



mbaMission's Insider's Guide
Fuqua School of Business

Duke University

Durham, NC

2017-2018

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About mbaMission

With our collaborative, full-time team of experienced advisors, mbaMission has elevated and professionalized the world of MBA admissions consulting, earning the exclusive recommendation of the world's leading GMAT prep firms, Manhattan Prep and Kaplan GMAT, and hundreds more verified five-star reviews on GMAT Club than any other such firm. mbaMission prides itself on its high-touch client engagement model and robust library of free content that includes these Insider's Guides as well as our Complete Start-to-Finish MBA Admissions Guide. Having already helped thousands of aspiring MBAs from around the world gain entry into elite US and international business schools, mbaMission continues to grow and improve in our quest to "graduate" additional classes of satisfied clients.

mbaMission offers all candidates a free half-hour consultation (www.mbamission.com/consult/).

Introduction

After more than a decade helping MBA applicants get into top business schools, we have learned what can compel an admissions committee to send that coveted letter of acceptance. Selecting the right MBA program for your needs and developing a true understanding of and familiarity with that program are crucial in crafting a successful application. We have therefore invested hundreds of hours into researching and examining the leading business schools—including speaking with students, alumni, and other representatives—to construct these guides, with the express goal of helping applicants like you make informed decisions about this important step in your education and career.

We hope you enjoy this guide and encourage you to visit us at www.mbamission.com for complete and detailed analysis of the leading schools' essay questions, weekly essay-writing tips, MBA news and trends, and other valuable free information and resources. And for any advice you may need on applying to business school, please contact us for a free 30-minute consultation. Our consultants are extensively trained to help applicants present themselves in the most interesting and compelling way and take advantage of every opportunity that might increase their chances of being admitted to their target MBA program.

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Over the past six years, *Poets&Quants* has become the foremost authority on the top business schools. Our mission has always been to help young professionals with one of the most important—and potentially most expensive—decisions of their lives: whether to pursue an MBA.

This Insider's Guide is part of a new editorial partnership between *Poets&Quants* and *mbaMission*, the world's leading MBA admissions consulting firm. We closely evaluated all such guides currently on the market, and I am confident that you will not find a more thorough analysis of an MBA program than *mbaMission*'s. These in-depth reports are well researched and well written, offering the detail and examination applicants need to really understand a school's culture, offerings, and outcomes. We are thrilled to offer these guides to our readers for free, thanks to our new partnership.

Moreover, the guides are a great complement to the daily coverage of MBA news, students, programs, and admissions practices on PoetsandQuants.com. We hope you will visit our site often to stay informed about the programs that interest you and the one you ultimately attend. We will continue to provide the most relevant and current resources on the MBA world to help you make the best possible decisions on your path from school selection to career advancement.

I wish you the best of luck on your journey to what will undoubtedly be a transformational experience.

John A. Byrne

Founder & Editor-In-Chief

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B-School Primers

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The MBA Program in Context:

Choosing Fuqua

Over the years, we have met many aspiring MBA students who have tried to identify their target schools and quickly become overwhelmed, wondering, “How are the top MBA programs really different?” and “How do I choose the one that is right for me?”

Frustrated, some applicants ultimately choose schools based simply on rankings or the opinions of friends or alumni. Although these inputs have a place in your evaluative process, you should also do the necessary research to find the program that is truly best for your personality and professional needs. In doing so, you will find significant differences between, for example, programs that have a class size in the low 200s and those that have classes of more than 900 students. As you are undoubtedly already aware, an MBA is a significant investment in the short term and a lifetime connection to an institution in the long term. We therefore strongly encourage you to take time now to think long and hard about this decision and thoroughly consider your options. We hope this guide will prove helpful to you in doing just that.

You may not find a single program that meets all your needs and preferences, but you should be able to identify ones that fulfill the factors that are most important to you.

At mbaMission, we advise candidates evaluating their potential target schools to consider the following eight specific characteristics (in no particular order) that shape MBA programs:

1. Location: Urban Campus Versus College Town
2. Class Size: Smaller Versus Larger
3. Curriculum: Flexible Versus Mandatory Core
4. Pedagogy: Lecture Versus Case Method
5. Academic Specializations/Recruitment Focus: Resources and Employers
6. Alumni Base: Opportunities to Engage
7. Facilities: Shaping the Academic/Social Experience
8. Rankings and Reputation: Important Metrics or Arbitrary Measures?

You will not likely find a single MBA program that meets *all* your needs and preferences across these eight criteria, but you should be able to identify schools that fulfill the factors that are most important to you. Although this guide is intended to familiarize you on a deeper level with this particular school, nothing will prove more valuable in your decision making than visiting the programs that appeal to you and experiencing them firsthand. Inevitably, no matter what your research may reveal, some schools will simply “click” with you, and others will not.

Note: The authors and editors at mbaMission have made every effort to ensure the accuracy and timeliness of the information included in this guide. However, some discrepancies may exist or develop over time between what is presented here and what appears in the school’s official materials, as well as what may be offered by other content providers in print or online. For the most up-to-date information, always check with your target school directly. The opinions expressed by the people interviewed are those of the attributed individuals only and may not necessarily represent the opinion of mbaMission or any of its affiliates.

We also wish to thank the students, alumni, faculty members, and administrators who gave generously of their time to provide valuable input for this guide.

1. Location: Urban Campus Versus College Town

Pursuing an MBA can be quite intense, and the environment and community surrounding the campus can profoundly affect and even shape your MBA experience. For example, imagine stepping out of a class at New York University’s (NYU’s) Stern School of Business and into the energetic bustle of New York City’s West Village. Now imagine walking outside after a course at the Tuck School of Business at Dartmouth and being surrounded by the tranquility and natural beauty of New Hampshire’s Upper Valley. Neither scenario is necessarily “better” than the other, but one might appeal to you more.

The environment and community surrounding your chosen school can profoundly affect and shape your MBA experience.

An urban campus can undoubtedly offer social and cultural opportunities that a college town simply cannot match. This is not to suggest, however, that college towns are devoid of culture—indeed, intense intellectual and cultural programs exist in college towns *precisely because* the academic institution is at the core of the community.

While schools in college towns tout their close-knit atmosphere and the tight bonds classmates form in such a setting, this environment can be welcoming for some students and overwhelming for others. In contrast, urban campuses are more decentralized, with students often living in various parts of a city and even in the surrounding suburbs. Someone who has a greater need for privacy or personal space might therefore prefer an urban environment. In addition, in major urban centers, some students—particularly those who lived in the city before enrolling

Urban Campus Schools	Urban/College Hybrid Schools	College Town Schools
Chicago Booth Columbia Business School Harvard Business School MIT Sloan NYU Stern UCLA Anderson UPenn Wharton	Northwestern Kellogg Stanford GSB UC Berkeley Haas Yale SOM	Cornell Johnson Dartmouth Tuck Duke Fuqua Michigan Ross UVA Darden

in business school—may already have well-developed social groups, and this scenario may again be better for those who find an academically and socially all-encompassing environment less attractive.

One aspect of the MBA experience that candidates often fail to consider when evaluating their school options is weather. Although factoring climate into your school choice may initially seem superficial, if you know you cannot comfortably manage frigid conditions or soaring temperatures, certain programs should be stricken from your list. We encounter many applicants each year who wisely stave off a potentially miserable experience by choosing to not apply to certain schools in locations they just do not feel are “livable” for them.

In addition, housing costs are one expense that many applicants do not stop to consider before choosing a school to target. By researching real estate prices at the top programs, we found that the cost differential between renting a one-bedroom apartment in a Midwestern college town and renting one in New York City, for example, can be quite significant—adding up to tens of thousands of dollars on a cumulative basis across two years. This is an important factor to include as you weigh your options and calculate your projected budget.

In summary, a college town can be appealing for some candidates because its smaller size tends to create strong bonds within the business school’s community, though for others, the lack of privacy could be undesired or overwhelming. Furthermore, some find a slower pace of life calming and comfortable, whereas others crave the energy and bustle of a city. If you strongly prefer one or the other, you should be able to quickly eliminate certain schools from your list.

Average Monthly Rent for a One-Bedroom Apartment			
NYU Stern	New York, NY	\$3,395	within .27 mile radius of campus
MIT Sloan	Cambridge, MA	\$3,149	within .49 mile radius of campus
Harvard Business School	Cambridge, MA	\$2,631	within .59 mile radius of campus
Columbia Business School	New York, NY	\$2,563	within .54 mile radius of campus
Stanford GSB	Stanford, CA	\$2,521	within 1.15 mile radius of campus
UCLA Anderson	Los Angeles, CA	\$2,336	within .96 mile radius of campus
UC Berkeley Haas	Berkeley, CA	\$1,984	within .57 mile radius of campus
Northwestern Kellogg	Evanston, IL	\$1,772	within .69 mile radius of campus
Dartmouth Tuck	Hanover, NH	\$1,727	within .38 mile radius of campus
UPenn Wharton	Philadelphia, PA	\$1,418	within .78 mile radius of campus
Yale SOM	New Haven, CT	\$1,232	within .30 mile radius of campus
Chicago Booth	Chicago, IL	\$1,222	within 1.05 mile radius of campus
Cornell Johnson	Ithaca, NY	\$1,092	within .58 mile radius of campus
Michigan Ross	Ann Arbor, MI	\$976	within .46 mile radius of campus
Duke Fuqua	Durham, NC	\$916	within 1.8 mile radius of campus
UVA Darden	Charlottesville, VA	\$827	within 1.26 mile radius of campus

According to Rentometer.com, accessed April 2017.

Durham, North Carolina, where Duke University's Fuqua School of Business is located, is generally not considered a large metropolis, but it likewise is not a town that exists only because of the school. Duke's presence is felt throughout Durham, primarily because of the number of people it employs, its status for basketball, and its reputation for being one of the world's major universities for undergraduate and graduate programs. The cities of Chapel Hill, Durham, and Raleigh together make up an area known as "Research Triangle Park" or simply "The Triangle," which boasts one of the highest concentrations of PhDs in the United States and offers many cultural offerings, such as opera, dance, and theater productions, concerts, and numerous restaurants.

Students with whom we spoke described Durham in terms of both its cultural amenities and small-town appeal. One second-year student from Philadelphia commented to mbaMission, "I want a nice meal every so often, and Durham's a good place for that." In fact, the city was named "America's Foodiest Small Town" by *Bon Appetit* in 2008 and "The South's Tastiest Town" by *Southern Living* in 2013. A first year we interviewed noted, "I appreciate not being in a huge city with tons of distractions." Reiterating this point, a second-year student told us, "It is a highly ranked school in a small city—I didn't want a big city to distract from my studies," adding, "In every measure, Fuqua has exceeded my expectations."

In addition to college sports through Duke, the University of North Carolina (UNC), and North Carolina State University, area residents can enjoy Carolina Hurricanes hockey in Raleigh, Carolina Panthers football in Charlotte (two hours away), and minor league baseball with the Durham Bulls, the namesake of the 1988 movie *Bull Durham*, starring Kevin Costner.

From a recruiting perspective, IBM, GlaxoSmithKline, and Cisco Systems, Inc., are located in nearby Research Triangle Park (RTP). All three firms have hired Fuqua students, nicknamed "Fuquans," for full-time roles over the years, including international students. Biogen Idec and Fidelity Investments, also located in RTP, have been known to recruit at Fuqua as well. RTP includes more than 200 companies and is "one of the largest, most successfully growing [research] parks you'll find anywhere in the world," according to the RTP Web site.

Durham is located in the middle of North Carolina and is considered part of the Mid-Atlantic region, just a day-trip away from the Great Smoky Mountains and the Outer Banks. One alumna with whom we spoke remarked that she never felt like she was "too far Down South or in the middle of nowhere." According to U.S. Climate Data, the city's average high/low temperatures in January and July are 49°F/28°F and 89°F/70°F, respectively. The temperate weather may contribute to the region's "outdoorsy lifestyle," to borrow a phrase from a first year we interviewed. One alumnus told mbaMission, "The area's really into health, running, hiking, and of course, golf—are all very vibrant in Durham." In fact, golf was mentioned by numerous people we interviewed. An alumna also told us, "The Triangle is so physically beautiful—I really miss it."

Students we interviewed commented that the area's location helps bring people at Fuqua together. One second-year student told mbaMission, "Most of my classmates moved here specifically to attend Fuqua, so [we] were all exploring the region together for the first time... and few of us had colleagues and friends before getting here, so we're all there together." He added that this put everyone on a fairly equal footing and as a result, "We bonded more." Noted another second year we interviewed, "I think geography and [having] Wednesdays off both contribute to the cohesiveness in a big way," suggesting that if students had Fridays off rather than Wednesdays, many more students would likely travel over the weekend—this way, students stay on campus instead and end up spending more time together. Another second year added, "Everyone gets to know one another better than [they could]... in a large metro area."

A second year we interviewed claimed that the majority of Fuqua students live in one of two apartment complexes—Alden Place at South Square (formerly Alexan Place at South Square) and Station Nine—and that the students in these complexes are evenly divided between the two. He noted a definite demographic split between the two residences in that students who choose to live in Station Nine are generally single and from the United States, whereas Alden Place residents are typically married, in committed relationships, and/or international. A first year we interviewed agreed that Station Nine was among the most popular, but nominated the Berkshire Ninth as the other most popular option. International students reportedly also prefer the apartment complex ARIUM Pinnacle Ridge. All these complexes are independent of Duke University and are located within five miles of the business school. All have ample parking and impressive amenities, such as pools, 24-hour health clubs, laundry rooms/machines, and club houses. Students often live in the same complex for both years of the MBA program.

Of these complexes, Station Nine is considered a little more upscale, having been built more recently than Pinnacle and Alden Place. Station Nine, which opened in 2004, has 323 units, a bar, a restaurant, and even a spa right in the complex. Pinnacle Ridge, on the other hand, is nearly 20 years old, though it still has such amenities as a pool, tennis court, club house, and many units with terraces; it is approximately three miles from Fuqua and has 350 units. Based on mbaMission's research for this guide, the average rent for a one-bedroom apartment in Durham is approximately \$1,066 per month, and approximately \$1,290 per month for a two-bedroom apartment. Students reported to us that many specials on rents are available, especially over Blue Devil Weekend, the welcome weekend for admitted Fuqua students in early April.

Students we interviewed cited Pinnacle Ridge as housing a higher number of international Fuqua students because of its lower rents. Because none of the primary complexes we have mentioned here have many apartments larger than two or three bedrooms, many students with families reportedly choose to live in houses near campus instead.

Living in the same apartment complexes can help with team projects, we learned, but also serves a social purpose. Noted one alumna, "It's easier to be social if you can walk to parties." It also allows students to mix

more with people from outside Fuqua, especially those from Duke’s other renowned graduate programs. Some undergraduates also live in Station Nine, but most opt for on-campus housing provided by Duke.

Some students we interviewed mentioned safety when talking about Durham, referencing crime rates (e.g., muggings) in certain pockets of the city. An alumnus with whom we spoke said, “I wouldn’t want my wife walking around downtown Durham alone at night, but that’s far away from where we normally go anyway.” For the most part, students exercise the same caution they would in any city, informing themselves about the areas of town that are not generally considered as safe.

Students go out to eat and to bars in Durham and also in nearby Chapel Hill, approximately 20 minutes away, home of UNC. Here, bars, clubs, and restaurants are largely located on or near the main drag of Franklin Street. Raleigh, 31 miles away, offers more of a “young professional’s scene,” a second year told us. Most every Fuqua student has a car—ample parking is available for students within a five-minute walk of the Fuqua campus—and people often carpool when going out at night. Also, the Fuqua MBA Association charters buses for many of the school’s annual balls and parties.

2. Class Size: Smaller Versus Larger

Another element that affects the character of a school’s MBA experience is class size. You might want to reflect on your high school, college, and work environments to help you determine whether you would be more comfortable in a larger class or a smaller one—or whether this is even a consideration for you at all.

Students at smaller schools (which we define as having approximately 350 students or fewer per class) tend to interact with most of their peers and professors at some point during the typical two-year MBA period. Thus, the smaller schools are generally considered more “knowable,” and their communities tend to be quite closely knit. Also, consider that assuming a leadership position is easier in a smaller environment, because, for example, the Finance Club may have only one president at both a small school and a large school, but competition for such a position would obviously be greater in the larger program.

Some individuals might prefer to be at a larger school where they can better maintain their anonymity if they so choose. A student at a school with close to 900 people or more in each class will not likely get to know each and every one of his/her classmates by the end of the program, and some people might prefer this. Further, advocates of larger classes tout the advantage of being able to interact with more people during one’s MBA experience—and to thereby develop a broader and more robust network of peers. Note that many schools divide students

Reflect on your past academic and work environments to determine whether you would be more comfortable in a larger or smaller class—or whether this is a consideration for you at all.

into smaller groups—called “sections,” “clusters,” “cohorts,” or even “oceans”—in which approximately 60–90 students take certain classes together, and this approach can help foster a stronger sense of community within the larger programs.

Compared with that of other top business schools, Fuqua’s typical class size—approximately 430 to 450 students—is in the middle. As one second-year student explained to us, “Everyone looks familiar, so you won’t stand next to total strangers at graduation.” Each class is divided into six sections of approximately 70 students, and each section offers plenty of diversity and has its own particular personality traits that are maintained year after year. Because students take all their core courses with the classmates in their section, section mates often form strong bonds, and over time, a section identity typically begins to form. “It largely depends on the Section Leader,” explained a second year we interviewed, referring to the student who is elected from each section by his/her peers to serve as the group’s primary representative and liaison with the rest of Fuqua.

One early culture-forming experience for sections is the new student Orientation, which is both practical, in that it addresses the topics of time management and financial aid, and fun, featuring scavenger hunts and an ’80s dance party. Orientation activities also include a Team Challenge Day, which—as a first year explained in a Daytime MBA Student Blog post—“has become a rite of passage for all Fuqua MBA students” and features various physical tests, team-building exercises, and problem-solving tasks. Each year, orientation is coordinated by a group of second-year MBA students. A team member who helped arrange the Class of 2014 orientation stated in a Daytime MBA Student Blog post, “It’s become a tradition for second-year students to organize orientation for the new class—it’s a way for us to give back and to welcome our new MBA classmates.” She explained that the agenda that year involved “three days full of welcome activities for the new students. Events include[d] everything from introductory/welcome messages from school administrators to a session on understanding the importance of personal branding.”

Many orientation activities are grouped by section, and the week’s events ultimately culminate in the Section Olympics, a series of competitive events—such as arm wrestling, three-legged races, egg-carrying races, and a dance contest a second year described to us as “one of the most fun and silly things we did for the first couple months.” Students often continue to identify with their section even after they complete

Class Size	
900 to 1,000	Harvard Business School
800 to 900	UPenn Wharton
700 to 800	Columbia Business School ¹
500 to 600	Chicago Booth
400 to 500	Northwestern Kellogg Duke Fuqua Stanford GSB Michigan Ross MIT Sloan
300 to 400	NYU Stern UCLA Anderson UVA Darden Yale SOM
200 to 300	Dartmouth Tuck Cornell Johnson UC Berkeley Haas

Schools are listed in order from largest class to smallest within each category.

¹*Includes J-Term students.*

School (Class of 2018)	Women	International	Minorities
Chicago Booth	42%	36%	29% ¹
Columbia Business School	38%	48%	31% ¹
Cornell Johnson	31%	33%	15%
Dartmouth Tuck	44%	30%	18% ¹
Duke Fuqua ²	35%	40%	20%
Harvard Business School	43%	35%	25% ¹
Michigan Ross	40%	31%	24%
MIT Sloan	40%	39%	NA
Northwestern Kellogg	41%	35%	26% ¹
NYU Stern	35%	31% ⁴	30%
Stanford GSB	41%	40% ^{3,4}	29% ¹
UC Berkeley Haas	38%	38%	32% ¹
UCLA Anderson	32%	38%	25%
UPenn Wharton	44%	32%	32% ¹
UVA Darden	39%	33%	20% ¹
Yale SOM	43%	46%	28% ¹

¹Specified as U.S. minorities.

² Fuqua had released no official figures for the Class of 2018 by the publication of this guide but offers statistics on its site to represent a “typical” class.

³ Includes permanent residents.

⁴ Includes dual citizens.

the core curriculum. One alumna with whom we spoke referred to the many dinners, movies, barbeques, wine tastings, and intramural sports events her section’s Social Committee organized throughout her Fuqua experience.

Fuqua does not have classes on Wednesday, and students we interviewed for this guide explained how important this midweek day off is to the school’s culture and community. According to one second year, if students’ free day were Friday rather than Wednesday, “a lot of people would leave town.” Because students instead tend to stay near campus on the weekends, she reasoned, they are more involved in school-related parties and events and thus get to know one another better. Added an alumna we interviewed, “We live here, we work here, we play with each other. It’s a home versus a place to camp out Monday through Thursday.” Another alumna felt that the unity among students at Fuqua was stronger than that at many other leading MBA programs, referencing her spouse’s experience at another top school as evidence. As for how the midweek break relates to more academic pursuits on campus, one second-year student told mbaMission, “A class-free Wednesday also splits the week in two, which gives me a bit of breathing room for scheduling team meetings.”

Most Common Undergraduate Major for Incoming Students (Class of 2018)		
Chicago Booth	Business	28%
Columbia Business School	Social Science	34%
Cornell Johnson	NA	NA
Dartmouth Tuck	Humanities, Social Science, Economics	51%
Duke Fuqua ¹	Engineering/Natural Sciences	29%
Harvard Business School	Economics/Business	41%
Michigan Ross	Economics/Business	38%
MIT Sloan	Engineering	32%
Northwestern Kellogg	Economics/Business	45%
NYU Stern	Business	29%
Stanford GSB	Humanities/Social Sciences	48%
UC Berkeley Haas	Business	24%
UCLA Anderson	Business	28%
UPenn Wharton	Humanities	46%
UVA Darden	Business	25%
Yale SOM	Humanities and Social Sciences	33%

¹ Fuqua had released no official figures for the Class of 2018 by the publication of this guide but offers statistics on its site to represent a “typical” class.

Students we interviewed also noted that this schedule works well for the myriad student-run conferences, case competitions, and individual projects that take place throughout the year at Fuqua and that are usually held on Wednesdays. A member of the Fuqua administration with whom we spoke commented, “Given how student run the school is and the short, six-week academic terms, Wednesday becomes a critical time [for students] to get caught up on academics, recruiting, and [leadership initiatives].” We did encounter some students who did not like Wednesdays off, however. One alumna noted that it is “hard[er] to bring in keynote speakers on a Wednesday [than on a Friday],” and the break also affects recruiting, especially in consulting.

Although Fuqua has a reputation for teamwork, students have ample opportunity to demonstrate their leadership skills on an individual basis. From the many leadership positions available in clubs and sections and the flexibility students have through the Fuqua MBA Association to start new organizations, events, and programs, students do not appear to lack the opportunity to put their stamp on something at the school during their time in the MBA program.

In short, no one mbaMission interviewed felt that Fuqua’s smaller size (relative to that of other top U.S. business schools) had any negative bearing on the caliber of education students receive. In particular, students with whom we spoke pointed out such advantages as the ease with which Fuquans can interact with students at Duke’s other graduate programs and the low student-to-faculty ratio. A second-year student

Year-Over-Year Class Profile Data: Duke Fuqua	Class of 2018 ¹	Class of 2017 ¹	Class of 2016 ¹	Class of 2015 ¹	Class of 2014	Class of 2013	Class of 2012	Class of 2011
Number of Full-Time Students	445	437	437	437	432	442	440	447
GMAT Range (Middle 80%)	640–750	640–750	640–750	640–740	640–740	630–740	640–750	620–750
GPA Range (Middle 80%)	3.0–3.83	3.0–3.83	3.0–3.83	3.0–3.83	2.9–3.9	3.1–3.8	2.9–3.8	2.9–3.8
Average Years of Work Experience	5	5	5	5	5.4	5.2	5.3	5.6
Average Age at Matriculation	29	29	29	29	29	28	29	29
Minority Representation	20%	21%	21%	10% ²	22%	23%	21%	19%
Female Representation	35%	35%	35%	33%	33%	37%	30%	38%
International Representation (by citizenship)	36%	40%	38%	38%	40%	30%	39%	39%

¹ Fuqua released no official figures for this class but offered these statistics on its site as representing “a typical class.”

² Presented as “underrepresented minorities.”

we interviewed stated, “Most of the professors truly care about teaching. You can pay for the best textbooks and IT [information technology] infrastructure, but you can’t pay someone to love educating others. I was not expecting this many of my professors to care so much about my learning.”

Another second year with whom we spoke reported that what had surprised her the most about her Fuqua experience thus far was “how much I have connected to others.” She explained, “Before beginning school, I stereotyped my classmates as a homogenous group of Type-A bankers without much originality. I was completely wrong and have had to challenge my assumptions significantly, and every day I get surprised by the rich variety of people’s backgrounds.” Similarly, a different second year told us, “I’ve been most surprised at how much I’ve learned through simply interacting with the extremely diverse student body. Everybody brings a unique perspective, and my thinking has been greatly enhanced as a result.”

3. Curriculum: Flexible Versus Mandatory Core

Many business schools have a “core” curriculum—a standard series of courses that all students must take. However, these core requirements can vary tremendously from one program to the next. For example, one school may

teach its required curriculum for the entire first year, meaning that students will not take any elective courses until their second year, whereas another MBA program may stipulate only one or two required courses.

The rigidity or flexibility of a school’s required curriculum affects students’ education and socialization. Regardless of their professional experience, students at a school with a rigid core curriculum must all take the same classes. At some schools, for example, even CPAs must take the required foundational accounting course, whereas at others, students can waive selected classes if they can prove a certain level of proficiency. Again, both approaches have pros and cons, and what those are depends on your perspective.

Proponents of a rigid core curriculum would argue that academics understand what skills students need to become true managers and that when students “overspecialize” in one area, their overall business education can ultimately suffer. A significant body of academic writing has been devoted to critiquing programs that give students a narrow view of business, notably Henry Mintzberg’s *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development* (Berrett-Koehler, 2004) and Rakesh Khurana’s *From Higher Aims to Hired Hands: The Social Transformation of American Business Schools and the Unfulfilled Promise of Management as a Profession* (Princeton University Press, 2007).

