects of environmental performance; management systems, tools, and approaches to integrate business and the environment; and environmental stakeholder management. C-L: Environment 283. 3 units. *Staff*

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. 3 units. *Staff*

437. Strategic Management for Health Services. (Capstone course for the HSM concentration.) Considers the strategy and operation of the health service institution, especially hospitals, from a top-management view. A major focus is the integration of human resources, marketing, operations, finance, information systems, and quality of care issues from the corporate view. Special issues in ethics and culture are also considered. 3 units. *Staff*

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. 3 units. *Staff*

440. Corporate Financial Reporting II. 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: Business Administration 342. 3 units. *Staff*

441. Financial Statement Analysis. Explores the use of financial reports in assessing past and future firm performance. Principal focus is on equity valuation. Attention is also given to credit, merger, and other financial decisions facing firm managers and capital suppliers. In large measure, the course can be described as applied corporate finance and investments. The principal difference from corporate finance is the prominence of financial statements and emphasis accounting conventions that govern their content. The treatment of investments is as a practitioner of fundamental analysis. Exposure to asset pricing theory is assumed but not formally considered. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

450. Money and Capital Markets. Considers the structure and behavior of capital markets. The course includes a discussion of the institutional framework of the American capital market as well as the major international markets, although the emphasis is on the theoretical foundation for analyzing interest rates and funds flow in those financial markets. Included among the topics is an extended discussion of monetary theory, the term structure of interest rates, and the analysis of risk in financial markets. 3 units. *Staff*

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. 3 units. *Staff*

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-à-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. 3 units. *Staff*

453. International Investments. 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. 3 units. *Staff*

454. Advanced Derivatives. 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. 3 units. *Staff*

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. C-L: Law 324. 3 units. *Bradley*

458. Financial Institutions. 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, arbitrating profit opportunities, placing unregistered securities, and providing broker and dealer services. Topics include markets and market making, and syndication and underwriting. 3 units. *Staff*

459. Fundamentals of Real Estate Investment. The objective of this course is to show how to evaluate investment decisions regarding real estate. Cases, for the most part, will be based on actual situations, and students will be asked to make investment decisions where all information is not known. The course is not a survey of real estate. It will be primarily analytical, not informational. The class approach will be from an individual investor's perspective. 3 units. *Staff*

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

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. 3 units. *Staff*

463. Marketing of High Technology. This course will expand your ability to resolve problems and uncover opportunities in industrial markets. You will also be exposed to a number of current topics in industrial marketing, such as partnerships and the impact of corporate reorganizations. This course will focus on the areas of sales force management, strategic market and product selection, pricing, and distribution policy. 3 units. *Staff*

464. Marketing of Services in a One-to-One World. Adds depth to marketing skills by identifying problems and recommending strategies for service firms, and by understanding the importance of the "service" component for every business. Focus is on a variety of industries in both service and product-based environments: banking, consulting, health care, sports marketing, and financial planning. Representative course topics: building and managing customer relationships; listening to the voice of the customer (measuring customer satisfaction, complaint management, service guarantees); managing service promises (communication, pricing, physical evidence); designing a new service; and determining the financial impact of services quality, customer satisfaction, and customer retention. 3 units. *Staff*

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. 3 units. *Staff*

466. Analysis for Marketing Decisions. 3 units. *Staff*

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. 3 units. *Staff*

468. Advanced 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. 3 units. *Staff*

470. Understanding and Improving Operations. 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. 3 units. *Staff*

471. Manufacturing Strategy. Explores the use of manufacturing 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. 3 units. *Staff*

472. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. This course considers the strategic, tactical, and operational issues associated with the management of a broad range of service operations, such as transportation companies, professional services, financial services, restaurants, and health-care services. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

475. International Operations Management. Topics covered include the organization of global operations, cultural and national comparisons, planning global operations, facilities location, sourcing, logistics, transfer of technology, currency and political risk, and coordination of the operations management function with other functions of the firm. 3 units. *Staff*

476. Distribution and 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 impact of several recent innovations in this field is examined, such as continuous product replenishment, electronic data interchange, and cross-docking. 3 units. *Staff*

483. Individual and Workgroup 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. 3 units. *Staff*

490. Practicum. Topics vary each semester offered. 3 units. *Staff*

491, 1-49. Special Topics in Management. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Examples of special topics include project management, legal, and tax aspects of entrepreneurship, real estate finance, labor negotiations and arbitration, and knowledge management. 3 units. *Staff*

492, 493, 494, 495, 496. 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. 3 units each. *Staff*

498. 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. Prerequisites: second-year standing in the MBA program and consent of the director of the MBA program and instructor. 3 units. *Staff*

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. Prerequisites: second-year standing in the MBA program and consent of the director of the MBA program and instructor. Variable credit. *Staff*

Doctor of Philosophy

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. C-L: Statistics 221. 3 units. *Winkler*

513. Choice Theory. This seminar deals with the foundations and applications of the theory of rational choice, including expected and nonexpected utility theory, noncooperative game theory, and arbitrage theory. It will survey the classic literature in the field; 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 rational choice research. C-L: Statistics 234. 3 units. *Nau*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. C-L: Psychology 316 and Statistics 231. 3 units. *Payne*

531. Financial Accounting Seminar. The nature of published financial statement information and its relationship with various economic variables. The list of related variables might include stock market data, bankruptcy filings, and the actions of various users of financial statement information, including management, investors, creditors, and regulators. The focus is on the current research methodologies and research efforts used to analyze the above relationships. A background in masters-level accounting and finance is assumed. 3 units. *Staff*

532. Management Accounting Seminar. Information systems and their use in facilitating management decision making and organizational control. Emphasis on the appropriate research methodologies and paradigms including information economics, decision theory, and organizational theory. Topics include budgeting, incentive systems/performance evaluation, variance investigation, and cost allocation. 3 units. *Staff*

551. Finance I. This course gives rigorous introduction to the foundations of finance. Most of the time is spent on theoretical work and very little on empirical work. The main subjects covered are: introduction to asset pricing (CAPM, APT), taxes and Modigliani-Miller theorems, foundational material in decision theory, and a variety of topics in information economics and asset markets. Prerequisites: basic mathematics background in calculus, statistics, matrix algebra, optimization, and dynamic programming. 3 units. *Kyle*

552. Finance II. The course covers the following topics: efficient markets and asset pricing, no arbitrage and asset prices, conditional and unconditional mean variance frontiers, capital asset pricing model and implications, dynamic economic models of asset prices, present value tests of market efficiency, term structure of interest rates, nonparametric bounds on asset pricing models, intertemporal CAPM and arbitrage pricing models, and option pricing. Prerequisite: Ph.D. level course in econometrics; recommended: Business Administration 551. 3 units. *Bansal*

