
bulletin of
Duke University
2001-2002

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.

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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 2000. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not discriminate on the basis of race, color, national and ethnic origin, disability, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university also does not tolerate harassment of any kind.

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

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

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at 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.

Contents

University Administration	4
Board of Visitors	5
The Duke MBA Calendar	6
Preface	7
General Information	8
Programs of Study	12
The Duke MBA	13
MBA with Health Sector Management Certificate	15
Concurrent Degree Programs	17
The Duke MBA – Weekend Executive	18
The Duke MBA – Global Executive	19
The Duke MBA – Cross Continent	20
The Doctor of Philosophy	22
Executive Education	23
Admissions	24
Financial Information	28
Tuition and Fees	29
Payment Policies	30
Financial Aid	31
Career Services and Placement	38
Student Life	42
Fuqua Culture	43
The Judicial Code	45
Student Activities	51
Living Accommodations	53
Food Services	54
Other Services	54
Health Care	55
Academic Regulations	56
Registration	57
Academic Requirements	57
Commencement	59
Other Information	59
Courses of Instruction	60
The Duke MBA	61
Doctor of Philosophy	77
The Duke MBA – Global Executive	80
The Duke MBA – Weekend Executive	82
The Duke MBA – Cross Continent	87
Faculty	90

University Administration

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THE FUQUA SCHOOL OF BUSINESS

CALENDAR*

The Duke MBA Academic Calendar**

Fall 2001

August	
13-17	Orientation and Registration
19-24	Integrative Learning Experiences 1 and 2
27	Term 1 classes begin
October	
TBD	Career Fair, no MBA classes
5	Term 1 ends
9-12	Term 1 exams
15-19	FALL BREAK
22	Term 2 classes begin
November	
21-23	THANKSGIVING BREAK
December	
4	Term 2 ends
7, 10-12	Term 2 exams

Spring 2002

January	
17	Term 3 classes begin
21	Martin Luther King Holiday, no MBA classes
March	
1	Term 3 ends
5-7	Term 3 exams
8-15	SPRING BREAK
18	Term 4 classes begin
April	
26	Term 4 ends
30	Term 4 exams
May	
1-3	Term 4 exams
11-12	Commencement

*Dates of the 2001-2002 calendar are subject to change by the provost of Duke University during the 2001-2002 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.

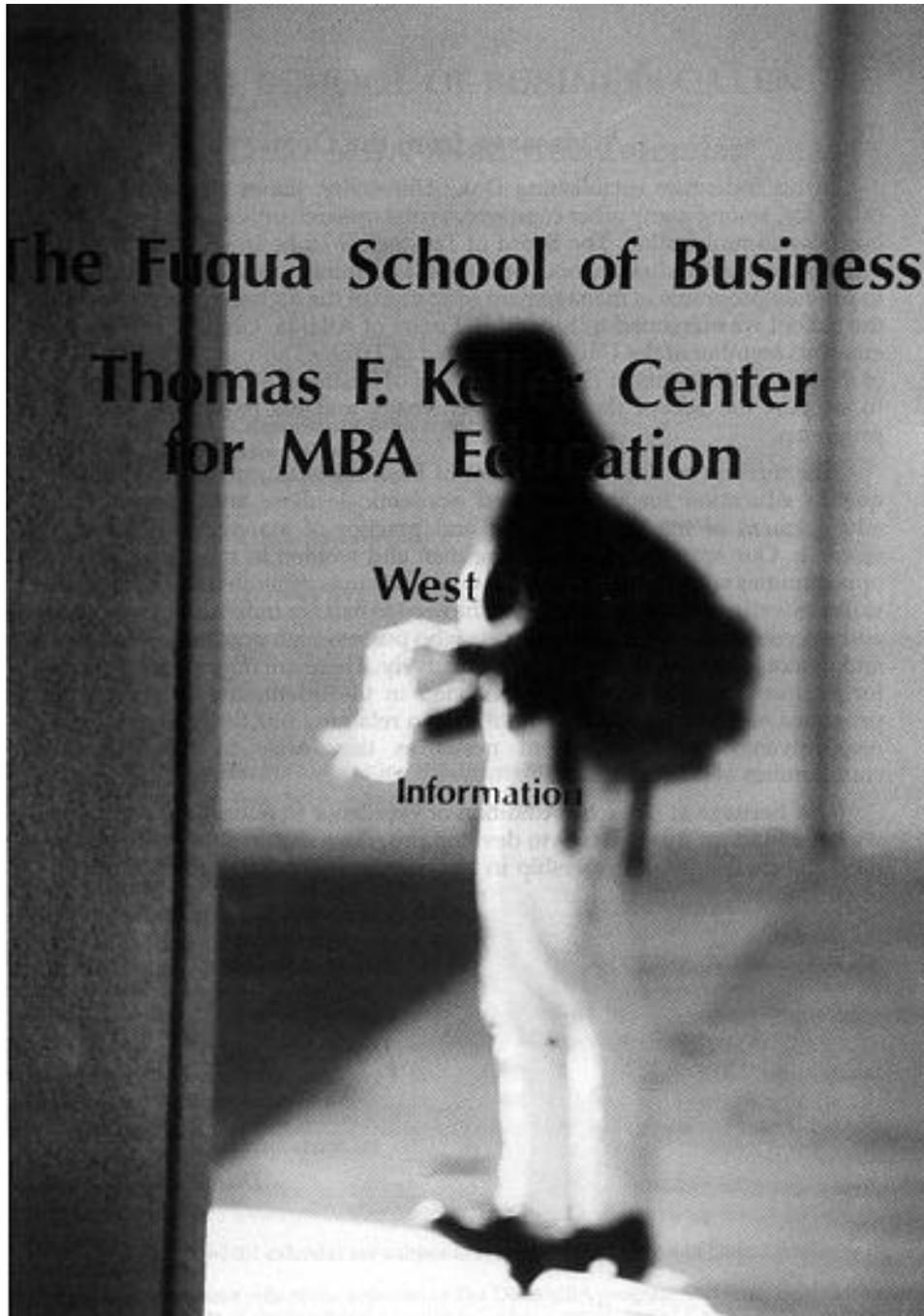
Preface

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

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 110, and more than 1,100 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.

The East 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 Wesley Alexander Magat 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, ecommerce, business in the environment, global business management, and health sector management. 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.

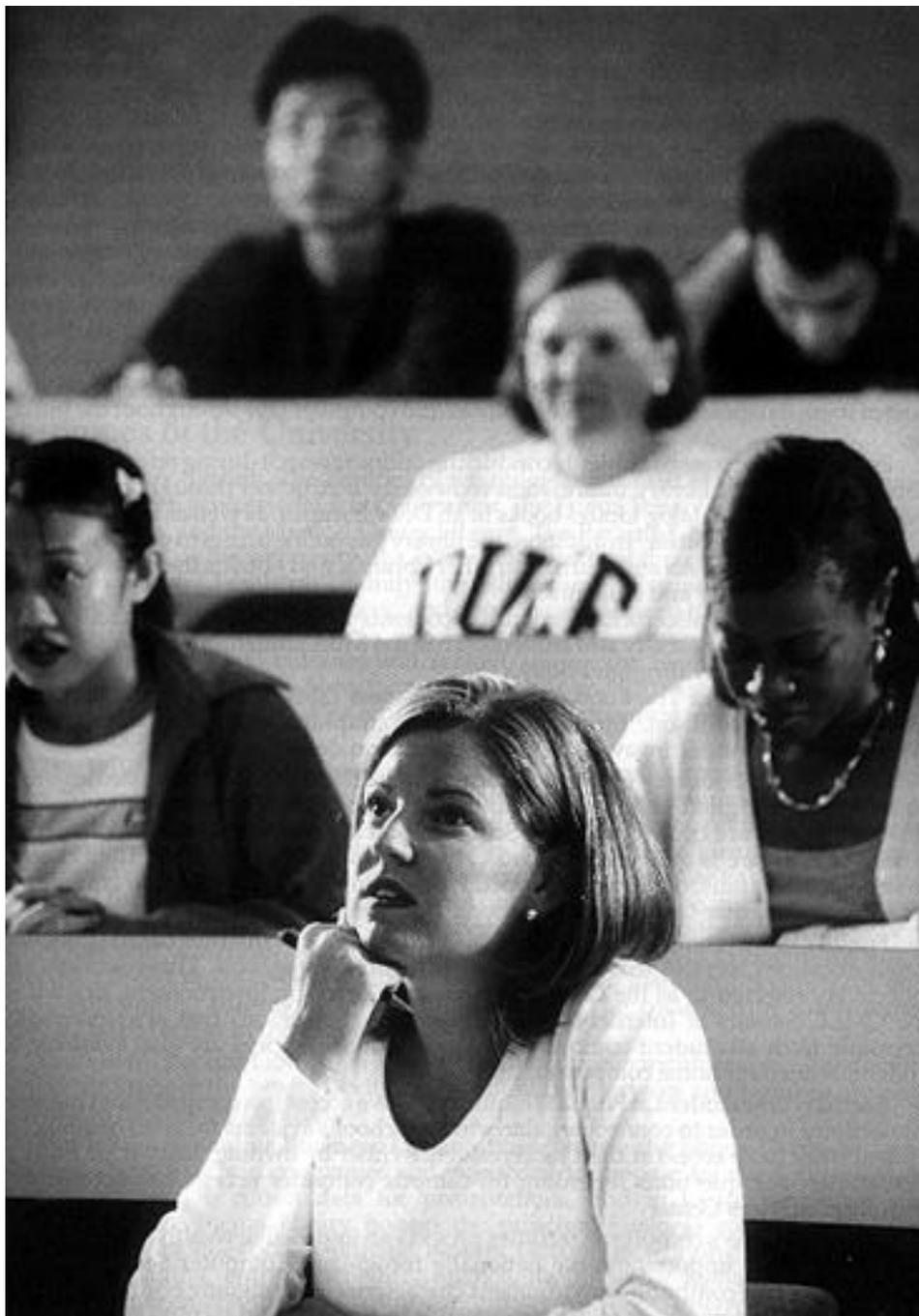
Computing Resources for Students. More than 150 microcomputers dedicated to student use are located in Fuqua's computer laboratories and team study rooms. All MBA computers are connected to the School's local area network over which a wide variety of software is delivered. Each PC has access to a laser 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 Technical Support 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 (Daytime) 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

Throughout the health sector, from consulting, financing and pharmaceuticals to biotech and genetics – the business of health care has become increasingly complex. To address emerging issues and guide this sector in the future, a unique breed of manager is needed: leaders with strong general management skills and an in-depth understanding of the complex business relationships of the health sector.