Advocates of the core curriculum approach would also argue that having all students take the same classes creates a common language and discussion among the classmates because of the shared experience. In addition, proponents contend that a rigid core curriculum facilitates learning, because students who have applicable direct experience bring that knowledge and insight into the classroom and can thereby help teach others. Finally, schools with mandatory cores generally keep students together in their

The rigidity or flexibility of a school’s first-year curriculum affects students’ education and socialization.

Average GMAT of Incoming Students (Class of 2018)	
Chicago Booth	726.3
Columbia Business School	717
Cornell Johnson	700
Dartmouth Tuck	717
Duke Fuqua	NA
Harvard Business School ¹	730
Michigan Ross	708
MIT Sloan	724
Northwestern Kellogg	728
NYU Stern	710
Stanford GSB	737
UC Berkeley Haas	717
UCLA Anderson	715
UPenn Wharton	730
UVA Darden	712
Yale SOM ¹	730

¹ Represents median rather than average.

Can Waive/ Test Out of Classes	Cannot Waive/ Test Out of Classes
Chicago Booth Columbia Dartmouth Tuck Duke Fuqua Michigan Ross Northwestern Kellogg NYU Stern UC Berkeley Haas UCLA Anderson UPenn Wharton	Cornell Johnson Harvard Business School MIT Sloan Stanford GSB UVA Darden Yale SOM

sections for several months, if not an entire academic year, and students who interact every day in this way ultimately forge strong bonds. This sustained contact and connection can create a deep sense of community among the students.

In contrast, those who would argue in favor of a more flexible curriculum feel that students benefit from the opportunity to specialize immediately—that time is short, and students need power and choice in preparing for their desired careers. So if, for example, a student intended to enter the world of finance, an advocate of flexibility would argue that the student should be able to study finance in depth *throughout* the MBA program, possibly even from day one, so as to gain as much experience as possible in this area—especially before interviewing for a summer internship. Furthermore, proponents for flexible curricula caution that experienced students could end up “wasting” hours taking courses in subjects in which they already have expertise. Finally, they would assert that a flexible schedule allows students the opportunity to meet a greater number and wider variety of their classmates.

The first year for incoming students at Fuqua begins with several weeks of mandatory courses that students take between Orientation and the first term of the first year. The academic year is then divided into four terms, each six weeks long, called Fall 1, Fall 2, Spring 1, and Spring 2—though we learned in our research that students often refer to these periods as simply Terms 1, 2, 3, and 4.

All new students must take part in Orientation, which is immediately followed by the 3.5-week Global Institute. According to the Fuqua Web site, the institute “begins the process of helping [each student] become a collaborative leader with a deep understanding of the multifaceted global business environment” and consists of three classes: “Leadership, Ethics and Organizations” (LEO), “Global Institutions and Environments” (GIE), and “Consequential Leadership I” (C-LEAD I). “[The] real takeaway from that month of August is just getting used to your section and getting to know your C-LEAD team,” a first-year we interviewed said. “[It is] the easiest semester out of all the semesters we have, there’s also lots of partying. I would say that’s been the only month so far where we could do well in school and still play pretty hard. And there’s no recruiting.”

In 2007, Fuqua overhauled its academic experience and core curriculum, and the Global Institute was one of the “biggest first-year changes,” according to a member of the administration we interviewed, who described the GIE component of the Global Institute as “a qualitative course—an introduction to how U.S. business operates overseas and how foreign companies operate in [their] homelands.” The class might cover accounting differences between countries, he noted, but is “more about the business climate than actual accounting standards.” LEO, meanwhile, “starts students thinking like ‘leaders of consequence,’ Leadership not just in careers, but at Fuqua, too.” This administrator also commented that the Global Institute gives “international students a chance to take the lead early on in the year,” given that students from outside the United States are sometimes tentative in many ways as they acclimate to the new culture here.

Students next take part in the C-LEAD I course (formerly called the Integrated Learning Experience), which focuses on leadership, ethics, and teamwork via team-building activities, such as a ropes course and a project with a local Habitat for Humanity chapter. The administration groups students into C-LEAD teams of four to six students each, such that the teams are ultimately diverse, based on gender, nationality, language proficiency, and professional background. A second year commented in a 2012 Daytime MBA Student Blog post, “That team dynamic is our first introduction to working in a team at Fuqua, and it’s where we really learn what ‘Team Fuqua’ is all about.” Before classes begin, second-year students also participate in a three-day C-LEAD II and a one-day “reorientation.”

Some incoming students arrive on campus even earlier, during the summer before their first year, to take any of several optional courses offered to help new students prepare for the MBA program. These courses include the “Language Institute” (which addresses cultural norms in the United States and is therefore intended primarily for international students), “Summer Math Review,” and “Health Institutions, Systems, and Policy” (more popularly known as “Health Sector Management Boot Camp”). Fuqua also hosts a two-day kickoff event for students participating in the Program for Entrepreneurs in July, designed to help entrepreneurially minded students with the process of forming start-up teams. Other incoming students “come early just to get settled and to get to know people and the area,” explained a first year we interviewed.

All incoming students must complete Fuqua’s core curriculum:

- “Business Computer Applications”
- “Financial Accounting”
- “Foundations of Strategy”
- “Global Financial Management”
- Global Institute (includes “Leadership, Ethics, and Organizations,” “Global Institutions and Environments,” and “Consequential Leadership I”)
- “Leadership Communication I” (listed in some places as “Management Communication I”)
- “Leadership Communication II” (listed in some places as “Management Communication II”)
- “Managerial Economics”
- “Marketing Management”
- “Operations Management”
- “Probability and Statistics”

Students take most of these courses in the first half of their first year. In Fall 1, first-year students take “Probability and Statistics,” “Managerial Economics,” “Financial Accounting,” “Leadership [Management] Communication I,” and “Business Computer Applications,” though students also have the option of completing “Business Computer Applications” either online or independently before arriving on campus. In Fall 2, students typically take “Global Financial Management,” “Marketing Management,” “Foundations of Strategy,” and “Leadership [Management] Communication II.” Students then take “Operations Man-

agement” in Spring 1, along with two electives, followed by three electives in Spring 2, giving students a chance to prepare for their internships.

Fuqua’s core curriculum requirement is somewhat flexible, with core courses accounting for a large portion of the first half of the first year, but students may begin selecting electives as early as late fall of the first year. One second year told mbaMission that he felt he had a distinct advantage over fellow interns from other schools because he had been able to choose electives for five of his six classes in the second half of his first year, which allowed him to better prepare for his summer internship. Similarly, a second-year student wrote on her blog, “It is definitely great to have the flexibility as a second year to pick all of your classes for the year. I appreciate the foundation that Fuqua’s core classes provided me, but it is very nice to design your own schedule for this year.”

Several students we interviewed for this guide remarked that the professors who teach the core curriculum classes are excellent. Said one second-year student, “At many schools I visited, in hearing about professors for the core, there was often a ‘strong’ professor and one you really didn’t want. At Fuqua, you never hear that someone sucks or that ‘It’s too bad we didn’t get the other guy.’”

With four six-week terms in each academic year, the time apparently passes quickly. One second year commented that the pace of the year is “fast and furious,” adding, “I like quick terms, because if the topic’s not as interesting, it’s over quickly, but if I like it, I can always take an elective in it. Overall, I get exposed to more topics with shorter terms.” Students generally take only three classes at a time, as opposed to five at many other programs that have just two semesters per year. Some students told us that Fuqua’s term structure allows them to more easily schedule meetings with their team members—fewer classes usually means fewer teams to juggle. On the other hand, however, a second-year student told mbaMission that “so many deadlines and projects in quick succession makes scheduling just as hard, because we seem to have quizzes, midterms, and projects due constantly.”

Students with whom we spoke reported that when they are signing up for courses, they generally get the electives they want, and a second year noted that the administration “does a pretty good job of increasing class size or adding sections when a course gets popular.” He added, though, that there are “always more courses I want to take than what I have time for.”

Exempting (or waiving) a core course can take one of two forms at Fuqua—administrative and by examination—and these can vary from course to course. For example, “Probability and Statistics” can be exempted only by exam, whereas the core “Foundations of Strategy” course can be waived only via administrative approval (which is based on prior course work), for which a student must appeal to the relevant department. The exemption exams are offered at the beginning of each semester. Exemption from a course does not reduce the total number of credits needed to complete the MBA degree, however. Those students who exempt out of a course in Fall 1 can take a different core class earlier (typically “Marketing Management”

or “Global Financial Management”) in its place. Students who waive a course in either Fall 1 or 2 can instead take an elective in Fall 2.

4. Pedagogy: Lecture Versus Case Method

Students will likely encounter multiple styles of learning while in business school—including participating in simulations, listening to guest speakers, and partaking in hands-on projects—but the two most common MBA learning styles are case method and lecture.

Pioneered by HBS, the case method, or case-based learning, requires students to read the story (called a “case”) of either a hypothetical or a real protagonist who is facing a managerial dilemma. As the student reads, he/she explores the protagonist’s dilemma and has access to various quantitative and qualitative data points meant to facilitate further analysis. (Cases can vary in length but are typically 10–20 pages long.) After reading and studying the entire case, the student generally understands the profundity of the problem and is typically asked a simple question: “What would you do?” In other words, how would the student act or react if he/she were in the protagonist’s place? What decision(s) would the student make?

After completing his/her independent analysis of the case, the student typically meets with the members of his/her study group or learning team (if the school in question assigns such teams) for further evaluation. Together, the group/team members explore and critique one another’s ideas and help those students who may have had difficulty understanding particular aspects of the issue or progressing as far on their own. Often, though not always, the team will establish a consensus regarding the actions they would take in the protagonist’s place. Then, in class, the professor acts as facilitator and manages a discussion of the case. Class discussions can often become quite lively, and the professor will guide students toward resolving the dilemma. Sometimes, the professor will ultimately reveal the protagonist’s decision and the subsequent results—or even bring the actual protagonist into the classroom to share and discuss the case’s progression and outcomes in person.

Students will encounter many different styles of learning during their time at business school, but the two most common are case method and lecture.

Average GPA of Incoming Students (Class of 2018)	
Chicago Booth	3.6
Columbia Business School	3.5
Cornell Johnson	3.39
Dartmouth Tuck	3.5
Duke Fuqua	NA
Harvard Business School	3.67
Michigan Ross	NA
MIT Sloan	3.5
Northwestern Kellogg	3.6
NYU Stern	3.51
Stanford GSB ¹	3.73
UC Berkeley Haas	3.64
UCLA Anderson	NA
UPenn Wharton	NA
UVA Darden	3.5
Yale SOM ²	3.65

¹ U.S. schools, 4.0 scale only.
² Median GPA listed.

In short, the case method focuses primarily on the analytical process and illustrates that the problems presented have no clear-cut right or wrong responses. For a student to disagree with the protagonist’s chosen path—even after it has proved to be successful—is not unusual. After all, another approach (or even inaction) may have produced an even better result.

Note that case-based learning is not specific to one academic discipline. Cases are available in finance, strategy, operations, accounting, marketing, and still other areas. Further, many cases are interdisciplinary, meaning that they address more than one area at a time, such as requiring students to think about how a financial decision might affect the operations of a manufacturing company or the ways in which a marketing decision might involve significant financial considerations. Importantly, students in case environments are often graded on their “contribution” to the class discussion (measured by the level of one’s participation in discussions and analysis, not on the frequency with which one offers “correct” answers), so the case method is not for those who are uncomfortable speaking in class. However, it can be incredibly helpful for those who want or need to practice and build confidence speaking publicly.

Lecture is the method of learning that is familiar to most people—the professor stands in front of the class and explores a theory or event, facilitating discussion and emphasizing and explaining key learning points. Often, students have read chapters of a textbook beforehand and have come to class with a foundation in the specific area to be examined that day. Although the case method gives students a context for a problem, those who favor lecture tend to believe that the case method is too situation specific and therefore prefer a methodical exploration of theory that they feel can be broadly applied across situations. In lecture classes, the professor and his/her research or theory are technically paramount, though students still participate, challenge ideas, and debate issues.

Note that at some schools, professors may alternate between cases and lectures within a single semester of classes.

The teaching methods used at the school include case study, lecture, and team projects. Fuqua students told mbaMission that all methods are used at the school to varying degrees and that professors often incorporate several methods simultaneously. Although cases are used in approximately one-third of classes, students we interviewed remarked that professors vary in terms of how strictly they rely on cases as a learning tool. One alumnus commented that at times, cases are “merely used as a reference to prove a point, and at others, the experience of exploring a case throughout the class is the primary vehicle.”

Professors also vary in how much they cold-call. One alumnus told mbaMission, “Few professors are committed to cold-calling,” adding that, in his opinion, students who were eager to speak often got more “air time” than those who were hesitant to do so. A second year we interviewed felt that Fuqua’s collaborative culture hindered students from criticizing their classmates’ comments too strongly: “Few people would argue that a thick skin is requisite for a career in business and that a healthy difference of opinion can only be good.”

In core classes, many assignments are group based, with students nearly always working within the teams created for C-LEAD I early in the first year. One alumnus told mbaMission that one's C-LEAD I team "has a humongous effect on the academic experience in the first few terms," adding that the team experience serves as a "microcosm of the business experience, where you can't choose whom you're assigned to work with on the job." He referenced team members' language ability as having a significant impact on group dynamics, both when discussing cases and problem sets verbally and when creating written deliverables for class assignments.

"One simple issue is goals regarding grades," continued this alumnus. "One student may be pursuing consulting [where grades are often revealed], whereas another might want to get a basic understanding but isn't concerned with getting the highest grade. What's fair?" An administrator told mbaMission that "very few" people change teams. For group work in electives, students usually form new teams themselves, though professors will occasionally randomly assign them.

Each year, approximately 40 second-year COLE Leadership Fellows are selected and trained by staffers at the Fuqua/Coach K Center on Leadership & Ethics and by outgoing Leadership Fellows. These Leadership Fellows coach and guide first years on how to effectively communicate with their C-LEAD and other teammates about grades, scheduling, dividing work, and other such topics. Leadership Fellows are also the first resource for mediating disagreements when individual team members feel they are unable to do so themselves.

Several alternative learning methods are used at Fuqua. An optional four-day elective held during the break before Spring 1 term begins, called "Workshop in Managerial Improvisation," is taught by improvisation groups who come to the school for the week specifically to teach the class. This course emphasizes spontaneity and, according to the online course description, cultivates "teamwork, dropping inhibitions, commitment to ideas and to your teammates, concentration and listening, thinking creatively on your feet, and adaptive problem-solving." The management elective "Negotiation" involves both one-on-one and group negotiations and was specifically mentioned by several alumni we interviewed as having been particularly valuable for them when it came time to negotiate job offers and later when working with colleagues in their subsequent jobs.

5. Academic Specializations/Recruitment Focus: Resources and Employers

Schools' brands and reputations develop over time and tend to endure, even when the programs make efforts to change them. For example, many applicants still feel that Kellogg is *only* a marketing school and that Chicago Booth is *only* for people interested in finance, even though both programs boast strengths in many other areas. Indeed, this is the exact reason mbaMission started producing these guides in 2008—we wanted applicants

Do not merely accept stereotypes but truly consider the breadth and depth of resources available at each school.

School	Top Industry for 2016 Graduates	% Entering the Industry
Chicago Booth	Financial Services	36.0%
Columbia Business School	Financial Services	36.9%
Cornell Johnson	Financial Services	32.0%
Dartmouth Tuck	Consulting	36.0%
Duke Fuqua	Consulting	32.0%
Harvard Business School	Financial Services	28.0%
Michigan Ross	Consulting	32.2%
MIT Sloan	Consulting	30.5%
Northwestern Kellogg	Consulting	32.6%
NYU Stern	Consulting	35.3%
Stanford GSB	Finance	31.0%
UC Berkeley Haas	Technology/Telecom	38.8%
UCLA Anderson	Technology	28.3%
UPenn Wharton	Financial Services	35.1%
UVA Darden	Consulting	38.0%
Yale SOM	Consulting	30.8%

Most Common Pre-MBA Industry (Class of 2018)		
Chicago Booth	Consulting	21%
Columbia Business School	Financial Services	25%
Cornell Johnson	NA	NA
Dartmouth Tuck	Consulting	20%
Duke Fuqua	NA	NA
Harvard Business School	Consulting	15%
Michigan Ross	Financial Services	20%
MIT Sloan	NA	NA
Northwestern Kellogg	Financial Services	22%
NYU Stern	Financial Services	26%
Stanford GSB	Investment Management/Private Equity/Venture Capital	20%
UC Berkeley Haas	Consulting	22%
UCLA Anderson	High Tech	26%
UPenn Wharton	Consulting	23%
UVA Darden	NA	NA
Yale SOM	NA	NA

Top Industries: Duke Fuqua	2016	2015	2014	2013	2012	2011	2010	2009	2008
Consulting	32%	32%	30%	31%	33%	30%	20%	30%	25%
Technology Services	19%	18%	20%	10%	14%	10%	10%	9%	NP
Finance	18%	20%	17%	19%	20%	22%	18%	18%	31%
Health	12%	8%	9%	9%	11%	11%	12%	7%	8%
Consumer Goods	6%	7%	8%	13%	6%	8%	11%	12%	13%

to see beyond these superficial “market” perceptions. Make sure you are not merely accepting stereotypes but are truly considering the breadth and depth of resources available at each school.

We have dedicated the majority of this guide to exploring the principal professional specializations for which re-sources are available at this particular school, and we encourage you to fully consider whether the MBA program meets your personal academic needs by supplementing the information here with additional context from the school’s career services office, by connecting with the heads of relevant clubs on campus, and perhaps even by reaching out to alumni in your target industry.

Rather than traditional majors, Fuqua offers areas of concentration, and students can choose to pursue up to two concentrations or none at all. For each concentration, a student must take six courses—four that are primary to the concentration and two from other study areas to broaden his/her general business knowl-edge. An administrator we interviewed noted that concentrations “help recruiters, as it sends a signal from the students” about their interests. Fuqua describes the benefits of pursuing a concentration on its Web site as follows: “No matter your career path, your grounding in the principles and practices of general management coupled with a specialization will expand your career opportunities.” The options offered are as follows:

- **Decision Sciences**
- **Energy and Environment**
- **Energy Finance**
- **Entrepreneurship and Innovation**
- **Finance**
 - ♦ **Corporate Finance**
 - ♦ **Investment Finance**
 - ♦ **Dual Finance Concentration**
- **Financial Analysis**
- **Leadership and Ethics**
- **Management**

- **Marketing**
 - ♦ **Market Analysis and Strategy**
 - ♦ **Product Management**
- **Operations Management**
- **Social Entrepreneurship**
- **Strategy**

According to Fuqua's Career Management Center, most of the students in the Class of 2016 took positions with a consulting or finance function (34% and 23%, respectively), followed by marketing (21%) and general management (15%). These figures are relatively consistent with 2015's distribution for consulting and finance (35% and 22%, respectively), although general management was more popular than marketing last year (21% and 16%, respectively). From an industry standpoint, consulting and technology top the list, with 32% and 19%, respectively, of the 2016 graduating class entering jobs in these fields; finance (18%), health (12%), and consumer goods (6%) claiming the next largest proportions of students.

Fuqua's Health Sector Management (HSM) program, touted on the school's Web site as one the largest health industry program among top U.S. business schools, appears to influence the school's recruiting balance. The HSM concentration comprises approximately 400 students across Fuqua's various degree programs each year, and, as noted, 12% of the 2016 graduating class found employment in the health care industry (8% in 2015).

Fuqua alumni from all industries and numerous companies visit the campus each year and give mock interviews, which are usually organized by the school's various clubs. A second year told mbaMission, "Good teams at all the firms are dedicated to hiring people from Fuqua." The top employers for full-time positions for the Class of 2016—those that hired four or more graduating MBAs—and the numbers hired are as follows (see the Appendix for the full list of top employers for the year):

- **Deloitte: 24**
- **Amazon.com: 15**
- **Boston Consulting Group: 13**
- **Microsoft Corporation: 13**
- **PricewaterhouseCoopers LLP: 13**
- **McKinsey & Company: 12**
- **Bain & Company: 9**
- **Citi: 9**
- **Bank of America Merrill Lynch: 8**
- **Accenture LLP: 7**
- **Goldman Sachs: 7**
- **Dell, Inc.: 6**

- Google, Inc.: 6
- IBM Corporation: 6
- Cisco Systems: 5
- Eli Lilly and Company: 5
- Johnson & Johnson: 5
- Wells Fargo Securities: 5
- The Clorox Company: 4
- Corning, Inc.: 4

Fuqua's Master of Management Studies (MMS) in Foundations of Business degree program, launched in 2009, has added a few new angles to the school's recruiting scene. For one thing, companies that might not have come to recruit at Fuqua otherwise can now select from a pool of candidates for more junior jobs, in addition to MBA candidates, making recruiting trips more productive. A second year we interviewed said that the MMS program "gets more commitment from the recruiters—it makes it more worth the trip to come here."

In addition, Fuqua first years have the opportunity to assist MMS candidates—who are primarily recent graduates of undergraduate or other (non-MBA) graduate programs who lack prior business training—with their job searches. "The MMS students will usually be moving into jobs recently vacated by Fuqua first years in the first place," noted a second year with whom we spoke. Added a first-year student we interviewed, "Many MBAs exit jobs that the MMS [students] want and can mentor them in applying and succeeding at them."

Fuqua offers four dual-degree programs in conjunction with four other graduate programs. The JD/MBA (offered with the Duke University School of Law), MD/MBA (with the Duke University School of Medicine), and Master of Environmental Management/MBA (offered with the Nicholas School of the Environment and Earth Sciences) are the most popular, according to an administrator we interviewed. All dual-degree programs entail separate admittance into the respective graduate programs and have slightly shortened curricula so that the student can finish both degrees in less time than if he/she were to complete the two programs one after the other.

Fuqua's Career Management Center (CMC) coordinates all official company presentations, though student representatives often assist in the process, which allows these students more exposure to the visiting executives and a chance to express firsthand their interest in the participating firm. One second year told mbaMission, "I was glad to host Kraft's company presentation, as it showed them how interested I was in working with them, and it probably helped me get my internship." Career Fellows are second years, selected by CMC staff, who are paid to assist first-year students with resume and cover letter preparation, mock interviews, and general job-search-related advice.

A number of Fuqua's career-oriented clubs organize half-day symposia each year, typically in September, that are designed to educate first-year students about possible career paths. These events generally feature a range of keynote speakers, lectures, case presentations, and question-and-answer sessions about job functions, career tracks, specific companies, and the like. Many clubs also engage second-year students and alumni to assist first years with internship preparation, and some even organize panels for internship postmortems, wherein second years who just completed their summer internship speak to fellow students about the experience. One alumna told mbaMission, "'Team Fuqua' is in full effect here students help one another quite a bit, which I don't think happens as much in less-collaborative environments."

Numerous recruiting events take place throughout the year, such as the New York MBA Interview Forum, the Carolina MBA Connection Career Fair, the Day in the Bay Interview Forum, the Lake Interview Forum, and the Just-in-Time Career Fair.

As part of the elective course "Mentored Study in Entrepreneurship," students participate, for course credit, in part-time internships with local start-up and early-stage companies, including venture capital firms, real estate developers, nonprofit organizations, and other entrepreneurial ventures. Such opportunities offered as part of the academic year appear to be beneficial for Fuqua students in their greater job search. A professor who has taught this elective told us, "Student feedback, particularly from career switchers, indicates that the internship credential is often a critical factor in obtaining job offers [in students' field of interest]."

6. Alumni Base: Opportunities to Engage

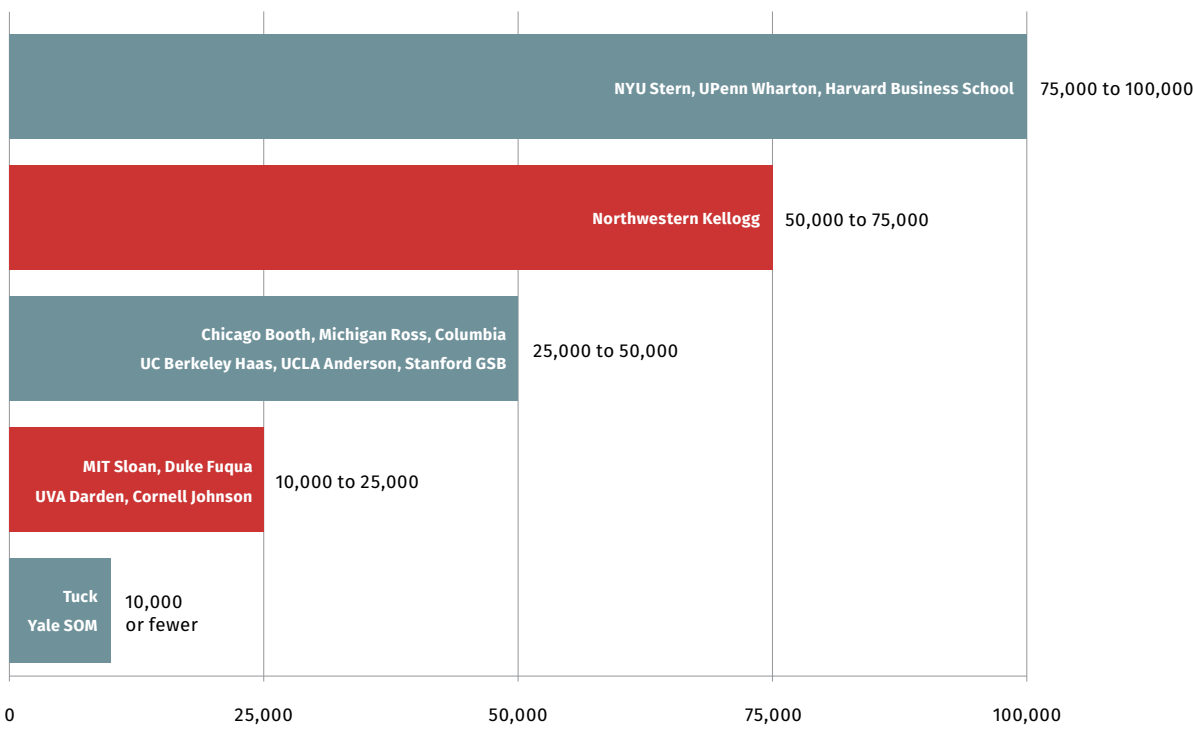
The size and depth of a school's alumni base may be important to you as you seek to break into a specific field or region/country. Some MBA programs have had large classes for many years and can therefore boast sizeable alumni networks, whereas other schools may have pockets of strength in particular parts of the world or in certain industries—or can claim a smaller but tighter-knit and more dedicated alumni network overall. For example, Dartmouth Tuck has a smaller absolute number of alumni than most top U.S. schools but has repeatedly been touted as having the highest rate of annual alumni giving, thanks to its very dedicated graduates.

