
bulletin of
Duke University
2004-2005

The Fuqua School of Business



University's Mission Statement

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

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

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

Adopted by the Board of Trustees on February 23, 2001.

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The information in this bulletin applies to the academic year 2004-2005 and is accurate and current, to the extent possible, as of December 2003. 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.

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University Administration

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The Fuqua School of Business Calendar*

The Duke MBA Daytime Academic Calendar 2004-2005**

Fall 2004

August	
16-20	Class of 2006 Orientation and Registration
23-28	Integrative Learning Experiences (ILE) 1
23-26	Integrative Learning Experiences (ILE) 2
30	Term 1 classes begin
October	
TBD	Career Fair, no MBA classes
8	Term 1 ends
12-14	Term 1 exams
15-22	FALL BREAK
25	Term 2 classes begin
November	
24-26	THANKSGIVING BREAK
December	
7	Term 2 ends
10	Term 2 exams
11-13	Term 2 exams continue

Spring 2005

January	
17	Martin Luther King Day observed (no classes)
24	Term 3 classes begin
March	
4	Term 3 ends
8-10	Term 3 exams
11-18	SPRING BREAK
21	Term 4 classes begin
April	
29	Term 4 ends
May	
3-5	Term 4 exams
14-15	Class of 2005 Graduation

*Dates of the 2004-2005 calendar are subject to change by the provost of Duke University.

**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 11,000, of whom 5,000 are enrolled in the graduate and professional programs. Established in 1969, The Fuqua School of Business joined the Schools of Medicine, Nursing, Law, Engineering, Divinity and the Nicholas School of the Environment in preparing qualified individuals for professional leadership and developing excellence in education for the professions.

The Campus. The main campus (West) of Duke University is a beautifully designed complex of buildings in Gothic architecture, bordered on the east by the Sarah P. Duke Gardens and on the west by the 8,000-acre Duke Forest. This campus is dominated by the Duke Chapel, whose 210-foot-high tower houses a 50-bell carillon. The William R. Perkins Library is one of the largest research libraries in the country. The facility for The Fuqua School of Business—the Thomas F. Keller Center for MBA Education—the Wesley Alexander Magat Academic Center—the Lafe P. and Rita D. Fox Student Center—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 tenure faculty of 99, and more than 1,200 masters degree candidates enrolled in daytime and executive MBA programs. The school also offers a wide range of non-degree 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 148,000 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 113 guest rooms, three classrooms, a 250-seat dining room and a 110-seat clubroom. The center was designed to be a comfortable and efficient facility to serve Fuqua's executive 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.

Construction began in December 2000 for the 77,000 square foot Lefe P. and Rita D. Fox Student Center. On Sept. 2002, the Fox Student Center dedication ceremony opened the doors to a new Fuqua environment. Included in the Fox Student Center are a student lounge, dining facilities, student lockers and showers, additional administrative offices and a glass-enclosed atrium, which serves as the "living room" of the school. Keller Center spaces renovated as part of the same project include: a new behavioral lab, a student computing lab, two flat multi-purpose rooms primarily used for corporate SIP's presentations and a multi-media services suite.

Resources of the University

The Library System. The libraries of the university consist of the Perkins Library system and four professional school libraries: The Ford Library at The Fuqua School of Business, the School of Law Library, the Medical Center Library and the Divinity Library. The Perkins Library system includes the main library of the university, the William R. Perkins Library, and six branches: Biological and Environmental Sciences Library, the Vesic Library for Engineering, Mathematics and Physics, the Chemistry Library, the Lilly Library, the Music Library and the Marine Lab Library in Beaufort, NC. As of June 2002, Duke libraries contained approximately 5,200,000 volumes and ranked among the twenty largest academic libraries in the United States. More than 37,000 serials, and 220 newspapers are received regularly. The collection includes more than 9,000,000 manuscripts, 125,000 maps and 4,100,000 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 Ford Library. Students use the Ford 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 Ford library houses the principal business collections for the university, and includes print books and journals, e-books and e-journals, videotapes, audio books, 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 business ethics, diversity, business in the environment, global business management and health sector management. As of June 2003, the library houses 25,000 volumes of books, 1,200 current periodical subscriptions, 450,000 microforms and a comprehensive business reference collection. The library also houses an extensive career collection in its west mezzanine and provides easy access to career databases such as CareerSearch; the Vault Online Career Library; and Wetfeet Insider Guides.

Faculty and students worldwide have access to hundreds of business and academic databases over the Internet. Business databases include: ABI/Inform; Bloomberg; Business Source Premier; CCH Research Network; Compustat; Datastream; Econ Lit; Economist Intelligence Unit Country Reports; Euromonitor Global Market Information; Factiva; Faulkner; Forrester Research; Gartner IntraWeb; Health Reference Center; Hoovers Online, Investext; ISI Emerging Markets; Jupiter Media Matrix; Lexis-Nexis; Mergent Online; Morningstar Mutual Funds; Multext Investment & Industry Reports; OneSource Business Browser; ProQuest Direct; Reuters Business Insight, Standard and Poors Market Insight; Standard and Poors Net Advantage, STAT-USA; and Thomson Research. These databases contain information on companies, industries and other topics of interest to business students and faculty. Databases are available in offices and computer labs throughout the building and can be accessed 24/7 worldwide.

Librarians assist students conducting online research during reference hours and offer library information technology instruction throughout the year. The library's online catalog locates books in all Duke libraries, as well as in the libraries at neighboring universities. In addition, the library 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.

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

Computing Resources for Students. Fuqua's network and technology infrastructure includes a high-performance network with extensions into Internet2.

Developed under an exclusive partnership agreement with Nortel Networks, FuquaNet is capable of routing billions of pieces of information across the Fuqua community each second. On this infrastructure rests an integrated web environment comprising Fuqua's intranets (FuquaWorld and AlumniLink), external web presence and virtual learning environments. This infrastructure allows the entire Fuqua community to be connected across buildings and continents.

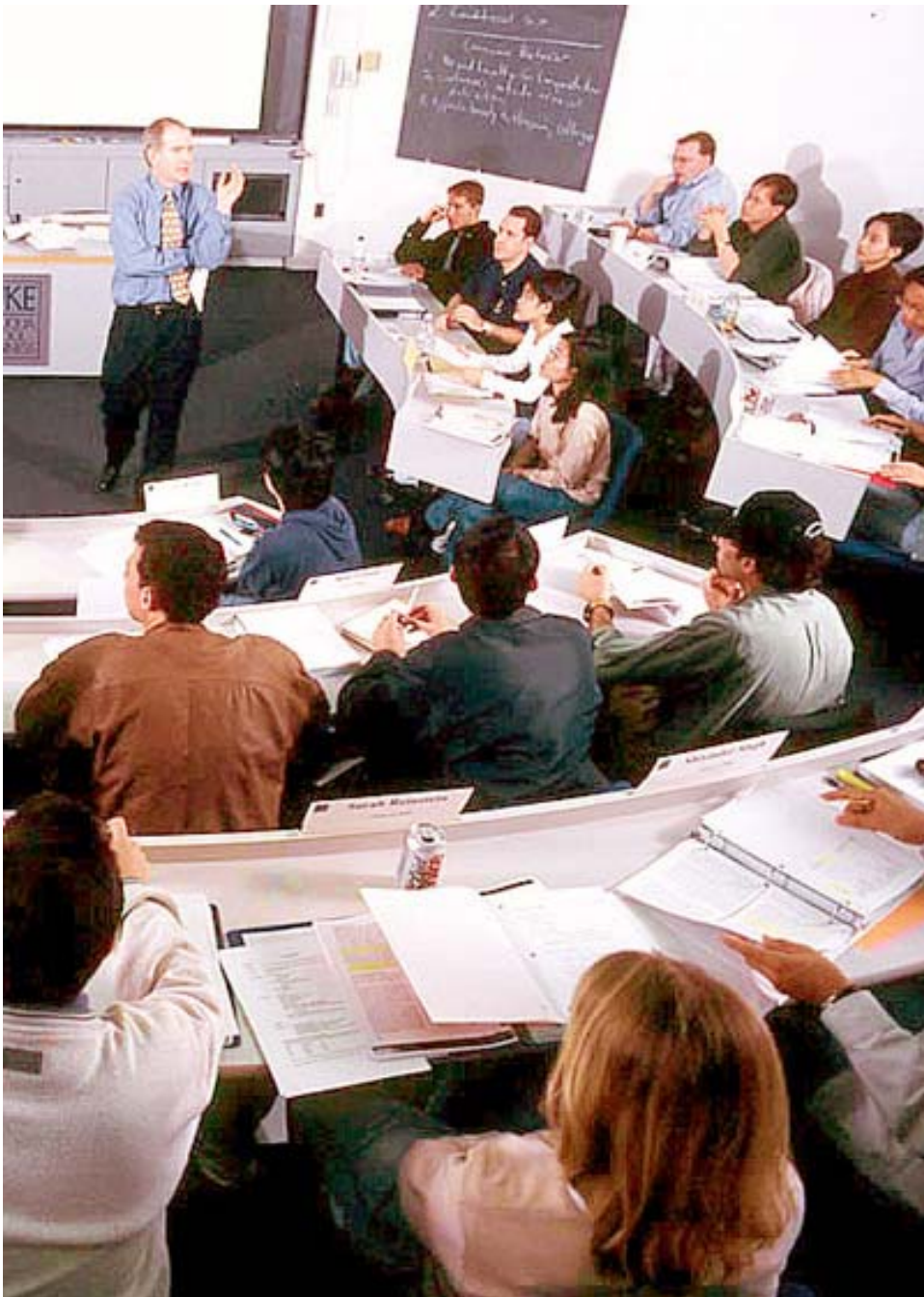
Fuqua's high-performance wireless network provides students with "anywhere" access to e-mail, FuquaWorld, and other web services. For students using mobile devices such as laptop, handheld, or web tablet computers, wireless access can provide additional flexibility for checking e-mail or for information access when studying, even outside at a patio table! The expansive open space in the Fox Student Center provides additional opportunities to take advantage of this freedom. In addition, wireless network access provides new options for team meetings.

To enhance study time and communications, we have designed innovative spaces where students can quickly access e-mail, browse the web, or access computing resources while studying or completing a paper. We refer to these areas collectively as the Student Computing Space. This computing landscape allows students to be more productive with their time when not in class and includes over 200 WorkStations, ExpressStations, and KioskStations located in computer labs, open spaces, and team rooms.

Fuqua is a pioneer in the use of internet tools and virtual learning environments to support our philosophy of team-based teaching and learning, using the right amount of "high-touch", not just high-tech. Fuqua pioneered the Computer Mediated Learning Environment in 1994 and the world's first distance-learning environments in support of our Global Executive MBA program in 1996. Students can access these tools and environments from home or from anywhere around the world to combine the best of the physical and virtual classroom.

The first business school to integrate the internet into its curriculum, The Fuqua School of Business continues to extend its leadership position by leveraging technology in order to enable innovation and collaboration across the school. The result is a unique technology-enhanced learning environment surrounded and fueled by world-class research and infrastructures. Fuqua's presence in the Research Triangle area and strategic partnerships channel needed technology resources into the environment to support the growth in quality and innovation which have placed Fuqua on a truly impressive trajectory.

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 79 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

ILE 1: Team Building and Leadership Development

Term I

Managerial Economics
Probability and Statistics
Managerial Effectiveness
Computer Skills

Term II

Financial Accounting
Global Financial Management
Marketing Management
Informing and Influencing Business Audiences

SEMESTER 2

Term III

Decision Models
Managerial Accounting
Operations Management

Term IV

Global Economic Environment of the Firm
Elective
Elective
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. This option is not available to joint-degree students who already take a substantial number of non-Fuqua classes.

MBA with a Health Sector Management Certificate

The Health Sector Management Concentration:

- Immerses students in leading-edge health care education integrated with The Fuqua School of Business's Daytime MBA core curriculum.
- Delivers industry specific business curricula from various perspectives in the health sector.
- Provides in-depth fundamental knowledge of the structure and underpinnings of the industry, while providing exploration of specific health care topics to meet individual interest areas.
- Prepares students to enter into various sectors of the health care industry as principled leaders, including: pharmaceutical and device companies, consulting, banking, venture capital, entrepreneurship, bioinformatics, and health care systems and insurance agencies.

