

**Proposal for the  
Duke University/Fuqua School of  
Business  
Master of Management Studies Global**

**December 2010**

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## **Overview**

The Master of Management Studies (MMS) degree provides a unique opportunity for Duke University to realize the overall mission of the broader university while extending the reach of the school as a part of the global initiative. There also is the strong likelihood that by moving forward with Global MMS, Duke will assume a first mover advantage with regard to a degree offering which meets the unique educational needs of a number of regions around the world, regions currently poised to assume positions of increased leadership and influence in today's rapidly evolving global business environment. As a result, while we are still in midst of seeking approval for the MMS Durham degree, we believe it is wise for the school to also consider the expansion of the MMS degree to international locations as a part of Duke's overall global strategy. This proposal, building upon the MMS Durham proposal, outlines the rationale for MMS Global as well as the manner in which the expansion and delivery of the MMS Global program would take place.

The mission statement of The Fuqua School states "Fuqua is dedicated to advancing the understanding of management through research, putting research knowledge at the service of business and society, and providing the highest quality education for business and not-for-profit leaders worldwide. Sustained excellence in terms of management education, research, and the advancement of management practice has been the school's mission with the end product (our graduates) being leaders of consequence."

The MMS degree, with its unique focus on combining a professional business degree with a liberal arts, science, or technical undergraduate degree, provides the opportunity to realize this mission in a meaningful way, particularly as related to our interests worldwide. Throughout both years of the MMS pilot program in Durham, we have been overwhelmed with questions about and demand for the MMS degree from international constituencies. This interest has taken a form different from the MMS Durham model, however, in that the international demand focuses on a desire for a heightened level of professional competency within specific areas, such as policy, energy and the environment, and global health, as opposed to general business (as is the focus of MMS Durham). It is this expressed desire for business analytical skills coupled with depth of knowledge in specific thematic areas which leads us to propose a variant of the MMS degree, to be delivered in international locations around the world.

The MMS Global degree will differ from the MMS Durham degree specifically through the addition of areas of concentration, to be taught through the thematic/depth courses. While in the MMS Durham degree, these thematic/depth courses are all drawn from within The Fuqua School and serve to deepen the emphasis on general business analytical skills, within MMS Global these thematic/depth courses will be drawn both from within The Fuqua School as well as from other graduate and professional schools throughout Duke, to create concentrations which meet specific needs in each given location. MMS Global eventually will be taught with a number of different areas of thematic concentration, unlike the MMS Durham where all students graduate with the same thematic concentration, the Foundations of Business degree.

By integrating Fuqua's core business courses with select sets of themed courses, we will help prepare an entirely new breed of business school graduates—graduates who have the breadth and depth of knowledge which comes from their thematic area of concentration coupled with the strong analytical skills developed through a comprehensive core of technical business courses. Extending the breadth of MMS to include this thematic subject matter, will allow us to strongly leverage the impact of the MMS degree to meet the needs of the global regions, so that individuals with an MMS Global degree will be distinctly qualified to work in a specific set of functional areas and ultimately become leaders who are making a consequential contribution to helping the world solve the distinct problems which are found within today's complex world environment.

Consistent with Duke's comprehensive mission, and to ensure the program reflects the breadth of thought required to address these complex issues found in today's global business environment, the MMS Global program will be taught in conjunction with other graduate schools within Duke University, as interest is indicated by those schools. We anticipate potential partners within Duke include the Nicholas School of the Environment, Sanford School of Public Policy, Pratt School of Engineering, Fuqua School of Business, School of Medicine, School of Law, Divinity School, and the Graduate School. All decisions on courses to be included as a part of an MMS Global concentration will be made jointly between (or among) the relevant graduate schools within Duke University. The following section notes some areas within Duke who are currently supporting the MMS Global degree. We anticipate working with other graduate programs at Duke as the MMS Global degree program expands to include a broader set of concentrations.

## **Statements of Endorsement/Letter of Support**

The following letters of support indicate interest in the MMS Global degree across Duke and demonstrate how we can work collaboratively to maximize the impact Duke's collective resources can have in an international arena.