Some schools boast sizeable alumni networks, while others have pockets of strength in particular regions or industries.

Although acquiring detailed breakdowns of a school's alumni base is sometimes difficult, you may want to consider whether the school you are targeting has alumni clubs in your chosen professional area (i.e., some schools have industry-specific alumni groups) or preferred post-MBA location. Furthermore, if you are determined to live in a particular city/country/region after graduating, then earning your MBA in or near that area, if possible, may be a good idea, so that you can more easily connect with local alumni while you are in school—particularly if you

Alumni Base

Schools are listed in order from largest alumni base to smallest within each category.



Note: Some schools include MBA program graduates only in their alumni total; other schools may also include alumni from their part-time, executive, doctoral, and/or other programs, so totals may not be directly comparable.

want to pursue a niche professional area and do not expect to participate in on-grounds recruiting. Of course, technological developments have greatly facilitated outreach, meaning that alumni are no longer a flight or long drive away, but are now just a phone call, email, text, or even Skype session away.

Fuqua has more than 19,000 total alumni. In addition, Duke University as a whole has more than 150,000 alumni with whom Fuqua alumni can also network. Of the business school's 13 international alumni clubs, seven are in Asia, two in Europe, three in Latin America, and one in the Middle East. Twenty-one alumni clubs are based on geography in North America, and a handful of affinity clubs are also available, such as the Black & Latino MBA Organization and Fuqua Pride (for lesbian, gay, bisexual, and transgender alumni). Based on our research for this guide, however, some of these affinity groups appear more active than others. Although mbaMission found various LinkedIn and Facebook groups of Fuqua alumni organized according to profession, we did not find evidence of any officially sanctioned alumni groups based on professional specialization, except for the Duke Global Entrepreneurship Network, which appears to be incredibly active, organizing start-up pitch, networking, and other events.

From alumni we interviewed for this guide, we learned that although Fuqua has alumni chapters around the world, the communication among the groups and individuals is not yet at the level that some think it should

be. “Some pretty basic things are missing to make alumni communication much more effective,” observed a graduate we interviewed. One alumnus lamented to mbaMission that the school has no alumni-wide mailing list, and that lists organized according to geography, industry, and special interest are “scattered at best.” He added, “I’m sure we’ll eventually have this, but a list for alumni communications, ideally moderated, would keep us better connected.”

Alumni often return to campus to recruit, make company presentations, and even assist students with mock interviews. One second-year student we interviewed said, “Alumni are very involved in the recruiting process and work hard to get Fuqua students hired in their companies,” adding, “It was my experience that it was very easy to set up a time for informal chats.”

Another second year reported that “in the recruiting process, [alumni] were phenomenal, especially the recent consulting alumni. They always gave their time, and I never once felt like I was wasting their time with my questions or case practice ... and I have some contacts that I will likely keep for a while because of the relationships we were able to form.” However, he pointed out that some students’ attempts at alumni outreach had been less successful. “A number of my friends who were doing off-campus searches and contacting alumni where they had no connection except Fuqua had a tougher time getting responses,” he explained, adding, “I think Duke could do a much better job at getting more of the alumni to promote the Duke MBA.” Yet another second-year student we interviewed estimated that “about 60% of alumni would respond to my requests, and half of them would like to further help.” A first-year raved about the alumni base to us: “I’ve never emailed [an alumnus] and asked for information, and they said no,” she said. “I even emailed [a very high-ranking vice president], and he still spared like 40 minutes to talk to me. It wasn’t just a yes-no kind of interview, either. He was very engaging and gave me lots of advice.”

Fuqua’s career services offerings continue to be available to Fuquans even after they graduate. In fact, the CMC has several staff members specifically dedicated to serving alumni and their career needs.

7. Facilities: Shaping the Academic/Social Experience

When contemplating an MBA program, do not overlook the school’s facilities. Renovations, upgrades, and new construction are all regular occurrences on school campuses these days, as some programs increase their square footage while others unify disparate areas or refresh existing spaces. Some schools boast on-campus housing or elite athletic facilities, others have established new green spaces and meeting rooms, and still others have refurbished or added classrooms, theaters, libraries, and other such resources.

If a school has not updated its facilities in recent years, perhaps none were needed or the school has invested in other aspects of its program instead.

Keep in mind, though, that just because a school has not updated or added to its facilities in recent years, this does not mean that its offerings are outdated or subpar; the lack of updates may simply be because none have been needed or the school has invested in other aspects of its program instead. A campus visit is always the best way to evaluate firsthand what a school has to offer, but we nonetheless dedicate this space to a discussion of the facilities available at this particular program.

The Fuqua School of Business is located on Duke University's West Campus near the intersection of Science Drive and Towerview Road. Students often congregate in the Fox Center, a 70,000-square-foot facility that was opened in 2002. Linking the main wings of the school and featuring a café, enormous windows, and a spacious indoor winter garden, the Fox Center is the hub of the school. Students can eat breakfast and lunch here, grab a coffee, conduct team meetings, or just take a breather between classes or during the 15-minute break in each class period. Most Fuqua Fridays are held here (see the Social/Community Life section), as are the larger company information sessions.

Students who wish to work in some exercise usually do so at Card Gym, Duke University's primary gym for graduate and undergraduate students, which is located just a five- to seven-minute walk from Fuqua grounds. Most students also have gyms in their apartment complexes. Showers are available at the Fox Center, along with a changing room, which could come in handy in advance of interviews as well as before or after a workout.

In August 2008, Fuqua opened the 91,400-square-foot Doug and Josie Breeden Hall, the “new front door of the school for students and visitors,” as it is described in the *Fuqua Bulletin* (the *Bulletin of Duke University 2016–2017: The Fuqua School of Business*). Named after former Dean Douglas Breeden (2001–2007), the building boasts a three-story atrium, two auditoriums (which seat 126 and 146 people), the expanded Ford Library, three 70-seat lecture rooms, a suite of team rooms, and a rooftop terrace. All told, Fuqua's campus now covers nearly 500,000 square feet and includes 58 team rooms, ten classrooms, and seven seminar rooms (plus eight team rooms specifically for MMS students' use).

The aforementioned Ford Library was also improved “based on research observations of how students actually study—with books, laptops, seating, etc.,” explained a member of the administration with whom mbaMission spoke. Here, Fuqua faculty and students can access hundreds of academic databases, including “subscription databases from major business information producers such as Bloomberg, S&P Capital IQ, Euromonitor, Factiva, FactSet, Forrester, Frost & Sullivan, Lexis-Nexis, MarketLine, Mintel, ProQuest, Standard & Poor's, and Thomson,” states the *Fuqua Bulletin*.

The library also offers a wide selection of e-books and e-journals, 50,000 print books and journals, and numerous career search guides, including the Vault Online Career Library and WetFeet Insider Guides, as well as resume books that are compiled each year by the CMC for recruiting companies and that include most Fuqua students' resumes. Members of the Fuqua community can even choose from thousands of

movies on DVD. Fuqua students also have access to all of Duke University's resources, including its extensive library system. As of 2017, these facilities house approximately seven million volumes.

The Fuqua complex also includes the R. David Thomas Executive Conference Center, built in 1989 and connected to the main Fuqua building by a covered walkway. Named after the founder of Wendy's International, Inc., the 112,000-square-foot facility has 111 guest rooms, two executive suites, meeting and catering space, and a 230-seat dining room. An extensive renovation project on the center began in February 2015 and was completed in early 2017. The renovations expanded the center by more than 90,000 square feet, and new features include a 5,600-square-foot ballroom and 200 guest rooms. The updates meet LEED certification requirements.

In 2010, Fuqua customized its HCA classroom (named after HCA, Inc., a provider of health care services—in 2005, HCA gave the school \$1M for unrestricted use) with *Cisco TelePresence™* technology, giving students “access to professors, business leaders, and guest lecturers located around the globe,” says the school's site. The classroom includes three 103-inch plasma displays, six 1080p cameras, two document cameras on the podium, and 66 custom push-to-talk microphones.

8. Rankings and Reputation: Important Metrics or Arbitrary Measures?

MBA rankings should always be viewed with a healthy dose of skepticism, given that they can fluctuate dramatically from year to year and from publication to publication. For example, if you had relied on the *Financial Times'* rankings to choose the Yale School of Management as your business school in 2011 because of the program's position at number seven, you probably would have been disappointed to see the school then slide down to number 12 just one year later before rebounding to number nine the following year. Similarly, if you had selected UC Berkeley Haas in 2004, when it was number 17 in *Bloomberg Businessweek's* ranking, you would have been delighted to see the program rise to number eight in 2010 before it slipped out of the top ten again to number 13 in 2012.

The various surveys should and will provide some context for your decision, but resist the temptation to choose a school based on rankings alone.

Can an MBA program—which is made up of so many moving parts—really change so much in just one or two years? Furthermore, how can one reconcile that UVA Darden is in the third position (among U.S. programs) in *The Economist's* rankings but is 12th in the *Bloomberg Businessweek* survey, 14th in the *U.S. News & World Report*, and 16th in the *Financial Times'* rankings—all at the same time? Or that Stanford GSB holds the fifth position on *The Economist's* list and fourth in the *U.S. News* rankings, but is second in the *Bloomberg Businessweek* rankings and first in the *Financial Times'* survey? Or that UPenn Wharton is number one according to the *U.S. News* rankings and number two in the *Financial Times'* list, but only number six in *Bloomberg Businessweek* and number nine in *The Economist's* survey?

An MBA ranking that appears to be gaining in popularity, according to feedback we have received from candidates in recent years, is from *Poets&Quants*, which aggregates what it considers the top five MBA surveys—*Bloomberg Businessweek*, *The Economist*, the *Financial Times*, *U.S. News & World Report*, and *Forbes*—to create a kind of composite ranking.

Of course, the various surveys should and likely will provide some context for your decision, but resist the temptation to choose a school based on rankings alone, because rankings may ultimately betray you—possibly even before you graduate.

One thing to keep in mind, particularly for international students, is that a school’s reputation domestically can be quite different from its reputation abroad. Years ago, mbaMission worked with an international candidate who was accepted into the MBA programs at Cornell Johnson and Dartmouth Tuck. When this individual shared the good news with his manager, his manager said, “I thought you would have gone to an Ivy League school like Princeton!” Of course, Dartmouth and Cornell *are* in fact Ivy League institutions, and Princeton does not even have an MBA program—the manager’s reaction illustrates how possible misconceptions can arise. So, after considering an MBA program’s strengths, you might factor in that some schools have greater brand power in certain parts of the world, especially if you plan to live and work abroad after you complete your studies.

We advise you to consider your MBA a long-term investment that will pay dividends throughout your life, and such an investment should be based on more than a one-time ranking. In fact, most MBAs who are five to ten years out of school are not even aware of what their school is now ranked. Perhaps more importantly, if you were to ask one whether the school’s position in the rankings has any effect on his/her career, the response would certainly be an impassioned “No!”

U.S. Ranking: Duke Fuqua	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
<i>Poets&Quants</i>	NA	NA	11	11	9	9	10	10	10	NA	NA
<i>U.S. News & World Report</i>	12	10	8	8	8	8	9	9	9	NA	NA
<i>Bloomberg Businessweek</i> ¹	NA	NA	3	8	5	[13]	13	[9]	9	[7]	7
<i>Financial Times</i>	NA	13	4	4	4	4	4	4	4	3	NA
<i>The Economist</i>	NA	NA	13	10	8	8	5	6	8	10	NA

¹ Until 2015, Bloomberg Businessweek released rankings every two years (in November), so numbers in brackets represent carryover from the previous year’s ranking.

Fuqua consistently ranks highly in the popular business school rankings, nearly always in the top 20. The school made a huge leap in the *Bloomberg Businessweek* rankings—generally considered the most prestigious of the business school surveys—in 2016, moving from number eight in the United States up to number three, after topping the list in 2014. In the 2017 *Financial Times* survey, Fuqua slipped one spot domestical-

ly, from 12th to 13th, and three spots internationally, from 21st to 24th. In *The Economist's* 2016 rankings, the school rose slightly from 14th to 13th within the United States and from 20th to 18th internationally. Finally, *Poets&Quants* ranked the program 11th in the country in 2016, unchanged from the previous year.

The 2018 *U.S. News & World Report* rankings placed Fuqua's overall MBA program 12th in the United States (unchanged from 2017), tied with NYU Stern. In addition, *U.S. News* rated the school within the top 20 in the following specialty areas: marketing (4), management (6, tied with Dartmouth Tuck), nonprofit (6), finance (12), and production/operations (19). And in the Princeton Review's 2017 evaluation of 294 MBA programs, Fuqua was named number six for Best Career Prospects, number seven for Most Family Friendly and Best Campus Environment, and number ten for Best Professors.

When we asked a second year what he thought about the school's placement in the rankings, he admitted, "I'm a little biased, but it could always be higher." Showing slightly more enthusiasm, a different second-year student said she felt the program's standing "seems fair," adding, "It's an excellent school that is also highly ranked." Also, Fuqua benefits from the overall "halo effect" of Duke University's strong reputation.

However, a Fuqua admissions representative confirmed with mbaMission that the business school does not use rankings to drive admissions, explaining that culture is of more significance. "It is important to be respected among peers," she told us, "but we want thoughtful people." One alumnus we interviewed seemed to echo this idea of "Team Fuqua," saying, "When I visited other top-ranked schools, people talked about themselves. When I came to Fuqua, people were talking about the school."

Students interviewed by mbaMission generally agreed that former Dean Blair Sheppard's initiatives, particularly the global initiative (described in the Summary section), seem to have helped the school's brand overall.

Poets & Quants (2016)	
1	Harvard Business School
2	Stanford GSB
3	Chicago Booth
4	Northwestern Kellogg (tie)
4	UPenn Wharton (tie)
6	MIT Sloan
7	Dartmouth Tuck
8	UC Berkeley Haas
9	Columbia Business School
10	Yale SOM
11	Duke Fuqua
12	UVA Darden
13	Michigan Ross
14	Cornell Johnson
15	UCLA Anderson
16	UNC-Chapel Hill Kenan-Flagler
17	NYU Stern
18	UT Austin McCombs
19	Carnegie Mellon Tepper
20	Emory Goizueta

U.S. News & World Report (2018)		Bloomberg Businessweek (2016)	
1	Harvard Business School (tie)	1	Harvard Business School
1	UPenn Wharton (tie)	2	Stanford GSB
3	Chicago Booth	3	Duke Fuqua
4	MIT Sloan (tie)	4	Chicago Booth
4	Northwestern Kellogg (tie)	5	Dartmouth Tuck
4	Stanford GSB (tie)	6	UPenn Wharton
7	UC Berkeley Haas	7	MIT Sloan
8	Dartmouth Tuck	8	Rice Jones
9	Columbia Business School (tie)	9	Northwestern Kellogg
9	Yale SOM (tie)	10	UC Berkeley Haas
11	Michigan Ross	11	Columbia Business School
12	Duke Fuqua (tie)	12	UVA Darden
12	NYU Stern (tie)	13	Michigan Ross
14	UVA Darden	14	Yale SOM
15	UCLA Anderson	15	Carnegie Mellon Tepper
16	Cornell Johnson	16	Cornell Johnson
17	UT Austin McCombs	17	NYU Stern
18	UNC-Chapel Hill Kenan-Flagler	18	Texas A&M Mays
19	Carnegie Mellon Tepper	19	Washington Foster
20	Emory Goizueta	20	Emory Goizueta

Financial Times (2017) ^{1,2}		The Economist (2016) ^{1,3}	
1	Stanford GSB	1	Chicago Booth
2	UPenn Wharton	2	Northwestern Kellogg
3	Harvard Business School	3	UVA Darden
4	Columbia Business School	4	Harvard Business School
5	Chicago Booth	5	Stanford GSB
6	Northwestern Kellogg	6	Dartmouth Tuck
7	MIT Sloan	7	UC Berkeley Haas
8	UC Berkeley Haas	8	Columbia Business School
9	Yale SOM	9	UPenn Wharton
10	Dartmouth Tuck	10	UCLA Anderson
11	NYU Stern	11	Yale SOM
12	Michigan Ross	12	MIT Sloan
13	Duke Fuqua	13	Duke Fuqua
14	Cornell Johnson	14	NYU Stern
15	UCLA Anderson	15	Michigan Ross
16	UVA Darden	16	UNC-Chapel Hill Kenan-Flagler
17	Carnegie Mellon Tepper	17	Vanderbilt Owen
18	Georgetown McDonough	18	Cornell Johnson
19	Washington Foster	19	Emory Goizueta
20	UNC-Chapel Hill Kenan-Flagler	20	IU Kelley

¹ Excludes international schools and reranks only U.S. schools.

² The Financial Times ranks Duke Fuqua 24 internationally.

³ The Economist ranks Duke Fuqua 18 internationally.

Duke University

The Fuqua School of Business

Summary

Duke University's first class of MBA students had only 12 people and matriculated in 1970. The school's business program was later named for J.B. Fuqua, who—so the story goes—grew up poor but wanted an education and went around to several colleges in the area asking if he could borrow books. Only Duke obliged, and in 1980, J.B., who had by then become wealthy, made his first donation of \$10M to the business school in recognition of the university's gesture years earlier. "We renamed the school in his honor," quipped Liz Riley Hargrove, Fuqua's associate dean for admissions, in a 2009 interview with *Bloomberg Businessweek*. "The running joke is that his initial donation was to pay his overdue library fine."

Considered a midsize school, with approximately 430 to 450 incoming students each year, Fuqua often places among the top ten U.S. business schools in the *Bloomberg Businessweek* rankings, which is generally regarded as the most respected of the MBA surveys—in fact, Fuqua claimed the coveted number one slot in the publication's 2014 rankings. The school seems to offer a particularly strong Health Sector Management program, but overall, the MBA program appears balanced in terms of the industries its graduates pursue. Of the Class of 2016, 32% entered the consulting industry, 19% technology, 18% finance, 12% health, 6% consumer goods, 3% energy, 3% "other" industries (including sports, media/entertainment, hospitality/tourism, government, and insurance), 2% manufacturing, 1% real estate, 1% retail, 1% social and environmental impact, and 1% transportation/airlines. From a function perspective, the top areas were consulting with 34%, finance with 23%, marketing with 21%, and general management with 15%.

The concept of Team Fuqua—which was mentioned by nearly all the students, alumni, and administration members we interviewed for this guide—seems to dominate the school's culture. One alumna described Fuqua as a "very supportive and nurturing place," and a second year remarked, "The collaborative environment really appealed to me." Another second year we interviewed stated, "It's definitely something that is instilled; one of the defining characteristics about Fuqua is the team aspect," and added, "Teamwork is emphasized at every business school, but here, we take an extra step—there is constant evaluation of your teammates and opportunities to provide candid feedback. For people who didn't get to work in teams a lot before school, it's very valuable."

Claiming that Team Fuqua was one of the main reasons he chose to attend the school in the first place, a second year told us, "The culture and atmosphere are top-notch." A first year spoke of the appeal of "one student body that's integrated, as opposed to a banker clique or a consulting clique—it felt much more open to me than other schools," and an alumna said simply, "Four hundred and thirty people have your back. I feel I'll never have anything quite like that again." A recent graduate expressed a similar sentiment in a September 2014 Duke MBA

Student Blog post, saying, “Being a Fuquan is like adding another surname to your name. You carry it around with you for the rest of your life, and it becomes part of who you are.”

An administrator we interviewed explained that the underlying ideal at Fuqua is not to be a school of followers but to adhere to the premise that one tenet of leadership is to lead by working together. In an interview with mbaMission, Fuqua’s Associate Dean for Admissions Riley Hargrove explained, “Fuqua students learn when to be strong team players and when to step up and lead. These are interwoven concepts at Duke and are not mutually exclusive.”

Remarked a second-year student in an October 2011 Daytime MBA Student Blog post, “It’s [teamwork] the crux of all of our classes. I haven’t taken a single class yet, or been involved in any extracurricular activity that hasn’t demanded working with classmates. It’s been the most rewarding part of business school to date, and to be sure, given the different backgrounds and working styles of our classmates, also the most challenging. My hope is that it’s also the most enduring.”

In fact, much of the school is student run, and as a result, Fuquans enjoy a large number of leadership opportunities. With minimal input from the administration, students are in charge of such pivotal events as New Student Orientation week and Blue Devil Weekend, when admitted candidates come to campus to get a feel for the school. Other student-led initiatives include numerous professional conferences, FuquaVision (*Saturday Night Live*-style skits that spoof school life and are presented at the end of each term), the MBA Games (a weekend-long competition in early April that draws teams from around a dozen other North American business schools to support Special Olympics North Carolina), and Week-in-Cities trips (recruiting trips to companies based on industry or geography).

However, one first-year student told mbaMission that the level of student involvement can be both a “blessing and a curse ... 30% of the students [are] doing all the stuff, and they get overcommitted.” Nevertheless, explained an alumnus, all the responsibility is “excellent preparation to be an executive—not just doing your job, but fifty million other things.”

In doing our research for this guide, we learned that a discussion about Duke almost inevitably—and fairly quickly—turns into one about basketball. Most of the school’s students rally around the Duke University Blue Devils, a perennial men’s college basketball powerhouse, having won five NCAA Championship titles thus far. The team’s coach, Mike Krzyzewski (pronounced “Sha-chef-ski”)—known better as simply “Coach K”—also coached the 2008 and 2012 U.S. Olympic basketball teams and speaks about leadership to a captive Fuqua audience several times each year.

A second year commented to mbaMission that she hadn’t been “into college basketball before coming [to Fuqua], but the thrill of winning and bonding with classmates” made her a “convert for life.” The Devils’ rivalry with the UNC Tar Heels is considered even more intense than that between the New York Yankees and the Boston Red Sox, though it does not impede the joint events between students at Fuqua and at UNC’s Kenan-Flagler business school that take place several times a year, primarily at the student club level.

Fuqua also offers a unique one-year “pre-experience” master’s degree designed for undergrads with liberal arts degrees and some PhDs. Called the MMS degree and introduced in 2009 by the school’s dean at the time, Blair Sheppard, the program teaches these students the fundamentals of business, including the basics of marketing, strategy, and finance, as well as how to read an annual report. The MMS degree program, which a member of the Fuqua administration described to us as “very common in Europe, but uncommon in [the United States], with [the] notable exceptions of Northwestern and MIT,” is “well timed because of the economic downturn,” given that graduating college students and PhDs who might have trouble finding jobs without work experience can get their MMS and prepare for a career in business.

MMS appears to have been somewhat controversial among Fuquans when it was first introduced. Multiple students interviewed by mbaMission before the program started seemed moderately worried that the school might become too crowded with the addition of the MMS students to campus, referencing the possibility of longer lunch lines and difficulty finding open team rooms, but these concerns seem to have been unfounded. A second year told mbaMission, “Team rooms are still tough to get—on weekends especially—although they did make a few new team rooms which they designated for the MMS students. The Fox Center isn’t that much more crowded since they have staggered the lunch hour for Fuqua Daytime students and MMS students to eat at different times.” And another second year said, “Personally, I didn’t sense any cultural changes effected by MMS. Team rooms and all other facilities were as available as before.”

The approximately 130 MMS students each year do not actually attend classes with Fuqua Daytime or Executive MBA students—instead taking separate courses on a slightly different class schedule—and their presence is reportedly felt only minimally. Months after MMS started, a second-year student remarked, “[MMS] hasn’t affected the Fuqua culture too much.” Another second year told mbaMission, “We don’t really have too much interaction with them—the school tries to do a little bit to integrate them into social events like Fuqua Fridays, but, for example, I don’t think I’ve ever been to a recruiting event that overlapped with MMS students.”

Multiple students we interviewed did make reference to the overall “vibe” that having younger energy on campus confers, however, with one second year declaring, “It’s just different to be with a bunch of 22-year-olds.” Overall, though, students interviewed by mbaMission acknowledged the positive effect the MMS program has had on the school’s recruiting efforts, especially with regard to attracting companies that have not historically done their core recruiting at Fuqua.

Another program initiated by former dean Sheppard that seems to have been a positive for the school is the global initiative—not to be confused with the mandatory Global Institute first years undertake after orientation. At the announcement of the initiative in 2008, Duke University President Richard Brodhead stated, “Through this program, the Fuqua School of Business is rethinking the boundaries of business school,” adding, “Duke’s ambitions to broaden Duke’s engagement with the world and connect our intellectual resources with each other, and with the great issues of the day, are exciting and innovative. What starts today with business education will continue as Duke extends its global reach and aspirations.” A member of the school’s administration told mbaMission that

the school's leaders "wanted [Fuqua] to be in regions of the world with the strongest and largest economies—the biggest global players."

The global initiative program has thus far been instituted in eight locations: St. Petersburg, Russia; Dubai, United Arab Emirates; Shanghai, China; New Delhi, India; London, UK; Johannesburg, South Africa; and Durham, North Carolina—and in 2010, the university president and Fuqua's dean broke ground on the 200-acre campus in Kunshan, a suburb of Shanghai. That campus—called Duke Kunshan University—welcomed its first class of students in August 2014. Beyond the classroom, Fuqua aims to revitalize the Yangtze River Delta region, in which this campus is located. Because the school wanted to do more than simply create loose affiliations with foreign schools, it has instead established partnerships with a university or government entity in each of the locations. As a result, the "culture [of the hosting region] can be infused in the program," explained the administrator we interviewed, adding as an example, "When in India, it really becomes an Indian program."

Interestingly, perhaps, the school's overseas partners in the initiative appear in some ways to have invested as much into the new program as Fuqua, if not more. Remarked one second year we interviewed, "We're not paying for much." Observed a second year with whom we spoke, it's "no small thing for China to build a 200-acre campus [for Fuqua], and more importantly, to pay for all of it."

The program is expected, according to the administrator we interviewed, to help improve the school's corporate relations and generate more job opportunities for Fuqua students, adding that it could also lead to more coordination for GATE (Global Academic Travel Experience) programs, would involve a professor exchange to "improve mutual understanding, research and even course content," and should help increase "brand awareness overseas, which has been weak." Although one alumnus we interviewed questioned whether Fuqua is, as he put it, "McDonaldizing the MBA program," most students who mentioned the initiative to mbaMission were excited about its implications for the brand.