The Health Sector Management Concentration Requirements

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

The required courses are:	Credits
Health Care in the 21st Century	3
Seminars in Health Care	2
Economics of Health Care	3
Select any two from the following list:	
Management of Health Systems and Policy	3
Economics and Management of the Pharmaceutical Industry	3
Information Technology in Health Care	3
Managing Drug Discovery	3
Leading Medical Device Innovation to Market	3
Health Care Law and Policy	3
** Marketing Practicum	6
** Strategic Planning Practicum	6
** Mentored Study in Entrepreneurship	6
** Duke New Ventures Clinic	6

Required Core Courses

- **Health Care in the 21st Century** This course introduces HSM students to the interlocking segments of the industry (e.g., Doctors, Hospitals, HMOs/PPOs, Insurers, Consultants, Pharmaceuticals, and Medical Devices), their current status, and how they are changing. It 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/interface, the changing demographics

*The successful completion of 14 HSM credits is required to obtain transcript notation indicating Health Sector Management. Joint degree students must have 11 HSM credits to obtain transcript notation indicating Health Sector Management.

**These courses count as an HSM elective only if the project done in the course is HSM-related and even though these courses may span two terms, they count as one HSM elective.

of health, the growth of technology, the emerging regulatory patterns, and comparative strategies of public health across nations.

- **Seminars in Health Care** The business of health care has become increasingly complex. To address emerging issues and guide this sector in the future, leaders will need strong general management skills coupled with an in-depth understanding of the health sector's complex business relationships. The Health Sector Management program's curricular framework encourages students to use the general management skills they are acquiring in core MBA courses directly in the health sector. This seminar series gives students the opportunity to learn how health sector professionals have applied the skill sets taught in the core courses in actual health sector case studies. Faculty and outside speakers present and discuss cases representing unique applications and current topics of interest.
- **Economics of Health Care** This is a course that applies the tools of Microeconomic Theory to examine the market behavior of consumers and firms in the health care sector. The focus is on analyzing the economic fundamentals behind the actions and reactions of the players in the health care market. The emphasis will be on acquiring a tool kit that will enable a structured and analytical examination of the issues rather than a review of the issues per se. On the demand side the course will analyze the economic factors affecting medical care utilization. The role of health insurance will be explored in detail. The course will examine the supply of health insurance and the rising costs of medical care. The growth of the managed care industry will be studied, as will the economic issues underlying the operation and performance of hospitals and group practices. In conclusion, the role of the physician will be analyzed through an economic lens.

Electives

Elective opportunities allow each student to pursue a particular area in-depth and round out their individual experiences in light of their career goals. During the two years of study, Fuqua MBA students can take a total of 13-14 electives. For students in the Health Sector Management Concentration, five of these electives are required to complete the program: the two core courses, the required seminar series, and two HSM electives. Students are then left with the opportunity to enroll in an additional 8-9 electives in health or non-health courses. Joint Degree students in the Health Sector Management Concentration are required to take only one HSM elective.

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.

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

The MBA-JD. The concurrent MBA-JD Program requires four academic years of study with a full year 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, tel.: (919) 613-7200.

The MBA–MF and the MBA–MEM. The concurrent MBA and Master of Forestry or Master of Environmental Management degrees normally require three years of study. Additional information on the environmental programs may be obtained from the director of admissions, Nicholas School of the Environment, Box 90330, Duke University, Durham, NC 27708-0330, tel.: (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, tel.: (919) 613-7309.

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, tel.: (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, tel.: (919) 684-2985.

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

The Duke MBA – Weekend Executive

The Duke MBA–Weekend Executive program is specifically designed to meet the needs of rising executives who remain on the job while completing this rigorous academic program. The Weekend Executive program offers mid- to high-level managers a general management education, and includes the tools, concepts and strategies required for senior leadership. Fuqua's Weekend program is widely recognized as one of the leading academic programs to prepare working professionals for a rapidly changing, globally competitive business environment. The degree earned by Weekend Executive students is the same prestigious Duke MBA offered through Fuqua's other 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 managers from across the U.S., Canada, Mexico and Puerto Rico an unsurpassed grounding in the fundamentals of business management.

The Weekend Executive curriculum emphasizes the fundamentals of business and management theory: accounting, decision sciences, economics, finance, management, marketing 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 should be in a managerial position, have a preferred minimum of seven years of professional experience 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.fuqua.duke.edu; Tel.: (919) 660-7804, Fax: (919) 660-8044; (courses are listed in Courses of Instruction section).

The Duke MBA – Global Executive

The Duke MBA–Global Executive is an innovative MBA program for executives of global corporations. In this nineteen-month MBA degree program, students learn the core functional areas of business, and how to integrate these concepts effectively in a global organization. The program's unique format combines classroom sessions on four continents with distance education via advanced Internet-based technologies. The high-ranking executives in the program come from all over the world and average 14 years of successful work experience. With a flexible format that combines multiple international program sites with advanced interactive technologies, you can work and live anywhere in the world while participating in the program.

In the Global Executive program, students are able to:

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

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

The program's unique format makes it an ideal choice for companies that are reluctant to lose valued managers. Global Executive students receive a unique education in global business and earn a world-class MBA degree from one of the most prestigious universities, while continuing to make significant contributions to their company.

Applicants to the Global Executive program must have a minimum of 10 years professional experience, and currently should have 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: Globalexec@fuqua.duke.edu; Web: www.fuqua.duke.edu; tel. (919) 660-7804, fax (919) 660-8044; (courses are listed in the courses of instruction section).

The Duke MBA – Cross Continent

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

To facilitate global learning, students choose either the United States or South Korea as their “home campus.” Students must attend a total of nine weeks of residential instruction over the eight term program. In non-residential weeks, students spend approximately 20 hours per week continuing their studies using Internet-enabled learning. Students have flexibility in scheduling these online hours, while completing academic assignments from any location.

During the 20-month program, Cross Continent students are together as a class for seven weeks. Residencies for terms 1, 5, 6, and 8 take place on Duke University's campus in Durham, North Carolina. The term 3 residency will take place at our teaching facility in Europe and the term 7 residency will take place in Asia. During residencies for terms 2 and 4, students attend classes at their designated “home campus”. Since students continue to work full-time while participating in the program, the knowledge they develop is reinforced immediately as they apply it in the workplace. Students' face-to-face interaction on three continents combined with their participation in international virtual teams reinforces their ability to think in a global context. The Cross Continent program's curriculum covers management, marketing, operations, economics, finance, accounting, strategy and decision sciences. Students take eleven 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. The Duke MBA–Cross Continent enables students' employers to fit professional development into their most valued employees' careers in a mutually beneficial manner. Students earn a world-class MBA degree that fits their current lifestyle and the organization develops high-potential employees.

Students interested in the program should contact The Fuqua School of Business, Duke University: E-mail: cross-continent-info@fuqua.duke.edu, Web: www.fuqua.duke.edu, tel: (919) 660-7863, fax: (919) 660-8044.

The Duke MBA – Cross Continent Format:

A Typical Term

- 1 week pre-class study
- 1 week residential session
- 1 week program break

- 6 weeks Internet-enabled learning
- 1 week program break

The Curriculum

TERM 1 (U.S.)

- Orientation
- Financial Accounting
- Managerial Effectiveness

TERM 2 (home campus)

- Managerial Economics
- Decision Models

TERM 3 (Europe)

- Probability and Statistics
- Marketing

TERM 4 (home campus)

- Global Economic Environment
- Finance

TERM 5 (U.S.)

- Operations Management
- Managerial Accounting

TERM 6 (U.S.)

- Elective 1
- Elective 2

TERM 7 (Asia)

- Elective 3
- Elective 4

TERM 8 (U.S.)

- Strategy Formulation and Interpretation
- Integrative Capstone Course

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.

Non-degree Executive Education Programs

Fuqua's non-degree executive education programs deliver value and relevance through world-class education with top-rated course materials and award-winning faculty. All programs concentrate on business situations that participants face daily. Students return to work with valuable skills and problem-solving techniques they can implement immediately. In 2003, the *Financial Times* ranked Duke University the #2 worldwide provider of non-degree executive education for the second consecutive year.

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

In addition to providing top-ranked programs for individuals, Fuqua can adapt any of its non-degree executive education programs specifically for an organization. Fuqua has recently developed tailored versions of its leadership programs for the telecommunications industry, health care associations, the pharmaceutical industry, and the United States Department of Justice. A tailored program can be delivered at Duke's R. David Thomas Center or any location in the world convenient for the organization.

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

Admissions



Admissions to The Duke MBA Program

The Duke MBA–Daytime program at The Fuqua School of Business is a challenging and rigorous academic program, to which admission is highly selective. Acceptance is based on the ability to excel, not only academically, but also in the business community. All admitted applicants must possess outstanding intellectual ability and strong academic credentials. In addition, applicants must have demonstrated leadership, and managerial skills through their professional and extracurricular activities. The coursework at Fuqua frequently requires students to work together in teams, so each student must also possess excellent interpersonal skills. To be eligible for admission, a student must have earned a bachelor's degree from an accredited college or university. No specific undergraduate major is considered preferable to any other. The demands of the curriculum call for mathematical skills and aptitude, along with the ability to perform successfully in a program that emphasizes logical and analytical reasoning. All entering students are required to have a working knowledge of calculus and must complete a college-level calculus course prior to matriculation, earning a passing grade of "C" or better. If you have already received an MBA or its equivalent (from an institution located in the U. S. or abroad), you are not eligible for admission to the program.

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

A complete application includes:

1. **Online 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 discouraged. 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 \$175 is required with the application, payable by credit card only.
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 provided 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 official test scores must be sent to the admissions office directly from the Educational Testing Service. 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 four 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, 225 Phillips Blvd., Irving, NJ 08628-7435 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 instructions 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 with your online application. This will ensure that you receive correspondence in a more timely fashion. In addition to the items that appear above, international students should make note of the following:

Transcripts. International applicants who completed their education in a non-English speaking program should make arrangements to have their academic records translated and sent to Fuqua along with the originals. Where American-style transcripts are not used, the applicant should include all available records, including courses, grades, degrees and rank in class. These records should be certified by the appropriate university officials. 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 (TOEFL). All international citizens who did not earn an undergraduate degree from a school whose primary language of instruction is English must submit results of the TOEFL. This requirement is waived for international students holding non-technical master 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 TOEFL, Box 6151, Princeton, NJ 08541 U.S.A. You may also contact them by telephone at (609) 771-7100. 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. 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 first year of the MBA program for temporary visa processing. Proof of financial support is required upon admission to the program. The Proof of Financial Support Form (included in the admission packet) should be certified by a responsible individual.

Financial Aid. Fuqua is pleased to be able to offer scholarship aid to international applicants. However, scholarship funds are limited and awards will not be sufficient to fund 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 United States are eligible for both federal student aid and merit-based awards and do not need to complete the Proof of Financial Support form upon admission. Fuqua is pleased to offer a loan program for international students. Further details are available on Fuqua's financial aid web site.

Summer Institute in 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. Summer Institute information will be sent to all international applicants. 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. E-mail: mtb2@mail.duke.edu, Tel.: (919) 660-7868 or (919) 660-7865, Fax: (919) 660-8033.

Financial Information



Tuition and Fees

The applicable 2003-2004 tuition for students in The Fuqua School of Business is as follows for each program: \$73,900 (MBA-Daytime), \$79,500 (MBA-Weekend Executive), \$107,000 (MBA-Global Executive) and \$ 82,500 USD or Euros (MBA-Cross Continent).

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 79 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-Daytime

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) 489-7423.

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-DAYTIME STUDENT YEARLY ESTIMATED BUDGET 2003-2004

Required Fees

Fee	Amount
Tuition	\$33,500
Student Health Insurance *	\$1063
Student Health	\$524
MBA Association Fee	\$210
Graduate Student Gov't Activity Fee	\$20
Graduate Recreational Facilities Fee	\$60
Books, Supplies, and Course Packs	\$1,550
Transcript Fee (one-time fee / first year only)	\$40
Total Educational Expenses	\$36,967

Living Expenses

Expense	Amount
Rent	\$4,700
Food	\$3,800
Miscellaneous	\$3,100
Transportation	\$1,100
Total Estimated Other	\$12,700
*Total Estimated Budget First Year Student	\$49,667
*Total Estimated Budget Second Year Student	\$49,627

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.

Financial Aid Application Process. All students applying for financial assistance (scholarships, fellowships, loans, or work study) must complete the Merit Scholarship Financial Aid Form in the admissions application booklet. Students who expect to apply

*Includes Estimated Health Insurance

for federal loan assistance must complete the Free Applications for Federal Student Aid (FAFSA) as soon after January 1 as possible. The FAFSA results are not required for scholarship consideration.