November 19, 2010

Blair H. Sheppard, Ph.D.  
Professor and Dean  
Fuqua School of Business  
One Towerview Drive  
Durham, NC 27708

Dear Blair,

I am writing to confirm my support for your initiative to launch a global version of Fuqua's MMS program. This new degree not only promises to expand Fuqua's offerings but to help Big Duke establish a beachhead abroad for all its programs. Toward that end I hope the Nicholas School will be able to participate in a joint offering of a MMS/Env degree with Fuqua at a foreign location in the near future. As you know, however, there is a contingency to our participation. Before going forward, the Nicholas School would require sufficient seed money to offset start-up costs and be assured that a sustainable financial model could be developed.

Collaboratively yours,

A handwritten signature in black ink that reads "W. L. Chameides" with a stylized flourish at the end.

William L. Chameides

Dean

November 19, 2010

**ACADEMIC PROGRAMS**

AB in Public Policy Studies

Master of Public Policy

Master of International  
Development Policy

PhD in Public Policy Studies

**CENTERS & PROGRAMS**

Center for Child and  
Family Policy

Center for Health Policy

Center for the Study of  
Philanthropy and Voluntarism

Center for Strategic  
Philanthropy and Civil Society

DeWitt Wallace Center  
for Media and Democracy

Duke Center for International  
Development

Hart Leadership Program

Joel L. Fleishman Program  
on Civil Society

Program on Global Health  
and Technology Access

Program on the Study  
of History and Public Policy

Samuel and Ronnie Heyman  
Center for Ethics, Public Policy  
and the Professions

Triangle Center on Terrorism  
and Homeland Security

Triangle Institute  
for Security Studies

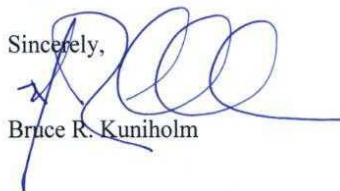
United States-Southern Africa  
Center for Leadership  
and Public Values

Blair Sheppard, Dean  
Fuqua School of Business  
Duke University  
One Towerview Drive  
Campus Box 90120  
Durham, NC 27708-0120

Dear Blair,

This brief note constitutes my enthusiastic endorsement of Fuqua's global version of the executive education MMS. If we are able to finalize a sustainable financial plan, and can admit a sufficient number of students to operationalize it, we expect to participate in a joint offer of the degree in Kunshan as early as FY 2014.

Sincerely,



Bruce R. Kuniholm

BRK/kw



Michael H. Merson, MD  
DIRECTOR

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fax: 919.861.7248  
email: michael.merson@duke.edu

October 29, 2010

Dean Blair Sheppard  
Fuqua School of Business  
One Towerview Drive  
Durham, NC 27708

Dear Blair,

This is to confirm that we support the global version of the MMS being offered by Fuqua, and plan to participate in its global health management track in one or more locations where the degree is offered, subject to availability of funds.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Merson".

Michael Merson, M.D.  
Director, Duke Global Health Institute  
Wolfgang Joklik Professor of Global Health

285 Trust Hall, Trent Drive  
Box 9057-9  
Durham, NC 27708  
[globalhealth.duke.edu](http://globalhealth.duke.edu)



## **Review of International Demand for the MMS Degree**

Fuqua has conducted interviews with firms in China, India, Brazil, and the Middle East, to explore the demand for MMS-type education in these regions. Based on these interviews, it is clear the undergraduate programs within these areas are not adequately preparing students for work. In Brazil, the average multi-national spends up to two years retraining students before they can really add value; in India, a Boston Consulting Group study indicates that about 70% of undergraduate program graduates are unemployable because they are too narrow and too academic; in China, the Shanghai government has expressly asked Fuqua to introduce an MMS program because of the lack of entry level analyst talent in financial and professional services.