Students reportedly feel the impact of the global expansion at the school. In discussing the initiative with mbaMission, one first year declared, "If you try to sum up what Fuqua stands for, one of the components would definitely be 'global'—we're definitely trying to be as global as possible. Even on campus, we have guest speakers from all over the world; today I went to a talk by one of the leaders of government in Hong Kong."

The Dean

In 2011, William (Bill) Boulding replaced Blair Sheppard as dean of the Fuqua School of Business. Sheppard, who had been dean since 2007, moved on to oversee development of Duke Kunshan University in China. Sheppard noted in a 2011 *Duke Today* article, "Much of what I set out to do has been accomplished. Now we need to consolidate the gains the school has made in all these areas, even as we move forward with our international plans and

other goals. It has been a great honor to serve as dean, and I am grateful for the chance to work with colleagues at Fuqua and throughout Duke, and with our students, alumni, donors and friends, as we all take on new challenges.”

Boulding, who began teaching at Fuqua in 1984 in addition to having held a number of other administrative roles, served as the school’s deputy dean before being appointed to a shortened two-year term as dean (a full term is five years) upon Sheppard’s departure. He was then recommended by an international search committee in 2013 to continue his deanship for a further five years. Boulding has received several distinctions for his teaching in the areas of management, marketing, and strategy, including the school’s 1989 Outstanding Teacher Award and the 1997 Bank of America Faculty award. A member of the search committee stated in a 2013 article in Duke’s student newspaper, *The Chronicle*, that Boulding’s vision for the school would “address globalization with more innovation and modernization in the classrooms, while also focusing on stabilizing the school’s budget.” Another search committee member noted in the article that Boulding “has the whole package, plus he knows Fuqua and Duke intimately.”

In a 2012 *Forbes* interview, Boulding described the type of students that attend Fuqua by highlighting the collaborative principles encompassed by “Team Fuqua,” saying, “Increasingly, so called ‘leaders’ seem to fight for narrow self-interest around issues and ideas. At the same time, more than ever before, answers to problems, solutions to challenges, innovation and the creation of value comes through collaboration and co-creation. ... Our students have a burning ambition to make a difference in the lives of others.” Boulding also explained recent Fuqua graduates’ high rate of success in finding jobs in a 2013 interview with *Bloomberg Businessweek*: “The reason they’re [companies are] hiring Fuqua students comes back to what we produce and who we attract, and that’s people who understand how to co-create and take advantage of a team’s potential. It’s people who are personally humble, tremendously ambitious, and have no sense of entitlement.” In a 2015 interview, the *Washington Post* asked Boulding what weighs most on him as a business school dean. He responded: “If people decided there’s really no opportunity to change the world for the better through business. That’s my nightmare.” In a 2016 article that he wrote for *Fortune* on the North Carolina gender and sexual orientation bathroom laws, Boulding stated: “I look into the faces of our MBA students every day and I see such amazing potential and such desire to do more than ensure their own financial success. I hear discussions daily about the power that lies in difference. It’s not just lip service: This generation of business school students genuinely understands how diverse perspectives challenge us and make us stronger.”

Soon after Fuqua claimed the coveted top spot in the *Bloomberg Businessweek* MBA rankings in 2014, Boulding remained unfazed. “Although rankings are important,” he told *Poets&Quants* in a 2014 interview, “there is a red line: the line is that rankings should not drive our strategy.” He expressed similar notions in an article in *The Chronicle* that same month, saying, “I don’t think we can afford to have an ounce of complacency that goes along with this ranking,” though he noted that he was pleased that the school’s efforts had paid off. “I’m really happy for all the people in our community who worked so hard over an extended period of time to draw this result. That’s the part that feels best.” Boulding added, “There is some external validation for a lot of really hard and excellent work that has been put in by all members of our community. Fuqua was chartered in 1969, so in some sense, this is a 45-year-old project in the making, and it’s really fun to see this outcome.”

In addition to serving as the MBA program's dean, Boulding is a board member for the Graduate Management Admission Council, a member of the World Economic Forum's Council on Values, and a member of the Board of Managers at Swarthmore College. He has also contributed to such publications as *Project Syndicate* and the *Financial Times*.

Professional Specializations

Consulting

Consulting firms appear to be strong recruiters at Fuqua, based on what we learned from students we interviewed for this guide. In the opinion of a second year with whom we spoke, this is because of "Fuqua's collaborative culture and team-oriented program." Several students we interviewed emphasized the strength of Fuqua's offerings in the area of consulting, with one second year commenting, "I believe the school has prepared me well both formally and informally through 'roadmap' training sessions led by the Consulting Club, through access to the extensive alumni network, through the brand reputation at the top-tier consulting firms, through the expertise within the career management center, and through experiential learning opportunities such as the Global Consulting Practicum [now the FCCP—Fuqua Client Consulting Practicum]." Another second year told us, "The brand is not as strong as I would like, and the alumni network is rapidly growing, but the school preparation is fantastic."

The percentage of Fuqua MBAs who accepted full-time positions with a consulting function has been high in past years, as 34% of students were hired for these roles in 2016 (35% in 2015, 34% in 2014, and 39% in 2013). Class of 2016 students who entered such positions reported a median starting salary of \$140,000 and a median signing bonus of \$25,000.

"Most major [consulting] companies interview at the school," one alumnus told mbaMission, adding that he never lacked for "opportunities to network with consulting firms and recruiters" while at Fuqua. Top recruiters for 2016 graduates in the area of consulting were Deloitte, McKinsey & Company, the Boston Consulting Group, Bain & Company, Accenture LLP, and A.T. Kearney. A CMC representative we interviewed remarked, "Not too many companies recruit for [internal] strategy positions—that tends to be a 'network your way in' kind of job, as the number of hires is pretty limited."

"Decision Models" and "Managerial Accounting" are two courses in particular that we learned have been popular with students interested in pursuing consulting careers. At one time, these classes were even part of Fuqua's required curriculum but were cut from the core in 2008 to allow students more room in their schedules to take electives. According to a member of the administration we interviewed, though, a large portion of students still take "Decision Models" to prepare for internships. When we asked one second year pursuing consulting which class had impressed him the most thus far, he remarked, "Either 'Decision Models' or 'Impact Investing.' Both were extremely interesting classes with practical tools and methodologies that I will carry with me into the 'real' world."

Claiming “Managerial Accounting” as one of the best courses she has taken, a different second year told us, “My ‘Managerial Accounting’ professor loves to teach and loves when his students learn. I am not the best person at accounting, but I truly understand its importance and am dedicated to learning and doing more with accounting for the rest of my life. That’s an impressive job he’s done, given that I was dreading accounting as part of B-school.” Some second years with whom we spoke mentioned “Market Intelligence” and “Raising Capital” as other standout consulting-related courses, and students from both classes described core marketing professor Gavan Fitzsimons as being particularly popular (see the Notable Professors and Unsung Heroes section for more on Fitzsimons).

Students pursuing the school’s Strategy concentration must choose two advanced strategy courses from a list of eight, two advanced analytic skills classes from a list of six, and two additional classes from a list of 32 selected by the administration as relevant to the concentration. Fuqua’s strategy faculty includes 11 professors.

A former president of the Duke MBA Consulting Club (DMCC) noted in an interview with mbaMission that “the club has expanded tremendously over the last couple of years.” The group helps educate and prepare students for a career in consulting and assists its members in networking and interviewing. David Ohrvall, public speaker and author of *Crack the Case: How to Conquer Your Case Interviews* (Turtle Hare Media, 2006), has conducted half-day sessions at Fuqua at which he advises students on how to prepare for case interviews. His book is “an indispensable resource and the go-to guide to prep for consulting interviews,” said a second year we interviewed. He added that more than 150 first years attend the annual Consulting Early Connections Program (alternatively called Consulting 101), a one-day interactive workshop held early in Term 1. Jointly presented by the club and the CMC, this workshop explores such topics as what consultants do, what the most common types of consulting firms are, and what one should expect during the recruiting process. Another first-year student with whom we spoke described the workshop as a “primer” for students interested in consulting roles.

The Consulting Symposium is a (typically yearly) half-day event designed to educate first-year students about the field of consulting via student and alumni panels and speeches delivered by representatives of consulting firms that recruit at Fuqua. We were unable to locate information about the event in 2015 or 2016; however, the 2014 symposium was held in September, with a Deloitte principal delivering the keynote address. Panel discussions allowed participants to delve into such subjects as “Consulting Lifestyle and Industry Trends,” “Social Impact Consulting,” and “Health Care Consulting.” Among the companies represented at the symposium were IMS Consulting Group, Partners in Performance, Oliver Wyman, Schlumberger Business Consulting, and Quintiles Transnational.

In September 2013, the director of Deloitte Services LP served as the event’s keynote speaker, and a series of panel discussions explored such topics as “Long-Term Career Planning,” “Women in Consulting,” and “Diversity in Consulting.” Participating firms included Accenture, Bain & Company, Gallup, the Boston Consulting Group, and PricewaterhouseCoopers. In addition, two second-year students told mbaMission how helpful they found the club’s Turning the Internship into a Full-Time Offer event, wherein second-year students and alumni offer information and tips about succeeding at one’s summer internship.

Although an alumnus we interviewed felt that the CMC could do more to convey to students early on “just how tough case interviews can be” and another recounted how students who had “initially considered marketing and tried for consulting at the 11th hour had a rude awakening,” the DMCC appears to do quite a bit to help students learn about case preparation for consulting interviews.

Other potentially useful workshops and discussions the club offers include “What I Wish I Knew as a First Year,” in which recent alumni meet with first-year students to share advice and guidance they feel would have been helpful at the start of their own Fuqua journeys, and Case Around the Keg, which a former club president described to mbaMission as “an introduction to real-world experiences. At these workshops, students go through a real client case with a firm in a relaxed setting. This event provides students with a better understanding of how the firm works on engagements and enables the hosting firm to interact with students and differentiate its firm’s problem-solving techniques.”

The DMCC’s Week-in-Cities (WIC) trips take place between the Fall 1 and Fall 2 terms. On a WIC trip, a small group of students travels to a particular city or region for three to seven days to visit companies firsthand, shadow company representatives, and, in some cases, even participate in mini case competitions. DMCC members have historically visited locations such as Dallas, Chicago, Atlanta, and Boston on these trips.

In addition, Mock Interview Week helps first-year students prepare for the rigors of the consulting job search. During these two days of mock interviews, students meet with practicing consultants in advance of actual interviews for summer internships as a way of learning more about the process, and the participating consulting firms in turn gain a sense of the current crop of Fuqua interns. The DMCC president described this event to mbaMission as “invaluable,” adding, “Students are more relaxed and confident during the real interviews, [so] our partners are able to gauge the students’ level of preparedness, and firms are able to provide feedback to the DMCC for areas of improvement.”

The DMCC also offers a consulting Roadmap, which a second year with whom we spoke called “arguably the most important part of our club.” This Roadmap is a curriculum designed by the club to prepare students for the unique interview process that takes place at consulting firms. Noted the second-year student, “The program focuses first on building a foundation and then on refining subject area knowledge. For students pursuing careers in consulting, the DMCC offers weekly Roadmap workshops from September through November for first-year students and a Roadmap boot camp in September for second-year students. Innumerable Fuqua alumni and students claim that the DMCC’s Roadmap was critical to their success in positions at consulting firms.”

A big event for students interested in consulting is the Deloitte National MBA Case Competition, which brings together teams from more than a dozen top MBA programs to compete in a bracket-style tournament for a prize pool of \$50,000. Held at Deloitte University’s campus in Westlake, Texas, the competition is an “opportunity to build personal and professional relationships with Deloitte Consulting Partners,” according to the event’s Web site,

which further explains that teams “are pitted against each other to test their critical thinking, business knowledge, and strategic problem-solving potential through case simulation.”

A team from Fuqua advanced to the finals but did not place in the 2017 or 2016 competitions; in 2017, a team from the UNC Kenan-Flagler Business School claimed the \$20,000 first-place prize. Teams from UVA Darden, Michigan Ross, and Emory Goizueta were among the final four. Fuqua’s team placed first at the 2012–2013 competition, beating out teams from Columbia Business School and UCLA Anderson. A Fuqua team also claimed the top spot in the inaugural competition in 2010–2011, besting more than 250 other teams.

Students can also join Fuqua On Board, a program through which the Center for the Advancement of Social Entrepreneurship matches them with a local nonprofit, and the students serve as nonvoting members of the organization’s board of directors for seven months. Participating students do not receive class credit for their efforts but instead gain hands-on, real-world consulting and leadership experience. One first-year student told mbaMission that through Fuqua On Board, he had built a finance plan and a budget for a local organization; he noted, “It was one of the most rewarding experiences of the whole year.”

An alumnus who entered consulting conveyed one criticism to mbaMission, however: that Fuqua’s practice of not having classes on Wednesdays (rather than having Fridays off) can make recruiting for consulting positions more challenging than for other jobs. Fridays are often the primary day consultants are in the home office, so final-round interviews are usually conducted on Fridays on-site at the hiring company—meaning that second years have to miss a day of classes to attend these interviews.

Entrepreneurship, Private Equity, and Venture Capital

Fuqua’s most recent employment report shows that of the Class of 2016, two graduates chose to start their own business rather than accept a full-time position with another firm (six in 2015, four in 2014 and 2013, and five in 2012), and 1% of graduates entered the private equity/venture capital industry. In addition, we learned that of the internships granted that year (for the Class of 2017), 2% were in the private equity/venture capital industries. Companies that hired Fuqua MBAs in 2016 include Uprising Ventures, ZX Ventures, and BlueArc Capital Management, and firms that have extended offers in the past include 2+ Capital, River Cities Capital Funds, New Capital Partners, Virtus Partners, Hatteras Venture Partners, CITIC Private Equity, and Northern Light Venture Capital.

Students we interviewed referenced the “Entrepreneurial Finance” course as particularly relevant for those pursuing private equity, venture capital, and/or entrepreneurship. This class complements “Venture Capital and Private Equity,” which was described to us by a second-year student as “incredibly useful.” A different second-year student identified “Raising Capital” as a valuable course for students interested in these fields as well.

Students aspiring to a career in these areas may want to consider pursuing the Entrepreneurship and Innovation concentration, which consists of two required courses—“Entrepreneurial Execution/Planning” and “Entrepreneur-

ial Strategy,” one experiential course (such as “Marketing Practicum” or “Entrepreneurship Planning Practicum”) from a list of 11, and three electives (from a list of 15).

Some students with whom mbaMission spoke also mentioned enjoying the course “Mentored Study in Entrepreneurship.” In this class, students participate, for credit, in part-time internships with local start-up and early-stage companies, including venture capital firms, real estate developers, nonprofit organizations, and other entrepreneurial ventures. A professor who has conducted the management department course told mbaMission that the class has shown steady growth since it was first offered more than a decade ago. The professor remarked that every year, many of the students’ internships lead to full-time employment offers with the mentor organizations, though he did not provide specific numbers.

A core goal of the Entrepreneurship and Venture Capital Club (EVCC) is to “demystify entrepreneurship and provide education and resources to students interested in entrepreneurship and venture capital career paths,” states the group’s Web site. To this end, the club offers a number of events and resources for students interested in these business areas, such as organizing WIC trips during the fall, winter, and spring breaks. Participating students on these trips have traveled to such locations as San Francisco, Boston, New York City, Charlotte, Atlanta, and Silicon Valley.

According to a first-year student we interviewed, EVCC WIC trips tend to be “more casual” than those organized by many of the school’s other professional clubs: “We have happy hours and networking events, but fewer presentations, and more chats with founders—hearing war stories.” On the EVCC’s various WIC trips, students have visited such companies as Nest Labs, Read It Later, New Enterprise Associates, Venrock, box.net, Pandora, Ustream TV, Salesforce.com, First Round Capital, Bridgescale Partners, Greylock Partners, Bain Capital, Sierra Ventures, Trinity Ventures, Warburg Pincus, The Carlyle Group, and Kleiner Perkins Caufield & Byers.

In 1999, the EVCC founded the Duke Start-Up Challenge, a competition that runs throughout each academic year and encompasses all aspects of building a business, including assembling a management team, creating a business plan, and developing core product technology. Approximately 100 three- to five-person teams vie for a \$50,000 grand prize. Teams that offer options specifically benefitting individuals aged 50 and older are eligible for an additional \$5,000 prize. A faculty member told mbaMission that participating teams are typically “very diverse,” comprising students from the university’s undergraduate program, engineering programs, law school, school of public policy, medical school, and school of environment and earth sciences, in addition to Fuqua.

The challenge includes five functional tracks—Clean Energy; Healthcare and Life Sciences; Information Technology, Internet, and Media; Other Products and Services (a catchall for ideas that do not fit the other functional tracks); and Social Enterprises (including nonprofits)—in addition to two special interest tracks: one for women-led start-ups and one for undergraduate-led start-ups. The competition has historically consisted of three parts: an idea summary submitted in November, an expanded summary and investor pitch submitted in January, and a live Finals Event in April. However, in 2014, to encourage entrepreneurs to see their ideas through to fruition, the Finals Event was replaced with a Demo Day, which showcased approximately 15 of the competing ventures. In addi-

tion, the school partnered with crowdfunding platform Indiegogo in 2014 and 2015 to facilitate an extended period of fundraising for the ventures over the summer.

The competition is largely judged by local entrepreneurs and venture capitalists representing such organizations as ABB Technology Ventures, Blackstone Entrepreneurs Network, Startup America Partnership, Piedmont Angel Network, and ESPN, but professors sometimes serve as judges as well. For the past several years, more than 100 teams entered the challenge, and participating ventures in round two included DropBuy, a calendar for real estate buyers, sellers, and agents; SafeHigh, a device for detecting drivers' marijuana levels; and Model Earth Inc., an ecosystem enhancement software system. The 2016 winner was Walla, which attempts to combat mental illness and isolation on college campuses via a mobile app. In 2015, the grand prize went to SiNON, a developer for a nanoparticle that helps advance the treatment of neurological diseases.

In collaboration with Duke's Graduate and Professional Student Council, the EVCC organizes the Duke Entrepreneurship and Venture Capital Conference, a half-day event that attracts experienced entrepreneurs, venture capitalists, executives, and other industry professionals to share insights on best practices and career development within these arenas. The latest conference, held in February 2017, was themed "The Good, the Bad, and the Ugly" and featured a lunch discussion with a former chief marketing officer of EventBrite, presentations by a co-founder of Recode and a co-founder of Cross Culture Ventures, and two panel discussions with the themes "Entrepreneurship Outside of Silicon Valley" and "Venture Capital vs. Startup." The 2016 conference welcomed such panelists as the co-founder and chairman of Carbon 3D, the founder and former CEO of Yap, and the chief marketing officer and founding team member of DRB Lending LLC. The event concluded with a networking reception.

The 2015 even was themed "Recognizing Disruption: Finding a Path to Entrepreneurship" and the keynote address was delivered by CEO and founder of ZICO. A discussion panel on entrepreneurship featured the CEO of Canines, Inc., and the founder of Bulldog London Dry Gin. The 2014 conference focused on the theme "Three Post-MBA Entrepreneurs Tell Their Stories of Taking Risks and Building Their Companies," welcoming the founder/CEO of Bonobos as its keynote speaker. The founder/CEO of Hukkster and the founder/CEO of CommonBond were the other two highlighted entrepreneurs, both of whom participated in an entrepreneurship panel. The event concluded with a happy hour sponsored by CommonBond.

The EVCC's Program for Entrepreneurs (P4E) is designed to "assist entrepreneurs in launching new businesses," explains its Web site, which further states, "This initiative is the capstone of Fuqua's entrepreneurship educational offerings. It leverages Fuqua's academic research, courses, and broad community of practitioners to work with entrepreneurs to define, plan, establish, and finance new ventures." The program allows students to earn up to 15 course credits by working on a start-up idea and starting a company, and it provides participants with mentorship and instruction. The student entrepreneurs define, plan, establish, and find ways to finance their new ventures. A first year we interviewed cited P4E as one of two major reasons he chose Fuqua for his MBA, saying, "I wondered if I could devote time to a start-up and handle my other classes at other schools, and despite others having incubators, Fuqua is the only program I know of where I could get credit."

Finance

Of Fuqua's Class of 2016, 18% accepted positions in the finance industry, reporting a median starting salary of \$125,000 (notably higher than \$100,000, which was the median salary in 2014, 2013, 2012, and 2011) and a median signing bonus of \$46,250 (higher than the \$40,000 reported in the previous six years). Of the 23% of the class that took roles with a finance function, most entered investment banking (9%) and corporate finance (8%). Top hirers in finance for the school's MBAs in 2016 included Citi, Deutsche Bank, Bank of America Merrill Lynch, Barclays, JPMorgan Chase & Co., Credit Suisse, and Wells Fargo Securities.

At Fuqua, 19 professors make up the core finance faculty. In addition, the accounting department includes 11 tenure-track accounting professors and four affiliated professors. The first-year "Financial Accounting" course is part of the core curriculum, and the school offers five finance-related concentration options: Financial Analysis, Energy Finance, Corporate Finance, Investment Finance, and a Dual Finance Concentration. For the Financial Analysis concentration, students must take both "Financial Statement Analysis" and "Valuation and Fundamental Analysis," plus four electives chosen from a list of 12. The Energy Finance concentration, which was introduced in 2013–2014, requires two finance courses chosen from a list of three, the course "Energy, Markets and Innovation," one energy-related course chosen from a list of three, and two elective courses chosen from four options. The Corporate Finance concentration is for students interested in corporate finance, venture capitalism, real estate, and/or international finance. It involves two required courses ("Corporate Finance" and "Investment") and four electives chosen from a list of 12.

The Investment Finance concentration is designed for students interested in banking, investment management and research, sales, and trading. Students pursuing this concentration take the same two required courses as for the Corporate Finance concentration and choose four electives from a set of ten options. For the Dual Finance concentration, students must take two courses required for the Corporate Finance and Investment Finance concentrations, two finance electives from each of these finance concentrations (for a total of four), two additional electives from either set, and two additional courses.

According to a second year we interviewed, although Fuqua "has not been considered a go-to school" in finance, the program is "especially good for people without a finance background to switch to finance." He compared his experience of interviewing for an internship to that of his friend at another top MBA school that is typically more popular with people pursuing finance careers, saying that the number of open interview slots at Fuqua (which are determined by bidding, rather than via closed lists or by the recruiter) is much higher proportionately, so "students, especially career changers, have a much better shot of getting a couple interviews, even at bulge [bracket] banks." That said, however, a Fuqua CMC representative later explained in an interview with mbaMission that "employers are less interested in considering candidates who earn an interview slot through bidding."

Fuqua has been investing in its offerings for those interested in pursuing a career in finance. For one, it has improved its Financial Markets Room, a multipurpose space located on the lower level of the Fox Center, equipped

with Bloomberg terminals, cable TV, digital data feeds, and online valuation tools. In addition, a second-year student told mbaMission that in 2009, money was raised from alumni and the university as a whole to fund “more [finance-related] conferences, speakers, and research.” Indeed, that same year, in the wake of the global financial crisis, the school opened The Center for Financial Excellence to expand on its career development resources. The center supports Fuqua’s finance-related curriculum and sponsors finance industry-focused programs such as workshops, speakers, and an industry boot camp.

Fuqua’s Finance Club also organizes a number of events each year for students considering careers in this field. One is the Finance Symposium, targeted to first-year students. During this event—which is held in Term 1 and is the club’s largest annual offering—alumni, recruiting company representatives, professors, and second-year students representing the fields of investment banking, research, portfolio management, and company-based corporate finance offer the first years their perspective on a career in finance via panels and presentations.

The Finance Club also presents the Annual Finance Career Intensive in the fall. During this one-day seminar, representatives from well-known finance firms discuss specialization areas within the industry. In recent years, private wealth management, investment banking, institutional sales and trading, corporate finance, and asset management were among the topics explored by professionals from such firms as Barclays, Credit Suisse, Goldman Sachs, J.P. Morgan, Wells Fargo Securities, Fidelity, Lord Abbett and Co., TIAA-CREF, UNC Management, Best Buy, Exxon-Mobil, and Microsoft. Participants share their views on job responsibilities, employer expectations, desired skill sets, and tips for success.

In September 2014, the club co-hosted a “Women in Finance and Consulting” event with the school’s Consulting Club and Association of Women in Business, which included a panel discussion with female finance and consulting professionals sharing their stories. The evening also involved roundtable discussions and small group consulting sessions. The club offered a similar event in September 2012, which was intended to facilitate discussion about career paths for women who have an interest in the financial services industry. A managing director from Wells Fargo Securities and a managing director from J.P. Morgan participated in the event’s exploration of the topic “The Strategy of Success for Women in Finance.” A first-year student described a previous Women in Finance event in an October 2011 Daytime MBA Student blog post as including “accomplished female finance professionals who spoke about their experiences since leaving business school including rising along the corporate ladder It was very interesting to attend both of these events and hear war stories from people who have already encountered the obstacles that I am or will be facing.”

Week on Wall Street is the Finance Club’s version of WIC. For this event, first-year students travel to New York City during fall break to visit such firms as Bank of America, Merrill Lynch, Barclays, Citigroup, Credit Suisse, Goldman Sachs, J.P. Morgan, Lazard, Morgan Stanley, Royal Bank of Canada, and UBS. One second year told mbaMission that he made “great connections” on the club’s WIC trip and “was able to get interviews with two firms that don’t recruit on campus.”

For the Finance Club's Day in Charlotte event, held each fall, students travel to Charlotte to visit companies (such as Wells Fargo, BlackArch Partners, and Deloitte), network with alumni, and explore the area. According to an alumnus we interviewed, Charlotte, which is less than two hours away from Fuqua and is a major banking center of the South, has always drawn people who want to pursue finance but not necessarily live in New York after graduation. That said, one first year told mbaMission that for students who do want to do finance in New York, recruiting can be cumbersome, because "you're going to have to travel for all your interviews."

Regularly throughout the year, the club conducts workshops for which it invites alumni working in finance-related fields to campus to help students prepare for interviews and summer internships and to illuminate club members on specific topics important in the field, such as valuation and modeling. These events help participating students discern the subtle cultural differences between companies by allowing students to interact firsthand with firm representatives and to prepare for their internship and later career in finance.