Building on the strong foundation of The Duke MBA, Fuqua's Health Sector Management (HSM) program offers a new model for training managers with the breadth of understanding needed to lead this industry into the future.

Program of Study

The Health Sector Management program is a critical part of Fuqua's current and future excellence in business education. The value of this program to students, employers and the field is based upon its integration into the general MBA program. By pursuing a Duke MBA, students obtain world-class training in basic management. In addition, students obtain cutting-edge knowledge of the complex and multifaceted health sector, building a strong foundation upon which they can pursue more specialized health-related interests.

The design of the Health Sector Management concentration is based on three guiding principles:

- Fuqua's Health Sector Management graduates need the outstanding skill set provided by The Duke MBA combined with an intensive examination and understanding of the unique aspects of the health sector.
- Health Sector Management students require academic and experiential outlets for their interests to allow for an immersion experience in the health sector.
- Health Sector Management students need to understand both the current structures of the health care system and the dynamic nature of the industry.

The Health Sector Management program has constructed a curricular framework that allows students to take the skills and tool sets that they are acquiring in their core courses and immediately begin applying them to the health sector. This application assists students in understanding the overlap between general managerial expertise and the health care industry. The Fuqua Health Sector Management program is designed to introduce students to the structure and dynamics of the health care industry in the first year. An extensive series of seminars, designed to apply core business principles to the health sector, provides students with opportunities to translate the competencies of the core courses to health care.

The program builds upon this foundation in the second year, to focus on the more complex components of the health sector. Students will assess new opportunities for innovation in business design, value capture, and pitfalls that are to be avoided in designing durable business models for products, companies or industries. At the end of two years, students will have a broader and deeper understanding of the entire health care sector. They will be able to draw upon their knowledge of general business issues and experiences to help develop and build new structures and business models in this dynamic sector. This combination of scholarship and skills will allow the students to focus on specific aspects of health care that are of interest to them as they pursue their career goals.

Fuqua's innovative Health Sector Management curriculum preserves an emphasis on the MBA core courses and complements them with two required HSM courses, a seminar series and a range of HSM electives. To earn the Health Sector Management certificate designation, students must complete all MBA course requirements at Fuqua as well as the HSM required core courses, and three health related electives.

REQUIRED CORE COURSES

- **HEALTH CARE IN THE 21ST CENTURY.** This is a week long course held immediately preceding general Fuqua orientation. The course provides a detailed overview of the structure and underpinnings of the health care system. This includes the thorough examination of health policy, the pharmaceutical and device manufacturing industries, IT, globalization, consumerism, payers and providers and health care entrepreneurship. While this course is designed primarily for incoming first year students, there is nothing to preclude a student from taking the course at the beginning of the second year.
- **FUNDAMENTALS OF HEALTH CARE MARKETS.** Offered in Term IV of the first year. The course provides students with the tools to effectively address emerging issues in the health care industry. The focus is specifically on health care economics and finance, and uses prominent health sector organizations as real-world models. It also provides the basis for the electives offered in the second year.
- **SEMINARS IN HEALTH CARE.** This is a required noncredit component offered throughout the year. It provides students the opportunity to demonstrate applications of the skill sets taught in the core to health care. In addition it provides continuity throughout the first year. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. In order to receive the Health Sector Management Certificate, students attend 60 percent of the seminars offered.

ELECTIVES

Elective opportunities allow each student to pursue in-depth a particular area and round out their individual experiences in light of their career goals. During the two years of study, Fuqua MBA students can take a total of 13-14 electives. For students in the Health Sector Management program, five of these electives are utilized to complete the program: two HSM core courses and three additional health related electives. Students may then enroll in seven or eight additional electives in health or non-health courses. Joint Degree students in the Health Sector Management concentration are required to take only one HSM elective. Specific health related electives planned for the current academic year include:

- Health Care Systems and Policy
- Economics and Management of the Pharmaceutical Industry
- Informatics, the Internet and Health Care
- Outcomes Research: Tools for Health Care Decision-Making
- Health Care Law
- New Ventures in Health Technology Practicum
- Marketing Practicum
- Strategic Planning Practicum

Other electives may be drawn from an extensive list, which include entrepreneurship, managing change, managing professional organizations, service marketing, and ethics in management. 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.

BEYOND COURSEWORK

Tutorials

In addition to the required and elective courses, the Health Sector Management program offers an ongoing tutorial series. Tutorials are designed to enrich the curriculum, provide intensive focus on a particular health care issue or to fill in instructional and experiential gaps. Utilizing small group settings of five to ten students, tutorials are led by faculty members, industry experts and leaders. These sessions are open to both first and second year students and take place throughout the school year. They are elective and non-credit in nature.

Health Sector Colloquia

Through the HSM colloquia, national and international industry thought leaders and distinguished faculty are invited to explore and discuss significant issues and trends that influence the health care industry. This is a unique opportunity for students, faculty and special guests to meet and confer on topics ranging from science and technology, health policy and emerging trends in the field, to historical forces that have shaped those trends.

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 interconnected, 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 (Daytime), 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 1000 managers from 25 states, Canada and Puerto Rico an unsurpassed grounding in the fundamentals of business management.

The Weekend Executive curriculum emphasizes the fundamentals of business and management theory: accounting, decision sciences, economics, finance, management, marketing 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 12 core courses and 6 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 weekendexec@fuqua.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.

The Duke MBA – Global Executive program 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 terms 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 high potential managers (with 3 to 9 years experience) to enhance their careers through a world-class business education that leverages the use of Internet-based technology allowing 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 location.

The first Duke MBA – Cross Continent class was enrolled in August 2000, and was comprised of one class section in the US and one in Germany. The US-based class section completes its residency sessions on the Duke University campus of The Fuqua School of Business in Durham, North Carolina. The European section assembles at The Fuqua School of Business Europe located in Frankfurt, Germany. The two class sections 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 class sections will be brought even closer together through a transfer requirement built into the program. In term three, half the class from Europe attends 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 complete 11 core courses, four elective courses and one integrative capstone course to earn their degree.

Two courses are 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) 660-7863, fax: (919) 660-8044, e-mail cross-continent-info@fuqua.duke.edu, or the Web: www.fuqua.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 **

- Probability and Statistics
- Global Financial Management

TERM 4 **

- Global Economic Environment of the Firm
- Marketing Management

TERM 5

- Operations Management
- Managerial Accounting

TERM 6 ***

- Elective 1
- Elective 2

TERM 7 ***

- Elective 3
- Elective 4

TERM 8

- Integrative Capstone Course
- Strategy Formulation and Implementation

* 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 of Fuqua locations during Terms 6 and 7.



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 accounting, 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.

