

Bulletin of  
**Duke University**

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The Fuqua School of Business  
2020-2021

## Duke University Registrar

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Courtesy of The Fuqua School of Business and Duke University  
(Les Todd, Bill Snead, Andy Medlin, Chris Hildreth, Megan Mendenhall, and Jon Gardiner)

The information in this bulletin applies to the academic year 2020-2021 and is accurate and current, to the greatest extent possible, as of November 2020. 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 is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The institution prohibits discrimination on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the institution. Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708, and can be contacted at (919) 684-8222.

Questions or comments about harassment or discrimination can be directed to one of the following administrators in the Office for Institutional Equity:

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Sex discrimination in educational programs and activities	Ericka Lewis, Interim Deputy Title IX Coordinator for Students Office for Institutional Equity 114 S. Buchanan Blvd., Bay 8 Durham, NC 27708 (919) 684-4757

Additional information, including the complete text of Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the Office for Institutional Equity's website at <https://oie.duke.edu/>. For further information, visit <https://www2.ed.gov/about/offices/list/ocr/index.html>, or call (800) 421-3481.

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

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

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

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

In Spring 2020, COVID-19 significantly impacted university/institute operations, requiring unprecedented changes to student enrollment and grading. Due to the impacts of COVID-19, the credit/no credit grading option was offered to all enrolled students.

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

# The Mission of Duke University

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

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

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

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

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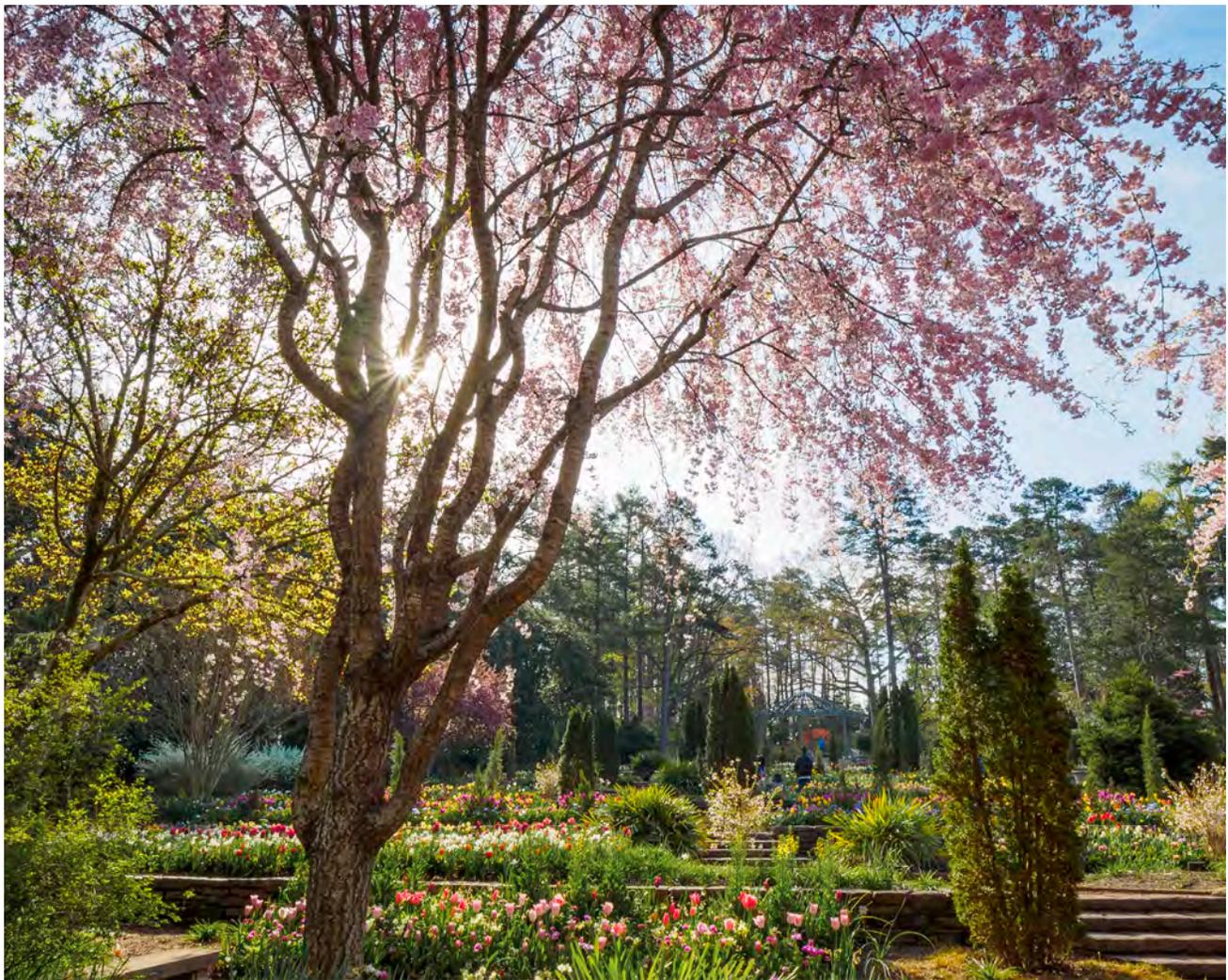
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## Preface

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

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

The heritage at Duke is a tradition of excellence in education. At Fuqua, the administration has continued this tradition through the development of programs that enable graduates to meet the dynamic challenges of leadership in business and not-for-profit enterprises in an evolving global economy.

# 2020-2021 Academic Calendar

## Daytime MBA

The academic calendar below reflects the activities of the Duke MBA—Daytime Program only. Academic calendars for the Global Executive, Weekend Executive, Master of Quantitative Management, MMS: Foundations of Business, and Duke Kunshan University programs are available online at [https://www.fuqua.duke.edu/student\\_resources/academics/academic\\_calendars/](https://www.fuqua.duke.edu/student_resources/academics/academic_calendars/). Dates of the Fuqua academic calendar are subject to change by the provost of Duke University.

### 2020

#### July

15 **W** Business Computer Applications course opens, Online Modules [Mandatory]. First day of classes

#### August

10-21 **M-F** International Student Bootcamp [as required by admissions]

16-20 **Su-Th** Math Review Course [optional, unless required by admissions]

22 **Sa** CEI Innovators' Spark [optional]

23-28 **Su-F** [Health Sector Management Boot Camp](#) [required for HSM certificate]

29 **Sa** International students welcome day

31-Sep. 2 **M-W** First-year MBA student orientation

#### September

3 **Th** First day of the term for first-year and accelerated Daytime MBA students

3-25 **Th-F** First-year MBA and accelerated daytime MBA student classes

7 **M** Labor Day [classes in session]

12 **Sa** Day in Durham [optional]

28-Oct. 1 **M-Th** First-year MBA and accelerated Daytime MBA student exams

29 **T** First day of classes for second-year students

29-Oct. 2 **T-F** Class of 2020 C-LEAD 2 Course

#### October

2-3 **F-Sa** Pre-Term Accounting Review [optional]

8 **Th** **Fall 1 Session begins**

#### November

17 **T** Fall 1 Session ends

19-21 **Th-Sa** Fall 1 exams

22-29 **Su-Su** Fall and Thanksgiving Break

30 **M** **Fall 2 Session begins**

#### December

19 **Sa** Winter Break begins

### 2021

#### January

11 **M** Fall 2 classes resume

18 **M** Martin Luther King, Jr. Day (no classes)

19 **T** M/Th classes held on Tuesday

20 **W** T/Fr classes held on Wednesday

29 **F** Fall 2 Session ends

#### February

1-3 **M-W** Fall 2 exams

11 **Th** **Spring 1 Session begins**

#### March

23 **T** Spring 1 Session ends

25-27 **Th-Sa** Spring 1 exams

28-Apr. 7 **Su-W** Spring Break

#### April

8 **Th** **Spring 2 Session begins**

#### May

9 **Su** Class of 2020 Duke-wide Commencement Ceremony

18 **T** Spring 2 Session ends

20-22 **Th-Sa** Spring 2 exams

29 **Sa** Class of 2021 Daytime MBA and Accelerated Daytime MBA Commencement Ceremony

# Administration



# University Administration

## General Administration

Vincent Price, PhD, President  
Sally Kornbluth, PhD, Provost  
Tallman Trask III, MBA, PhD, Executive Vice President  
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Preyas Desai, PhD, Senior Associate Dean for Faculty Affairs  
Russ Morgan, PhD, Senior Associate Dean for Full-Time Programs  
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Sharon Thompson, MA, Assistant Dean, Admissions  
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Meg Trauner, MLS, MBA, Associate Dean and Librarian, Ford Library  
Hank Woods, MA, Associate Dean, Development & Alumni Relations

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Jesse J. Wu, Board Member, The a2M Milk Company



Les Todd

# General Information



# Duke University

## History

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

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

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

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

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

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

Today, Duke embraces a diverse community of learners, including 6,500 undergraduates and 9,000 graduate and professional students from a multiplicity of backgrounds. Its motto, *Eruditio et Religio*, reflects the university's fundamental belief in the union of knowledge and faith, the advancement of learning, and the defense of scholarship. Duke University has encouraged generations of students to understand and appreciate the world they live in, their opportunities, and their responsibilities. For more historical information, visit <https://library.duke.edu/rubenstein/uarchives>.

## The Campus

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

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

## The Fuqua School of Business

Recognizing the importance of business education, Duke University's Board of Trustees established the Graduate School of Business Administration in 1969, with the mandate to provide management education programs of the highest quality. The school began with two programs: an undergraduate major in management science, which no longer exists, and an MBA program that graduated its first class of twelve students in 1972.

Since that time, the school has grown to include ten academic degree programs, a tenure-track faculty of 91, and approximately 1,900 master's degree candidates. Full-time students are enrolled in residential programs including our daytime and accelerated daytime MBA programs, as well as two master's of management studies programs, and a master of quantitative management in business analytics. Fuqua also offers programs with varying forms of flexibility, such as our executive MBA programs or one of three fully online degree programs: a master of science in quantitative management in health analytics, a master of science in quantitative management in business analytics, and an accelerated master of science in quantitative management in business analytics. The school also offers a PhD program and nondegree executive education courses and seminars.

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

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

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

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

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

## Resources of the University

### The Library System

The university library system consists of the Perkins and Bostock Libraries and the adjoining David M. Rubenstein Rare Book and Manuscript Library; the Lilly Library and the Music Library on East Campus; the Pearse Memorial Library at the Duke Marine Lab in Beaufort, NC; the Duke Kunshan University Library in China; and four on-campus professional school libraries: the Ford Library at The Fuqua School of Business, the J. Michael Goodson Law Library, the Medical Center Library, and the Divinity School Library. As of June 2020, Duke Libraries contained approximately 6,600,000 volumes and ranked among the twenty largest academic libraries in the United States. The rich collection of print and electronic resources for research and scholarship is available to the Duke community through the libraries' websites, which provide gateways to books, journals, and databases. At each location, research librarians are available in person, by telephone, email, or chat software to help patrons identify useful resources and implement effective search strategies.

### Ford Library

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

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

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

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

Ford Library employs subject-specialist librarians to assist faculty members and students with their research questions by telephone, email, chat, WebEx, Zoom, and in person. These librarians provide classes in library technology and database use throughout the year as

well as assist faculty in identifying and licensing specialized data sets for research.

Ford Library's website, active social media presence (Facebook, Instagram and Twitter), and monthly e-newsletter highlight its activities, collections, and resources, providing updates on instructional classes, new acquisitions, light-hearted articles, access to interlibrary loan resources and the online catalog. The catalog allows patrons to locate materials in all Duke Libraries as well as in the neighboring university libraries. Learn more about Ford Library from library staff or the library's website at <https://library.fuqua.duke.edu/>.

## Technology at Fuqua

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

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

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

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

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

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

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

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

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

## Fuqua IT Teams

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

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

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

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

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

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

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

Given the ever-evolving world of technology, Fuqua IT is constantly adapting and innovating to meet the academic, collaborative, and research-related needs of students, faculty, and staff.

# Programs of Study



## The Duke MBA—Daytime

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

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

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

### Curriculum

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

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

### Collaborative Leadership Experiences

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

### Courses

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

### The First Year

#### The Summer Term

The Duke MBA—Daytime Program begins with a four-week-long Summer Term held in August. The term features four core courses: Leadership, Ethics, and Organizations (LEO); Technology Driven Transformation; Entrepreneurial Mindset and Action and Collaborative Leadership (C-LEAD). LEO, Technology Driven Transformation, and Entrepreneurial Mindset and Action are more traditional classroom-based courses, while C-LEAD involves several experiential learning and team-building sessions.

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

## Typical First-Year Schedule

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

### First Semester

Summer Term (four-week term)
MANAGEMENT 730 (Leadership, Ethics, and Organizations)*
FUQINTRD 698 (Entrepreneurial Mindset and Action)*
FUQINTRD 699 (Technology Driven Transformation)*
FUQINTRD 682 (Collaborative Leadership)

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

### Second Semester

Spring 1	Spring 2
OPERATNS 820 (Operations Management)*	FUQINTRD TBA (Capitalism & Common Purpose in a World of Differences)*
Elective	Elective
Elective	Elective

## The Second Year

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

As part of the Daytime MBA degree, students have the opportunity to take up to four approved (up to 12 credits) graduate-level courses in other schools or departments at Duke University, such as the School of Law, the Nicholas School of the Environment, the Sanford School of Public Policy, and the Department of Economics of The Graduate School. However, dual degree students may not count non-Fuqua credits toward their MBA degree because they already take a substantial number of non-Fuqua classes.

## The Duke MBA—Accelerated Daytime

Students with a strong foundation in business concepts and fundamentals, which they earned through either a one-year MBA, a Master in Management, or a Master in Management Studies program from certain accredited universities can build on this prior knowledge with The Duke MBA--Accelerated Daytime program. Over 12 months, students immerse themselves in the electives and experiential learning opportunities that support their unique goals. Learning alongside a diverse group of peers, they develop a new way of working that draws out the strength in others and helps them develop into a new kind of business leader.

The Duke MBA—Accelerated Daytime Program begins with a four-week-long Summer Term held in August. The term features four core courses: Leadership, Ethics, and Organizations (LEO); Technology Driven Transformation; Entrepreneurial Mindset and Action and Collaborative Leadership (C-LEAD). LEO, Technology Driven Transformation, and Entrepreneurial Mindset and Action are more traditional classroom-based courses, while C-LEAD involves several experiential learning and team-building sessions. After the Summer Term, these students join the second year Daytime MBA students, and tailor their course of study to meet their specific educational and career goals. Concentrations, certificates, and a STEM focused study track are offered in various disciplines; while not required, students are able to pursue up to a total of two concentrations and/or certificates.

## The MBA—JD

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

## The MBA—MF and the MBA—MEM

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

## The MBA—MPP

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

## The MBA—MD

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

## The Duke MBA—Global Executive

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

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

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

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

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

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

## The Duke MBA—Weekend Executive

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

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

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

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

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

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

## Concentrations

### The Duke MBA—Daytime

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

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

### The Duke MBA—Accelerated Daytime

The Accelerated Daytime MBA program offers many opportunities to enrich your knowledge of business fundamentals. You may choose to broaden your experience across multiple academic areas, or earn concentration or certificate credentials in the one or two areas that will drive your career ahead. Specialized concentrations provide you the option to deepen your educational experience, so you're more fully prepared for the specific challenges of your career. While a concentration is not required, you may choose one in any of the major functional or topical areas—or both. It's a way to further refine the business and leadership skills you need to capture the hearts, minds, and hands of entire organizations.

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

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

## Health Sector Management (HSM) Certificate

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

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

### Requirements for the Certificate

#### Core Courses

HSM Daytime
Health Sector Management 705 and 706 (Seminars in Health Care)
Health Sector Management 710 (Health Institutions, Systems and Policy)
Health Sector Management 711 (Health Care Markets)
HSM EMBA
Health Sector Management 705E, 706E, 707E (Seminars in Health Care)
Health Sector Management 710 (Health Institutions, Systems and Policy)
Health Sector Management 711E (Health Care Markets)

### Elective Course

The Duke MBA—Daytime Program requires three electives and the EMBA Program requires two electives (depending upon availability).

Sample courses include the following:

Health Sector Management 712 (Medical Device Strategy (Daytime only)
Health Sector Management 714 (Provider Strategy) (EMBA and Daytime)
Health Sector Management 717 (Biotechnology and Pharmaceutical Strategy) (Daytime only)
Health Sector Management 718E (Life Science Product Strategy) (EMBA only)
Health Sector Management 716 (Health Policy and Management) (Daytime and EMBA)
Some additional Fuqua electives are also considered as HSM elective credit.

## Finance Certificate

The Certificate of Academic Excellence in Finance distinguishes anyone who focuses in the discipline and attains excellent grades in finance courses.

Preparation for management and leadership roles in:

- Consulting
- Banking
- Venture Capital
- Entrepreneurship
- Philanthropy
- Board Membership and Service

## Track in Management Science and Technology Management (MSTeM)

Deepen your expertise in the tools, frameworks, and models that address managerial problems. Management Science and Technology Management (MSTeM) is a focus track which prepares you to both lead and direct analysis, and to get deeply involved with and understand the tools and models that should be utilized to inform and improve decisions.

Preparation for management and leadership roles in:

- Health
- Consulting
- Technology
- Manufacturing
- Finance
- Entrepreneurship

\*The Management Science and Technology Management track carries a STEM designation, giving international students who meet certain requirements 2 years longer to work in the U.S.

## Dual Degree Programs

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

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

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

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

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

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

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

Degree requirements include completion of the following core courses:

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

Elective Offerings:

- Fuqua Interdisciplinary 560F/560K (Programming Fundamentals)
- Decision 561F/561K (Foundations of Data Analytics)
- Fuqua Interdisciplinary 562F/562K (Technology Driven Transformation)
- Strategy 895F (Fuqua Client Consulting Practicum)

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

## Master of Quantitative Management: Business Analytics

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

### Curriculum

The curriculum for the Fuqua MQM: Business Analytics Program involves sixteen required courses totaling at least 48 graduate credit hours and a minimum cumulative GPA of 3.0 or higher. The Finance track requires an additional course, totaling at least 51 graduate credit hours. These courses are offered over five

six-week terms (four courses per term). Each course meets twice a week for 2.25 hours. Classes generally meet Monday and Thursday or Tuesday and Friday, with occasional classes falling on Wednesdays. When classes are not being held, Wednesdays are reserved for MQM: Business Analytics programming, such as Career Management Center activities, team-building sessions, and professional development seminars.

Modern analytics requires the ability to not only perform deep quantitative analysis, but also to communicate insights throughout an organization. As such, applicants with a strong quantitative background are preferred, especially from STEM fields in which quantitative tools are used in applied environments.

While not required, applicants are encouraged to have some familiarity with statistics, mathematics, and computer programming. In addition, students are required to complete pre-term modules to ensure a sufficient mastery of requisite knowledge.

## Courses

The MQM: Business Analytics Program consists of two types of courses. Core courses consist of technical courses, which develop the data science tools necessary to perform deep quantitative analysis, and critical thinking and communication courses, which develop the ability to present insights effectively. Track courses are focused on topics specific to one of four tracks: Finance, Forensics, Marketing, and Strategy.

Each student is admitted into a track and must complete all required track courses to graduate. In addition, students are able to select elective courses subject to availability, generally from track courses offered outside their admitted track. There are no course exemptions or course substitutions in the program.

The planned schedule for each track is as follows:

### Finance

Summer
Business Fundamentals (Core 531Q)
Data Infrastructure (Core-519Q)
Applied Probability & Statistics (Core-518Q)
Business Communications 1 (Core-507Q)

Fall 1	Fall 2
Introductory Finance (Track-526Q)	Intermediate Finance (Track 527Q)
Data Science for Business (Core-520Q)	Data Visualization (Core-522Q)
Critical Thinking, Communications and Collaboration (Core-542Q)	Ethical and Legal Issues of Data Analysis (Core-545Q)
	Derivatives (Track 528Q)

Spring 1	Spring 2
Fixed Income Securities (Track-529Q)	Financial Risk Management (Track-530Q)
Decision Analytics and Modeling (Core-521Q)	Capstone Project (Core-532Q)
Navigating Organizations (Core-543Q)	Business Communications 2 (508Q)

### Forensics

Summer
Business Fundamentals (Core 531Q)
Data Infrastructure (Core-519Q)
Applied Probability & Statistics (Core-518Q)
Business Communications 1 (Core-507Q)

Fall 1	Fall 2
Financial Reporting Foundations (Track-513Q)	Financial Statement Fraud (Track-514Q)
Data Science for Business (Core-520Q)	Data Visualization (Core-522Q)
Critical Thinking, Communications and Collaboration (Core-542Q)	Ethical and Legal Issues of Data Analysis (Core-545Q)

Spring 1	Spring 2
Managing Operations and Informational Risks (515Q)	Fraud Analytics (Track-523Q)
Decision Analytics and Modeling (Core-521Q)	Capstone Project (Core-532Q)
Navigating Organizations (Core-543Q)	Business Communications 2 (508Q)

## Marketing

Summer
Business Fundamentals (Core 531Q)
Data Infrastructure (Core-519Q)
Applied Probability & Statistics (Core-518Q)
Business Communications 1 (Core-507Q)

Fall 1	Fall 2
Digital Marketing (Track-549Q)	Market Intelligence (Track-552Q)
Data Science for Business (Core-520Q)	Data Visualization (Core-522Q)
Critical Thinking, Communications and Collaboration (Core-542Q)	Ethical and Legal Issues of Data Analysis (Core-545Q)

Spring 1	Spring 2
Customer Relationship Management (Track-553Q)	Pricing (Track-555Q)
Decision Analytics and Modeling (Core-521Q)	Capstone Project (Core-532Q)
Navigating Organizations (Core-543Q)	Business Communications 2 (508Q)

## Strategy

Summer
Business Fundamentals (Core 531Q)
Data Infrastructure (Core-519Q)
Applied Probability & Statistics (Core-518Q)
Business Communications 1 (Core-507Q)

Fall 1	Fall 2
Empirical Economic Analysis (Track-548Q)	Operations Analytics (Track 556Q)
Data Science for Business (Core-520Q)	Data Visualization (Core-522Q)
Critical Thinking, Communications and Collaboration (Core-542Q)	Ethical and Legal Issues of Data Analysis (Core-545Q)

Spring 1	Spring 2
Strategic Management (Track-558Q)	People Analytics (Track-559Q)
Decision Analytics and Modeling (Core-521Q)	Capstone Project (Core-532Q)
Navigating Organizations (Core-543Q)	Business Communications 2 (508Q)

## Capstone

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

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

## Master of Science in Quantitative Management: Business Analytics

Designed for working professionals with strong quantitative backgrounds, the 19-month online Master of Science in Quantitative Management: Business Analytics program provides the business fundamentals and advanced data-analytics training needed for decision-making in modern business environments. As a professional who can go beyond the mere mechanics and identify business insights from business analytics, you'll be in high demand in companies seeking to reap the full benefits of the growing surge of big data and advances in data science and digital technology. With your new business analytics skills, you will be able to help your organization improve business

outcomes and drive innovations.

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

## Curriculum

The MSQM: Business Analytics program expands across 19 months, divided into five 12-week terms. The first two weeks of each term are known as Reading Periods, with the intent to prepare students for their upcoming coursework. The faculty will provide reading materials, asynchronous videos, and simple assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and teamwork. Live class sessions meet every Saturday morning for students to participate in virtually. The program is a lock-step programming, with all students within a cohort taking all the same classes at the same time.

In addition to the online curriculum, MSQM: Business Analytics students have two opportunities for on-campus programming. The first is a mandatory orientation residency in at the beginning of the program, which serves as the launch for the program. The second is an optional leadership intensive residency taking place in between Terms 2 and 3.

The planned schedule for each track is as follows:

### Courses

Term 1	Term 2
	Business Fundamentals: Accounting and Finance
Business Fundamentals: Marketing and Strategy	Applied Probability and Statistics
Programming for Data Analytics Health Institutions and Policy	Operations Management

Term 3	Term 4
Data Analytics and Applications	Advanced Data Analytics and Applications
Financial Risk Management	Navigating Organizations
Digital Marketing	Decision Models
	Fraud Analytics

Term 5
Business Communication
Empirical Analysis for Business Strategy
Ethics and Legal Issues in Health Analytics

## Accelerated Master of Science in Quantitative Management: Business Analytics

To reach your career goals, you may still need skills and proficiency in data and business analytics beyond those covered in your previous business MBA or other master's degree in management. But you may not have a lot of additional time to invest in more education. Our Accelerated Master of Science in Quantitative Management: Business Analytics online program is designed for working professionals like you. It builds on your prior training in business management courses and upgrades your skills with advanced data science and analytics training. And we give you credit for previous business education if your program's curriculum was similar to a Duke MBA or MMS, enabling you to complete this program in one year. Combining your business background and new big data and analytics skills, you will learn how to develop business insights for your work and be ready for new career opportunities.

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

## Curriculum

The Accelerated MSQM: Business Analytics program expands across 10 months, divided into three 12-week terms. The first two weeks of each term are known as Reading Periods, with the intent to prepare students for their upcoming coursework. The faculty will provide reading materials, asynchronous videos, and simple assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and teamwork. Live class sessions meet every Saturday morning for students to participate in virtually. The program is a lock-step programming, with all students within a cohort taking all the same classes at the same time.

In addition to the online curriculum, Accelerated MSQM: Business Analytics students have two opportunities for on-campus programming. The first is a mandatory orientation residency in at the beginning of the program, which serves as the launch for the

program. The second is an optional leadership intensive residency taking place in between Terms 2 and 3.

## Courses

Term 1	Term 2
Fraud Analytics	Data Analytics and Applications
Decision Models	Empirical Analysis for Business Strategy
Programming for Data Analytics	Ethics and Legal Issues in Business Analytics

Term 3
Financial Risk Management
Advanced Data Analytics and Applications
Digital Marketing
Business Communication

## Master of Science in Quantitative Management: Health Analytics

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

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

### Curriculum

The MSQM: Health Analytics program expands across 19 months, divided into five 12-week terms. The first two weeks of each term are known as Reading Periods, with the intent to prepare students for their upcoming coursework. The faculty will provide reading materials, asynchronous videos, and simple assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and teamwork. Live class sessions meet every Saturday morning for students to participate in virtually. The program is a lock-step programming, with all students within a cohort taking all the same classes at the same time.

In addition to the online curriculum, MQM: Health Analytics students have two opportunities for on-campus programming. The first is a mandatory orientation residency in at the beginning of the program, which serves as the launch for the program. The second is an optional leadership intensive residency taking place in between Terms 2 and 3.

## Courses

Term 1	Term 2
Managerial Economics for Health Care	Business Fundamentals: Accounting and Finance
Business Fundamentals: Marketing and Strategy	Health Care Institutions and Policy
Health Institutions and Policy	Applied Probability and Statistics
Programming for Data Analytics	Life Sciences Strategy

Term 3	Term 4
Provider Operations Analytics	Navigating Organizations
Health Institutions and Policy	Value-Based Care
Electronic Health Records and Data Structures	Advanced Data Analytics and Applications
Data Analytics and Applications	Decision Models

Term 5
Business Communication
Ethics and Legal Issues in Health Analytics
Analysis of Health Care Effectiveness and Outcomes

## Academic Calendar (2020-2021)

Term 1	
Orientation	September 4-6, 2020
Reading Period	September 7-14, 2020
Classes	September 15-December 7, 2020
Break	December 15, 2020-January 4, 2021
Term 2	
Reading Period	January 5-18, 2021
Classes	January 19-April 12, 2021
Break	April 27-May 10, 2021
Term 3	
Reading Period	May 11-24, 2021
Optional Leadership Intensive Residency	May 14-16, 2021
Classes	May 25-August 16, 2021
Break	August 24-20, 2021
Term 4	
Reading Period	August 31- September 13, 2021
Classes	September 14- December 6, 2021
Break	December 21, 2021- January 10, 2022
Term 5	
Reading Period	January 11-17, 2022
Classes	January 18- April 11, 2022
Graduation Ceremonies	May 7, 2022

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

## Doctor of Philosophy

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

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

## Nondegree Executive Education Programs

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

Tuition reductions are available for Duke University alumni and staff.

## Duke Leadership Program

Duke Leadership Program (DLP) is ideal for anyone with current or anticipated leadership responsibilities, ranging from high-level executives and managers, managers expecting to take on leadership roles and those who are not in management positions but are expected to lead and influence others in the course of their work. The program provides a framework for understanding and improving participants' individual leadership styles. Central to the course is a 360-degree assessment that explores participants' strengths and

weaknesses in six leadership behavior areas or domains and identifies specific challenges and opportunities. Participants work one-on-one with experienced executive coaches to develop personalized plans for successful leadership that can be implemented immediately. Learning happens through case discussion, experiential exercises, teamwork, and reflection.

## **Duke Management Program**

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

## **Navigating Health Care Trends**

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

## **Virtual Drug Development, Reimbursement & Regulation**

Virtual Drug Development, Reimbursement & Regulation (D2R2) is designed for individuals in the biotech and pharmaceutical industry who need to be aware of and understand changes to reimbursement or regulation and the implications to their firms. Participants gain perspective on interlinkages across the industry that enable one to add more value to stakeholders, and ultimately the bottom line. Professionals who understand the complexity of the industry can be incredibly valuable for drug makers, payers, providers, investors, consultants, regulators, and patient advocates. Through live virtual sessions, asynchronous teaching videos and case assignments participants engage in a rich discussion each week for three sessions. Taught by Dr. David Ridley, a scholar of drug pricing, D2R2 gives participants opportunities to learn from Dr. Ridley's expertise as well as the experiences of participants in the learning cohort from health care providers, payers, manufacturers, consultants, investors, and regulators. This program is a valuable complement to our NHCT program.

## **Communication for Leaders**

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

## **Women Leaders: Elevating Influence and Impact**

Women Leaders is intended for any business leader who aspires to have greater influence and impact in his/her organization. This program critically examines the issues facing women who aspire to hold leadership positions. It explores the strategies employed by those who have successfully navigated to top organizational roles. Participants are given the opportunity to discover the latest research on women in business, best practices, and how to be a more effective leader while navigating the corporate landscape.

## **Leading Business Strategy through Operational Excellence**

Leading Business Strategy through Operational Excellence is intended for executives and other leaders who need to connect operational decisions with the overall company strategy and to the bottom line, whether or not they are directly involved with their organization's day-to-day operations. Duke MBA faculty share research findings to demonstrate how to plan and control business processes to gain a deep understanding of the challenges an operational process can face. Participants gain the experience to align capacity with demand, source materials, manage waste, and determine how wide or narrow activities of operation need to be to achieve an organization's objectives.

## **Creating a Data-Driven Culture**

Creating a Data-Driven Culture is intended for senior leaders, especially senior managers of firms in the process of developing their analytics capabilities who need to understand how to perform their roles within an organization seeking to leverage their business analytics insights. This course introduces strategies and competencies required to compete with data-driven operating models and cultures. Participants learn from a mix of lectures, class discussions, and interactive exercises. A live virtual version of this program is also offered.

## Data-Driven Decision Making

Data-Driven Decision Making is ideal for executives, and senior managers throughout the organization making decisions that impact the overall strategy of their function. This course introduces new tools and new approaches to leverage data to assist with decisions impacting how businesses organize, compete, and deliver value. Participants review best practices to incorporate into existing analytics work, and learn how to use evidence-based decisions to influence their organizations.

## Business Negotiation Skills

Business Negotiation Skills benefits professionals who lead and manage projects, processes, and teams, as well as internal and external stakeholders. Effective negotiation—whether with partners, employers, managers, clients, or colleagues—is a foundational skill in management and leadership. This course differs from most negotiations programs. In addition to negotiating tactics, this program focuses on strategies to use, whether negotiating once or when nurturing a long-term relationship is highly valued. Participants learn how to leverage what makes them different from others to gain a positional advantage. During the program, participants practice their skills by role playing negotiations in a variety of settings, integrating their personal experiences with key principles from exercises and course discussions. A live virtual version of this program is also offered.

## Financial Analysis for Non-Finance Leaders

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

Understanding these important financial principles helps participants drive greater profitability, maximize shareholder return, and leverage both their own and their customer's business. A virtual version of the program is also offered.

## Certificate of Leadership and Management

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

## Virtual Delivery

In response to the coronavirus pandemic, Duke faculty will engage diverse cohorts of leaders in live virtual class sessions and complement the learning experience with their own online teaching via videos, facilitated group discussion/exercises and recommended cases and articles to prepare for class discussion. Our virtual programs will still deliver high faculty engagement with network expanding experiences that feature frameworks and tools to apply immediately. To learn more, visit <https://www.fuqua.duke.edu/programs/executive-education> for a list of programs converted to a virtual delivery method.