General Management and Operations

Of Fuqua's Class of 2016, 15% accepted full-time jobs with a general management function (down from 21% in 2015 and 16% in 2014), with 9% of this group entering rotational or leadership development programs (LDPs)—which are companies' one- or two-year executive training programs; Dell, Deere & Company, Johnson & Johnson, Bank of America, and DuPont have all reportedly recruited at Fuqua for their LDPs in the past. Another 3% of the class moved into roles with an operations and/or supply chain function (4% for the Class of 2015). The general management graduates reported a median base salary of \$115,000 and a median signing bonus of \$25,000, while those who accepted operations/supply chain roles in 2016 recorded a median base salary of \$120,000 and a \$25,000 median signing bonus.

According to students and alumni we interviewed for this guide, popular electives for those wanting to specialize in general management and/or operations include "Negotiation" and "Power and Politics." In addition, "Operations Management," part of the core curriculum, is one of the primary classes relevant to students pursuing a career in these areas and/or a spot in a company's LDP. Two of Fuqua's academic concentrations address these fields most directly: Management and Operations Management. For the former, students choose six of 19 electives—four from a group designated as "Organizing and Motivating" (which includes six course options), plus one each from the "Managing Decisions" group (seven course options) and the "Managing Incentives and Organizing Processes" group (six course options).

For the Operations Management concentration, students take three of seven selected operations electives ("Operations Strategy," "Service Operations Management," "Global Operations," "Supply Chain Management," "Forecasting," "Fuqua Client Consulting Practicum: Operations Focus," and "Provider Strategy") and at least one course from a list of four electives ("Decision Models," "Data Analytics for Business," "Strategy and Tactics of Pricing," and "Competitive Analytics"). The school also lists nine related electives from the accounting, decision science, management, marketing, and strategy departments. The school's management and organizations department

boasts 15 tenure-track professors and three affiliated faculty members. Seven full-time and one adjunct professor make up the operations management department.

The General Management Club (GMC) at Fuqua helps prepare students for LDPs and operations careers through a variety of resources and events, which are often sponsored by key players in the field, such as Corning, Emerson, M&T Bank, Citi, and DuPont. A second-year club representative informed mbaMission that the group is “working to build our sponsor relationships with Apple and AMEX, both offering operations-type roles.” Another second-year student and GMC member told us, “These firms are also very active on campus and generally enjoy coming to [Fuqua] to host our GMC events.”

Every September, the club presents its GMC Symposium, a half-day event aimed primarily at first-year students who are considering pursuing internships and careers in general management or operations. With approximately 200 students in attendance, according to a second year with whom we spoke, the symposium consists of panel events, a networking breakfast and lunch, and a keynote speech. Although we could find no record of the event in recent years, the 2014 event featured a keynote address by the vice president of fleet planning at American Airlines, while panel discussions explored such topics as “Implementing Change Through Leadership Programs,” “The Challenges and Opportunities of Globalization,” and “Managing Innovation and Disruption.” Companies represented at the event included Corning, MeadWestvaco Co., Emerson Electronic, and Walmart.

At the 2013 event, the chairman/CEO of M&T Bank Corporation served as the keynote, and three panel discussions—“Confessions of a Career Switcher,” “International Student Opportunities,” and “Leadership Development Programs”—featured representatives from such companies as Corning, DuPont, Liberty Mutual, and Western & Southern Financial Group.

Among the career development resources offered by the club are a Speed Interviewing event and a mock interviewing session. The Speed Networking event provides a forum in which first-year students can talk to second years about their internship experience with companies in their respective industries. In recent years, students have interned at such companies known to hire for general management positions as Bank of America Merrill Lynch, American Airlines, PepsiCo, Citi, Samsung, Amazon.com, and Walmart Inc.

Like many other professional groups on campus, the GMC organizes WIC trips. Two trips are annually organized to New York City and Los Angeles. On the New York City trips, students have visited such firms as Citigroup Inc., American Express Co., and MetLife, Inc. In the past, the club has also organized WIC trips to Dallas and Atlanta, where companies visited included Coca-Cola Co., Delta Air Lines Inc., and Georgia Pacific LLC.

A second-year student told mbaMission, “For general management, Week-in-Cities is pretty important, because some of the firms we visited weren’t interviewing as much as, say, consulting firms. You’re building personal connections, and they [the companies visited] did say they were using their [WIC] attendance list for GM club events

on campus when the company was visiting—I think they do use that information to gauge ‘who’s shown the most interest in our firm.’”

Health Care

Fuqua’s focus on health care has a long history, especially given the school’s ties to Duke Medical School and nearby Research Triangle Park. According to the school’s most recent employment report, 12% of the Class of 2016 accepted offers in the health industry (8% in 2015, and 9% in 2014 and 2013), including 3% in medical devices, 3% in pharma, 2% in biotechnology, 2% in “other” health-related areas, 1% in providers and services, and less than 1% in both global health and healthcare information technology/informatics. The median starting salary for all the graduates entering the health industry was \$113,000 (up from \$110,000 in 2015 and 2014), and the median signing bonus was \$27,500 (again up from \$25,000 in 2015 and 2014). However, we learned that these statistics are likely underrepresentative, as graduates often accept roles in product management/marketing, consulting, or finance that have a health care focus, but this focus is not always reported to the CMC. Hiring companies in this field for Fuqua MBAs in 2016 were Johnson & Johnson; DaVita, Inc.; Medtronic; Cardinal Health; Genentech; athenahealth; and Amgen, Inc.

A second-year student we interviewed who was pursuing a career in health care expressed enthusiasm for the school’s offerings in this area, saying, “Fuqua has prepared me academically, with professional networks, personal reflection, experiential learning, and career training. There’s no question in my mind that my career will be highly successful.”

The school’s Health Sector Management (HSM) certificate program requires the completion of three specific courses and three electives. The three required courses are “Health Institutions, Systems and Policy (HSM Bootcamp),” “Health Care Markets,” and “Seminars in Health Care.” HSM students must then take at least one of three possible HSM Industry Context Electives—“Provider Strategy,” “Medical Device Strategy,” and “Biotechnology and Pharmaceutical Strategy”—in addition to choosing from a list of approximately 30 HSM breadth electives offered at Fuqua and the wider university, including “Comparative Health Care Systems,” “Global Health Systems and Policy,” “Health Systems and Policy,” “Strategic Modeling and Business Dynamics,” and “Health Care Law and Policy.”

The HSM Web site notes that the program includes 16 core professors and 11 faculty affiliates. An HSM representative told mbaMission that to participate in the program, applicants do not need to express an interest in HSM at the time they apply, saying, “It’s a simple process where they only need to contact [the HSM Office] so that they receive communication on courses and lots of extracurricular activities for the health care focus.”

HSM also sponsors students’ attendance at both national and international conferences related to the field while they pursue their MBA, including the meeting of the American College of Healthcare Executives, the Center for Entrepreneurial Development and Biotechnology Conference, the Triangle Healthcare Executive’s Forum, and the Healthcare Businesswomen’s Association. A Fuqua staff member who works in the HSM program explained to

mbaMission, “Any student [including non-HSM] can attend [these events], but we negotiate student rates then cover the fees for HSM students to many of these ongoing conferences.” She added that HSM has set aside additional funding to help offset the costs students incur when going to conferences: “We simply ask that students let us know in advance and provide a summary and collect materials so they can share the information they learn with their peers.”

Said a second-year student we interviewed, “HSM is a wonderful program. The courses, professors and staff, events, and peers are all excellent.” He went on to say that through HSM, Fuqua has built connections with “major players” in the health care arena, remarking, “HSM has been, and should be, one of the important parts of the Fuqua Brand.”

From a networking and recruiting standpoint, the HSM program has allowed the school to build partnerships with Duke’s Clinical Research Institute and the Duke Global Health Institute, as well as Fuqua’s Health Sector Advisory Council (HSAC), which brings together industry leaders, faculty, and students for a forum to discuss their expertise. HSAC members include the CEO of Cytokinetics, Inc.; the vice president of the Laboratory Corporation of America; and a senior advisor of Pharos Capital Group, LLC.

The school also offers a pre-orientation course called “Health Institutions, Systems, and Policy,” in which students earn three credits in just one week’s time, giving the class its more common name, “HSM Bootcamp.” An HSM second year told mbaMission, “The one thing that everyone talks about and never forgets is HSM Boot Camp, which is extremely comprehensive and had a stellar range of speakers from various aspects of the health sector when I did it.” Another HSM student wrote in a 2013 Daytime MBA student blog post, “The boot camp was a quick transition back to school and the perfect way to kick off my first year at Fuqua. It was a fascinating week packed with new information, engaging speakers, and a taste of the tremendous opportunities yet to come at Fuqua.”

Multiple students interviewed by mbaMission also referenced the course “Health Systems and Policy,” which is a practical class about health care policy that culminates in a week in Washington, DC—the class is reportedly called simply “Week in DC,” in fact. On this annual trip, approximately 25 HSM students, plus a few medical and executive MBA students, meet with, network with, and listen to panel presentations from representatives from such organizations as the World Bank, the Office of Management and Budget, the National Bureau of Economic Research on Aging and Health, the U.S. House of Representatives, and Avalere Health LLC, a health care business and policy consulting firm.

Fuqua’s Health Care Club (HCC) is a student organization with more than 100 members that focuses on educating its members about the industry and preparing them for interviews, internships, and careers in the field. In addition, the club organizes WIC trips over both fall and winter break. On these trips, students meet with representatives at local health care firms and discuss issues within the industry. In addition to Q&A presentations during the company visits, students may attend a central alumni reception in each city visited. A second year told mbaMission that these trips “allow [students] to learn more about the companies they are interested in and to get a feel

for the offices and what it might be like to spend a summer in that type of environment. We pitch WIC as a way for students to confirm their interest in working for specific companies, and for potential employers to identify those candidates that are most interested in working for them—after all, if they are taking time to travel and visit the company, they must be serious candidates.”

Students on these trips have visited such companies as McKesson, Genentech, LifeScan, Medtronic, SDG Life Sciences, Deloitte Consulting, Amgen, Biogen Idec, Boston Scientific, Brigham and Women’s Hospital, Millennium Pharmaceuticals, Deloitte Consulting, LEK Consulting, Leerink Swann, Bristol-Myers Squibb, Johnson & Johnson, ZS Associates, Merck, Pfizer, IMS Health, and Frankel Group.

The club also organizes a daylong HCC Conference, which is held each November. In 2016, the event explored the theme “Prescriptions for Change” and welcomed as keynotes the chief operating officer of DaVita Kidney Care and the chairman and CEO of LifePoint Health. The day’s four panel discussions concentrated on the topics of “Redefining Health Care: Building New Delivery Models,” “A Balancing Act: The Intersection of Industry and Policy,” “Innovation from Within: How Incumbents Drive Internal Innovation,” and “New Perspectives: Health Care Entrepreneurship and Investing.” The event concluded with a celebration of the 25th anniversary of the Fuqua Health Section Management certificate, a career fair, and a networking reception.

At the 2015 conference, themed “New Perspectives in Health,” the chief financial officer of Cardinal Health, Inc.; the president of client organization at athenahealth, Inc.; and the vice president of healthcare technology strategy at Johnson & Johnson delivered the keynote speeches. Four featured panels explored the themes “The Changing Role of the Patient,” “Payer Evolution,” “Data as Disruptive Innovation in Health Care,” and “Redefining ‘Value’: Learning from Early Efforts on Health Care Value and Quality.” The event, which featured representatives from such companies as Essia Health, Cigna, Medtronic, and Sproxil, concluded with a career fair.

International Business

International students generally constitute well over one-third of Fuqua’s incoming class each year (40% within a “typical class profile” offered by the school’s Web site), and 9% of the school’s 2016 graduates took jobs outside of North America: 4% in Asia, 3% in South America, 2% in Central America and the Caribbean, and less than 1% in both the Middle East/North Africa and Sub-Saharan Africa. According to the CMC, the median base salary was \$120,000 for graduates who did not have permanent U.S. work authorization and \$125,000 for those (including U.S. citizens) who did. However, the median signing bonus for those without permanent U.S. work authorization was equal (\$25,000) to the median signing bonus for graduates with permanent authorization.

Moreover, 90% of students without permanent U.S. work authorization had a job offer by mid-August of 2016, compared with 97% of those with such authorization. Fuqua’s CMC has a staff member dedicated to aiding and advising non-U.S. students on employment-related issues specific to them, especially the H-1B visa.

A CMC representative confirmed for mbaMission that “most [graduates] who work internationally do not have permanent U.S. work authorization.” He noted that consulting and finance were particularly popular industries for working abroad. The school’s employment report indicates that approximately 100 companies hired at least one student who did not have a permanent U.S. work authorization from the Class of 2016, including Amazon.com; Apple Inc.; Google, Inc.; McKinsey & Company; JPMorgan Chase & Co; Intel Corp.; Microsoft Corp.; Ernst & Young; and The Kraft Heinz Company. Firms that offered a position located outside the United States to at least one Fuqua graduate in 2016 include Anheuser-Busch InBev, Bain & Company, Credit Suisse, Johnson & Johnson, Samsung Global Strategy Group, PricewaterhouseCoopers LLP, and L.E.K. Consulting.

Although Fuqua students interested in international business can choose from a number of courses on the topic, the school offers no dedicated concentration in this area. All students begin their academic experience at the school with the 3.5-week Global Institute (see the Curriculum section for more information). Students also have the option of taking up to four approved language courses for credit at Duke University, NC State University, or UNC-Chapel Hill, though the International Programs Office Web site recommends that first-year students take only Fuqua classes because of scheduling concerns. Noncredit language courses are also available through Duke Continuing Studies for a small fee. Students with whom mbaMission spoke also raved about the “Global Consulting Practicum,” discussed in the Social Sector section later in this guide.

Like other leading business schools, Fuqua offers opportunities for students to examine and experience foreign countries and cultures. As part of the Global Academic Travel Experience (GATE) courses, for example, students first spend six weeks studying and discussing the various aspects of a particular country or region, including its business scene, politics, economy, culture, and history. The students then travel for approximately 12 days to the country/region they have been studying to experience it firsthand. GATE destinations in recent years have included India, China, and South Africa.

One second year told mbaMission her GATE trip to South Africa, Tanzania, and Botswana was “the best experience I had at Fuqua—mind-blowing in so many ways, largely because of the access we had to so many top-level people.” A first-year student echoed a similar sentiment on his GATE experience in a 2012 Daytime MBA Student Blog post: “I chose Latin America because of the explosive economic and political growth in the region and the immense opportunities the region will provide over the coming years. ... During the 2-week trip, we met with 7–9 companies from all kinds of industries. The companies included Petrobras, Braskem, ABInBev, UNICEF, Itau Unibanco, Votorantim Cimentos, and a few others. In these meetings, we learned not only about the organizations but a great deal about the benefits and challenges of doing business in the region.” Similarly, another first-year student discussed the trip in a 2015 post on the same blog: “Students from the prior year surely had an awesome time and told us [GATE] was one of those things you could not miss at Fuqua. It was not a surprise, that with all that good publicity, 104 students (nearly a quarter of our class) would sign up for it this year.”

As a member of the Partnership in International Management network, Fuqua also offers students the opportunity to study abroad at one of its exchange partner MBA programs in Europe, Asia (including China and India), Central

and Latin America, Africa, Australia, Turkey, and Canada. A representative from the Daytime MBA International Programs Office reported to mbaMission that each year, approximately 200 students take advantage of programs that range in length from two to three weeks (summer intensive programs) to a full semester (12-week or longer programs). Students going abroad pay tuition to Fuqua, along with some additional fees, and receive course credit for all classes taken and successfully passed at the partner school. One alumnus told mbaMission that his experience in India gave him “a really good sense of what it would be like to work there as an expatriate.”

The International Programs Office at Fuqua has two mandates, according to its site: to “internationalize the Daytime MBA experience” and to “help non-U.S. students acclimate to the [United States] within the framework of the Daytime MBA program.” According to a second year we interviewed, it also “serves as a nexus of information on all things international at Fuqua.”

Numerous student-run clubs, including the International Business Club (IBC), also provide career support to international students looking to work in the United States, as well as to those with permanent U.S. work authorization who wish to find jobs abroad. The IBC works jointly with the International Programs Office, along with the Asian Business Club and the Latin American Student Association. In addition to parties, group meals, and other social functions, these clubs organize educational events for the Fuqua community about their respective cultures and countries.

Together, the clubs have in the past organized the International Food Festival. For these events, dozens of students and partners cook and serve foods from all over the world, and half or more of the Fuqua student body typically participates. Sometimes, a cultural performance featuring international music and dance is presented afterward. A first year told mbaMission, “It was amazing to see how much variety we have here, both from the talent in the show afterward, and the incredible food beforehand.” The school also has an annual international talent show in which Fuqua students, partners, faculty members, administrators, and alumni are invited to perform and compete for prizes.

In November 2014, the clubs joined forces with the Fuqua MBA Association (MBAA) to sponsor the third annual Global Week (it seems, however, that the event was not held in 2015). The week offered such events as “Spotlight on Africa,” which introduced participants to the continent’s culture with a movie and drinks, a screening of the documentary *Africa: Open for Business*, an “Around the World” dinner followed by karaoke, and a presentation by the CEO of Vedanta Resources plc. The 2013 event focused on the theme “Beyond Boundaries” and involved various events, lectures, and culturally immersive celebrations, including a “Taste of...” series that highlighted region-specific cuisines; a Language to Language session, in which participants practiced their Spanish, French, and Mandarin over lunch; and an Around the World Progressive, in which students rotated through various apartments showcasing wine, beer, and tasting plates from specific regions and countries.

Several other conferences at the school may be of special interest to students wishing to pursue a career in international business. One is the Duke Asia Business Conference, which is organized by the Asian Business Club and often sponsored by several other student-run organizations, including the Consulting Club, the Marketing

Club, the Tech Club, and the General Management Club. The 2017 conference, themed “Innovation: Disrupt or Be Disrupted,” was held in February. The president of Mitsui de Mexico; the head of business planning for the Financial Services Group at Baidu, Inc.; and the association vice president for development at Duke Kunshan University delivered the keynote addresses, while the event’s panel discussions included such themes as “U.S. Economic Outlook and its Impact on Asia” and “New Era, New Tech, New Economy.”

The 2016 conference was held in January with the theme “Asia: Embracing the New Normal.” Keynotes were delivered by the director of C&M International, the president of initiatives in greater China at the Nielsen Company, and the vice president of PCG and EBG global quality at Lenovo Group, and panel discussions featured representatives from such companies as the Samsung Global Strategy Group and Shinagawa Refractories. In addition, the daylong event included live music and networking opportunities.

The fifth annual Duke Asia Business Conference took place in 2015 with the theme “Unveiling Asia: The Secrets of Success and the Next Growth Frontier” and featured keynote addresses by the founder and chairman of The Quant Group and the co-founder and CEO of The Asia Group. Panel discussions focused on the topics of “Innovation in Asia” and “Globalization in Asia.” The Thailand ambassador to the United States was featured as a special guest speaker, and panel participants included representatives from such companies as Apple Inc., PricewaterhouseCoopers, and John Deere. A networking session rounded out the day’s events.

The eighth and most recent Duke India Business Forum took place in April 2017 with the theme “India: The Road Ahead.” The event welcomed representatives from such fields as healthcare, media, technology, venture capital, and ecommerce. The daylong event was sold out and included keynote addresses and networking opportunities. The previous Duke India Business Forum was themed “Reviving Growth” and was held in April 2015. Speakers featured were the managing director and CEO of ICICI Securities, two managing partners from ValueQuest Capital, and a managing partner at Atyant Capital. In addition, attendees were able to take part in a panel discussion and networking events. The 2014 forum explored the theme “Growth with Justice.” A professor of economics from Columbia University, the CEO/managing director of Federal Bank Ltd., and an assistant professor at Duke University’s Sanford School of Public Policy served as the event’s keynote speakers, and a networking lunch concluded the half day of activities.

Marketing

Of Fuqua’s Class of 2016, 21% accepted positions with a marketing function (16% in 2015, 21% in 2014, 17% in 2013, and 18% in 2012), including 8% in brand management, 5% in general marketing, 3% in product management, 3% in sales, 1% in product development/innovation, and less than 1% in market research. The median salary for all marketing function roles was \$107,000, and the median signing bonus was \$25,000. Fuqua’s marketing department includes 20 professors, notably Dan Ariely (see the Notable Professors and Unsung Heroes section) and Devavrat Debu Purohit, whose “Marketing of Innovations” (previously “Marketing of High Technology”) class was described by an alumnus we interviewed as “a real favorite and incredibly applicable to my first two jobs.”

Academically, students who wish to pursue a concentration in marketing have two options: Product Management (for those interested in product management in packaged goods, consumer durables, business-to-business settings, high-tech markets, pharmaceuticals, and services) and Market Analysis and Strategy (for those pursuing careers in marketing strategy, consulting, corporate strategy, general management, and sales). The course “Market Intelligence” is required for both options. For Product Management, students must also take “Product Management” as well as four electives chosen from a list of 19. Students pursuing Market Analysis and Strategy must also take “Marketing Strategy” and choose four electives from a list of 21.

In 2011, Fuqua announced a partnership with Synovate, a global market research firm, to create the Duke/Synovate Center for Shopper Insights (formerly the Duke/Synovate Shopper Insights Center for Leadership and Innovation). According to an article published in Duke’s student paper, *The Chronicle*, at the time of the center’s launch, the center focuses on “advancing research in shopper decision making, creating demand generation through the shopping experience and providing an integrated view of consumer and shopper marketing” and conducts research for 10–12 major clients, including L’Oreal, Nestle, and Kellogg’s. The initiative is spearheaded by Gavan Fitzsimons, the R. David Thomas Professor of marketing and psychology at Fuqua, and Mark Berry, the executive vice president of consumer and business insights at Synovate. The school’s marketing department Web site describes the center’s mission as “to identify and fund key research initiatives related to the consumer’s in-store experience and advance the collective knowledge of both academics and managers.”

Through various offerings and events, Fuqua’s Marketing Club helps prepare students for a post-MBA marketing career. Each fall, it organizes a half-day Marketing Symposium for approximately 250 first years interested in the field. The event consists of panels and presentations about what a typical brand manager role entails, interview and internship preparation, mock interviews with alumni, and case study presentations by representatives from recruiting companies, such as Procter & Gamble, Georgia-Pacific, Microsoft, and Clorox.

In February 2006, the club launched its first annual marketing conference to “begin to establish thought leadership amongst other schools and marketers in general,” as an alumnus who helped organize the inaugural event explained. The daylong conference, which attracts attendees from Fuqua and other MBA programs as well as industry leaders from across the country, offers panels, faculty and industry speakers, and a networking reception. Executives from Johnson & Johnson delivered the keynote address at the September 2016 conference, which also involved networking opportunities, three breakout panel sessions, and case study presentations.

A first-year club representative told mbaMission about the group’s Corporate Education Series, which he explained “goes beyond presentations by supplementing classroom learning with expertise from the corporate world through workshops that address two areas critical for excelling as a marketer: knowledge of industry trends and takeaway skills.” With the goal of preparing students for interviews and future job functions, events in this series have included “Food and Beverage Trends by Campbell’s and Pepperidge Farm,” “The Modern Marketer and Branding Best Practices,” “Data Driven Marketing: Understanding Your Customer,” and “The Lincoln Motor Company Reinvention: What Comes Next?”

The club typically organizes one to three WIC trips each year. The Northeast WIC typically draws approximately 35 students, and the group visits half a dozen companies. The club's other trip—the Midwest WIC—tends to be a little smaller, involving approximately 15 students, and these students generally visit between four and seven area companies. As part of a recent Northeast WIC, the club organized visits to such firms as Johnson & Johnson, PepsiCo, Diageo plc, Mars, and Mondelez International. In recent years, the Midwest WIC has traveled to Chicago and Cincinnati to visit companies such as Kraft, Procter & Gamble, PepsiCo (Quaker, Tropicana, and Gatorade brands), and Sears.

One second year commented to mbaMission that one's participation in a WIC "is definitely an indication of strong interest in the field, but it's not unheard of [for students to] switch to another field later on. Not as easy, but not impossible." Another first-year club representative told us, "Week-in-Cities strengthens the engagement between alumni and students and provides a great chance to learn more about marketing, especially for career switchers. It is an important tool in recruitment for summer internships and is primarily for [first-year] students."

A first-year student quoted in a winter 2011 marketing alumni newsletter noted, "Week-in-Cities helped me understand the daily work of an ABM [assistant brand manager] and allowed me to experience the different working environments of the various companies. Through the panels and activities, I learned valuable insights from Fuqua alumni and built relationships with them for future connections."

Beyond CPG Night is another of the Marketing Club's annual offerings and typically takes place a few weeks into Fall 1 term. This evening of presentations and question-and-answer sessions helps educate students about areas of marketing they may want to consider *other* than CPG (consumer packaged goods) or "brand" (shorthand for brand management), which are the specialization areas most commonly sought by aspiring marketers at Fuqua. Companies who have sponsored Beyond CPG Night include Walmart, DuPont, John Deere, Nissan, Nomacorc, M&T Bank, GE, and Dell.

One night each year, students participating in the Marketing Club's Brand Challenge set up booths in the Fox Center with games and taste-tests for the other members of the Fuqua community. The booths involve comparisons of different brands or products, such as cookies made with Splenda versus sugar. At the end of the night, a panel of judges—made up of students, faculty members, and corporate representatives—decides the winning booths and awards prizes based on creativity and marketing prowess; the crowd favorite, determined by attendees' votes, also receives a prize. Booths at the 2016 event involved such products as Hershey chocolate, Honest Tea, TimTam cookies, and Dawn soap. 2015 products ranged included V8 juice—for which the challenge was to measure exactly one pound of fruits and vegetables into a box within a seconds-long time frame—Glad containers, and Brookside snacks. In 2014, products included Twix chocolate bars—the challenge was to stretch the caramel filling as long as possible without breaking it—York chocolates, Doritos chips, and Wella hair products. "The Brand Challenge is fun for everybody, but it also lets students see marketing from a new angle, and gives students a chance to interact in a fun way with recruiting companies," a second year explained to mbaMission, referring to how the students

who run the challenges are often able to interact with members of the recruiting team when a hiring company's products are used.