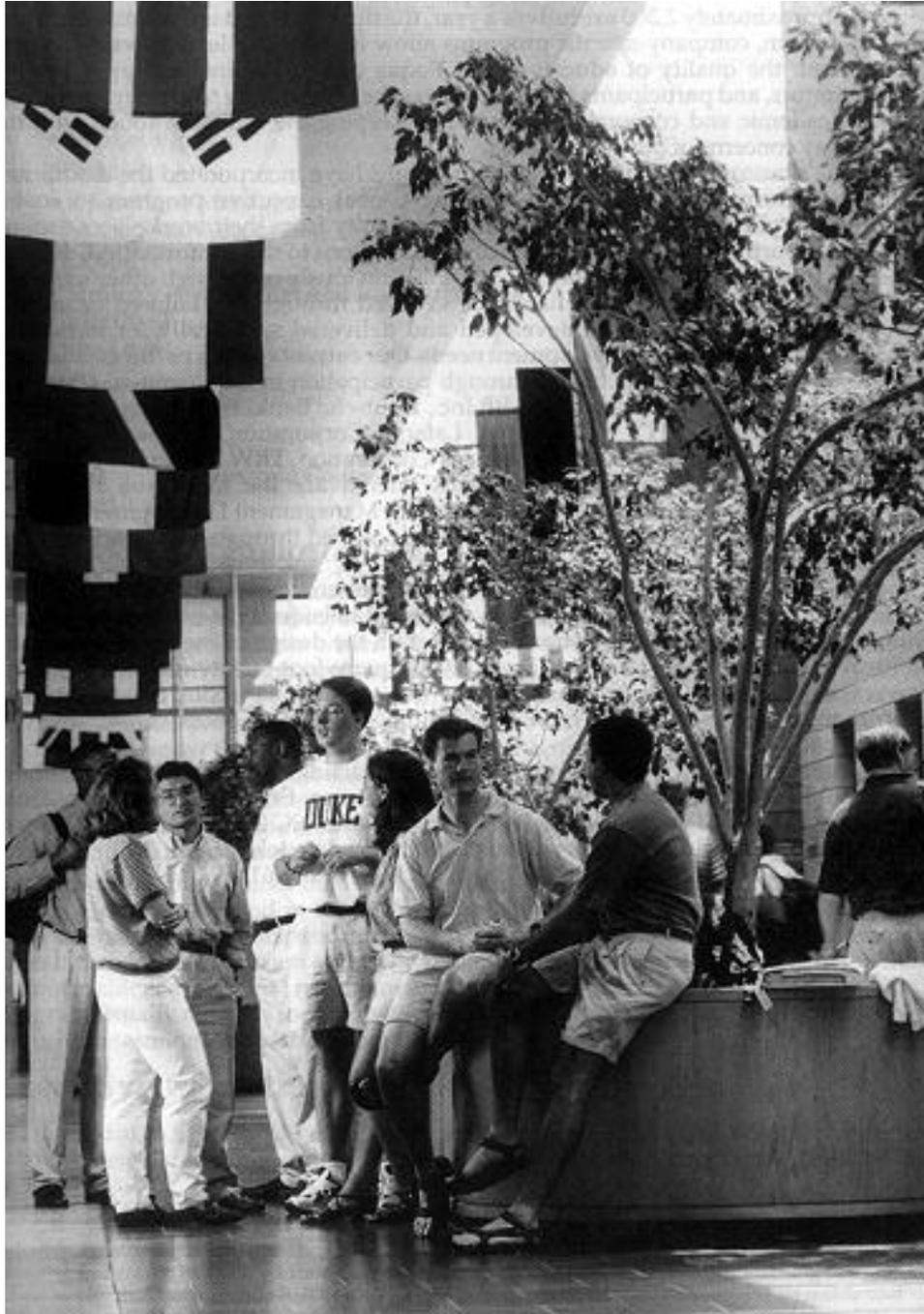
Executive Education

In addition to innovative MBA degree programs, The Fuqua School of Business offers a number of non-degree executive education programs. These programs include two general management programs designed for senior and middle management and eleven special topics programs that cover such topics as e-commerce, leadership, finance, accounting and mergers and acquisitions. All of these programs reflect the collaborative and innovative spirit of The Fuqua School of Business and reflect the fact that education is a life-long process requiring continued renewal. All use the Fuqua faculty as an integral part of the course delivery and all attract participants who come from leading corporations around the world. Finally, all are taught at the R. David Thomas Conference Center designed especially to enhance the learning experience.

As a result, recent surveys of open-enrollment programs find Fuqua's Executive Education programs to be world-class. Thus, the 2000 *Financial Times* survey ranks Fuqua #1 worldwide in course design and #2 in relevance of learning and skills. The 2000 *Business Week* survey ranks Fuqua #1 in scholarship and the ability to influence thinking in the business world. Similar findings are reported in the *U.S. News and World Report* survey of executive education programs. Major firms such as AT&T, Catipillar and Deutschebank send participants year after year reflecting the fact that our educational programs provide substantial value not only to the participants but also the firm.

Further information may be obtained by contacting Registration Administrator, The Fuqua School of Business, Duke University, Box 90116, Durham, NC 27708-0116, USA, or e-mail execed-info@fuqua.duke.edu. Telephone: 800-372-3932 (within USA), or 919-660-8011, Fax: 919-681-7761. The Web address is www.business.duke.edu.

Admissions



Admissions to The Duke MBA Program

The Duke MBA (Daytime) 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 \$150 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. Fuqua is pleased to offer a loan program for international students. Further details are available from Fuqua's financial aid web site.

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 2000-2001 is \$14,100 per semester for daytime students; \$13,200 per term/semester (5 terms) for The Duke MBA – Weekend Executive students; \$95,000 beginning May 2001 for students in The Duke MBA – Global Executive program and \$71,000 US or euros for The Duke MBA – Cross-Continent program beginning in August 2001. All charges are due and payable at the times specified by the university and are subject to change without notice. A \$20 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. **Students are required to pay four semesters of tuition in the program.** The Weekend Executive and Global Executive programs require 45 units of graduate credit. The Cross-Continent program requires 48 units of graduate credit.

The Duke MBA

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

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

The Duke MBA—Weekend Executive

Tuition refunds for The Duke MBA – Weekend Executive program will be made according to the following schedule. Tuition charges paid from loans must be returned to the proper loan account and will not be returned to the student.

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.

The Duke MBA – Global Executive

Please see *The Global Executive Student Handbook* for the student refund policy. Tuition charges paid from loans must be returned to the proper loan or account and will not be returned to the student.

The Duke MBA – Cross-Continent

Please see *The Cross-Continent Student Handbook* for the student refund policy. Tuition charges paid from loans must be returned to the proper loan account and will not be returned to the student.

Payment Policies

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 2000-2001

Student Living Expenses

Rent (including utilities)	\$4,300
Food	3,450
Miscellaneous: (local travel, phone, laundry, insurance, entertainment, personal maintenance, etc.)	2,700
Transportation	1,170
Total Living Expenses	\$11,520

Educational Expenses

Tuition	\$28,200
Student Insurance *	847
Student Health Fee	460
MBA Association Fee	150
Graduate Activity Fee	20
Graduate Recreational Facilities Fee	50
Transcript Fee (one time fee)	30
Books and Supplies	1,140
Total Educational Expenses	\$30,897
Total Expenses for Academic Year	\$42,417

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.

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.

* 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 \$1,820 for the 2000-01 academic year.

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 booklet. 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.

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.

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

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.

Douglas K. Bratton Scholarship Endowment. Created by Douglas K. Bratton who is a 1984 Fuqua graduate to support graduates of Fuqua who are North Carolina residents.

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.

Donald R. Draughon Scholarship. This scholarship was established in 2000 by K. Robert Draughon, B' 85 to provide scholarships for students at The Fuqua School of Business. Preference will be given to students from North Carolina.

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.

P. Huber Hanes, Jr. Established in 1939 by P. Huber Hanes and is to provide support for first-year students.

Sacerdote Family Scholarship. This scholarship was established in 1999 by Peter M. Sacerdote, T '94 to provide merit scholarship support for two years to a student attending 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 Keller Scholars Program.

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.

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.

Rex and Ellen Adams Scholarship. Established to provide scholarship support to minority students at The Fuqua School of Business.

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.

Patrick J. and Judith E. Henry Scholarship. This scholarship was established in 1999 by Mr. and Ms. Patrick J. Henry, B '88 (Patrick Henry) to provide scholarship support for students enrolled in The Fuqua School of Business.

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.

The Kiplinger Prize. Established in 2000 by the Kiplinger Foundation to recognize the outstanding achievement of a rising second year MBA student attending The Fuqua School of Business.

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.

Nan Gray and Albert C. Monk, III Scholarship. This scholarship was established in 2000 by Mr. and Mrs. Albert Coy Monk, III, T '61 (Albert Monk) to provide scholarship support to students enrolled in The Fuqua School of Business.

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.

Thomas B. Roller Scholarship. Established in 2000 by Thomas B. Roller to provide scholarship support to students enrolled in The Fuqua School of Business

Opportunity Fund. This award was established by Jeffrey W. Rollins, T '87, B '88 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., now deceased, former 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 the 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 and a listing is provided with award notification. 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, 2001 is 7.59 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 8.19 percent effective through June 30, 2001. 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 \$6,000 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 expected contributions up to the costs as stated in the Estimated Student Budget:

Alternative Loans. There are alternative educational loan sources available to graduate and professional students that offer assistance to supplement or replace the expected student contribution used in determining student eligibility for the Federal Stafford Student Loan and Federal Perkins Student Loan. These alternative loans are offered by the same lenders as the Stafford loans 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 or charged at repayment. 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 provided along with the individual financial aid award notification when eligibility for federal loan is determined.

International Student Loans. Fuqua has a program which gives international students some financial assistance. Further details are available from Fuqua's financial aid website.

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 190 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 400 companies come to campus to interview students, results in placement for approximately 60-70 percent 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 Hiring at Fuqua in 1999-2000

(Permanent and Summer Employment as of June 1, 2000)

Fuqua Equity Partners support a variety of activities at the school through their financial giving. Equity Partners for 1999-2000 are shown in boldface.

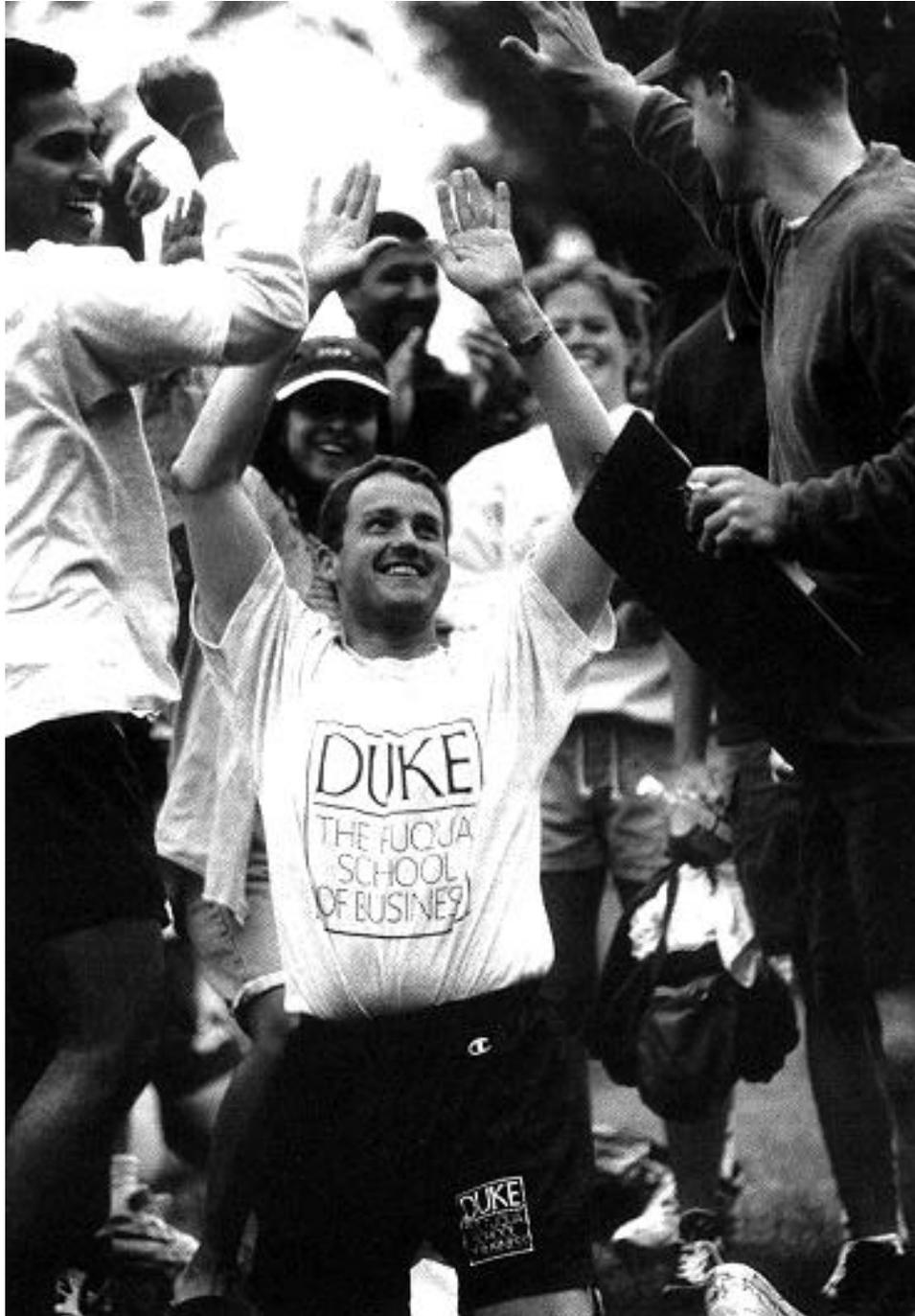
A.T. Kearney, Inc.
The Advisory Board Company
Agilent Technologies Inc.
Agiliti Inc.
Alerts.com
Alliance Consulting Group, Inc.
Amazon.com
America Online, Inc.
American Express Company
American Management Systems, Incorporated
Amgen Inc.
Andersen Consulting LLP
Apple Computer, Inc.
Arthur D. Little, Inc.
Bain & Company, Inc.
Banco Nacional de Mexico S.A.
Banco Safra S.A.
Banco Santander Central Hispano, S.A.
Bank of America Corporation
The Bank of New York Company, Inc.
Bear, Stearns & Co. Inc.
Becton Dickinson and Company
Booz-Allen & Hamilton Inc.
The Boston Consulting Group, Inc.
Brown & Wood LLP
BuildNet, Inc.
Cahners--Reed Elsevier Inc.
Cap Gemini Ernst & Young LLC
Capital One Financial Corporation
CarrierPoint, Inc.
Cephren Inc.
Chanel S.A.
Charles Schwab & Co., Inc.
Charter Oak Investment Systems, Inc.
The Chase Manhattan Corporation
Citigroup Inc.
ClearNow, Inc.
The Clorox Company
Cluster Consulting
The Coca-Cola Company
Colgate-Palmolive Company
Corporate Directions, Inc.
Cox Communications, Inc.
Credit Suisse First Boston Corporation
DaimlerChrysler
Deere & Company
Dell Computer Corporation