These interviews have also demonstrated demand for the type of MMS program being proposed—a business degree which draws upon the wider university resources to create MMS programs with strengths in thematic concentrations. While certain countries have expressed interest in concentrations which are quite specific to their region, a number of concentrations have received strong support across all regions. These include policy, finance, global health, and energy and the environment, as these concentrations represent areas of growing interest and concern in all regions of the world. Given that these are also areas of strength for Duke University, we envision that some of the initial MMS Global degree concentrations will focus in these areas.

While the MMS degree is relatively new in the United States and is believed to be a somewhat untested degree here, there is significant data beyond the Fuqua research to support international demand for Master of Management Studies degrees. Based on the length of time the MMS degree has been offered in other parts of the world (and the international demand for the degree), the success the degree has experienced here in Durham should be equaled or surpassed with an MMS Global offering.

The Master of Management Studies has long been a popular degree in Europe, as a pre-experience master's is a commonly understood concept within most European educational systems. As a result, the London-based *Financial Times*, with its annual ranking of MMS programs, provides the most comprehensive source of market data on Master of

Management Studies programs (or Master in Management Studies, or MiMS, as they are commonly known within Europe).<sup>1</sup>

In reviewing the *Financial Times* data from their most recent ranking (September 20, 2010), it is evident that the MMS degree is an exceedingly popular degree within Europe, it is a degree which has experienced sustained growth (both in number of institutions offering the degree and of students matriculating with these institutions), and that it is well-received by companies around the world.

The popularity of the degree within Europe is reflected in the schools ranked by *FT*. Currently, there are 65 schools offering degrees equivalent to the proposed Master of Management Studies ranked by the *Financial Times* and 60 of these ranked schools are located in Europe. There are only 5 ranked schools outside of Europe (with 2 in Taiwan, 1 in China, 1 in India, and 1 Canada). The lone Canadian school, HEC Montreal, is the only ranked MMS program within North America. Given that no leading North American institution has entered the MMS degree arena, this presents an opportunity for Duke and Fuqua to claim a position of dominance.<sup>2</sup>

Currently, France clearly has a dominant position in MMS program offerings. The two top programs in the *FT* rankings are two multi-country programs with origins in France. The top-ranked program, ESCP Europe, originated in France, but now offers Masters in Management programs in 5 European countries (France, Germany, Italy, U.K., and Spain). The program ranked second by *FT*, CEMS, headquartered in France, is a strategic alliance of 27 schools around the world, with its Master in Management Studies programs offered on four continents. Of the 65 schools ranked overall, 18 are CEMS alliance schools.<sup>3</sup>

While the *Financial Times* rankings reflect the historical dominance of Europe within the MMS arena, what is most striking when one looks at this year's *Financial Times* data is the acceleration in the growth of these programs outside of Europe, along with the growth in international students within the existing programs. Without any existing base of MMS programs within their regions, of the 21 new programs added to the rankings in 2009 and

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<sup>1</sup> "Masters of Management ranking 2010" *Financial Times Business Education*, 20 September 2010, 24-27.

<sup>2</sup> "Masters of Management ranking 2010" *Financial Times Business Education*, 20 September 2010, 24-27.

<sup>3</sup> "Masters of Management ranking 2010" *Financial Times Business Education*, 20 September 2010, 24-27.

2010, 8 (38%) of the programs were in countries which previously had not offered MMS degrees. This increase of MMS programs outside of Europe is expected to continue at an accelerated pace. It is here that we see a distinct opportunity for the MMS Global, as demand for the MMS degree is growing dramatically in areas targeted for our global initiative, particularly in China and India.<sup>4</sup>

As an illustration of the growth and popularity of these programs outside of Europe, The Indian Institute of Management, Ahmedabad, the lone Indian school ranked by *FT*, debuted at 8<sup>th</sup> in the current rankings. In large part this ranking is based on the job success of the graduates, reflecting the high demand for this degree from employers within India. For the class of 310 students who graduated in 2010, all of the graduates accepted full-time positions within three months of graduation. To further demonstrate employer demand, the graduating class from 2007 had the highest average salary today among all MMS programs ranked (at \$92,700 in purchasing power parity equivalents).<sup>5</sup>

While not enjoying as high a rank as the Indian Institute of Management, the lone ranked Chinese school, Shanghai Jiao Tong University, Antai, was also able to demonstrate extremely strong job statistics. 100% of their graduates also reported acceptance of full-time positions within three months of graduation.<sup>6</sup> (To further demonstrate the demand for the MMS degree within China and India, the majority of the international MMS applications for the Durham MMS for the class of 2011 were from one of these two countries. 114 applications (31%) were received from China, with 26 applications (7%) from India).