553. Finance III. This course focuses on continuous time finance with applications to market microstructure and the term structure of interest rates. Students will have to do Monte Carlo simulations of continuous time models in order to receive a credit for this course. Prerequisites: basic mathematics background in calculus, statistics, matrix algebra, optimization, and dynamic programming. 3 units. *Kyle*

561. Seminar in Quantitative Research in Marketing. An overview of the quantitative techniques that are important in marketing research. Each model and technique will be examined in considerable detail so as to permit an understanding of its assumptions, structure, and usefulness. Topics covered will include the general data analysis techniques as well as models from advertising, new products, and pricing decisions. 3 units. *Staff*

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. C-L: Psychology 315. 3 units. *Bettman*

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. 3 units. *Staff*

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. 3 units. *Edell*

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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

597. Dissertation Research. For students actively pursuing research on their dissertation. Credit to be arranged. Prerequisites: student must have passed the preliminary examination and have the consent of the director of the doctoral program and instructor. Variable credit. *Staff*

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. Prerequisites: doctoral program standing and consent of the director of the doctoral program and instructor. Variable credit. *Staff*

599. Directed Research. Allows the doctoral student to engage in individual research projects under the supervision of a faculty member. Credit to be arranged. Prerequisites: doctoral program standing and consent of the director of the doctoral program and instructor. Variable credit. *Staff*

The Duke MBA – Global Executive

300. 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. Prerequisite: Term I The Duke MBA – Global Executive classes complete. 3 units. *Anton*

301. 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. Prerequisites: Terms I and II The Duke MBA – Global Executive classes complete. 3 units. *Coleman*

311. Statistical Models. Develops students' ability to make inferences and predictions from the statistical analysis of data. Topics: distributions and sampling, exploratory data analysis, descriptive statistics and statistical graphics, statistical inference, simple and multiple regression, and time series forecasting. Prerequisite:

Term I The Duke MBA – Global Executive classes complete. 3 units. *Winkler*

312. Decision Models. Enhances students' ability to solve complex management problems and make decisions under conditions of uncertainty and competing objectives through the use of formal modeling and quantitative analysis techniques. Course incorporates probability material, decision models, and decision analysis. Examples emphasize international applications (facility location, transportation, and exchange rate risk) and the use of decision-analytic principles to aid group decision making. Prerequisite: enrollment in The Duke MBA – Global Executive program. 3 units. *Clemen*

320. 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, effective decision making, motivation, incentive management, job performance, and change management; change of management processes in cross-national organization; new ways of organizing, conducting, and evaluating work in the global firm. Prerequisite: enrollment in The Duke MBA – Global Executive program. 3 units. *Lind*

321. Managerial Effectiveness for the Global Executive II: Organizational Design. Serves as one of the courses leading to the major program project. Topics: design and function of interpersonal relationships, competitive and cooperative relationships, dyadic exchanges, intra- and intergroup relations, formation of professional communities across firms, conflict and negotiation, group structures, teamwork, and work coordination. Prerequisite: GBA 320. 3 units. *DeSanctis*

341. 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. Prerequisites: Terms I, II, and III The Duke MBA – Global Executive classes complete. 3 units. *Ashton*

350. 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. Prerequisites: Terms I and II The Duke MBA – Global Executive classes complete. 3 units. *Gray*

360. 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, measure magnitude, determine which market segments to serve, and develop and manage marketing plans that deliver solutions to these segments. Prerequisites: Terms I and II The Duke MBA – Global Executive classes complete. 3 units. *Desai*

370. Global Operations Management. Considers the decision problems that confront operations managers in a global environment. Topics: international manufacturing and service strategy development; global operating network design; international factory network capacity planning; Total Quality Management; global supply chain management; international plant location; foreign market entry production strategies; transfer of technology issues; operations management practices comparison (United States, Japan, and Europe). Prerequisites: Terms I, II, and III The Duke MBA – Global Executive classes complete. 3 units. *Lariviere*

430. Strategy Design and Implementation. Serves as a capstone course for the program. Focus: strategy design and execution in a global organization. Topics: environmental/trend analysis; balance between global efficiency/local content;

country/regional risk analysis; competitive/industry analysis; sources of sustainable competitive advantage; managing value-added chain; joint ventures, strategic alliances/acquisitions; information technology; organization design and special topics. Prerequisites: Terms I, II, and III The Duke MBA – Global Executive classes complete. 3 units. *Lawless*

441. International Financial Statement Analysis. Focuses on interpretation and use of fundamental data with an emphasis on global financial statements. The course provides an overview of financial statement, quality of earnings, cash flow analysis, debt valuation, fundamental analysis and valuation, and country risk. Prerequisite: enrollment in The Duke MBA – Global Executive program. 3 units. *Wilson*

455. 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. Prerequisites: Terms I, II, III, and IV The Duke MBA – Global Executive classes complete. 3 units. *Bradley*

490. 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. Prerequisites: Terms I, II, III, and IV The Duke MBA – Global Executive classes complete. 3 units. *Staelin*

The Duke MBA – Weekend Executive

300. 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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

312. Decision Models. Enhances students’ ability to solve complex management problems and make decisions under conditions of uncertainty and competing objectives through the use of formal modeling and quantitative analysis techniques. Course incorporates probability material, decision models, and decision analysis. Special emphasis is placed on utilizing models for structuring and analyzing resource

allocation problems and decision problems under uncertainty. Topics include linear programming, decision analysis, and simulation. 3 units. *Staff*

320. 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. 3 units. *Staff*

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. 3 units. *Staff*

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. 3 units. *Staff*

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, finance, and operations management. 3 units. *Staff*

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. 3 units. *Staff*

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 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. 1.5 units. *Staff*

352. 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). 1.5 units. *Staff*

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. 3 units. *Staff*

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, total quality management, managing process technology and innovation, productivity and work-force management, production planning and control, and the strategic role of operations in the firm. 3 units. *Staff*

408. Health Care Policy. A course in applied microeconomics that focuses on the economics of health and current health policy issues. Students will be asked to complete an empirical analysis of a health policy problem of interest, or a qualitative analysis of such a problem. Some examples of potential projects include the following: effects of alcohol and tobacco control policies on health; analysis of a new drug in the context of a clinical trial; consequences of malpractice and malpractice reform; effects of insurance and regulation on health services. 1.5 units. *Staff*

421. Dynamics of Bargaining. 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. 1.5 units. *Staff*

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. 1.5 units. *Staff*

430. 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. 3 units. *Staff*

432. 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. 1.5 units. *Staff*

434. International Strategy. Examination of the reasons for location of production in the world, laying the conceptual foundations for three levels of analysis: the country, the industry, and the firm. It extends competitive analysis to a multinational context, analyzing the globalization of markets and the way market

factors, technological shifts, governmental policies, and other factors cause a shift in the comparative advantage of firms. The course also deals with the impact of strategic choices of government/business interaction in both developed and developing countries, and implementation issues of how strategic changes are managed across borders. 1.5 units. *Staff*