Deloitte & Touche LLP
Delphi Automotive Systems
Delta Air Lines, Inc.
DB Alex. Brown LLC
Deutsche Bank Securities Inc.
Diamond Technology Partners
Donaldson, Lufkin & Jenrette Securities Corporation
Dove Consulting Group, Inc.
drugstore.com, inc.
Duke Corporate Education Services
Duke University
E.I. DuPont de Nemours and Company
Eastman Chemical Company
Eastman Kodak Company
eBrainstorm, Inc.
eCustomers.com, Inc.
Electronic Data Systems Corporation
Eisai, Inc.
eKnitting.com
Eli Lilly and Company
EMC Corporation
Fannie Mae
Federated Investors, Inc.
First Union Corporation
FleetBoston Financial Corp.
FleetBoston Robertson Stephens Inc.
flypaper.com
Ford Motor Company
Fuji Photo Film Co., Ltd.
Garden.com Inc.
GE Capital
General Electric Company
General Mills, Inc.
General Motors Corporation
The Gillette Company
Glaxo Wellcome Inc.
The Glenmede Corp. Inc.
Glimmerglass Opera
The Goldman Sachs Group, Inc.
Grupo Vicunha
Guidant Corporation
HAHT Software, Inc.
The Hartford Financial Services Group, Inc.
Heritage Capital Management
Hewlett-Packard Company
Hoffmann-La Roche Inc.

Honeywell International, Inc.
Howstuffworks.com, Inc.
Hughes Electronics Corporation
IBM Corporation
Icarian, Inc.
Intel Corporation
iXL Enterprises, Inc.
J. P. Morgan & Co. Incorporated
Johnson & Johnson
journyx.com
Kestrel Solutions
Kraft Foods, Inc.
Legg Mason Wood Walker, Inc.
Lehman Brothers Holdings Inc.
LiveTechnology International
LM Ericsson Telephone Company
Mattel, Inc.
The McKenna Group, LLC
McKinsey & Company, Inc.
Medical Self Care, Inc.
Mercer Management Consulting, Inc.
Merck & Company
Mercury Marine
Merrill Lynch & Co., Inc.
Microsoft Corporation
Miller Brewing Company
Minnesota Mining and Manufacturing
Company
Mitchell Madison Group
Morgan Stanley Dean Witter & Co.
Morgan, Lewis & Bockius, LLP
Nabisco, Inc.
National City Corporation
Navigant Consulting, Inc.
New River Capital Partners
Nortel Networks
Northwest Airlines, Inc.
Offroad Capital
PaineWebber Incorporated
Peppers and Rogers Group
PepsiCo, Inc.
Pfizer Inc.
Philip Morris Companies Inc.
Piedmont Venture Partners, LLC
The Pillsbury Company
Pitney Bowes Inc.
Pittiglio Rabin Todd & McGrath (PRTM)
Playtex Products, Inc.
Porivo Technologies, Inc.
priceline.com Incorporated
PricewaterhouseCoopers LLP
Printpack, Inc.
The Procter & Gamble Company
Proxicom, Inc.

Question.com, Inc.
Ralston Purina Company
Raymond James Financial, Inc.
Recreational Equipment, Inc. (REI)
Red Hat Software, Inc.
Reliant Energy
Revenio, Inc.
Ropes & Gray
Russell Corporation
Salomon Smith Barney Inc.
Sara Lee Corporation
Schering-Plough Corporation
Scient Corporation
SciQuest.com, Inc.
Scott, Madden & Associates, Inc.
Serome Technology, Inc
SG Cowen Securities Corporation
Sibson & Company
Siebel Systems, Inc.
Siegelgale
SmithKline Beecham
Southeast Interactive Technology Partners
The Southern Company
Sports Illustrated
Sprint Corporation
StartUpStreet.com
Sumitomo Corporation
Sun Microsystems, Inc.
Switchback Grille and Trading Company
TH Lee.Putnam Internet Partners
The Motley Fool
Thomson Consumer Electronics Inc.
Tiber Group
Tonti Properties Management Company
TopSports, Inc
UBS Warburg LLC
Unilever
United Airlines, Inc.
United Parcel Service of America, Inc.
US Airways Group, Inc.
U S WEST, Inc.
Van Kampen Funds Inc.
Viacore, Inc.
Viant Corporation
Viewpoint Investment Partners
ViOS
Wachovia Corporation
Wal-Mart Stores, Inc.
Webvan Group, Inc.
Weyerhaeuser Company
Wilson Sonsini Goodrich & Rosati
Windwire
ZEFER Corp.
Zingbill, Inc.

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 Fuqua, 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 associate dean (daytime or Executive MBA as appropriate), or his/her designee at Fuqua.

The associate dean, 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 associate dean and the two student investigators will then determine whether or not to initiate formal proceedings.

The two student investigators will be appointed by the associate dean 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 associate dean 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 associate dean and the two student investigators deem relevant. The same notification will be simultaneously provided to the members of the Judicial Board.

Rights: Anyone suspected of a violation 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 associate dean 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 associate dean 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 Duke MBA (Daytime) 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, Global Executive or Cross-Continent 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, Global Executive, or Cross-Continent 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 associate dean 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 associate dean 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 associate dean 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 Fuqua. The proposed revisions will be adopted with a majority vote of the faculty of Fuqua 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

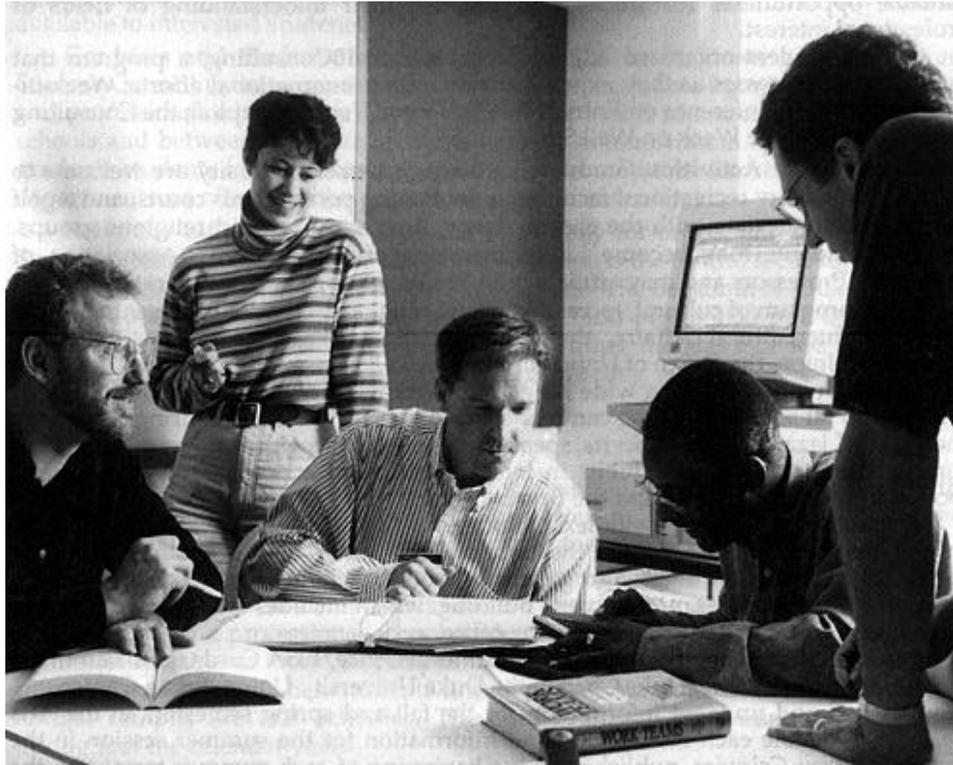
(for full policy see http://www.duke.edu/web/equity/har_pol.htm)

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
Lina Bell	The Fuqua School of Business	660-8002

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 University Life as well as recreational clubs. The Duke University Union sponsors a wide range of programs through its committees which are open to all segments of the campus community. Included are touring Broadway shows; rock, jazz, and pop concerts; speakers; films; a film-making program; a student-run television station; art exhibits in two galleries; and a broad program in crafts located in Southgate House and the Bryan Center.