Alongside the growth of MMS programs in locations outside of Europe, the schools within Europe have seen increased international demand for their programs. While in 2005 only 26% of the matriculating students within the European programs were international, by 2010 that percentage had risen to 36%. Even more telling is the percentage of international students in the U.K. MMS programs. 85% of the students in the U.K. programs are international.<sup>7</sup>

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<sup>4</sup> “Masters of Management ranking 2010” *Financial Times Business Education*, 20 September 2010, 24-27.

<sup>5</sup> “Masters of Management ranking 2010” *Financial Times Business Education*, 20 September 20, 24-27.

<sup>6</sup> “Masters of Management ranking 2010” *Financial Times Business Education*, 20 September 2010, 24-27

<sup>7</sup> “Masters of Management ranking 2010” *Financial Times Business Education*, 20 September 2010, 24-27

In considering the potential for an MMS Global degree offering, it also is valuable to look at the CEMS model. As outlined earlier, CEMS is a strategic alliance of 27 schools, covering a broad geography of international locations. An important feature of the CEMS curriculum is the requirement for students to spend a semester abroad, studying in one of the other member school's locations.<sup>8</sup> Based on conversations with CEMS officials, we understand their plans are to heighten their presence in certain regions, most notably China and Brazil, with an expansion into India, based on the extremely high demand by students for study abroad options in these areas. While typically CEMS only allows one partner school within a country, it is our understanding they are considering partnering with additional schools in China, India, Brazil, as well as expanding into the United States. Once again, this validates our plans to expand MMS Global in our regions.<sup>9</sup>

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<sup>8</sup> "Semester Abroad," accessed December 9, 2010. [www.cems.org/mim/curriculum/semester-abroad](http://www.cems.org/mim/curriculum/semester-abroad)

<sup>9</sup> Conversations between CEMS and Blair Sheppard.

## **Curriculum and Degree Requirements, MMS Global**

### **Program Requirements**

The MMS program follows the “8 plus 4” model currently in place for the MMS Durham, Foundations of Business program. There are 8 core courses, which constitute the breadth expected in a master’s level business education, complemented by 4 thematic courses which create the concentration of the degree. These 12 courses are all 3 credits/each, for a total of 36 credits.

Within a concentration, there are no elective courses. No exemptions or course substitutions are allowed and all students within a concentration cohort are required to complete all courses required for that concentration.

### **Standard Core Courses**

The eight standard core courses include:

1. Management: Foundations of Management and Organizations (MANAGEMENT 220F)
2. Accounting: Introduction to Financial Accounting (ACCOUNTG 245F)
3. Finance: Foundations of Capital Markets (FINANCE 250F)
4. Decision Sciences: Spreadsheet Modeling and Decision Analysis (DECISION 210F)
5. Marketing: Introduction to Marketing Analysis (MARKETNG 260F)
6. Strategy: Principles of Strategy (STRATEGY 230F)
7. Economics: Fundamentals of Business Economics (MGRECON 200F)
8. Operations: Introduction to Operations and Supply Chain Management (OPERATNS 270F)

### **Thematic/Depth Courses for Concentration**

In addition to the eight core courses above, which represent each of the business discipline areas (departments) within The Fuqua School of Business and provide the breadth required in a master’s level business course of study, each MMS Global program concentration will include four Thematic/Depth courses. As noted earlier, these Thematic/Depth courses will be drawn from the master’s level course offerings across Duke’s graduate and professional programs, as well as from within Fuqua, as is appropriate given the concentration. Some proposed program concentrations and the associated courses are noted in the following section.