441. Financial Statement Analysis. Explores the use of financial reports in assessing past and future firm performance. Principal focus is on equity valuation. Attention is also given to credit, merger, and other financial decisions facing firm managers and capital suppliers. In large measure, the course can be described as applied corporate finance and investments. The principal difference from corporate finance is the prominence of financial statements and emphasis accounting conventions that govern their content. The treatment of investments is as a practitioner of fundamental analysis. Exposure to asset pricing theory is assumed but not formally considered. 1.5 units. *Staff*

455. 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. 1.5 units. *Staff*

468. Advanced 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. 1.5 units. *Staff*

472. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. This course considers the strategic, tactical, and operational issues associated with the management of a broad range of service operations, such as transportation companies, professional services, financial services, restaurants, and health-care services. 1.5 units. *Staff*

Faculty



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:

Rex D. Adams, *Dean and Professor of Business Administration*; B.A. (Duke University); Rhodes Scholar (Oxford University).

Professor Adams specializes in organizational management. His current teaching interests are principally in the area of organizational leadership and global managerial effectiveness. Previously, he served as vice-president of administration for Mobil Oil Corporation and was responsible for all corporate human resource functions, domestically and abroad. He currently serves as a director for Public/Private Ventures, Inc. and chairs the board of the Centre for Economic Policy Research. He serves as a trustee of the Committee for Economic Development and is a former trustee of Duke University. He is a member of the Personnel Round Table Group and the Corporation of the Woods Hole Oceanographic Institute. In 1994, he was elected a fellow of the National Academy of Human Resources in recognition for achievements in advancing the human resources profession. He has served as dean of The Fuqua School of Business since June 1996.

James J. Anton, Ph.D., *Associate Professor of Business Administration*; B.S. (Emory University), Ph.D. (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*, as well as in law and policy journals. He also serves as co-editor 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.

Alison H. Ashton, Ph.D., *Associate Professor of Business Administration*; B.S. (Louisiana State University), M.P.A., Ph.D. (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, Ph.D., CPA, *Martin L. Black Jr. Professor of Business Administration and KPMG Peat Marwick Research Scholar*; B.S. (Middle Tennessee State University), M.B.A. (Florida State University), Ph.D. (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 has published three books and more than 50 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, Ph.D., *Professor of Business Administration*; B.A. (Oxford University), M.B.A., Ph.D. (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 teaches in the fields of marketing, economic decision making, organization design, and the cultural setting of business.

Darryl T. Banks, Ph.D., *Assistant Professor of Business Administration*; B.S. (North Carolina Central University), M.B.A. (Duke University), Ph.D. (University of Pennsylvania).

Professor Banks' research focuses on ways seemingly irrational consumer behavior can make sense when viewed from a game theory perspective. His dissertation research was awarded the Ford Foundation Fellowship in Economics. His current research and teaching interests include bargaining, pricing and channels.

Ravi Bansal, Ph.D., *Associate Professor of Business Administration*; B.A., M.A. (University of Delhi), Ph.D. (Carnegie Mellon University).

Professor Bansal's interests are in financial economics, macroeconomics, 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.

Maura A. Belliveau, Ph.D., *Associate Professor of Business Administration*; A.B. (Mount Holyoke College), M.S., Ph.D. (University of California, Berkeley).

Professor Belliveau's research interests include organizational justice, affirmative action and workplace diversity policy, and social network effects on occupational attainment. Her most recent work addresses the influence of the social resources of CEOs and key members of their boards on CEO compensation, and the effect of fairness judgments on endorsement of affirmative action programs. Her research has been

published in the *Academy of Management Journal* and the *Journal of Social Issues*, and presented at the annual meetings of the Academy of Management.

Janet E. L. Bercovitz, Ph.D., *Assistant Professor of Business Administration*; B.S., M.B.A., Ph.D. (University of California, Berkeley).

Professor Bercovitz's primary research interests are in organizational structure and contractual relationships. Recent projects have focused on the structure of business-format franchise agreements and environmental supply-chain management. She teaches courses in strategic management and entrepreneurship.

James R. Bettman, Ph.D., *Burlington Industries Professor of Business Administration, Director of the Ph.D. Program*; B.A., M.Phil., Ph.D. (Yale University).

Prior to joining The Fuqua School of Business, Professor Bettman taught at the Graduate School of Management, University of California, Los Angeles. He is the author of *An Information Processing Theory of Consumer Choice* and *The Adaptive Decision Maker* as well as numerous articles in academic journals. Professor Bettman has served as a consultant to government agencies, as a member of editorial boards of scholarly publications, as a participant in numerous forums, and as coeditor of the *Journal of Consumer Research*. His teaching interests are in consumer behavior; his current research focuses on adaptive decision making and consumer behavior.

William F. Boulding, Ph.D., *Professor of Business Administration*; B.A. (Swarthmore College), Ph.D. (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, Ph.D., *F. M. Kirby Professor of Investment Banking*; A.B. (University of Idaho), M.B.A. (Syracuse University), Ph.D. (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.

Alon Brav, Ph.D., *Assistant Professor of Business Administration*; B.A. (University of Haifa), Ph.D. (University of Chicago).

Professor Brav works in the area of empirical asset pricing. His research interests include tests of the consumption-based capital asset pricing model as well as long-term returns to investors subsequent to initial and seasoned public offerings. His current interests are in developing econometric methods to assess long-term security price performance.

Douglas T. Breeden, Ph.D., *Research Professor of Finance*; S.B. (M.I.T.), M.A., Ph.D. (Stanford University).

Prior to joining The Fuqua School of Business faculty, Professor Breeden taught at Stanford University, the University of Chicago, and M.I.T. Professor Breeden's teaching and research interests are in the area of banking, investments, futures, and options. He has published in the major finance journals and is associate editor of the *Journal of Finance*, and editor of the *Journal of Fixed Income*.

Peter J. Brews, Ph.D., *Assistant Professor of the Practice of Management*; B. Comm., LL.B., H.Dip. (Company Law), (University of the Witwatersrand, Johannesburg),

M.S.I.A. (Purdue University), Ph.D., (University of the Witwatersrand, Johannesburg), Ph.D., (University of Pittsburgh).

Professor Brews teaches in the areas of corporate strategy and international business. His current research focuses on strategy formation in unstable environments. His early work investigated the challenges of achieving corporate growth through merger or acquisition. He consults internationally, assisting in firm level strategy formation, or designing and implementing management development programs for high potential employees of client firms, in the fields of international business and corporate strategy.

Susan E. Brodt, Ph.D., *Associate Professor of Business Administration*; A.B. (University of California, Berkeley), M.S., Ph.D. (Stanford University).