The university center complex includes the Bryan Center, which houses the Information Center, two drama theaters, a film theater, lounges, stores, meeting rooms, game room, 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 University Life; Duke Chapel; the Duke University Union, Bryan Center.

Detailed and updated information for the fall and spring semesters in the *Arts 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.

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 gymnasias, a weight training room, outdoor handball and basketball courts, an archery range, horseshoe courts, an all-weather track, numerous playing fields, jogging and exercise tracks, and informal recreational areas. More than 30 sports clubs dealing with gymnastics, scuba diving, sailing, cycling, crew, riding, fencing, football, frisbee, ice

hockey, kayaking, lacrosse, badminton, karate, rugby, soccer, and other activities are available to interested students.

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 (DUFFS) 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 DUFFS, 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 few days of each term.

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

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

Academic Requirements

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

Graduation and Continuation Requirements for The Duke MBA (Daytime) students. To graduate, students must complete at least 81 credits and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete a minimum of 43 credits in the first academic year of the program and 81 credits by the end of the second academic year. Courses designated as required must be taken at the designated times unless the student has earned an exemption from the course, either by receiving an administrative exemption based on prior coursework or by passing an exemption exam.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive 1 strike for each *F* they earn and 0.5 strikes for each *LP*; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds

specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

	Threshold for Dismissal
First Year, Term 1 or 2	1.5 strikes
First Year, Term 3 or 4	2 strikes
Second Year	2.5 strikes

Thus, for example, a student who earns one *F* and one *LP* in the first two terms of the program will be dismissed. A student who earns one *F* in the first two terms and one *LP* in the third term would not.

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

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

Graduation and Continuation Requirements for Weekend, Cross Continent, and Global MBA students. To graduate, students must earn a GPA of at least 3.0, complete all required courses and a total of at least 45 credits in Weekend Executive and Global Executive programs and 48 credits in Cross Continent. There are no exemptions from required courses.

Students who earn an *F* in a required course (and who are allowed to continue in the program) will be placed on a mandatory one-year academic suspension. Within that one year period, the student must demonstrate competence in the subject matter as determined by the professor who issued the failing grade. The demonstration of competence is a faculty decision and can include, but is not limited to, retaking the entire course. Determination of requirements necessary to demonstrate competence must be established within 30 days of receiving the failing grade. If the student successfully demonstrates competence within the specified time period, he or she may be allowed to join the subsequent cohort of students, picking up where he or she left off. If the student does not demonstrate competence as determined by the professor or fails to meet the requirements within the allotted time period, the student will be dismissed from the program. Per university policy, a grade of *F* remains on the student's transcript and figures into the GPA even after retaking the course. Grades of *F* also continue to count in the strike total.

To ensure satisfactory progress toward completion of graduation requirements, students' grades must exceed a minimum threshold defined by the following "strike system." Students receive 1 strike for each *F* they earn and 0.5 strikes for each *LP*; these strikes accumulate throughout the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

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

Thus, for example, a student who earns one *F* and one *LP* in Term 1 of these programs will be dismissed. A student who earns one *F* in Term 1 and one *LP* in Term 4 would not.

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

Commencement

Graduation exercises are held in May for MBA students, October for Weekend Executive students, and December for Global Executive 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

Accounting (ACCOUNTG)

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

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

342. Corporate Financial Reporting. 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. Instructor: Staff. 3 units.

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

unsatisfactory, what the symptoms of cost system failure are, and how to appropriately structure an improved system. Instructor: Staff. 3 units.

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

440. Accounting for Mergers and Acquisitions. Examines advanced topics in financial accounting from the perspective of the professional accountant. Specific attention is devoted to the accounting and reporting problems of complex corporate enterprises. Topics include consolidated financial statements, foreign currency transactions, and international reporting issues. Prerequisite: Accounting 342. Instructor: Staff. 3 units.

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. Instructor: Staff. 3 units.

442. Valuation and Fundamental Analysis. Focuses on the use of fundamental analysis to value equity securities. Tools consist of valuation models [that is, discounted dividend, cash flow (weighted average and adjusted present value methods), abnormal earnings and economic profit] as well as financial ratio and multiples approaches. Emphasis on the role of financial statement data in equity valuation, using advanced problems and cases developed around actual financial statements. Provides students with a strong theoretical and applied understanding of the key equity valuation and stock selection approaches used by securities analysts and investment/portfolio managers. Instructor: Staff. 3 units.

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

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

448. Taxation and Global Management Decisions. Offers a general framework for thinking about how tax rules affect business decisions. The framework aids in

understanding the effects of taxes on business decisions, and devising effective tax planning strategies. Specific applications of the framework covered in the course include: tax aspects of mergers, acquisitions, and LBOs; tax arbitrage; compensation policy (for example, stock options, stock appreciation rights, deferred compensation, fringe benefits); taxation of competing organizational forms (for example, limited partnerships and pass-through entities); taxation of investments; and international tax planning strategies. Instructor: Staff. 3 units.

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

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

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

Decision Sciences (DECISION)

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

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

383. 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. Instructor: Staff. 2 units.

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

411. Forecasting. 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. Instructor: Staff. 3 units.

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

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

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

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

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

Economics (MGRECON)

300. Managerial Economics. This course considers how the actions of business firms, consumers, and the government—operating within a price system in a decentralized market economy—answer such basic resource allocation questions as what will be produced, how it will be produced, who will consume what is produced, and what resources to divert from present consumption to increase future consumption. The impact of various types of market structures (such as perfect competition, monopoly, and oligopoly) on economic efficiency will be discussed. Instructor: Staff. 3 units.

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

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

405. Managing the Governmental Relationship. Provides the student with an ability to understand and manage private sector problems and opportunities created by government programs. By examining the processes used by the legislative, executive, and judicial branches to create, implement, and enforce laws and regulations, the prospective manager will be prepared to compete effectively in markets controlled or affected by government activities. The course will consider the management

problems created by the United States antitrust laws and various government agencies regulating environmental hazards, energy, and health and safety. Instructor: Staff. 3 units.

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

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." Instructor: Kaufman. C-L: Law 515A. 3 units.

408. Management of Health Systems and Policy. Examines special aspects of health care law, financing, and health care policy. The provision of health care in the United States exists within a unique and complex environment. State and federal governments, through laws, programs, reimbursements, and payments, create a special environment for health care providers. Similarly, third-party insurers, and more recently, corporations, are taking active steps in modifying this environment. 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. Instructor: Staff. 3 units.

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

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. Instructor: Staff. 3 units.

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

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

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

Finance (FINANCE)

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

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

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

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

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. Instructor: Staff. 3 units.

451. Advanced Corporate Finance. Examines in depth the major financial decisions faced by the firm. Topics include dividend policy and capital structure decisions of the firm, as well as the pricing of various financial instruments. While the major emphasis of the course is on the traditional and recent theories regarding corporate financial decision making, much time is devoted to the consideration of empirical evidence supporting/refuting the various theoretical propositions. Time permitting, some special topics such as mergers and acquisitions and lease financing will be considered. Instructor: Staff. 3 units.

452. International Corporate Finance. Four dimensions characterize the special problems encountered by the international financial officer. They are: (1) the multiplicity of currencies, and attendant problems related to nominal contacts; (2) the misalignment of exchange rates vis-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. Instructor: Staff. 3 units.

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

454. 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. Instructor: Staff. 3 units.

455. Corporate Restructuring. This course will focus on some of the important managerial problems associated with corporate restructuring, for example, business ventures that are strategically important, particularly projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, and recapitalization. Both financial and strategic tools and techniques will be emphasized. Specific financial topics included will be alternative economic criteria, interpretation of study results and their use in decision making, and strategic valuation. The point of the course is that strategically important decisions must be based on sound analyses of both the financial and the strategic implications of the decision. Instructors: Bradley and Viswanathan. C-L: Law 324. 3 units.

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

457. Venture Capital and Private Equity. Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and

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

458. 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, arbitraging profit opportunities, placing unregistered securities, and providing broker and dealer services. Topics include markets and market making, and syndication and underwriting. Instructor: Staff. 3 units.

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

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

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

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

Health Sector Management (HLTHMGMT)

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. Instructor: Staff. 3 units.

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

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

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

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

Management (MANAGEMENT)

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. Instructor: Staff. 3 units.

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

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

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

421. 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. Instructor: Staff. 3 units.

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

the development of personal skills in the politics of management. Instructor: Staff. 3 units.

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

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

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

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

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

430. Advanced Corporate Strategy. Takes on the general manager's challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

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

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

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

435. 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. Instructor: Staff. C-L: Environment 283. 3 units.

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

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. Instructor: Staff. 3 units.

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

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

components of a culture and the way business is done is analyzed. Instructor: Staff. 3 units.

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

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

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

Management Communications (MGMTCOM)

200. Beginning Spanish 1. Instructor: Staff. 3 units.

201. Beginning Spanish 2. Instructor: Staff. 3 units.

250. Intermediate Spanish 1. Instructor: Staff. 3 units.

251. Intermediate Spanish 2. Instructor: Staff. 3 units.

290. Working Spanish A. Working Spanish, developed by The NC Global Center, helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. Instructor: Staff. 3 units.

291. Working Spanish B. Working Spanish, developed by The NC Global Center, helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. Working Spanish B will be offered in the spring and is a continuation of Working Spanish A. It can accommodate new advanced beginners and intermediate speakers (with consent of the instructors). Instructor: Staff. 3 units.