SCHOLARSHIPS AND FELLOWSHIPS

Each year a number of merit-based fellowships are available to incoming daytime students. The decisions regarding scholarships are made by a committee. Your offer of admissions will indicate when you can expect to hear regarding possible fellowship/scholarship assistance. The criteria for selection are prior academic achievement, demonstrated qualities of leadership, involvement in extracurricular activities and professional accomplishments. 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 Scholarship. Selection of recipients is made during the summer and no special application is required. The award replaces or covers a portion of funds that have already been offered, but does not provide additional scholarship funding to the recipient.

W. Joseph and Diane Biggers Scholarship. This award was established by Mr. and Mrs. W. Joseph 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.A. 1985 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.

Ford Minority Scholarship Fund. This award was established in 2001 by the Ford Motor Company to provide a minority scholarship at 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.

Robert A. Garda Scholarship Endowment. This scholarship endowment was established to provide merit-based scholarship support for students 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.

Howard C. Ris. Established to provide scholarships to students enrolled at The Fuqua School of Business.

The Carlos Jose Rodriguez and Latin American Alumni Scholarship Endowment Fund. This scholarship was established in 1999 to provide support for Latin-American 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.

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; Lilly HSM Scholarship Fund; Ludwig and Sophie Jaeger; J. Alexander McMahon Scholarship Endowment Fund; and the Alumni Need Scholarship. Recipients are selected by The Fuqua School of Business Financial Aid Committee, and no special application is required.

Robert E. Toomey Scholarship. Established to provide support for students in the Health Sector Management Concentration.

Morgan Stanley Dean Witter Minority Scholarship. Established in 2000 to support a minority student at Fuqua. Includes summer internship at MSDW.

Second-Year Named Awards

Listed below are the named awards reserved for students who are already receiving Fuqua merit 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 awards replace or cover a portion of the Fuqua School of Business merit scholarship already received, but 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.

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

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.

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 Americanborn 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.

Wesley A. Magat Memorial Scholarship. Established to provide scholarship support for graduate students at The Fuqua School of Business.

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.

Alumni Minority Scholarship. Established to provide scholarship support to minority students enrolled in The Fuqua School with preference to African American students.

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 Health 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.

Thanksgiving Foundation Scholarship. This scholarship established in 2000 by Mark Winmill, B '87 to provide scholarship support for students at The Fuqua School of Business.

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

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

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

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

Financial Aid Programs

The Fuqua School of Business participates in long-term federal and private student loan programs and the Federal College Work-Study Program. These need-based programs are available to students who demonstrate need according to federal guidelines. Students applying for loans and work-study must complete the "Free Application for Federal Student Aid" (FAFSA). The FAFSA may be completed using any of the following: (complete only one FAFSA) (1) The online FAFSA is available at www.fafsa.ed.gov. (2) The FAFSA Express is another electronic version but requires a modem and printer in order to download the software. (3) The paper version is available by calling (800) 433-3243 after January 1st. Complete or request the FAFSA application that applies to the upcoming academic year.

Student Loan Programs

Federal Stafford Student Loan Program. (A) Subsidized Loan Program (need-based). This federally subsidized low interest loan enables graduate students who qualify on the basis of need to borrow up to \$8,500 per academic year, with an aggregate limit (undergraduate and graduate combined) of \$65,500 per student. These funds may be borrowed from various participating lenders. Information 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 rates through June 30, 2004 are:

In school, grace, deferment:

91-day T-bills + 1.7% = 2.86%

During repayment:

91-day T-bills + 2.3% = 3.42%

Repayment begins six months after graduation or termination of enrollment. 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. 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 may 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.

The Duke MBA Opportunity Loan. The loan was established to make loan funds available to all admitted international students without the need of a U.S. co-signer. Students are eligible to apply for up to the amount of tuition and fee expenses per academic year in the daytime MBA program, and up to \$35,000 per year in The Weekend, Cross Continent, and Global Executive MBA programs. The interest is U.S. Prime Rate plus 2 percent. A disbursement fee of 5 percent is charged and will be added to the loan total at the time of disbursement. Sallie Mae will send quarterly statements (January, April, July, and October). Repayment of the MBA Opportunity Loan begins six months after graduation (or withdrawal) from school.

The MBA Career Management Center



The MBA Career Management Center

The Career Management Center (CMC) 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 CMC are designed to meet a wide range of interests and needs.

Early in the first term, the CMC 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 CMC offers a series of workshops and seminars that cover job-search techniques and skills, and reinforces the information with panel discussions, Career Fellow mentoring (handpicked second-year students selected to help first-year students), résumé and cover letter reviews, and mock interview opportunities. Career counselors meet with students individually and often, to review or monitor individual progress and offer guidance when needed.

The CMC 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 at the Ford Library;
- Annual fall Career Fairs featuring over 50-75 major national and international businesses interested in attracting Fuqua students;
- Special Interest Presentations (SIPs) provided by companies for students, typically include an initial overview of the organization, including trends and new product initiatives, presented by company representatives and alumni, a question-and-answer period, and a closing reception and networking opportunity;
- Workshops and panel presentations by companies sponsored by student clubs and the CMC 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.

The CMC's on-campus recruiting season typically results in employment for approximately 50 percent of the student body. Additional employment opportunities are published through various online bulletin boards on campus. Fuqua job postings provide positions an additional 5-10 percent of students.

The comprehensive career planning program provided by Fuqua's Career Management Center is designed not only to provide ample opportunity for students to seek jobs through on and off campus resources, but also to teach students valuable career planning and job search strategies they will use throughout their careers.

The Fuqua School of Business continues to provide resources for alumni. Through AlumniLink and our designated alumni career management services, we provide consulting and counseling that focuses on both career development and building job search strategies. Alumni club visits and career management presentations increases the opportunity for these services to be provided regionally.



Companies Hiring at Fuqua in 2002-2003

(Permanent and Summer Employment reported as of Sept. 15, 2003)

Fuqua Equity Partners support a variety of activities at the school through their financial giving. Equity Partners for 2001-2002 are shown in boldface.

Abbott Laboratories	Celito Communications, Inc.
Accenture	CEMEX Inc.
Acquisition Solutions Inc.	Center for Financial Research & Analysis
Adobe Systems	Chankasem International
Advisory Research	Cherokee Investment Partners, LLC
Affinergy, Inc.	ChevronTexaco
Agilent Technologies	Chiron
Akela Capital	CIGNA Corp.
Akin, Gump, Strauss, Hauer & Feld, L.L.P.	Cisco Systems
Allen & Overy	Citibank
Alliance Resource Partners LP	Citigroup
Allied Capital	CJ Entertainment
American Airlines	CMJ
American Express Co.	COACH, Inc.
American Golf	Coca-Cola Company (The)
Amgen, Inc.	Common Good Ventures
Analog Devices, Inc.	Copeland Corporation
Andrx Corporation	Creative Presence Partners (Coca-Cola Project Work)
Argonaut Films	Credit Suisse First Boston Corporation
Art.com	Cresset Capital Partners
Arup	CSG Investments
Aurora Funds	Dar Group
Avondale Partners	Darden Restaurants
Axis	Deere & Co.
Bain & Company	Del Monte Foods
Banc of America Securities	Dell Computer Corporation
Bank of America	Deloitte Consulting
Bank One Corporation	Delphi Corporation
BASF Corporation	Delta Air Lines, Inc.
Bassett Healthcare	Demotech, Inc.
Bayer Consumer Care	Deutsche Bank
Bear, Stearns & Co. Inc.	Discovery Communications, Inc.
BellSouth Corporation	Disneyland Resort, Walt Disney Company
Blackbird Technologies	Dominion Resources
Blue Devil Ventures	Duke Energy
Booz-Allen & Hamilton, Inc.	Duke University
Boston Consulting Group	Duke University Clinical Research Institute
Boston Scientific	Duke University Corporate Education
BP	Duke University Fuqua School of Business
Bridger Capital	DuPont
Bridgespan Group	Durham Bulls
Bristol-Myers Squibb Company	Dyadic International, Inc.
Brunswick Corporation	E & J Gallo Winery
Burrill and Company	Eli Lilly and Company
Burt's Bees Inc.	Elixir
Callaway Golf	EMC
Campus Crusade for Christ	Emerson Electric Co.
Cap Gemini Ernst & Young LLP	Energy Conversion Devices, Inc.
Capital One Financial Corporation	Environmental Protection Agency
Cardel Hospitality LLC	Express Jet
CASE - Fuqua	

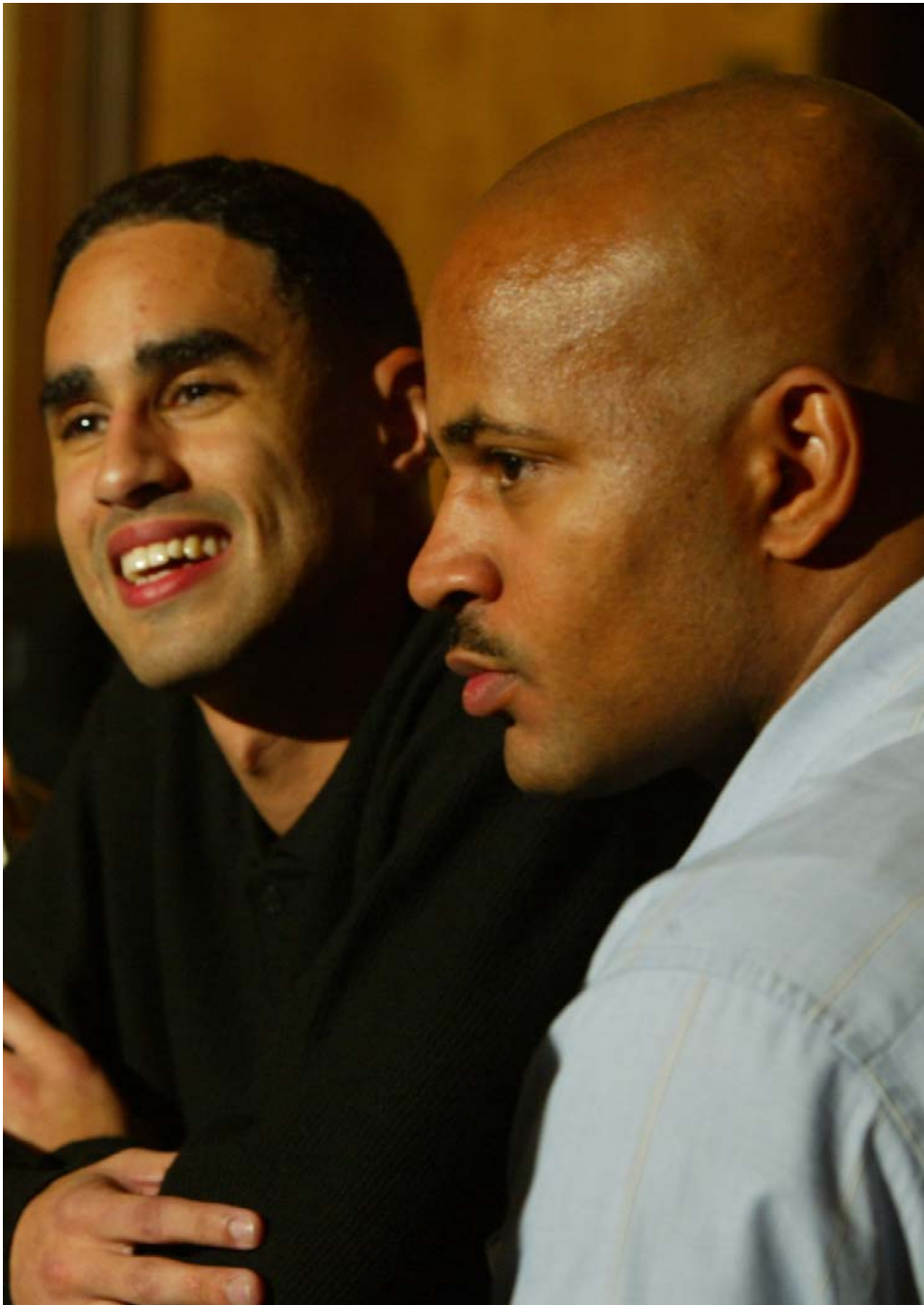
Exxon Mobile Corp.
 Federal Reserve Board
 First Citizens Bank
 Fisher-Price
Ford Motor Company
 Franklin Street Partners
 Frito Lay
 Fundacao Vanzolini
 Genentech
 General Dynamics
 General Electric Company
 General Mills, Inc.
General Motors Corporation
 Georgia-Pacific Corp.
 Gibson Dunn & Crutcher
 Giorgios Hospitality Group
GlaxoSmithKline
 GlobalCare
 Goldman Sachs & Co.
 Goodyear Tire and Rubber Company
 Gray Cary Ware & Friedenrich
 GreenOrder
Guidant Corporation
 Harley-Davidson Motor Company
 Harrah's Entertainment, Inc.
 Hartford Financial Services Group Inc. (The)
 Hato Taxi
HCA Healthcare
 Heinz North America
 Hewlett Packard
Hoffmann-La Roche Inc.
 Home Depot (The)
 Honeywell International Inc.
IBM
 Icos Corporation
 Integrated Industrial Information
 Intel Corporation
 Inter-Amecian Development Bank
 Intuit Software
J.P. Morgan Chase & Company
 Jenner & Block
Johnson & Johnson
Johnson & Johnson Consumer Product Company
Johnson & Johnson Ethicon
Johnson & Johnson/McNeil Consumer and Specialty Pharmaceuticals
Kraft Foods
 L.E.K. Consulting
Lehman Brothers
 Lexicon Marketing Corporation
 Limited Stores (The)
 Little Tikes
 Los Alamos National Laboratories
 Lucent Technologies
 LuxBau
 Malt-O-Meal