Professor Brodt's research concerns social perception and management decision behavior with specific emphasis on cognitive and social psychological processes involved in interpersonal conflict, negotiation, and human resource management decision making. She teaches courses on dynamics of bargaining and the business study tour course on Latin America.

Richard M. Burton, D.B.A., *Professor of Business Administration*; B.S., M.B.A., D.B.A. (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, which includes the development of an expert system to aid managers in the choice of an appropriate organizational design. He teaches courses in organization design and management of health service organizations.

Gerard P. Cachon, Ph.D., *Associate Professor of Business Administration*; B.S., B.A.S., M.S., Ph.D. (University of Pennsylvania).

Professor Cachon's research interests are in operations management. He has current research projects in the areas of inventory management, supply chain coordination and logistics. He teaches the core operations management course and an elective in supply chain management.

Ziv Carmon, Ph.D., *Associate Professor of Business Administration*; B.Sc. (Technion, Israel Institute of Technology), M.S., Ph.D. (University of California, Berkeley).

Professor Carmon's research focuses on consumer decision making and on assessments of the value of products, services, and promotions, and the psychology of queuing. He teaches the international marketing, marketing management, consumer behavior courses, and the Middle East GATE course.

Robert T. Clemen, Ph.D., *Professor of Business Administration*; B.A. (Stanford University), M.B.A. (University of Colorado, Colorado Springs), Ph.D. (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, negotiations, and the use of experts for risk assessment and long-range forecasting.

Kalman J. Cohen, Ph.D., *Distinguished Bank Research Professor (Emeritus)*; B.A. (Reed College), M.Litt. (Oxford University), M.S., Ph.D. (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 current research focuses on the microstructure of security markets.

W. John Coleman II, Ph.D., *Associate Professor of Business Administration*; B.A. (University of Wisconsin), Ph.D. (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.

Gopal Das Varma, Ph.D., *Assistant Professor of Business Administration*; B.Engg. (Jadavpur University), PGDM, (Indian Institute of Management), Ph.D., (Northwestern University).

Professor Das Varma's teaching interests include microeconomics and econometrics. His research interests are in the areas of industrial organization, economics of information, game theory and econometrics. His current work examines identification issues in structural econometric models of auctions, externalities in auction games and multi-tasking in dynamic agency models.

Gregory A. DeCroix, Ph.D., *Visiting Associate Professor of Business Administration*; B.A., B.S. (Miami University), Ph.D. (Stanford University).

Professor DeCroix's research interests include the management of inventory systems and the impact of environmental considerations on supply chain management. His recent work has focused on the value of information in supply chains and the allocation of production resources across multiple product lines. He teaches core operations management courses and electives in operations management.

Preyas S. Desai, Ph.D., *Assistant Professor of Business Administration*; B.E., M.B.A. (Gujarat University), M.S., Ph.D. (Carnegie Mellon University).

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 pre-announcements. His teaching interests are marketing management, industrial marketing, pricing and marketing planning.

Gerardine DeSanctis, Ph.D., *Professor of Business Administration*; B.A. (Villanova University), M.A. (Fairleigh Dickinson University), Ph.D. (Texas Tech University).

Professor DeSanctis' interests are in the general areas of organizational computing, computer supported cooperative work, and management of information systems. Her current work focuses on the design and impacts of electronic communication systems and groupware. She is studying the ways in which information technology enables change in how companies organize work tasks, enable communication, learn, and make decisions. Prior to moving to The Fuqua School of Business she was a professor of business administration at the University of Minnesota. She currently serves as senior editor of organizational communication for *Organization Science*, and advisory board member for *Information Systems Research*.

Julie A. Edell, Ph.D., *Associate Professor of Business Administration*; B.A. (University of Nebraska), M.S., Ph.D. (Carnegie Mellon University).

Professor Edell's teaching interests are in the area of marketing, with emphasis on advertising, marketing management, consumer behavior, and marketing research. Her current research is concerned with examining the effect of advertising communications upon consumer purchase behavior. Her work has appeared in the *Journal of Consumer Research* and *Journal of Marketing Research*.

Gregory W. Fischer, Ph.D., *Professor of Business Administration*; B.A., M.A., Ph.D. (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.

John D. Forsyth, D.B.A., *Professor of Business Administration*; B.A. (Queen's University), M.B.A. (University of Detroit), D.B.A. (University of Illinois).

Prior to coming to Duke, Professor Forsyth was professor of business administration and director of the Program for Executive Development at IMEDE Management Development Institute in Lausanne, Switzerland. His teaching and research interests are in the areas of corporate finance and corporate strategy.

Craig R. Fox, Ph.D., *Associate Professor of Business Administration*; A.B. (University of California at Berkeley), M.S., Ph.D. (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 decisions and discourse, and in psychological barriers to conflict resolution. He teaches courses in decision making and negotiation.

Jennifer Francis, Ph.D., *Associate Professor of Business Administration*; B.S., B.A. (Bucknell University), M.S., Ph.D. (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 managerial accounting and financial statement analysis, and is the winner of several awards for outstanding teaching at both Duke University and the University of Chicago. Her research focuses on equity valuation, security analysts' role as information intermediaries, and the relevance of financial reporting to investors. In addition to her research publications, she has written several managerial accounting cases related to banking, consulting, and healthcare, as well as cases related to the valuation of purchased R&D, the accounting for environmental liabilities, and the reporting of segment information. She serves on the editorial boards of several top journals.

Anil Gaba, Ph.D., *Associate Professor of Business Administration*; B.A. (St. Stephen's College, Delhi University), Ph.D. (Duke University).

Anil Gaba is associate professor of Decision Sciences at INSEAD, Fontainebleau, France. He teaches courses in applied statistics, decision analysis, and Bayesian analysis. His research interests are in decision theory, Bayesian statistics, and forecasting.

John P. Gallagher, Ph.D., *Professor of the Practice of Business Computing*; B.A. (University of California, Berkeley), Ph.D. (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. He currently co-directs the Center for Innovation in Global Business Education at Fuqua.

Robert A. Garda, *Executive-in-Residence*; BSEE (Duke University), MBA (Harvard Business School).

Before joining the Fuqua faculty, the bulk of Mr. Garda's career was with McKinsey (27 years), where he was senior director in the Cleveland office. Mr. Garda's consulting experience focused on marketing and strategy issues for manufacturing companies in both industrial and consumer products. He also served as interim CEO of the Greater Cleveland regional Transit Authority and CEO of Aladdin Industries, a consumer

products company in Nashville. At Fuqua, he is a guest lecturer in marketing and strategy courses, and advises students interested in marketing and/or consulting careers. He recently served as chairman of the Board of Visitors for Fuqua and as a Trustee of the Marketing Science Institute.

Daniel Gigone, Ph.D., *Assistant Professor of Business Administration*; B.A. (Carleton College), M.A., Ph.D. (University of Colorado, Boulder).