## Potential MMS Global Curricula, Tied to Specific Concentrations

(These are for illustration only, and do not reflect any agreed upon MMS Global concentrations)

GENERAL MANAGEMENT CONCENTRATION	POLICY CONCENTRATION	ENERGY & ENVIRONMENT CONCENTRATION	GLOBAL HEALTH CONCENTRATION
<b>Standard Core Courses</b>	<b>Standard Core Courses</b>	<b>Standard Core Courses</b>	<b>Standard Core Courses</b>
Introduction to Financial Accounting	Introduction to Financial Accounting	Introduction to Financial Accounting	Introduction to Financial Accounting
Fundamentals of Business Economics	Fundamentals of Business Economics	Fundamentals of Business Economics	Fundamentals of Business Economics
Introduction to Marketing Analysis	Introduction to Marketing Analysis	Introduction to Marketing Analysis	Introduction to Marketing Analysis
Foundations of Capital Markets	Foundations of Capital Markets	Foundations of Capital Markets	Foundations of Capital Markets
Spreadsheet Modeling and Decision Analysis	Spreadsheet Modeling and Decision Analysis	Spreadsheet Modeling and Decision Analysis	Spreadsheet Modeling and Decision Analysis
Introduction to Operations and Supply Chain Management	Introduction to Operations and Supply Chain Management	Introduction to Operations and Supply Chain Management	Introduction to Operations and Supply Chain Management
Foundations of Management and Organizations	Foundations of Management and Organizations	Foundations of Management and Organizations	Foundations of Management and Organizations
Principles of Strategy	Principles of Strategy	Principles of Strategy	Principles of Strategy
<b>Thematic/Depth Courses</b>	<b>Thematic/Depth Courses</b>	<b>Thematic/Depth Courses</b>	<b>Thematic/Depth Courses</b>
Foundations of Corporate Finance	Introduction to Policy Analysis	Humans and the Environment	Comparative Health Systems and Policy
Fundamentals of Market Intelligence	Public Management	Resource and Environmental Economics	Health Economics and Strategy
Principles of Cost and Managerial Accounting	International Economics and Policy	Energy and the Environment	Health Finance and Accounting
Fundamentals of Financial Analysis	Special Topics Seminar	Global Environmental Politics	Contemporary Topics in Healthcare
<b>Professional Skills Courses (up to three)</b>	<b>Professional Skills Courses (up to three)</b>	<b>Professional Skills Courses (up to three)</b>	<b>Professional Skills Courses (up to three)</b>
Up to three courses, determined, as needed, based on region needs	Up to three courses, determined, as needed, based on region needs	Up to three courses, determined, as needed, based on region needs	Up to three courses, determined, as needed, based on region needs

### **MMS Professional Skills Courses**

As is true for MMS Durham, in addition to the 36 credits included in the “8 plus 4” model, it is anticipated that in many regions of the world the number of required courses will be increased up to a maximum of three additional professional skills courses, with the potential for one 3 credit course and two courses of 2 credits/each, for a potential total of 7 additional credits. Depending upon the number of professional skills courses added, the total number of credits could be 43. These courses will be designed to meet the specific foundational program needs typically found within the principal student profile constituting the program cohort. Professional skills course offerings may include quantitative preparation (calculus, statistics, basic accounting, and Excel) as well as language preparation, ranging from English-language proficiency to standard business communication skills (both written and oral). In some regions, the primary area of professional skills preparation will center around quantitative work, while in other regions it will have a greater focus on language skills. It is anticipated that in some MMS Global program offerings there will be no professional skills required, as the student demographic will have strong proficiency in both quantitative and English language business communication skills. In those programs, the required number of credits for the MMS degree will be 36.