Management Science Associates, Inc.
 Mark Properties
 Mars
 Maximus
 McKinsey & Company
 MCNC-RDI
 Medtronic, Inc.
 Mercedes-Benz USA
 Merck & Co.
 Merix Biosciences
Merrill Lynch
 Mertz Associates, Inc.
 Metametrics, Inc.
 Microsoft Corporation
Miller Brewing Company
 Milliken and Company
 Miramax Films
 Monument Group
Morgan Stanley
 National Parks Conservation Association
 Neutrogena Corp
 New York Life Insurance Co.
 NextJump, Inc.
 Otani Corporation
 Owen Software Development Corporation
 Pacific Investment Management Company
 Penn Schoen & Berland
Pepsi-Cola Company
Pfizer Inc.
 Physicians For Peace
 Picanol NV
 Population Services International
 Portfolio Advisors
PricewaterhouseCoopers
Procter & Gamble
 Professional Materials Management
 Progress Energy
 PRTM (Pittiglio Rabin Todd & McGrath)
 Public Broadcasting System (PBS)
 Putnam Lovell NBF
 Pyramid Research
 Raymond James Financial
 RBC Dain Rauscher
 Reckitt Benckiser
 Red Hat
 Reebok
 Reliant Energy
 Rex Healthcare
 River City Capital Funds
 Robert W. Baird & Co.
 RTP TV
 Russell Corporation
 Salient Partners
 Samsung
 Sara Lee Branded Apparel
 SAS Institute
 SC Johnson

SDC, Inc
Self-Help
SG Capital
Silverback Asset Management
Singapore Airlines
SmartPath, Inc.
Smith Breeden Associates, Inc.
Smith, Gambrell & Russell LLP
Softtek
Southern Company
Sports Endeavors
SPP Capital Partners, LLC
Sprint
StataLabs
Stryker Corporation (Howmedica Osteonics
Division)
Summus
Studley
Sungard Data Systems
Sustainable Jobs Fund
Teachscape
Tenet HealthSystem
Third Avenue Management
ThotWave Technologies
TIAA-CREF

Trailblazer Studios
Triangle Residential Options for Substance
Abusers
UBS
UBS Financial
UBS Investment Bank
Unilever
United Nations
United States Military Academy
Vedder, Price, Kaufman & Kammholz
Wachovia Securities, Inc.
Wal-Mart Stores, Inc.
Washington Mutual, Inc.
Weil, Gotshal & Manges
Whirlpool Corporation
Wiley, Rein & Fielding
Wilkinson Real Estate Advisors
William R Hough & Co.
Wilmer, Cutler & Pickering
Winmore Land Management
World Bank (The)
Wyeth
Yankelovich Partners
Zacks Investment Research
ZS Associates

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.

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

During your first year you will hear much about "Team Fuqua." Students worried about competing with fellow students will be pleasantly surprised upon arriving at Fuqua. Through the concept of "Team Fuqua," the Fuqua community stresses success through teamwork among students, faculty and the administration. Consequently, students are more preoccupied with learning from 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 Center has a lower level changing room area where students can leave their business attire and change in the middle of the day for an upcoming event or interview.

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.

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

Our goal is to help each other achieve excellence by playing an active role in the global learning community. We commit ourselves to being involved and contributing members of the community and to creating a respectful, courteous and supportive environment, which strives for continuous improvement and long-term success.

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

(Complete version: <http://www.registrar.duke.edu/bulletins/Fuqua/2002-03/Studlife.PDF>)

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.

Instructors of classes at The Fuqua School of Business are responsible for defining the manner in which assignments should be completed. Unless instructed otherwise, students should 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 will 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 or others taking MBA classes at Fuqua. Ph.D. students are members of the Graduate School of Duke University and are governed by the Judicial Code and Procedures of the Graduate School. Harassment issues will be handled by Duke University's Harassment Committee. In addition, matters not addressed by the Honor Code may be covered by Fuqua or Duke University policies.

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

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

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

Cheating: Cheating includes, but is not limited to, using unauthorized materials to complete an assignment; copying the work of another person; unauthorized providing of material or information (e.g., proprietary course information) to another person; and using the work of another without giving proper credit (e.g., plagiarism).

Stealing: Stealing includes, but is not limited to, taking the property of another member of the Fuqua community without permission, defacing or vandalizing the property of The Fuqua School of Business, or the misuse of Fuqua resources.

Failure to Report: Any party having knowledge of an Honor Code violation without reporting it will be considered an accessory to the violation and subject to penalty if found guilty.

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

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

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

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

RIGHTS: Anyone suspected of a violation has the following rights:

- The right to be informed that he or she is under investigation.
- The right to avoid self-incrimination.
- The right to seek advice from other members of the Fuqua community.
- The right to have an advisor present at the Judicial Board hearing, although it is not the responsibility of The Fuqua School of Business to provide such an advisor, and the advisor's presence is limited to offering advice to the accused. The advisor may not address the Board or any witnesses.
- The right to present witnesses and evidence at the Judicial Board hearing.

- The right to a fair and impartial hearing by the Judicial Board.
- The right to confront witnesses at the Judicial Board hearing.
- The right to appeal a verdict or penalty for the following reasons:
 - The discovery of substantial new evidence.
 - Failure by the investigators or the Judicial Board to follow these Honor Code Bylaws.

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

The Judicial Board will consist of three faculty members appointed by the dean of The Fuqua School of Business or his/her representatives, three student representatives, and a chair. The chair will be a member of the faculty, appointed by the dean, and will have non-voting status except in the case of a tie vote. Faculty representatives will hear all Honor Code cases. The students on the board should be selected from the Judicial Representatives of the program of the accused, including two students from the graduating class of the accused and one from another class. If there are not enough student Judicial Representatives available, the chair may appoint other students to serve on the board. At least five of the six voting members and the chair must be present to hold a hearing. The associate dean (or his/her designee) will attend the hearing to represent the investigative team. The chair is responsible for running the proceedings and moderating all discussions.

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

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

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

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

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

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

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

Cheating Violations

Minor Penalty: reprimand and recommended failure of the assignment or course.

Moderate Penalty: suspension for one term.

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

Stealing Violations

Minor Penalty: restitution.

Moderate Penalty: restitution and suspension for one term.

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

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

Minor Penalty: interviewing with the company involved will be prohibited.

Moderate Penalty: loss of all interviewing privileges at The Fuqua School of Business and suspension for one term.

Severe Penalty: loss of all interviewing privileges at The Fuqua School of Business and suspension for not less than one semester or expulsion.

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

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 a convicted student chooses to run for or serve in an elected or appointed office, the Judicial Board may require that the student body be informed of the details of the conviction. During a period of suspension or following expulsion, a student may not use any resources or facilities of The Fuqua School of Business nor participate in activities conducted by the school or its student organizations.

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

Minor Penalties: one year

Moderate Penalties: two years

Severe Penalties: four years

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

NOTIFICATION: The chair or another member of the Judicial Board will notify the accused and the associate dean of the verdict and penalty as soon as reasonably possible. Regardless of the outcome of the case, the Chair of the Judicial Board will

publish a brief summary of the case for the benefit of the students and faculty of The Fuqua School of Business. The summary will include the following: class of the accused, charges brought, verdict and penalty. The summary should be published shortly after the conclusion of the proceedings.

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

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

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

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

revised May 31, 2002

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 (919) 660-1959

Bertrand Guillotin The Fuqua School of Business (919) 660-7931

Student Activities

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

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

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

Among student-organized annual programs are IBConsulting, a program that assists local businesses as they expand or refine their international efforts; Week-in-Cities tours; the Conference on Entrepreneurship and Venture Capital; the Consulting Symposium and the Week on Wall Street.

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

A full program of cultural, recreational, and religious activities is presented by the Office of Intercultural Affairs, the Duke University Parish Ministry, the Duke University Union, the Office of 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 can be found in the *Arts Calendar*, available each Friday. Updated information for the summer session is in the *Summer Session Calendar*, published at the beginning of each summer term; and the *Duke Chronicle*, published each Monday through Friday during the fall and spring and each Wednesday during the summer. Copies of the Duke University calendars may be obtained at the information desk, Flowers Building, or the calendar office, Page Building.

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

The men's and women's intramural programs include many different activities (e.g., bowling, cross-country, golf, handball, horseshoes, table tennis, volleyball, soccer, softball, and track). In addition, special events in other areas of interest are held. Various performing clubs, 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.

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 apply for on-campus housing. The contact information for the Central Campus Service Office is: 217 Anderson Street, Durham, NC 27705, (919) 684-5813.

Off-Campus Housing. The Duke Community Housing Office maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham. These listings are available at www.communityhousing.duke.edu; questions can be directed to communityhousing@duke.edu. Staff is available to answer off-campus housing questions, provide a general orientation to the Durham area, and help you through your search process. Information on commercial complexes in the Durham area is provided to accepted applicants. Except for assuring that owners sign a statement of nondiscrimination, off-campus property is in no way verified and neither the university nor its agents negotiate between owners and interested parties. The telephone number for the Duke Community Housing office is (919) 660-1785. The fax number is (919) 660-1769.

The search for accommodations should begin as soon as possible after acceptance to the business school. A visit of two or three days will allow the opportunity to make use of the community housing office and to inspect the availabilities personally.

Food Services

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

Graduate and professional students may choose to pay for food purchases in cash, or they may opt to open a prepaid account. There are two accounts which a student may open — a food only dining plan and a flexible spending account. The flexible spending account may be used to purchase any food items sold by DUFS, any items sold in the university stores, and to purchase beer and wine, where available. The flexible spending account may be used at Fuqua.

For more information about opening either a flexible spending account or a dining account, contact the DukeCard Office at (919) 684-5800.

In addition to the above university food services, The Fuqua School of Business has its own food court located in the Fox Student Center, which serves a diverse menu of food options during normal business hours.

Other Services

Bus Service. Free on-campus bus service is provided by the university connecting East, West, North, and Central Campuses, Science Drive and intermediate on-campus locations. Printed schedules are available at the Bryan Center Information Desk, the

Housing Management service offices, and from the transportation office located at 712 Wilkerson Avenue, just off East Campus behind Brightleaf Square. Schedules are also posted at each of the major bus stops. Routes and schedules are available weekdays by calling (919) 684-2218.

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

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

Health Care

Medical Care. The 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. Emergency transportation can be obtained by contacting 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.

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 evaluations and brief counseling/therapy as well as career and skills development seminars are covered by student health fees. There are no additional charges to the students for these services. Appointments may be made by calling (919) 660-1000 or visiting CAPS, 214 Page, West Campus.

Academic Regulations



Registration

Students enrolled in The Fuqua School of Business 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 director of Student Services 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 79 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 41 credits in the first academic year of the program and 79 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 Daytime and Cross-Continent Executive 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 interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke University tuition coverage. This option is not available for joint degree students.

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 for a replacement identification card is \$10.

Courses of Instruction



The Duke MBA (Daytime)

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. 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. 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; may be taken in lieu of the core financial accounting (ACCOUNTG 340). 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. 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. 3 units.

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

441. Financial Statement Analysis. Provides a framework for using financial reports (including financial statements, footnotes and other disclosures) in a variety of business decisions and analyses. The first part of the course focuses on the development and interpretation of summary financial measures (such as financial ratios, earnings and cash flows) for purposes of evaluating the health and risk of an enterprise and the ability of the enterprise to execute its competitive strategy. Discussions include assessments of the quality of the summary measures, such as earnings. The second part of the course emphasizes prospective analysis, covering the concepts, assumptions and tools needed to prepare forecasted financial statements (sometimes called pro-forma financial statements). Techniques are developed for incorporating different competitive and strategic scenarios into financial forecasts, which can then be used for valuation purposes. Prerequisite: ACCOUNTG 340. 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. Emphasizes 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. Prerequisite: ACCOUNTG 340. 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. 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. 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. 3 units.