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

# Admissions



## Overview

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

## Application Requirements

### Application

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

### Interview

- **Daytime MBA:** We offer two interview options: Open Interviews and Invitation-Only Interviews. Open Interviews occur in Durham from October 12 to October 28, 2020 and are open to all applicants, regardless of the round in which they intend to apply. A completed application is not required to interview during this period. All interviews during the Open Interview period must be conducted in Durham, NC. All Early Action applicants located within the United States are required to travel to Durham, NC to interview during the Open Interview Period. If they live on the West Coast or outside of the United States, they may interview in Durham, NC during the Open Interview Period, but it is not a requirement. Off-campus interviews for Early Action applicants will happen from October 9 to October 17, 2020. After the Early Action round, interviews are by invitation only based on a review of the completed application. If invited, applicants will be interviewed in the location that they specified in their application and during the interview period that corresponds to the application round.
- **Global Executive MBA, Weekend Executive MBA, Accelerated Master of Science in Quantitative Management (MSQM): Business Analytics, Master of Science in Quantitative Management (MSQM): Business Analytics, and Master of Science in Quantitative Management (MSQM): Health Analytics:** An official interview is required, and an application is not considered complete without one. Interviews are conducted either in person in Durham, NC, by phone, or virtually and typically last 30 minutes to an hour. Interviewers will have a copy of the applicants resume, but no other component of the application. Applicants can schedule interviews online using the online scheduling system no less than four days in advance of selected date.
- **MMS: Foundations of Business, MMS: Duke Kunshan University, MQM: Business Analytics:** We do not offer an open interview option. Interviews will be extended by invitation after careful review of an application. Most interviews will occur virtually; however North Carolina residents may have the opportunity to interview on campus by invitation. Both formats are given equal weight in the admissions process.

### Résumé

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

### Essay Questions

- **Daytime MBA and Accelerated Daytime MBA:** Applicants will need to complete one short-answer questions and two essays as part of their application. The prompts can be found [here](#). All re-applicants are required to complete a re-applicant essay in addition to the other essays.
- **Global Executive MBA and Weekend Executive MBA:** Applicants will need to complete two short-answer questions and one essay as part of their application. The prompts can be found [here](#) for the Global Executive MBA, and [here](#) for Weekend Executive MBA

- **MMS: Foundations of Business and MMS: Duke Kunshan University:** Applicants will need to complete three short-answer questions and two essays as part of their application. The prompts are listed on the [MMS: Foundations of Business](#) and [MMS: Duke Kunshan University](#) applications. All re-applicants are required to complete a re-applicant essay in addition to the other essays.
- **MQM: Business Analytics:** Applicants will need to complete one short-answer question and two essays and part of their application. The prompts can be found [here](#). All re-applicants are required to complete a re-applicant essay in addition to the other essays.
- **MSQM: Business Analytics and Accelerated MSQM: Business Analytics:** Application will need to complete one essay as part of their application. The prompt for MSQM: Business Analytics can be found [here](#), and the prompt for the Accelerated MSQM program can be found [here](#).
- **MSQM: Health Analytics:** Applicants will need to complete one essay as part of their application. The prompt can be found [here](#).
- Applicants have the opportunity to submit an optional essay to explain any circumstances of which the admissions committee should be aware.

## GMAT, GRE, and Executive Assessment

- **Daytime MBA and Accelerated MBA:** Applicants must take either the GMAT, Executive Assessment, or GRE prior to submitting their application. Self-reported scores are accepted with the application, and official score reports sent directly from the testing agency will be required after admission and before the program begins. If an applicant is not satisfied with their score, they may retake the exam before submitting their application. If the applicant takes the exam multiple times, they should only report their highest score and any sub-scores from the same testing date. Admissions system test codes are the following: GMAT/EA: Q13-N5-19 and GRE: Duke program code 5156, and the 4201 Business Administration and Management Department name.
- **MMS: Foundations of Business, MMS: Duke Kunshan University, and MQM: Business Analytics:** Applicants must take either the GMAT or GRE prior to submitting their application. Self-reported scores are accepted with the application, and official score reports sent directly from the testing agency will be required after admission and before the program begins. If an applicant is not satisfied with their score, they may retake the exam before submitting their application. If the applicant takes the exam multiple times, they should only report their highest score and any sub-scores from the same testing date. Admissions system test codes are the following: GMAT: Q13-N5-19 and GRE: Duke program code 5156, and the 4201 Business Administration and Management Department name.
- **Global Executive MBA and Weekend Executive MBA:** The Fuqua School of Business accepts the Executive Assessment (EA) for applicants to Duke's working professional, executive MBA, and online degree programs. Applicants must take the GMAT, GRE, or EA and have their scores sent directly from the testing service to the admissions office prior to their application round. GMAT/GRE/EA waivers are offered on a case-by-case basis for candidates whose academic background is strong, specifically in quantitative subjects, and for whom the GMAT/GRE/EA would not necessarily be a useful predictor of success in the program.
- **MSQM: Health Analytics, MSQM: Business Analytics and Accelerated MSQM: Business Analytics:** The Fuqua School of Business accepts the Executive Assessment (EA) for applicants to Duke's working professional, executive MBA, and online degree programs. Applicants must take the GMAT, GRE, or EA and have their scores sent directly from the testing service to the admissions office prior to their application round. GMAT/GRE/EA waivers are offered on a case-by-case basis for candidates whose academic background is strong, specifically in quantitative subjects, and for whom the GMAT/GRE/EA would not necessarily be a useful predictor of success in the program.

## Transcripts

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

## Recommendations

- **Daytime MBA and Accelerated Daytime MBA:** One letter of recommendation is required. A second letter of recommendation is optional. All recommendations should be submitted through Fuqua's online system. The required letter of recommendation should come from someone who can objectively evaluate the applicant's professional skills and abilities reflect the applicant's performance in their most recent professional setting, such as a current supervisor. Re-applicants will need to submit one new letter of recommendation that did not come from a previous recommender.
- **Global Executive MBA and Weekend Executive MBA:** One letter of recommendation is required and should come from someone who can objectively evaluate the applicant's professional skills and abilities. Letters of recommendation should be submitted through Fuqua's online system.
- **MMS: Foundations of Business, MMS: Duke Kunshan University, and MQM: Business Analytics:** One letter of recommendation is required. A second letter of recommendation is optional. All recommendations should be submitted through Fuqua's online system. At least one recommendation should reflect the applicant's performance in a professional setting. Re-applicants will need to submit one new letter of recommendation that did not come from a previous recommender.

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

## Nonrefundable Application Fee

- **Daytime MBA, Accelerated Daytime MBA, Global Executive MBA and Weekend Executive MBA:** A \$225 USD application fee, payable by Visa or MasterCard. The application fee is paid electronically with submission of the online application. Some applicants are eligible for a fee waiver.
- **MSQM: Health Analytics, MSQM: Business Analytics, and Accelerated MSQM: Business Analytics:** A \$225 USD application fee, payable by Visa or MasterCard. The application fee is paid electronically with submission of the online application. Some people are eligible for a fee waiver.
- **MMS: Foundations of Business and MQM: Business Analytics:** A \$125 USD application fee, payable by Visa or MasterCard. The application fee is paid electronically with submission of the online application. Some applicants are eligible for a fee waiver.
- **MMS: Duke Kunshan University:** No application fee is required.

## Dual Degrees

Daytime MBA: Dual Degree application instructions and timing vary by program. Fuqua has the following dual degree options: [JD/MBA](#), [MPP/MBA](#), [MEM/MBA or MF/MBA](#) and [MD/MBA](#).

## International Applicant Requirements (Applies to All Programs)

- **English as Second Language (ESL) Test Scores:** Though English as Second Language (ESL) test scores are not required for a completed application, international applicants who did not complete the majority of their undergraduate degree from a school whose primary language of instruction is English, are encouraged to include valid ESL test scores with their application.
- **Academic Records:** International applicants who completed their education in a non-English-speaking program should make arrangements to have their academic records translated and sent along with the originals. Where American-style transcripts are not used, the applicant should include all available records, including courses, grades, degrees, and rank in class. These records should be certified by the appropriate university officials.
- **Request for Temporary Visa, Proof of Financial Support Forms:** All international students must submit proof of sufficient funding to obtain student status at Duke University.
- **Financial Aid:** Fuqua is pleased to be able to offer scholarship aid to international applicants. However, scholarship funds are limited and awards will not be sufficient to fund all tuition and living expenses. International applicants are not eligible for federal student aid and must demonstrate that they have sufficient resources to fund their years of study. Fuqua is pleased to offer both cosigner and no-cosigner international student loan opportunities. These loans are not available to students in the MMS: Duke Kunshan University program. Further details are available on Fuqua's financial aid website.
- **Business, Communication, and Culture:** Two years are required to complete the Duke MBA—Daytime Program, and all students are required to carry the normal full course load. All instruction is in English, so those who have a different native language may want to consider the advantages of attending the Business, Communication, and Culture Program offered at Fuqua. Business, Communication, and Culture attendance may be a condition of admission for incoming international students. For more information on the Business, Communication, and Culture program, please contact Mark Brown, Director, Business, Communication, and Culture, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: [mtb2@duke.edu](mailto:mtb2@duke.edu); phone: (919) 660-7868 or (919) 660-7865; fax: (919) 660-29055.
- **MMS/MQM Business, Communication, and Culture:** The MMS: Foundations of Business Program, the MMS: Duke Kunshan University Program and MQM: Business Analytics Program are instructed exclusively in English and all students are required to carry the normal full course load. Those students who have a different native language may want to consider the advantages of attending MMS/MQM Business, Communication, and Culture Program offered at Fuqua. MMS/MQM Business, Communication, and Culture attendance may be a condition of admission for incoming international students. For more information on the MMS/MQM Business, Communication, and Culture Program, please contact Mark Brown, Director, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: [mtb2@duke.edu](mailto:mtb2@duke.edu); phone: (919) 660-7868 or (919) 660-7865; fax: (919) 660-2905.

# Financial Information



## Tuition and Fees

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

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

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

## Tuition Refund Policies<sup>1</sup>

### Daytime MBA

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

Time of Withdrawal	Refund Amount
Before Summer Term for incoming students Before the start of Fall Term 1 Before the start of Spring Term 1	100% tuition for the semester
During the first week of Summer Term for incoming students During the first week of Fall Term 1 for returning students During the first week of Spring Term 1 for all students	80% tuition for the semester
During the second or third week of Summer Term for incoming students During the second or third week of Fall Term 1 for returning students During the second or third week of Spring Term 1 for all students	60% tuition for the semester
During the final week of Summer Term for incoming students During the fourth or fifth week of Fall Term 1 for returning students During the fourth or fifth week of Spring Term 1 for all students	20% tuition for the semester
After the fifth week (each semester)	None

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

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

After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with deposit may not exceed the determined tuition cost.

Time of Withdrawal	Refund Amount
Before classes begin (each semester)	100% tuition for the semester
During the first week of classes (each semester)	80% tuition for the semester
During the second or third week of classes (each semester)	60% tuition for the semester

<sup>1</sup> Refund policy refers only to tuition payments; the initial deposit is nonrefundable. Some Duke University fees are non-refundable after the first week of classes.

During the fourth or fifth week of classes (each semester)	20% tuition for the semester
After the fifth week (each semester)	None

## Master of Science in Quantitative Management: Business Analytics

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

After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with deposit may not exceed the determined tuition cost.

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

## Master of Science in Quantitative Management: Health Analytics

After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with deposit may not exceed the determined tuition cost.

Time of Withdrawal (per term)	Refund Amount
Before the start of the Reading Period	100% tuition for the term
During the first or second week of the term	80% tuition for the term
During the third or fourth week of the term	60% tuition for the term
During the fifth or sixth week of the term	20% tuition for the term
After the sixth week of the term	None

## Withdrawal from Executive MBA Programs

Should a student choose to withdraw or take a leave of absence from one of the executive MBA programs, he/she must inform the director of the program in writing. Tuition refunds will be made according to the following schedule. Tuition paid from loans may be returned to the lender and not to the student. Please review the Student Handbook provided to all enrolled students for additional details on refunds. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with deposit may not exceed the determined tuition cost.

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

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

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

### The Duke MBA—Weekend Executive

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

Time of Withdrawal	Refund Amount
Before the start of the term	100% tuition for the term
Before orientation/first weekend of classes	75% tuition for the term
Before second weekend of classes	20% tuition for the term
After the second weekend of classes	None

## Payment Policies

### Payment of Accounts

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

### Late Payment Charge

If the total amount due on the student's invoice is not received by the bursar by the invoice late payment date, a penalty charge will be accrued from the billing date of the invoice. The late payment charge is assessed at a rate of 1.25 percent per month (15 percent per annum) applied to the amount outstanding.

### Debts

An individual will be in default if the total amount due is not paid in full by the late payment date. A student in default will not be allowed to receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. No records are released until students have settled with the bursar for all indebtedness. Failure to pay all university charges on or before the times specified by the university will bar the student from class attendance until the account is settled in full. In addition, an individual in default may be subject to withdrawal from school.

### Transcript Fee

All Fuqua students will be charged in the first semester a one-time mandatory fee of \$120 for transcripts. This entitles the student to an unlimited number of Duke University transcripts.

### MBA Association Fee

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

### MMS & MQM Association Fee

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

### MQM Technology Fee

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

### Recreation Fee

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

### Graduate Student Activity Fee

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

### Graduate Student Services Fee

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

### MBA First Year Pre-Term Fee

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

### University Parking Permit

Any full-time Fuqua student wishing to park in a university-owned parking lot must purchase a parking permit from the [Duke](#)

[University Parking Office](#). This is normally done online during the spring or summer.

## Student Health Fee

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

## Student Medical Insurance

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

## Restrictions

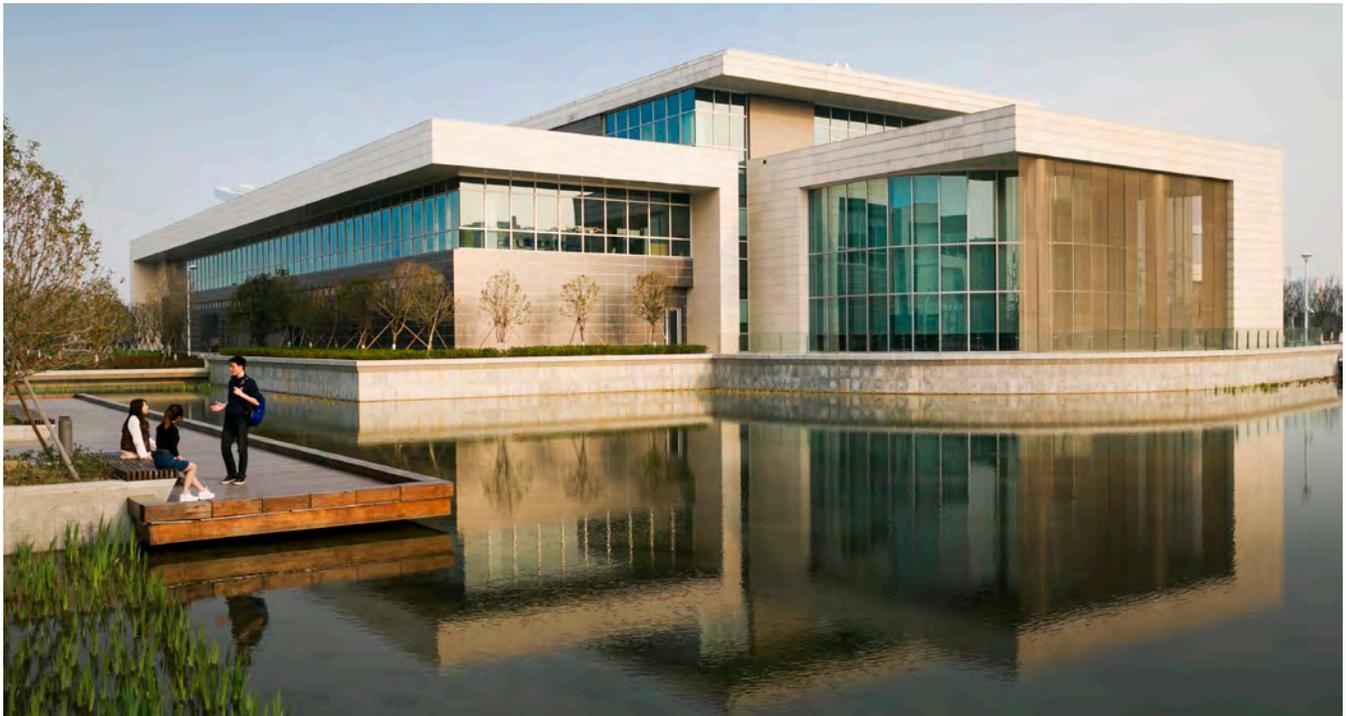
Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.

## 2020-21 Estimated Cost of Attendance for Nine-Month Period

### Daytime MBA First-Year Student

Required Fees	Amount
Tuition	\$70,000
Student Health Insurance <sup>2</sup>	\$3,605
Student Health Fee	\$858
MBA Association Fee	\$550
Graduate Student Government Activity Fee	\$37
Graduate Recreational Facilities Fee	\$326
Graduate Student Services Fee	\$20
Transcript Fee (one-time fee/first year only)	\$120
Pre-Term Fee (one-time/first year only)	\$2,200
<b>Total Educational Expenses</b>	<b>\$77,716</b>
<b>Educational Supplies</b>	
Books, Supplies, and Course Packs	\$624
<b>Living Expenses</b>	
Housing (including utilities)	\$9,774
Board (Food)	\$3,330
Miscellaneous	\$3,600
Transportation	\$1,656
Phone Service	\$630
<b>Total Estimated Other</b>	<b>\$18,990</b>
<b>Total Estimated Budget for First-Year Student</b>	<b>\$97,330</b>

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



Chris Hildreth

## 2020-21 Estimated Cost of Attendance for Nine-Month Period

### Accelerated Daytime MBA

Required Fees	Amount
Tuition	\$86,835
Student Health Insurance <sup>3</sup>	\$3,605
Student Health Fee	\$858
MBA Association Fee	\$550
Graduate Student Government Activity Fee	\$37
Graduate Recreational Facilities Fee	\$326
Graduate Student Services Fee	\$20
Transcript Fee (one-time fee/first year only)	\$120
Pre-Term Fee (one-time/first year only)	\$2,200
<b>Total Educational Expenses</b>	<b>\$94,551</b>
<b>Educational Supplies</b>	
Books, Supplies, and Course Packs	\$624
<b>Living Expenses</b>	
Housing (including utilities)	\$9,774
Board (Food)	\$3,330
Miscellaneous	\$3,600
Transportation	\$1,656
Phone Service	\$630
<b>Total Estimated Other</b>	<b>\$18,990</b>
<b>Total Estimated Budget</b>	<b>\$114,165</b>

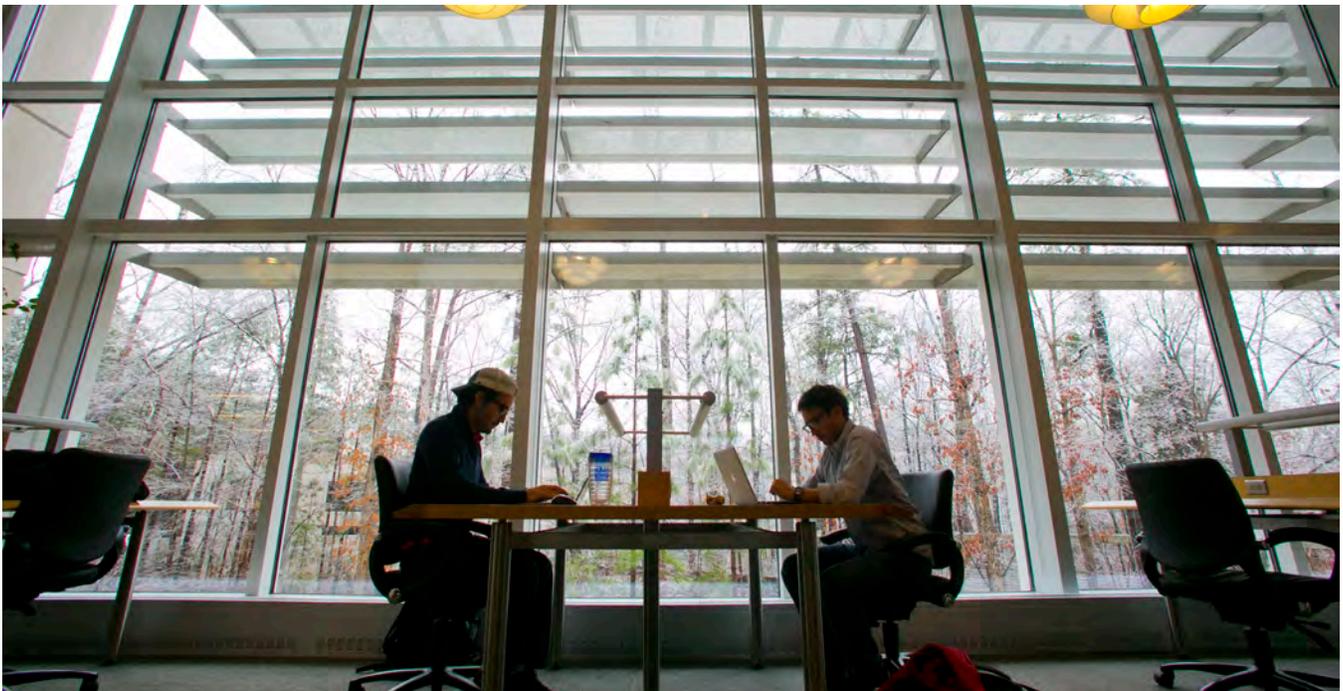
3 See previous footnote

**2020-21 Estimated Cost of Attendance for Nine-Month Period**  
**Duke MMS: FOB (Master of Management Studies: Foundations of Business)**

<b>Required Fees</b>	<b>Amount</b>
Tuition	\$55,025
Student Health Insurance <sup>4</sup>	\$3,605
Student Health Fee	\$858
MMS Association Fee	\$450
Graduate Student Government Activity Fee	\$37
Graduate Recreational Facilities Fee	\$326
Graduate Student Services Fee	\$20
Transcript Fee (one-time fee/first year only)	\$120
<b>Total Educational Expenses</b>	<b>\$60,441</b>
<b>Educational Supplies</b>	
Books, Supplies, and Course Packs	\$624
<b>Living Expenses</b>	
Housing (including utilities)	\$9,774
Board (Food)	\$3,330
Miscellaneous	\$3,600
Transportation	\$1,656
Phone Service	\$630
<b>Total Estimated Other</b>	<b>\$18,990</b>
<b>Total Estimated Budget for First-Year Student</b>	<b>\$80,055</b>

**MMS (Master of Management Studies): Duke Kunshan University**

<sup>4</sup> See previous footnote



Les Todd

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

## 2020-21 Estimated Cost of Attendance for Nine-Month Period

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

Required Fees	Amount
Tuition	\$69,800
Student Health Insurance <sup>5</sup>	\$3,605
Student Health Fee	\$858
MQM Association Fee	\$450
MQM Technology Fee	\$1,000
Graduate Student Government Activity Fee	\$37
Graduate Recreational Facilities Fee	\$326
Graduate Student Services Fee	\$20
Transcript Fee (one-time fee/first year only)	\$120
<b>Total Educational Expenses</b>	<b>\$76,216</b>
Educational Supplies	
Books, Supplies, and Course Packs	\$624
Living Expenses	
Housing (including utilities)	\$9,774
Board (Food)	\$3,330
Miscellaneous	\$3,600
Transportation	\$1,656
Phone Service	\$630
<b>Total Estimated Other</b>	<b>\$18,990</b>
<b>Total Estimated Budget for First-Year Student</b>	<b>\$95,830</b>

## Distance Learning Programs<sup>6</sup> (Executive MBA & Master of Science in Quantitative Management: Online)

### Class of 2020 (Executive) and Class of 2021 (MSQM: Health Analytics)

Academic Year	Global Executive		Weekend Executive		MSQM: HA	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Term 1 <sup>7</sup>	\$29,706		\$31,860		\$14,835	
Term 2	\$23,666		\$25,820		\$12,795	
Term 3	\$23,667		\$25,820			\$12,795
Term 4	\$23,667			\$25,820		\$12,795
Term 5		\$23,667		\$25,820		\$12,795
Term 6		\$23,667				
<b>Total Tuition &amp; Fees</b>		<b>\$148,040</b>		<b>\$135,140</b>		<b>\$66,015</b>

<sup>5</sup> See previous footnote.

<sup>6</sup> Optional terms and costs for concentrations, electives (that are not a part of the degree curriculum), and certificates (i.e. HSM Certificate) are not covered by any financial aid.

<sup>7</sup> Includes a one-time transcript fee of \$40.

## Class of 2022 (Executive MBA) & Class of 2022 (MSQM: Health Analytics)

Academic Year	Global Executive		Weekend Executive		MSQM: HA (Online)	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Term 1 <sup>8</sup>	\$30,036		\$33,000		\$14,915	
Term 2	\$23,916		\$26,880		\$12,795	
Term 3	\$23,917			\$26,880		\$12,795
Term 4		\$23,917		\$26,880		\$12,795
Term 5		\$23,917		\$26,880		\$12,795
Term 6		\$23,917				
<b>Total Tuition &amp; Fees</b>	<b>\$149,620</b>		<b>\$140,520</b>		<b>\$66,095</b>	

## Class of 2022 (MSQM: Business Analytics) & Class of 2021 (Accelerated MSQM: Business Analytics)

Academic Year	MSQM: BA		Accelerated MSQM: BA	
	2020-21	2021-22	2020-21	2021-22
Term 1 <sup>9</sup>	\$14,915		\$13,395	
Term 2	\$12,795		\$13,275	
Term 3		\$12,795		\$16,225
Term 4		\$12,795		
Term 5		\$12,795		
Term 6				
<b>Total Tuition &amp; Fees</b>	<b>\$66,095</b>		<b>\$42,895</b>	

## Financing the Degree

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

### Scholarships and Fellowships

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

### Named Scholarships and Fellowships

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

Each year a small number of students are made admissions offers to join the Fuqua community as Keller Scholars. Keller Scholarships are named in honor of Dr. Thomas Keller, Dean Emeritus, and R. J. Reynolds, Professor Emeritus, who led The Fuqua School of Business

<sup>8</sup> Includes a one-time transcript fee of \$120.

<sup>9</sup> See previous footnote

to a position of international prominence in less than a decade. These awards, covering 100 percent of tuition, are funded by Fuqua and philanthropic support of the Fuqua Annual Fund. The Admissions Scholarship Committee selects Keller Scholars based on academic excellence and strong commitment to improving their communities through leadership and service.

## Student Loan Programs Loans for US Citizens & Permanent Residents

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

### Loan Fast Facts

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

### Student Loan Options

- [Federal Direct Unsubsidized Loan](#)
- [Federal Direct Graduate PLUS Loan](#)
- [Private Alternative Student Loan](#)

### Applying for Federal Student Aid (Unsubsidized & Graduate PLUS)

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

### Applying for Private Alternative Student Loans

Complete one of the following student loan applications:

- Private loan from the [Duke University Recommended Lender List](#)

Once the lender reviews and pre-approves the student's loan request, they will send the school a certification request.

The school will send a loan certification file to the lender, confirming the approval. Once applicant completes required application forms, loan amounts will be scheduled to disburse to the student's Bursar account no earlier than 10 days before the start of class.

## Federal Student Loan Programs

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

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

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

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

## Alternative (Private) Student Loans

Like the Direct Graduate PLUS Loan, alternative student loans are credit-based and may be used to supplement or replace expected contributions up to the Standard Cost of Attendance. Alternative student loans are private loans that are offered by various banks and lending institutions. Interest rates on alternative student loans will vary (depending on the lender). Many lenders use Prime or three-month LIBOR to help determine rates. These loans may have processing fees that are deducted at each disbursement or charged at repayment. All programs provide deferment of payments while enrolled full-time and may offer at least a six-month grace period after

graduation before repayment begins. Because the terms and conditions vary more than Federal Direct Student Loan programs, additional information detailing these programs will be provided along with the individual financial aid award notification when eligibility for a federal loan is determined.

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

## International Student Loan Options

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

**Cosigner Options:** Loans with a US cosigner typically offer a lower interest rate. The US cosigner must be a creditworthy citizen or permanent resident. Keep in mind that for some lenders, a student must have a social security number in addition to having a cosigner. Students may borrow up to 100 percent of their cost of attendance, minus other aid (i.e. scholarships, sponsorships, and other student loans).

**No-Cosigner Options:** International students using a no-cosigner loan option may borrow up to 100 percent of their cost of attendance (depending on the lender), minus other aid (i.e. scholarships, sponsorships, and other student loans).

## External Funding Sources for International Students

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

## Dual Degree Programs

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

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

2020-21 Academic Year	<a href="#">JD/MBA</a>	<a href="#">MD/MBA</a>	<a href="#">MEM/MBA &amp; MF/MBA</a>	<a href="#">MPP/MBA</a>
<b>Total Blended Tuition Rate</b>	<b>\$69,000</b>	<b>\$66,178</b>	<b>\$55,750</b>	<b>\$59,890</b>
Fees	\$7,826	\$7,716	\$7,716	\$7,816
Course Materials	\$624	\$624	\$624	\$624
Living Expenses	\$18,990	\$18,990	\$18,990	\$18,990
<b>Total COA</b>	<b>\$96,440</b>	<b>\$93,508</b>	<b>\$83,080</b>	<b>\$87,320</b>

Typically, financial aid (i.e. student loans) for a dual degree program is initially processed at the school where the student will begin their course of study. A Fuqua dual degree student is expected to enroll at the other school in their first year of the dual degree program. Therefore, that school will process the financial aid for the first year. Fuqua will then process aid in the year that the student is enrolled at Fuqua, which is usually the second year of the dual degree program. (Please note that there are exceptions for the [JD/MBA](#) and [MD/MBA](#) programs.)

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

International dual degree students may borrow up to 100 percent of Fuqua’s share of the cost of attendance (depending on the lender), minus other aid (i.e. scholarships, sponsorships, and other student loans).

Please contact the [Financial Aid Office](#) for further information on the borrowing eligibility.

# The Career Management Center



Students enter business school with diverse career interests and various levels of job search and career planning skills. As such, the services provided by the Fuqua Career Management Center (CMC) are designed to meet a wide range of interests and needs.

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

## **The Career Management Center Mission Statement**

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

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

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

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

### **The CMC functions to**

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

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

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

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

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

### **We help you maximize your success:**

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

## **Strong Recruiting Partnerships**

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

# Fuqua Culture, Standards, & Community



# The Fuqua Culture

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

## Team Fuqua

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

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

## The Fuqua Paired Principles

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

### Authentic Engagement

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

### Supportive Ambition

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

### Collective Diversity

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

### Loyal Community

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

### Impactful Stewardship

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

### Uncompromising Integrity

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

## Celebrating Diversity

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

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

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

## Academic Freedom

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

# The Honor Code of the Fuqua Community

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

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

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

## The Fuqua School of Business Honor Code

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

### Preamble

Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

The objective of The Fuqua School of Business Honor Code is to promote these standards. As the Fuqua community benefits from the atmosphere of trust fostered by the Honor Code, each member is responsible for upholding the spirit as well as the letter of the Code.

### Scope of the Honor Code

The Honor Code and the Honor Code Bylaws address violations or actions committed by students of The Fuqua School of Business or others taking classes at Fuqua. PhD students are members of the Graduate School of Duke University and are governed by the Judicial Code and Procedures of the Graduate School.

Misconduct involving discrimination, harassment (including sexual misconduct), domestic violence, dating violence, and stalking will be addressed through applicable Duke University procedures:

- Allegations against an employee: <https://oie.duke.edu/sites/default/files/atoms/files/POL-ppdhrm-May2019.pdf>
- Allegations against a student <https://studentaffairs.duke.edu/conduct/z-policies/student-sexual-misconduct-policy-dukes-commitment-title-ix>

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

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

### Violations

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

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

### Student Judicial Representatives

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

### Charges

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

The Associate Dean, together with two student investigators, will promptly investigate the matter. The Associate Dean may delegate his or her role in the investigation to another member of the faculty or staff, if necessary. The two student investigators will be appointed by the Associate Dean and must be members of the same program as the accused. All investigation participants will be bound by a

confidentiality agreement. The accused will be notified that they are under investigation and will be given a copy of these bylaws and reminded of their rights. Upon completion of the investigation, the investigators will decide whether to initiate formal proceedings.

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

## Rights

Anyone suspected of a violation has the following rights:

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

## Judicial Board Proceedings

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

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

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

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

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

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

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

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

## Penalties

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

- **Cheating Violations**
  - Minor Penalty: reprimand and recommended failure of the assignment or course.
  - Moderate Penalty: suspension for one term.