The Duke Marketing Club's Marketing Integrated Learning Experience (MILE)—in its eighth year in 2016–2017—is an initiative designed to help students prepare for various types of marketing interviews. The program comprises six sessions that focus on the kinds of interview questions students can expect to be asked and that provide frameworks for answering different question types. Sessions are held twice a week over six weeks at the start of the fall term and cover such topics as “New Product Launch,” “Crafting Your Story,” and “Creativity and Innovation.” Recalling her MILE experience, one second-year student quoted in the Marketing Club's winter 2011 alumni newsletter remarked, “I remember the anxiety I felt last year as someone who wanted to switch careers and go into marketing. MILE was a great process to guide me through the overhaul, and I saw the commitment of the second years.”

Although Fuqua's employment report does not break down hiring companies by functional role, top firms in the area of retail and consumer goods that hired at least one Fuqua MBA in 2016 include Johnson & Johnson; PepsiCo; Procter & Gamble; 3M; Frito-Lay; Hasbro; the Kraft Heinz Company; Riot Games; Burt's Bees, Inc.; Under Armour; and Walmart.

Real Estate

In researching the school for this guide, we learned that very few students at Fuqua pursue real estate as a post-MBA career, and only 1% of the Class of 2016 accepted full-time offers in the real estate industry (2% in 2015, and no percentage listed in 2014, but 1% in 2013 and 2012).

For the past several academic years, Fuqua has had an active Real Estate Club that supplements students' classroom learning in this area with targeted activities and offerings. For example, in recent years, the club has hosted Lunch and Learn events and discussions with real estate professionals. In addition, the group has conducted WIC trips/treks to visit real estate-related businesses in the Research Triangle, organized a Real Estate Symposium, and cosponsored real estate-themed panels at other student conferences. The organization also offers an education series on such themes as recruiting, commercial real estate, and financial analysis.

In the fall of 2012, the club hosted a Real Estate Industry Panel, which, in addition to featuring representatives from Atlantic Partners, Toll Brothers, The Dilweg Companies, Brookfield Properties, Highwoods Properties, and Colliers International, included a Q&A session and a networking reception. The group also sponsored an industry Career Fair and a first-year/second-year student social mixer at the beginning of the 2012–2013 academic year. In fall 2013, the club facilitated participation in the University of North Carolina Real Estate Development Case Competition, an invitation-only annual face-off held in Chapel Hill, North Carolina.

Social Sector

Under the umbrella category of Social Sector, Fuqua bundles both not-for-profit and for-profit ventures, corporate social responsibility (CSR), and sustainability. A second year we interviewed felt that “very few [CSR] jobs” were available, and a CMC representative confirmed this, telling mbaMission that CSR positions are “*extremely* hard to come by immediately after graduating,” adding, “Most people have to be with a company for some time before moving into a CSR role.” She theorized that students were exhibiting more interest in socially responsible roles because of the difficult economy.

Fuqua offers two academic concentrations for those interested in pursuing careers in the social sector: Social Entrepreneurship is one, and Energy and Environment is the other. In addition, the school fairly recently added an Energy Finance concentration (see the Finance section for more information), which may be of interest to those pursuing a career related to sustainability and the environment. For the Social Entrepreneurship concentration, students must take the “Social Entrepreneurship” course and at least two of four primary courses: “Advanced Seminar in Social Entrepreneurship,” “Impact Investing,” “Fuqua Client Consulting Practicum,” and “Fuqua Client Consulting Practicum Foundations.” Students can then choose two from approximately 35 electives, including courses at the Duke University School of Law, the Nicholas School of the Environment, and the Sanford School of Public Policy.

The Energy and Environment concentration entails two required courses—either “Energy, Markets, and Innovation” or “Business Strategies for Sustainability,” plus “EDGE Seminar on Energy & Environment—at least two classes from a list of 22 “depth” courses, and a minimum of two courses from a list of 20 “breadth” options. Many electives in the Energy and Environment concentration are taught at the Duke University School of Law and the Nicholas School of the Environment.

The Duke MBA Net Impact Club is one of the school’s biggest student organizations. By offering seminars, events such as Green Week, and other support for students interested in a career in the social sector, the club strives to “engage and deepen students’ understanding about the intersection of business and social and environmental impact,” says its Web site. One second-year student with whom we spoke reported that the organization offers “great exposure to all the practitioners and professors within CASE—and quite frankly, to all the practitioners through the industry.” He added that the club’s reach extends beyond the organization’s members and events, though, saying, “I love that the entire school buys into the Net Impact goal of creating leaders of consequence by equipping students with the skills, network, knowledge, and experience to leverage business expertise for position social and environmental impact.”

Every year since 2010, the Net Impact National Office has awarded the school’s chapter Gold Chapter status; Gold status is awarded to “chapters who go above and beyond in providing members opportunities for professional development, positive community impact, and Net Impact network growth,” explains the national office’s Web site. mbaMission learned that one of Net Impact’s major offerings to its members is job search assistance, from leading

weekly Job Search Teams for students to liaising with CASE and the CMC to provide workshops and presentations regarding social sector and socially responsible business careers.

In addition, through CASE, several sources of financial support are available for students interested in social sector internships or full-time roles. For example, Net Impact organizes the CASE Summer Internship Fund, which helps supplement the salaries of those working in this field, because they are usually much lower than those of students holding internships in other fields, such as banking, consulting, and marketing. CASE manages the funding, but the club does much of the fund raising.

One particular fundraising event is a student favorite, according to those mbaMission interviewed: the annual Stache Bash. For this event, for which participants pay an entry fee and solicit sponsorships, men grow mustaches for two weeks in April, and the women go head to head in a hairdo contest.

Net Impact organizes a WIC trip each year that includes panels, an alumni networking event, and site visits to entities dedicated to nonprofit consulting, CSR, international development, microfinance, and education. Companies visited in previous years include Ashoka, Marriott, Education Pioneers, and the Environmental Defense Fund. A first year told mbaMission, “It was great to get an idea of what kinds of positions were out there.” A second year involved with the club explained, “The response [to the trip] was overwhelmingly positive. We improve the trip year to year using survey data from past participants, and all events received better than 75% positive response.”

A second-year club officer told mbaMission that a primary goal of Net Impact is to support and organize “skill-based volunteering opportunities,” such as the Junior Achievement, in which Fuqua students teach junior high school students various business concepts as well as how to manage money.

In collaboration with CASE, the Net Impact Club also organizes Day in Durham, which introduces first-year students to both the club and the city of Durham. Each fall, approximately three-quarters of the incoming class attends this event, at which the participating students gain a better understanding of the larger community and learn about the companies and organizations with which they can be involved during their time at the business school. In 2016, the event kicked off with a keynote address by a senior fellow at the Center for Advancement of Social Entrepreneurship.

In 2015, the president and CEO of the Durham Chamber of Commerce served as the keynote speaker. The president and CEO of The Redwoods Group Inc. delivered the keynote at the 2014, 2012, and 2011 events. A senior fellow at the Center for Advancement of Social Entrepreneurship also served as the 2013 event’s keynote.

Each year, the club hosts the Duke Sustainable Business and Social Impact Conference, which is typically held in February and attracts approximately 400 attendees. At the 2017 conference, themed “Tackling Global Challenges,” panel discussions explored such themes as “Good Health: Is It Possible to Make Healthcare Accessible and Affordable for All?,” “Investing in the Environment: How Can We Effectively Finance Conservation?,” and “Diversity and

Inclusion: Why Are Companies Making a Diverse Workforce a Top Priority in 2017?” The CEO of the Case Foundation and the co-founder of Unreasonable Institute delivered the keynote speeches.

The 2016 conference was themed “SBSI 2.0: A New Decade of Impact.” Panel discussions covered such topics as “Impact Investing,” “Community Development,” and “Social Entrepreneurship.” The president and CEO of Patagonia and the CEO and co-founder of Global Health Corps delivered the keynote speeches. In 2015, the event was themed “A Decade of Ideas, a Lifetime of Action” and featured the secretary of labor and the CEO of Seventh Generation as keynote speakers. Panel discussions examined such topics as “Social Enterprise: Learning How to Do Well and Do Good—Financial Sustainability in Social Enterprise,” “Global Health: The Importance of Partnership in Global Health,” and “Tri-Sector Leadership: Creating Solutions Through Collaboration.” A second-year student we interviewed noted that this conference attracts “people from all over the world and from other schools and clubs.”

Green Week involves a number of events related to sustainability and what being a “green” company entails. Students attend speeches and panels around Durham and RTP at which organizations share what they are doing with regard to sustainability. During the 2016 Green Week, attendees were able to take part in a carpool karaoke video contest for a restaurant gift certificate. The 2015 Green Week featured such events as an evening showcasing sustainable wines and local beers and a sustainable food Lunch and Learn with Durham food entrepreneurs. In 2014, Green Week coincided with the Duke Sustainable Business and Social Impact Conference and included presentations on reducing campus waste and promoting sustainability in student life. A first-year organizer of the event told mbaMission that at the 2013 Green Week, attendees enjoyed a sustainably sourced coffee tasting with Counter Culture Coffee, environmentally themed carnival games, a screening of the original Lorax cartoon, a talk by the owner of Bull City Burger & Brewery, and a Lunch and Learn talk with the corporate responsibility analyst for Recreational Equipment Inc. (more commonly known as simply REI).

Companies that hired Fuqua MBAs in this area in 2016 include the Bill & Melinda Gates Foundation, Education Pioneers, The Nature Conservancy, the Appalachian Trail Conservancy, and Ecolab. Others that have hired Fuqua students in recent years include the Acumen Fund, the Global Fund for Children, DC Public Schools, the Environmental Defense Fund, Community Wealth Ventures, the United States National Park Service, the World Health Organization, and the Corporation for Public Broadcasting.

Notable Professors and Unsung Heroes

Dan Ariely (www.fuqua.duke.edu/faculty_research/faculty_directory/ariely/): Dan Ariely’s “Behavioral Economics” class is reportedly a popular one at Fuqua—“It always has the longest waiting list,” said a second year we interviewed, and an alumna added, “He was wonderful.” When mbaMission asked a first-year student about Ariely’s class, he said jokingly, “I’m pretty sure you have to snag that class within one or two seconds of it becoming available!” The course explores how people actually act in the marketplace, as opposed to how they might act if they were being completely rational. Ariely is also author of the books *Payoff: The Hidden Logic that Shapes Our Motiva-*

tions (Simon & Schuster/TED Books, 2016), *Irrationally Yours: On Missing Socks, Pickup Lines, and Other Existential Puzzles* (HarperCollins, 2015), *The (Honest) Truth About Dishonesty: How We Lie to Everyone—Especially Ourselves* (HarperCollins, 2012), *The Upside of Irrationality: The Unexpected Benefits of Defying Logic at Work and at Home* (HarperCollins, 2010), and *Predictably Irrational: The Hidden Forces that Shape Our Decisions* (HarperCollins, 2008).

An alumna told mbaMission, “He got us to think about everyday things in a totally new way,” and a second-year student commented, “Everyone takes his course. Everyone. He’s our rock star professor.” Another second-year student agreed, saying, “He is one of the superstar professors here. He explains more complex research in an easy to understand way.” Ariely maintains a blog that can be found at <http://danariely.com>. He also writes a weekly advice column, titled “Ask Ariely,” for the *Wall Street Journal*.

Aaron (Ronnie) Chatterji (www.fuqua.duke.edu/faculty_research/faculty_directory/chatterji/): At the young age of 32, Aaron (Ronnie) Chatterji served as a senior economist for the White House Council of Economic Advisers (2010–2011), having previously worked on the 2008 Obama election campaign and given expert testimony for the House Committee on Small Business and the U.S. Department of State. In addition, his research in the areas of entrepreneurship, innovation, and social impact has been featured by the *New York Times*, CNN, the *Wall Street Journal*, and *The Economist*. Despite Chatterji’s rather high-profile accomplishments, his career appears to be grounded in a passion for teaching. “My teaching philosophy as a business professor is to put myself in my students’ shoes,” he stated in a 2011 *Poets&Quants* article, adding, “My most rewarding moments as a professor are when I receive notes from former students who are applying the concepts we have learned in class.” He was honored by the school with an Excellence in Teaching Award in 2007, was a 2010 recipient of the Aspen Institute’s Rising Star Award, was the 2015 recipient of the Strategic Management Society Emerging Scholar award, and was the 2017 recipient of The Kauffman Prize Medal for Distinguished Research in Entrepreneurship.

Shane S. Dikolli (www.fuqua.duke.edu/faculty_research/faculty_directory/dikolli/): Recognized in 2011 by *Bloomberg Businessweek* as one of “The Five Best B-School Profs You Never Heard Of,” Shane Dikolli is an Australian professor of finance who worked previously for KPMG. He has been recognized on numerous occasions for his passionate teaching style, having received Fuqua’s Excellence in Elective Course Teaching Award four times, in addition to being featured as a “Professor of the Week” by the *Financial Times* in 2011 and given the 2012 Daimler-Chrysler Award for Innovation and Excellence in Core Course Teaching. One student quoted by *Bloomberg Businessweek* said, “Shane could teach you the history of the cotton ball, and you’d leave enthused about its potential.” And a second-year student we interviewed named Dikolli as a favorite professor, describing him as “such an unbelievably personable professor with great self-awareness.” The second year added, “Sure, the cold calling can be rough at times, but he really pushes us to embrace the lessons from the case and the practical insights, even in a class like ‘Managerial Accounting,’ are priceless.”

Gavan Fitzsimons (www.fuqua.duke.edu/faculty_research/faculty_directory/fitzsimons/): Fuqua students and administration members alike sing the praises of marketing professor Gavan Fitzsimons, who spearheaded the creation of the Duke/Synovate Center for Shopper Insights in 2011. Fitzsimons is the R. David Thomas professor of

marketing and psychology at Fuqua; his work, which focuses on the ways in which consumers are subconsciously influenced, has been published and popularized in prestigious academic journals and media outlets from the *Journal of Consumer Research* and the *Journal of Marketing Research* to NPR, CNN, and the *Wall Street Journal*. Fitzsimons has also served as an associate editor of the *Journal of Consumer Research*.

In an interview with mbaMission, Associate Dean for Admissions Liz Riley Hargrove said of Fitzsimons, “He is just a really fun, engaging teacher and gets raves from the students, who love the dynamic in the classroom. He holds students accountable for the material—and for being late for class! His philosophy is that students will learn the most when they are having the most fun, and his classes are really engaging and inspirational. And, behind his casual approach and casual dress, there is a brilliant marketing professor.”

Campbell “Cam” R. Harvey (www.fuqua.duke.edu/faculty_research/faculty_directory/harvey/): Multiple students interviewed by mbaMission described Campbell Harvey, known as simply “Cam,” as an “amazing” professor, and one second year remarked, “He alone should give Fuqua a place in the top ten as a go-to school for finance.” Having published more than 125 scholarly articles, Harvey is the former editor of the *Journal of Finance* and serves as the president of the American Finance Association. His hypertextual finance glossary—which includes more than 8,000 entries and 18,000 hyperlinks—has been covered, linked to, and cited by the *New York Times*, *Forbes*, Bloomberg.com, the *Washington Post*, CNNMoney, and Yahoo. In addition, Harvey coauthored the book version of *The New York Times Dictionary of Money and Investing: The Essential A-to-Z Guide to the Language of the New Market* (Times Books, 2002) with Pulitzer Prize-winner Gretchen Morgenson. An alumnus mbaMission interviewed said that Harvey was “one of the best professors I had,” adding that he is “very tough, very brilliant, and very good at explaining things.”

Devavrat Debu Purohit (www.fuqua.duke.edu/faculty_research/faculty_directory/purohit/): With an extensive research background in the marketing of technology products and durable goods, Debu Purohit brings years of industry experience and distinguished scholarship to his popular “Marketing of Innovations” (previously “Marketing of High Technology”) class. An alumnus we interviewed described the course as “a real favorite and incredibly applicable to my first two jobs.” Purohit has worked on marketing strategy for numerous prominent companies—including Bayer, Daewoo, Ericsson, Ford, IBM, Kimberly Clark, Microsoft, and Siemens, to name a few—but his teaching skills are reportedly what make him a student favorite. In 2002, he won the DaimlerChrysler Corporation Award for Innovation and Excellence in Teaching for his outstanding work in the classroom. As one student wrote in her nomination of Debu Purohit for *The Economist’s* 2013 Business Professor of the Year Award, “Debu chooses interesting readings and brings the material to life through class discussions. ... His enthusiasm brings a smile to my face and makes me enjoy material I never imagined I would find so fascinating.”

Ashleigh S. Rosette (www.fuqua.duke.edu/faculty_research/faculty_directory/rosette/): Named by *Poets&Quants* as one of “The Best 40 B-School Profs Under the Age of 40,” Associate Professor Ashleigh Shelby Rosette is known for challenging her students to think critically about how to become better leaders and business professionals. Rosette is a member of the PhD Project, a nonprofit organization promoting diversity among business school

faculty, and her recent co-written publications include such titles as *Why Do Racial Slurs Remain Prevalent in the Workplace? Integrating Theory on Intergroup Behavior*; *Good Grief! Anxiety Sours the Economic Benefits of First Offers*; and *Failure Is Not an Option for Black Women: Effects of Organizational Performance on Leaders with Single Versus Dual-Subordinate Identities*. One student quoted in the aforementioned *Poets&Quants* article praised her influence beyond the class setting, saying, “Ashleigh is refreshing with respect to being a B-school educator because she encourages deep reflective thought, conflict, and uncomfortable conversations—things you need to be comfortable with in the real world. And while her teaching is unparalleled, it is her accessibility outside of the classroom that is most remarkable.”

Katherine Schipper (www.fuqua.duke.edu/faculty_research/faculty_directory/schipper/): Katherine Schipper is the Thomas F. Keller Professor of Business Administration and typically teaches the MBA program’s core accounting course, “Financial Accounting.” Schipper was editor of the *Journal of Accounting Research* for many years and was a member of the Financial Accounting Standards Board from 2001 to 2006, before joining Fuqua. In 2007, Schipper was the first woman inducted into the Accounting Hall of Fame. A second-year student we interviewed who had taken the course “Global Institutions and Environment” with Schipper (co-taught by Professor Jennifer Francis) said, “She was outstanding. It was amazing to have professors of their caliber teaching the first class we experienced at Fuqua.” Another second year told us, “I was really nervous about accounting, but she made it very accessible, and even occasionally fun.” When asked which professor impressed her most, a second year we interviewed named Schipper, praising her rigor in the classroom: “She held every single person to an impeccably high standard and set the tone for graduate level expectations.”

Social/Community Life

Beach Week: Beach Week is a four- to five-day trip held just before graduation and is only for second years. For many of these students, it is the last major party before they leave Fuqua and Durham to begin the next phase of their careers. Between 150 and 250 students rent beach houses within a few hours of Duke, often in Isle of Palms, SC, or the Outer Banks of North Carolina. The students enjoy one last hoorah, with numerous house parties, trips to nearby Charleston and Savannah, relaxing on the beach or golf course, and spending as much time as possible with their classmates before the students scatter across the country and around the world.

Campout: In early September, approximately 2,000 students from all the graduate programs at Duke University participate in Campout in hopes of winning the right to buy one of the approximately 700 graduate student season tickets to the Duke men’s basketball team’s home games at Cameron Indoor Stadium. (Undergraduates sit in different sections and have a separate ticket process.) Campout is one big lottery, but over the course of 36 hours, from Friday evening to early Sunday, the numbers are whittled down through periodic checks. In addition to required check-ins by students, monitors blow whistles to make sure that students are present—and awake—so as not to miss their chance to participate in the ticket lottery. More than 1,500 of the original 2,000 usually make it to the end and are entered in the lottery for the tickets.

Students usually participate in Campout in groups to increase their chances of collectively winning a few season tickets and then, if successful, divvy up the actual games among the members of the group (e.g., eight students may win four season tickets, so each will get to attend about half the games). Many of these groups also rent trailers and bring tables for beer pong and video game stations, and come armed with grills, drinks, and music. “It’s like a long party,” a first-year student told mbaMission, “and it’s a great way to get to know students in other graduate programs.” Another first year echoed this sentiment and selected Campout as the social highlight of his Fuqua experience thus far, describing for us the “huge tailgating atmosphere” and saying he had a “great time getting to know other students.”

End-of-Term Parties: At the end of each term, students let off steam at a party organized by the MBA Association, such as a country “throwdown,” a Halloween party, a luau, or a black-tie optional party. These events sometimes draw as many as 500 attendees, if not more. One second-year student told mbaMission that the “end-of-term parties are crazy. [They’re] a huge part of our fabric and a way to spend social time bonding with people you might not see outside of class. They’re a huge reason why I love this school.”

FuquaPride Drag Party: Launched in 2012, FuquaPride—the school’s professional and social organization for its lesbian, gay, bisexual, and transgender community—hosts the annual FuquaPride Drag Party as a celebration of diversity and inclusion. The event, which attracted more than 400 students its inaugural year, is held at a bar in Durham and typically raises money to benefit the Alliance of AIDS Services – Carolina. For the fifth annual Drag Party, held in November 2015, first- and second-year students dressed their best and competed across three different performance categories—talent, lip-synching, and choreographed moves—while a panel of Fuqua faculty and staff members served as judges.

Fuqua Fridays: Every Friday evening, students, partners, professors, and administrators meet for drinks and snacks at the Fox Center. One second year told mbaMission, “Fuqua Friday’s a really great way to bring everyone together in the same place. It provides a chance to unwind.” It is the primary regular event at which the school’s greater community comes together—one-half to three-quarters of the student body usually attends. Some Fuqua Fridays have themes, such as Casino Night, Green Week, an International Food Festival, and a version of television’s *Top Chef* or *Iron Chef*. The partner of a first-year student noted in a March 2014 Daytime MBA Student blog post, “They even have a special room dedicated for the families with small children that includes child-friendly food and fun toys.” In a February 2016 post on the same blog, another first-year student stated: “[Fuqua Fridays are] a fantastic way to end the week and catch up with classmates.” A second year we interviewed insisted that Fuqua Friday is one school event that is not to be missed, adding, “It brings everyone together when we are in a positive mind-set.” A first year we interviewed agreed, stating, “It’s just a really great event where you can just sit down, eat, and share a beer with your professors. You can even share a beer with the dean if he’s there. It’s really fun.”

Fuqua Partners: Made up of students’ wives, husbands, and/or other significant others who come to Durham while the students complete the MBA program, Fuqua Partners offers “everything from social events and community service to family activities and international events,” states the volunteer group’s Web site. Similarly, a member

of the group with whom we spoke estimated that approximately 40% of students are in some form of a committed relationship, and the school's class profile notes that 22% of the most recent incoming class is married. A club officer told mbaMission that attendance at events can vary greatly, explaining that "a manicure/pedicure party may only attract ten people, whereas a barbecue may attract 100."

One second-year student with a partner told mbaMission, "Fuqua does a really, really good job of integrating everybody," and another noted, "Everyone's invited to everything." One first year we interviewed commented that the programs and the community support provided to partners were "very important" elements in his evaluation of MBA programs and that "Fuqua had the appeal that [my wife] and many others' partners were all coming to the area for the first time, and could build a network together, as opposed to trying to contend with trying to join existing cliques."

Another married first-year student told us, "The key thing here is the strength of the partners' network. For example, even from Blue Devils weekend, which is a 'sell' weekend for admitted applicants, I signed in, and my wife signed in separately and had her own bag of goodies waiting for her. [Partners] are really interwoven here; as much as possible, they're invited to many of the events." He added that at Fuqua, partners "have their own activities—running clubs and book clubs." Yet another first-year student told mbaMission he felt that Fuqua is "hands down the best for partners" of all the schools he considered and that this was one of the two primary reasons he applied. Indeed, a partner of a first-year student wrote in a 2014 blog post on the Duke MBA Student Blog: "In doing our research, [my spouse and I] couldn't find a school that we felt matched Fuqua in terms of inclusiveness of partners and families." In a February 2016 post on the same blog, another partner wrote: "[As a partner,] I needed somewhere I could work, have fun, and go out for a drink with my soon-to-be friends from all over the world. ... After living [in Durham] for more than a year, I can proudly share with you that I love this place and I think you are going to love it too."

FuquaVision: Started in 1991, FuquaVision is a popular sketch comedy show produced each term by the school's students. Although FuquaVision is based on life at the school, the show's humor is designed to appeal to a general audience, and the production airs both on the university television station and online. The show presents *Saturday Night Live*-style skits, while also serving as a video yearbook. In a 2013 blog post on the Fuqua Daytime MBA Student Blog, one student wrote: "FuquaVision even helped me to get over my nervousness with public speaking and being in front of crowds—FuquaVision skits are broadcasted on the large screen in Geneen Auditorium, so it's hard to be shy after your acting is projected in front of 700+ students!" Open pitch sessions are held at the beginning of each term in which all students of the Daytime MBA program are encouraged to participate and produce skits.

International Students: International students (by citizenship) typically make up more than one-third of each Fuqua class. The Duke International Programs Office and the Duke International House offer many resources to assist international students with issues associated with acclimating to, studying in, and working in the United States, including visa applications and processing. In addition, the school hosts a ten-day International Student Bootcamp in July to prepare incoming international students for the MBA experience at the school. One first year

mbaMission interviewed whose time at Fuqua was his first experience in the United States of longer than two weeks said, “We all bonded during the [the camp] and met many classmates who knew what we were all going through.” The camp is required for some international students but not all, and costs \$500. The school’s Web site describes the event as follows: “With an emphasis on business case study, teamwork, and class participation, students take part in a comprehensive program of cold call lectures, case presentations to demanding audiences, job search skill development, advocacy and persuasion exercises, and a variety of assignments that prepare them for the rigors of graduate school in the U.S. Tutors and faculty in the program are available to support students at every stage of their MBA experience.”

MBA Games: MBA Games is a collection of events that take place throughout the academic year and culminate in a weekend of competition each spring that draws teams of MBA students from a dozen or so other North American business schools. The purpose of MBA Games is to support Special Olympics North Carolina, which students do by volunteering for events each month with athletes from the organization (e.g., tailgating, skating, bowling) and by participating in various fundraising events (e.g., sports tournaments, organized races, parties) and auctions (like the one described in the following paragraph). The MBA Games site proclaims that since the event’s founding in 1989, it has helped raise more than \$2M for Special Olympics North Carolina.