Professor Gigone's primary area of research is small group judgment and decision making. He is currently studying the impact of group discussion on group judgment and decision making. He is teaching the bargaining course at Fuqua.

John R. Graham, *Associate Professor of Business Administration*, B.A. (College of William and Mary), M.A. (Virginia Commonwealth University), Ph.D. (Duke University)

Professor Graham works in the areas of corporate finance and investments. His recent research investigates how the incentives provided by the tax code affect corporate decisions.

Stephen F. Gray, Ph.D., *Associate Research Professor of Business Administration*; B.Com., (Hons), L.L.B. (Hons) (Queensland), Ph.D. (Stanford University).

Professor Gray's research interests include empirical finance, econometrics and asset pricing; in particular, modeling nonlinearities in financial time series. His recent work has focused on the application of regime-switching models to interest rates and foreign exchange rates. These models allow periodic switches between regimes so that the data-generating process can change, for example, in response to changes in monetary policy, oil shocks, or wars. He has also recently published a number of articles examining the efficiency of sports betting markets.

Campbell R. Harvey, Ph.D., *J. Paul Sticht Professor of International Business*; B.A. (University of Toronto), MBA (York University, Toronto), Ph.D. (University of Chicago).

Professor Harvey's primary area of research is investments. His work focuses on asset pricing models that allow for expected returns and risks to change through time. His research investigates the link between the business cycle and changing risk. He has published in the *Journal of Political Economy*, *Journal of Finance*, *Review of Financial Studies*, and the *Journal of Financial Economics*. He teaches courses in financial management and global investment analysis.

Chip Heath, Ph. D., *Associate Professor of Business Administration*; B.S. (Texas A&M University), Ph.D. (Stanford University).

Prior to coming to Duke, Professor Heath was a faculty member at the University of Chicago. His research interests include individual and group decision making, motivation, and evaluation.

Geraldine R. Henderson, Ph.D., *Assistant Professor of Business Administration (on leave)*; B.S.E.E. (Purdue University), M.M., Ph.D. (Northwestern University).

Professor Henderson's primary area of research is the quantification of qualitative consumer data in the form of cognitive and social networks. Her current research focuses on the elicitation and representation of consumer brand associations. Other related research interests include the study of source credibility, word-of-mouth, and rumor. She has worked in relationship marketing at IBM and in-brand management at Kraft General Foods. Her teaching interests lie in the areas of product management, consumer behavior, ethnic marketing, and new products.

David A. Hsieh, Ph.D., *Professor of Business Administration*; B.S. (Yale University), Ph.D. (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 Huber, Ph.D., *Professor of Business Administration and Associate Dean for the MBA Program*; B.A. (Princeton University), M.B.A., Ph.D. (University of Pennsylvania).

Professor Huber came to The Fuqua School from the Columbia University School of Business and the Krannert Graduate School of Management, Purdue University. His teaching interests include industrial marketing, 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.

Thomas F. Keller, Ph.D., CPA, *R. J. Reynolds Professor of Business Administration*; A.B. (Duke University), M.B.A., Ph.D. (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 coauthor and coeditor 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 American Business Products, Inc., Biogen, Inc. DIMON, Inc., Hatteras Income Securities, Inc., LADD Furniture, Inc., Mentor Series Trust, Nations Funds, Inc., and Wendy's International, Inc. He is also a director of the Triangle Community Foundation and the N.C. Zoological Society 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.

Laura J. Kornish, Ph.D., *Assistant Professor of Business Administration*; B.A. (Harvard University), M.S., Ph.D., (Stanford University).

Professor Kornish's research and teaching interests involve decision making in dynamic and uncertain systems. Her current research focuses on decisions and strategy questions created by rapid technological change. She teaches a course in decision models.

Albert S. (Pete) Kyle, Ph.D., *Associate Professor of Business Administration*; B.S. (Davidson College), B.A. (Merton College, Oxford University), Ph.D. (University of Chicago).

Professor Kyle teaches courses in corporate finance and information economics. Before coming to The Fuqua School, he taught at the University of California at Berkeley and the Woodrow Wilson School, Princeton University. His research interests are in the area of information economics with emphasis on the trading process and price information.

Martin A. Lariviere, Ph.D., *Associate Professor of Business Administration*; B.A. (Yale University), Ph.D. (Stanford University).

Professor Lariviere's research interests include contracting in supply chains and channels of distribution, application of economics in marketing and operations management, and the management of the marketing/manufacturing interface. His recent work has focused on allocation procedures in a supply chain with limited capacity and asymmetric information. He teaches the core operations management course and electives in operations management.

Dan J. Laughhunn, D.B.A., *Professor of Business Administration*; B.S., M.B.A., D.B.A. (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.

Michael W. Lawless, Ph.D., *Associate Professor of the Practice of Management*; B.S. (St. John's University), M.B.A., Ph.D. (University of California, Los Angeles).

Professor Lawless studies firms' conduct and performance in technology-driven markets as evolutionary processes. His current research is on local rivalry, technological change, and structural evolution in markets. He advises several global technology companies, and teaches corporate strategy at Fuqua.

Katherine N. Lemon, Ph.D., *Assistant Professor of Business Administration* (on leave); B.A. (Colorado College), M.B.A. (Wichita State University), Ph.D. (University of California, Berkeley).

Professor Lemon's primary area of research is customer retention. Her work focuses on determining the factors which influence a customer's decision to disadopt a product or service. She also has interests in consumer decision making and the marketing of services. Her teaching interests lie in the areas of marketing management, services marketing, and database marketing.

Carolyn B. Levine, Ph.D., *Assistant Professor of Business Administration*; B.A. (Binghamton University), M.S., Ph.D. (Carnegie Mellon University).

Professor Levine's teaching interests are in financial accounting and financial statement analysis. Her research interests include managerial compensation, financial disclosure, the economics of standards, and the strategic behavior of security analysts.

Arie Y. Lewin, Ph.D., *Professor of Business Administration*; B.S., M.S. (University of California, Los Angeles), M.S., Ph.D. (Carnegie Mellon University).

Professor Lewin is the director of the Center for International Business Education and Research (CIBER) at The Fuqua School of Business. His current research involves a long-term cross-cultural comparative study of strategic reorientations and organization restructurings involving the Fortune 1000 companies in the United States and their equivalent in major industrialized countries in Europe and Asia; implications of advanced computer mediated communication technologies for new organization forms; and the impact of CEO succession on strategic re-orientation and organization re-design. He has served as director of the Decision, Risk, and Management Science Program at NSF and is founding editor-in-chief of the international journal *Organization Science*.

Wei Li, Ph.D., *Associate Professor of Business Administration*; B.S. (Jiaotong University), Ph.D. (University of Michigan).