- Severe Penalty: suspension for not less than one semester or expulsion.
- **Stealing Violations**
  - Minor Penalty: restitution.
  - Moderate Penalty: restitution and suspension for one term.
  - 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 The Fuqua School of Business activities and may result in the loss of scholarship or fellowship support. If a convicted student chooses to run for or serve in an elected or appointed office, the Judicial Board may require that the student body be informed of the details of the conviction. During a period of suspension or following expulsion, a student may not use any resources or facilities of The Fuqua School of Business nor participate in activities conducted by the School or its student organizations.

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

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

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

## Notification

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

## Appeals

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

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

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

## Revision

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

— revised October 23, 2015

# Fuqua Community Standard

(Complete version available at <https://www.fuqua.duke.edu/fuqua-community-standard>.)

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

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

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

Because behavior is derivative of fundamental values, the Community Standard applies off campus as well as on. The principles it

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

The standard, therefore, expresses our goals for the Fuqua community in the broadest sense and is foundational to life as a Duke student. Duke University seeks to engage all students in its tradition of honor, a tradition that defines the institution and helps to guide students during their Fuqua experience and beyond. The students here today, who are the beneficiaries of the efforts of those who preceded them, have an extraordinarily important role to play in perpetuating and strengthening this tradition.

## Student's Obligation to Act

The Fuqua community stresses the commitment that students share with all members to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Other than situations involving the Fuqua Honor Code, there are no disciplinary sanctions associated with the failure to act; however, students are nonetheless expected to take action—to do something—as a responsibility of membership in the Duke community.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student's level of comfort and confidence. These alternatives are not mutually exclusive.

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting The Fuqua School of Business staff or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, refer to the Fuqua Honor Code.

## Policies

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

Students acknowledge the right of the university to take disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct adjudged unsatisfactory or detrimental to the university community.

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

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

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

### Alcohol

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

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

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

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

- consuming an excessive quantity in a short amount of time;
- participating in or facilitating drinking games or progressive parties;
- consuming through beer bongs;
- use or attempted use of fraudulent identification or another's identification to obtain alcohol; and

- making alcohol available to underage drinkers.

**Community Expectations Violation.** It shall be a violation of the alcohol policy to engage in an action while under the influence of alcohol that is disruptive to the community. Such behavior includes, but is not limited to

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

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

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

**Health and Safety Intervention.** Because health and safety of students are of primary importance, students are encouraged not only to look out for their own health and safety but also for that of their peers. When a person's health and/or safety is/are threatened or appear(s) to be in jeopardy, immediate action should be taken to prevent injury/illness/danger. The action may be a call to Duke Police (911 or (919) 684-2444 from noncampus phones) or Student Health<sup>1</sup> (681-WELL (9355)) for assistance and guidance. Whatever the particular need/problem, it is important to respond in a responsible and timely manner.

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

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

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

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

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

## Classroom Disruption

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

## Disorderly Conduct

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

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

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

## Drugs and Drug Paraphernalia

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

<sup>1</sup> Only applicable to Daytime MBA and MMS students.

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

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

## DukeCard

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

## Failure to Comply

A student may be held accountable for failure to comply with

- directions, requests, sanctions rendered as a result of a disciplinary process, or orders of any university representative or body acting in an official capacity, or impeding with the carrying out of such directives;
- instructions of law enforcement officials acting in an official capacity; and/or
- sanctions rendered during the disciplinary process.

## Falsification/Fraud

Honesty and integrity are critical components of the Fuqua Community Standard. A student or group may be subject to disciplinary action for any of the following actions:

- any intentional misrepresentation of fact (by action or concealment), including furnishing false information, to any university official;
- any intentional misrepresentation of fact (by action or concealment) to obtain or attempt to induce another to surrender a right, benefit, or property; and/or
- forgery, alteration, or misuse of any official document, record, key, access code or instrument of identification, or possession of such forgery.

## Gambling

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

## Hazing

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

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

### Level I Violations

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

### Level II Violations

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

### Level III Violations

- branding
- paddling in any form
- compromising (sexual) situations

Both individuals and groups may be held accountable under this policy. The action of even one member of a group may result in both individual and group responsibility. The following questions can help individuals/groups assess the appropriateness of an activity:

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

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

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

### Policies and Procedures

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

### Links to Policies and Procedures

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

- [Nondiscrimination Statement](#)
- [Equal Employment Opportunity Policy](#)
- [Policy on Prohibited Discrimination, Harrassment and Related Misconduct](#)
- [Student Sexual Misconduct Policy](#)
- [Consensual Relationship Policy](#)
- [Disability Accommodations Procedure](#)
- [Human Resources Policies and Procedures](#)

## Property/Facilities/Services

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

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

— Wording adopted from Eastern Michigan University Student Conduct Code

## Physical Abuse, Fighting, and Endangerment

Any physical abuse, fighting, and/or endangerment to an individual or group is specifically prohibited.

This behavior includes, but is not limited to

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

— Wording adopted from Eastern Michigan University Student Conduct Code

## Recruiting

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

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

## Sexual Misconduct

Sexual misconduct, including acts of sexual violence, is a form of sexual harassment that is prohibited under federal law and the Duke [Policy on Prohibited Discrimination, Harassment, and Related Misconduct](#). Complaints that a student (the respondent) has engaged in sexual misconduct towards another student, an employee, or a third party (e.g., a vendor, contractor, or visitor) may be filed with the Office of Student Conduct at (919) 684-6938; [conduct@duke.edu](mailto:conduct@duke.edu); 200 Crowell Building; Box 90893, Durham, NC 27708.

The Office for Institutional Equity is responsible for implementing and monitoring Duke University's compliance with federal regulations concerning harassment and discrimination. Concerns, complaints, or questions regarding discrimination and harassment generally may be directed to Kimberly Hewitt, Vice President for Institutional Equity, Office for Institutional Equity, 114 S. Buchanan Blvd. Bay 8, PO Box 90012, Durham, NC 27708; (919) 684-8222; [oiie-help@duke.edu](mailto:oiie-help@duke.edu). Concerns, complaints, or questions regarding sex discrimination (including sexual harassment and related sexual misconduct), domestic violence, dating violence, and stalking may be directed to Ericka Lewis, Office for Institutional Equity, 114 S. Buchanan Blvd. Bay 8, PO Box 90012, Durham, NC 27708; (919) 684-4757; [ericka.lewis@duke.edu](mailto:ericka.lewis@duke.edu).

## Retaliation Prohibited

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

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

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

## Solicitation

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

## Stalking

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

## Unauthorized Surveillance/Photography

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

— *Wording adopted from Rice University*

## Weapons/Firearms/Explosives

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

## Other Violations

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

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

# The Disciplinary Process

## Bringing a Complaint against a Student or Group

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

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

## Interim Restrictions

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

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

## Participation

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

## Investigation

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

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

## Referral for Disciplinary Action

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

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

## Resolution through Agreement

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

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

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

## Disciplinary Hearing Types

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

## Administrative Hearings

An administrative hearing is a discussion between a student/group alleged to be in violation of university policy and an academic program designee. Students/groups will be notified (typically via email) of the specific violations under consideration in advance of an administrative hearing. The academic dean, or designee, will review the complaint with the student or group and give the student/group

an opportunity to respond. The program dean or designee will determine whether the student/group is responsible for the alleged policy violation, and, if so, issue (an) appropriate sanction(s). Administrative hearings are conducted in private.

Upon proper notice, if a student/group fails to attend an administrative hearing, the associate dean, or designee, may proceed to resolve the case without benefit of that student's/group's input.

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

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

## Fuqua Conduct Board Hearings

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

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

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

### Accused Students

Accused students are entitled to the following procedural rights when facing a hearing before the Fuqua Conduct Board:

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

### Advisors

Accused students are encouraged to seek advice and support from whomever they choose throughout the FCB disciplinary process.

An advisor may accompany a complainant to any FCB. The advisor must be a current Duke student or a Duke-employed faculty or staff member. The advisor may not be a member of the FCB and may not serve as a material or expert witness. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing.

### Notice

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

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

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

### Witnesses

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

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

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

## **Procedure**

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

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

## **Information to Be Considered by the Panel**

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

## **Outcome**

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

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

## **Notification and Record of the Hearing Outcome**

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

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

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

## **Sanctions**

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

### **Admonition**

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

### **Degree Revocation**

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

### **Disciplinary Probation**

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

### **Dissolution (Group)**

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

### **Exclusion**

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

### **Expulsion**

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

### **Fine**

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

## Formal Warning

A formal written reprimand for violation of the specified policy(ies).

## Mental Health/Medical Assessment and/or Treatment

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

## No Contact Order

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

## Restitution

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

## Suspension

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

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

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

A student who is suspended after having satisfied all degree requirements must apply for readmission in accordance with normal procedures. If readmitted, the student's degree will be awarded at the regular conferral date for the final semester of the suspension period. The student may not participate in commencement exercises until readmitted.

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

## Withdrawal of Privileges

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

## Appeals

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

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

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

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

## Disciplinary Action While Civil/Criminal Charges Pending

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

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

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

## Disciplinary Hold

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

## Disciplinary Records/Student Status

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

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

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

# Appendix (to Community Standard)

## Appendix A—Involuntary Administrative Withdrawal

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

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

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

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

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

## University-Wide Policies

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

## Nondiscrimination Statement

Duke is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The institution prohibits discrimination on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the institution. Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708; (919) 684-8222; [oiie-help@duke.edu](mailto:oiie-help@duke.edu).

Questions or comments about harassment or discrimination can be directed to one of the following administrators in the Office for Institutional Equity:

### **Discrimination in employment or educational programs and activities**

Cynthia Clinton, AVP Harassment and Discrimination  
Prevention and Compliance  
(919) 668-6214

### **Sex discrimination in educational programs and activities**

Ericka Lewis, Interim Deputy Title IX Coordinator for Students  
Office for Institutional Equity  
(919) 684-4757

### Duke MBA—Daytime Program

Ruth Tolman, Director: (919) 660-2890; [ruth.tolman@duke.edu](mailto:ruth.tolman@duke.edu)

Madeline Dreher, Assistant Director: (919) 660-1932; [madeline.dreher@duke.edu](mailto:madeline.dreher@duke.edu)

### Executive MBA Programs

Ellen Wilbur, Director: (919) 660-7938; [emw@duke.edu](mailto:emw@duke.edu)

### MMS Program

Allie McClarnon, Assistant Director: (919) 660-8097; [allie.mcclarnon@duke.edu](mailto:allie.mcclarnon@duke.edu)

### MQM Programs: Business Analytics & Health Analytics

Alistar Erickson-Ludwig, Assistant Director: (919) 660-7632; [alistar.erickson.ludwig@duke.edu](mailto:alistar.erickson.ludwig@duke.edu)

Kelly Barley, Assistant Director: (919) 660-7641; [kelly.barley@duke.edu](mailto:kelly.barley@duke.edu)

Additional information, including the complete text of Duke’s Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the Office for Institutional Equity’s website at <https://oie.duke.edu/>. For further information visit <https://www2.ed.gov/about/offices/list/ocr/index.html>, or call 1-800-421-3481.

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

For further information on notice of nondiscrimination, you can contact the Office for Civil Rights of the US Department of Education at <https://www2.ed.gov/about/offices/list/ocr/index.html>, or call 1-800-421-3481.



Les Todd

# Student Life & Support



In addition to academics, Daytime MBA students actively participate in a variety of clubs, organizations, and extracurricular activities—simply put, Fuqua prides itself on being “student led.” Each club and organization has a variety of leadership positions enabling Fuqua students to test and learn some of their new skills in a more practical environment. These experiences can be personally and professionally rewarding. Fuqua’s clubs and organizations are a great way to get to know other students with similar interests or to explore and learn about new opportunities and experiences. While students have to be selective about what activities they get involved in, their extracurricular involvement contributes significantly to the value of their experience here at Fuqua and to the success of the school overall.

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

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

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

## Accommodations

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

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

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

## Student Activities

### MBA Student Association (MBAA)

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

### Clubs, Organizations, and Events

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

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

### MMS Student Association

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

## MQM Student Association

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

## Duke Cocurricular Activities

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

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

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

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

## Intramural and Recreational Sports

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

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

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

## Graduate and Professional Student Council (GPSC)

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

## Health and Wellness Resources

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

### Duke Health and Safety Resources

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

### Fuqua-Specific Health and Wellness Resources

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

## Medical Care

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

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

Additional information can be found on the [Duke Student Health](#) website.

## Counseling and Psychological Services

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

## Living Accommodations

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

### Graduate and Professional Student Apartments

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

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

### Off-Campus Housing

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

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

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

## Food Services

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

Graduate and professional students may choose to pay for food purchases in cash, or they may opt to add funds to a [DukeCard FLEX account](#). The [FLEX account](#) may be used to purchase any food items sold by DUFS, any items sold in the university stores, and to purchase beer and wine, where available. The FLEX account may be used at Fuqua. For more information about adding funds to a FLEX account, contact the [DukeCard Office](#).

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

## Other Services

### Bus Service

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

### University Stores

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

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



Les Todd

# Academic Regulations



## Registration

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

### Late Registration

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

### Change of Registration

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

## Leaves of Absence

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

### Military Leaves of Absence

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

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

## Transfer Credit

Fuqua permits transfer credits, approved upon admission, only into the Accelerated MBA (AMBA) or the Accelerated Master of Science and Quantitative Management (MSQM: BAA) program. These credits must be earned in a program as defined by admission requirements.

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

### Daytime MBA Dual Degree Programs

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

### Experiential Course Credit Limit

#### Daytime MBA

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

## Executive MBA

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

# Academic Requirements

## Grading—All Programs

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

Superior Pass (SP)	4.0
High Pass (HP)	3.5
Pass (P)	3.0
Low Pass (LP)	2.5
Fail (F)	0

## Graduation and Continuation Requirements

### Daytime MBA

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

1. Students must complete a minimum of 45 course credits in the first academic year of the program and 79 course credits by the end of the second academic year. Courses designated as required must be taken at the designated times unless the student has earned an exemption from the course, either by receiving an administrative exemption based on prior coursework or by passing an exemption exam.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

Threshold for Dismissal	
First Year - Summer 1 and Fall 1	1.5 strikes
First Year - Fall 2, Spring 1, and Spring 2	2 strikes
Second Year	2.5 strikes

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

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

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

## Applied Learning Degree Requirements

Fuqua's Applied Learning requirement allows Daytime MBA students to deepen their understanding of core business concepts and complement their classroom experience. Students are expected to apply their learning through temporary employment with a business that matches their sector and function interests, allowing students the potential for more immersive classroom experiences following the experience and allowing for more informed career choices.

Daytime MBA students can fulfill the Applied Learning requirement through the successful completion of one or more internships. An internship is defined by the following:

- Internship with a corporation, institution or not-for-profit, or entrepreneurial venture <sup>[1]</sup>
- The expectation is for at least a 6-week experience (cumulative)
- Can be paid or unpaid
- Degree requirement but not for course credit

While most students will do an internship during the summer between their first and second years, some students will elect to do an internship during the school year. Fuqua will support this effort provided that the student has successfully completed the first year of classes and the internship does not interfere with their studies.

Because this is an MBA program requirement, students can only satisfy the requirement using an internship (or experience) that occurs during the MBA program. Internships that start before the first day of the MBA program or after the last day of term in which they graduate will not count towards the requirement. International students on F-1 visas are required to get an authorization to work from

Duke Visa Services (DVS) regardless of whether the internship is paid or unpaid. F-1 students must apply for Curricular Practical Training (CPT). Because our program requires students do at least one internship, enrollment in an internship course is not required as a condition to get CPT approval during the summer. Students on J1 will be able to utilize Academic Training to fulfil this requirement.

### Accelerated Daytime MBA

To graduate, students must complete at least 49 course 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. Courses designated as required must be taken at the designated times.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

Threshold for Dismissal	
Summer, Fall 1, Fall 2, Spring 1 and Spring 2	1 strike

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

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

### Weekend and Global Executive MBA

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

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

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

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

Global Executive MBA	Weekend Executive MBA	Threshold for Dismissal
Terms 1, 2, or 3	Term 1 or 2	1.5 strikes
Terms 4 or 5	Term 3 or 4	2 strikes
After Term 5	After Term 4	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.

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

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

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

Threshold for Dismissal	
Summer, Fall 1, Fall 2, Spring 1 and Spring 2	1 strike

<sup>[1]</sup> Sponsored students and students with other special circumstances may request approval of alternatives to fulfill the Applied Experience requirement. For example, Mentored Study, New Venture practicum classes, volunteering, and FCCP.

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

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

### Master of Quantitative Management: Business Analytics

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

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

Threshold for Dismissal	
Summer, Fall 1, Fall 2, Spring 1 and Spring 2	1.5 strikes

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

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

### Master of Science in Quantitative Management: Business Analytics

To graduate, students must complete all 16 courses and a total of 47 credits within the Master of Science in Quantitative Management: Business Analytics (MSQM: BA) Program curriculum and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

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

The thresholds for dismissal vary by term as follows:

Threshold for Dismissal	
Terms 1-3	1.5 strikes
Terms 4-5	2 strikes

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

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

### Accelerated Master of Science in Quantitative Management: Business Analytics

To graduate, students must complete a total of 47 credits within the Accelerated Master of Science in Quantitative Management: Business Analytics (MSQM: BAA) and have a GPA of at least 3.0. This program permits up to 18 transfer credits which are approved upon admission to the program. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

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

The thresholds for dismissal vary by term as follows:

Threshold for Dismissal	
Terms 1-3	1.5 strikes

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

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

### Master of Science in Quantitative Management: Health Analytics

To graduate, students must complete all 18 courses and a total of 49 credits within the Master of Science in Quantitative Management: Health Analytics (MSQM: HA) Program curriculum and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

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

The thresholds for dismissal vary by term as follows:

Threshold for Dismissal	
Terms 1-3	1.5 strikes
Terms 4-5	2 strikes

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

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

## Conferring of Degrees

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

## Other Information

### Student Records

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

An explanation of the complete policy on student records may be obtained from the associate registrar of the university. Students are assessed a one-time transcript fee of \$120. Official transcripts may be sent by the university registrar at the signed request of the student.

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

### Reciprocal Agreements with Other Graduate and Professional Schools at Duke

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

### Reciprocal Agreements with Neighboring Universities

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

### DukeCards

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

[1] Sponsored students and students with other special circumstances may request approval of alternatives to fulfill the Applied Experience requirement. For example, Mentored Study, New Venture practicum classes, volunteering, and FCCP?



Les Todd

# Courses of Instruction



# The Duke MBA—Daytime

## Accounting (ACCOUNTG)

**501. Financial Accounting Review.** Instructor: Staff. 0 units.

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

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

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

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

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

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

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

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

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

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

**601. Taxation and Global Management Decisions.** Offers a general framework for thinking about how tax rules affect business decisions. The framework aids in understanding the effects of taxes on business decisions, and devising effective tax planning strategies. Specific applications of the framework covered in the course include: tax aspects of mergers, acquisitions, and LBOs; tax arbitrage; compensation policy (for example, stock options, stock appreciation

rights, deferred compensation, fringe benefits); taxation of competing organizational forms (for example, limited partnerships and pass-through entities); taxation of investments; and international tax planning strategies. Instructor: Staff. 3 units.

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

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

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

## Decision Sciences (DECISION)

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

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

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

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

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

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

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

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

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

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

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

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

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

## Economics (MGRECON)

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

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

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

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

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

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

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

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

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

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

**898. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and

interests of students and faculty. Instructor: Staff. 3 units.

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

## Energy & Environment (ENRGYENV)

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

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

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

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

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

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

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

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

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

## Finance (FINANCE)

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

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

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

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

foreign currencies. Instructor: Staff. 3 units.

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

**650. Structuring and Regulating Financial Transactions.** This course examines the innovative areas of legal practice involving Structuring Commercial and Financial Transactions. Course examines bankruptcy, securities law, corporation law, secured transactions, finance, international capital markets, and tax. Instructor: Schwarcz. 3 units. C-L: see Law 390

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

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

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

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

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

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

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

**658. Corporate Restructuring.** Application of skills learned in Corporate Finance to real world cases. Intended for those entering corporate finance departments of large corporations or banks; M&A, divestiture, and spin off consultants; careers in finance/operational restructuring of public and private companies. The first half covers board governance of firms, mergers and acquisitions, leveraged buy outs and the role of finance and consulting professionals in domestic and international transactions. The second half covers operational and financial merger integration and the firm in financial/operational distress. Prerequisite: Law 325 Corporate Finance or advance permission of the instructor. Instructor: Buley. 3 units. C-L: Law 324

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

**660. Venture Capital and Private Equity.** Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager.

Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Prerequisite: Finance 646 (Corporate Finance), taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

## Global Academic Travel Experience (GATE)

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

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

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

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

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

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

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

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

## Health Sector Management (HLTHMGMT)

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

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

**707. Health Care Global Market Analysis.** 1 unit.

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

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

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

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

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

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

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

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

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

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

## Initiative on Impact Investing (IMPINV)

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

## Interdisciplinary (FUQINTRD)

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

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

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

area for this course. 3 units.

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

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

## Management (MANAGEMENT)

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

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

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

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

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

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

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

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

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

**746. Power & Influence.** Examines the interplay of power and politics in organizational settings with particular emphasis on the use of influence strategies in managerial decision making. Specific topics to be included are understanding the role of power in

organizations, its sources and conditions for use, political strategies and tactics, and specific organizational issues such as resource allocation, career politics, organizational change, and retrenchment. Relevant research and theory will be examined but students will be encouraged to make practical application in decision-making situations through case analyses and discussion, and the development of personal skills in the politics of management. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

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

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

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

**758. Strategies for Corporate Survival and Renewal.** Focuses on understanding the conceptual basis of firm survival and failure, coupled with identifying managerial strategies that help a business change and survive while its competitors decline and

fail. We compare and contrast modes that firms use to undertake major business changes, including internal development, discrete resource exchange, alliances, and acquisitions. The course examines the limits that companies face as they attempt to lead and respond to changes in their competitive environments, and how some firms and their leaders manage to push the limits further than others. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

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

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

## Management Communications (MGMTCOM)

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

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

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

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

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

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

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

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

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

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

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

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

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

## Marketing (MARKETNG)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Operations (OPERATNS)

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

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

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

**824. Service Operations Management.** Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses

on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

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

## Social Entrepreneurship (SOCENT)

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

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

## Strategy (STRATEGY)

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

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

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

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

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

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

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

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

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

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

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

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

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

**847. Managing Challenged Businesses.** 3 units.

**848. New Ventures Discovery.** 3 units.

**849. New Ventures Development 1.** 3 units.

**850. New Ventures Development 2.** 3 units.

**851. New Ventures Delivery 1.** 3 units.

**852. New Ventures Delivery 2.** 3 units.

**853. Advanced Corporate Strategy.** This course will challenge students to develop a framework to make business decisions in the shadow of complex political and social issues. Students will discuss several contemporary case studies of business leaders making choices that intersect with controversial issues related to economic inequality, civil rights, public health, consumer and environmental protection, among others. Students will also develop familiarity with the political debates and empirical evidence on several current public policy issues through the assigned readings, which will include media articles and academic papers. Selected topics include

CEO activism, the impact of technological innovation on jobs, the regulation of new business models, corporate political activities, and engaging the media. This course is designed to be useful to any student who wishes to develop the skills to analyze the environment their organization operates in and craft effective strategies both within and beyond markets. Instructor: Chatterji. 3 units.

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

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

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

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

## The Duke MBA—Accelerated Daytime

### Accounting (ACCOUNTG)

**501. Financial Accounting Review.** Instructor: Staff. 0 units.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Decision Sciences (DECISION)

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

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

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

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

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

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

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

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

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

**618. Data Analytics for Business.** Investigates how data can be used to directly impact business decisions. We will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will

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

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

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

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

## Economics (MGRECON)

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

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

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

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

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

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

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

**787. Behavioral Economics.** Behavioral economics and the closely related field of behavioral finance, couple scientific research on the psychology of decision making with economic theory to better understand what motivates investors, employees, and consumers. This course will be based heavily on my own research. We will examine topics such as how emotion rather than cognition determines economic decisions, “irrational” patterns of how people think about money and investments, how expectations shape perceptions, economic and psychological analyses of dishonesty by presumably honest people, and how social and financial incentives combine to

motivate labor by everyday workers and CEOs alike. This highly interdisciplinary course will be relevant to students with interests in General Management, Behavioral Finance, Entrepreneurship, Social Entrepreneurship, and Marketing. Instructor: Staff. 3 units.

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

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

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

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

## Energy & Environment (ENRGYENV)

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

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

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

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

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

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

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

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

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

## Finance (FINANCE)

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

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

Case analysis forces students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

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

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

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

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

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

**660. Venture Capital and Private Equity.** Focus on how financial, legal, and economic issues are dealt with in the financial

contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Prerequisite: Finance 646 (Corporate Finance), taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled. Instructor: Staff. 3 units.

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

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

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

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

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

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

## Global Academic Travel Experience (GATE)

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

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

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

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

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

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

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

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

## Health Sector Management (HLTHMGMT)

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

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

**707. Health Care Global Market Analysis.** 1 unit.

**710. Health Institutions, Systems and Policy.** Introduces Health Sector Management students to the interlocking segments of

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

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

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

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

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

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

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

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

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

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

## Initiative on Impact Investing (IMPINV)

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

## Interdisciplinary (FUQINTRD)

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

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

**682. Collaborative Leadership.** The Collaborative Leadership (C-LEAD) provides an end-to-end collaborative leader development experience. The course includes a series of experiences that allow students to learn about teammates and to identify individual strengths and weaknesses in being an effective team member and leader. The experiences emphasize leading through collaboration, which is one of the distinctive values in the Duke MBA culture. C-LEAD is an experiential complement to the Leadership, Ethics, and Organizations (LEO) core course. It offers the opportunity to practice and implement the principles first learned in LEO and through exposure to other coursework at Fuqua. There is a strong emphasis on collaborative leadership—working together in teams to accomplish goals, stepping

up to guide the team when the situation demands it, holding oneself and others to high standards, and helping teammates contribute and learn. As students move into their second year, the team focus will continue along with some additional focus on self-awareness and practicing inclusive leadership. By design, additional development opportunities are provided throughout the Leadership Communication courses in the fall of the first year, in club and community leadership roles, in selected elective courses, and in sponsored workshops. The majority of the C-LEAD events are organized around assigned C-LEAD teams. Team class assignments and projects allow students to develop effective practices for coordination and collaboration, as well as a sense of camaraderie for working together. Instructor: Staff. 2 units.

**685. Applied Learning Experience.** This course allows students to deepen their understanding of core business concepts and complement their classroom experience. Students are expected to apply their learning through temporary employment with a business that matches their sector and function interests, allowing students the potential for more immersive classroom experiences following the experience and allowing for more informed career choices. This requirement is satisfied through the successful completion of one or more internships. A qualifying internship is with a corporation, institution or not-for-profit, or entrepreneurial venture that occurs during the MBA program, a 6-week experience (cumulative), and can be paid or unpaid. Instructor: Staff. 0 units.

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

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

**698. Entrepreneurial Mindset & Action.** Business today requires talent possessing an innovative spirit with the knowledge and ability to see opportunities, create value, and marshal resources by solving big problems for the benefit of business, customers, and society. This course emphasizes developing these perspectives and skills through experiential learning activities. It is designed to equip you to contribute to organizational growth in entrepreneurial ventures and in established organizations across a wide-ranging set of profit and non-profit industries. This course will position you to make a meaningful difference by solving important problems through user-centered, resource-efficient approaches. We will strive to equip you to put your vision into motion and to turn your team's ideas into world-changing, industry-shifting solutions. Instructor: Staff. 1.5 units.

**699. Technology Transformation of Business.** Technology has a fundamental impact on how businesses organize, compete, and ultimately deliver value. At the same time, businesses play a vital role in the dissemination of technological innovation: they harness technology in a way that creates value for themselves and, ultimately, for society. Hence, businesses are transformed by technology, and themselves wield technology to transform society. This course will provide students with an overview of the transformative power of technology on businesses, and foster an appreciation of the role of businesses in driving technological changes that directly impact society as a whole. Instructor: Staff. 1.5 units.

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

## Law (LAW)

**324. Corporate Restructuring.** 3 units. C-L: see Finance 658

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

## Management (MANAGEMENT)

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

**731. Organizational Design.** Focuses on the choices and trade-offs involved in the structuring and management of organizations

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

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

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

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

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

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

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

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

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

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

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

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

given tools for “finding and speaking their voice” when they confront ethical challenges and lapses. Instructor: Staff. 3 units.

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

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

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

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

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

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

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

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

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

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

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

**762. Seminar in Advanced Social Entrepreneurship.** This seminar course builds on principles introduced in Social Entrepreneurship as well as traditional finance, marketing and strategy courses already taken by students. We use four specific recent social venture capital transactions, seeking to understand both the financial and the social challenges faced by entrepreneurs using private sector, public sector or mixed capital. We discuss the strategy, motivation, marketing, financing and investing and exit of social

venture capital through the eyes of the financiers, entrepreneurs and employees. There is limited utilization of traditional case studies and more in depth reading of academic and practitioner materials, term sheets and internal memoranda used in making decisions whether to start, invest in, or work for a for profit enterprise with social goals. We conclude with a discussion of the role of the social entrepreneur in society and the parallels between the social venture and the traditional venture. As this is a seminar, class size is limited to twenty students. Instructor: Staff. 3 units.

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

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

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

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

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

## Management Communications (MGMTCOM)

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

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

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

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

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

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

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

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

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

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

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

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

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

## Marketing (MARKETNG)

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

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

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

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

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

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

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

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

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

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

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

**807. Marketing Strategy.** Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm's three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the

development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

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

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

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

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

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

## Operations (OPERATNS)

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

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

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

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

**825. Management of Technology.** Examines the multiple impacts that technology has on the firm. Major issues of technology management will be discussed, including innovation, competitiveness, technology assessment, R&D strategy, positioning, manufacturing technologies, and productivity. These issues are encountered not only in the technology-based company, but in any organization. Also covered will be the incorporation of 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 fiber optics. Instructor: Staff. 3 units.

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

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

**828. Value Chain Innovation in Business Processes.** A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding

consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. Instructor: Staff. 3 units.

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

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

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

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

### **Social Entrepreneurship (SOCENT)**

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

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

## **Strategy (STRATEGY)**

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

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

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

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

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

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

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

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

**842. Strategic Modeling and Business Dynamics.** This course introduces concepts and modeling methods that enhance strategic thinking skills. You learn a flexible and powerful approach to structuring managerial problems and visualizing interconnections that

make business systems dynamic. Understanding of business dynamics is developed through mapping, mathematical model building and structured experimentation. It investigates a wide variety of industries and issues including: competitive strategy; managing firm growth; reconciling apparently contradictory information; managing booming or cyclical industries and influencing public policy. It develops skills and concepts for use as a manager, consultant, analyst, investor or policy maker. Instructor: Staff. 3 units.

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

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

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

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

**847. Managing Challenged Businesses.** 3 units.

**848. New Ventures Discovery.** 3 units.

**849. New Ventures Development 1.** 3 units.

**850. New Ventures Development 2.** 3 units.

**851. New Ventures Delivery 1.** 3 units.

**852. New Ventures Delivery 2.** 3 units.

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

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

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

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

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

## The Duke MBA—Global Executive

### Accounting (ACCOUNTG)

**590G. Financial Accounting.** Focuses on how economic events and transactions are communicated through the financial reporting process in both U.S. and non-U.S. jurisdictions. In this course, students will obtain a basic understanding of (1) the fundamental concepts that support financial reporting systems; (2) the role of judgements and estimates in the preparation and interpretation of financial reports; (3) how to read, analyze and interpret financial reports prepared in different countries; (4) the major differences

across countries in financial reporting and some implications of those differences. Instructor: Staff. 3 units.

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

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

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

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

## Decision Sciences (DECISION)

**610G. Statistical Models.** Develops students' ability to make inferences and predictions from data. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include exploratory data analysis, probability distributions, sampling and inference, and regression analysis. Instructor: Staff. 3 units.

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

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

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

**619E. Digital Platforms.** This course focuses on three fundamental features of digital platform design and implementation: market creation and design, the role of data and information, and the impact of interconnectedness and networked world. Today's and tomorrow's leaders need to understand these elements and have a workable knowledge on how to think about these issues when making business decisions and when thinking about old (and new) business problems. Instructor: Staff. 3 units.