292. Working Spanish Immersion. *Working Spanish*, developed by The NC Global Center, helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. *Working Spanish* goes to Mexico for eight days to practice in a real-life setting. The immersion combines classroom instruction with a task-oriented "Mision Imposible" around town, cultural and business excursions, and discussions and visits with local business people. Instructor: Staff. 2 units.

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. Instructor: Staff. 2 units.

397. A-Q. Effective Advocacy. Builds on the skills and concepts that students learned in Management Communications 396. Focus on advocacy skills, team skills, collaborative skills, and the ability to communicate strategically as a team in written and oral form. Students refine their ability to construct persuasive arguments and move

beyond mere persuasion to advocacy. They learn how to challenge others' viewpoints and positions effectively and strategically. Students master the ability to manage questions and challenges gracefully in highly interactive communication situations. Students learn advocacy skills; manage communication; construct written and oral messages; analyze and respond to complex communication situations, and anticipate and answer challenges and counter arguments. Instructor: Staff. 2 units.

398. A-Q. Professional Project Communication. Builds on the important advocacy skills that students learned in Management Communications 397. It focuses on successful communication with executives and managers from outside the school who have agreed to act as project mentors. The communication project culminates in delivery of a fully professional and persuasive seventy-five-minute presentation to these decision makers. The course tests students' abilities to analyze an audience, align and adapt to the needs of that audience, influence the decision makers with written documents and oral discussions prior to the final presentation, and adapt to feedback and challenges throughout the term. Students polish the skills they are likely to use during summer internships and throughout their business careers. Instructor: Staff. 2 units.

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

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

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

Marketing (MARKETNG)

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

361. Market Intelligence. This is a course about 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. Instructor: Staff. 3 units.

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. Instructor: Staff. 3 units.

460. Product Management. Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the

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

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

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

463. Marketing of 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. Instructor: Staff. 3 units.

464. Customer Relationship Management. Adds depth to marketing skills by identifying problems and recommending strategies for managing customer relationships. Focus: to know the needs, desires, and behavior of individual customers, to communicate with them, and to produce customized goods and services to best meet the desires of each customer the firm chooses to serve. Course objectives: to understand how customer relationships are different from typical customer-brand interactions; to design a 1 to 1 marketing program using state-of-the-art tools; to use database mining techniques to identify valuable customers, manage promotional campaigns, and reduce churn; and to examine implementation, organizational, and privacy issues. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

Operations (OPERATNS)

370. Operations Management. Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, 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. Instructor: Staff. 3 units.

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. Instructor: Staff. 3 units.

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. Instructor: Staff. 3 units.

472. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. 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. Instructor: Staff. 3 units.

473. Management of Technology. Examines the multiple impacts that technology has on the firm. Major issues of technology management will be discussed, including

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

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

475. 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. Instructor: Staff. 3 units.

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. Instructor: Staff. 3 units.

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

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

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

Strategy (STRATEGY)

331. Foundations of Strategy. Builds the foundations for understanding strategic issues that confront a firm. Focuses on the overall firm, seeking to integrate concepts from functional area courses, and examines the basic problems of strategic direction for the firm with respect to the external competitive environment and the management of internal strategy processes within the firm. The objective of the course is to introduce the student to the tools and ideas needed to deal effectively with the formulation and implementation of strategic choices for the firm. The course builds and explores the concept of value maximization as a central objective of the firm. Instructor: Staff. 3 units.

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

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

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

Global Academic Travel Experience (GATE)

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

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

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

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

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

Integrative Learning Experience (ILE)

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. Instructor: Staff. 2 units.

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. Instructor: Staff. 3 units.

Doctor of Philosophy

Business Administration (BA)

510. Bayesian Inference and Decision. Methods of Bayesian inference and statistical decision theory, with emphasis on the general approach of modeling inferential and decision-making problems as well as the development of specific procedures for certain classes of problems. Topics include subjective probability, Bayesian inference and prediction, natural-conjugate families of distributions, Bayesian analysis for various processes, Bayesian estimation and hypothesis testing, comparisons with classical methods, decision-making criteria, utility theory, value of information, and sequential decision making. Instructor: Winkler. C-L: Statistics 221. 3 units.

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. Instructor: Nau. C-L: Statistics 234. 3 units.

521. Organization Seminar: A Micro Focus. Individual and small-group behavior in organizations. Theories of motivation, decision making, interpersonal behavior, group processes, and leadership. A variety of research approaches and methods includes presentation of behavioral research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

522. Organization Seminar: A Macro Focus. The organization and the subunits which make up the organization. Topics include: contingency theory, institutional theory, and population ecology. Theories of organization, structure, decentralization, divisionalization, functional area integration, task design, incentives and rewards, information systems, and decision rules are developed with an orientation toward their choice and design for high performance. Includes presentation of research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

525. Behavioral Decision Theory. Examines the development of research in individual and group decision behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. The basic topic areas include: (1) decision problem structuring, (2) thinking about uncertainties, (3) risk taking, (4) dealing with conflicting values, and (5) combining individual judgments into a group decision. Instructor: Payne. C-L: Psychology 316 and Statistics 231. 3 units.

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. Instructor: Staff. 3 units.

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. Instructor: Staff. 3 units.

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. Prerequisite: basic mathematics background in calculus, statistics, matrix algebra, optimization, and dynamic programming. Instructor: Kyle. 3 units.

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. Instructor: Bansal. 3 units.

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. Prerequisite: basic mathematics background in calculus, statistics, matrix algebra, optimization, and dynamic programming. Instructor: Kyle. 3 units.

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. Instructor: Staff. 3 units.

562. Seminar in Consumer Behavior. Examines the development of research in consumer behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. Topics include motivation and personality, perceptual processes, information search, choice processes, attitudes and persuasion, learning, and influence in consumer choice. Instructor: Bettman. C-L: Psychology 315. 3 units.

563. Marketing Models Seminar. The primary goals of this seminar are: (a) to review critically the most current research in marketing and (b) to gain a better understanding of and ability to build one's own model. After taking this course, students should be able to understand the assumptions and mathematical development of the current quantitative work in marketing and to use this understanding to develop meaningful extensions. Instructor: Staff. 3 units.

564. Experimental Design and Analysis Seminar. Examines issues in the design and analysis of experiments. Emphasis on analysis of variance (ANOVA), starting with the basic ANOVA model and examining multiple factor designs, blocking designs, nested models, within subject designs, repeated measure designs, and analysis of covariance. Instructor: Edell. 3 units.

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

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

591. Selected Topics in Business. Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

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

598. Independent Study. Allows the doctoral student the opportunity to engage in study or tutorial on special topics on an individual basis under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

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

The Duke MBA – Global Executive

Accounting (ACCOUNTG)

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

441G. 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. Instructor: Staff. 3 units.

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Decision Sciences (DECISION)

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

312G. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Economics (MGRECON)

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

301G. Global Economic Environment of the Firm. This course provides a conceptual framework for understanding the macroeconomic forces that shape

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

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Finance (FINANCE)

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

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

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Management (MANAGEMENT)

320G. Managerial Effectiveness for the Global Executive I: Managing Individual and Teams. Considers fundamental management concepts and the effects of globalization on traditional management practices. Topics: definition of global manager, 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. Instructor: Staff. 3 units.

321G. 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. Instructor: Staff. 3 units.

430G. 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.
Instructor: Staff. 3 units.

490G. Global Business Simulation. Provides an opportunity to integrate concepts and materials from earlier courses. Using computer-based simulation that emphasizes many key issues involved in global competition, student teams develop and implement strategic plans for their "companies." Conducted using Fuqua's Computer Mediated Learning Environment. Instructor: Staff. 3 units.

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty.
Instructor: Staff. 3 units.

Marketing (MARKETNG)

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

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty.
Instructor: Staff. 3 units.

Operations (OPERATNS)

370G. Global Operations Management. Considers the decision problems that confront operations managers in a global environment. Topics: 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). Instructor: Staff. 3 units.

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty.
Instructor: Staff. 3 units.

Strategy (STRATEGY)

491G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty.
Instructor: Staff. 3 units.

The Duke MBA – Weekend Executive

Accounting (ACCOUNTG)

340W. Financial Accounting. Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. Instructor: Staff. 3 units.

341W. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting

with ideas from microeconomics, data analysis, finance, and operations management. Instructor: Staff. 3 units.

441W. Financial Statement Analysis. 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. Instructor: Staff. 1.5 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

Decision Sciences (DECISION)

311W. Probability and Statistics. Examines structures for managerial decision making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. Instructor: Staff. 3 units.

312W. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

Economics (MGRECON)

300W. Managerial Economics. This course considers how the actions of business firms, consumers, and the government—operating within a price system in a decentralized market economy—answer such basic resource allocation questions as what will be produced, how it will be produced, who will consume what is produced, and what resources to divert from present consumption to increase future consumption. The impact of various types of market structures (such as perfect competition, monopoly, and oligopoly) on economic efficiency will be discussed. Instructor: Staff. 3 units.

301W. Global Economic Environment of the Firm. Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

408W. 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. Instructor: Staff. 1.5 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

Finance (FINANCE)

350W. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

351W. Corporate Finance. Examines the implications of modern financial theory for various decisions faced by corporate financial officers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include capital budgeting, capital structure, the cost of capital, mergers and acquisitions, and international financial management. Theory, empirical evidence, and case analysis all play significant roles in the course. Theory and empirical evidence together yield implications for corporate financial decision making. Case analysis forces students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 1.5 units.

352W. Investment. The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). Instructor: Staff. 1.5 units.

455W. Corporate Restructuring. This course will focus on some of the important managerial problems associated with corporate restructuring. Examples include projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, and recapitalization. Both financial and strategic tools and techniques will be emphasized. Instructor: Staff. 1.5 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

Management (MANAGEMENT)

320W. Managerial Effectiveness. Provides an introduction to the study of the behavior of individuals and groups within organized settings. The relationship of organizations to their environments is also examined. Emphasis is given to managerial strategies which enhance organizational effectiveness. Topics include leadership, motivation and reward systems, decision making, power and politics, conflict

management, and organization structure and design. A mixture of lectures, cases, and experimental exercises is used to develop managerial skills. Instructor: Staff. 3 units.