490. Information Systems to Support Strategy. The objective of this course is to prepare the early stage company manager to structure accounting and managerial information systems to provide a competitive advantage and to support strategy implementation. The course addresses three issues relevant to managers seeking to gain strategic advantage from their accounting and information systems: aligning information system with strategy—continuously as strategy evolves; evolving the information systems as the scale and complexity of the company changes; and

maintaining performance measures that encourage "on strategy" decisions and allow the company to measure organizational unit and managerial contribution to overall company success. 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. 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. 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. 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. 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. 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. 3 units.

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

490. Practicum. Topics vary each semester offered. 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. 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. Variable credit.

ECONOMICS (MGRECON)

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

401. Economics of International Business and Multinationals. This course is designed to equip the manager with the tools necessary to effectively manage a multinational company. Using cases and economic analysis, it examines managerial challenges facing multinationals in doing business across borders. Focus is on understanding the source of competitive advantage; considering the impact of trading regimes; understanding different cultures and business norms; and understanding the forces that have caused the "globalization" of products, markets, and consumers. This course will provide future managers with the analytical and practical tools necessary for problem solving and decision making for multinationals in the context of international business. 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. 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. 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 nationstates, and how the relationship is changing in the "global economy." 3 units. C-L: Law 515A

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. 1.5 units.

490. Practicum. Topics vary each semester offered. 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. 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. 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. 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. 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). 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. 3 units.

354. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities; subjects dealt with include the functions of the Securities and Exchange Commissions, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 units. C-L: Law 384

355. Structuring Commercial and Financial Transactions. In exciting and innovative areas of legal practice, companies have been raising money through structures intended to separate assets from risks associated with the company. Assets are then dedicated to repayment of capital market securities. Structured finance or asset securitization brings together fundamental legal disciplines, including bankruptcy, securities law, corporation law, secured transactions, finance, and tax. Topics include commercial financing techniques and concepts, guarantees, loan agreements, letters of credit, interest rate, and currency swaps; how capital markets work, rating agencies, cross-border and transnational considerations. Development and analysis of finance transactions. Consideration of ethics. 3 units. C-L: Law 390

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

451. Advanced Corporate Finance. Examines in depth the major financial decisions faced by the firm. Topics include dividend policy and capital structure decisions of the firm, as well as the pricing of various financial instruments. While the major emphasis of the course is on the traditional and recent theories regarding corporate financial

decision making, much time is devoted to the consideration of empirical evidence supporting/refuting the various theoretical propositions. Time permitting, some special topics such as mergers and acquisitions and lease financing will be considered. 3 units.

452. International Corporate Finance. Four dimensions characterize the special problems encountered by the international financial officer. They are: (1) the multiplicity of currencies, and attendant problems related to nominal contacts; (2) the misalignment of exchange rates vis-vis commodities prices and the attendant problems of competitiveness; (3) the partial segmentation of capital markets producing potential differences in costs of capital across the world; and (4) the multiplicity of tax jurisdictions. These four issues will be addressed in this course with the objective of preparing the student for careers in corporations with large operations abroad or across borders, or for careers in international banks. 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. 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. 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. 3 units. C-L: Law 324

456. Emerging Markets. Exploration of the corporate finance issues that are special to emerging economies. These economies will likely provide substantial growth opportunities in the world economy in the new millenium. The recent crises in Latin America and Asia reinforce the importance of having a better understanding of these markets. The goal of this course is to explore the finance side of emerging markets. 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. 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. 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. Course is crosslisted Finance 459/Law 378 3 units. C-L: Law 378

490. Practicum. Topics vary each semester offered. 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. 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. Variable credit.

HEALTH SECTOR MANAGEMENT (HLTHMGMT)

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

226. Seminars in Health Care 2. This extensive series of seminars in the spring is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. 1 unit.

325. Health Care in the 21st Century. Introduces Health Sector Management students to the interlocking segments of the industry (for example, doctors, hospitals, HMOs/PPOs, insurers, consultants, pharmaceuticals, and medical devices), their current status, and how they are changing. It will analyze Health Care Industry from a historical perspective to understand how the industry has evolved to its current state and to predict where it is likely to go in the next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient/payor interface, the changing demographics of health, growth of technology, emerging regulatory patterns, and comparative strategies of public health across nations. 3 units.

326. Economics of Health Care. 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. 3 units.

408. Management of Health Systems and Policy. Examines special aspects of health care law, financing, and health care policy. The provision of health care in the United States exists within a unique and complex environment. State and federal

governments, through laws, programs, reimbursements, and payments, create a special environment for health care providers. Similarly, third-party insurers, and more recently, corporations, are taking active steps in modifying this environment. Good candidates for this course are MBA students who have an interest in health, biotechnology, pharmaceutical, and human resource management. 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. 3 units.

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

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

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

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

MANAGEMENT COURSES CURRENTLY UNSCHEDULED

435. Corporate Environmental Management and Strategy.

MANAGEMENT COMMUNICATIONS (MGMTCOM)

290. Beginning Working Spanish A. Working Spanish helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. 4 units/semester.

291. Beginning Working Spanish B. Working Spanish helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. Working Spanish B will be offered in the spring and is a continuation of Working Spanish A. It can accommodate new advanced beginners (with consent of the instructors). 4 units/semester.

292. Working Spanish Immersion. Working Spanish helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. Working Spanish students visit Costa Rica for eight days of language immersion 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. 2 units.

293. Intermediate Working Spanish A. Working Spanish helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. 4 units/semester.

294. Intermediate Working Spanish B. Working Spanish helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. Working Spanish B will be offered in the spring and is a continuation of Working Spanish A. It can accommodate new intermediate speakers (with consent of the instructor). 4 units/semester.

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

397. Effective Advocacy. Builds on the skills and concepts that students learned in Management Communications 396. Focus on advocacy skills, team skills, collaborative skills, and the ability to communicate strategically as a team in written and oral form. Students refine their ability to construct persuasive arguments and move beyond mere persuasion to advocacy. They learn how to challenge others' viewpoints and positions effectively and strategically. Students master the ability to manage questions and challenges gracefully in highly interactive communication situations. Students learn advocacy skills; manage communication; construct written and oral messages; analyze and respond to complex communication situations, and anticipate and answer challenges and counter arguments. 2 units.

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

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

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

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

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

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

464. Customer Relationship Management. Managing customer relationships has become critical as the firm's ability to know the needs, desires and behavior of its customers and to communicate with them individually has increased through the use of information technology, and it has become feasible to customize products/ services to meet each customer's needs. This course will cover analytical approaches for customer relationship management and customer valuation at each stage of the customer lifecycle, dealing with problems such as: identification of good prospects for customer acquisition; customer development via up-selling or cross-selling; and customer attrition/retention management. The course will introduce issues, techniques and terminology associated with database marketing and data mining for analytical CRM. Techniques covered will include decile analysis, RFM (reach/ frequency/ monetary) analyses, and response modeling using logistic regression and machine learning algorithms. A major component of the course will be a series of hands-on analysis of customer databases using statistical software.

Specific analyses will address the following CRM problems: measuring customer lifetime value; estimating return on marketing investment; identifying prospects for cross-selling; and building predictive models to select the best targets for a marketing campaign. 3 units.

466. Analysis for Marketing Decisions. 3 units.

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

490. Marketing Practicum. Consists of student teams (3 to 5 members) undertaking marketing consulting projects for individual companies or clients. This course is viewed as an opportunity to apply and extend marketing knowledge from other marketing courses. The emphasis is on applying marketing knowledge to actual company marketing problems and situations. The marketing issues addressed might involve product and/or market strategy, channel strategy, new product introduction, after-sales service, or any combination of the above. Recent successful projects have been completed for Glaxo, Nortel, JCPenney, ibm.com, B of A, Teradata, Nobex, Cingular, Wellpath, and TriVirix. 6 units.

491. Special Topics. Permits the study of special topics in marketing on an occasional basis depending on the availability and interests of students and faculty. 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. Variable credit.

OPERATIONS (OPERATNS)

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

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

capacity decisions, quality and productivity management, and performance measurement. 3 units.

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

475. International Operations Management. Global operations afford increased competitiveness by rationalizing and coordinating operations, but pose tremendous challenges. Topics covered include the role of operations in global strategy, global manufacturing strategy, managing international factory networks, global coordination, global sourcing, international facilities location, risk management, developing global products, managing operations in China, transferring successful operations practices, environmental management, and internationalization of services. The course will examine a number of different industries with a view to examining how specific industries have dealt with the challenges of globalization. 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 impacts of several recent innovations in this field are examined, such as vendor-managed inventories, cross docking, and quick response/accurate response. 3 units.

490. Practicum. Topics vary each semester offered. 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. 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.

STRATEGY (STRATEGY)

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

490. Strategic Planning Practicum. The practicum can act as a capstone course in that it inculcates most of the core courses. Each year the instructor recruits mid-size or large companies for the course. A team of students put together a strategic plan for the client. The plan includes: a company description, market analysis (environment), SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), Porter's Five Forces Model, marketing and sales activities, products and services, operations, management, ownership, funds required and their uses, and financial analysis. The course emphasizes close communication with the client, the instructor, and the student team. The end product is a formal presentation and report for the client. 6 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. 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. 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. Student 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. Students prepare intensively to engage in meaningful discussion with overseas managers and leaders. Then the study tour group departs for a foreign visit, usually ten days to two weeks long. Activities include visits to corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. 3 units.

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

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

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

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

497. Global Academic Travel Experience. See description for 492. 3 units.

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

442C. Valuation and Fundamental Analysis. Focuses on the use of fundamental analysis to value equity securities. The first part of the course focuses on financial ratios (understanding and interpretation for evaluating the health and risk of an enterprise and the ability of the enterprise to execute its competitive strategy), and on prospective analysis (the concepts, assumptions and tools needed to prepare forecasted financial statements). The second part addresses using these tools to value firms using multiples and discounted payment approaches (such as discounted dividend, cash flows, abnormal earnings and economic profit). Emphasizes 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. Prerequisite: ACCOUNTG 340. 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. 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 distributions, sampling and inference, and regression analysis. 3 units.

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

401C. Economics of International Business and Multinationals. This course is designed to equip the manager with the tools necessary to effectively manage a

multinational company. Using cases and economic analysis, it examines managerial challenges facing multinationals in doing business across borders. Focus is on understanding the source of competitive advantage; considering the impact of trading regimes; understanding different cultures and business norms; and understanding the forces that have caused the "globalization" of products, markets, and consumers. This course will provide future managers with the analytical and practical tools necessary for problem solving and decision making for multinationals in the context of international business. 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. 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. 3 units.

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

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

455C. Corporate Restructuring. This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy and corporate law. 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. 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. 3 units.

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

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

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

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

MARKETING (MARKETING)

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. 3 units.

464C. 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. 3 units.

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

OPERATIONS (OPERATNS)

370C. Operations Management. Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean production, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. 3 units.

476C. 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 impacts of several recent innovations in this field are examined, such as vendor-managed inventories, cross docking, and quick response/accurate response. 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. 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. 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. 3 units.

The Duke MBA - Global Executive

ACCOUNTING (ACCOUNTG)

340G. Global Financial Accounting. Focuses on how economic events and transactions are communicated through the financial reporting process in both U.S. and non-U.S. jurisdictions. In this course, students will obtain a basic understanding of (1) the fundamental concepts that support financial reporting systems; (2) the role of judgments and estimates in the preparation and interpretation of financial reports; (3) how to read, analyze and interpret financial reports prepared in different countries; (4) the major differences across countries in financial reporting and some implications of those differences. 3 units.

341G. Cost Management and Control in Global Organizations. Examines the use of accounting information in the development and implementation of a successful

global corporate strategy and how control systems enhance the strategic planning process. Topics: cost behavior, measurement, and cost management; cost management innovations; strategic cost analysis; quality management and cost; planning and control in performance measurement, evaluation and transfer pricing in global organizations. 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. 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. 3 units.

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

MARKETING (MARKETING)

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

OPERATIONS (OPERATIONS)

370G. Global Operations Management. Considers the decision problems that confront operations managers in a global environment. Topics covered include: introduction to operations strategy and global operations, evaluating and managing processes, managing inventories and supply-chains, vendor-managed inventories, supply-chain flexibility, lean manufacturing, service operations management,

international services, international sourcing, the role of foreign factories, process development as a competitive weapon, and environmental issues in operations. 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. 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. 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. 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. 3 units.