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

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

## Economics (MGRECON)

**780G. Global Managerial Economics.** Course 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. Specific topics include the following. Logic of interventions by national governments; International trade; Empirical demand analysis; Price discrimination strategies; Pricing, entry and regulatory issues with application to the pharmaceuticals industry; Game theory, and tools for the analysis of strategic interactions among large players; Cartels and anti-trust in the world economy; Comparative analysis of competition and regulation policy in the U.S. and Europe. Instructor: Staff. 3 units.

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

**788E. Competitive Analysis.** The course provides insights needed to understand the behavior of firms in imperfectly competitive

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

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

## Energy & Environment (ENRGYENV)

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

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

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

## Finance (FINANCE)

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

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

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

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

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

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

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

Instructor: Staff. 3 units.

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

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

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

## Health Sector Management (HLTHMGMT)

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

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

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

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

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

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

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

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

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

## Interdisciplinary (FUQINTRD)

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

**680G. Global Markets and Institutions 2.** This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your

understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

**681G. Global Markets and Institutions 3.** This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 3 units.

**693E. Irrational Choices, Unconscious Decisions & Market Failure.** This course focuses on problems of market failures due to consumer irrationality, such as when consumers cannot comprehend information relevant to their potential purchases. The emphasis in this course will be on exploring what the proper response to consumer related market failure should be—from businesses and governments. Topics include ethical duties of various players and the role of regulation. The health sector is an important application area for this course. Instructor: Staff. 3 units.

**694G. Global Immersion 1.** The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. Instructor: Staff. 1 unit.

**695G. Global Immersion 2.** The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. Instructor: Staff. 1 unit.

**696G. Global Immersion 3.** The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. Instructor: Staff. 1 unit.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Management (MANAGEMENT)

**730G. Managerial Effectiveness.** Provides an introduction to the study of the behavior of individuals and groups within organized settings. The relationship of organizations to their environments is also examined. Emphasis is given to managerial strategies which enhance organizational effectiveness. Topics include leadership, motivation and reward systems, decision making, power and politics, conflict management, and organization structure and design. A mixture of lectures, cases, and experimental exercises is used to develop managerial skills. Instructor: Staff. 3 units.

**736G. Leadership for The Global Executive 1.** Using a model of leadership developed at Duke University (“The Sitkin-Lind Six Domains Model of Leadership”), the course will examine six core topics representing the model’s six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at “leading up” organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 0 units.

**737G. Leadership for The Global Executive 2.** Using a model of leadership developed at Duke University (“The Sitkin-Lind Six Domains Model of Leadership”), the course will examine six core topics representing the model’s six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at “leading up” organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 3 units.

**738E. Managing Innovation in a Global Organization.** Instructor: Staff. 3 units.

**744E. Managerial Decision Making.** Explores what constitutes high-quality managerial decision making, how managers tend to predictably fall short of these standards, and how managerial decision making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable

emphasis is placed on the psychological approaches to understanding decision making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

**745E. Negotiation.** Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

**898G. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Marketing (MARKETNG)

**795G. Marketing Management.** Successful design and implementation of a marketing program requires a thorough understanding of the internal (company) and external (competition and customer) environments and how these elements interact with decisions about the appropriate marketing mix (product, price promotion, and distribution). This course provides the student with the necessary framework, knowledge bases, and analysis tools and techniques to develop and/or critic all aspects of a marketing program. Instructor: Staff. 3 units.

**796E. Market Research.** This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

**799E. Strategic Brand Management.** Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the “Mock Brand Review” in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

**802E. Marketing of Innovations.** This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 3 units.

**807E. Marketing Strategy.** Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm’s three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

**808E. Strategy and Tactics of Pricing.** Profitable pricing is the harvest of a firm’s efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**898G. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Operations (OPERATNS)

**820G. Operations Management.** Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

**824E. Services Operations Management.** Explores the role of operations in service organizations by examining in depth the

nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

**828E. Value Chain Innovation in Business Processes.** A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. Instructor: Staff. 3 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**898G. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Social Entrepreneurship (SOCENT)

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

## Strategy (STRATEGY)

**835G. Foundations of Strategy.** Deals with the work and understanding of strategic management. The course adopts the perspective of the managers within the corporation, business, division, plant, or other operating unit who must mesh their individual actions and responsibilities with the overall objectives of the firm. During the course, we will focus on the perspectives and skills required to diagnose and find realistic solutions for critical problems in complex business situations. Core topics include industry analysis, business analysis, international strategy, strategic planning, and strategy implementation. Instructor: Staff. 3 units.

**838E. Entrepreneurial Strategy For Innovation-Based Ventures.** This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

**840E. Business Strategy by Firms Based in Emerging Market Economies.** Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

**841E. Strategy Implementation.** Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. Instructor: Staff. 3 units.

**844E. Technology Strategy.** In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm's management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary marketing and manufacturing capabilities and secrecy. We will consider firms' strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

**845E. Entrepreneurial Execution and Planning.** The focus of this course is the successful creation and early execution of a new venture. The course will concentrate on new enterprises based on substantial innovations with potential for high growth and funding by venture capitalists. The course is primarily based on case discussion, with the intent of allowing students to derive practical lessons from experience (both successes and failures) in actual ventures. The topics to be covered include: understanding whether there is a market, competitive position, growth, financing a new venture, building a team, early sales and marketing execution, building an operating plan. Instructor: Staff. 3 units.

**846E. Entrepreneurship and New Venture Management.** This is a course about how to start and grow a business. The first

part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on “adolescent” firms—firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses—the class will investigate growth-related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 3 units.

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**898G. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## The Duke MBA—Weekend Executive

### Accounting (ACCOUNTG)

**501W. Financial Accounting Review.** Instructor: Staff. 0 units.

**590W. Financial Accounting.** Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. Instructor: Staff. 3 units.

**591W. Managerial Accounting.** Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. Instructor: Staff. 3 units.

**597E. Financial Statement Analysis.** Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm’s competitive strategy through the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. Instructor: Staff. 3 units.

**598E. Valuation and Fundamental Analysis.** Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. Instructor: Staff. 3 units.

**898W. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

### Decision Sciences (DECISION)

**502W. Mathematics Review.** Instructor: Staff. 0 units.

**610W. Probability and Statistics.** Examines structures for managerial decision making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. Instructor: Staff. 3 units.

**611W. Decision Models.** Enhances students’ ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

**613E. Strategic Modeling and Business Dynamics.** Managers must operate in an environment with many uncertainties, and they are faced with a variety of risky choices involving many conflicting factors. They need to take account of uncertainties and multiple objectives and to select appropriate risk postures. Decision analysis provides a framework for analyzing decision-making problems under uncertainty by breaking them down into more manageable parts. The study of decision analysis involves some formal methods, but perhaps even more important, it suggests a useful way of thinking about and approaching risky decisions. Instructor: Staff. 3 units.

**617E. Information Management.** Business intelligence (BI) tools allow a PC user to manage large amounts of data: Writing queries, gathering data from multiple sources, creating visualizations, and generating reports and dashboards. Information Management focuses on BI tools and their growing capabilities. The course is organized around data extraction, transformation, and load (ETL) operations as well as small system building, automation, visualization, and effective presentation. The student completes practical tasks and projects that illustrate the features and functions of Excel and Tableau software. The only prerequisite is familiarity with Excel. Instructor: Ecklund. 3 units.

**619E. Digital Platforms.** This course focuses on three fundamental features of digital platform design and implementation: market creation and design, the role of data and information, and the impact of interconnectedness and networked world. Today's and tomorrow's leaders need to understand these elements and have a workable knowledge on how to think about these issues when making business decisions and when thinking about old (and new) business problems. Instructor: Staff. 3 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**898W. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Economics (MGRECON)

**780W. Managerial Economics.** This course considers how the actions of business firms, consumers, and the government—operating within a price system in a decentralized market economy—answer such basic resource allocation questions as what will be produced, how it will be produced, who will consume what is produced, and what resources to divert from present consumption to increase future consumption. The impact of various types of market structures (such as perfect competition, monopoly, and oligopoly) on economic efficiency will be discussed. Instructor: Staff. 3 units.

**782E. Environmental Economics.** The course provides students with the economic tools needed to study environmental issues and inform firm decision making in the presence of environmental regulation. It covers the ways in which markets fail to efficiently allocate resources in the presence of externalities along with mechanisms to correct those failures, including tax-based solutions, such as emissions taxes, solutions based on the creation and design of missing markets, such as tradable emission permits, and solutions based on international cooperation governed by treaties. The course addresses firms' environmental responsibility, whether it pays to be 'green,' and how firms can shape regulation to secure competitive advantage. Instructor: Staff. 3 units.

**788E. Competitive Analysis.** The course provides insights needed to understand the behavior of firms in imperfectly competitive industries; introduces elements of game theory as a framework for the study of strategic interactions; and analyzes various aspects of the organization of industries. Course includes three basic themes: (1) firms typically operate under imperfect or incomplete information and make decisions under uncertainty; their actions may reveal some of their private information; (2) firms' decisions usually are of a dynamic nature and involve intertemporal trade-offs; (3) industries are not static, but evolve over time driven by market forces, as well as by the strategic decisions of the firms. Instructor: Staff. 3 units.

**898W. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Energy & Environment (ENRGYENV)

**625E. Energy, Markets and Innovation.** The energy industry is one of the world's largest and fastest-growing industries. Emerging markets are building out infrastructures to meet rising energy needs, while developed markets are adapting their systems to balance reliability, cost, and environmental considerations. In this course, we will apply economics, finance, and strategy tools to understand energy markets, with a focus on electricity in the United States. Through readings, case studies and simulations, we will consider the dynamics of supply and demand, industry structure, technology, and prices; explore how value is created and how risks are managed. We will also examine the role of public policy and regulation in shaping energy markets. This class is designed to meet the learning needs of students with experience in the energy industry, but also to provide a valuable introduction to energy markets and issues for non-specialists. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**898E. Special Topics.** Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Entrepreneurship & Innovation (ENTREPRN)

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

## Finance (FINANCE)

**645W. Global Financial Management.** Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

**646E. Corporate Finance.** Examines the implications of modern financial theory for various decisions faced by corporate financial

managers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, the cost of capital, Islamic Finance, and payout. Theory, empirical evidence, and case analysis all play significant roles in the course. Case analysis allows students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

**647E. Investment.** The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). Instructor: Staff. 3 units.

**648E. Derivatives.** The purpose of this course is to extend the student's knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets of the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

**658E. Corporate Restructuring.** This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy and corporate law. Instructor: Staff. 3 units.

**660E. Venture Capital and Private Equity.** Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

**662E. Real Estate Entrepreneurship.** Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate residential, office, retail, and land from an investment and development standpoint. Course is crosslisted with Law 378. Instructor: Staff. 3 units.

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Global Academic Travel Experience (GATE)

**580W. Global Academic Travel Experience.** Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member at Fuqua to learn about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. While overseas the study tour group visits corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. Instructor: Staff. 3 units.

## Health Sector Management (HLTHMGMT)

**705E. Fundamentals of Health Sector Management 1.** This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

**706E. Fundamentals of Health Sector Management 2.** This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

**707E. Fundamentals of Health Sector Management 3.** This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 3 units.

**711E. Health Care Markets.** We will apply tools from business and the social sciences, especially economics and strategy, to challenges faced by managers, patients, and policy makers in the health sector. We will aim for broad coverage of health care, including patients, providers and manufacturers. We will pay particular attention to payers. Payers are of interest throughout the health sector, because most providers and manufacturers want to be paid, and because third party payment influences consumer/patient decisions. This course is intended to prepare people for other Health Sector Management electives. Instructor: Staff. 3 units.

**714E. Health Care Provider Strategy.** This course provides students with the tools to understand, formulate and innovate strategy in today's global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. Instructor: Staff. 3 units.

**718E. Life Science Product Strategy.** We will examine product strategy in the biotech, device, and pharmaceutical industries. We will consider the perspectives of entrepreneurial start-ups, large incumbents, and companies in between. Life science product companies face new challenges and opportunities given rapid growth in emerging markets but increasing regulatory oversight and reimbursement challenges in developed markets. To succeed, industry professionals need a deep understanding of corporate strategy, financing options, product development and innovation management, regulatory and reimbursement trends, and customer needs. Instructor: Staff. 3 units.

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 3 units.

**897E. Health Sector Management Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 3 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Interdisciplinary (FUQINTRD)

**565W. Integrative Leadership Experience 1.** The primary objective of this course is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1.5 units.

**566W. Integrative Leadership Experience 2.** The primary objective of this course is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1.5 units.

**683W. Global Markets and Institutions.** This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 3 units.

**693E. Irrational Choices, Unconscious Decisions & Market Failure.** This course focuses on problems of market failures due to consumer irrationality, such as when consumers cannot comprehend information relevant to their potential purchases. The emphasis in this course will be on exploring what the proper response to consumer related market failure should be—from businesses and governments. Topics include ethical duties of various players and the role of regulation. The health sector is an important application area for this course. Instructor: Staff. 3 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Management (MANAGEMENT)

**730W. Leadership, Ethics, and Organizations.** The reality of business life is that no person is an island—smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. The goal of LEO, therefore, is to prepare you to be an effective leader and manager of others regardless of your career path and to be a good analyst of how best to organize people. The course will accomplish these goals by focusing on three general factors that contribute to the performance of organizations—strong systems, solid leadership skills, and the ability to meet current challenges. First, what principles can you draw on to analyze and improve performance in organizations? Effective leaders understand the importance of systems for coordinating and motivating people, and organizing and distributing work. We will examine basic principles for designing effective systems. Second, do you have personal skills needed to be an effective leader? We will give you the chance to reflect on—and practice—your skills at leading others, building trust, making effective

decisions, and negotiating successful outcomes. Finally, can you lead others in meeting the challenges of the global economy? We will focus on critical challenges such as developing a system for ethical decision making, harnessing the power of diversity, and staying competitive by organizing for innovation. Instructor: Staff. 3 units.

**738E. Managing Innovation in a Global Organization.** Instructor: Staff. 3 units.

**744E. Managerial Decision Making.** Explores what constitutes high-quality managerial decision making, how managers tend to predictably fall short of these standards, and how managerial decision making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable emphasis is placed on the psychological approaches to understanding decision making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

**745E. Negotiation.** Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

**747W. Leadership and Development.** This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership—both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

**898W. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Management Communications (MGMTCOM)

**899W. Independent Study.** Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

## Marketing (MARKETNG)

**795W. Marketing Management.** Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. Instructor: Staff. 3 units.

**796E. Market Research.** This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

**799E. Strategic Brand Management.** Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the “Mock Brand Review” in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

**802E. Marketing of Innovations.** This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 3 units.

**807E. Marketing Strategy.** Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm’s three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

**808E. Strategy and Tactics of Pricing.** Profitable pricing is the harvest of a firm’s efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and

conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Operations (OPERATNS)

**820W. Operations Management.** Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

**824E. Services Operations Management.** Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

**828E. Value Chain Innovation in Business Processes.** A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. Instructor: Staff. 3 units.

**898E. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Social Entrepreneurship (SOCENT)

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. Instructor: Staff. 3 units.

## Strategy (STRATEGY)

**835W. Foundations of Strategy.** Takes on the general manager's challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

**838E. Entrepreneurial Strategy For Innovation-Based Ventures.** This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

**840E. Business Strategy by Firms Based in Emerging Market Economies.** Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

**841E. Strategy Implementation.** Focuses on strategy implementation. The course teaches how organizational realities shape the

constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. Instructor: Staff. 3 units.

**844E. Technology Strategy.** In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm's management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary marketing and manufacturing capabilities and secrecy. We will consider firms' strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

**845E. Entrepreneurial Execution and Planning.** The focus of this course is the successful creation and early execution of a new venture. The course will concentrate on new enterprises based on substantial innovations with potential for high growth and funding by venture capitalists. The course is primarily based on case discussion, with the intent of allowing students to derive practical lessons from experience (both successes and failures) in actual ventures. The topics to be covered include: understanding whether there is a market, competitive position, growth, financing a new venture, building a team, early sales and marketing execution, building an operating plan. Instructor: Staff. 3 units.

**846E. Entrepreneurship and New Venture Management.** This is a course about how to start and grow a business. The first part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on "adolescent" firms—firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses—the class will investigate growth-related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 3 units.

**895E. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Instructor: Staff. 3 units.

**897E. Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

## Master of Management Studies: Foundations of Business

### Accounting (ACCOUNTG)

**510F. Introduction to Financial Accounting.** This course provides you with a basic understanding of the construction and interpretation of corporate financial reports which are used by external parties (including investors, creditors, and regulators). Our goal is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how those transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. Instructor: Staff. 3 units.

**511F. Principles of Cost and Managerial Accounting.** Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. Instructor: Staff. 3 units.

**512F. Fundamentals of Financial Analysis.** This course focuses on financial analysis of a firm and on valuation of its shares. The course provides a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial information used in capital markets, and develops important Excel modeling skills pertaining to financial planning, analysis, and valuation. The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by having students: (i) evaluate the financial implications of a firm's articulated strategy; (ii) use that information to project the firm's financial statements several years into the future; and then (iii) apply various valuation techniques (such as free cash flow valuation and multiples approaches) to determine forecasted (target) prices of the firm's shares. Instructor: Staff. 3 units.

### Decision Sciences (DECISION)

**502F. Business Math Review.** This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems,

linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. Instructor: Staff. 0 units.

**516F. Quantitative Business Analysis.** Introduces a framework for thinking about business problems involving decisions under uncertainty and, building on this framework, develops tools for interpreting data. The course covers foundation in probability theory, statistical inference and regression analysis. Instructor: Staff. 3 units.

**517F. Spreadsheet Modeling and Decision Analysis.** Successful management requires the ability to make good decisions by responding to challenges and taking advantage of opportunities in complex situations. However, many decision problems -- particularly those involving many uncertainties and many variables -- are difficult to grasp intuitively, and their stakes may be too high for trial and error. In such cases, spreadsheet models may be useful for exploring, evaluating, and improving the alternatives in a systematic fashion. This course provides an introduction to the “art” as well as the “science” of decision modeling with Microsoft Excel. The ideas and skills learned in this course are applicable in most areas of business. Instructor: Staff. 3 units.

**561F. Foundations of Data Analytics.** This course examines the core ideas behind data science, challenges associated with data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) “hands-on” analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, and others. Instructor: Staff. 2 units.

## Economics (MGRECON)

**547F. Fundamentals of Business Economics.** This course covers the fundamental ideas and tools of microeconomics. The course begins with: (i) supply and demand analysis, the basic tool for analyzing and understanding competition and the market determination of prices and quantities; (ii) consumer choices and market demand; and (iii) production and cost theory. The tools for market structure analysis are then developed and applied to monopoly and oligopoly markets as well as to price discrimination. Game theory tools are developed and applied to analyze strategic interactions. Instructor: Staff. 3 units.

## Finance (FINANCE)

**524F. Foundations of Capital Markets.** This course provides a rigorous treatment of the fundamental principles of asset valuation, investments, and investment management. Topics include time value of money and discounting, diversification and risk, arbitrage and hedging, asset allocation, asset pricing models (including the capital asset pricing model (CAPM), factor models, and consumption based asset pricing), active portfolio management, performance evaluation, and the interaction between capital markets and the macro economy. Instructor: Staff. 3 units.

**525F. Foundations of Corporate Finance.** This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. Instructor: Staff. 3 units.

## Global Academic Travel Experience (GATE)

**580F. Global Academic Travel Experience.** The China Travel Experience is an elective global opportunity focused on leveraging Duke’s connections in China. Participants will spend ten days traveling in and around Shanghai and Beijing, learning about and being immersed in business practices and the culture of the region. Activities include historical site seeing and tours, corporate visits, introduction to local cuisine, and a visit to Duke’s campus in Kunshan. 0 units.

## Interdisciplinary (FUQINTRD)

**560F. Programming Fundamentals for Business.** This course provides fundamental programming skills for graduate business students. We use R as the underlying language because it is one of the most common programming languages used in data analytics due to its flexibility and simplicity. This course will prepare you for courses that use R as a programming language. Instructor: Staff. 2 units.

**562F. Technology Driven Transformation of Business.** This course details several technological initiatives that both pose threats and present opportunities to new and current businesses. Course topics include: historical role of technology, globalization, how the internet works, cryptology, hashing algorithms, introduction to cyber security, decentralized finance (blockchain, decentralized exchange protocols, stablecoins, lending protocols, tokenization, identity), introduction to machine learning, systematic investing and introduction to quantum computing. Instructor: Staff. 2 units.

## Management (MANAGEMENT)

**544F. Foundations of Management and Organizations.** The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. Instructor: Staff. 3 units.

## Management Communications (MGMTCOM)

**504F. Business, Communication, and Culture.** Course offered to International Students who will be attending Fuqua for the first time. Instructor: Staff. 0 units.

**505F. Business Communication 1.** Business Communication 1 introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. This course gives students opportunities to focus on individual goals for skill development. Topics include strategic management communication; giving and receiving feedback; researching companies; uses of influence and advocacy; presentation skills; and career management skills. Instructor: Staff. 2 units.

**506F. Business Communication 2.** Building on the skill development and concepts from Business Communication 1, Business Communication 2 continues to focus on helping students learn to communicate clearly, strategically, persuasively, and collaboratively in professional business settings. This course gives students multiple opportunities to hone skills in team presentations where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively; presenting with one voice; using narrative structures to enhance coherence; asking and answering questions; team dynamics; and interpersonal communication. Instructor: Staff. 2 units.

## Marketing (MARKETNG)

**550F. Introduction to Marketing Analysis.** Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company (“the 3 C’s”), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product (“the 4 P’s”). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. Instructor: Staff. 3 units.

**551F. Fundamentals of Market Research.** This course is about gathering, analyzing, and interpreting data about markets and customers. In this course, students will learn: (i) to define decision problems and determine what information is needed (e.g., engage in backward marketing research by envisioning decisions that will be taken based on the research); (ii) to acquire trustworthy and relevant data and judge its quality (e.g., to utilize secondary research such as internal customer databases or knowledge management systems); and (iii) to analyze data relevant to classic marketing decisions (e.g., understanding state-of-the-art data analysis techniques). The context for learning these analysis skills will be common marketing decision problems, including target market selection, new product or service introduction, customer retention, and pricing. Instructor: Staff. 3 units.

## Operations (OPERATNS)

**554F. Introduction to Operations and Supply Chain Management.** A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. Instructor: Staff. 3 units.

## Strategy (STRATEGY)

**557F. Principles of Strategy.** How to identify business opportunities in dynamic competitive environments and develop skills necessary to be an effective strategy analyst as part of any business position. Tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm’s strategic position with respect to rivals, the larger industry, and customers given the firm’s internal resources and capabilities. Instructor: Staff. 3 units.

**895F. Fuqua Client Consulting Practicum.** Team-based consulting practicums with local, domestic clients covering strategy and other topics. Instructor: Staff. 3 units.

# Master of Management Studies: Duke Kunshan University

## Accounting (ACCOUNTG)

**510K. Introduction to Financial Accounting.** This course provides you with a basic understanding of the construction and interpretation of corporate financial reports which are used by external parties (including investors, creditors, and regulators). Our

goal is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how those transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**511K. Principles of Cost and Managerial Accounting.** Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**512K. Fundamentals of Financial Analysis.** This course focuses on financial analysis of a firm and on valuation of its shares. The course provides a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial information used in capital markets, and develops important Excel modeling skills pertaining to financial planning, analysis, and valuation. The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by having students: (i) evaluate the financial implications of a firm's articulated strategy; (ii) use that information to project the firm's financial statements several years into the future; and then (iii) apply various valuation techniques (such as free cash flow valuation and multiples approaches) to determine forecasted (target) prices of the firm's shares. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

## Decision Sciences (DECISION)

**502K. Business Math Review.** This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. Taught at Duke Kunshan University. Instructor: Staff. 0 units.

**516K. Quantitative Business Analysis.** Introduces a framework for thinking about business problems involving decisions under uncertainty and, building on this framework, develops tools for interpreting data. The course covers foundation in probability theory, statistical inference and regression analysis. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**517K. Spreadsheet Modeling and Decision Analysis.** Successful management requires the ability to make good decisions by responding to challenges and taking advantage of opportunities in complex situations. However, many decision problems -- particularly those involving many uncertainties and many variables -- are difficult to grasp intuitively, and their stakes may be too high for trial and error. In such cases, spreadsheet models may be useful for exploring, evaluating, and improving the alternatives in a systematic fashion. This course provides an introduction to the "art" as well as the "science" of decision modeling with Microsoft Excel. The ideas and skills learned in this course are applicable in most areas of business. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**561K. Foundations of Data Analytics.** This course examines the core ideas behind data science, challenges associated with data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) "hands-on" analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, and others. Taught at Duke Kunshan University. Instructor: Staff. 2 units.

## Economics (MGRECON)

**547K. Fundamentals of Business Economics.** This course covers the fundamental ideas and tools of microeconomics. The course begins with: (i) supply and demand analysis, the basic tool for analyzing and understanding competition and the market determination of prices and quantities; (ii) consumer choices and market demand; and (iii) production and cost theory. The tools for market structure analysis are then developed and applied to monopoly and oligopoly markets as well as to price discrimination. Game theory tools are developed and applied to analyze strategic interactions. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

## Finance (FINANCE)

**524K. Foundations of Capital Markets.** This course provides a rigorous treatment of the fundamental principles of asset valuation, investments, and investment management. Topics include time value of money and discounting, diversification and risk, arbitrage and hedging, asset allocation, asset pricing models (including the capital asset pricing model (CAPM), factor models, and consumption based asset pricing), active portfolio management, performance evaluation, and the interaction between capital markets and the macro economy. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**525K. Foundations of Corporate Finance.** This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

## Interdisciplinary (FUQINTRD)

**560K. Programming Fundamentals for Business.** This course provides fundamental programming skills for graduate business students. We use R as the underlying language because it is one of the most common programming languages used in data analytics due to its flexibility and simplicity. This course will prepare you for courses that use R as a programming language. Taught at Duke Kunshan University. Instructor: Staff. 2 units.

## Management (MANAGEMENT)

**544K. Foundations of Management & Organizations.** The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

## Management Communications (MGMTCOM)

**504K. Business, Communication, and Culture.** Course offered to International Students who will be attending Fuqua in the Fall. Instructor: Staff. 0 units.

**505K. Business Communication 1.** Business Communication 1 introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. This course gives students opportunities to focus on individual goals for skill development. Topics include strategic management communication; giving and receiving feedback; researching companies; uses of influence and advocacy; presentation skills; and career management skills. May be taught at Duke Kunshan University. Instructor: Staff. 2 units.

**506K. Business Communication 2.** Building on the skill development and concepts from Business Communication 1, Business Communication 2 continues to focus on helping students learn to communicate clearly, strategically, persuasively, and collaboratively in professional business settings. This course gives students multiple opportunities to hone skills in team presentations where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively; presenting with one voice; using narrative structures to enhance coherence; asking and answering questions; team dynamics; and interpersonal communication. May be taught at Duke Kunshan University. Instructor: Staff. 2 units.

## Marketing (MARKETNG)

**550K. Introduction to Marketing Analysis.** Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company (“the 3 C’s”), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product (“the 4 P’s”). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

**551K. Fundamentals of Market Research.** This course is about gathering, analyzing, and interpreting data about markets and customers. In this course, students will learn: (i) to define decision problems and determine what information is needed (e.g., engage in backward marketing research by envisioning decisions that will be taken based on the research); (ii) to acquire trustworthy and relevant data and judge its quality (e.g., to utilize secondary research such as internal customer databases or knowledge management systems); and (iii) to analyze data relevant to classic marketing decisions (e.g., understanding state-of-the-art data analysis techniques). The context for learning these analysis skills will be common marketing decision problems, including target market selection, new product or service introduction, customer retention, and pricing. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

## Operations (OPERATNS)

**554K. Introduction to Operations and Supply Chain Management.** A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. Taught at Duke Kunshan

University. Instructor: Staff. 3 units.

**557K. Principles of Strategy.** How to identify business opportunities in dynamic competitive environments and develop skills necessary to be an effective strategy analyst as part of any business position. Tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm's strategic position with respect to rivals, the larger industry, and customers given the firm's internal resources and capabilities. Taught at Duke Kunshan University. Instructor: Staff. 3 units.

## Master of of Science in Quantitative Management: Business Analytics

### Accounting (ACCOUNTG)

**513Q. Financial Reporting Foundations.** This course addresses the construction and interpretation of corporate financial reports. The course focuses on two complementary aspects of financial reporting: management's responsibility for applying objective and informed judgment to implement financial reporting standards in preparing corporate financial reports and the financial statement user's interpretation and analysis of those reports. The course will focus on areas of financial reporting with relatively difficult and complex required judgments and estimates. After completing the course, students will be able to work with the FASB's Codification of US GAAP to identify and interpret authoritative guidance. Instructor: Staff. 3 units.

**514Q. Financial Statement Fraud.** Students will develop increased awareness of fraud in businesses, the circumstances in which fraud arises, techniques for detecting, measuring and preventing fraud, and skills needed to help in the eventual resolution of discovered frauds. This course demonstrates the various aspects of fraudulent financial reporting, including the identification of fraud schemes and analytical techniques in uncovering fraud in financial reports. The course includes written projects on executed frauds in public companies and material weakness reports. Students will gain an understanding of SAS 99 as it pertains to the consideration of fraud in a financial statement audit, the nature of internal controls and the role of initiatives to curb fraud both from the PCAOB and from provisions of the Sarbanes-Oxley Act. The course presumes students have basic knowledge of the following components on Form 10-K: MD&A, financial statements and footnotes, auditor report, and management representations. Instructor: Staff. 3 units.

**515Q. Managing Operational and Informational Risks.** This course introduces the concepts of (a) Enterprise Risk Management which is the enterprise-wide process applied in a strategic setting to identify potential events that may affect the entity, to manage the risk of these events, and to provide reasonable assurance regarding the achievement of entity objectives. (b) Internal Control which is a process that provides reasonable assurance regarding the achievement of objectives relating to operations, reporting, and compliance. And (c) Fraud Deterrence which entails detecting, preventing, and responding to individuals acting outside the organization's expected standards of ethical conduct for financial or personal gain. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

### Decision Sciences (DECISION)

**518Q. Applied Probability and Statistics.** Management decisions are increasingly data-driven and supported by quantitative arguments, yet these decisions are necessarily made under conditions of uncertainty. This course introduces a framework for thinking about data-driven problems involving uncertainty and develops probabilistic and statistical tools for understanding, analyzing, and interpreting data. Specifically, the objective of the course is to provide an appropriate foundation in applied probability and statistics necessary for data-driven quantitative managerial decision-making and for subsequent courses in the program. Instructor: Staff. 3 units.

**519Q. Data Infrastructure.** This course explores the fundamentals of data storage, cleansing, and retrieval. We will examine structured versus unstructured data, relational database design, and data integrity issues. Instructor: Staff. 3 units.

**520Q. Data Science for Business.** This course will investigate how data can be used to directly impact business decisions. The volume, variety, and velocity associated with currently available data motivate an important paradigm for data-driven decision-making in business. Beyond extracting information from data, and creating data-driven, real-time autonomous decision making systems, the data itself should be thought of as an asset for current and future use. In this course, we will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will focus on (1) general principles that are long lasting despite the rapidly changing technology; (2) specific algorithms/technologies that are currently being used in many industries; and (3) "hands-on" analyses of actual datasets to develop methodologies. Ultimately, the course aims to develop "data-analytic" thinking. This should enable you to evaluate how data can improve performance, identify opportunities, and assist in decision making for managers. The understanding of the principles of data mining techniques will allow you to interact effectively with experts/consultants, and to quickly conduct pilot studies. Instructor: Staff. 3 units.

**521Q. Decision Analytics and Modeling.** Successful management requires the ability to recognize a decision problem, understand its essential features, and make a smart choice. However, many decision problems — particularly those involving uncertainty or many variables — are difficult to grasp intuitively. In these cases we may benefit from using a computer-based mathematical model to explore and evaluate the possibilities in a systematic fashion. This course introduces several commonly used modeling frameworks and provides an introduction to the art and science of modeling decisions. The ideas and skills learned in this course are applicable in most areas of business. The course is divided into 3 parts: (a) the use of decision trees for structuring decision problems under uncertainty; (b) Monte

Carlo simulation, a technique for simulating decision situations with many uncertainties; (c) optimization, an approach for finding the best possible solution in problems with many decision variables and constraints. Instructor: Staff. 3 units.

**522Q. Data Visualization.** This course explores techniques to effectively communicate information about data using graphical means. We will utilize popular data visualization tools such as Tableau, Crystal Report, and/or R. Instructor: Staff. 3 units.