321W. Organizational Design. Focuses on the choices and trade-offs involved in the structuring and management of organizations for global competition in a rapidly changing environment. Special emphasis is given to the actions and choices available to managers in continuously realigning the strategies of the firm and in redesigning the organization in fast moving global turbulent environments. As a means of relating theoretical concepts and empirical research to actual managerial problems, strategic change, and organization design, the course will integrate conceptual and managerial readings with case analyses and group presentations. Instructor: Staff. 3 units.

335W. Legal Leverage. This course bridges the language gap between law and business by offering a relevant framework for executives to evaluate the legal consequences of their day-to-day business decision making. Legal principles that define the business landscape are introduced and evaluated as strategic planning tools to allow both entrepreneur and multinational executives the opportunity to effectively manage the delicate balance between minimizing risk and maximizing opportunity. Awareness of when and how legal issues arise allows executives to generate a range of business response options, thereby managing "at-risk" behaviors effectively and leveraging the avoided costs into net value. Instructor: Staff. 1.5 units.

421W. 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. Instructor: Staff. 1.5 units.

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

428W. Managing Technology and Innovation. Is intended to prepare the student for management in a technology-based or technology-intensive company. This course focuses on three types of technology management: managing technology, innovation, and R&D within the corporation; new business based on new technology and innovation; and bringing new technology and innovation into the corporation and utilizing it properly. This course will use a combination of readings, lecture/discussions, cases, and guest lectures by managers. Instructor: Staff. 1.5 units.

430W. Corporate Strategy. Takes on the general manager's challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

432W. Entrepreneurship and New Venture Management. This is a course about how to start and grow a business. The first part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on "adolescent" firms—firms that have moved beyond the initial start-up stage but that have yet to

evolve into mature businesses—the class will investigate growth-related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 1.5 units.

434W. 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. Instructor: Staff. 1.5 units.

435W. Business Planning for New Ventures. This course provides a different look at entrepreneurship by focusing on how to obtain, evaluate, and manage venture capital for start-up companies. Students learn how to maximize the value of assets, obtain greater levels of funding, and how to position for an IPO. The course combines financial, marketing, technology, and operational aspects of choosing, managing, and evaluating venture capital firms. Instructor: Staff. 1.5 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

Marketing (MARKETNG)

360W. Marketing Management. Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. Instructor: Staff. 3 units.

461W. Marketing Communications Management. The essential mission of this course is to provide an approach to managing marketing communications that is thoughtful, sophisticated, state-of-the-art, practical, and relevant to "real world" communication planning and decision making. The course will acquaint and familiarize participants with the basic communication strategies, their strengths, weaknesses, when they should be applied, when they should not, and how to know if they are working. Instructor: Staff. 1.5 units.

463W. Marketing of High Technology. This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 1.5 units.

464W. Customer Relationship Management. The managing of customer relationships has emerged as a top priority for most firms. Examination of the theories, tools, and techniques that enable firms to obtain the durable competitive advantage that comes from having a meaningful relationship with individual customers. Students learn how to identify customers, differentiate customers based on their needs and their importance to the organization, interact with individual customers, and customize offerings to meet their particular needs. Includes database tools necessary to implement these processes. Instructor: Staff. 1.5 units.

468W. 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. Instructor: Staff. 1.5 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

Operations (OPERATNS)

370W. Operations Management. Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, 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. Instructor: Staff. 3 units.

472W. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. 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. Instructor: Staff. 1.5 units.

491W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 1.5 units.

The Duke MBA – Cross Continent

Accounting (ACCOUNTG)

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

341C. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Decision Sciences (DECISION)

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

312C. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Economics (MGRECON)

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

301C. Global Economic Environment of the Firm. Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Finance (FINANCE)

350C. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Management (MANAGEMENT)

320C. Managerial Effectiveness. Provides an introduction to the study of the behavior of individuals and groups within organized settings. The relationship of organizations to their environments is also examined. Emphasis is given to managerial strategies which enhance organizational effectiveness. Topics include leadership, motivation and reward systems, decision making, power and politics, conflict management, and organization structure and design. A mixture of lectures, cases, and experimental exercises is used to develop managerial skills. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Marketing (MARKETNG)

360C. Marketing Management. Successful design and implementation of a marketing program requires a thorough understanding of the internal (company) and external (competition and customer) environments and how these elements interact with decisions about the appropriate marketing mix (product, price promotion, and distribution). This course provides the student with the necessary framework, knowledge bases, and analysis tools and techniques to develop and/or critic all aspects of a marketing program. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Operations (OPERATNS)

370C. Operations Management. Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, 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. Instructor: Staff. 3 units.

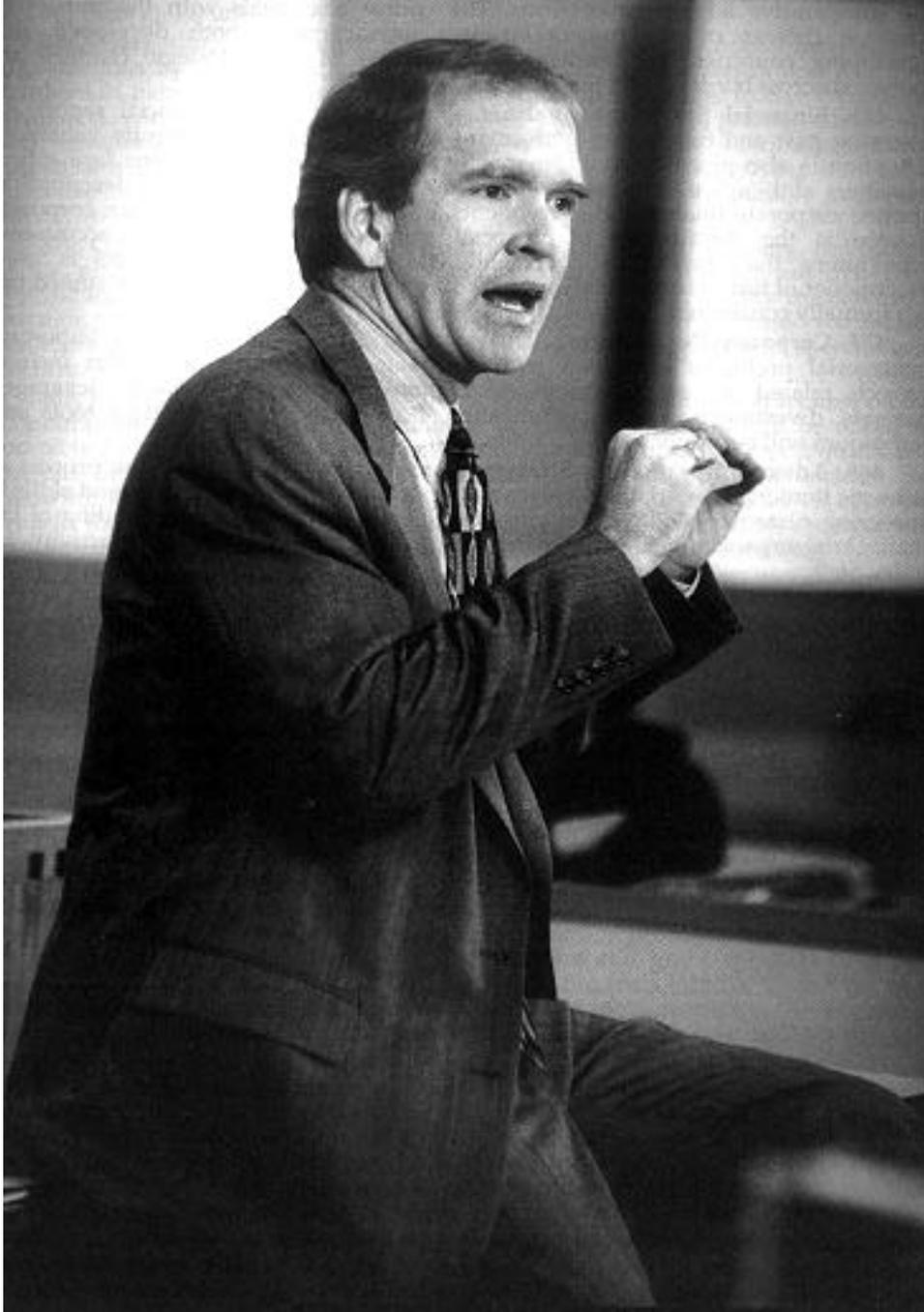
491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

Strategy (STRATEGY)

430C. Corporate Strategy. Takes on the general manager's challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

491C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

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. 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 director of PBS and Allegheny Corporation and a member of 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*, and also 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 and Associate Dean for Executive MBA Programs*; 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 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 teaches extensively in Fuqua's Executive MBA programs and in non-degree Executive Education setting. He has published three books and more than 60 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, the cultural setting of business, and globalization.

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.

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.

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.

Fernando G. Bernstein, Ph.D., *Assistant Professor of Business Administration*; Licenciado (University of Buenos Aires), Ph.D. (Columbia University).

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

James R. Bettman, Ph.D., *Burlington Industries Professor of Business Administration and 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.

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 focuses on negotiation and business relationships. She researches cognitive and social psychological barriers to effective management including impediments to rational decision behavior, negotiation, and managing relationships. Much of this research focuses on how people construe their social environments and on factors that inhibit or encourage the sharing of information. Most recently, she has researched interpersonal trust, technology and negotiation, and the dynamics of negotiating teams, particularly cross-cultural teams, and their effects on interpersonal and intergroup relations. She teaches courses on negotiation (fundamentals and international) and managerial effectiveness.

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.

Qi Chen, Ph.D., *Assistant Professor of Business Administration*; B.A. (Wuhan University), M.A. (University of Maryland), Ph.D. (University of Chicago).

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

Robert T. Clemen, Ph.D., *Associate 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.

John Coleman, 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.