Professor Li studies the economics of transition in former centrally planned economies including China, Eastern and Central Europe, and Russia. His current research examines the effect of decentralization in Russia and China on economic growth in these two countries, analyzes the economic consequences of government monopolization in the Chinese financial market, and investigates managerial and bureaucratic sentiment-seeking in Chinese state enterprises. He teaches two international economics and business strategy courses: *Business After Communism*, and *Asian Business Environment and Strategy*.

E. Allan Lind, Ph.D., *Thomas A. Finch, Jr. Professor of Business Administration*; B.A. (University of Florida), M.A., Ph.D. (University of North Carolina, 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 organizational justice, conflict management, litigation in organizational contexts, international and intercultural management, and group performance. His research includes studies conducted in the U.S., Japan, China, the Netherlands, France, Germany, and Great Britain. He teaches courses in organizational behavior, international negotiation, and ethics in management.

Patricia W. Linville, Ph.D., *Associate Professor of Business Administration*, B.A. (Florida Southern College), Ed.M. (Harvard University), Ph.D. (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.

John G. Lynch Jr., Ph.D., *Hanes Corporation Foundation Professor of Business Administration*; B.A., M.A., Ph.D. (University of Illinois).

Prior to joining The Fuqua School of Business, Professor Lynch taught at the University of Florida. He was the 1997 president of the Association for Consumer Research, past associate editor for the *Journal of Consumer Research*, and past associate editor and coeditor of the *Journal of Consumer Psychology*. Professor Lynch has published numerous articles in academic journals on consumer behavior and marketing research methods. His co-authored article "Interactive Home Shopping: Consumer, Retailer, and Manufacturer Incentives to Participate in Electronic Marketplaces" was voted the 1997 *Journal of Marketing* paper making the most significant contribution to the advancement of the practice of marketing. Two of his articles in *Journal of Consumer Research* and one in *Journal of Marketing Research* have also been voted outstanding article of the year in those journals. Professor Lynch is the only marketing scholar to have received all three awards. *Journal of Consumer Research* and *Journal of Marketing Research* have also recognized him with outstanding reviewer of the year awards for his editorial board service. Professor Lynch has served as consultant to government regulatory agencies and businesses in the telecommunications industry. His teaching interests are in research methods for market analysis and in consumer behavior. His current research focuses on interactive home shopping.

Siddharth Mahajan, Ph.D., *Assistant Professor of Business Administration*; B. Tech. (Indian Institute of Technology), M.S., (Texas A&M University), M.A., Ph.D., (University of Pennsylvania).

Professor Mahajan's research interests are in operations management. His current research focuses on understanding the effect of consumer choice behavior on retail assortment decisions. He teaches the core operations management course and electives in operations management.

Ernst G. Maug, Ph.D., *Assistant Professor of Business Administration*; Diplom Volkswirt (University of Frankfurt), M.Sc., Ph.D. (London School of Economics).

Professor Maug has joined Duke from the London Business School. His main research interests are in corporate finance and in corporate governance. His current research includes initial public offerings, divestitures, compensation contracts for executives and portfolio managers, the role of large shareholders in corporate control, and proxy contests. He teaches Global Financial Management and Advanced Corporate Finance in the MBA program and Financial Theory in the Ph.D. program.

John M. McCann, Ph.D., *Professor of Business Administration*; B.S.M.E., M.B.A. (University of Kentucky), Ph.D. (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 Marketing Workbench Laboratory, a large research center that pioneered the use of

expert systems in marketing and merchandising, at The Fuqua School. His current teaching involves courses in globalization and technology, and marketing on the Internet and his research involves the development of methods for generating insights from market data, along with the subsequent management of those insights. He currently co-directs the Center for Innovation in Global Business Education at Fuqua.

Kevin F. McCardle, Ph.D., *Professor of Business Administration (on leave)*; B.S. (Marquette University), M.A., Ph.D. (University of California, Los Angeles).

Professor McCardle's teaching interests lie in the area of probability and statistics, and decision models. His research involves sequential decision theory, game theory and its applications, and models of R & D.

J. Alexander McMahon, *Executive-in-Residence*; B.A. (Duke University), J.D. (Harvard University).

Before joining the Fuqua faculty, Mr. McMahon was chairman of the Department of Health Administration in the Duke Medical Center. He assists in several classes in the Health Sector Management Program, and advises students interested in careers in health services organizations. He was formerly chairman of the Board of Trustees of Duke University, president of the American Hospital Association, president of Blue Cross and Blue Shield of North Carolina, and professor of public law and government at the University of North Carolina, Chapel Hill.

Carl F. Mela, *Associate Professor of Business Administration*; B.S.E.E. (Brown University), M.B.A. (University of California, Los Angeles), M.Phil., Ph.D. (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.

Marian Chapman Moore, Ph.D., *Associate Professor of Business Administration, Associate Dean for Executive MBA Programs*; B.A. (College of William and Mary), M.S. (Virginia Commonwealth University), Ph.D. (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.

Michael J. Moore, Ph.D., *Associate Professor of Business Administration*; B.S. (Boston College), M.B.A. (Babson College), M.S., Ph.D. (University of Michigan).

Professor Moore's research interests are primarily in the areas of health and safety regulation. He has received the best article award from *Economic Inquiry*, the Kulp-Wright award for the best book in risk and insurance in 1990, and the Kenneth Arrow Award for the best paper in health economics in 1993. Professor Moore is currently studying the effects of product liability risk on innovation, alcohol abuse on productivity, alcohol and tobacco regulation on health, and the economics of chronic disease. His teaching interests are in microeconomics, health policy, and econometrics. He is also an associate professor of public policy in the Terry Sanford Institute of Public Policy at Duke, a research associate at the National Bureau of Economic Research, and a senior fellow in the Center for Aging and Human Development in the Medical Center.

Christine Moorman, Ph.D., *Professor of Business Administration*; B.S. (Northern Kentucky University), M.B.A., Ph.D. (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 functioning of markets. She sits on numerous editorial review boards and her work has been supported by the National Science Foundation. Before joining the faculty at Fuqua, Professor Moorman taught at the University of Wisconsin – Madison. Her teaching interests are in marketing strategy, new product development, and consumer behavior.

Mico Mrkaic, Ph.D., *Assistant Professor of Business Administration*; B.S. (University of Ljubljana), M.S., Ph.D. (Carnegie Mellon University).

Professor Mrkaic teaches courses in macroeconomics and quantitative methods. His research interests are in the areas of estimation of dynamic structural econometric models, computational aspects of economic modeling and economics of emerging markets. His current work focuses on estimation of incomplete markets models with panel data and on solving dynamic economic models by means of neural networks and linear programming.

Robert F. Nau, Ph.D., *Associate Professor of Business Administration*; B.A. (University of California at San Diego), M.S., Ph.D. (University of California, 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, Professor Nau taught at Tulane University and served as manager of information systems at Liberty Mutual Insurance Company. He has taught courses in management science, computers and information systems, and statistical forecasting.