**523Q. Fraud Analytics.** The cutting edge of fraud detection now combines data analytics with expert analysis. With the processing power and volume of data available to most large businesses, it is now possible to use quantitative techniques to identify potentially fraudulent behavior. In some cases, this behavior can be identified without ever having previously seen the potential fraud pattern. But when a new fraud pattern is detected, these techniques can help identify potential perpetrators and put corrective measures into place. This course will explore analytics techniques currently being used to identify and prevent fraud. They will be looked at in relevant business contexts. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

## Economics (MGRECON)

**548Q. Empirical Economic Analysis.** This course focuses on empirical techniques used to more deeply understand economic markets in which firms operate. We will identify and empirically analyze a variety of market structures, ranging from perfect competition to oligopoly (rivalry between a small number of competitors) to monopoly (one dominant firm). We want to develop the skills necessary to make effective managerial decisions and strategic choices based on the quantitative analysis of a firm's productive capabilities and the market in which it operates. We will also focus strongly on the insight necessary to optimally identify, estimate, interpret, and test an economic model. This course is designed for students who are interested in utilizing empirical economic models for market analysis. While not fully inclusive, this would comprise students interested in consulting, strategic analysis, operations, marketing, and mergers & acquisitions. Instructor: Staff. 3 units.

## Finance (FINANCE)

**526Q. Introductory Finance.** This course covers all the basic concepts in finance—discounting, equities, bonds, portfolio diversification, CAPM, and WACC. Instructor: Staff. 3 units.

**527Q. Intermediate Finance.** This course covers the key concepts in portfolio management. Key topics include mutual funds, multifactor models, asset classes and asset allocation, foreign exchange markets, international investment and capital budgeting, hedge funds, private equity and venture capital.. 3 units.

**528Q. Derivatives.** Explores key issues in derivatives and financial risk management. It develops tools for valuing and modeling the risk exposures of derivatives, with the ultimate goal of deploying these instruments in a corporate or financial risk management setting. The course is divided into three parts, covering (1) linear instruments including forward, futures and swaps, (2) non-linear instruments such as options, and (3) corporate finance and risk management applications of both types of instruments. Instructor: Staff. 3 units.

**529Q. Fixed Income Securities.** This course covers key concepts in fixed income securities including: bond pricing and term structure of interest rates, interest rate risk management, interest rate derivatives, inflation, fed funds and monetary policy, term structure modeling, continuous time modeling, and no arbitrage modeling. Instructor: Staff. 3 units.

**530Q. Financial Risk Management.** This course covers the main concepts of financial risk management for banks and asset managers. These include: risk management for banks (mortgages, prepayment risks, commercial loans, credit risk, Basel Accords, capital requirements, stress testing) as well as risk management for asset managers (security selection, selection of weights, systematic risk of portfolio). Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

## Health Sector Management (HLTHMGMT)

**898Q. Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

## Interdisciplinary (FUQINTRD)

**531Q. Business Fundamentals.** The goal of this course is to give students an understanding of general business principles to enhance their effectiveness in the organizations they work for and lead in the future. The course is designed for students with limited previous exposure to the business topics of accounting, finance, operations management, marketing, and strategy. This structure is intended to provide a coherent introduction to a broad range of business topics, rather than a detailed treatment of any individual topic. Instructor: Staff. 3 units.

**532Q. Capstone Project.** In this capstone, students will work in teams to apply what they have learned in the MQM program to a real-world problem. Analyses will be presented to an audience of peers and faculty. Instructor: Staff. 6 units.

**701Q. Advanced Data Analytics and Applications.** Data-driven business decisions have been fostered by an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations. This course builds on and extends the material covered in "Data analytics and applications." Specifically, we will focus on advanced tools, algorithms, and technologies that are currently being used in many industries. We will discuss a variety of business applications and tools such as causal inference, experimental and observational studies, neural networks and network effects, text mining (bag of words, term frequency, and

n-grams, and advanced predictive models (deep learning and ensemble methods). Instructor: Staff. 3 units.

## Management (MANAGEMENT)

**542Q. Critical Thinking, Communication and Collaboration.** Data problems are typically ill-structured and ambiguous, at least at the outset. Aside from having technical expertise, as a successful analyst you must excel in 3 additional areas—critical thinking, communication, and collaboration. Critical thinking encompasses overcoming common cognitive biases, in addition to activities such as defining the problem appropriately, asking good questions, identifying the needed data, and exploring the data from multiple perspectives. Communication is important because an analysis will only have impact and positive value to the extent that the results are communicated both accurately and comprehensibly. Finally, collaborating effectively is crucial, because today's problems are often complex and best tackled in teams where members differ in expertise and specialization. After taking this course, you will be a better thinker, communicator, and collaborator—3 skills that will serve you well in both analysis and in life. Instructor: Staff. 3 units.

**543Q. Navigating Organizations.** The reality of business life is that no person is an island — smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. This course has 2 goals: (1) Provide a roadmap for understanding how organizations function; (2) Provide basic concepts you can build on later in your career. With success in your technical job you will be promoted and your responsibilities will shift increasingly to leading and managing others. The course will accomplish these goals by focusing on many different knowledge-bases and skill sets. These include: What principles can you draw on to analyze and improve performance in organizations? How can you exert influence for positive results at any level of an organization? Instructor: Staff. 3 units.

**545Q. Ethical & Legal Issues of Data Analytics.** Provides an introduction to the legal, policy, and ethical implications of data. The course will examine issues that arise throughout the full life cycle of data science, including the collection, storage, processing, analysis, and use of data. Case studies will be used to explore privacy, surveillance, security, classification, discrimination, decisional-autonomy, and duties to warn or act. Instructor: Staff. 2 units.

## Management Communications (MGMTCOM)

**504Q. Business, Communication, and Culture.** Course offered to International Students who will be attending Fuqua for the first time. Instructor: Staff. 0 units.

**507Q. Business Communication 1.** Introduces basic topics in business communication. These include interacting with clients, running meetings, and business etiquette. It also covers career management skills such as networking, preparing resumes and cover letters, and interviewing. Instructor: Staff. 2 units.

**508Q. Business Communication 2.** Explores techniques to help students learn how to effectively interact in the business environment. Building on Business Communication 1, this course will provide additional opportunities to develop presentation and career management skills. We will explore change management, cultural differences, and interviewing skills. Instructor: Staff. 2 units.

**574Q. Curricular Practical Training.** Offers students an experiential learning opportunity in a US work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

## Marketing (MARKETING)

**549Q. Digital Marketing.** Communication and distribution channels are rapidly evolving in the context of digital technology and consumer migration to the Internet. As a result, advertising budgets are shifting to display and search, and goods are increasingly marketed and purchased online. This course will overview digital markets along with the associated key performance indicators and the tools being used to improve the efficiency of digital marketing. Topics include advertising markets and integrated marketing communication; attribution; ad networks and media buying; campaign performance measurement; social media; search marketing; auctions; e-commerce; marketplaces; assortment and pricing; omni-channel marketing. Instructor: Staff. 3 units.

**552Q. Market Intelligence.** This course is about gathering, analyzing, and interpreting data about markets and customers. It has been designed for analysts who will be working with customer-generated data, and so is intended for students wanting to go into marketing, consulting, and entrepreneurship. Topics include analyzing data to understand customers and inform marketing decisions; evaluating the quality and usefulness of available data and analyses conducted by others; communicating analysis-based conclusions to colleagues and managers. Instructor: Staff. 3 units.

**553Q. Customer Relationship Management.** This course employs a number of overlapping frameworks. Foremost among these is the concept of the customer lifecycle. This concept decomposes customer interactions into birth, growth and death. Birth involves customer acquisition or first sale. Growth involves customers buying more items and spending more on these items (denoted cross-selling and upselling). Death involves leaving the firm, typically called attrition or churn. Collectively, the stages of the customer lifecycle imply a revenue and profit stream that can be managed. The financial discounting of this profit stream yields the net present value of a customer, often called customer lifetime value, or CLV for short. Summing CLV across customers — or customer equity — is a major component of the value of the firm, net of investments. This course will develop quantitative methods to improve the efficiency and effectiveness of customer relationship management (CRM) activities. We will introduce an array of CRM-specific models, tools, and frameworks and apply them to real-world problems. Instructor: Staff. 3 units.

**555Q. Pricing.** While most of a firm's marketing activities (such as product design, sales or advertising) create value for the customer, pricing is the only marketing activity that creates value for the firm. Despite the significance of pricing for a firm's profits, many managers lack the quantitative and strategic skills to set prices. This course will examine the quantitative tools used to formulate pricing strategy, and address how to formulate pricing tactics. Topics include estimating the value of a product or service; how to estimate own-

price and cross-price elasticities to use in pricing decisions; determining when promotions should occur; and how to set prices that are consistent with both the firm's pricing strategy and its overall marketing strategy. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

## Operations (OPERATNS)

**556Q. Operations Analytics.** This course focuses on prescriptive analytics techniques to understand and improve a firm's operational capabilities. The course is divided into two modules. In the first module, called Process Analytics, the focus will be on individual manufacturing and service processes. Students will learn to map and visualize complex processes, identify and improve process performance, quantify and analyze the impact of randomness on processes, and visualize process quality. In the second module, called Supply Chain Analytics, the focus will broaden from a single process to the entire supply chain. Students will learn to forecast uncertain demand, optimize inventory, and design distribution networks and supply chains to match supply with demand. The course is designed for students who are interested in operational and consulting positions, who may interact with operations units of a firm (e.g., product or marketing managers), and who need to understand supply chain strategies at a high level. Key methodologies used in the course include estimation, forecasting, analytic modeling, optimization, simulation analysis, and data visualization. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

## Strategy (STRATEGY)

**558Q. Strategic Management.** Strategic management raises the broad questions faced by management and explores how to structure the firm to use the insights from externally-focused and internally-focused analytics teams. The course will cover: industry analysis, business unit strategy, corporate strategy, estimating learning curves, project management, implementation and organizational form, and incentives. Instructor: Staff. 3 units.

**559Q. People Analytics.** This course focuses on prescriptive analytics techniques to understand and improve a firm's organizational processes. Topics include diversity analytics, predicting employee turnover, predicting employee performance, recruitment analytics, and intervention impact. Instructor: Staff. 3 units.

**896Q. Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

## The Accelerated Mast of Science in Quantitative Management: Business Analytics

**507QB. Business Communication.** Master the foundations of effective management communication, including communicating clearly, strategically, persuasively, and collaboratively in professional business settings. You'll learn about and practice a variety of crucial communication skills and hone them in team presentations, where analysis and recommendations must withstand the challenges of audience members. Instructor: Staff. 2 units.

**523QB. Fraud Analytics.** Find out how quantitative analytic techniques combined with expert analysis can identify potentially fraudulent behavior. Once you've detected a new fraud pattern, quantitative techniques can help identify potential perpetrators and put corrective measures into place. In this course, you will explore analytics techniques currently in use to identify and prevent fraud in relevant business contexts. Instructor: Staff. 3 units.

**530QB. Financial Risk Management.** Study key concepts of fixed income securities and learn how to calculate the return of a portfolio of securities as well as quantify the market risk of that portfolio, using the R programming language with Microsoft Open R and RStudio, to calculate Value-at-Risk (VaR) and Expected Shortfall (ES). You'll master these important skills for financial market analysts in banks, hedge funds, insurance companies, and other financial services and investment firms. Instructor: Staff. 3 units.

**545QB. Ethics and Legal Issues in Business Analytics.** Examine the leading issues in ethics and the law, including those that arise in the decisions made by manufacturers and marketers. You'll cover topics including privacy, data ownership, restrictions on data analysis, the effect of new technologies on business policy, and potential for biases. The course will use case examples to illustrate the dilemmas and challenges. Instructor: Staff. 3 units.

**549QB. Digital Marketing.** Assess the impact of the rapidly evolving communication and distribution channels in the context of digital technology and consumer migration to the Internet. You'll consider advertising budgets shifting to display and search, and goods now positioned for online purchase, and review the associated key performance indicators and tools to use to improve the efficiency of digital marketing. Instructor: Staff. 3 units.

**563QB. Programming for Data Analytics.** Build a foundation in R and Python to prepare for subsequent courses in your program that use these languages. In addition, you'll learn basic principles of visualization. Instructor: Staff. 3 units.

**564QB. Empirical Analysis for Business Strategy.** Gain exposure to the statistical techniques, primarily causal inference, used to evaluate business outcomes, as well as potential confounding factors and the quasi-experimental methods, such as instrumental variables regression, regression discontinuity, and difference-in-differences estimation, to mitigate their effects. Instructor: Staff. 3 units.

**611QB. Decision Models.** Identify decision situations that are too difficult to grasp intuitively, or where the stakes are too high to learn by experience, in order to leverage decision models you'll learn in this course that allow you to consider the different possible scenarios and learn more about the problem. Instructor: Staff. 3 units.

**700QB. Data Analytics and Applications.** Investigate how data analysis can be used to guide business practices by discussing a variety of real-world situations. You will study the core concepts behind data analytics, the challenges associated with big data, and the interplay between data science and business decisions, with your focus being on the long-lasting, general principles that endure the rapid change of technology and the “hands-on” analyses of actual datasets to develop methodologies. Instructor: Staff. 3 units.

**701QB. Advanced Data Analytics and Applications.** Learn how an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations have fostered data-driven business decisions. You’ll build on the material you covered in “Data Analytics and Applications” with advanced tools, algorithms, and technologies currently being used in many industries. Instructor: Staff. 3 units.

## Masters in Quantitative Management: Business Analytics

**507QB. Business Communication.** Master the foundations of effective management communication, including communicating clearly, strategically, persuasively, and collaboratively in professional business settings. You’ll learn about and practice a variety of crucial communication skills and hone them in team presentations, where analysis and recommendations must withstand the challenges of audience members. Instructor: Staff. 2 units.

**518QB. Applied Probability and Statistics.** Understand how to address management decisions that, invariably, will need to be made under conditions of uncertainty. This course provides you with a solid foundation in applied probability and statistics, required for data-driven quantitative managerial decision-making as well as for subsequent courses in your program. Instructor: Staff. 3 units.

**523QB. Fraud Analytics.** Find out how quantitative analytic techniques combined with expert analysis can identify potentially fraudulent behavior. Once you’ve detected a new fraud pattern, quantitative techniques can help identify potential perpetrators and put corrective measures into place. In this course, you will explore analytics techniques currently in use to identify and prevent fraud in relevant business contexts. Instructor: Staff. 3 units.

**530QB. Financial Risk Management.** Study key concepts of fixed income securities and learn how to calculate the return of a portfolio of securities as well as quantify the market risk of that portfolio, using the R programming language with Microsoft Open R and RStudio, to calculate Value-at-Risk (VaR) and Expected Shortfall (ES). You’ll master these important skills for financial market analysts in banks, hedge funds, insurance companies, and other financial services and investment firms. Instructor: Staff. 3 units.

**545QB. Ethics and Legal Issues in Business Analytics.** Examine the leading issues in ethics and the law, including those that arise in the decisions made by manufacturers and marketers. You’ll cover topics including privacy, data ownership, restrictions on data analysis, the effect of new technologies on business policy, and potential for biases. The course will use case examples to illustrate the dilemmas and challenges. Instructor: Staff. 3 units.

**549QB. Digital Marketing.** Assess the impact of the rapidly evolving communication and distribution channels in the context of digital technology and consumer migration to the Internet. You’ll consider advertising budgets shifting to display and search, and goods now positioned for online purchase, and review the associated key performance indicators and tools to use to improve the efficiency of digital marketing. Instructor: Staff. 3 units.

**563QB. Programming for Data Analytics.** Build a foundation in R and Python to prepare for subsequent courses in your program that use these languages. In addition, you’ll learn basic principles of visualization. Instructor: Staff. 3 units.

**564QB. Empirical Analysis for Business Strategy.** Gain exposure to the statistical techniques, primarily causal inference, used to evaluate business outcomes, as well as potential confounding factors and the quasi-experimental methods, such as instrumental variables regression, regression discontinuity, and difference-in-differences estimation, to mitigate their effects. Instructor: Staff. 3 units.

**611QB. Decision Models.** Identify decision situations that are too difficult to grasp intuitively, or where the stakes are too high to learn by experience, in order to leverage decision models you’ll learn in this course that allow you to consider the different possible scenarios and learn more about the problem. Instructor: Staff. 3 units.

**700QB. Data Analytics and Applications.** Investigate how data analysis can be used to guide business practices by discussing a variety of real-world situations. You will study the core concepts behind data analytics, the challenges associated with big data, and the interplay between data science and business decisions, with your focus being on the long-lasting, general principles that endure the rapid change of technology and the “hands-on” analyses of actual datasets to develop methodologies. Instructor: Staff. 3 units.

**701QB. Advanced Data Analytics and Applications.** Learn how an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations have fostered data-driven business decisions. You’ll build on the material you covered in “Data Analytics and Applications” with advanced tools, algorithms, and technologies currently being used in many industries. Instructor: Staff. 3 units.

**703QB. Business Fundamentals: Accounting and Finance.** Explore two core areas of business: financial accounting and finance. The accounting module introduces you to the types of information requirements imposed on a firm by agencies in its environment, and study financial accounting, reporting, and measurement problems from both a theoretical and an applied basis. The finance module introduces you to fundamental concepts in finance and provides a set of tools for analyzing the investment and financing decisions of both individuals and firms. Instructor: Staff. 3 units.

**704QB. Business Fundamentals: Marketing and Strategy.** Examine two core areas of business: marketing and strategy. The marketing module provides you with an overview of the role of marketing in organizations by exposing you to the fundamental issues and decisions involved in planning and managing marketing activities. You’ll develop an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. The strategy module examines topics related to the question: Why are some firms more profitable than others? You’ll learn the concepts

and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. Instructor: Staff. 3 units.

**778QB. Navigating Organizations.** Conduct smart quantitative analysis by overcoming common cognitive biases as well as by working effectively with others in your organization. Identify what principles you can draw on to analyze and improve performance in your firm and how to become an effective leader and contributor to your firm that others respect and are willing to follow. Instructor: Staff. 3 units.

**780QB. Managerial Economics.** Learn the fundamental concepts of microeconomics, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information, which will serve as a foundation for future courses in business such as finance, marketing, and strategy. Instructor: Staff. 3 units.

**819QB. Operations Management 1.** Understand and improve business processes, such as capacity planning, scheduling, queueing analysis, inventory analysis, and lean and six-sigma program implementation, through data analysis. Technology has enhanced the way that the data generated in these processes is collected and assessed to make more effective decisions. Instructor: Staff. 0 units.

**820QB. Operations Management.** Understand and improve business processes, such as capacity planning, scheduling, queueing analysis, inventory analysis, and lean and six-sigma program implementation, through data analysis. Technology has enhanced the way that the data generated in these processes is collected and assessed to make more effective decisions. Instructor: Staff. 3 units.

## Master of Science in Quantitative Management: Health Analytics

### Quantitative Management (QM)

**507QH. Business Communication.** This course introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively, and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. It also gives students opportunities to focus on individual goals for skill development, and hones students' skills in team presentations, where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively, presenting with one voice, using narrative structures to enhance coherence, asking and answering questions, team dynamics, and interpersonal communication. Instructor: Staff. 2 units.

**518QH. Applied Probability and Statistics.** Management decisions are increasingly data-driven and supported by quantitative arguments, yet these decisions are invariably made under conditions of uncertainty. This course introduces a framework for thinking about data-driven problems involving uncertainty and develops probabilistic and statistical tools for understanding, analyzing, and interpreting data. Specifically, the objective of the course is to provide an appropriate foundation in applied probability and statistics, which is necessary for data-driven quantitative managerial decision-making and for subsequent courses in the program. Topics include an introduction to probability, discrete and continuous probability distributions, sampling distributions, estimating population parameters, linear regression, and time series. Instructor: Staff. 3 units.

**532QH. Capstone Project 1.** This is the first of a two-part capstone course. In the capstone project course, students will work in teams to apply what they have learned in the MQM program to a real-world problem. The first part of the course will focus on problem formulation and data preparation. The course will also have a module on data visualization. Instructor: Staff. 3 units.

**533QH. Capstone Project 2.** This is the second part of the capstone course, in which students will continue the work on the project selected in the first Capstone Project course. The focus in this course will be on analysis, report writing, and presentation. Instructor: Staff. 3 units.

**611QH. Decision Models.** Successful management requires the ability to recognize a decision situation, understand its essential features, and make a choice. However, many such situations may be too difficult to grasp intuitively, or the stakes may be too high to learn by experience. In these cases, we may benefit from using decision models - simplified representations of these situations that allow you to consider the different possible scenarios (i.e., ask "what if") and learn more about the problem. Instructor: Staff. 3 units.

**700QH. Data Analytics and Applications.** The course investigates how to use data to impact business practices. We will study the core ideas behind data analytics, challenges associated with big data, and the interplay between data science and business decisions. We will focus on general principles that are long lasting despite the rapid changing technology and on "hands-on" analyses of actual datasets to develop methodologies. Topics may include data mining, advanced topics in linear regression, quantile regression, classification (logistic regression, support vector machine, classification trees), model selection and overfitting, cross-validation, similarity, k-nearest neighbor, and clustering. A variety of real life examples will be discussed such as customer retention, health risk prediction, social media analysis, real-time online advertisement, and data mining contests. Instructor: Staff. 3 units.

**701QH. Advanced Data Analytics and Applications.** Data-driven business decisions have been fostered by an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations. This course builds on and extends the material covered in "Data analytics and applications." Specifically, we will focus on advanced tools, algorithms, and technologies that are currently being used in many industries. We will discuss a variety of business applications and tools such as causal inference, experimental and observational studies, neural networks and network effects, text mining (bag of words, term frequency, and n-grams), and advanced predictive models (deep learning and ensemble methods). Instructor: Staff. 3 units.

**702QH. Electronic Health Records and Data Structures.** This course explores the fundamentals of data storage, cleaning, and retrieval, with a special focus on electronic health records. It examines structured versus unstructured data, data integrity, data security, and interoperability issues. Instructor: Staff. 3 units.

**703QH. Business Fundamentals: Accounting and Finance.** This course covers two core areas of business: financial accounting and finance. The accounting module introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis. The finance module gives an introduction to fundamental concepts in finance, and develops a set of tools for analyzing the investment and financing decisions of both individuals and firms. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Instructor: Staff. 3 units.

**704QH. Business Fundamentals: Marketing and Strategy.** This course covers two core areas of business: marketing and strategy. The marketing module provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities. It begins with strategic decisions of segmentation, targeting and positioning. Subsequently, it examines product policy, pricing, advertising and communications, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. The strategy module examines topics related to the question: Why are some firms more profitable than others? It explores the sources of sustained profits in the face of competitive pressures. In doing so, it introduces concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. Instructor: Staff. 3 units.

**718QH. Life Sciences Strategy.** This course examines business strategy in the biotech, device, diagnostic, and pharmaceutical industries, with a focus on product development and commercialization. It begins with research and development, including how companies acquire knowledge and products; how companies manage intellectual property; and how companies use clinical trials to demonstrate product safety and efficacy to regulators, as well as payers and providers. It then discusses commercialization, including how companies determine price, justify the value of products, and market to providers and patients. It also examines the nuances of reimbursement in health care and the shift from blockbuster to niche product strategy. Finally, the course will discuss how companies prepare for patent expiration, and how generics compete. Instructor: Staff. 3 units.

**720QH. Analysis of Healthcare Effectiveness and Outcomes.** Participants in the health care ecosystem, including lifesciences product manufacturers, medical service providers, health and wellness app developers, and payers, increasingly have access to vast amounts of observational data. This course focuses on the analysis of real-world observational data to draw inferences about effectiveness of various interventions at individual patient and/or community levels. An important component of the course is the study of potential confounding factors and the use of quasi-experimental methods, such as propensity score matching, instrumental variables regression, and difference-in-differences estimation, to mitigate their effects. The course will demonstrate these methods using examples from various health care sectors. Instructor: Staff. 3 units.

**721QH. Value-Based Care.** Recent changes and proposed reforms in public as well as private sectors are moving the US health care system from the traditional fee-for-service model to a variety of value-based models of reimbursement. This course examines the relative merits of various value-based models compared to the traditional fee-for-service model. It also teaches key components of value-based models including coordination of care, patient compliance (adherence), social determinants of health, selection and definitions of specific quality outcomes, data and measurement, and sound analysis of observed data. Instructor: Staff. 3 units.

**722QH. Provider Operation Analytics.** This course focuses on understanding and improving business processes through data analysis. Modern technology has changed the way that organizations collect the data generated in these processes and utilize that data to make effective decisions. This course is a prescriptive analytics course that focuses on improving processes in health care organizations to better utilize limited resources and increase patient satisfaction. The course starts with a study of major causes of congestion and wait times in hospitals and clinics and strategies to reduce them through effective scheduling and resource allocation. The second module then focuses on managing inventory of drugs and medical supplies. The third module concerns process quality, with a goal of maintaining high and consistent quality of care to patients. The course is expected to include topics such as capacity planning, scheduling, queueing analysis, inventory analysis, and lean and six-sigma program implementation. Instructor: Staff. 3 units.

**723QH. Ethics and Legal Issues in Health Analytics.** This course examines the leading issues in bioethics and the law, including those that arise in the decisions made by providers, payers, and product manufacturers. Topics will include patient privacy, data ownership, restrictions on data analysis, the effect of new technologies on science policy, end-of-life care, and rationing of scarce drugs, organs, and other resources. The course will use case examples to illustrate the dilemmas and challenges. Instructor: Staff. 3 units.

**724QH. Health Care Institutions and Policy.** In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. Instructor: Staff. 2 units.

**725QH. Health Care Institutions and Policy 2.** In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. Instructor: Staff. 0 units.

**726QH. Health Care Institutions and Policy 3.** In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. Instructor: Staff. 2 units.

**778QH. Navigating Organizations.** Smart quantitative analysis requires overcoming common cognitive biases as well as working effectively with others in the organization. This course builds on insights from behavioral sciences to help students meet these challenges and be effective analysts and managers. The course will primarily focus on two broad sets of questions. First, what principles can students draw on to analyze and improve performance in organizations? Second, what do an individual needs to do to be an effective leader and contributor to his/her firm that others respect and are willing to follow? Instructor: Staff. 3 units.

**779QH. Managerial Economics for Health Care.** This course covers the fundamental concepts of microeconomics, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information. More broadly, this course provides a structured framework for evaluating firm strategies and market outcomes across a wide variety of settings, with a particular focus on health care. The economic principles introduced throughout the term will serve as a foundation for future courses in business functions such as finance, marketing, and strategy. Instructor: Staff. 3 units.

## PhD Program

### Business Administration (BA)

**901. Game Theory.** Basic topics in noncooperative game theory: representations of games in normal and extensive form and solution concepts, including Nash equilibrium, subgame perfect Nash equilibrium, perfect Bayesian equilibrium, sequential equilibrium, perfect equilibrium, proper equilibrium, correlated equilibrium, iterated dominance, and rationalization. Discussion of the relation between the normal and extensive form and the relations among the various solution concepts. Application of interest to the students covered as time permits. Instructor: Marx. 3 units.

**910. Bayesian Inference and Decision.** Methods of Bayesian inference and statistical decision theory, with emphasis on the general approach of modeling inferential and decision-making problems as well as the development of specific procedures for certain classes of problems. Topics include subjective probability, Bayesian inference and prediction, natural-conjugate families of distributions, Bayesian analysis for various processes, Bayesian estimation and hypothesis testing, comparisons with classical methods, decision-making criteria, utility theory, value of information, and sequential decision making. Instructor: Winkler. 3 units. C-L: Statistical Science 502

**911. Convex Optimization.** Formulation and structure of convex optimization problems with an emphasis on duality. Extensive treatment of linear optimization. Network flows, discrete optimization, and conic (quadratic and semi-definite) optimization. Motivated by examples from economics, engineering, finance, and statistics. Instructor: Brown. 3 units.

**912. Dynamic Programming and Optimal Control.** Basic models and solution techniques for sequential decision making under uncertainty. Discrete and continuous time models with finite and infinite planning horizon. Applications drawn from economics, finance, operations management and engineering. Instructor: Sun. 3 units.

**913. Choice Theory.** This seminar deals with the foundations and applications of the theory of rational choice, including Bayesian decision theory (subjective expected utility) as well as nonexpected utility theory, noncooperative game theory, and arbitrage theory. It will survey the classic literature in the field and discuss the interconnections among its branches; dissect a variety of paradoxes, puzzles, and pathologies; and discuss recent advances and controversies. The goal of this seminar is to equip students with an understanding of both the power and the limits of rational choice theory, so that they can construct as well as critically analyze rational choice applications in a wide variety of social science contexts. It will also suggest some new directions for choice-theoretic research that involve a synthesis of ideas from competing paradigms. Instructor: Nau. 3 units. C-L: Statistical Science 503

**915. Stochastic Models.** This course is an introduction to the theory of stochastic processes. The course begins with a review of probability theory and then covers Poisson processes, discrete-time Markov chains, martingales, continuous-time Markov chains, and renewal processes. The course also focuses on applications in operations research, finance, and engineering. No prior knowledge of measure theory is required. However, the focus of the course is on the mathematics and proofs are emphasized. Prerequisites: at least a one-semester calculus-based course in probability (MATH340/STAT230 or equivalent). A background in real analysis is helpful. Instructor consent is required. Instructor: Arlotto. 3 units. C-L: Mathematics 742, Statistical Science 715

**921. Organization Seminar: A Micro Focus.** Individual and small-group behavior in organizations. Theories of motivation, decision making, interpersonal behavior, group processes, and leadership. A variety of research approaches and methods includes presentation of behavioral research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

**922. Organization Seminar: A Macro Focus.** The organization and the subunits which make up the organization. Topics include: contingency theory, institutional theory, and population ecology. Theories of organization, structure, decentralization, divisionalization, functional area integration, task design, incentives and rewards, information systems, and decision rules are developed with an orientation toward their choice and design for high performance. Includes presentation of research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

**925. Behavioral Decision Theory.** Examines the development of research in individual and group decision behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. The basic topic areas include: (1) decision problem structuring, (2) thinking about uncertainties, (3) risk taking, (4) dealing with conflicting values, and (5) combining individual judgments into a group decision. Instructor: Larrick. 3 units. C-L: Psychology 716

**931. Accounting Seminar: Empirical.** This course focuses on empirical-archival research in accounting, emphasizing the framing of research questions, research design choices and research methods. Examples of topics covered include: the valuation relevance and stewardship roles of accounting information; valuation models; voluntary disclosure and accounting choice; earnings management; tax considerations; effects of accounting standards. Prerequisites: PhD. level courses in microeconomics and finance recommended; basic mathematics background in calculus, statistics and algebra; knowledge of financial accounting (US GAAP or IFRS). Instructor:

Schipper. 3 units.

**932. Accounting Seminar: Analytical.** This course focuses on the economic models underlying information economics-based theories of the usefulness of accounting information. It will discuss a variety of models addressing the role of information in financial markets, in contracting settings, as well as their applications for accounting issues. Prerequisites: PhD level courses in microeconomics, econometrics and finance, MBA level financial accounting course, and BA 931 is required; or approval by instructor on a case-by-case basis. Strong mathematics background in calculus, statistics and algebra. Instructor: Chen. 3 units.

**933. Advanced Topics in Accounting.** Introduces Accounting PhD students to topics at the forefront of the academic accounting literature. Topics include current advances and trends in both subject matter and methodological issues. The course is designed to prepare students to contribute to the academic accounting profession. Prerequisites: PhD level course in microeconomics and econometrics recommended; basic mathematics background in calculus, statistics and algebra. Instructor: Nallareddy, Dyreng, and Vashishtha. 3 units.

**951. Introduction to Financial Economics - Finance I.** This course provides an introduction to major concepts and methods in financial economics. Topics covered include choice under uncertainty, consumption and portfolio choice and equilibrium in static and dynamic models, consumption and production based asset pricing models, and asset pricing with asymmetric information and heterogeneity. While its focus is on theoretical foundations, the course equally emphasizes motivational empirical evidence, as well as methodological tools for solving dynamic models and assessing their empirical implications. Instructor: Staff. 3 units.

**952. Empirical Corporate Finance - Finance II.** This course is intended to introduce students to research topics in empirical corporate finance. The course is roughly divided into two parts. In the first part, we spend considerable amount of time on canonical early papers in corporate finance, most of which deal with the role of various capital market imperfections, such as taxes, moral hazard, or asymmetric information, in the determination of optimal capital structure. We also examine the empirical literature these early papers have spawned. In the second half of the course, we examine a range of current topics in empirical corporate finance and explore the tools used to address these questions. Instructor consent required. Instructor: Staff. 3 units.

**953. Corporate Finance Theory - Finance III.** This course looks at the foundations of the theory in corporate finance. Topics covered include adverse selection, contracting and agency problems, capital structure, initial public offerings, collateral and corporate finance, bubbles and corporate financing decisions, banking and bank runs, and coordination failures. Applications in corporate finance include optimal capital structure, voting, debt regeneration, investment decisions and market valuation, executive compensation, bank runs, initial public offerings, and secondary public offerings, collateralization and securitization. Instructor: Staff. 3 units.