Francesca Cornelli, Ph.D., *Associate Professor of Business Administration*; B.A. (Università Commerciale Boconi, Milano Italy), Ph.D. (Harvard University)

Professor Cornelli was previously at the London Business School and the London School of Economics. She is a research fellow of the Centre for Economic and Policy Research (CEPR) and a member of the editorial board of the Review of Economic Studies. She is also a fellow of the William Davidson Institute, at the University of Michigan Business School. Her interests include corporate finance, privatization, bankruptcy, contract theory and industrial organization. Her current research is on bankruptcy procedures, bookbuilding, the role of risk arbitrage in takeovers, venture capital financing, capital structure in Eastern Europe and donations. She teaches corporate finance.

Magnus Dahlquist, Ph.D., *Visiting Associate Professor of Business Administration*; B.A., Ph.D. (Stockholm University).

Professor Dahlquist's research and teaching interests lie in the fields of asset pricing, and international finance. His current research focuses on performance evaluation and practical problems related to portfolio selection and the behavior of and determination of exchange rates and interest rates. Prior to coming to Duke, he served on the faculty of the Stockholm School of Economics where he taught courses on debt instruments and markets, investment management, and international finance.

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 game theory. His research interests are in the areas of microeconomic theory, economics of information, industrial organization and regulation. His current work examines bidding behavior in auctions with identity dependent externalities, and dynamic models of oligopoly.

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

Professor DeCroix teaches the core course in operations management, as well as an elective course on operations and the environment. His research focuses on the management of inventory systems and supply chains, with a particular emphasis on the impact of environmental issues on these systems. His recent work addresses such topics as the management of inventory systems that include product take-back and remanufacturing, and the use of shared-savings contracts to enhance profitability and reduce waste in supply chains.

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

Professor Desai's primary research interests are management of marketing channels and marketing of durable goods. His work in marketing channels focuses on the role of various compensation schemes in solving channel coordination problems. His work in marketing of durable goods studies issues of leasing and selling, extended warranties and product 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 technology. Her research focuses on the impacts of electronic communication systems and groupware on global teams and organizations. She has a particular interest in virtual organizations and recently published a Special Issue in the *Journal of Computer-Mediated Communication* on the topic of virtual teams and organizations. Her book (*Shaping Organization Form: Communication, Connection, and Community*, Newbury Park, CA: Sage 1999), with co-author Janet Fulk of the University of Southern California, concerns the design and impacts of electronic communication systems within the dynamics of corporate life.

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 judgment, decision making, and communication. He also studies psychological biases in negotiation. Professor Fox teaches courses in decision making, negotiation, and managerial improvisation.

Jennifer Francis, 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 several financial accounting 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.

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. Professor Gallagher also serves the Fuqua School as director of computer-mediated learning.

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 teaches the Marketing Practicum course, is a guest lecturer in marketing and strategy courses, and advises students interested in marketing and/or consulting careers. Mr. Garda currently serves on the Duke Engineering Dean's Council and the Duke Athletic's Advisory Board. He recently served as Chairman of the Board of Visitors for Fuqua and as a Trustee of the Marketing Science Institute. His current corporate Boards include M.A. Hanna Company, Insect Biotechnology, Inc., and Warrick Industries.

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 and whether it is good for companies to operate as conglomerates. Professor Graham has also recently completed a project with Professor Campbell Harvey that compares academic theories to the way Companies actually practice corporate finance.

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), M.B.A. (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.

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 C. Huber, Ph.D., *Professor of Business Administration*; 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 marketing of high technology, product marketing, and corporate strategy. His current research has focused on the use of computer-based interviewing to assess consumer reactions to promotions, price differences, and external quality ratings.

Thomas F. Keller, Ph.D., CPA, *J. Reynolds Professor of Business Administration and Dean, Fuqua School of Business Europe*, 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 Biogen, Inc., Broadform, DIMON, INC., Hatteras Income Securities, Inc., Nations Funds, Inc., and Wendy's International, Inc. He is also a Director of the Triangle Community Foundation, the N.C. Zoological Society and the Research Triangle Regional Partnership and a Trustee of Stillman college. He is a former director of the American Assembly of Collegiate Schools of Business, the national accrediting agency for business schools and is former chairman of the RTP World Trade Center. From 1974 to June 1996, he served as dean of the Fuqua School of Business.

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 (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.

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.

Carolyn Levine, Ph.D., *Associate 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*.

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 at Chapel Hill).

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

Patricia W. Linville, 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.

Guiseppe (Pino) Lopomo, Ph.D., *Assistant Professor of Business Administration*, Laurea (Università Bocconi), Ph.D. (Stanford University).

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

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

Professor Lynch's current work focuses on Internet marketing and smart recommendation agents for e-commerce. He has published numerous articles on consumer behavior and marketing research methods in *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Marketing Science*, and *Management Science* and other outlets. Four of his papers have been honored as outstanding article of the year in the top journals in marketing, two by the *Journal of Consumer Research*, one by the *Journal of Marketing Research* and most recently by the *Journal of Marketing* for his coauthored 1997 paper "Interactive Home Shopping: Consumer, Retailer, and Manufacturer Incentives to Participate in Electronic Marketplaces." Professor Lynch is the only marketing scholar to have been honored by all three of these journals and the only two-time award recipient at the *Journal of Consumer Research*. He is past president of the Association for Consumer Research, past associate editor for the *Journal of Consumer Research*, and past associate editor and co-editor of *Journal of Consumer Psychology*. Professor Lynch has served as consultant to government regulatory agencies and businesses in the telecommunications and computer industries including MCI, SBC Corporation, US West, and IBM. He is a member of the Academic Board of Trustees for the Marketing Science Institute and of the board of Advisors for Copernicus: The Marketing Investment Strategy Group. His teaching interests are in research methods for market analysis and in consumer behavior.

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.

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 Fuqua School's Marketing Workbench Laboratory, a large research center that pioneered the use of expert systems in marketing and merchandising. Professor McCann currently teaches courses in electronic commerce and his research involves entrepreneurship, innovation, and entrepreneurial envisioning. He is currently leading the school's academic efforts in entrepreneurship.

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

Before joining the Fuqua faculty, Mr. McMahan 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, Ph.D., *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.

Michael B. Mikhail, Ph.D., *Assistant Professor of Accounting*; B.S., M.A.S. (University of Illinois at Urbana-Champaign), M.B.A., Ph.D. (University of Chicago).

Professor Mikhail's principal research interests are in the use of financial information by capital market participants, primarily security analysts. His work exploring the determinants of analysts' forecasting ability and stock recommendation profitability has appeared in the *Journal of Accounting Research* and the *Accounting Review*. Mikhail also studies the role of ownership structure on tax-planning aggressiveness and earnings management.

Marian Chapman Moore, Ph.D., *Associate Professor of Business Administration*; 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 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. Her work has been published in the *Journal of Marketing Research*, the *Journal of Marketing*, and the *Journal of Consumer Research*. She sits on numerous editorial review boards and her work has been supported by the National Science Foundation and the Marketing Science Institute. Before joining the faculty at Fuqua, Professor Moorman taught at the University of Wisconsin – Madison. Her teaching interests are in marketing strategy, 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 at Berkeley).

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

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, dynamic production and transportation systems. She teaches the core operations management course and an elective in production planning and control.

John W. Payne, Ph.D., *Joseph J. Ruvane, Jr. Professor of Business Administration, Deputy Dean and Director of the Center for Decision Studies*; B.A., M.A., Ph.D. (University of California, Irvine).

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

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 decision-making. His

recent work has focused on auction design, cooperative game models, social influence models, and on limitations of conclusions that can be drawn from optimization models. He joined 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).

Mr. Price 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.

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 develops 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*; 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 Fuqua is concentrated on creating and exploiting new international opportunities for education and research in major economic regions of the world.

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

Mr. Sax teaches a strategic planning Practicum for midsize businesses, directs student consulting program for small business and the Eastern Europe GATE course. He has worked with over 200 companies in the Triangle area. He is the coordinator for student consulting projects. Prior to joining Fuqua, he worked for over 30 years in the exploration/production sector of the oil industry for Unocal Corporation. His oil career was divided equally between domestic and international. He was vice-president of International Exploration the last ten years of his petroleum career.

Katherine Schipper, 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 and 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 co-editor 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 American 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 Standards Board, and she is currently a member of the Financial Accounting Standarded 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 Technology Commercialization Group, a venture capital and consulting firm, and is a member of the bar in California, Massachusetts, and North Carolina.

Blair H. Sheppard, Ph.D., *Professor of Business Administration*; 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 within 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 health care, pharmaceutical office equipment, natural resources, engineering, transportation, publishing, and hospitality industries.

Charles J. Skender, M.B.A., 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 at 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 and Associate Dean for the MBA Program*; 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 issues associated with valuation and with modeling learning and flexibility. At Fuqua, Professor Smith teaches courses in probability and statistics, decision models and decision analysis.

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 and Rose Donnell Professor of Business Administration and Associate Dean for Executive Education*; 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 M.B.A. (GEMBA™) program and the managing director of the Siemen's executive education programs. He was recently the winner of the AMA/Irwin Distinguished Marketing Educator Award and the Converse Award. He has chaired numerous Ph.D. committees. His students are now teaching at many of the top business schools around the world. Professor Staelin's current research interests include information search, channel management, strategy formulation, and managerial decision making.

Patricia H. Thornton, Ph.D., *Associate Professor of the Practice of Business Administration*; B.A. (San Jose State University), Ph.D. (Stanford University).

Professor Thornton's research and teaching interests are in organization theory, entrepreneurship, and strategy. The focus of her research is on constructing and testing theories that provide a better understanding of the impact of institutional change on organization decisions, such as executive succession, acquisition, and organization strategy and structure. She had industry expertise in publishing and has served as a consultant to the U.S. Department of Justice on acquisitions in the higher education market. Her research is published in the *American Journal of Sociology*, the *Annual Review of Sociology*, and the *Academy of Management Best Proceedings*. She recently won the W. Richard Scott award for the best research paper published in the past 3 years from the Organizations, Occupations and Work Section of the American Sociological

Association, for her article on how change in industry culture affects the sources of power that determine executive succession in organizations. Her work in entrepreneurship compares the survival of ventures founded in different institutional contexts, such as markets and hierarchies.

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).

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