Sarah Stock Patterson, Ph.D., *Assistant Professor of Business Administration*; B.S. (Cornell University), Ph.D. (Massachusetts Institute of Technology).

Professor Stock Patterson's research and teaching interests include operations management, scheduling, and operations research. Her current research focuses on the development and application of mathematical programming techniques for scheduling large-scale air transportation systems. She teaches the core operations management course and electives in operations management.

John W. Payne, Ph.D., *Joseph J. Ruvane Jr. Professor of Business Administration and Senior Associate Dean for Faculty and Research*; B.A., M.A., Ph.D. (University of California, Irvine).

Professor Payne's primary research activities deal with individual decision behavior. He has investigated decision making under risk, consumer choice behavior, environmental resource valuations and the design of computer-based support systems. He teaches courses in decision making, organizational behavior, and consumer behavior. He is also the director of the Center for Decision Studies at Fuqua.

Aleksandar Pekec, Ph.D., *Assistant Professor of Business Administration*; B.S. (University of Zagreb, Croatia), Ph.D. (Rutgers University).

Professor Pekec teaches the core probability and statistics course. His main research interest is in analysis and design of mathematical models for decisionmaking. 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 Fuqua faculty after two years at BRICS, a research center and international Ph.D. School at the University of Aarhus, Denmark.

Robert M. Price, *Executive-in-Residence*; B.S. (Duke University), M.S. (Georgia Institute of Technology).

Price is executive director of the Hartman Center for Midsized Company Management. He is president of PSV, Inc., a management consulting firm specializing in assistance to start up companies and to improving the utilization and commercialization of technology. He is the retired chairman of the board and chief

executive officer of Control Data Corporation, Minneapolis, Minnesota. Currently Mr. Price is involved in science and technology management, entrepreneurship, U.S. technology policy, and educational issues. He is on the boards of directors of several firms and is a fellow of the International Academy of Management and a member of the board of the Center for International Leadership. He is also chairman of the board of the National Center for Social Entrepreneurs.

Devavrat Purohit, Ph.D., *Associate Professor of Business Administration*; B.A. (Muskingum College), Ph.D. (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.

Vincenzo Quadrini, Ph.D., *Assistant Professor of Business Administration*; B.A. (Ancona University), M.A., Ph.D. (University of Pennsylvania).

Professor Quadrini teaches courses in macroeconomics, monetary economics and economic growth. His research interests are in the areas of macro-models with heterogeneous agents, income and wealth distribution, monetary policy and firm dynamics. His current work examines how the structure of financial contracts between firms and lenders affect the investment behavior of firms and their dynamics.

Michel Regenwetter, Ph.D., *Assistant Professor of Business Administration*; Vordiplom and Diplom Psychology, Vordiplom Mathematics (Rheinische Friedrich-Wilhelms-Universität Bonn, Germany); M.A., Ph.D. (University of California, Irvine).

Professor Regenwetter joined Fuqua after two years of research at the Department of Psychology at McGill University. He studies random utility theory, that is, probabilistic models of choice, decision making, persuasion, preference, and voting. He combines mathematical modeling with empirical applications in the interdisciplinary context of economics, management, political science and psychology. He teaches probability and statistics.

Robert E. Reinheimer, Ph.D., *Professor of the Practice of Management and Associate Dean for Special Programs*; B.A., M.A. (California State University, Fullerton), Ph.D. (University of Kansas).

Professor Reinheimer teaches in the management area. He has worked in Executive Education for many years designing educational experiences for companies, worldwide. His scholarly interests focus on processes for aligning people with organizational goals. His activity at The Fuqua School is concentrated on creating and exploiting new international opportunities for education and research in major economic regions of the world.

Nathalie Rossiensky, Ph.D., *Assistant Professor of Business Administration*; M.A., D.E.A. (Université Paris-Dauphine), Ph.D. (London Business School).

Professor Rossiensky's primary area of research is in the theory of financial intermediation with emphasis on contemporary issues in banking. Her current research focuses on the determination of optimal capital structure for securities firms and on the design of compensation schemes for proprietary traders. Other related research interests are in corporate finance and contract theory.

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

Sax teaches strategic planning for midsize business, consulting for small business, and the Russia/Estonia GATE course. He has worked with over 150 companies in the Triangle area. He is the coordinator for student consulting projects. Prior to joining The Fuqua School, he worked for thirty-six years in the exploration/production sector of the oil industry. He worked the last thirty-one years with Unocal Corporation where he was vice-president of International Oil and Gas Exploration.

Katherine Schipper, Ph.D., *L. Palmer Fox Professor of Business Administration*; B.A. (University of Dayton), M.B.A., M.A., Ph.D. (University of Chicago).

Professor Schipper 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 16 years. Professor Schipper has published research papers on various aspects of corporate restructurings, particularly their tax effects on stake holder wealth, as well as on wealth effects of accounting standard changes, tax law changes, and other regulatory changes. Her current research interests are in the areas of corporate governance, financial reporting, and securities litigation. She was the coeditor of the *Journal of Accounting Research* for fourteen years and she has also been an editorial board member of several scholarly accounting journals. She was director of research of the Accounting Association from 1992 to 1994, president of that organization during 1995-1996, the Distinguished International Lecturer in 1997-1998 and the Outstanding Accounting Educator in 1999. She has been a member of the Board of Directors of both a public and private company and a consultant to the Securities Exchange Commission and the Independence Standard Board. She is currently a member of the Financial Accounting Standard Advisory Council.

James E. Sheldon, L.L.M. *Adjunct Assistant Professor of Business Administration*; B.A. (Dartmouth College), J.D. (University of California), L.L.M. (Boston University Law School), L.L.M. (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 Synertech Group, a new venture development firm and is a member of the bar in California, Massachusetts, and North Carolina.

Blair H. Sheppard, Ph.D., *Professor of Business Administration and Senior Associate Dean for Academic Programs*; B.A., M.A. (University of Western Ontario), Ph.D. (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 bi-annual 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.

Sim B. Sitkin, Ph.D., *Associate Professor of Business Administration*; A.B. (Clark University), Ed.M. (Harvard University), Ph.D., (Stanford University).

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 organizational behavior, organizational control, and the management of organizational change. His co-edited book, *The Legalistic Organization*, was published in 1994. He currently serves on the editorial boards of *Academy of Management Review* and *Organization Science*. His consulting and executive development work has included a number of large and small corporations in the office equipment, natural resources, engineering, transportation, publishing, health care, pharmaceutical and hospitality industries.

Charles J. Skender, MBA, CPA, *Visiting Assistant Professor of Business Administration*; B.S. (Lehigh University), M.B.A. (Duke University).