**954. Asset Pricing - Finance IV.** This course covers central issues in the field of Asset Pricing. Topics covered in the course include (i) state price representation of dynamic asset pricing models (ii) present value and its implications for financial markets (iii) estimation issues in asset pricing (iv) dynamic consumption based models (v) dynamic household portfolio choice (vi) term structure models (vii) option markets (viii) production and asset prices, and (ix) recent developments in asset pricing. The course covers many of the recent ideas/articles in asset pricing. Prerequisite: None. Instructor: Staff. 3 units.

**961. Seminar in Quantitative Research in Marketing.** Research in marketing endeavors to explain consumer and firm behaviors and use these to abet managerial decision making. This course surveys quantitative research in marketing, with a focus on statistical and game-theoretic models. The goal of the course is to a) raise students' awareness of this literature and b) stimulate new research interests. By the end of the course, students should be familiar with the key issues and approaches in quantitative marketing, the strengths of these research streams, and the opportunities to extend them. Instructor: Staff. 3 units.

**962. Seminar in Consumer Behavior.** Examines the development of research in consumer behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. Topics include motivation and personality, perceptual processes, information search, choice processes, attitudes and persuasion, learning, and influence in consumer choice. Instructor: Staff. 3 units. C-L: Psychology 715

**964. Experimental Design and Analysis Seminar.** Examines issues in the design and analysis of experiments. Emphasis on analysis of variance (ANOVA), starting with the basic ANOVA model and examining multiple factor designs, blocking designs, nested models, within subject designs, repeated measure designs, and analysis of covariance. Instructor: Edell. 3 units.

**967. Behavioral Research Methods.** This course is designed as a practical introduction to conducting behavioral research, with a special emphasis on experiments. In the class, we introduce the PhD students to (i) the research designs and approaches behavioral researchers utilize most frequently in their careers, (ii) explore how to collect data, (iii) work through the analyses that most modern experimental researchers will need to be fluent with, and (iv) examine best practices in reviewing and writing papers. The intent of the course is to get behavioral researchers up and running as quickly as possible in their graduate careers. Instructor: Chartrand and Fitzsimons. 3 units. C-L: Psychology 719

**970. Strategy Seminar on Organizational Design.** We study the organization of the firm. The portfolio of theories covered include: transaction cost economics, evolutionary economics, the resource (knowledge) based view of the firm, contingency theory, and institutional theory. We discuss research problems related to: the boundaries of the firm (e.g. 'make' vs 'buy'); the internal division of labor (e.g. coordination across divisions); hierarchy and decision rights (e.g. centralization vs decentralization); incentive and rewards systems (e.g. process vs outcome driven performance metrics); and the interplay between the formal and informal structure of the firm. Instructor: Lecuona Torras. 3 units.

**971. Economics of Technical Change and Innovation.** This course focuses on technological change, its determinants and consequences. Our objective is to understand the economic determinants and consequences of technical change. However, technical change needs to be understood in a historical context, and consequently, the readings cover both historical description and economic analysis. Though an economics course, it is designed to accommodate students from a range of disciplinary backgrounds. We will highlight the implications of the economics of technological change for the study of corporate strategy, entrepreneurship and public policy. Instructor: Belenzon. 3 units.

**972. Topics in Strategy.** This course provides an introduction to research on core areas of strategy. The goal of the course is twofold: First, students will get a broad overview of the literature on core theories and topics in strategy. Second, students will learn how to critically review research papers. The course covers the following topics: upper echelon theory, agency problems, transaction cost economics, resource based view, social networks, location choice, agglomeration, international strategy, innovation, and entrepreneurship. Instructor: Arora. 3 units.

**982. Inventory Theory.** This course introduces mathematical models designed to support the management of production, distribution, and inventory, the basic physics of a supply chain. A primary concern is the control of logistics systems: Given a scenario describing supply, demand, and cost factors, what is an effective policy for controlling the system over time? Through careful formulation and analysis of a model of the system, we shall learn how to evaluate the key performance metrics of the system under a given policy, and then to compute an optimal policy. Recommended prerequisite: some familiarity with stochastic processes, optimization, and dynamic programming is essential. Instructor consent required. Instructor: Song. 3 units.

**983. Effective Academic Communication.** A course designed to help students develop skills that will prepare them for success in their academic career. This is a theory-based, skill-building course. Lectures, readings, and in-class exercises will introduce students to the concepts of effective communication in a variety of settings including the academic job market. Because professional skills develop over time, students will build proficiency through multiple assignments including collaborative and individual presentations. Students will also receive individualized coaching and have opportunities to refine conference presentations or job talks as part of this course. Instructor consent required. Instructor: Lovelace. 1.5 units.

**990. Selected Topics in Business.** Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor consent required. Instructor: Staff. Variable credit.

**996. Curricular Practical Training.** This course offers international students an experiential learning opportunity in a U.S. work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

**997. Dissertation Research.** For students actively pursuing research on their dissertation. Credit to be arranged. Prerequisite: student must have passed the preliminary examination and have the consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

**998. Independent Study.** Allows the doctoral student the opportunity to engage in study or tutorial on special topics on an individual basis under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

**999. Directed Research.** Allows the doctoral student to engage in individual research projects under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

# Faculty



Les Todd

The faculty of The Fuqua School of Business has developed a national reputation for both high-quality teaching and research. One of the unique characteristics of this faculty is its diverse set of interests and professional backgrounds. Often an individual faculty member's interests will span two or three different areas of expertise. This diversity of interests ensures that the students will be exposed to wide-ranging views of the environment in which they will live and work after completing their educational experience.

The student-faculty ratio in the school is maintained at a level permitting development of close professional relationships and encouraging individual assistance in academic and professional relationships. Activities are planned which maximize student-faculty interaction. Some of these are career-related while others are more involved with research and teaching activities.

A brief description of the background and main areas of interest of the faculty follows.

**Manuel Adelino**, PhD, *Associate Professor of Business Administration*; BA (Universidade Católica Portuguesa), PhD (MIT)

Manuel Adelino is an associate professor of finance at The Fuqua School of Business, a faculty research fellow at the National Bureau of Economic Research, and a research affiliate of the Center for Economic and Policy Research. He conducts research on entrepreneurial finance and household finance, and his research has been published in top finance and economics journals (including the *Journal of Finance*, the *Journal of Financial Economics*, the *Review of Financial Studies*, and the *Journal of Monetary Economics*). His current work focuses on the role of the middle class in the 2008-2009 financial crisis, how beliefs affect household decision-making and the effects of financing constraints on new business creation. He received a PhD in financial economics from MIT Sloan School of Management. Before MIT he worked in the Lisbon office of McKinsey as a business analyst.

**Wilfred Amaldoss**, PhD, *Thomas A. Finch, Jr. Endowment Professor*; MBA (Indian Institute of Management), PhD (University of Pennsylvania)

Wilfred Amaldoss received his PhD in marketing in 1998 from the Wharton School of the University of Pennsylvania. He holds an MBA from the Indian Institute of Management, Ahmedabad. He has previously taught at the Krannert Graduate School of Management of Purdue University. He is interested in understanding strategic behavior in the context of pricing, inter-organizational relationship, and new product development. Recent publication credits include "The Charm of Behavior-Based Pricing: When Consumer's Taste is Diverse and Consideration Set is Limited," 2019 (with Chuan He), *Journal of Marketing Research*, "Reference-Dependent Utility, Product Variety and Price Competition" (with Chuan He) in *Management Science*, 2018; "Branding Conspicuous Goods" (joint with Sanjay Jain) in *Management Science*, 2015; "First-Page Bid Estimates and Keyword Advertising" (with Preyas Desai and Woochoel Shin) in *Management Science*, 2015; and "Pricing Prototypical Products" (with Chuan He) in *Marketing Science*, 2013. He is an associate editor of *Management Science* (Marketing Department) and an associate editor of the *Journal of Marketing Research*. He received the Distinguished Service Award from *Management Science* in 2009, 2010, and 2011 for his service as associate editor. He also serves on the editorial boards of *Marketing Science* and *Marketing Letters*. In 2001, his research received the Frank M. Bass Award. The INFORMS College of Marketing gave this award in recognition of the best marketing paper derived from a PhD thesis published in an INFORMS-sponsored journal (*Marketing Science/Management Science*). In addition, he received the John C. Little Award for the best marketing paper published in *Marketing Science or Management Science*. He was also named the Jay Ross Young Faculty Scholar in 2000. In 2011, his work was a finalist for the Long-Term Impact Award for a paper published in *Marketing Science/Management Science*. He has also received several teaching awards at Duke for teaching MBA students: 2019 Executive MBA Excellence in Teaching Award, 2008 and 2009 Weekend MBA Excellence in Teaching Awards, 2006 DaimlerChrysler Corporation Award for Excellence in Teaching, and 2005 Cross-Continent MBA Excellence in Teaching Award. The MBA students of Krannert School of Management voted him the best instructor in the school, and he received the Salgo Noren Outstanding Teacher Award in 2000 and 2001.

**James (Jim) Anton**, PhD, *Wesley A. Magat Professor*; BS (Emory University), PhD (Stanford University)

James (Jim) Anton is the Wesley A. Magat Professor in the economics area at The Fuqua School of Business. He also has secondary appointments in the Department of Economics at Duke and at The University of North Carolina at Chapel Hill. He received his PhD in economics from Stanford University in 1984, and, prior to joining the Fuqua faculty in 1989, he served on the faculty at the State University of New York at Stony Brook. Professor Anton's interests are in the area of applied microeconomic theory and industrial organization economics. His research focuses on issues involving information, incentives, contracting, and property rights in markets where strategic rivalry between firms is an important feature. He has published papers on innovation incentives and intellectual property rights, competitive pricing and sourcing, procurement contracts, auctions, incentive regulations, and antitrust issues. Professor Anton has taught a variety of courses at Fuqua, including managerial economics, economic environment of the firm (macroeconomics), competitive analysis, and a course on global markets and institutions, and he has taught in several degree programs at Fuqua. His teaching has been recognized on past occasions, including the Outstanding Professor Award from the Global Executive Classes of 2001 and 2003. In 2007, he received the Bank of America Faculty Award. He served as faculty dean for Fuqua from 2012-2015.

**Dan Ariely**, PhD, *James B. Duke Professor of Behavioral Economics*; BA (Tel Aviv University), MS and PhD (University of North Carolina at Chapel Hill), PhD (Duke University)

Dan Ariely is the James B. Duke professor of behavioral economics at The Fuqua School of Business. He teaches a course in behavioral economics. He also holds appointments at the Center for Cognitive Neuroscience, the School of

Medicine, and the Department of Economics. Prior to joining Duke's faculty, he held a joint appointment between MIT's Program in Media Arts and Sciences and Sloan School of Management and served as the principal investigator of the Lab's eRationality group. Professor Ariely studies how people actually behave in the marketplace, as opposed to how they should or would perform if they were completely rational. His interests span a wide range of daily behaviors such as buying (or not), saving (or not), ordering food in restaurants, pain management, procrastination, dishonesty, and decision-making under different emotional states. His research has been published in leading psychology, economics, and marketing and management research journals, and has been featured occasionally in the popular press. He is also the author of *Predictably Irrational: The Hidden Forces that Shape Our Decisions*.

**Alessandro Arlotto**, PhD, *Associate Professor of Business Administration*; BS (University of Torino), AM (University of Pennsylvania), MS (University of Torino), PhD (University of Pennsylvania)

Alessandro Arlotto is an associate professor of business administration, mathematics at The Fuqua School of Business. Professor Arlotto holds a primary appointment in the decision sciences area of Duke University's Fuqua School of Business and secondary appointments in the departments of Mathematics. Arlotto received his PhD in 2012 from the University of Pennsylvania and joined Duke University in the same year. His research interests are in probability, optimization and their applications to business and economics. His research has appeared in several journals including the *Annals of Applied Probability*, *Management Science*, *Mathematics of Operations Research*, *Operations Research*, and *Stochastic Processes and Their Applications*. He is a recipient of the Faculty Early Career Development (CAREER) award from the National Science Foundation. Arlotto is also an associate editor for *Operations Research* and *Stochastic Systems*. At Duke, Arlotto teaches the core course Probability and Statistics in the Daytime and Executive MBA programs as well as the Quantitative Business Analysis course for the Master in Management Studies program. He also teaches the graduate course Stochastic Models.

**Ashish Arora**, PhD, Senior Associate Dean of Strategy and *Rex D. Adams Professor of Business Administration*; BA (St. Stephen's College, Delhi), MA (Jawaharlal Nehru University, Delhi), PhD (Stanford University)

Ashish Arora is the senior associate dean of strategy and Rex D. Adams professor of business administration at The Fuqua School of Business. Arora received his PhD in economics from Stanford University in 1992 and was on the faculty at the Heinz School, Carnegie Mellon University, where he held the H. John Heinz Professorship until 2009 (on leave, 2008-09). His research focuses on the economics of technology and technical change. Arora's research has included the study of technology intensive industries such as software, biotechnology, and chemicals; the economics of information security; and the role of patents and licensing in promoting technology startups. He has studied the rise of the software industry and the pharmaceutical industry in emerging economies. His current research focuses on the management of intellectual property and licensing in corporations and innovation-based entrepreneurship. He previously served as co-editor for *Research Policy* from 2008-2014; he is currently department editor for *Management Science* (Innovation and Entrepreneurship) and is on the editorial board of *Strategic Management Journal*. In the past, he has served on advisory panels to the Secretary of Commerce, the National Academy of Sciences, and the Association for Computing Machinery. Arora has taught a variety of courses, including Economics of Information Security and Risk Management. He currently teaches Entrepreneurial Strategy for Innovation-Based Ventures and Emerging Markets Strategy. He has consulted to the Chemical Manufacturing Association, National Science Foundation, Chemical Heritage Foundation, Intellectual Ventures, UK Intellectual Property Office, the Brattle Group, Intel Capital, and Tata Consultancy Services, and to start-ups, including SCA Technologies, Upswing, Mindseed Education, and Neuron Connect. Professor Arora is currently the senior associate dean for strategy.

**Robert (Bob) Ashton**, PhD, *Professor Emeritus*; BS (Middle Tennessee State University), MBA (Florida State University), PhD (University of Minnesota)

Robert (Bob) Ashton is a professor emeritus at The Fuqua School of Business. His principal teaching interests involve managerial accounting, with particular emphasis on strategic cost management and control systems, measurement and evaluation of organizational performance, and the role of performance measures in implementing and monitoring firm strategy. He has previously taught in the Weekend Executive MBA Program and courses in the Global Executive MBA program, as well as the open-enrollment Executive Education course Financial Analysis and Reporting for Nonfinancial Managers. In 1995, he received the inaugural Outstanding Behavioral Accounting Researcher award from the American Accounting Association. Prior to joining the faculty of Duke University, he was on the faculties of the University of Texas at Austin, the University of Alberta, and New York University. Professor Ashton retired in 2020.

**Ravi Bansal**, PhD, *J. B. Fuqua Professor of Business Administration*; BA and MA (University of Delhi), PhD (Carnegie Mellon University)

Ravi Bansal is the J. B. Fuqua professor of finance at The Fuqua School of Business and a research associate of the National Bureau of Economic Research. Bansal conducts research that focuses on asset pricing, long-run risks, money and liquidity, and more recently on climate change and socially responsible investing from the perspective of financial economics. His papers have appeared in leading journals, including the *Journal of Finance*, *Review of Economic Studies*, *Journal of Political Economy*, *Review of Financial Studies*, *American Economic Review*, and *Journal of Econometrics*. His work on long-run risks received the Smith Breeden distinguished paper award and is also acknowledged in the scientific background article for the 2013 Nobel Prize in Economics. Many of his PhD students are placed at leading academic institutions and investment banks.

**Sharon Belenzon**, PhD, *Professor of Business Administration*; BA and MA (Tel Aviv University), PhD (London School of Economics & Political Science)

Sharon Belenzon is a professor in the Strategy area at The Fuqua School of Business and a research associate at the National Bureau of Economic Research (NBER). His research is dedicated to advance the understanding of how firm organizational structure mediates, and is mediated by, firm strategy and of how investments in science by corporations and by universities affect technical change. His research has been featured in top academic journals, such as *Management Science*, *Strategic Management Journal*, *American Economic Review*, *Review of Economics and Statistics*, *Economic Journal*, *Research Policy*, and *Journal of Law and Economics*. Professor Belenzon received his PhD from the London School of Economics and completed post-doctorate work at the University of Oxford, Nuffield College. He has also been the recipient of the Kauffman foundation post-doctorate fellowship at the NBER. He earned MA and BA degrees in economics from Tel Aviv University. Belenzon has been an associate editor for *Management Science* since January 2016 and for *Strategic*

*Management Journal* since July 2016.

**Alexandre Belloni**, PhD, *John D. Forsyth Professor of Business Administration*; BS (Pontifical Catholic University), MS (Institute for Pure and Applied Mathematics), PhD (Massachusetts Institute of Technology)

Alexandre Belloni is the John D. Forsyth professor of business administration and statistical science at The Fuqua School of Business and he is an Amazon scholar at the Core AI Group. He received his PhD in operations research at MIT and a MSc in mathematical economics from IMPA. He was an IBM Herman Goldstein postdoctoral fellowship at the IBM Thomas J. Watson Research Center. Professor Belloni's research interests are on machine learning and statistics, mechanism design (e.g. contracts/auctions), optimization and on their applications. His works appeared at top journals in Economics, Operations Research, and Statistics. He serves as associate editor to *Annals of Statistics*, *Journal of Econometrics*, *Management Sciences* and as the area editor to *Operations Research* (Machine Learning and Data Science). Finally, his teaching has been Core Statistics and Data Analytics to various programs including Daytime MBA.

**Victor Bennett**, PhD, *Associate Professor of Business Administration*; BA (Stanford University), PhD (University of California, Berkeley, Haas School of Business)

Victor Bennett is an associate professor of business and a member of the strategy area faculty at The Fuqua School of Business. During the 2016-2017 academic year, he served as the senior economist for Technology and Competition Policy for the White House Council of Economic Advisers (CEA). His recent research focuses on persistence of performance—whether firms can build on their successes or are likely to be displaced. Bennett is particularly interested in how technological changes, including automation, affect this persistence. His work has been published in top journals, including *Management Science*, *Strategic Management Journal*, *Strategy Science*, and *Organizational Behavior and Human Decision Processes*, and has been covered in the press by such publications as the *Wall Street Journal*, *Marketplace (APM)*, *Quartz*, *Rolling Stone*, and *Bloomberg Businessweek*. Prior to graduate study, he worked at Google, where he received patents for technologies from detecting click fraud to music classification.

**Fernando G. Bernstein**, PhD, *Associate Dean for Global Initiatives and Bob J. White Professor of Business Administration*; Licenciado (University of Buenos Aires), PhD (Columbia University)

Fernando G. Bernstein is the associate dean for Global Initiatives and Bob J. White professor of Operations Management at The Fuqua School of Business. He obtained a PhD in operations management from the Graduate School of Business at Columbia University and joined Duke University in July 2000. Professor Bernstein's research interests include retail operations, supply chain management, production planning and inventory control, applications of game theory for production and distribution systems, and revenue management. Professor Bernstein has published papers in leading journals such as *Operations Research*, *Management Science and Manufacturing*, and *Service Operations Management*. He also serves as associate editor for these three journals. Professor Bernstein teaches the core course Operations Management for the Weekend and Global Executive MBA programs at Duke University in addition to various Executive Education courses on operations management and health care operations. He has earned the Excellence in Teaching Award for a core course for his teaching at Duke. Professor Bernstein serves as faculty director for the strategic partnership between Duke University and Nazarbayev University.

**James R. Bettman**, PhD, *Burlington Industries Professor of Business Administration*; BA, MPhil, and PhD (Yale University)

James R. Bettman is the Burlington Industries professor of marketing at The Fuqua School of Business and professor of psychology and neuroscience at Duke. His research focuses on consumer information processing, constructive preferences, how decision makers adapt, effects of emotion and stress on decision-making, and how people use consumption in forming their identities. Professor Bettman's publications include two books, *An Information Processing Theory of Consumer Choice* and *The Adaptive Decision Maker*, and a monograph, *Emotional Decisions: Tradeoff Difficulty and Coping in Consumer Choice*, and over 125 research papers in marketing, consumer research, psychology, management, and neuroscience. He is a member of the editorial boards for the *Journal of Consumer Research* and *Journal of Consumer Psychology*, is an associate editor for the *Journal of Marketing Research*, and has served as co-editor for the *Journal of Consumer Research* and editor of monographs of the *Journal of Consumer Research*. Professor Bettman received the Duke University Dean's Award for Excellence in Mentoring, has chaired or co-chaired forty-five PhD committees at Fuqua and at UCLA, and received the Circle of Champions Award from the PhD Project Marketing Doctoral Students Association for his efforts to recruit and mentor PhD students of color. Professor Bettman is a fellow of the American Marketing Association, the American Psychological Association, the American Psychological Society, and the Association for Consumer Research, and he has received numerous career contribution awards.

**Ines Black**, PhD, *Assistant Professor of Business Administration*; BA and MA (Nova School of Business and Economics, Portugal), PhD (Universitat Autònoma de Barcelona, BGSE, Spain)

Ines Black is an assistant professor in the strategy area. Her research fields are human capital and organization economics using applied micro econometric methods. She studies the role of CEO quality in firm productivity, its connection to CEO and firm observables, and the extent to which there is a significant impact of CEO-firm match complementarities in productivity that extend beyond their isolated contributions. Professor Black teaches Principles of Strategy to the MMS programs at Fuqua.

**William F. Boulding**, PhD, *Dean and J. B. Fuqua Professor of Business Administration*; BA (Swarthmore College), PhD (University of Pennsylvania)

William F. Boulding is the dean and J. B. Fuqua professor of business administration at The Fuqua School of Business. His previous roles at Fuqua include deputy dean, senior associate dean for programs, associate dean for the Daytime MBA program, area coordinator for the marketing faculty, co-director of the Teradata Center for Customer Relationship Management, and academic program director for both the Marketing Leadership Forum and the Advanced Management Program. His research interests lie at the intersection of management, marketing, and strategy. Of particular interest to Dean Boulding is evaluating how managers make decisions and how consumers respond to those decisions. His recent work focuses on the domain of health care, examining the role of the patient experience, clinical adherence to standards, and managerial activity in determining the quality of delivered care. He publishes his research in marketing, management, and health journals. He won the 1998 William F. O'Dell Award and the 2006 Harold H. Maynard Award. Dean Boulding joined the New

York Federal Reserve in examining the role business schools can play in rebuilding trust in the financial services sector. He is a recurring contributor to LinkedIn and *Fortune* on the topic of leadership.

**Michael Bradley**, PhD, *F. M. Kirby Professor of Investment Banking, Emeritus*; AB (University of Idaho), MBA (Syracuse University), PhD (University of Chicago)

Michael Bradley has previously served as the academic director of the Global Capital Markets Center, a joint research center of The Fuqua School of Business and Duke University School of Law. He served as the area coordinator for the finance area at Fuqua from 1996-1999. From 1985 to 1995 he was the Everett E. Berg Professor of Business Administration, professor of finance, and professor of law at the University of Michigan. Professor Bradley has served on the faculties of the Universities of Michigan, Chicago, and Rochester. Professor Bradley's research interests lie at the intersection of corporate finance and corporate law. He has taught courses on microeconomics, industrial organization, investments, managerial finance, corporate finance, mergers and acquisitions, bankruptcy, restructuring, and corporate law to PhD, MBA, JD, and LLM students, and business executives from around the world. He was chosen as the Outstanding Teacher by the MBA students at the Simon School of Business (Rochester) in 1979 and The Fuqua School of Business in 1996 and again in 2001. In 1996 he received the Outstanding Faculty Award at Fuqua. Professor Bradley retired in 2008.

**Michael W. Brandt**, PhD, *Kalman J. Cohen Professor of Finance*; BA (Westminster College of Salt Lake City), MSc (London School of Economics), MBA (University of Chicago), PhD (University of Chicago)

Michael W. Brandt is the Kalman J. Cohen professor of finance at The Fuqua School of Business. Professor Brandt conducts empirical and theoretical research in finance. His current work focuses on real-time processing of macroeconomic data by financial markets. He also works on quantitative portfolio management, risk management, currency and fixed income markets, and financial econometrics. Brandt's research has appeared in leading academic journals, including the *American Economic Review*, *Journal of Business*, *Journal of Finance*, *Journal of Financial Economics*, *Journal of Monetary Economics*, and *Review of Financial Studies*. He served as co-editor of the *Review of Finance*, the official journal of the European Finance Association, and as associate editor of the *Journal of Finance*, the official journal of the American Finance Association. He is a faculty research associate of the National Bureau of Economic Research (NBER). Prior to joining Fuqua in 2003, Professor Brandt was at the Wharton School of the University of Pennsylvania for six years.

**Alon Brav**, PhD, *Peterjohn-Richards Professor*; BA (University of Haifa), PhD (University of Chicago)

Alon Brav is the Peterjohn-Richards professor of finance at The Fuqua School of Business. Professor Brav obtained his PhD in finance from the University of Chicago Booth School of Business. He joined the Fuqua faculty in 1997. Professor Brav's current research focuses on governance and hedge fund activism. Professor Brav is faculty research associate at the National Bureau of Economic Research (NBER), Corporate Finance Program. He is an associate editor at the *Journal of Finance*, research member European Corporate Governance Institute (ECGI), and senior fellow at the Harvard Law School Program on Corporate Governance.

**Douglas T. Breeden**, PhD, *William W. Priest, Jr. Professor of Finance*; BS (Massachusetts Institute of Technology), MA and PhD (Stanford University)

Douglas T. Breeden is the William W. Priest, Jr. professor of finance and former dean of The Fuqua School of Business. He also served on faculties at The University of Chicago Booth School of Business, Stanford University, and The University of North Carolina at Chapel Hill, where he was the Dalton McMichael Professor of Finance. He was the Fischer Black Visiting Professor of Financial Economics at MIT's Sloan School in 2011-2013 and won an outstanding teacher award. Professor Breeden published seminal research on insurance prices implicit in option prices, the consumption CAPM, and hedging mortgage securities. His current research (with Robert Litzenberger) is on "*Central Bank Policy Impacts on the Distribution of Future Interest Rates*," which won a Roger Murray Prize from the Q-Group. Professor Breeden is a senior research consultant for Amundi Smith Breeden, a money management firm that he co-founded, and is on the board of trustees of Commonfund.

**David B. Brown**, PhD, *Professor of Business Administration*; BS and MS (Stanford University), PhD (Massachusetts Institute of Technology)

David B. Brown is a professor at The Fuqua School of Business at Duke University. He has been at Fuqua as a member of the decision sciences area since receiving his PhD in electrical engineering and computer science from MIT in 2006. Professor Brown's research focuses on the analysis and design of solution techniques and approximation methods for large-scale decision problems. He has developed methods for a broad range of applications, including applications in operations (e.g., revenue management, scheduling, and inventory management) and finance (e.g., portfolio management and pricing problems). Professor Brown's research has appeared in publications such as *Management Science* and *Operations Research*, and the *Institute for Operations Research and the Management Sciences (INFORMS)* has recognized his research with several awards. He is an associate editor at *Operations Research*. At Fuqua, he teaches the Decision Models course in Fuqua's MBA programs and has developed and taught a PhD course (Convex Optimization).

**John Buley**, PhD, *Professor of the Practice of Business Administration*; BS, MS, and JD (Temple University), LLM (Villanova University)

John Buley is a professor of the practice of finance at The Fuqua School of Business. Prior to joining the faculty of Fuqua 2012, Professor Buley had a number of senior positions at JPMorgan Chase & Co over 15 years. At various times during his career, he managed Middle Market Capital Markets, JPM Mezzanine Capital, Corporate Finance and Syndicated Finance. Buley also managed Corporate Finance, Debt Products and Private Placements at a large regional Bank from 1987 through 1996. Buley began his career in 1982 as an associate with White & Case, a global law firm headquartered in New York.

**Richard M. Burton**, DBA, *Professor of Business Administration, Emeritus*; BS, MBA, and DBA (University of Illinois)

Richard M. Burton's primary research interests are in the strategy, design, and management of organizations. He has published in organizational design and management, including the development of an expert system to aid managers in the choice of an appropriate organizational design. He teaches courses in organization design. Professor Burton retired in 2013.

**Allison Chaney**, PhD, *Assistant Professor of Business Administration*; BS (Swarthmore College), PhD (Princeton University)

Allison Chaney joined the Fuqua Marketing Faculty as an assistant professor in 2019. Her research is at the intersection of machine

learning and marketing, focusing on developing scalable and interpretable machine learning methods, and understanding the impacts of these methods on individuals and society when they are deployed in real-world markets. Her main application area of interest is personalized recommendation systems for online platforms and has collaborated on recommendation system development with teams at eBay/Hunch, Etsy, and Microsoft Research. Professor Chaney received her PhD in Computer Science at Princeton University and was an Intelligence Community (IC) postdoctoral research fellow.

**Tanya L. Chartrand**, PhD, *Roy J. Bostock Marketing Professor*; BS (Santa Clara University), MA and PhD (New York University)

Tanya L. Chartrand is the Roy J. Bostock marketing professor and professor of psychology and neuroscience at The Fuqua School of Business. Her research interests focus on the non-conscious processes influencing emotion, cognition, and behavior. Professor Chartrand has published in numerous psychology and consumer behavior journals, including *American Psychologist*, *Psychological Science*, *Journal of Experimental Psychology: General*, *Journal of Personality and Social Psychology*, *Advances in Experimental Social Psychology*, *Journal of Consumer Research*, and the *Journal of Consumer Psychology*. She has been on the editorial boards of the *Journal of Consumer Research*, *Journal of Consumer Psychology*. She received her PhD from New York University in social psychology, and was on the psychology faculty at Ohio State University before joining Duke University. Professor Chartrand teaches Market Research to the Fuqua MBA students and Behavioral Research Methods to the Fuqua PhD students.

**Aaron Chatterji**, PhD, *Mark Burgess & Lisa Benson-Burgess Professor*; BA (Cornell University), PhD (Berkeley)

Aaron Chatterji is the Mark Burgess & Lisa Benson-Burgess professor at The Fuqua School of Business and Sanford School of Public Policy. He previously served as a senior economist at the White House Council of Economic Advisers (CEA) where he worked on policies relating to entrepreneurship, innovation, infrastructure and economic growth. Chatterji is a research associate at the National Bureau of Economic Research and was previously a visiting associate professor at The Harvard Business School. Chatterji works at the intersection of academia, public policy and business, investigating the most important forces shaping our economy and society. His academic work has been published in the top journals in strategic management, economics, finance and organizational studies and he has received several awards for his research, including the 2017 Kauffman Prize Medal for Distinguished Research in entrepreneurship, the Rising Star award from the Aspen Institute, and the Strategic Management Society Emerging Scholar award.

**Qi Chen**, PhD, *Martin L. Black, Jr. Professor of Business Administration*; BA (Wuhan University), MA (University of Maryland), MBA and PhD (University of Chicago)

Qi Chen is the Martin L. Black Jr. professor at The Fuqua School of Business. Professor Chen's research interests lie in the intersections between economics, finance and accounting, with a focus on the role of information and incentives in financial markets and within firms, including the effect of information on firms' investment decisions, the role of incentive on accounting systems, corporate governance, and security analysts' behaviors. In his recent research, he examines how transparency affects deposit flows and bank operations, how bank mergers affect borrowing firms' disclosure behaviors, and what types of information reporting should be standardized. His research has been published in top finance and accounting journals. He teaches the Financial Statement Analysis and Analytical Accounting PhD seminar. He holds a PhD and an MBA degree from the Booth School of Business at the University of Chicago, an MA in economics from University of Maryland at College Park, and a BA in economics from Wuhan University in China.

**Anna Cieslak**, PhD, *Associate Professor of Business Administration*; BA (Warsaw School of Economics), MS (Warsaw School of Economics), PhD (University of Lugano)

Anna Cieslak is an associate professor of finance at The Fuqua School of Business. She conducts research in macro-finance and empirical asset pricing with emphasis on fixed income markets and monetary policy. Professor Cieslak received her PhD degree from the University of Lugano in Switzerland. Before joining Duke, she was on the finance faculty at Northwestern University's Kellogg School of Management. Her current research focuses on the dynamics of the Treasury bond markets, investors' expectations formation, and the effects of the Federal Reserve policies on financial markets. Her work has been published in academic journals such as the *Review of Financial Studies* and the *Journal of Finance*.