441W. Financial Statement Analysis. Provides a framework for using financial reports (including financial statements, footnotes and other disclosures) in a variety of business decisions and analyses. The first part of the course focuses on the development and interpretation of summary financial measures (such as financial ratios, earnings and cash flows) for purposes of evaluating the health and risk of an enterprise and the ability of the enterprise to execute its competitive strategy. Discussions include assessments of the quality of the summary measures, such as earnings. The second part of the course emphasizes prospective analysis, covering the concepts, assumptions and tools needed to prepare forecasted financial statements (sometimes called pro-forma financial statements). Techniques are developed for incorporating different competitive and strategic scenarios into financial forecasts, which can then be used for valuation purposes. Prerequisite: ACCOUNTG 340. 3 units.

442W. 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. Emphasizes 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. Prerequisite: ACCOUNTG 340. 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. 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. 3 units.

312W. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. 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. 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. 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. 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). 1.5 units.

451W. Advanced Corporate Finance. 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. 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. 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. 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. 3 units.

330W. Financial Accounting. 3 units.

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

423W. Leadership. This course has been designed to build on foundational business processes. Readings, class discussions, and in-class training assist in developing leadership strategies for more closely linking individual talents and related work team assignments to business goals. Various journal articles, selected book chapters, and assessment tools are provided to increase the ability to develop continuous learning among work teams and to expand the overall capacity of organizations. 1.5 units.

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

464W. Customer Relationship Management. 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. 1.5 units.

MANAGEMENT COMMUNICATIONS (MGMTCOM)

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

MARKETING (MARKETNG)

360W. Marketing Management. Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. 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. 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. 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. 1.5 units.

468W. Marketing Strategy. Considers in greater depth the process of strategic thinking in marketing. Offers an opportunity to sharpen and extend skills in analyzing customers and competitors as well as to synthesize understanding of the managerial, organizational, and environmental implications of marketing activity. 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. 1.5 units.

491W. Marketing Strategy Simulation. This course is designed to serve as a capstone experience. We will use a simulation called StratSim which is a business strategy simulation based on the automobile industry. This simulation requires students to make all decisions for the firm, including R&D, manufacturing, marketing, sales, service, and finance. Students will write a business plan and a post-mortem of their simulation experiences. The course will also consist of short lectures and instruction on various tools that will help you understand how to improve your decision making by “listening to the voice of market” and letting a market focus drive the way you manage the creation of products, the provision of service, and all of your activities for interfacing with the customer. 3 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, the impact of variability on process performance, inventory management, lean production, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. 3 units.

472W. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. 1.5 units.

476W. 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 impacts of several recent innovations in this field are examined, such as vendor-managed inventories, cross docking, and quick response/accurate response. 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. 1.5 units.

Doctor of Philosophy

ACCOUNTING (ACCOUNTG)

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. 3 units.

BUSINESS ADMINISTRATION (BA)

501 Game Theory. Basic topics in noncooperative game theory; representations of games in normal and extensive form and solution concepts, including Nash equilibrium, subgame perfect Nash equilibrium, perfect Bayesian equilibrium, sequential equilibrium, perfect equilibrium, proper equilibrium, correlated equilibrium, iterated dominance, and rationalizability. Discussion of the relation between the normal and extensive form and the relations among the various solution concepts. Applications of interest to the students covered as time permits. 3 units.

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

513. Choice Theory. This seminar deals with the foundations and applications of the theory of rational choice, including 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. 3 units. C-L: Statistics and Decision Sciences 234

521. Organization Seminar: A Micro Focus. Individual and small-group behavior in organizations. Theories of motivation, decision making, interpersonal behavior, group processes, and leadership. A variety of research approaches and methods includes presentation of behavioral research by members of The Fuqua School of Business and other researchers. 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. 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. 3 units. C-L: Psychology 316, Statistics and Decision Sciences 231

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

532. Accounting Seminar: Analytical. This course focuses on the economic models underlying information economics-based theories of the usefulness of accounting information. Topics covered include: adverse selection, moral hazard, signaling, incentive contracting and disclosure. Prerequisites: PhD. level course in microeconomics recommended; basic mathematics background in calculus, statistics and algebra. 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. 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. 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. 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. 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. 3 units. C-L: Psychology 315

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

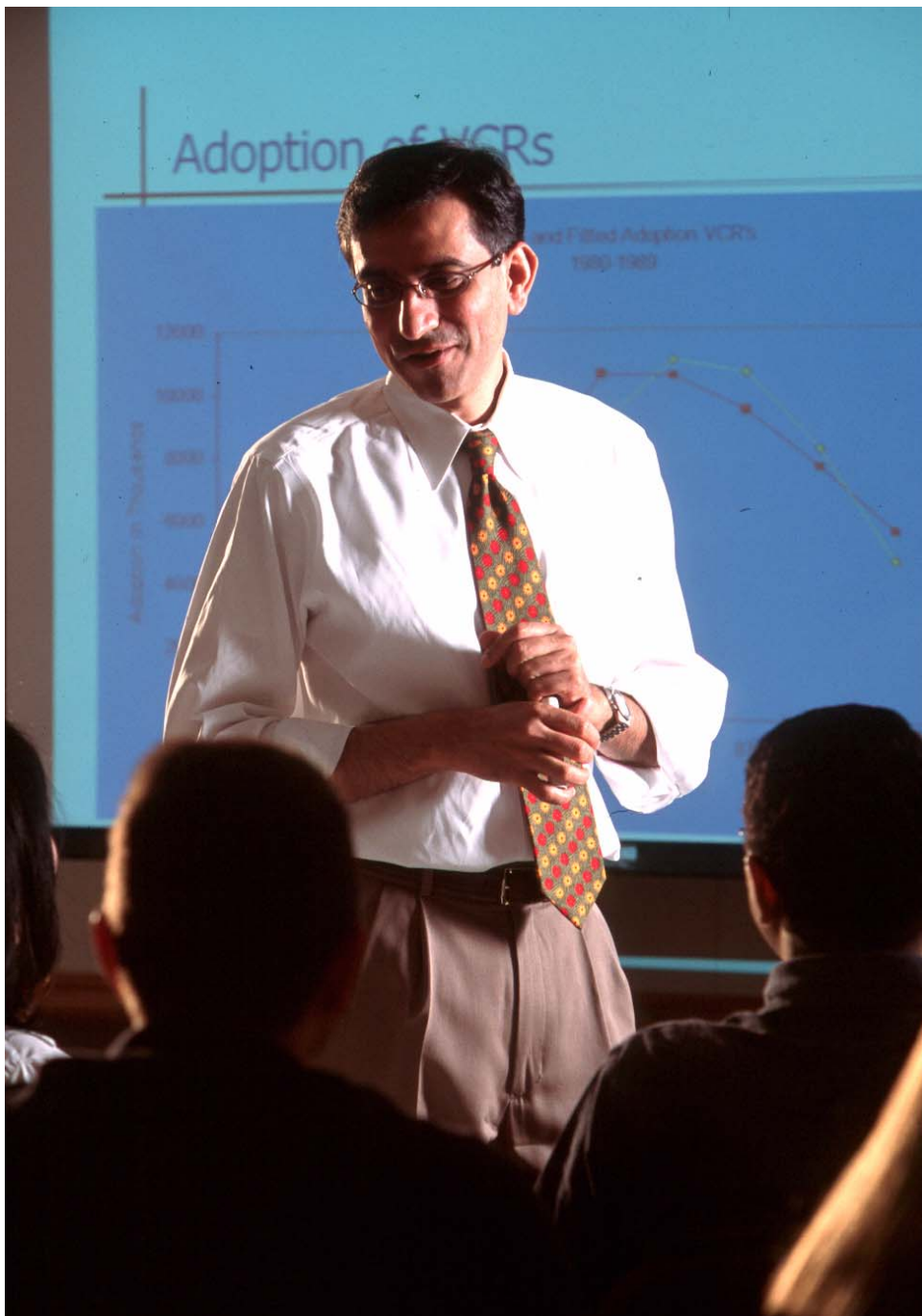
591. Selected Topics in Business. Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability and interests of students and faculty. 3 units.

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. 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. 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. Variable credit.

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:

Stefania Albanesi, Ph.D., *Assistant Professor of Economics*; B.A. (Bocconi University) M.A., (Northwestern University) Ph.D., (Northwestern University)

Professor Albanesi conducts applied theoretical research in macroeconomics. Her research focusses on the determinants of fiscal and monetary policy, specifically, on the role of distributional conflict and imperfect credibility in shaping these policies. Her current work is on the optimal design of labor and capital income taxes in economies with private information. Her research has been published in monographs and has appeared in *The Review of Economic Studies*. She is a Faculty Research Affiliate of the Centre of Economic Policy Research (CEPR) in London. Prior to joining the Fuqua School of Business, Professor Albanesi was at the Stern School of Business, New York University, and at Bocconi University, where she taught undergraduate, MBA and Ph.D. courses in macroeconomics. At Fuqua, she teaches macroeconomics in the Weekend Executive MBA program.

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

Professor Adams served as dean of the Fuqua School of Business from 1996 to 2001 and specializes in organizational management. Previously, he served as vice-president of administration for Mobil Corporation and was responsible for all administrative and human resource functions, domestically and abroad. He currently serves as chairman of the board of PBS and is director of Alleghany Corporation and AMVESCAP PLC. In addition, he is a trustee of the Vera Institute of Justice, Woods Hole Oceanographic Institution, and the Committee for Economic Development. In 1994, he was elected fellow of the National Academy of Human Resources in recognition of his achievements in advancing the human resources profession and in 2001 was honored as a Distinguished Fellow of the Academy. He is a former trustee of Duke University.

Wilfred Amaldoss, Ph.D., *Assistant Professor of Business Administration*; M.A. (Indian Institute of Management), Ph.D. (University of Pennsylvania)

Professor Amaldoss is interested in understanding strategic behavior in the context of interorganizational relationship, and new product development. The National

Science Foundation funds some of his research projects. Recent publication credits include "David versus Goliath: An Analysis of Asymmetric Mixed Strategy Games"

James J. Anton, 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 coeditor of the *Journal of Economics and Management Strategy*. He has taught courses on managerial economics, competitive analysis, and macroeconomics in a variety of Fuqua degree programs.

Alison H. Ashton, Ph.D., *Associate Professor of Business Administration*; B.S. (Louisiana State University), M.P.A., Ph.D. (The University of Texas at Austin)

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

Robert H. Ashton, Ph.D., CPA, *L. Palmer Fox Professor of Business Administration, KPMG Research Scholar and Dean of the Fuqua School of Business Europe*; B.S. (Middle Tennessee State University), MBA (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 settings. 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 (Emeritus)*; B.A. (Oxford University), MBA, 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, 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), MBA (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.

Moshe Bareket, Ph.D., *Assistant Professor of Business Administration*; B.Sc., MBA (Tel-Aviv University), M. Ph., Ph.D. (Columbia University)

Professor Bareket's teaching interests are managerial and financial accounting. His research focuses on performance measurement, managerial compensation and equity valuation. His prior professional experience was as a senior accountant in the Central Bank of Israel and as a freelancer for economic journals. He is a co-author of the book *Aspects in Dividend Distribution: in light of New Corporate Law* (with Swary and Givoly, Globes Publishers and Kasirer Institution, Israel 1999)

Janet E. L. Bercovitz, Ph.D., *Associate Professor of Business Administration*; B.S., MBA, 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)

Professor Bettman is the author of *An Information Processing Theory of Consumer Choice*, *The Adaptive Decision Maker*, and *Emotional Decisions: Trade off Difficulty and Coping in Consumer Choice*; he has also published numerous articles in academic journals. He has served as a consultant to government agencies, as a member of editorial boards of scholarly publications, as president of the association for Consumer Research, as co-editor of the *Journal of Consumer Research*, and is currently the editor of *Monographs of the Journal of Consumer Research*. He is a fellow of the American Psychological Association, the American Psychological Society, and the Association for Consumer Research; he has also received the Converse Award, AMA/Irwin/ McGraw-Hill Distinguished Marketing Educator Award, and Harold Maynard Award from the American Marketing Association and was awarded the Leo Melamed Prize for outstanding scholarship. He has chaired or co-chaired over twenty Ph.D. committees at Fuqua. His teaching and research interests are in consumer behavior.