Professor Skender has attained ten professional designations in accounting, financial planning, insurance, and management. He has served as a training consultant

to Glaxo Wellcome, IBM, ITT Sheraton, and Wells Fargo. He previously worked on the audit staff of Deloitte Haskins & Sells. Professor Skender has received multiple teaching awards at Fuqua and at North Carolina State University. He was presented the NCACPA Foundation's Outstanding Educator Award in 1995.

Frank A. Sloan, Ph.D., *J. Alexander McMahon Professor of Health Policy and Management and Professor of Economics*; B.A. (Oberlin College), Ph.D. (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.

Paula R. Sloan, *Adjunct Associate Professor*, B.A. (City University of New York), M.A.T. (Harvard University), M.S. (University of California, Los Angeles).

Professor 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.

James E. Smith, Ph.D., *Associate Professor of Business Administration*; B.S., M.S., Ph.D. (Stanford University).

Professor Smith's research interests are primarily in the area of probabilistic modeling and decision analysis, focusing on tools and methods for representing decision problems and techniques for valuing risky projects. At Fuqua, Professor Smith teaches courses in probability, statistics, and decision analysis.

Michael J. Smith, Ph.D., *Assistant Professor of Business Administration*; B.S. (University of Pennsylvania), Ph.D. (Stanford University).

Professor Smith has teaching interests in both managerial and financial accounting. His research areas include multinational transfer pricing, executive performance evaluation/compensation and stock analyst recommendations. His professional experience includes portfolio hedge analysis for a mortgage banking firm and trading in bond and currency futures markets.

Richard Staelin, Ph.D., *Edward S. and Rose Donnell Professor of Business Administration*; B.S., M.B.A., Ph.D. (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 program and is currently the managing director of the Siemens executive education programs. He was recently designated the winner of the AMA/Irwin Distinguished Marketing Educator Award. Professor Staelin's current research interests include information search, channel management, strategy formulation, and managerial decision making.

Nancy Staudenmayer, Ph.D., *Assistant Professor of Business Administration*; B.A. (Wellesley College), M.A. (University of California, Berkeley), Ph. D. (Massachusetts Institute of Technology).

Professor Staudenmayer's research straddles the boundaries of strategy, organization theory, and technology. Her current research focuses on the management of interdependencies in large scale product development with specific emphasis on the

solutions teams use to coordinate multiple interdependencies simultaneously. She teaches courses on strategy and the management of technology and innovation.

James H. Vander Weide, Ph.D., *Research Professor of Business Administration*; B.S. (Cornell University), Ph.D. (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 electric, natural gas, water, telecommunications, and insurance industries; and he has testified as an expert witness on financial and economic issues.

Nikolaos Vettas, Ph.D., *Associate Professor of Business Administration*; B.A. (University of Athens), M.A., Ph.D. (University of Pennsylvania).

Professor Vettas teaches courses in microeconomics, managerial economics, and competitive analysis and strategy. His research interests are in the areas of industrial organization, information and learning, game theory, and international trade. His current work examines dynamic price competition, introduction of new products, and industry dynamics under uncertainty.

S. Viswanathan, Ph.D., *Professor of Business Administration*; B.S., M.M.S. (University of Bombay), Ph.D. (Northwestern University).

Professor Viswanathan teaches corporate finance. His major research interests are corporate finance, market microstructure, and nonlinear asset pricing. His prior research has focused on the relationship between volume and volatility on the stock exchange and has been published in the *Journal of Business*, *Journal of Finance* and *Review of Financial Studies*. Currently, he is working on a study of foreign stock exchanges.

Wanda T. Wallace, Ph.D., *Associate Professor, Associate Dean for Executive Education*; B.A., M.A.T., Ph.D. (Duke University).

Professor Wallace has been a member of The Fuqua School's faculty since 1988 with special interests in services marketing, consumer behavior and marketing management. In addition, she leads team-building activities which focus on the dynamics between individuals and the subsequent influence on group performance; and has been involved in extensive training and consulting activities with a number of international firms. Professor Wallace has a long standing interest in experiential and outdoor education, particularly around team building and development. Her research interests center around memory for music, advertisements, and products. As associate dean she directs the leadership of the executive education department. She works with clients to understand their executive education needs, to design programs and to place appropriate faculty resources against those needs. She works with faculty to ensure their understanding of the clients' needs and their preparedness to meet those needs in the classroom.

James J. D. Wang, Ph.D., *Assistant Professor of Business Administration*; B.S. (University of Science and Technology of China), M.S. (New York University), Ph.D. (University of Utah).

Professor Wang works in the areas of corporate finance and managerial economics. His recent research interests include applying auction theory to the U.S. Treasury securities market and examining the role of stock-based compensation for aligning the interests of management with those of shareholders.

Robert E. Whaley, Ph.D., *T. Austin Finch Foundation Professor of Business Administration*; B. Comm. (University of Alberta), M.B.A., Ph.D. (University of Toronto).

Prior to joining The Fuqua School of Business faculty, Professor Whaley taught at Vanderbilt University, the University of Alberta, and the University of Chicago. He also served as vice president-research GNP Consulting in Chicago and as director of the

Institute for Financial Research at the University of Alberta. Professor Whaley is director of the Futures and Options Research Center, and his research interests are currently in the area of market volatility, financial futures and options, and market microstructure. He has published numerous articles in finance, business, and accounting journals, has published six books, including a textbook on the theory and applications of futures and option contracts, is coeditor of the *Review of Futures Markets*, and is associate editor for *Advances in Futures and Options Research*, *Journal of Derivatives*, *Journal of Financial Economics*, and *Journal of Finance*.

Andrew B. Widmark, J.D., *Professor of the Practice of Real Estate*; B.S. (Fairleigh Dickinson University), M.B.A. (University of Pennsylvania), J.D. (Rutgers University).

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.

Richard H. Willis, Ph.D., *Assistant Professor of Business Administration*; B.S. (University of South Alabama), M.A.S. (Ohio State University), M.B.A. (Duke University), Ph.D. (University of Chicago).

Professor Willis' teaching interests are managerial and financial accounting. His research focuses on buy-side and sell-side financial intermediaries and voluntary disclosure. His prior professional experience was in marketing research in the consumer packaged goods industry.

Peter R. Wilson, Ph.D., *Associate Professor of the Practice of Business Administration*; B.A. (University of North Carolina at Chapel Hill); M.B.A. (University of North Carolina at Greensboro); Ph.D. (University of North Carolina, Chapel Hill). Professor Wilson teaches in the areas of corporate reporting, financial statement.

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, Ph.D., *James B. Duke Professor of Business Administration*; B.S. (University of Illinois), Ph.D. (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.

Paul H. Zipkin, Ph.D., *T. A. Finch, Sr. Professor of Business Administration*; B.A. (Reed College), M.S. (University of California), Ph.D. (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 new book, *Foundations of Inventory Management*, will appear shortly.