**Robert T. Clemen**, PhD, *Professor of Business Administration, Emeritus*; BA (Stanford University), MBA (University of Colorado, Colorado Springs), PhD (Indiana University)

Robert T. Clemen is a professor emeritus of decision sciences. He has broad interests in the use of decision analysis for organizational decision-making, and special interests in the psychology of judgment, assessing expert probabilities, the effectiveness of decision-making techniques, and using decision analysis to help organizations become environmentally sustainable. He has taught courses on decision-making and environmental sustainability in Duke's Daytime, Global Executive, and Weekend Executive MBA programs. Professor Clemen's research, much of which has been funded by the National Science Foundation, has contributed in many ways to the disciplines of decision analysis and forecasting. He has published over fifty scholarly articles and reports, three of which have won awards (three from the Decision Analysis Society, 1990, 2005; and one from the *International Journal of Forecasting*, 1991). Prior to coming to Duke in 1995, Professor Clemen served on the faculty of the Lundquist College of Business at the University of Oregon for eleven years. Professor Clemen retired in 2011.

**Wesley (Wes) Cohen**, PhD, *Snow Family Professor*; BA, MA, MPhil, and PhD (Yale University)

Wesley (Wes) Cohen (PhD, Economics, Yale University, 1981) is professor of economics and management and the Snow Family professor of business administration in The Fuqua School of Business. He also holds secondary appointments in Duke's Department of Economics and School of Law, is a research associate of the National Bureau of Economic Research, and has served as the faculty director of the Fuqua School's Center for Entrepreneurship and Innovation since its founding. Before coming to Duke in 2002, Professor Cohen taught at Carnegie Mellon University for 20 years after a year as postdoctoral fellow in Industrial Organization at the Harvard Business School. With a research focus on the economics of technological change and R&D, Professor Cohen has published widely in scholarly journals, and has examined the determinants of innovative activity and performance, including the roles of firm size, market structure, firm learning, knowledge flows, university research and the means that firms use to protect their intellectual property, with a particular focus on patents. More recently, he has researched the "division of innovative labor," investigating the ties across firms and between firms and other institutions that influence innovative performance.

**John Coleman**, PhD, *Professor of Business Administration*; BA (University of Wisconsin), PhD (University of Chicago)

John Coleman graduated from the University of Chicago in 1987 with a PhD in economics. He spent the next five years working as an economist in the International Finance Division of the Board of Governors of the Federal Reserve System in Washington D.C. In 1992 he moved to the Department of Economics at Duke University, and in 1994 he moved to the Fuqua School of Business at Duke University. He is currently a Professor at The Fuqua School of Business. Professor Coleman's overall research program has generally been in the area of macroeconomics: developing theoretical and numerical methods for studying dynamic economies, studying monetary policy, taxation policy, irreversible investment, sources of growth, technology adoption, ethnic conflict, corruption, and banking. Professor Coleman currently teaches courses on the World Economy, which blends aspects of macroeconomics, international economics, political economy, and international finance to understand the economic environment of today.

**Jonathon Cummings**, PhD, *Professor of Business Administration*; BA (University of Wisconsin), PhD (University of Chicago)

Jonathon Cummings is professor of management and organizations at The Fuqua School of Business, Duke. After completing his dissertation and post-doc at Carnegie Mellon University, he spent three years at the MIT Sloan School of Management as an assistant professor, where he received an NSF Early Career Award for his research on innovation in geographically dispersed teams and networks. His subsequent research has focused on virtual teams in corporations as well as collaboration in science, and his publications have appeared in outlets across a number of fields, including Organizational Behavior (e.g., *Management Science*, *Academy of Management Journal*, *Academy of Management Review*), Information Systems (e.g., *MIS Quarterly*, *Information Systems Research*), Human-Computer Interaction (e.g., CHI, CSCW, CACM), Science Policy (e.g., *Social Studies of Science*, *Research Policy*), and Psychology (e.g., *Psychological Science*, *Journal of Applied Psychology*).

**Keisha Cutright**, PhD, *Associate Professor of Business Administration*; BS (The Ohio State University), PhD (Duke University)

Keisha Cutright is an associate professor of marketing at The Fuqua School of Business. Keisha received her PhD in marketing from Duke in 2011, and was a faculty member at The Wharton School at the University of Pennsylvania before returning to Duke. Her research explores the psychological drivers of consumer behavior, often addressing issues related to religion, personal control, culture and emotion. Her work has been published in top-tier academic journals, including *Journal of Consumer Research*, *Journal of Marketing Research*, and *Marketing Science*. She also serves on the Editorial Boards for the *Journal of Marketing*, the *Journal of Consumer Research*, the *Journal of Marketing Research* and the *Journal of Consumer Psychology*. Prior to beginning her career in academia, Professor Cutright worked in brand management at Procter and Gamble. She teaches Strategic Brand Management and was previously named one of the world's best 40 b-school professors under the age of 40 by Poets and Quants.

**Preyas S. Desai**, PhD, Senior Associate Dean for Faculty Affairs and *Spencer R. Hassell Professor of Business Administration*; BE and MBA (Gujarat University), MS and PhD (Carnegie Mellon)

Preyas S. Desai is the senior associate dean for faculty affairs and Spencer R. Hassell professor of business administration at The Fuqua School of Business. Professor Desai received his MS and PhD from Carnegie Mellon University and was on the faculty of Purdue University before joining Duke in 1997. Professor Desai's research covers a wide range of topics in marketing strategy, distribution channels, and marketing of durable products. His research analyzes strategic interactions such as those among competing firms and among firms partnering within a distribution channel. His articles on these topics have appeared in top-tier academic journals such as *Marketing Science*, *Management Science*, *Journal of Marketing*, and *Journal of Marketing Research*. He has served as a departmental editor for *Management Science* and as the editor-in-chief of *Marketing Science*.

**Scott Dyreng**, PhD, *Professor of Business Administration*; AS (Snow College), BS and MAcc (Brigham Young University), PhD (University of North Carolina at Chapel Hill)

Scott Dyreng is a professor of accounting at The Fuqua School of Business. His research interests are in corporate tax avoidance, international taxation, and accounting for income taxes. He has published in the *Accounting Review*, the *Journal of Accounting Research*, and the *Journal of Financial Economics*, among others. He teaches managerial accounting and taxes and business strategy to graduate students, and has received the Excellence in Teaching Award in the Master of Management Studies Program five times. He received his PhD at the University of North Carolina in 2008. He holds master's and bachelor's degrees in accounting from Brigham Young University.

**Julie Ann Edell**, PhD, *Associate Professor of Business Administration*; BA (University of Nebraska), MS and PhD (Carnegie Mellon University)

Julie Ann Edell received her PhD from Carnegie-Mellon and has been on the faculty at The Fuqua School of Business since 1980. Professor Edell's primary research interest is the effects of marketing communications on consumer emotions, reactions, evaluations and decisions. She is currently examining the impact of advertising messages on the de-cumulation of retirement savings decisions. Professor Edell's publications include the book, *Emotion in Advertising: Theoretical and Practical Explorations*, and numerous papers in leading academic journals. Examples include "Consumers Responses to Service Failures and Recoveries," in *Serviceology for Services*; "Fishing for Feelings: Hooking Viewers Helps!," in the *Journal of Consumer Psychology*; "Elaboration and the Effectiveness of Negatively versus Positively Framed Messages," in the *Journal of Consumer Research*; and "The Information Processing of Coordinated Media Campaigns," in the *Journal of Marketing Research*.

**James (Jim) Emery**, PhD, *Associate Professor of the Practice of Business Administration*; BS (Virginia Polytechnic Institute and State University), MBA and PhD (Duke University)

James (Jim) Emery is an associate professor of the practice and faculty co-director for Fuqua's Client Consulting Practicum (FCCP) at The Fuqua School of Business. FCCP is an experiential learning course in which teams of graduate students complete consultative projects for external client organizations, including for-profit and not for-profit firms ranging from start-ups to multinational corporations. Professor Emery also teaches and oversees other experiential learning courses, including in Fuqua's Health Sector Management (HSM) program and in Duke Integrative Medicine's Leadership program in Integrative Healthcare. In addition to his teaching and administrative responsibilities, Emery has provided executive education and leadership coaching to for-profit corporations, non-profit organizations and government agencies. He has conducted and published research on leadership, teamwork, and strategy. Emery received his PhD and MBA in business administration from The Fuqua School of Business, he also holds a BS in mechanical engineering from Virginia Tech.

**Jordan Etkin**, PhD, *Associate Professor of Business Administration*; BSc (University of Pennsylvania), PhD (University of Maryland)

Jordan Etkin is an associate professor of marketing at The Fuqua School of Business. Professor Etkin studies goals, how people set them and pursue them, and their effects on motivation, performance, and well-being. Her research tackles questions like, how motivation to pursue a goal changes over time, how the way goals are structured impacts their pursuit, how perceiving conflict between goals affects people's judgements and behavior, and how goals shape personal resources expenditures and vice versa. Professor Etkin's research is published in top-tier academic journals, including *Journal of Consumer Research*, *Journal of Marketing Research*, and *Journal of Personality and Social Psychology*. Her work has also received coverage in prominent popular press outlets, such as the *New York Times*, *BBC*, *Huffington Post*, *The Atlantic*, *Fast Company*, and *Business Insider*. Jordan received her PhD in 2013 and teaches Marketing Management to MBA students at Fuqua.

**Elia Ferracuti**, PhD, *Assistant Professor*; BSc (Bocconi University, Italy), PhD (The University of Utah)

Elia Ferracuti is an assistant professor in the accounting area at The Fuqua School of Business. Professor Ferracuti's research interests lie in the intersection between managerial accounting and financial accounting, corporate finance, and economics, with a focus on how managerial accounting can be used to mitigate the problems created by information asymmetry and information uncertainty. Professor Ferracuti teaches managerial accounting in the Weekend Executive MBA program.

**Gregory W. Fischer**, PhD, *Professor of Business Administration*; BA, MA, and PhD (University of Michigan)

Gregory W. Fischer is a professor of management and organization at The Fuqua School of Business. His primary research interests are in the field of judgment and decision-making and in the applications of decision research to business and public policy decision-making. In addition, he has active research interests in social cognition, particularly in how mental representations of social groups affect judgments about those groups and their members. Fischer's main teaching interests are in managerial decision-making and negotiation, as well as in leadership, ethics, and organizations.

**Gavan J. Fitzsimons**, PhD, *Edward S. and Rose K. Donnell Professor*; BSc (University of Western Ontario), MBA (University of Western Ontario), MPh and PhD (Columbia University)

Gavan J. Fitzsimons is the Edward S. and Rose K. Donnell professor of marketing and psychology at The Fuqua School of Business. His research focuses on understanding the ways in which consumers may be influenced without their conscious knowledge or awareness by marketers and marketing researchers, often without any intent on the part of the marketer. His work has been published in many academic journals such as the *Journal of Consumer Research*, *Journal of Consumer Psychology*, *Journal of Marketing Research*, *Marketing Science*, *Management Science*, *Organizational Behavior and Human Decision Processes*, the *Journal of Personality and Social Psychology*, and *Psychological Science*. His ideas have also been featured in many popular press outlets such as NPR, CNN, MSNBC, the *New York Times*, *Wall Street Journal*, *Psychology Today*, *Oprah Magazine*, and *Time Magazine*, among many others. He is co-director of the premier academic-industry partnership in exploring the consumer psychology of shopper behavior—the Duke-Ipsos Center for Shopper Insights.

**Gráinne M. Fitzsimons**, PhD, *James L. Vincent Professor of Leadership*; BA (McGill University), MA (New York University), PhD (New York University)

Gráinne M. Fitzsimons is the James L. Vincent professor of leadership at The Fuqua School of Business and professor of Psychology and Neuroscience. Professor Fitzsimons received her PhD in psychology from New York University in 2004. She conducts research on self-regulation and interpersonal relationships. She publishes her work in academic journals such as the *Journal of Personality and Social Psychology* and *Psychological Science*. In 2016, Professor Fitzsimons and her colleagues received the Society for Personality and Social Psychology's Wegner Theoretical Innovation Award for their Psychological Review article on the interpersonal nature of goal pursuit, Transactive Goal Dynamics. She has also received multiple early career awards. In 2019, Professor Fitzsimons was awarded Fuqua's Bank of America prize for faculty excellence. Professor Fitzsimons teaches the core Daytime MBA course in Leadership, Ethics, and Organizations, supervises the Consequential Leadership course, and teaches elective courses in Negotiations. In 2016, she won the Award for Excellence in Teaching in a Core Course in the Daytime MBA program.

**Jon Fjeld**, PPhD, *Professor of the Practice and Director, Innovation and Entrepreneurship Initiative*; BA (Bishop's University), MA (University of Toronto), MS (University of North Carolina at Chapel Hill), MBA (Duke University), PhD (University of Toronto)

Jon Fjeld serves as the director of the Innovation and Entrepreneurship Initiative at Duke University. The I&E initiative is a university-wide effort to stimulate and teach innovation and entrepreneurship to students, faculty and staff across the university. He has been teaching entrepreneurship and strategy, and leading the entrepreneurship efforts at the Fuqua School of Business since 2005. He has created a three course sequence called the Program for Entrepreneurs ([www.dukep4e.org](http://www.dukep4e.org)) that applies a disciplined approach to entrepreneurial ventures ranging from social ventures to life science and technology start-ups. In addition, he teaches strategy and entrepreneurship at all levels of the university from undergraduate to executive MBA. His primary focus is studying innovation in large and small firms as well as the methodology of strategy research. Before returning to academia, he spent over twenty years in marketing, engineering and general management in start-ups and public companies. From December, 2000, until July, 2004, he served as vice president of engineering for Align Technology in Santa Clara, CA. Between 1995 and 2000, he served as CEO of two RTP venture backed firms: Geomagic, a 3D software company and NetEdge Systems, a data networking equipment company. Prior to that, Fjeld spent 13 years at IBM, where he served in a number of management and executive positions within the networking and software business units. He began his professional career as an assistant professor in the philosophy department at Duke University. Fjeld holds a PhD (1977) and MA in philosophy from the University of Toronto, an MBA from Duke University, an MS in computer science from the University of North Carolina at Chapel Hill, and a BA in mathematics and philosophy from Bishop's University.

**Jennifer Francis**, PhD, *Duke's Executive Vice Provost and Douglas and Josie Breeden Doctoral Professor of Business Administration and Executive Vice Provost*; BS and BA (Bucknell University), MS and PhD (Cornell University)

Jennifer Francis is Duke Universities executive vice provost and the Douglas and Josie Breeden doctoral professor of business administration at The Fuqua School of Business. Francis was appointed Duke's executive vice provost on July 1, 2018. Previously, Francis served as vice provost for academic affairs (2017-2018) for the university and as senior associate dean of programs (2011-2016) and senior

associate dean of faculty (2006-2009) in The Fuqua School of Business. As executive vice provost, Francis coordinates implementation of strategic priorities and new program development and strengthens teaching and research excellence in Duke's academic units. She also oversees all financial and administrative offices and services within the Provost's Office, which support the provost, deans and other senior officers in planning the allocation of resources, operational effectiveness, human resource management and a variety of institutional reporting and analysis tasks. Francis leads the budgeting, planning and institutional research groups within the office, has broad responsibilities for coordinating student administrative services, and also leads the provost's academic space planning working group. Francis earned a BS in accounting at Bucknell University, and after working at Price Waterhouse, pursued her MS and PhD from Cornell University. She joined the Duke faculty in 1987. Prior to coming to Duke, Francis was on the faculty at the Graduate School of Business, University of Chicago. Francis has taught core and elective MBA classes in accounting and global strategy. She is the winner of over fifteen awards for outstanding teaching. Her research interests focus on the quality of financial reporting and the relevance of financial reports to capital market participants. One of the first Duke faculty members to teach at Duke Kunshan University, where she worked with the Master of Management Studies program, Francis also assisted The Fuqua School's initiative to develop a business school at Kazakhstan's Nazarbayev University.

**Simon Gervais**, PhD, *Professor of Business Administration*; BSc (Université Laval), MSc and PhD (University of California at Berkeley)

Simon Gervais is a professor of finance at The Fuqua School of Business. Prior to joining Fuqua in 2003, he was an assistant professor of finance at the Wharton School of the University of Pennsylvania. He received his PhD in finance from the University of California at Berkeley in 1997. Professor Gervais' research, which encompasses behavioral finance, corporate finance, and financial markets, has been published in leading finance and academic journals. Specifically, he studies the effects of behavioral biases on the decisions of firms and individuals, the regulation of financial markets, and the role of financial intermediaries. Professor Gervais has received the Barclays Global Investors/Michael Brennan Award for the best paper in the Review of Financial Studies. He has also received awards for his teaching in the Daytime MBA and Executive MBA programs. Professor Gervais currently serves as an associate editor of the *Journal of Financial Intermediation*, and he has previously served on the Economic Advisory Committee of the Financial Industry Regulatory Authority (FINRA) from 2010 until 2016.

**John R. Graham**, PhD, *D. Richard Mead, Jr. Family Professor of Business Administration*; BA (College of William and Mary), MA (Virginia Commonwealth University), PhD (Duke University)

John R. Graham is the D. Richard Mead, Jr. Family professor of business administration at The Fuqua School of Business a research associate of the National Bureau of Economic Research. His research and teaching focuses on taxes, capital structure, cash management, governance, financial reporting, and payout policy and has won the Jensen Prize five times, the Brattle Prize, and the Notable Contribution to Accounting Award two times. Duff and Phelps publishes his corporate tax rate and optimal capital structure analyses in their Valuation publications. He has won best elective teacher award five times and the outstanding faculty award, and is president elect or past president of the Financial Management Association. Graham co-edited the *Journal of Finance* for six years and worked as a senior economist at Virginia Power for seven years. Graham has directed the Global Business Outlook, a global CFO survey that assesses the business climate and economic issues, since 1997.

**Jillian Grennan**, PhD, *Assistant Professor of Business Administration*; BA (Wellesley College), MS (Georgetown University), PhD (University of Pennsylvania)

Jillian Grennan, an assistant professor of finance, had a busy year completing two new working papers. The first, "*Common Ownership and Startup Growth*" explores the consequences of the same VC investor holds stakes in multiple startups competing to disrupt an industry. The second, "*Communicating Culture Consistently: Evidence from Banks*," examines the persistent conduct failures and ethical lapses facing the financial services industry. While it seems clear that many of these banks need to improve their culture, part of the challenge to reforming culture is limited empirical understanding of the mechanisms linking culture to success. Her research shows that banks perform better when they communicate their culture consistently across stakeholders (investors, employees, and the community). Finally, her paper with Fuqua colleagues John Graham and Campbell Harvey, "*Corporate Culture: Evidence from the Field*" won the award for best paper from the Investor Responsibility Research Center.

**Daniel P. Gross**, PhD, *Assistant Professor of Business Administration*; BA (Tufts University), PhD (University of California-Berkeley, CA)

Daniel P. Gross is an assistant professor in the strategy area at The Fuqua School of Business, and a faculty research fellow at the National Bureau of Economic Research (NBER). Professor Gross studies the drivers and consequences of innovation, with a three-part research program examining (i) the effects of automation on workers, firms, and labor markets, (ii) the historical origins of U.S. leadership in science and technology since the second World War, and (iii) the use of incentives and other tools in managing creative workers within organizations. A common theme throughout much of Gross' work is the use of history as a lens for understanding opportunities and challenges that firms, consumers, and policymakers face today and into the future. Gross received his PhD in economics from the University of California, Berkeley.

**Tong Guo**, PhD, *Assistant Professor of Business Administration*; BS and BA (Peking University), MA (Duke University), PhD (University of Michigan)

Tong Guo is an assistant professor of marketing at The Fuqua School of Business. Professor Guo's research focuses on understanding the causal impact of major marketing policies with machine learning methods. Her current projects look at how pharmaceutical firms and physicians respond to the mandated information disclosure how airline frequent flyer program tier design alters travelers' behavior and how marijuana legalization might influence opioid prescriptions. Her interests also extend to online markets and the unintended consequences of AI-driven business solutions. At Fuqua, Tong teaches Marketing Core in the MMS program. Guo is the 2019 WashU Faculty Development Forum Fellow, the finalist of the 2018 UM ProQuest Distinguished Dissertation Awards, the 2017 AMA Sheth Foundation Doctoral Consortium Fellow, and the 2016 INFORMS Marketing Science Doctoral Consortium Fellow. Tong received her BS and BA at Peking University, her MA in Economics at Duke University, and her PhD in marketing at the University of Michigan, Ann Arbor.

**Campbell R. Harvey**, PhD, *J. Paul Sticht Professor of International Business*; BA (University of Toronto), MBA (York University, Toronto), PhD (University of Chicago)

Campbell R. Harvey is the J. Paul Sticht professor of finance at The Fuqua School of Business, and a research associate of the National Bureau of Economic (NBER). He has published over 125 scholarly articles on topics spanning investment finance, emerging markets, corporate finance, behavioral finance, financial econometrics and computer science. He has received eight Graham and Dodd Awards/Scrolls for excellence in financial writing from the CFA Institute. Professor Harvey teaches “*Innovation and Cryptoventures*” as well as Tech Driven Transformation of Business at Duke University.

**Sharique Hasan**, PhD, *Associate Professor of Business Administration*; BS (Rutgers College), PhD (Carnegie Mellon University)

Sharique Hasan is an associate professor of strategy at The Fuqua School of Business. Professor Hasan studies social networks, careers, and entrepreneurship. His research has explored how networks help people learn complex ideas, and what types of network connections enhance individual and firm performance. His recent work examines the effect of increasing digitization on individual and firm performance. His research is published or forthcoming in leading journals including *Strategic Management Journal*, *Management Science*, *Organization Science*, *the American Sociological Review*, and *Administrative Science Quarterly*. He also serves as an associate editor for *Management Science* and is on the editorial board of *Organization Science*. Doctoral Dissertation Award. Prior to Duke, Professor Hassan was an associate professor of organizational behavior at Stanford University’s Graduate School of Business.

**John Heater**, PhD, *Assistant Professor of Business Administration*; BS and MA (Rutgers Business School), PhD (Yale University)

John Heater is an assistant professor in the accounting area at The Fuqua School of Business. His research interests include disclosure, regulation, corporate governance, and financial intermediaries. Professor Heater’s current work on disclosure and managerial incentives investigates how increased performance disclosure requirements affect firm stakeholders and the interrelationship between CEOs and CFOs. John teaches financial accounting in the Daytime MBA program.

**David A. Hsieh**, PhD, *Bank of America Professor of Business Administration*; BS (Yale University), PhD (Massachusetts Institute of Technology)

David A. Hsieh is the Bank of America professor at The Fuqua School of Business. Professor Hsieh received a BSc from Yale University in 1976 for a double major in economics and mathematics, and a PhD in economics from the Massachusetts Institute of Technology in 1981. He taught at the Graduate School of Business, University of Chicago from 1981 to 1989, and joined The Fuqua faculty in 1989. He holds a secondary appointment in the Duke Economics Department. Professor Hsieh’s research has been in statistical modeling of financial data with applications to financial risk management. He is also one of the first academics to study hedge funds, with numerous publications and presentations worldwide. Currently, he is interested in large datasets and high performance computing in finance. Professor Hsieh teaches the courses Fixed Income Securities and Financial Risk Management in the Master of Quantitative Management program.

**Joel C. Huber**, PhD, *Alan D. Schwartz Professor of Business Administration*; BA (Princeton University), MBA and PhD (University of Pennsylvania)

Joel C. Huber is the Alan D. Schwartz professor of business administration in The Fuqua School of Business. Huber has continued research with other scholars: research with Kip Viscusi (Vanderbilt) and Jason Bell (Duke) on the personal, social, and political characteristic that lead to household recycling. Research with Martin Meissner (Germany), Andreas Musalem (Chili) and Ricardo Montoya (Chili) on attentional processes that lead to more accurate repeated judgments. Research with Suhail Mithani (Duke Medical) and Ji Huh (Fuqua PhD) on patient reactions to artificial and transplant hands. Research with Sean Faith (Fuqua PhD) and Ashleigh Shelby Rosette on ways to encourage managers to ignore or use racial information in team selection.

**Xu Jiang**, PhD, *Assistant Professor of Business Administration*; BA (University of Science and Technology of China), PhD (University of Minnesota)

Xu Jiang is an assistant professor in the accounting area at The Fuqua School of Business. Professor Jiang joined the Fuqua faculty after serving as an assistant professor of accounting at Carnegie Mellon University’s Tepper School of Business. Professor Jiang’s research is in the area of theoretical models in disclosure and economic consequences of accounting standards. His current work focuses on the economic consequences of accounting standards. His work has been published in *Journal of Accounting Research*, *Journal of Accounting and Economics* and *The Accounting Review*. He teaches financial accounting and is the recipient of 2016 Master of Management Studies Excellence in Teaching Award.

**Jamie Jones**, PhD, Executive Director of Fuqua’s Center for Entrepreneurship & Innovation (CEI) and Associate of the Practice: BS (University of Tennessee), MS (University of Texas at Austin), PhD (Northwestern University)

Jamie Jones serves as the executive director of Fuqua’s Center for Entrepreneurship & Innovation (CEI) and is an associate professor of the practice of management. Prior to joining Fuqua, Professor Jones served as the executive director of the Liu Idea Lab for Innovation & Entrepreneurship (Lilie) at Rice University where she focused on developing curricular and co-curricular programs for students and faculty across the university. She taught courses on *Financing the Startup Venture* and *Design Thinking*, as well as managed the Student-lead Rice Venture Fund. Jones co-founded Impact Engine, an investment firm with a mission to bring more capital to a market where financial returns are linked to positive social and environmental impacts. Impact Engine supported three cohorts of early-stage companies through its accelerator program and is now placing capital into seed and series A venture investments through its second venture fund. Jones has deep expertise connecting user-insights to technology commercialization pathways and business model development and has worked on project ranging from sanitation and energy to agriculture and health.

**Hemant Kakkar**, PhD, *Assistant Professor of Business Administration*; BTech (VIT University, India), PhD (London Business School)

Hemant Kakkar is an assistant professor of management and organizations at the The Fuqua School of Business. Professor Kakkar received his PhD in organizational behavior from the London Business School. His research draws on social psychological and evolutionary

theories of status to examine judgments and behaviors of individuals and groups within social hierarchies. He also explores employees' tendency to go beyond their formal job requirements and at other times, take shortcuts or act unethically. His research is published in leading academic journals including *Academy of Management Journal*, *Proceedings of the National Academy of Sciences* and *Nature Human Behavior*. His research is also covered by popular press outlets, such as The Washington Post, Forbes, The Times UK and the Harvard Business Review.

**Aaron C. Kay**, PhD, *J. Rex Fuqua Professor of International Management*; BA (McGill University), PhD (Stanford University)

Aaron C. Kay is a professor of management and organization and the J. Rex Fuqua professor of international management at The Fuqua School of Business. His research uses social cognitive and social psychological theories, principles, and processes to understand individual and societal motivations, beliefs, and behaviors. These include (but are not limited to) the causes and consequences of stereotyping, motivation, and the attitudes people hold toward their organizations and institutions. He publishes his research in top academic journals in the fields of both psychology and organizational behavior, and his research is frequently covered in major news outlets (e.g., *Wall Street Journal*, *New York Times*, *Fast Company*, etc.). Professor Kay is past president of the International Society of Justice Research, and has received early career awards from the American Psychological Society, Society for Personality and Social Psychology, and International Society of Justice Research.

**Ralph L. Keeney**, PhD, *Research Professor of Business Administration, Emeritus*; BS (University of California, Los Angeles), PhD (Massachusetts Institute of Technology)

Ralph L. Keeney is a research professor emeritus of business administration at The Fuqua School of Business, and a research professor emeritus of industrial and systems engineering at the University of Southern California. His areas of expertise are the decision sciences, risk analysis, and systems management. He is an authority on decision analysis, decision-making with multiple objectives, and value-focused thinking. During his professional career, Professor Keeney has consulted on a wide range of decisions including corporate management problems, public policy, environmental problems, and energy decisions. Professor Keeney's books, which have been translated into numerous languages, include *Decisions with Multiple Objectives*, with Howard Raiffa (1976, 1993); *Value Focused Thinking: A Path to Creative Decisionmaking* (1992); and *Smart Choices: A Practical Guide to Making Better Decisions*, with John S. Hammond and Howard Raiffa (1999). He recently received an honorary doctorate from the University of Waterloo in Canada and is a member of the National Academy of Engineering of the United States. Professor Keeney retired in 2012.

**Thomas F. Keller**, PhD, CPA, *Dean Emeritus and R. J. Reynolds Professor of Business Administration, Emeritus*; AB (Duke University), MBA and PhD (University of Michigan)

Thomas F. Keller specializes in accounting. From 1974 to June 1996, he served as dean of The Fuqua School of Business. 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 coeditor of several books in financial accounting. During the summer and fall of 1975, under the auspices of a Fulbright grant, he lectured in Australia and the Far East on a variety of topics related to the development of accounting theory and standards. He is currently a director of the Biogen, Inc.; 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 NC 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. Professor Keller retired in 2004.

**N. Bora Keskin**, PhD, *Associate Professor of Business Administration*; BS (Boğaziçi University), PhD (Stanford University)

N. Bora Keskin is an associate professor in the operations management area at The Fuqua School of Business. Professor Keskin received his PhD from the Graduate School of Business at Stanford University in 2012. Before joining the faculty at Duke University in 2015, he worked at McKinsey & Company as a consultant in banking and telecommunications industries, and at the University of Chicago as an assistant professor of operations management. Professor Keskin's main research studies management problems that involve decision making under uncertainty, with applications in revenue management, dynamic pricing, demand learning, and product differentiation. Bora has published papers in leading research journals such as *Management Science*, *Operations Research*, *Manufacturing and Service Operations Management*, and *Mathematics of Operations Research*. In 2019, Bora was awarded the Lanchester Prize for the development of a novel paradigm for the modeling and analysis of online dynamic optimization problems that are subject to temporal uncertainty. Before his graduate education at Stanford Graduate School of Business, he worked at McKinsey Company as a consultant in the banking and telecommunications industries.

**Richard (Rick) Larrick**, PhD, *Hanes Corporation Foundation Professor*; BA (College of William and Mary), MA and PhD (University of Michigan)

Richard (Rick) Larrick is the Hanes Corporation Foundation professor of management and organizations at the Fuqua School of Business. His research focuses on individual, group, and organizational decision making. Specific areas of research examine "wisdom of crowds," environmental decision making, and debiasing (techniques for helping people make better decisions). He is past-president of the Society for Judgment of Decision Making and the 2016 recipient of Fuqua's Bank of America Outstanding Faculty Award. Professor Larrick received his PhD in social psychology from the University of Michigan and his undergraduate degree in psychology and economics from the College of William and Mary.

**Dan J. Laughhunn**, DBA, *Professor of Business Administration, Emeritus*; BS, MBA, and DBA (University of Illinois)

Dan J. Laughhunn's research interests include resource allocation, performance measurement, and compensation focused on the alignment of organizations and employees to shareholder value creation pricing. Strategic options for growth, by organic forms and by acquisitions. Professor Laughhunn was the original dean of The Fuqua School of Business (then unnamed), 1973-74, and has also served as associate dean of The Fuqua School of Business (then unnamed), 1976-79. Professor Laughhunn retired in 2011.

**Arie Y. Lewin**, PhD, *Professor Emeritus*; BS and MS (University of California, Los Angeles), MS and PhD (Carnegie Mellon University)

Arie Y. Lewin is a professor emeritus at The Fuqua School of Business. His research interests center on strategic renewal of

organizations encompassing studies of adaptation and selection as co-evolutionary systems, emergence of new organizational forms and adaptive capabilities that distinguish between innovating and imitating organizations. He is the lead PI for the multiyear international Offshoring Research Network (ORN) project, which focuses on companies in transition to globalizing their organizations, business functions, processes and services by tracking firm strategies, experiences and future plans related to global delivery of all business functions and administrative and technical work. Current research focuses on the globalization of innovation. Professor Lewin retired in 2015.

**Tracy R. Lewis**, PhD, *Walter M. Upchurch Professor of Business Administration*; BA and PhD (University of California, San Diego)

Tracy R. Lewis is a professor of business economics at The Fuqua School of Business. Professor Lewis also is professor of law in the Duke Law School (courtesy appointment) and professor of economics in the Economics Department at Duke. Professor Lewis founded the Innovation Center at Duke University. Professor Lewis' areas of research and expertise include industrial organization theory, financial economics, contract theory, environmental and natural resource economics, innovation, and intellectual property and health economics. He has published two books and close to ninety articles on issues ranging from incentive regulation to antitrust regulation and from financial economics to the economics of managing common property resources.