William F. Boulding, Ph.D., *Professor of Business Administration; and Associate Dean for Daytime MBA Program*; 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), MBA (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.

Michael W. Brandt, Ph.D., *Associate Professor of Finance*; B.A. (Westminster College of Salt Lake City), M.Sc. (London School of Economics), MBA (University of Chicago), Ph.D. (University of Chicago)

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

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

Professor Brav's research is in the area of empirical asset pricing and behavioral finance.

Douglas T. Breeden, Ph.D., *Dean and William W. Priest, Jr. Professor of Business Administration*; B.S., (Massachusetts Institute of Technology), M.A., Ph.D., (Stanford University)

Douglas T. Breeden is the Dean of Duke University's Fuqua School of Business and the William W. Priest Professor of Finance. He has served on faculties at the University of Chicago, Stanford, Duke and North Carolina where he was the Dalton McMichael Professor of Finance. He is the founding editor of the *Journal of Fixed Income*, was associate editor for five journals in financial economics and was elected to the Board of Directors of the American Finance Association. He holds a Ph.D. in Finance from Stanford and a B.S. from M.I.T. He is the chairman and co-founder of Smith Breeden Associates, a money management firm. In Indiana, he is chairman of Community First Financial Group, a bank holding company, and Old Capital Golf Course.

Susan E. Brodt, Ph.D., *Associate Professor of the Practice 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 in the Daytime, Weekend and Global Executive programs.

Richard M. Burton, D.B.A., *Professor of Business Administration*; B.S., MBA, 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.

Kurt A. Carlson, Ph.D., *Assistant Professor of Business Administration*; B.S., M.S. (University of Wisconsin), M.S., Ph.D. (Cornell University)

Professor Carlson's research focuses on how consumers make decisions, with an emphasis on the mechanisms underlying the decision-making process. His current research interests include understanding what cognitions and contextual factors underlie the preference construction process.

Tanya L. Chartrand, Ph.D., *Associate Professor of Business Administration*; B.S. (Santa Clara University), M.A., Ph.D. (New York University)

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

Qi Chen, Ph.D., *Assistant Professor of Business Administration*; B.A. (Wuhan University), M.A. (University of Maryland), MBA, 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), MBA (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 and the use of experts for risk assessment.

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 most recent research focused on the microstructure of security markets.

Wesley Cohen, Ph.D., *Professor of Economics and Management*; Ph.D. (Yale University)

After teaching at Carnegie Mellon University for twenty years, Cohen recently joined the faculty of The Fuqua School of Business as professor of economics and

management. He is also a research associate of the National Bureau of Economic Research. Cohen's research has focused on the economics of technological change and R&D. He has published in numerous scholarly journals, including the *American Economic Review*, the *Administrative Science Quarterly*, *Management Science* and co-edited the recently published volume, *Patents in the Knowledge-Based Economy*. He currently serves on the National Academies' Committee on Intellectual Property Rights in the Knowledge-Based Economy as well as the National Academies' Panel on Research and Development Statistics. He has taught courses on the economics of technological change, industrial organization economics, the economics of entrepreneurship, organizational behavior, corporate strategy and the management of intellectual capital.

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

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

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

Professor Das Varma's teaching interests include microeconomics and 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 elective courses on supply chain management and managing environmental opportunities and risks. 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.

J. Gregory Dees, Ph.D., *Adjunct Professor of Social Entrepreneurship and Nonprofit Management*; B.A. (University of Cincinnati), M.A., Ph.D. (Johns Hopkins University)

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

Preyas S. Desai, Ph.D., *Associate Professor of Business Administration*; B.E., MBA (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 preannouncements. His teaching interests are marketing management, industrial marketing, pricing and marketing planning.

Gerardine DeSanctis, Ph.D., *Thomas F. Keller 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.

Francis de Véricourt, Ph.D., *Assistant Professor of Business Administration*; M.A.G. (Ecole Nationale Supérieure), D.E.A. (National Polytechnique de Grenoble), Ph.D. (University of Paris 6)

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

Julie A. Edell-Britton, 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, customer relationship management, consumer behavior, and marketing research. Her current research is concerned with consumers' emotional responses to advertising, service failures, and consumer decisions. Her work has appeared in the *Journal of Consumer research* and the *Journal of Marketing Research*.

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.

Gavan J. Fitzsimons, Ph.D., *Associate Professor of Marketing*; B.Sc., (University of Western Ontario) MBA, (University of Western Ontario), M.Ph. and Ph.D., (Columbia University)

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

John D. Forsyth, D.B.A., *Professor of Business Administration (Emeritus)*; B.A. (Queen's University), MBA (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., *Adjunct 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., *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 an elective course in valuation and fundamental analysis and a doctoral seminar in empirical accounting research, and has previously taught the core course in managerial accounting. She is the winner of several awards for outstanding teaching at Duke University and the University of Chicago. Her research focuses on the relevance of financial reports to investors, equity valuation, and the role of securities' analysts as information intermediaries. In addition to her research publications, she has written financial accounting cases related to the valuation of purchased research and development, the accounting for environmental liabilities, and the reporting of segment information, as well as managerial accounting cases in the areas of banking, consulting, and health care. She serves on the editorial boards of several of the leading accounting research journals.

John P. Gallagher, 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 is currently on leave to Duke Corporate Education.

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

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

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 a 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. He also teaches the core marketing course in the Masters in Engineering Management at Duke's Pratt Engineering School. Mr. Garda currently serves on the Duke Engineering Dean's Council and as the chairman of the Duke Athletic 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 Poly One Corporation, Insect Biotechnology, Inc., Warrick Industries, and GED Inc.

Simon Gervais, Ph.D., *Associate Professor of Finance*; B.Sc., (Université Laval), M.Sc., (University of California at Berkeley), Ph.D. (University of California at Berkeley)

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

Itay Goldstein, *Assistant Professor of Business Administration*, B.A., M.A., Ph.D. (Tel Aviv University)

Professor Goldstein works in the area of international finance and macroeconomics. His recent research investigates models of self-fulfilling financial crises, and explores their implications for economic policy and for the optimal design of financial contracts. Professor Goldstein has recently worked in the research department of the bank of Israel. There, he was in charge of the analysis of the current account of Israel.

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 corporate payout policy and how the incentives provided by the tax code affect corporate decisions. Professor Graham has also recently completed a project with Professor Campbell Harvey that compares academic theories to the way companies actually practice corporate finance.

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

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

Chad Hogan, Ph.D., *Assistant Professor of Business Administration*; B.Ec. (Australian National University), Ph.D. (University of Michigan)

Professor Hogan's teaching interests range over many areas of microeconomics and game theory. His research interests focus on mechanism design, institutions as equilibrium responses to market failures, and natural resource economics. Currently, his research is directed to understanding a range of multiple-dimensional mechanism design problems.

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), MBA, Ph.D. (University of Pennsylvania)

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

Otis B. Jennings, Ph.D., *Assistant Professor of Operations Management*; B.S.E. (Princeton University), M.S. (Georgia Institute of Technology), Ph.D. (Georgia Institute of Technology)

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

Wagner A. Kamakura, Ph.D., *Ford Motor Company Professor of Global Marketing*; B.S., M.S., Ph.D. (University of Texas, Austin)

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

Ron Kaniel, Ph.D., *Assistant Professor of Business Administration*; B.Sc. (Hebrew University Jerusalem), M.Sc. (Hebrew University Jerusalem), Ph.D. (The Wharton School, University of Pennsylvania)

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

Ralph L. Keeney, Ph.D., *Research Professor of Business Administration*; B.S. (University of California, Los Angeles), Ph.D. (Massachusetts Institute of Technology)

Professor Keeney's research interests are the areas of decision making and risk analysis, with a focus on problems involving multiple objectives. He had applied such work as a consultant for several private and public organizations addressing corporate management problems, environmental and risk studies, energy policy, and decisions

about siting large facilities (e.g., power plants, waste facilities). Prior to joining the Duke faculty, Professor Keeney was a faculty member in Management and Engineering at MIT and at the University of Southern California, a research scholar at the International Institute for Applied Systems Analysis in Austria, and the founder of the decision and risk analysis group of a geotechnical and environmental consulting firm. Professor Keeney is the author of many books and articles and has served on the editorial boards of several journals. He was awarded the Ramsey Medal for Distinguished Contributions in Decision Analysis and is a member of the National Academy of Engineering.

Thomas F. Keller, Ph.D., CPA, *R.J. Reynolds Professor of Business Administration*; A.B. (Duke University), MBA, 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 co-author and co-editor of several books in financial accounting. During the summer and fall of 1975, under the auspices of a Fulbright grant, he lectured in Australia and the Far East on a variety of topics related to the development of accounting theory and standards. He is currently a director of the Biogen, Inc., DIMON, INC., Hatteras Income Securities, Inc., Nations Funds, Inc., and Wendy's International, Inc. He is also a director of the Triangle Community Foundation, the N.C. Zoological Society, and the Research Triangle Regional Partnership and a trustee of Stillman college. He is a former director of the American Assembly of Collegiate Schools of Business, the national accrediting agency for business schools and is former chairman of the RTP World Trade Center. From 1974 to June 1996, he served as Dean of the Fuqua School of Business and from June 1999 to July 2001 he served as Dean of the Fuqua School of Business Europe.

Ahmed W. Khwaja, Ph.D., *Assistant Professor of Business Administration*; B.A. (St. Stephen's College, University of Delhi), M.A. (Jawaharlal Nehru University), M.Sc. (University College of London), Ph.D. (University of Minnesota)

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

Gürhan Kök, Ph.D. *Assistant Professor of Operations Management*; M.S., B.S. (Bilkent University, Turkey), Ph.D., M.A. (The Wharton School, University of Pennsylvania)

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

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

Professor Kyle teaches courses in venture capital and private equity, corporate finance and financial theory. 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 areas of information economics and numerical finance, with emphasis on price formation in speculative markets.

Richard P. Larrick, Ph.D., *Associate Professor of Business Administration*; B.A. (College of William and Mary), M.A., Ph.D. (University of Michigan)

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

Dan J. Laughhunn, D.B.A., *Professor of Business Administration*; B.S., MBA, 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 J. Lenox, Ph.D., *Associate Professor of Business Administration*; B.S., M.S., (University of Virginia), Ph.D. (Massachusetts Institute of Technology)

Professor Lenox joins Fuqua after three years at New York University's Stern School of Business. Professor Lenox studies technology strategy with an interest in the role of incentives and information on the rate and direction of innovation within firms. He has an interest in how managers may design innovative organizations to capture rents from unique capabilities. Also, he has an interest in the circumstances under which firms pursue innovative activities that have a public good spillover, in particular, innovations that benefit the natural environment. His current research examines the ways in which firms may source knowledge from external sources and explores how information flows may be structured to overcome problems of coordination and control. Professor Lenox teaches courses on strategy and in particular technology strategy and entrepreneurship.

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 and editor-in-chief of the *Journal of International Business Studies* (JIBS). His current research centers on the co-evolution of new organizational forms. This research involves various empirical studies including a long-term cross-cultural comparative study of strategic reorientations and organization restructurings involving Fortune 1000 companies in the United States and their equivalent in major industrialized countries in Europe and Asia; transaction cost advantage of Internet network organization forms; and the impact of CEO succession on strategic reorientation and organization redesign. He has served as director of the Decision, Risk, and Management Science Program at NSF and is founding editor-in-chief emeritus of the international journal *Organization Science*.

Tracy R. Lewis, Ph.D., *Martin L. Black, Jr. Professor of Business Administration; B.A., Ph.D. (University of California, San Diego)*

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

E. Allan Lind, 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.

Miguel Lobo, Ph.D., *Assistant Professor of Business Administration; Lic. (Universidade Tecnica de Lisboa, Portugal), M.S., M.A., Ph.D. (Stanford University)*

Professor Lobo's main research interest is in mathematical models for decision making. His recent work has focused on applications of large-scale optimization, and on simultaneous estimation and optimization of uncertain systems. He has also worked on real-time personalization and dynamic pricing for e-commerce. He joined Fuqua faculty after two years working and consulting for a number of startup companies in the San Francisco Bay Area. He teaches a course on decision models.