Each year, Fuqua Partners puts on a fundraising auction for the MBA Games—which is reportedly Fuqua’s largest annual philanthropy event. One alumnus recalled how he bid on and won the opportunity to sumo wrestle one of the core professors, with both of them wearing massive padded suits. The auction takes place during a Fuqua Friday in February. Students and professors bid on dozens of items donated by corporate sponsors and members of the Fuqua community. Donations have been as varied as dinners/lunches with several professors and Duke University President Richard Brodhead, a VIP table at a Black Eyed Peas afterparty, a three-night golf vacation on South Carolina’s Kiawah Island, a UNC/Duke beer-pong table, and a one-on-one basketball game with former NBA player Pat Garrity. The auction has both a silent component and a live component.

In 2017, the MBA Games featured such items for auction as tickets to shows featuring Jay Leno and Tony Bennett, a hand-built woodwork, and free coffee for a year. The 2017 auction raised more than \$24,000.

Academic Summary

Concentrations: Students may choose to pursue a concentration in up to two areas (or none). Each concentration entails a number of electives students must select from a set list, typically four from that discipline and two from a related area. Concentration areas are as follows:

- Decision Sciences
- Energy and Environment
- Energy Finance

- Entrepreneurship and Innovation
- Finance
 - Corporate Finance
 - Investment Finance
 - Dual Finance Concentration
- Financial Analysis
- Leadership and Ethics
- Management
- Marketing
 - Market Analysis and Strategy
 - Product Management
- Operations Management
- Social Entrepreneurship
- Strategy

Curriculum: Students complete Fuqua’s required curriculum primarily during the first half of their first year. Three courses—“Leadership, Ethics, and Organizations,” “Global Institutions and Environment,” and “Consequential Leadership I”—are taken during a 3.5-week summer session called the Global Institute before the beginning of first-year fall term. The required core courses are as follows:

- “Business Computer Applications”
- “Financial Accounting”
- “Foundations of Strategy”
- “Global Financial Management”
- Global Institute (includes “Leadership, Ethics, and Organizations,” “Global Institutions and Environments,” and “Consequential Leadership I”)
- “Leadership Communication I” (listed in some places as “Management Communication I”)
- “Leadership Communication II” (listed in some places as “Management Communication II”)
- “Managerial Economics”
- “Marketing Management”
- “Operations Management”
- “Probability and Statistics”

Students must take 79 credits to graduate—typically 45 during first year and 34 during second year—and earn a GPA of 3.0 or higher. More than 100 elective courses are offered at Fuqua.

Grade Disclosure Policy: Fuqua allows students to divulge their GPA on resumes and in interviews.

Grading Policy: Fuqua’s grading system consists of five grades: Superior Pass (equivalent to a 4.0), High Pass (3.5), Pass (3.0), Low Pass (2.5), and Fail (0). Most courses clearly state the weighting of a grade—namely, the percentage from midterms, finals, papers, class participation, team assignments, etc. Fuqua does have a recommended grade distribution for core and elective courses:

- Core Courses: no more than 25% Superior Pass, 40% High Pass, 35% Pass, Low Pass, or Fail
- Elective Courses: no more than 30% Superior Pass, 45% High Pass, at least 25% Pass, Low Pass, or Fail

Research Centers:

- Center for the Advancement of Social Entrepreneurship
- Center for Energy, Development, and the Global Environment
- Center for Entrepreneurship and Innovation
- The Fuqua/Coach K Center on Leadership and Ethics
- Health Sector Management

Teaching Method: Professors use many methods in any given class, and most use cases at some point or another in a course. That said, some core courses use problem sets a little more, and many class assignments are team projects

Admissions Basics

Note: Any specifics discussed in this section related to application requirements were valid for the 2016–2017 admissions season (unless otherwise noted). Be aware that requirements for any subsequent admissions cycles may differ. Always check with the school directly to confirm all application details.

The Admissions Office at Fuqua provides information on applying to and being a student at Fuqua to prospective candidates via information sessions (held around the world) and its Web site. Selected second-year students serve as paid Admissions Fellows each year, participating in information sessions for prospective students around the world and conducting applicant interviews.

Admissions Rounds: Fuqua has four admissions rounds—an Early Action round and three additional rounds. In an exclusive interview with mbaMission, Associate Dean for Admissions Liz Riley Hargrove said, “If you apply in the Early Action round, you are indicating that if admitted, you will enroll at Duke. It’s very early in the business school application process, so we expect to see applicants who know that Duke is for them.” Candidates who apply in the Early Action round must be prepared to submit a nonrefundable tuition deposit (which was \$3,000 for 2016–2017) if granted admission. Another admissions representative mbaMission interviewed explained that Fuqua’s yield has been strong in recent years, so candidates are “recommended to apply early.” Fuqua does not offer feedback to those not offered admission.

GMAT and TOEFL: An admissions committee representative with whom mbaMission spoke stressed that “test scores only guide decisions” and that “there’s no minimum score; we deny [people] above the range and also admit [those scoring] below.” She went on to say that if an applicant has a weak GPA and a low GMAT score, the admissions committee will look at that person’s professional success. In cases where an applicant might appear weak from a quantitative standpoint, he/she would be encouraged to take an extra class before beginning the MBA program. If an applicant takes the GMAT or TOEFL more than once, Fuqua always takes the applicant’s highest score into consideration. With regard to the TOEFL, the admissions representative told mbaMission that the school wants to see a minimum score of 25 for listening comprehension but added that the “interview serves as a calibration.”

Applying with a Partner/Spouse: A member of the admissions committee explained to mbaMission that when both partners in a couple apply to the school during the same year, the two candidates are “evaluated independently, but sometimes presented as a pair and handled at the same time.” She added, “There is not an advantage or disadvantage to applying with a partner.”

Unemployment/Layoffs: According to an admissions representative with whom mbaMission spoke, applicants who have been laid off or who are unemployed are encouraged to apply, but they should be sure to explain in their application what they have done with their time while out of work. They should also highlight any takeaways they have gained from the experience and indicate how a Fuqua MBA could contribute to their career plans. The representative added that she tells such applicants to “volunteer or highlight how they are staying connected to the community.”

Recommendations: Applicants must supply two recommendation letters. The Fuqua admissions Web site encourages candidates to obtain at least one letter of recommendation from someone who is in a position to evaluate their professional skills and “strongly discourage[s]” recommendation letters from friends or family members. In an interview with mbaMission, an admissions committee representative said she encourages prospective applicants to sit down with the people they chose to write their recommendation letters to ascertain that they have enough time to write a letter that will do the applicant justice. The candidate can give the recommender examples from his/her work history as a reminder, especially when the recommender can cite examples of the candidate’s leadership. The admissions representative explained that the letters should be well thought out and show that the applicant is “well rounded.”

Application Review: Each applicant’s file is read by at least two different readers. An admissions representative told mbaMission that the readers “present [their assessment] to the committee, and the entire committee either supports their decision or if it’s a split decision, they debate the final outcome.” Riley Hargrove reviews every file and signs every welcome letter.

Campus Visits: Candidates schedule a class visit via the school’s online scheduling system. Numerous students host candidates who visit the campus, taking them to lunch if the applicant’s schedule allows and escorting them

to a class. Applicants can also attend guest lectures and tour Fuqua's facilities. One second year told mbaMission that when he visited "another school, they sent me to get lunch at the cafeteria without another student or any support. At Fuqua, I had an escort, and tons of people came up to talk to me." For prospective applicants whose schedules make a weekday visit too difficult to manage, the Admissions Office organizes weekend visits throughout the year; on those days, even though classes are not in session, attendees can still tour the facilities and attend an information session.

The Admissions Office strengthened its commitment to diversifying the student body in 2011, inaugurating an LGBT (lesbian, gay, bisexual, and transgendered) weekend for prospective students. Three other workshops for underrepresented groups are also offered: the Duke MBA Workshop for Minority Applicants, the Duke MBA Weekend for Women, and the Duke MBA Veterans Symposium for Military Applicants, all of which put participants in contact with fellow MBA applicants, students, and alumni while learning more about what Fuqua can offer. If applicants attend one of the four diversity events, they are eligible to apply for an application fee waiver. One first year wrote on the Daytime MBA Student Blog that although North Carolina amended its constitution to prohibit same-sex marriage in 2012, he found the Raleigh-Durham-Chapel Hill area to be "very hospitable and affirming" and was "struck by how welcomed I felt at Fuqua," noting that alumni flew from as far away as New York and Chicago to help recruit prospective students. Students' partners are encouraged to visit campus as well but are not allowed to participate in class visits. Details related to class visits and related activities can be found in the Admissions Office's online scheduling system.

Interviews: Fuqua offers an Open Interview period, typically from September through October, on campus, during which any candidate who wishes to be interviewed may schedule such a meeting with the admissions office. Interviews are not required for admission at Fuqua. During this time, applicants do not need to have already submitted an application. After the Open Interview period, interviews are by invitation only. Interviews are conducted on Fuqua's campus by admissions committee members and Admissions Fellows. On the West Coast and internationally, alumni conduct interviews. In an exclusive interview with mbaMission, Riley Hargrove stated, "It is our goal to interview everyone who will be admitted to the class."

Interviews typically last 30–45 minutes, and the interviewer will have seen the candidate's resume but no other portion of his/her application before the meeting. Explained Riley Hargrove in her interview with mbaMission, "Applicants should think of the interview as a way to let us know who they are, what motivates them, and how they will contribute to the program. It is the chance for applicants to differentiate themselves from other candidates."

A second-year Admissions Fellow offered the following advice in a 2012 Daytime MBA Student Blog post: "I think a great thing to focus on when interviewing ... is not only what you want to get out of the school, but what you feel you can give back. As in, what lasting impact will you have while you are here? What exactly do you plan on doing in your club involvements? Maybe you have an idea for a new organization or event that could live on after you graduate. How about a way to connect to the rest of the university community or the city? Things like that always

stand out to me, and it shows that you want to teach as much as you learn by giving back to the school, helping fellow students, and contributing your skills for the benefit of others.”

Waitlist: The admissions committee encourages those on Fuqua’s waitlist to visit the school if they have not done so already and to “continue to be engaged,” said an admissions representative with whom we spoke. She stressed, however, that those on the waiting list should aspire to have “meaningful contact [with the school] and be thoughtful in their communication and provide any new information,” saying the committee goes back to the waitlist over the summer if space opens up in the class for more admissions. Fuqua does not release information on the number of students who typically gain admission off of the waitlist.

Financial Aid: All admitted applicants are considered for financial aid by the Admissions Scholarship Committee and do not have to apply separately. Merit scholarships are the only form of gift assistance available. Admitted applicants can apply for loans through Fuqua’s Financial Aid Office after gaining admission to the MBA program.

Reapplicants: Candidates who do not gain acceptance the first time they apply to the school are encouraged to reapply. Only candidates who applied in the prior year are considered reapplicants—all others are considered new applicants. Reapplicants must complete the entire application again, as well as an additional essay question, and must also provide one new letter of recommendation. The Admissions Office retains applicants’ test scores for one year so long as they are still valid. Reapplicants are encouraged to visit campus and interview during the Open Interview period, even if they already interviewed the previous year.

Duke University Fuqua School of Business Essay Analysis, 2016–2017

Duke University’s Fuqua School of Business has made some adjustments to its essay questions this year but has chosen to keep its rather unique “25 Random Things” prompt, which we imagine will delight some applicants but dishearten others. If you fall into the latter category, we encourage you to view this submission as the generous opportunity it is to provide a comprehensive picture of yourself as a well-rounded candidate by sharing your most meaningful values, experiences, interests, and accomplishments. Whereas Fuqua’s required second essay involved a choice of topics last season, this time, all applicants must respond to the same query—which keeps the focus on candidates’ place within the school’s program and community but does so in a different context. Rather than explaining your need for Fuqua’s program specifically or how you would embody one of its main principles, you must address how you expect to engage with and be a benefit to others in the community. In addition to these essays, Fuqua poses a few short-answer goal questions with which applicants can cover the basic professional elements of their profile. Our analysis of all the school’s prompts follows...

Required Short Answer Questions: Answer all 3 of the following questions. For each question, respond in 500 characters only (the equivalent of about 100 words).

- **What are your short-term goals, post-MBA?**
- **What are your long-term goals?**
- **Life is full of uncertainties, and plans and circumstances can change. As a result, navigating a career requires you to be adaptable. Should the short-term goals that you provided above not materialize, what alternative directions have you considered?**

With this trio of questions, Fuqua is essentially asking for a standard, albeit very brief, personal statement—though the third query does include a rather nonstandard component. Candidates often feel that they must be totally unequivocal in their goals, but here Fuqua is giving applicants room to address and speculate on other options. The admissions committee knows that sometimes the best-laid plans do not play out as expected or yield unintended results, and the school wants to know that you are prepared to switch gears and recommit to a different path, if necessary, and are fully capable of doing so. The key in answering this question is showing that your alternate goal is just as connected to your skills, interests, and ambitions as your original plan and does not come “out of left field,” so to speak. For example, you would probably have a difficult time convincing the admissions committee that your short-term goal is to work in technology consulting while your alternate goal would be to work in human resources, because these industries, for the most part, require entirely different skills and personalities. Just be mindful that both goals you present must be plausible and achievable.

Because personal statements are similar from one application to the next, we have produced the mbaMission Personal Statement Guide, which helps applicants write this style of essay for any school. We offer this guide to candidates free of charge. Please feel free to download your copy today at <http://info.mbamission.com/MBA-Personal-Statement-Guide>.

Required Essay 1: 25 Random Things About Yourself

Present your response in list form, numbered 1 to 25. Some points may be only a few words, while others may be longer. Your complete list should not exceed 2 pages.

- **The “Team Fuqua” spirit and community is one of the things that sets The Duke MBA experience apart, and it is a concept that extends beyond the student body to include faculty, staff, and administration. When a new person joins the Admissions team, we ask that person to share with everyone in the office a list of “25 Random Things About Yourself.” As an Admissions team, we already know the new hire’s professional and academic background, so learning these “25 Random Things” helps us get to know someone’s personality, background, special talents, and more. In this spirit, the Admissions Committee also wants to get to know you—beyond the professional and academic achievements listed in your resume and transcript. You can share with us important life experiences, your likes/dislikes, hobbies, achievements, fun facts, or anything that helps us understand what makes you who you are. Share with us your list of “25 Random Things” about YOU.**

Be prepared to have fun creating this list for your Fuqua application, but before you start scribbling down random things, take some time to thoroughly brainstorm. You cannot simply draft a list of “typical” accomplishments—remember, the school is asking for a random list, and keep in mind that your reader should learn more about you as an individual with each item presented. Make sure that every “thing” you share gives the admissions committee a new window into your personality, into what really makes you tick and makes you you. Most important is that you own all the points on your list—that your final list could apply to no one but you. For example, a statement such as “I love the movie *Goodfellas* and have watched it multiple times” could easily be made by many applicants—therefore, it would not be truly yours. However, if you were to instead write, “At least once a year, my friends and I get together to watch our favorite movie, *Goodfellas*, all wearing dark suits, eating fresh pasta with homemade sauce, and reciting the dialogue line-for-line,” you would present an experience that is unquestionably yours, because few—if any—other candidates would be likely to say this same thing.

Although Fuqua does not want you to rehash your professional and academic accomplishments in this list, and you should certainly avoid repeating anything that already appears elsewhere in your application, you can of course still touch on significant moments that occurred in these spheres. Use detail and a narrative style (keeping things brief!) to give these elements life and ensure that they are personal. For example, rather than saying that you “won a creative thinking award for implementing an innovative training solution,” you might write that you “once won an award for instructing trainees to flip their desks upside down and face what was previously the back of the room—thereby creating an exercise to introduce new hires to the concept and value of new perspectives.”

Required Essay 2: Fuqua prides itself on cultivating a culture of engagement. Our students enjoy a wide range of student-led organizations that provide opportunities for leadership development and personal fulfillment, as well as an outlet for contributing to society. Our student-led government, clubs, centers, and events are an integral part of the student culture and are vital to providing you with a range of experiential learning and individual development experiences.

Based on your understanding of the Fuqua culture, how do you see yourself engaging in and contributing to our community, outside of the classroom? (Your response should be no more than 2 pages in length.)

With this new essay prompt, Fuqua clearly wants to see evidence that you have done your research on the school’s culture and community and developed a true and thorough understanding of it. Ideally, your essay will convince the admissions committee that you are eager to take advantage of opportunities to lead and contribute, that you have thoughtfully considered your place within the school’s community at length, and that as a result, you know the value of what you can offer and have a clear vision of how this will manifest when you are a Fuqua student. For this to be possible, you really (really!) must know the school well, because if you hypothesize incorrectly about the contribution you will make—meaning that what you propose is just not possible at the school or does not align with Fuqua’s values and culture—you will definitely not get in. The question specifically mentions “student-led government, clubs, centers, and events,” so you could start your research there to find niches and opportunities that correspond with your strengths, knowledge, and experience. But if you feel you can contribute in a different

area or way altogether (while still adhering to the “outside of the classroom” element of the prompt), you can certainly take that approach instead. Read student blogs, peruse discussion boards, catch up on the past year or more of press releases from the school, spend some time on Fuqua’s YouTube channel (www.youtube.com/user/FuquaSchOfBusiness)—these are all good places to start (or better, continue!) educating yourself about what life at the school is really like, beyond the course work.

Optional Essay: If you feel there are circumstances of which the Admissions Committee should be aware, please explain them in an optional essay (such as unexplained gaps in work, choice of recommenders, inconsistent or questionable academic performance).

- **Do NOT upload additional essays nor additional recommendations in this area of the application.**
- **The Optional Essay is intended to provide the Admissions Committee with insight into your circumstances only.**
- **Limit your response to one page.**

This admissions season, Fuqua has reduced the maximum length for its option essay from two pages to just one. We see this, along with the other clarifying bullet points, as confirmation that the admissions committee is not interested in additional information from applicants who fear that not submitting an optional essay would somehow count against them and would like to reserve this essay exclusively for those who truly need it. So be judicious in your use of this opportunity, and only submit an optional essay if you truly believe that explaining a key element of your story or profile is necessary for Fuqua to have a complete and accurate understanding of you as a candidate. In our mbaMission Optional Essays Guide, available through our online store at www.mbamission.com/guides/?category=admissions, we offer detailed advice on when and how to take advantage of the optional essay (along with multiple sample essays) to help you mitigate any problem areas in your profile.

B-School Insider Interview: First-Year Student, Duke University’s Fuqua School of Business

February 2016

This first-year student at Duke University’s Fuqua School of Business started the MBA program with a number of years of health care experience, having entered the industry soon after graduating from Vanderbilt University. Her enthusiasm for health care and desire to expand her career within the industry drew her to Fuqua’s Health Sector Management (HSM) program.

mbaMission: Why did you decide to pursue an MBA in the first place?

Fuqua First Year: I worked for a provider in the health industry for a long time. I started working in health care when I was really young, and I just wanted to work in a different health care sector. Right now, I’m recruiting for

pharma and medical devices. So, basically I wanted to work in a different sector in the health care industry, and I really wanted to go back to California. Actually, I didn't really think I would get into any MBA programs when I applied. I called a lot of the [MBA admissions] consulting companies, and they told me that I was really young. I was 24 when I entered Fuqua.

I'm 25 now. A lot of the [MBA admissions] consulting companies said I should work for a year or two more first, but I went ahead and applied anyway. And I got into Fuqua, which was the only school I actually applied to, because I wasn't sure if I would get in. I did early action, and now I'm in the HSM program. It's a wonderful program. I don't have any other experience to compare it to, but as someone who has quite a bit of health care experience—and coming from Nashville, which is a big health care area—I just think it's been wonderful. And I really like all the professors in the program.

mbaMission: That's great. Did Fuqua have any other appeal to you beyond the HSM program, or was that really your primary focus?

FFY: Honestly, tech is really big at Fuqua, so I also explored that for about two months, but I realized it wasn't for me. And health care is really big at Fuqua, so it's like consulting, tech, finance, all that stuff. So, it's definitely not exclusively HSM.

mbaMission: Right. Fuqua sends its graduates into a lot of different industries—we see that every year. How do you like living in Durham?

FFY: Well, I don't love it, because the city's really small. But I know other people enjoy it. I live in a really nice apartment. Most of the Fuqua students live in either Station 9 or where I live, which is Berkshire Ninth. So the two apartment buildings are right next to each other. There's a Harris Teeter [grocery store] between the two. It's like a little community in this corner of Durham, and we see each other all the time.

mbaMission: Are you close enough to campus to walk there, or do you have to drive?

FFY: I drive. I guess, I think if I lived maybe five blocks closer, I might not. Most people drive, but there are people who take a bike. I don't know anyone who walks. You definitely want a car if you go to Fuqua. It's just easier. If you live in this Fuqua community, you could share rides and stuff, but if you have access to a car, it's more beneficial.

mbaMission: Sure. What's the most surprising thing you've encountered while you've been at Fuqua?

FFY: I didn't know how busy it was going to be. People said, "You know, it's crazy," but until you experience it, you don't really believe it. You have to be there. But it's insanely busy. I don't even notice the city much, because, especially the first semester, like last semester, we would often enter Fuqua at 7:00 a.m. and not leave until about 10:00 or 11:00 p.m. I mean, it's a good kind of busy, and a part of it is intentional, by design. They do that to keep

constantly challenging you. But we're also busy with recruiting, academics, clubs, extracurricular activities. And you can do a lot of consulting projects here. I am doing consulting work for Duke Hospital.

There's a program called FCCP, basically the Fuqua Client Consulting Practicum. I didn't do it myself, but if you join that, then you can consult for a local company or basically any company that wants Fuqua students to consult for them. I have a friend who was a consultant for Medtronic, so it doesn't have to be a Durham company. They put you in a team, and you can do consulting for organizations like Duke Energy or Duke Recycle. So I didn't do FCCP, but I was still able to consult through the Duke Hospital Learning Experience Program. You can consult directly for the hospital, and they only select seven students a semester. There's just basically a lot of activities you're involved in. It's really crazy.

mbaMission: One part of the Fuqua curriculum that isn't always readily clear to candidates is the Global Institute (GI). Can you tell me a little more about that?

FFY: Basically, you come to Fuqua, you move in, and it says that the official first day of class is July 29, but really, the GI is a whole semester; it's basically the whole month of August. So, you take courses like "Leadership, Ethics, Organizations" and "Global Institutions and Environment." These are mandatory classes.

This is basically the first month that you're going to be with your section. And all you do in that month is get acquainted with your C-LEAD [Consequential Leadership, another mandatory component of the GI] team, discussing a lot what it means to be a leader, what's ethical, a lot of kind of abstract concepts. If you're from finance or something, you probably wouldn't like it. I know people who were from very quantitative fields and didn't enjoy it, because it was very "You should be this kind of leader; you should lead with this kind of mind-set; your organization should be like this." It was those kinds of lessons, so some people didn't really like it.

But the real takeaway from that month of August is just getting used to your section and getting to know your C-LEAD team. Because it's the easiest semester out of all the semesters we have, there's also lots of partying. I would say that's been the only month so far where we could do well in school and still play pretty hard. And there's no recruiting.

mbaMission: That doesn't start until September or October, right?

FFY: Yeah, and also because the second years haven't come back yet. So, there's no recruiting, and so the month of August, for GI, is when you just get really acquainted. And during that month, you get to do things like volunteer for Durham Habitat [for Humanity]. They take you out to do a lot of team bonding. Like I said, the whole month is all about connecting to your section, connecting to your team, meeting people, without that extreme academic pressure. I mean, we worked in those two classes, but it was not extremely hard.

mbaMission: That makes sense. What's your impression so far of Fuqua's core curriculum?

FFY: Well, classes are two and half hours long. We get breaks, so it's not too bad. I don't think I'd say it's either too hard or too easy. It's all interesting to me, because I came from health care. They make us take classes like strategy and marketing, and I never had any formal education in those kinds of areas. The core curriculum, it's good, but you'll sometimes have bad classes—and by bad, I just mean maybe a professor didn't lead the discussion very well. But in terms of difficulty, definitely quant classes are really hard, like decision modeling. Those classes can be very hard. The rest is manageable. I know people for whom it's a challenge, and I know people who think it's not that big of a deal.

mbaMission: Have you done any traveling yet as part of your MBA experience, or do you plan on doing any traveling, either for a class or just for fun?

FFY: Yeah, in the fall—you've probably heard about this—the Fuqua professional clubs organize a lot of Week in Cities trips. The reason I knew tech wasn't for me was because I went to the Week in City in the Bay Area for the Tech Club. We visited companies like Google, Facebook, LinkedIn, Cisco, Intel, and all the people who received us were Fuqua alums. That's how the club reaches out; they connect with Fuqua alumni at those companies, and they receive us, they give us a tour, they tell us what the internship program there is like, and that's when I realized that tech wasn't for me. But there's a Week in City for health care, a Week in City for luxury and retail, like I say, for all the professional clubs.

mbaMission: Do you think you'll do any other traveling going forward?

FFY: Right now, I'm doing a lot of traveling, but it's all related to my second-round [internship] interviews. But once I get an offer with my first-choice company, what I'll do is stay here in the fall to help the first years. But probably in the last part of my second year, I'm going to go study abroad in Japan.

As far as other traveling you can do at Fuqua, lots of people do GATE [Global Academic Travel Experience courses]. Fuqua has lots of GATE programs. There's one in China, one in South Africa. And this is unique, because it's not school run, but all the students from Japan this year decided to host a Japan trek. So it's a self-organized and -managed trip by the Japanese international students, where they'll take a group of 20 students to Japan during spring break.

mbaMission: Nice. How would you describe or characterize your Fuqua classmates?

FFY: I want to say it's connected to Team Fuqua, but there's definitely a type of person that Fuqua admits. Basically when students interview [for a job] at Fuqua, people walk out of the interviews and say things like, "Hey, that interviewer is going to throw you a case" or "She's going to ask you this question, so be prepared for it." But at the other schools, the students don't talk to each other; they're like competitors.

But at Fuqua, we're very team oriented. In HSM, we are all recruiting with the same health care companies, but I've never felt like it was cutthroat or competitive. We definitely walk out of the interview and say, "Head's up" about whatever happened. We're more open to saying how it was; we're not trying to keep secrets from each other. Basically, the type of student at Fuqua is very community oriented, very involved, very willing to help others. I have never reached out to anyone at Fuqua for help and been rejected, *ever*.