**E. Allan Lind**, PhD, *James L. Vincent Professor of Leadership, Emeritus*; BA (University of Florida), MA and PhD (University of North Carolina at Chapel Hill)

E. Allan Lind is the James L. Vincent distinguished professor of leadership at The Fuqua School of Business. Prior to coming to Duke, he did policy research on law, counter-terrorism, and military leadership and decision-making at the RAND Corporation and at the American Bar Foundation. He recently wrote a monograph and a book chapter on the design and implementation of government regulations for publication by the Organization for Economic Cooperation and Development (OECD). He has taught in Departments of Psychology at the University of Illinois at Urbana-Champaign, the University of Washington, and at the University of New Hampshire, and he held a staff position in the research and development arm of the US Federal Courts. He was a Regents Scholar for one year at the University of California at Berkeley. For five years, he held the Leiden University Fund Chair Visiting Professorship in Social Conflict and Social Justice at the University of Leiden in The Netherlands, and for four years he was visiting professor of Leadership Studies at the University of Auckland in New Zealand. He did his doctoral dissertation research in Paris and has conducted research in France, Germany, Great Britain, New Zealand, Australia, The Netherlands, China, India, the Philippines and Japan. Professor Lind has published more than 115 research papers in major scholarly journals around the world. Professor Lind retired in 2019.

**Angelica Leigh**, PhD, *Associate Professor of Management and Organization*; BA (Michigan State University) MS and PhD (University of North Carolina)

Angelica Leigh is an assistant professor of management and organizations at The Fuqua School of Business. Professor Leigh's research sits at the intersection of diversity and emotions. In her first stream of research she takes a dynamic approach to studying diversity and in doing so, she explores the often overlooked experiences and identities that may alter the effects of diversity in organizations. Her research has been published in the *Academy of Management Review* and she won 2nd place in the 2019 INFORMS/Organization Science dissertation proposal competition.

**Patricia (Patty) Linville**, PhD, *Associate Professor of Business Administration*; BA (Florida Southern College), EdM (Harvard University), PhD (Duke University)

Patricia (Patty) Linville is an associate professor of business administration. Professor Linville joined Fuqua after nine years as a faculty member in Psychology at Yale University. Her research takes a social cognitive approach to decision making, negotiation, and intergroup relations. Her focus on diversity and implicit bias helps explain polarized judgments and race and gender discrimination. Her focus on the brain's inhibitory ability shows how lower control of mental distraction leads to prejudice, risky health and financial behavior, and creativity. Her self-complexity model, featured in top research journals including *Journal of Personality and Social Psychology* as well as popular press including an article in Wikipedia, shows how perceiving multiple selves increase resilience, acting as a buffer to stress effects on health and mental health. Professor Linville is an affiliated faculty member in Psychology Neuroscience a Fellow of the Association for Psychological Science and the Society of Experimental Social Psychology a recipient of the Gordon Allport Intergroup Relations Prize for the Best Paper of the Year sponsored by the Society for Psychological Study of Social Issues and by Harvard University, Sloan Foundation Post-Doctoral Fellowship in Social Cognition, and Yale Jr. Faculty Fellowship Award. Her teaching has covered a variety of topics and programs, including WEMBA negotiation Executive Education Negotiation for Russians and Negotiation for Hospital Pharmacists designing an Integrative Learning Experience for incoming MBAs and a joint negotiation experience with MBA and law students and currently teaches day-time Negotiation and WEMBA Leadership, Ethics, and Organizations.

**Giuseppe (Pino) Lopomo**, PhD, *Professor of Business Administration*; Laurea (Università Bocconi), PhD (Stanford University)

Giuseppe (Pino) Lopomo is a professor of economics at The Fuqua School of Business. He also has a courtesy appointment at the economics department of Duke University. He has a Laurea Magna cum laude from Bocconi University in Milan, Italy, and a PhD in business administration from the Stanford Graduate School of Business. Before joining the faculty at Duke, he was assistant professor of economics at the Stern School of Business of New York University, and visited the economics department of the University of Michigan for one year. Currently, Professor Lopomo teaches Managerial Economics and Competitive Analysis to MBA students. He has taught courses on similar topics to undergraduate and PhD students. Professor Lopomo's research focuses on applied game theory, auction and mechanism design. His work has been published in leading journals of economics including *The Review of Economic Studies*, *International Economic Review*, *Journal of Economic Theory*, *Games and Economic Behavior*, *The Rand Journal of Economics* and *American Economic Journal: Microeconomics*.

**Daisy Lovelace** PhD, *Associate Professor of the Practice*; BS and PhD (University of Virginia)

Daisy Lovelace is an associate professor of the practice at The Fuqua School of Business. She teaches leadership and communication courses in the daytime MBA program. Her professional interests include leadership, inclusive excellence, interpersonal communication, crisis management, persuasion, and influence.

Professor Lovelace is also a corporate consultant and executive coach. In addition to live instruction, she teaches short courses on the [LinkedIn Learning](#) platform. She earned her doctorate from the University of Virginia. In addition to teaching at Duke, she has held faculty posts at the Kelley School of Business at Indiana University-Bloomington, Princeton University, Sungkyunkwan University in Seoul, Korea, the Kenan-Flagler Business School at University of North Carolina-Chapel Hill, and the McIntire School of Commerce at the University of Virginia.

**Mary Frances Luce**, PhD, *Robert A. Ingram Professor*; BS (cum laude, Ball State University), PhD (Duke University)

Mary Frances Luce is the Robert A. Ingram professor of marketing at The Fuqua School of Business. Professor Luce's research interests include the role of emotion in consumer decision-making with applications to medical decision-making. She received her PhD in business administration (marketing) from Duke University in 1994. She was on the faculty of the Wharton School of Business, University of Pennsylvania from 1994 until 2004 and she then re-joined Duke's Fuqua School of Business. Professor Luce's research has appeared in such publications as *Health Psychology*, *Journal of Consumer Research*, *Management Science*, *Journal of Marketing Research*, and *Marketing Science*. She was a co-editor of the *Journal of Consumer Research* for a three year term and was president of the Association for Consumer Research (2017). She has also served as the faculty dean for The Fuqua School of Business.

**Pranab Majumder**, PhD, *Associate Professor of the Practice of Business Administration*; BTech (Indian Institute of Technology), MBA (Indian Institute of Management), MS and PhD (University of Rochester)

Pranab Majumder is an associate professor of the practice at The Fuqua School of Business and the faculty co-director of The Fuqua Client Consulting Program (FCCP). He coordinates the sourcing of client projects, building MBA student teams, classroom content delivery and project management for about thirty projects and about 150 students in domestic and international locations. The FCCP is a collaborative effort between the faculty instructors, student team members, external clients, and Fuqua Centers. Professor Majumder joined The Fuqua School of Business in 2001 after finishing his PhD from the University of Rochester. His research is in the area of operations strategy, supply chains and sustainability. He teaches electives in operations, including Operations Strategy, Supply Chain Management, Service Operations, and Health Care Provider Strategy.

**Ali Makhdoumi**, PhD, *Assistant Professor of Business Administration*; BS (Sharif University of Technology, Iran), MS (Massachusetts Institute of Technology), PhD (Massachusetts Institute of Technology),

Ali Makhdoumi is an assistant professor of decisions sciences at The Fuqua School of Business. He is broadly interested in learning theory, optimization, game theory, and network science with applications to social and technological systems.

**Leslie M. Marx**, PhD, *Robert A. Bandeen Professor of Business Administration*; BA (Duke University), PhD (Northwestern University)

Leslie M. Marx is the Robert A. Bandeen professor of business administration at The Fuqua School of Business. Professor Marx has research interests in game theory and industrial organization. Professor Marx's research focuses on the problem of anti-competitive behavior by individuals and firms, including collusion, bid rigging, and anti-competitive contract provisions. This research improves our ability to detect collusion, teaches us how auctions and other markets can be made less susceptible to collusion, and guides antitrust authorities in understanding what behavior should be viewed as anti-competitive. Professor Marx's research has appeared in such publications as *American Economic Review*, *Review of Economic Studies*, *Journal of Political Economy*, and *Quarterly Journal of Economics*. She authored the 2012 book *The Economics of Collusion: Cartels and Bidding Rings*, published by MIT Press. She is currently on the editorial board for *International Journal of Game Theory*. She is the recipient of two National Science Foundation research grants, a National Science Foundation Graduate Fellowship, and a Sloan Doctoral Dissertation Fellowship. Professor Marx was a member of the 1996 US Olympic Fencing Team and won the Fencing World Championship for ages 50-59 in 2017.

**William (Bill) Mayew**, PhD, *Professor of Business Administration*; BS and MS (University of North Carolina at Wilmington), PhD (University of Texas at Austin)

William (Bill) Mayew is a professor of accounting at The Fuqua School of Business. Professor Mayew received his PhD in business administration (accounting) from the University of Texas at Austin in 2006 and previously worked in accounting and financial reporting assurance at Ernst & Young. Professor Mayew studies managerial communication of firm performance, including both voluntary disclosures made outside of the financial reporting system and mandatory financial disclosures in financial reports. His research uses theories from economics and psychology to better understand the determinants and consequences of voluntary and mandatory managerial communication. He received the 2008 Financial Research Association best paper award for his work on the information content of managerial vocal cues during earnings conference calls. He also received the Glen McLaughlin Prize for research in accounting ethics in 2013 for his work on measuring CEO integrity from corporate communication in shareholder letters and again in 2017 for his work on auditor deception detection capabilities from earnings conference calls. Professor Mayew's research has appeared in a wide range of journals including the *Journal of Finance*, *Journal of Financial Economics*, *Journal of Accounting Research*, *The Accounting Review*, *Review of Accounting Studies*, *Contemporary Accounting Research*, *Evolution & Human Behavior*, *Biology Letters* and *Decision Support Systems*. He holds editorial board positions at *The Accounting Review* and *Journal of Accounting Research* and has presented his research to professional money managers, sell-side financial analysts, investor relations personnel, the Securities and Exchange Commission and on Capitol Hill. He teaches various financial accounting related courses across the Executive Education, MBA, MMS, and MQM programs, and has received numerous teaching awards, being named one of the top 40 business school professors in the *World Under 40 Years Old by Poets & Quants*.

**David McAdams**, PhD, *Professor of Business Administration*; BS (Harvard University), MS (Stanford University), PhD (Stanford University)

David McAdams is a professor of business administration at The Fuqua School of Business. Professor McAdams current work focuses on the epidemiology of information, how the choices we make impact how information spreads and how much we are able to learn. This work has wide-ranging implications, on everything from how to launch a new product to how to combat "fake news" and the rise of antibiotic resistance. McAdams teaches "Art Application of Game Theory" and is co-author of *Games of Strategy*, 5th edition (W.W. Norton), a leading game-theory textbook.

**John M. McCann**, PhD, *Professor Emeritus*; BSME and MBA (University of Kentucky), PhD (Purdue University). John M. McCann is a professor emeritus at The Fuqua School of Business. He retired in 2002.

**Ryan C. McDevitt**, PPhD, *Associate Professor of Business Administration*; BA (Williams College), PhD (Northwestern University) Ryan C. McDevitt is an associate professor of economics at The Fuqua School of Business. His research focuses primarily on the field of empirical industrial organization. Within health care, he has studied how medical groups strategically choose physicians based on their gender to differentiate from rivals and how to measure healthcare productivity in a way that accounts from different levels of treatment quality. His research has been published in the *American Economic Review*, the *Journal of Political Economy*, the *Quarterly Journal of Economics*, and the *Review of Economic Studies* and has been funded by grants from the National Science Foundation and the National Bureau of Economic Research. He has won teaching awards for his courses in both economics and strategy

**Carl F. Mela**, PhD, *T. Austin Finch Foundation Professor of Business Administration*; BSEE (Brown University), MBA (University of California, Los Angeles), MPhil and PhD (Columbia University)

Carl F. Mela is the T. Austin Finch Foundation professor of marketing at The Fuqua School of Business and past executive director of the Marketing Science Institute. He holds an engineering degree from Brown University, and a PhD in marketing from Columbia University. Prior to his PhD, he held management positions at Hewlett Packard, Hughes Space and Communications, and Proxima Corporation. Prof. Mela applies economic and statistical models to generate insights regarding the long-term effects of marketing activity on brand equity as well as the role the Internet and new media on consumer and firm behavior. Articles along these lines appear in the *Journal of Marketing Research*, *Marketing Science*, *Journal of Marketing*, *Harvard Business Review*, the *Journal of Consumer Research* and have received or been a finalist for thirty-five best paper awards including the INFORMS John D.C. Little Award and the American Marketing Association's William O'Dell and Paul Green Awards. Prof. Mela serves or has served as an associate editor of the *Journal of Marketing Research*, and *Quantitative Marketing and Economics* and is or has been on the editorial boards of the *Marketing Science*, *Journal of Marketing and Marketing Letters*. Professional boards include the Word of Mouth Marketing Association, Unilever and Information Resources, Incorporated.

**Marian Chapman Moore**, PhD, *Associate Professor of Business Administration, Emeritus*; BA (College of William and Mary), MS (Virginia Commonwealth University), PhD (University of California, Los Angeles)

Marianne Chapman Moore is an associate professor emeritus of business administration at The Fuqua School of Business. Professor Moore's teaching interests include marketing strategy and planning, competitive analysis, and strategic relationships. Her current research activities are focused on understanding how managers learn about their competitors and factor that information into their own decision-making, and on issues of advertising effectiveness.

**Christine Moorman**, PhD, *T. Austin Finch, Sr. Professor of Business Administration*; BS (Northern Kentucky University), MBA and PhD (University of Pittsburgh)

Christine Moorman is the T. Austin Finch, Sr. professor of business administration at The Fuqua School of Business, where she is a member of the marketing area. Professor Moorman's expertise lies in examining the nature and effects of learning and knowledge utilization by consumers, managers, organizations, and financial markets. She has studied these effects in the context of innovation, marketing alliances, and public policy. Professor Moorman's research has been published in a range of top journals, including the *Journal of Consumer Research*, *Journal of Marketing*, *Journal of Marketing Research*, *Marketing Science*, *Academy of Management Review*, *Administrative Science Quarterly*, and *Harvard Business Review*. Professor Moorman is the editor-in-chief of the *Journal of Marketing*. She is also the founder and managing director of *The CMO Survey* where she collects and disseminates the opinions of top marketers in order to predict the future of markets, track marketing excellence, and improve the value of marketing in firms and in society. She blogs about survey findings at *Forbes*, *Harvard Business Review*, *Marketing News*, and *The CMO Survey*. Professor Moorman is author of the book, *Strategy from the Outside In: Profiting from Customer Value* with George S. Day (which was awarded the 2011 Berry Book prize for the best book in the field of marketing) and *Strategic Market Management* with David A. Aaker. Professor Moorman was named the AMA-Irwin-McGraw-Hill distinguished marketing educator in 2018 and a fellow of the American Marketing Association in 2017 and she won the 2012 Paul D. Converse Award, the 2008 Mahajan Award for career contributions to marketing strategy, and the 2008 distinguished marketing educator for the Academy of Marketing Science. At Duke, Professor Moorman was awarded the 2006 Bank of America award, the highest honor a Fuqua faculty can receive from professor peers.

**Ruskin (Russ) Morgan**, PhD, *Professor of the Practice of Business Administration and Senior Associate Dean for the Full-Time Programs*; BS, MBA, and PhD (Duke University)

Ruskin (Russ) Morgan is the senior associate dean for full-time programs and a professor of the practice of marketing at The Fuqua School of Business at Duke University. In addition to being on the faculty at Duke, Professor Morgan is a "triple-Dukie," having received an undergraduate degree in economics from Duke in 1985, an MBA from Duke in 1988, and a PhD in business administration (marketing) from Duke in 1998. His first academic appointment was on the faculty at the David Eccles School of Business at the University of Utah, and he was an active faculty member there from 1996 to 2004. In 2004, Professor Ruskin took a leave of absence from academia to help lead practices in litigation consulting for Huron Consulting Group, Chicago Partners, and Navigant. In that work, he prepared and provided expert witness testimony in economics and marketing, from 2004 until returning to Fuqua in 2010.

**Suresh Nallareddy**, PhD, *Associate Professor of Business Administration; MMS (Birla Institute of Technology and Science (BITS))*, PhD (University of Southern California)

Suresh Nallareddy is an associate professor at The Fuqua School of Business. Professor Nallareddy's research interests are in accounting information and asset prices, accounting information and the macroeconomy, and empirical asset pricing. His research has been published in leading academic journals including the *Journal of Financial Economics*, the *Accounting Review*, and *Management Science*. At The Fuqua School of Business, he teaches the Valuation and Fundamental Analysis class in the MBA program. Prior to joining The Fuqua School of Business, Professor Nallareddy was an assistant professor at Columbia Business School. He received his PhD in business administration from the University of Southern California in 2012. Prior to joining the PhD program, he held the position of Investment Researcher for a subsidiary of Deutsche Bank Hedge Fund. He received the Mary Pickford Foundation Doctoral Teaching Award in 2009 and won the USC PhD Achievement Award in 2012.

**Robert F. Nau**, PhD, *Professor of Business Administration; Emeritus*; BA (University of California at San Diego), MS and PhD (University of California at Berkeley)

Robert F. Nau is a professor emeritus of business administration at The Fuqua School of Business, where he is a member of the decision sciences area. He has been on Fuqua's faculty since 1985, and he was previously on the faculty of the Freeman School of Business at Tulane University. He has also been a visiting faculty member at INSEAD in Fontainebleau, France. Professor Nau is an internationally known authority on mathematical models of decision-making under uncertainty. His research has been supported by several grants from the National Science Foundation, and his papers have been published in journals. One of the themes in Professor Nau's research is that models of rational decision-making in various fields are linked by a single unifying principle, namely the principle of no-arbitrage, i.e., avoiding sure loss at the hands of a competitor. This principle is central to modern finance theory, but it can also be shown to be the fundamental rationality concept that underlies Bayesian statistics, decision analysis, and game theory. In recent years Professor Nau's work has focused on methods of generalizing the classic expected-utility model of decision-making in order to explain patterns of risk-taking behavior (e.g., "Ellsberg's Paradox" and "Allais' Paradox") that violate its assumptions. Professor Nau has taught the core MBA courses on Decision Models and Statistics in several programs, and he developed an MBA elective course on Forecasting which he has taught throughout his career. He also teaches a course on Rational Choice Theory in the PhD program that draws students from other departments and schools at Duke University. He has designed forecasting software that is incorporated in a commercial statistical analysis package (Statgraphics), and he also designed a regression analysis add-in for Excel (RegressIt) that is used in his courses at Fuqua and elsewhere. Prior to his academic career he was Manager of Information Systems for the National Risks division of Liberty Mutual Insurance Company, where he developed large-scale forecasting models for major corporate clients. Professor Nau retired in 2017.

**John W. Payne**, PhD, *Joseph J. Ruvane, Jr. Professor of Business Administration, Emeritus*; BA, MA, and PhD (University of California, Irvine)

John W. Payne is the Joseph J. Ruvane, Jr. professor of business administration at The Fuqua School of Business. He also has appointments as a professor of psychology and neuroscience and as a professor of law at Duke University. He held a position as a postdoctoral fellow in Cognitive Psychology at Carnegie-Mellon University, 1973-74. Professor Payne's research deals with how people make decisions, and how decision-making might be improved. His particular subfield of interest is decision-making under risk. He has authored or edited four books, including *The Adaptive Decision Maker*, and more than a 100 additional journal articles and book chapters. Among his honors, Professor Payne has been elected President of the Judgment and Decision Society. He has won the Leo Melamed Prize for scholarship at the University of Chicago, for the most significant research by business school faculty. He was awarded the first JCR award for long-term contribution to consumer research. He has been selected as a Fellow, American Psychological Association, 2007, and a Fellow, American Psychological Society, 1995. He teaches courses on management and decision-making. Professor Payne retired in 2019.

**Saša Pekeč**, PhD, *Professor of Business Administration*; BS (University of Zagreb, Croatia), PhD (Rutgers University)

Saša Pekeč is a professor in the decision sciences area at The Fuqua School of Business. Professor Pekeč's research is interdisciplinary and revolves around decision-making in complex competitive environments. He is a founding board member of the INFORMS Section on Auctions and Market Design, and has published articles in *Management Science* and *Operations Research*, as well as in top academic journals in other fields such as economics, mathematics, and psychology. He serves on the Supervisory Board of Atlantic Grupa, one of the leading FMCG companies in SE Europe, and was a member of the Council of Economic Advisors to the President of Croatia from 2010 to 2015.

**Jeremy Petranka**, PhD, *Associate Professor of the Practice of Business Administration and Assistant Dean for MMS and MQM Programs*; BS (Virginia Polytechnic Institute & State University), PhD (University of North Carolina at Chapel Hill)

Jeremy Petranka is the assistant dean of the Master of Quantitative Management (MQM) program in The Fuqua School of Business, as well as an associate professor of the practice in the economics area. He received his PhD in economics from The University of North Carolina at Chapel Hill in 2009 and has since taught undergraduates and MBA students at Indiana University's Kelley School of Business and The University of North Carolina at Chapel Hill. Prior to his career in academia, Professor Petranka worked as a management consultant, working with multiple Fortune 100 companies to align their information technology with their business strategies, focusing heavily on the role of data within the organizations. His work now focuses on the intersection of business and academics, specifically targeting how data informs managerial decision-making and business strategy.

**Manju Puri**, PhD, *J. B. Fuqua Professor of Finance*; BA (Delhi University), MBA (IIM Ahmedabad), PhD (New York University)

Manju Puri is the J. B. Fuqua Professor at The Fuqua School of Business, and a research associate of the NBER. Professor Puri's research interests are primarily in corporate finance and financial intermediation, with particular focus on commercial banks, investment banks, venture capital, entrepreneurship and FinTech. Puri has won multiple awards for her research including three Fama-DFA best paper awards in *Journal of Financial Economics*, two WFA best paper awards, grants from the National Science Foundation, and was an Alfred P. Sloan Foundation Research Fellow. She serves as an Editor of the *Review of Financial Studies* and has previously served as editor of the *Journal of Financial Intermediation* and on the editorial board of several journals including *Journal of Finance*. She has also served in a number of regulatory and policy capacities. She currently serves as senior advisor to the FDIC, Center for Financial Studies, and has served on the Financial Advisory Roundtable (as a group of select economists who advise the President of Federal Reserve Bank, New York) the Model Validation Council at Board of Governors, Federal Reserve and Academic Research Council, CAFRAL, at the Reserve Bank of India.

**Debu Purohit**, PhD, *Ford Motor Company Professor of Global Marketing*; BA (Muskingum College), PhD (Carnegie Mellon University)

Debu Purohit is the Ford Motor Company professor of global marketing at The Fuqua School of Business. He also served as an associate dean at Fuqua and was previously a professor at the Haas School of Business, University of California, Berkeley. He received his PhD from the Graduate School of Industrial Administration at Carnegie Mellon University. His research interests are primarily in the marketing of technology products and durable goods. He currently teaches a course on the marketing of innovations.

**Adriano Rampini**, PhD, *William and Sue Gross Professor of Financial Economics*; lic. oec. (University of St. Gallen), MBA (University of Chicago), PhD (University of Chicago)

Adriano Rampini is the William and Sue Gross professor of financial economics the finance area at The Fuqua School of Business with a secondary appointment in the department of economics. Professor Rampini received his PhD in economics from the University of Chicago and was on the faculty at Northwestern University's Kellogg School of Management prior to joining Fuqua. Professor Rampini's expertise is in financial economics and macroeconomics. He is known for his work on capital reallocation, leasing, collateral, and risk management, which has been published in top economics and finance journals including the *American Economic Review*, *Review of Economic Studies*, *the Journal of Finance*, *Journal of Financial Economics*, and *the Review of Financial Studies*. He is the president of Foundation for the Advancement of Research in Financial Economics, a past president of the Finance Theory Group, and a director of the Financial Intermediation Research Society. He is a research associate of the National Bureau of Economic Research and research fellow of the Centre for Economic Policy Research.

**David Ridley**, PhD, *Dr. and Mrs. Frank A. Riddick Professor of the Practice of Business Administration*; BS (University of Missouri), PhD (Duke University)

David Ridley is the Dr. and Mrs. Frank A. Riddick professor of the practice of business administration in The Fuqua School of Business. He is also the faculty director of Duke's Health Sector Management program. In his research, Professor Ridley examines innovation and pricing in health care. To encourage development of new treatments for neglected diseases, Ridley and his co-authors proposed the priority review voucher program which became law in the United States. His research appears in economics journals (*Journal of Public Economics*), medical journals (*Journal of the American Medical Association*), and scientific journals (*Nature Reviews Drug Discovery*). He teaches daytime and executive MBA students. He received a PhD in economics from Duke University in 2001.

**David T. Robinson**, PhD, *James and Gail Vander Weide Professor*; BA (University of North Carolina at Chapel Hill), MSc (The London School of Economics), MBA and PhD (The University of Chicago)

David T. Robinson is the James and Gail Vander Weide professor of finance at The Fuqua School of Business, and a faculty research associate at the National Bureau of Economic Research. At the NBER, he co-directs the Entrepreneurship Working Group and leads the Entrepreneurship Research Boot Camp, a national PhD-level training program designed to educate the next generation of entrepreneurship scholars. Robinson has published extensively in the areas of venture capital, private equity, entrepreneurship, and social entrepreneurship. This work has appeared in top journals in economics and finance, and has been featured in congressional testimony as well as in the media.

**Scott Rockart**, PhD, *Associate Professor of the Practice*; AB (Princeton University), PhD (Sloan School of Management, MIT)

Scott Rockart is associate professor of the practice in strategy at The Fuqua School of Business. Professor Rockart has taught Executive MBA, MBA, and doctoral courses on strategy and mathematical approaches to modeling social systems. Before pursuing his PhD, Professor Rockart worked for the consulting firm McKinsey and Company on projects in oil and gas, cement, healthcare, food distribution, and software. Professor Rockart primary interests are how firms learn and how firms make effective strategic decisions. His research has been published in *Management Science*, *Organization Science*, the *System Dynamics Review*, the *European Management Journal*, and the *Strategic Management Journal*. He has served on the editorial boards of the *Strategic Management Journal*, *Organization Science*, and *Strategy Science*. He has been a member of the tenure track faculty at London Business School, Duke's Fuqua School of Business, and the Kenan-Flagler Business School of the University of North Carolina at Chapel Hill where he has received awards for his teaching in both MBA and PhD programs. Professor Rockart received his MBA and PhD from the Massachusetts Institute of Technology and his AB in economics with honors from Princeton University.

**Ashleigh Shelby Rosette**, PhD, Senior Associate Dean of Executive MBA and Non-Degree Programs and *Professor of Business Administration*; BBA and MPA (University of Texas at Austin), PhD (Northwestern University)

Ashleigh Shelby Rosette is the senior associate dean of executive mba and non-degree programs and professor of management and organizations at The Fuqua School of Business. Professor Rosette studies diversity and negotiations in organizational settings. In her primary area of research, she explores social and contextual factors that influence diversity-related perceptions. In her secondary area of research, negotiations, she examines various strategies that individuals employ to improve the negotiation process and negotiated outcome. Her research has been published in numerous academic journals, recognized with an array of awards and has been featured in top media outlets. Professor Rosette currently teaches two courses, *Negotiations and Women and Leadership*, to MBAs and Executives. She received her PhD in management and organizations from the Kellogg School of Management at Northwestern University.

**Katherine Schipper**, PhD, *Thomas F. Keller Professor of Business Administration*; BA (University of Dayton), MBA, MA, and PhD (University of Chicago)

Katherine Schipper is the Thomas F. Keller professor of business administration at The Fuqua School of Business. She holds a BA degree summa cum laude from the University of Dayton, MBA, MA and PhD degrees from the University of Chicago and honorary degrees from Bucharest University of Economic Studies, the Norwegian School of Economics, Notre Dame University, Singapore Management University and the Stockholm School of Economics. Prior to joining Duke University's faculty, she was a board member of the Financial Accounting Standards Board (FASB) and a faculty member at Carnegie Mellon University and the University of Chicago. Professor Schipper has published research papers on topics in financial reporting, corporation finance and corporate governance. She has served the American Accounting Association as president, as director of research and as president of the Financial Accounting and Reporting Section. She has served the International Association for Accounting Education and Research as vice-president for research and as president. She is a member of the Accounting Hall of Fame.

**Kevin H. Shang**, PhD, Joseph J. Ruvane, Jr. Distinguished *Professor of Business Administration*; BS (National Chiao Tung University), MBA (University of California, Riverside), PhD (University of California, Irvine)

Kevin H. Shang is the Joseph J. Ruvane, Jr. distinguished professor of operations management at The Fuqua School of Business. Professor Shang received his MBA from the University of California, Riverside in 1998 and PhD from the University of California, Irvine in 2002. Professor Shang's expertise is in supply chain management and inventory control. His research mainly focuses on developing

effective inventory policies for supply chain systems. Professor Shang also conducts research in the interface of operations and finance and renewable energy systems. Professor Shang's research has appeared in several leading management journals, including *Management Science*, *Manufacturing and Service Operations Management*, and *Operations Research*. Several of his papers received research awards from professional societies. He has served as an editorial board member for several leading academic journals. Professor Shang teaches Operations and Supply Chain Management courses. He was the recipient of an award for innovation and excellence in teaching from the Daytime MBA, Master in Management Studies, and Master of Quantitative Management programs at Fuqua.

**Blair H. Sheppard**, PhD, *Professor Emeritus*; BA and MA (University of Western Ontario), PhD (University of Illinois)

Blair H. Sheppard was the dean of The Fuqua School of Business from 2007-2011. Under his leadership, Fuqua rose in all three key rankings; developed a new master's level degree program, now considered one of the top three in the world; led the development of a new global strategy for the business school culminating in the creation of Duke Kunshan University; and had one of the top two most productive research faculties in the world. He conceived the Duke MBA - Global Executive in 1996 and was instrumental in developing the school's early strategy. Professor Sheppard retired in 2015.

**Sim B. Sitkin**, PhD, *Michael W. Krzyzewski University Professor in Leadership*; AB (Clark University), EdM (Harvard University), PhD (Stanford University)

Sim B. Sitkin is Michael W. Krzyzewski University professor, professor of Management and Public Policy, faculty director of the Fuqua/Coach K Center on Leadership and Ethics (COLE) at The Fuqua School of Business, and director of the Behavioral Science and Policy Center at Duke University. He was elected a fellow of the Academy of Management, the Society for Organizational Behavior, and the International Network for Trust Research. He has served in editorial and funding review roles for leading journals, editorial boards, and funding panels and has served on a number boards of directors and academic advisory boards. He is president of the *Behavioral Science and Policy Association* and founding editor of *Behavioral Science and Policy*, having previously served as editor of the *Academy of Management Annals*, senior editor of *Organization Science* and associate editor of the *Journal of Organizational Behavior*. Sitkin's research focuses on leadership and control systems and their influence on how organizations and their members become more or less capable of change and innovation. He has published extensively in leading scholarly journals as well as translation publications such as the *Harvard Business Review*. He is widely known for his research on the effect of formal and informal organizational control systems and leadership on risk taking, accountability, trust, learning, M&A processes, and innovation. His most recent books are *Organizational Control (2010)*, *The Six Domains of Leadership (2016)* and *Routledge Companion to Trust (2017)*.

**Jack B. Soll**, PhD, *Professor of Business Administration*; BA (Carleton College, Minnesota), MBA and PhD (The University of Chicago)

Jack B. Soll is a professor of management at The Fuqua School of Business, having joined Duke in 2005. He holds a PhD from the University of Chicago's Graduate School of Business, where he specialized in behavioral science and economics. Prior to joining Duke, he was on the faculty at INSEAD in Fontainebleau France, and also served as a visiting professor at Chicago and Wharton. At Fuqua, Soll teaches courses on decision-making, critical thinking, managerial effectiveness, and leadership. Professor Soll's research focuses on the psychology of judgment and decision-making. He has written extensively on overconfidence, the wisdom of crowds, and also the implications of behavioral decision research for public policy. He has published in a number of scholarly journals, including *Science*, *Management Science*, *Harvard Business Review*, *Organizational Behavior and Human Decision Processes*, and *the Journal of Experimental Psychology*. His co-authored article "Outsmart Your Own Biases" was featured as one of *Harvard Business Review's* 10 Must Reads of the Year for 2016.

**Jing-Sheng (Jeanette) Song**, PhD, *R. David Thomas Professor of Business Administration*; BA (Beijing Normal University), MSc (Chinese Academy of Sciences), PhD (Columbia University)

Jing-Sheng (Jeanette) Song is the R. David Thomas professor of business administration in the operations management area at The Fuqua School of Business. Professor Song studies supply chain management and operations strategy, topics including inventory system design and planning, 3D printing, assemble-to-order systems, dynamic inventory and pricing decisions, disruption management, global sourcing strategies, and socially responsible operations. She is an INFORMS fellow and a fellow and former president of the Manufacturing and Service Operations Management (MSOM) Society.

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