Giuseppe (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, Merilee and Roy Bostock Family Professor of Marketing; B.A., M.A., Ph.D. (University of Illinois)

Professor Lynch's current work focuses on Internet marketing, smart recommendation agents for e-commerce and on time discounting in consumer preferences. He has published numerous articles on consumer behavior and marketing research methods in *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Marketing Science*, *Management Science* and other outlets. Four of his papers have been honored as outstanding article of the year in the top journals in marketing, two by the *Journal of Consumer Research*, one by the *Journal of Marketing Research* and one by the *Journal of Marketing*. Professor Lynch is the only marketing scholar to have been honored by all three of these journals and the only two-time award recipient at the *Journal of Consumer Research*. He is past president of the Association for Consumer Research, past associate editor for the *Journal of Consumer Research*, and past associate editor and co-editor of *Journal of Consumer Psychology*. He is now the editor of the *Behavioral Marketing Abstracts Journal* of the Marketing Research Network, a part of the Social Science Research Network (SSRN). Professor Lynch has served as consultant to

government regulatory agencies and businesses in the telecommunications and technology industries including MCI, SBC Corporation, US West, IBM, and the LifeScan division of Johnson & Johnson. He is a member of the Academic Board of Trustees for the Marketing Science Institute and of the Board of Advisors for Copernicus: The Marketing Investment Strategy Group. His teaching interests are in research methods for market analysis and in consumer behavior.

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.

Pranab Majumder, Ph.D., *Assistant Professor of Business Administration*; B. Tech. (Indian Institute of Technology), MBA (Indian Institute of Management), M.S., Ph.D. (University of Rochester)

Professor Majumder's interests cover the interface of operations management with economics, marketing, and information technology. His current research includes the social implications of remanufacturing, environmental manufacturing, the effects of competition therein, the effect of customer choice behavior on retail inventories, and the effect of personnel policies in Markov models of service management. He teaches the core operations management course.

Leslie M. Marx, Ph.D., *Associate Professor of Business Administration*; B.A. (Duke University), Ph.D. (Northwestern University)

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

B. Cade Massey, Ph.D., *Assistant Professor of Business Administration*; B.B.A. (University of Texas), MBA, Ph.D. (University of Chicago)

Professor Massey's research focuses on the intersection of economics and psychology in decision making by individuals and organizations. His principal research combines psychological and economic models to better understand compensation-related issues, such as employee stock options. Before pursuing a Ph.D. he held positions in the energy industry with Conoco, DuPont, Cambridge Energy Research Associates, and Booz Allen Hamilton. Professor Massey teaches managerial effectiveness in the core and the dynamics of bargaining as an elective.

Richmond D. Mathews, *Assistant Professor of Business Administration*; Ph.D. (University of Rochester)

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

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

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

John M. McCann, Ph.D., *Professor of Business Administration (Emeritus)*; B.S.M.E., MBA (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 most recently taught courses in electronic commerce and his research involves entrepreneurship, innovation, and entrepreneurial envisioning. He is currently vice-president for Product Development at Duke Corporate Education, Inc.

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

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

Carl F. Mela, Ph.D., *Associate Professor of Business Administration*; B.S.E.E. (Brown University), MBA (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), MBA, 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.

Will Mitchell, Ph.D., *J. Rex Fuqua Professor of International Management*; B.B.A. (Simon Fraser University), Ph.D. (University of California, Berkeley)

Professor Mitchell studies business dynamics. His research investigates how businesses change as the environments in which they compete change and, in turn, how the business changes contribute to ongoing corporate success or failure. Much of his research focuses on business level technical change, including use of information technology, development of new product technology, and introduction of new organizational technology. His published work appears in journals such as *Strategic Management*, *Administrative Science Quarterly*, *Management Science*, *Research Policy*, and *Industrial and Corporate Change*. His current research focuses on how firms chose among and then manage different modes of change, such as acquisitions, alliances, discrete

resource exchange, and internal development. He is studying the causes and effects of such changes for firms operating in several industrial sectors in North America, Europe, and Asia, including trucking services, medical sector, health services, telecommunications, and auto sector business. He serves as associate editor of *Strategic Management Journal* and sits on the editorial boards of several other academic journals in North America, Asia, and Europe. He teaches courses on business dynamics, corporate strategy, alliance strategy, and manufacturing strategy.

Marian Chapman Moore, Ph.D., *Associate Professor of Business Administration (Emeritus)*; 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.

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

Dhananjay (DJ) Nanda, Ph.D., *Assistant Professor of Business Administration*; B.S. (St. Xavier's College, Bombay University), M.S., Ph.D. (University of Rochester).

Professor Nanda's teaching interests are in managerial accounting. His research examines the relations between organizational design, corporate governance, performance measurement, and compensation. Prior to Fuqua he was on the faculty at the University of Michigan Business School.

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, Professor Nau taught at Tulane University and served as manager of information systems at Liberty Mutual Insurance Company. He has taught courses on decision models (management science), computers and information systems, statistical forecasting, and rational choice.

Per Olsson, Ph.D., *Assistant Professor of Business Administration*; M.Sc., Ph.D. (Stockholm School of Economics)

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

Hui Ou-Yang, Ph.D., *Assistant Professor of Business Administration*; B.S. (Hunan Normal University), M.S. (Beijing University), Ph.D. (University of California at Berkeley)

Professor Ou-Yang teaches real options and venture capital at the MBA level and continuous-time asset pricing theory at the Ph.D. level. His research encompasses issues

in corporate finance and asset pricing. Professor Ou-Yang is currently working on integrated models of asset pricing, moral hazard, and delegated portfolio management.

John W. Payne, Ph.D., *Joseph J. Ruvane, Jr. Professor of Business Administration 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 managerial effectiveness.

Aleksandar Pekec, Ph.D., *Associate 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.

Manju Puri, Ph.D., *Associate Professor of Finance*; B.A. (Delhi University), MBA (IIM Ahmedabad), Ph.D (New York University)

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

Devavrat Purohit, Ph.D., *Professor of Business Administration*; B.A. (Muskungum 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.

Luca Rigotti, Ph.D., *Assistant Professor of Business Administration*; B.S. (Universita' Bocconi), Ph.D. (Yale University)

Professor Rigotti teaches the core probability and statistics course. His main research interest is in theoretical economics that allows a distinction between

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

Michael R. Roberts, Ph.D., *Assistant Professor of Business Administration*; B.A. (University of California, San Diego), M.A., Ph.D. (University of California, Berkeley)

Professor Roberts works in the areas of corporate finance and financial econometrics. His recent research examines competing theories of capital structure and statistical methods for testing these theories. Professor Roberts has also recently examined electricity prices in California and the pricing of energy derivatives.

David T. Robinson, Ph.D., *Assistant Professor of Finance*; B.A. (UNC-Chapel Hill), M.Sc. (The London School of Economics), MBA, Ph.D. (The University of Chicago)

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

Scott F. Rockart, Ph.D., *Assistant Professor of Management*; A.B. (Princeton University), MBA, Ph.D. (Massachusetts Institute of Technology)

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

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 teaches the Eastern Europe GATE course. He has worked with over 200 companies in the Triangle area. He is the coordinator for student consulting projects. Prior to joining the Fuqua School, 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 10 years of his petroleum career.

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

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

Sergei Severinov, Ph.D., *Assistant Professor of Business Administration*; B.A., Moscow State University), M.S. (Stanford University), Ph.D. (Stanford University)

Professor Severinov's teaching interests include microeconomics, industrial organization, contracts, theory of the firm and organizations. In his research, Professor Severinov explores the design of trading institutions and mechanisms, as well as educational and testing systems. He analyzes strategic behavior of participants in these mechanisms and institutions, and the ways to improve their efficiency. Recently he has been exploring the Internet auction markets and the competition between the auctioneers in them, and working on the design of mechanism for efficient merger negotiations. In another project, Professor Severinov is studying how to develop testing and educational systems to improve the screening of workers. Professor Severinov also works in the area of law and economics. In his current work, he explores the benefits of legal representation, and the design of optimal privacy laws.

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, Mr. 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.

Kevin H. Shang, Ph.D., *Assistant Professor of Business Administration*; B.S. (National Chiao tung University), MBA (University of California, Riverside), Ph.D. (University of California, Irvine)

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

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 with organizations. Specific research interests include conflict management, justice, negotiation, organizational forms and strategy. He has published articles on all of these topics in a range of business and psychology journals and is coeditor of a biannual series entitled "Research on Negotiation in Organizations." His professional activities include executive education and consulting for a variety of organizations and active participation in professional associations.

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 leadership, organizational learning and innovation, organizational control, and the management of organizational change. He has served on a number of academic editorial boards and review panels and currently serves as a senior editor of *Organization Science* and as associate editor of the *Journal of Organizational Behavior*. His consulting and executive development work has included a number of large and small organizations in the computer hardware/software, engineering, financial services, government, health care, hospitality, natural resources, office equipment, pharmaceutical, publishing and transportation industries.

Charles J. Skender, MBA, CPA, *Instructor*; B.S. (Lehigh University), MBA (Duke University)

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

Frank A. Sloan, Ph.D., *J. Alexander McMahon Professor of Health Policy and Management, Director, Center for Health Policy, Law, 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, *Lecturer*, 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*; 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.

Jing-Sheng Song, Ph.D., *Professor of Operations Management*; B.A. (Beijing Normal University), M.Sc. (Chinese Academy of Sciences), Ph.D. (Columbia University)

Professor Song studies design and management of production and inventory systems and coordination mechanisms in supply chains. Her current work includes finding simple and effective inventory policies along a supply chain, measuring supplier performance in Vendor-Managed-Inventory programs, inventory-service tradeoffs in Assemble-to-Order systems, as well as channel coordination issues arose in the Internet age. Professor Song's research has been supported by National Science Foundation and has appeared in several leading academic journals such as *Management Science*, *Operations Research*, and *Manufacturing & Service Operations Management*. She serves on the editorial board of *Management Science*, *Operations Research*, *Manufacturing & Service Operations Management*, and *IIE Transactions*. Professor Song teaches operations and supply chain management.

Richard Staelin, Ph.D., *Edward and Rose Donnell Professor of Business Administration and Deputy Dean*; B.S., MBA, 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 MBA program and the managing director of the Siemen's executive education programs. He was recently the winner of the AMA/Irwin Distinguished Marketing Educator Award and the Converse Award. He has chaired numerous 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.

Jill Stowe, Ph.D., *Assistant Professor of Business Administration*; B.S. (Texas Tech University), Ph.D. (Texas A&M University)

Professor Stowe will be teaching the core probability and statistics course. Her main research interests lie in behavioral economic theory and non-expected utility theory. Recent work focuses on developing an axiomatic foundation for other-regarding preferences in both static and dynamic settings. Additional research examines the impact of incorporating behavioral aspects into traditional microeconomic models.

Peng Sun, Ph.D., *Assistant Professor of Decision Sciences*; B.E. (Tsinghua University, Beijing China), Ph.D. (MIT)

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

James H. Vander Weide, 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 the electric, natural gas, water, telecommunications and insurance industries; and he has testified as an expert witness on financial and economic issues.

Mohan Venkatachalam, Ph.D., *Associate Professor of Business Administration*; B. Com (Vivekananda College, India), ACA (The Institute of Chartered Accountants of India), Ph.D., (University of Iowa)

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

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

Professor Viswanathan teaches corporate finance and corporate restructuring. His current research interests are in the areas of bankruptcy law and market architecture. His prior research has been in the areas of corporate finance, non-linear asset pricing

and market microstructure and has been published in the *Journal of Finance*, *Review of Financial Studies*, the *Journal of Business*, *Journal of Business Economics*, and *Statistics and Journal of Finance and Quantitative Analysis*.

Kimberly A. Wade-Benzoni, Ph.D., *Associate Professor of Business Administration*; B.S. (Cornell University), M.S., Ph.D. (Northwestern University)

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

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

Prior to joining the Fuqua School of Business faculty, Professor Whaley taught at Vanderbilt University, the University of Alberta, and the University of Chicago. He also served as vice-president–research GNP Consulting in Chicago and as director of the Institute for Financial Research at the University of Alberta. Professor Whaley's research interests are currently in the area of market volatility, derivatives and derivative markets, and market micro-structure. He has published over fifty articles in finance, business, and accounting journals and six books, including a textbook on the theory and applications of futures and option contracts. He serves or has served as editor or associate editor of *Advances in Futures and Options Research*, *Canadian Journal of Administrative Science*, *China Accounting and Finance Review*, *Journal of Derivatives*, *Journal of Finance*, *Journal of Financial Economics*, *Journal of futures Markets*, *Journal of Risk, Management Science*, and *Review of Futures Markets*.

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Professor Zhang's main research interest is to understand the negotiation process between the auditor and manager in preparing financial statements. In particular, his Thesis, "Auditor's Pre-negotiation Information, Accuracy of Financial Reports and Consulting Services", analyzes the impact of auditor's information regarding her audit client on the accuracy of financial numbers. He currently teaches managerial accounting at the Fuqua School of Business.

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

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