And the first years, we reach out to second years who interned at our dream company to ask them what their experience was like. We seek lots of help from the second years. And everyone is very, very, very Team Fuqua. Even the alumni, as we go through recruiting—a lot of people who do informational interviews are alums. And I've never emailed someone and asked for information, and they said no. I even emailed this guy who is a very high-ranking VP [vice-president], and he still spared like 40 minutes to talk to me. It wasn't just a yes-no kind of interview, either. He was very engaging and gave me lots of advice. So it's not just the student body; even the alumni are very Team Fuqua oriented.

mbaMission: That's great. Have you had any particularly standout professors so far, anybody who has particularly impressed you?

FFY: Yeah, I like David Riley. He teaches some of the health care classes. He's really passionate about health care, and I'm really passionate about health care, so I never want to miss any part of his class. In fact, I have an interview next week that will make me miss the first half, and I'm kind of frustrated about that. He just knows a lot. He wrote articles that became law, health care law. He's established, he consults to tons of pharma companies, and he's just overall a great source of knowledge.

mbaMission: Have you had any interaction with the dean?

FFY: We see him at Fuqua Fridays when he's not traveling the world. He's a really nice man. We students are definitely closer to Russell [Morgan]. He's our associate dean, and he's around a lot more. I went through a really difficult experience my first semester, and my econ professor told me, "You need to go talk to Russell." I literally walked up and got an appointment with him the next day, and he helped me through the experience, got me in touch with people who could support me, and helped me with some of the things I really needed help on. He's wonderful. He's very approachable. In fact, all the faculty are extremely approachable; they're all helpful in that aspect. You can definitely walk in anytime and ask for help.

mbaMission: That's great. I'm sorry you went through that, but I'm glad somebody was there to help you. Are you part of any of the clubs at Fuqua?

FFY: Yeah. You can join as many clubs as you want at Fuqua. There are two types of clubs: professional clubs and hobby clubs. So, professional clubs are like the consulting club, health care club, marketing club, entrepreneurial

club, and the hobby clubs are like the outdoor activity club, culinary club, wine club—just whatever you’re interested in, there’s a club for it here.

mbaMission: How do you have time to fit it all in with your studies?

FFY: Well, that’s why we literally don’t leave Fuqua until about 11:00 p.m. sometimes!

mbaMission: Sure. It still sounds like it could be a lot of fun.

FFY: It is.

mbaMission: Good. When people think about Duke, I think most people think basketball and sports. So, have you caught sports fever since you started the MBA program, or did you come to Fuqua as a sports fan already?

FFY: Well, I didn’t care about sports at first, but once you come here, you *have* to care. I don’t really watch TV, to be honest, but the whole basketball and football thing at Duke, it’s very, very much a part of your life, and it’s actually quite fun. So, as someone who has been a nerd all her life, I think it would be hard to reject the sports aspect of life here, and it’s actually great. I don’t think there’s anyone here that would tell you, “Oh, basketball is not my thing.” Even if people don’t really *like* it, they still think it’s fun to be part of it.

mbaMission: I see. What do you think are the best parts of Fuqua’s facilities? Or is there anything you’d like to change or think is missing?

FFY: I think because we spend so much time at Fuqua, everything has just become normal for us, you know? Well, one thing is that they don’t serve dinner at Fuqua. That can be a pain. Last semester, there were company presentations at night, and the companies would always order food. So that’s how we got dinner.

The clubs, too, if you have a club meeting, they’ll order pizza. Lots of people pack food, as well. You can also order your own pizza, or you can walk over to the undergrad side of campus where they serve dinner. I come back here to my apartment to eat. I mean, it would be nice if they served dinner, but there’s always something going on where they give us food, so it’s really not that big of a deal. But you definitely gain a lot of weight the first semester.

mbaMission: Like the Fuqua 15 or something?

FFY: Yeah.

mbaMission: Interesting. Has the school’s career development office been helpful to you so far in your internship search?

FFY: Yeah, they're pretty helpful. Whatever you need help with, they'll help with, whether it's therapy for your stress, or someone to look at your resume or cover letter, or do a mock interview with you. The extensiveness of the career management center is very wide; they are very helpful. I have no real complaints, though I think there are maybe some management operation issues. Some of us think that the career center might be a little bit out-dated in terms of understanding how certain companies operate, but I think a lot of it is a kind of black hole, too. But if you need to refine yourself as a candidate, they have all sort of things to help, like guest speakers, all types of career sessions.

Depending on your industry, there is probably a person in the career center that specializes in that industry. I talked to the health care career specialist, and she helped me. You can go to her and just say, "I don't know what company to apply to" or "I really want to work for this company" or "Do you know anyone who works with this company that doesn't recruit at Fuqua?" They have decades of experience.

mbaMission: Great. So, which social events or extracurricular activities have you really liked so far?

FFY: Honestly, I really like Fuqua Fridays. It's just a really great event where you can just sit down, eat, and share a beer with your professors. You can even share a beer with the dean if he's there. It's really fun. But I also like Fuqua Vision, which is basically a comedy and satire group, and they make fun of life at Fuqua. It's a really good source of relief for us when we're stressed. But a lot of things that I think of most are events that were organized by my section. So aside from the official Fuqua stuff, I've just really liked all the events that have to do with my section. It's a lot of bonding, and they help us get to know each other better.

mbaMission: What kind of social things do you do as a section?

FFY: Well, we have a section holiday party. But mostly, we just text each other and say something like "Hey, does anyone feel like going to see such-and-such movie tonight? There's a showing at 7:20. Message me if you're interested." Or people will say, "Hope to see you tonight at Tavern." That's a bar. Or, "A couple of us are going out. Come join us if you're free." Just little things like that. Not all of us have to get together, but a lot of us will let each other know what we're doing. Even small things, like we also have like a section for dog lovers on GroupMeet, and they'll be like, "I'm at X dog park right now. Feel free to join me." And I have a dog, so I like that. Really just little things, like drinking, eating, or getting together with your dogs. Basically, the more inclusive your section is, the closer you are.

mbaMission: Right. I'll finish with one of our standard questions: what do you think more people should know about the Fuqua MBA program that they probably don't know?

FFY: Well, I know that living in Durham maybe sounds like a terrible idea to some people, but I would say that as someone who is still not in *love* with Durham, I honestly like living here, because Fuqua has such a wonderful community. If you come visit Fuqua, and you feel that you love the students and the professors and the community,

don't let Durham be any kind of deal breaker for you, because you can overcome that. You spend so much time with your Fuqua classmates and at school. I know international people who moved here from Tokyo and huge cities like San Francisco, and they still have a great time here because of how inclusive and wonderful the Fuqua community is.

And aside from that, I was just thinking that *fit* is really important to Fuqua. That's why we have second-year students interview prospective students, because ultimately, what they're looking for is "Do I want you on my team? Can I see you at Fuqua Friday? Are you the type of person that will walk out of an interview and be willing to share your experience?" They're looking for people who enjoy being in an inclusive community.

mbaMission: Thank you. I really appreciate your taking the time to provide some insight into the Fuqua experience.

FFY: Sure. Thank you.

mbaMission's Exclusive Interview with Liz Riley Hargrove, Associate Dean for Admissions at Duke University's Fuqua School of Business

October 21, 2010

mbaMission: The first question I always ask the Admissions Office when I do these interviews is what do people not know about Fuqua that you believe they should?

Liz Riley Hargrove: Hmm, interesting question! I think it would be our recent work in defining and developing an education and research strategy based around industry verticals in consulting, finance, energy/environment, IT/media, health care, and consumer goods. Fuqua has nine research centers now, and if you include the new research centers we launch this year, we will have a dedicated research presence in each of our industry verticals, allowing for a greater depth of access to the most important leaders and firms in these industries.

This is quite an innovative approach and will allow us to identify cross-disciplinary opportunities to broaden students' exposure to the industries and firms that are driving the global economy of the 21st century. The centers support the students' academic and career exploration, and the focus on industry verticals really differentiates Fuqua from other business schools.

mbaMission: Okay, great. I think that you know that at some schools, you'll have a professor who might be really well known for his or her research, but at Fuqua, are there any professors who are known among students for their teaching style, what they're like in the classroom?

LRH: Yeah, I can think of several. As I think you know, I've been at Duke for 17 years now, and I love that our faculty are not just one-dimensional. It's true they are known for being ranked number one in the world for their research productivity, and that's such an important distinction for our students, because the faculty are bringing their research into the classroom often before it's published. But they aren't just great researchers—they also win teaching awards. One person who immediately comes to mind is Gavan Fitzsimons, who is on the marketing faculty. He is just a really fun, engaging teacher and gets raves from the students, who love the dynamic in the classroom. He holds students accountable for the material—and for being late for class! His philosophy is that students will learn the most when they are having the most fun, and his classes are really engaging and inspirational. And, behind his casual approach and casual dress, there is a brilliant marketing professor.

We have lots of prospective students who come to Durham to visit Duke. If you come to campus and experience a day in the life of a student, you can visit a class, have lunch with students, and tour our facilities. Gavan's class is always well received by visitors, and he always welcomes prospective students. I love that he asks prospective students to introduce themselves, and in their introduction, they have to tell either an embarrassing story about themselves or they have to sing—which you'd think would be really, really intimidating, but everybody in the class is cheering for them. I've heard some really funny stories over the years, and have heard about some not-so-great singing. It's all in good fun, though, and is a way to break the ice and make people feel welcome.

mbaMission: Do more people sing or tell embarrassing stories?

LRH: You know, I've never been asked that question—I'm not sure!

mbaMission: And Fuqua was able to lure him away from Wharton, right?

LRH: Why, yes, yes we did!

mbaMission: And, didn't his sister and his brother-in-law also just join the faculty recently as well?

LRH: Yes, I was just going to say that. They just joined the Fuqua faculty this academic year, so we have a lot of Fitzsimonses running around.

mbaMission: I imagine that when you are recruiting in that mold and you've got one great guy, you're going to want to grab a few others as well. Is there an academic area that you think the school is trying to develop right now?

LRH: Duke is a place that is known for having balanced excellence as it relates to the academics, and we encourage students to take advantage of all of the interdisciplinary opportunities that exist at Duke, so whether you are interested in marketing, finance, or energy, you will have access to the best faculty and an innovative curriculum to support the learning environment. Our health sector management [HSM] program is a great example because it immerses students in multidisciplinary learning opportunities inside and outside the classroom and draws on

our vast resources in the health care industry. Students in HSM take a variety of required and elective classes designed to give them a strong understanding of the health care market—it's also one of the largest health care-related business programs in the country.

mbaMission: You mentioned that you've been at Fuqua for 17 years. How would you say admissions at Duke has changed over those years?

LRH: I have loved my time here at Fuqua, and I joke with the students that I've been here for 17 years, and all they need to know is that I was 12 years old when I started!

mbaMission: Right!

LRH: Certainly, technology has changed the way we implement our admissions processes and has impacted the way in which students gain access to information about our school, which is great. Once upon a time, the only way to request information on our programs was to phone or fax the office and request to get on the mailing list. Now applicants have and expect instant access to information. There is also the expectation that admission offices are keeping up with technology and that we will communicate with prospective students in a very transparent way.

mbaMission: Is there an area of the world that you'd like to see Duke make inroads into with respect to recruiting students going forward?

LRH: In the time that I've been at Duke, we have made significant gains with respect to our international diversity in the student population. Our dean, Blair Sheppard, who is in his third year at Fuqua, is leading us in an exciting direction, and our global strategy is designed to connect Fuqua to the most important regions in the world. We have dedicated regional recruitment teams based in Russia, India, China, the United Kingdom, and the Middle East. This has obviously expanded our ability to reach prospective students, and we've seen more international diversity in our applicant pool as a result. So to answer your question, several years ago I would have said that there was a need to develop a broader range of international diversity, and we're able to achieve that now because of the way we are connected in these important regions.

mbaMission: You mentioned that the dean has been around for three years now and that globalization is his hallmark, that's one of the big changes that he's undertaken. And I think you mentioned in a *Bloomberg Businessweek* article recently that the application volume has risen. What can you say about this trend, and where do you see the application volume going?

LRH: Yes, applications to the Daytime program were up 21% this year, but we also saw significant increases in our one-year Master of Management Studies program, our Executive MBA programs, and our Cross Continent MBA program for working professionals. In all of our programs, we saw increases in international applications where we have dedicated resources. I won't claim that we'll see another double-digit increase in Daytime applications

this year, especially given the economy, but we're working hard to connect with prospective students, and it is a definite bonus for students in these regions to have the ability to speak with a Duke staff member in person.

mbaMission: It sounds like an amazing strategy, actually. Could you take us through what the application review process is like and how it works at Duke? I think people sometimes perceive that there's some sort of secret code that they can crack as opposed to it being very much procedural. So can you shed some light on this process?

LRH: I'm sad to report there's no great mystery. At Fuqua, there are four application rounds to choose from. The Early Action round is very early—October 1st—and then there are three subsequent application rounds. We will admit students from each application round. My advice to applicants is to apply as early in the process as you can without sacrificing the quality of your application. Clearly, there are more available seats in the class in the earlier rounds and fewer seats available in Round 3, so it's best to apply early, but only when you know you've put together the best representation of who you are and what you will bring to Duke.

As far as the actual process goes, all applications are submitted and evaluated online, which is incredible, because we now have the ability to read and evaluate applications from anywhere in the world via a secure online system—no more paper files to carry home in the evening. Once an applicant hits the submit button, our operations team ensures that all of the required materials have been received. Each file is then organized via our online system and distributed to an admissions committee member for an in-depth evaluation. Each application is read independently, from cover to cover, by at least two members of the admissions committee and then presented to the admissions committee for discussion and decision. There is equal weight assigned to all factors in the evaluation process, which means that our decisions are typically never based on any one factor. My job as the associate dean for admissions is to build a class that represents a microcosm of the world. Each student's story is unique and allows us to create the diversity that is so important to the student experience at Duke.

mbaMission: Is there any advantage to applying in the Early Action round rather than in a later round?

LRH: Well, if you apply in the Early Action round, you are indicating to the admissions committee that if admitted, you will enroll at Duke. It's very early in the business school application process, so we expect to see applicants who know that Duke is for them. You have to be ready for the commitment to apply in the Early Action round. Again, we will admit students from every application round, but as the cycle progresses, we will have fewer available seats in the class.

mbaMission: Who would you say is the right kind of person for Fuqua? Whom do you think Fuqua works for or does not work for?

LRH: Successful Duke MBA candidates and students come in many forms. Broadly speaking, the best candidates for Fuqua have the ability to demonstrate "fit," and by that I don't mean to imply that there is a cookie-cutter mold that you must represent. "Fit" is demonstrated when applicants can articulate their own story and ambitions in

the context of Fuqua's story and ambitions. Fuqua students learn when to be strong team players and when to step up and lead. These are interwoven concepts at Duke and are not mutually exclusive. We are looking for evidence of these abilities throughout the application. We want students who go beyond what is expected of them to have a true impact in their personal and professional lives.

mbaMission: People always call us and ask, what is the way to get into the school? But there is no formula or "type." Fair to say?

LRH: Correct, there is no formula or type—honestly. When we are building our class, there are multiple dimensions that are important, and it's incredibly important to be authentic in this process. The worst thing an applicant can do in the business school application process is to misrepresent who they are and what they've done. You don't have to be anyone other than who you are, but you do have to be able to articulate your story. You are more than your GMAT score or the sum of your years of work experience. We may admit students who have lower GMAT scores because they are amazing in all other aspects of their candidacy. We may also deny candidates with very high GMAT scores because they are one-dimensional and are not as competitive on those other important dimensions. Applicants really have to take the time to understand what our program is about and then make the connections throughout their application. Be who you are.

mbaMission: Right. Do you see the application changing dramatically over the next year or couple of years? Do you think Duke would ever embrace a bit of a push toward PowerPoint presentations or audio or video files?

LRH: Yeah. I love the way technology has improved how we connect with our customers, and we embrace it. I can absolutely see us utilizing different mediums in the future to better enable students to present their qualifications and create a more personalized approach to the evaluation model. A few of my peers are experimenting with video uploads as a part of the application process this year. I'm very curious to see how this works for them and how it can enhance an applicant's ability to represent themselves in a virtual world.

mbaMission: I noticed that Duke's average age is a touch older than that at other top schools, or should I say some schools are getting younger? Is that incidental or is it by design?

LRH: The average age at Duke has been 28 for the past couple of years, so we haven't been intentional about increasing the average age. We typically admit fewer students immediately from their undergraduate experience, and that is intentional, because we also offer a one-year Master of Management Studies [MMS] program for students without postgraduate work experience. The MMS program is ideal for students who want to strengthen their business skills and knowledge but don't have the typical MBA profile of four to five years of work experience.

mbaMission: Do you have any advice for people who are applying with partners? Is it advantageous or disadvantageous to do so? And the same thing with joint degree programs. Are people evaluated separately? Together?

LRH: For joint degree programs, we think that one of the advantages of coming to a school like Duke is that you're not just a Fuqua student, you're a Duke University student first, and that opens up all of the resources of the university to you. We currently have joint degree programs with law, medicine, public policy, environmental engineering, and the nursing school. In most cases, there is a joint admissions committee process and a lot of coordination of effort between the two schools. There are admissions requirements that you'll need to meet for each degree program, but we have streamlined much of the process so it's less burdensome.

The Fuqua Partners organization is by far one of the best advantages for students who are married or have a significant other who will also be joining them at Duke. The Fuqua Partners network exists to welcome, support, and provide activities for partners and families in the Fuqua community and I love their motto: "All the Fuqua fun, minus the homework."

As far as advice for couples applying to the program, if you know that your enrollment decision is a joint decision and that's important to you, I would encourage you to apply in the same application round. You'll have the option on the application to list a spouse or significant other if they will also be applying to the program. This gives the admissions committee a head's up that this is not a singular decision and that there is a potential impact. It doesn't advantage or disadvantage you, but from my perspective, it's good to know this information up front.

mbaMission: Got it. Can you explain the interview process a bit? For instance, what can one expect? What is the process itself?

LRH: Yes, the interview is a very important component in our admissions process. It is our goal to interview everyone who will be admitted to the class. That being said, we offer two interview options. We have an Open Interview period from September 16th to October 16th. During the Open Interview period, anyone can visit our campus in Durham and conduct an admissions interview to be included as part of the evaluation process. After October 16th, interviews are by invitation only and occur in Durham as well as in locations around the world.

mbaMission: How would you describe the tenor of the interview?

LRH: You should prepare for your admissions interview in the same way you would for a job interview, but you will find that our interviews are very conversational. Interviews are conducted by current students who serve as admission fellows, by alumni, and by admissions staff. Applicants should think of the interview as a way to let us know who they are, what motivates them, and how they will contribute to the program. It is the chance for applicants to differentiate themselves from other candidates. At Fuqua, we look at the whole applicant, not just quantitative skills, language abilities, or career success. We are interested in learning about their interests and passions and how their background will contribute to the class. Because of Fuqua's student-driven culture, we have high expectations for students to be active members of their academic community, so we look for what an applicant can contribute to the class dynamic and learning environment. We also look for why Fuqua is the right

school—how do the individual’s goals align with and support Fuqua’s goals and vice versa? Finally, we want to get to really know our students, so the interview should reflect that authenticity.

mbaMission: Right. Is there anything else you’d like people to know about Fuqua?

LRH: Yes, it might be interesting for your followers to know that Duke offers the MBA degree in several program formats. We’ve talked mostly about the Daytime program, but our Cross Continent MBA program is the best global alternative to a daytime program format, because you can live and work anywhere in the world while pursuing your MBA. For promising young managers, this is a very attractive feature, since you do not have to interrupt your career or relocate. There is a minimum of three years of work experience required. We also offer the Weekend Executive MBA program, which, as the title suggests, is delivered on-campus in Durham on an alternate weekend format. A minimum of seven years of work experience is required. Our Global Executive program is our most senior-level MBA program and is targeted at executives who are looking to take the turn into the C-suite. A minimum of ten years of work experience is required.

mbaMission: Great. I really want to thank you for your time.

LRH: It was a pleasure.

Appendix:

Fuqua Facts and Figures

Note: Facts and figures in this section are prone to change. Occasionally, conflicts may exist between the school's publications and its Web pages. Applicants are urged to recheck facts and figures for the most up-to-date information.

Basics

Year Established: 1969

Location: Durham, North Carolina

Dean: William Boulding (2011)

Associate Dean for Admissions: Liz Riley Hargrove (1993)

Programs:

- Cross Continent MBA
- Daytime (Full-Time) MBA
- Executive Education
- Global Executive MBA
- Health Sector Management
- Master of Management Studies: Duke Kunshan University
- Master of Management Studies: Foundations of Business program
- Master of Quantitative Management
- PhD
- Weekend Executive MBA

Joint Degrees:

- JD/MBA, offered with the Duke University School of Law
- Master of Environmental Management (MEM) or MF/MBA, offered with the Nicholas School of the Environment and Earth Sciences
- Master of Public Policy (MPP)/MBA, offered with the Sanford School of Public Policy
- MD/MBA, offered with the Duke University School of Medicine

Class Profile (Class of 2018)

Note: Fuqua had released no official class profile specifically for the Class of 2018 by the publication of this guide but offered these statistics on its site as representing “a typical class” (www.fuqua.duke.edu/daytime-mba/student-life/class-statistics/).

Number of Full-Time Students: 445

Average GMAT: Not provided

GMAT Range (Middle 80%): 640–750

Average GPA: Not provided

GPA Range (Middle 80%): 3.0–3.83

Average Years of Work Experience: 5

Average Age at Matriculation: 29

Underrepresented Minority Students: 9%

Minority Students: 20%

Women: 35%

International Citizenship: 36%

Married Students: 22%

Employment Statistics (Class of 2016)

Mean Base Salary: \$121,283

Median Base Salary: \$120,000

Mean Signing Bonus: \$29,038

Median Signing Bonus: \$25,000

Graduates accepted positions in the following industries:

- Consulting: 32%
 - Strategy: 15%
 - Other: 11%
 - Health Care: 3%
 - Energy: 1%Human Capital: 1%
 - Technology (Consulting): 1%
- Technology: 19%
 - Internet Services/E-Commerce: 8%
 - Software and Applications: 5%
 - Equipment/Hardware/Networking: 3%
 - Other: 2%
 - Telecommunications: 1%
- Finance: 18%
 - Financial Services: 16%
 - Private Equity/Venture Capital: 1%
 - Asset Management/Buyside: <1%
- Health: 12%
 - Medical Devices: 3%
 - Pharma: 3%
 - Biotechnology: 2%

- Providers and Services: 1%
- Other: 2%
- Global Health: <1%
- Health Care IT/Informatics: <1%
- Consumer Goods: 6%
 - Other: 3%
 - Beverages/Food: 2%
 - Household/Personal: 1%
 - Apparel/Textiles: <1%
 - Luxury Goods: <1%
- Manufacturing: 2%
 - Automotive: 1%
 - Other: 1%
- Energy/Utilities: 3%
 - Oil/Gas: 1%
 - Other: 1%
 - Power Generation: <1%
 - Renewables: 1%
 - Energy Finance: <1%
 - Power Generation: <1%
 - Utility Services (Electric/Water/Etc.): <1%
- Other Industries: 3%
 - Media/Entertainment: 1%
 - Hospitality/Tourism: <1%
 - Government: <1%
 - Insurance: <1%
 - Other: <1%
- Sports: <1%
- Real Estate: 1%
- Retail: 1%
- Transportation/Airlines: 1%
- Social and Environmental Impact: 1%
 - Education: <1%
 - Other: <1%

Graduates accepted positions in the following functions:

- Consulting: 34%
 - Finance: 23%
 - Investment Banking: 9%
 - Corporate Finance: 8%

- Other: 2%
- Private Equity Analyst/Venture Capitalist: 2%
- Private Wealth Management: 2%
- Portfolio Management/Buyside Research: 1%
- Research/Sellside: 1%
- General Management: 15%
 - Rotational/Leadership Development Program: 9%
 - Internal Consulting/Corporate Strategy: 2%
 - Project Management: 2%
 - Business Development: 1%
 - General: <1%
- Marketing: 21%
 - Brand Management: 8%
 - General: 5%
 - Product Management: 3%
 - Sales: 3%
 - Product Development/Innovation: 1%
 - Market Research: <1%
- Operations/Supply Chain: 3%
- Other Functions: 2%

Graduates accepted positions in the following locations:

- North America: 91%
 - United States:
 - ♦ West: 24%
 - ♦ Northeast: 23%
 - ♦ South: 22%
 - ♦ Midwest: 11%
 - ♦ Mid-Atlantic: 10%
 - ♦ Southwest: 9%
 - Mexico: 2%
 - Canada: <1%
- Asia: 4%
- South America: 3%
- Central America and the Caribbean: 2%
- Africa - Sub-Saharan: <1%
- Middle East and North Africa: <1%

Top Employers:

- Deloitte: 24
- Amazon.com: 15
- Boston Consulting Group: 13
- Microsoft Corporation: 13
- PricewaterhouseCoopers LLP: 13
- McKinsey & Company: 12
- Bain & Company: 9
- Citi: 9
- Bank of America Merrill Lynch: 8
- Accenture LLP: 7
- Goldman Sachs: 7
- Dell, Inc.: 6
- Google, Inc.: 6
- IBM Corporation: 6
- Cisco Systems: 5
- Eli Lilly and Company: 5
- Johnson & Johnson: 5
- Wells Fargo Securities: 5
- The Clorox Company: 4
- Corning, Inc.: 4
- Barclays: 3
- Deutsche Bank: 3
- General Motors: 3
- Genentech: 3
- Georgia-Specific, LLC: 3
- IMS Consulting Group: 3
- L.E.K. Consulting: 3
- PepsiCo: 3
- ZS Associates: 3
- Amgen, Inc.: 2
- Anheuser-Busch InBev: 2
- A.T. Kearney: 2
- Credit Suisse: 2
- JPMorgan Chase & Co: 2
- Medtronic: 2
- Pacific Gas & Electric Co.: 2
- Procter & Gamble: 2
- Prudential: 2

- Tata Consultancy Services, Ltd.: 3
- Tesla Motors, Inc.: 2
- Abbott Laboratories: 1
- Apple, Inc.: 1
- Becton Dickinson: 1
- Bill and Melinda Gates Foundation: 1
- DaVita Healthcare Partners: 1
- Moelis & Co.: 1
- UBS Investment Bank: 1
- Vanguard: 1
- Walmart: 1

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