### **Program Concentration and Cohort Considerations**

It is envisioned that the MMS program will be offered in several differing cohort variants, depending upon the specific demands of a region. In some global regions, it will be the case that all students enrolled in a specific program cohort will take the same 12 courses in the same order, leading to the same MMS concentration. In other regions, it is envisioned that students will enter the program as a single cohort and take the eight standard core courses together, and then split into sub-cohorts for the completion of differing required thematic/depth courses leading to differing concentrations. In regions where this is the case, students will be admitted to a specific concentration cohort at the outset of the program, so we will be able to manage appropriately around scheduling the required thematic/depth courses, ensuring there are sufficient students in each concentration to justify its being offered.

For all MMS program concentrations, students working on a specific concentration will progress through the program together.

### **Course Content and Delivery**

As is true for MMS Durham, it is important to note that while the concepts and frameworks in these courses are similar to those provided in like-named Fuqua MBA courses, the content and delivery of the MMS courses will be adjusted in two significant ways. First, given the limited work experience of the MMS Global demographic, the pedagogy in the MMS Global classroom will not be built around drawing from student work experiences. Instead, the students will participate in other forms of class discussion, simulations, case study analyses, and class exercises which will contribute to a highly engaged learning environment. Second, the courses will focus on the skills relevant to an entry level analyst position rather than entry into a leadership position.



## **International Study Option for MMS Students**

The addition of multiple international locations of MMS, with all students following an “8 plus 4” model, will allow us to add an international study component for all MMS students. Once we have a number of international MMS programs in place, it will be possible for students to begin the program in the United States (as a part of the MMS: Foundations of Business in Durham), complete several terms, travel to one of the international locations to study for one or more of the terms, and then return to Durham for completion of the degree. Similarly, a student may begin MMS in Brazil, travel to China for a term, and then complete the degree in India. Our experience working with the MMS students in Durham and the data we have collected through interviews in international locations indicate this is a highly attractive option for MMS students. This is also consistent with the data from the CEMS model, which demonstrates high demand for these international study options.

## **Anticipated Student Cohorts**

We expect students in the MMS Global program either will be traditional students transitioning directly from an undergraduate program in liberal arts, the sciences, engineering, or another non-business undergraduate major or will be individuals who come to the program after a limited amount of work experience (three years or less). We also will consider applicants with either limited or no work experience and an advanced degree in an area outside of business.

## **Graduation and Continuation Requirements**

Building upon the MMS Durham base, MMS Global students will follow the same graduation and continuation requirements as outlined in the MMS Durham proposal. For clarity and ease of reference, these requirements are outlined below.

### **MMS Graduation and Continuation**

*To graduate from the MMS degree program, students must complete the established number of credits (with all MMS Global program locations specifying a minimum of 36 credits, with some having a higher number of credits, based on the inclusion of professional skills courses), pass all required courses with a grade of “LP” or higher, and have a GPA of at least 3.0.*

*Students may be dismissed from the program if they fail to make satisfactory progress towards these goals. Satisfactory progress is defined by the following two criteria:*

- 1. Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.*
- 2. Students’ grades must exceed a minimum threshold defined by the following “strike system.” Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the threshold specified, the student will be immediately dismissed from the program. **The threshold for dismissal from the MMS program is the accumulation of 1 strike at any point during the program.***

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

*If allowed to continue in the program, following appeal to the Curriculum Committee, students who earn an F in a required course must retake and pass that course or its equivalent. Per Duke University policy, Fs remain on the student's transcript and figure into the GPA even after retaking the course.*

**Master of Management Studies Grading Scale**

*The following grading scale, as is standard within The Fuqua School of Business, applies to all MMS courses:*

<i>Superior Pass (SP)—4.0</i>
<i>High Pass (HP)—3.5</i>
<i>Pass (P)—3.0</i>
<i>Low Pass (LP)—2.5</i>
<i>Fail (F)--0</i>

## **Admissions Requirements, MMS Global**

Building upon the MMS Durham base, MMS Global students will follow exactly the same admissions process and criteria as outlined in the MMS Durham proposal (which are currently the process and criteria used in the MMS Durham pilot program). It should be noted that The Fuqua School currently admits a large population of international students to its MBA and MMS Durham programs and, as a result, has a solid base of experience in assessing students' English-language proficiency. The same strict guidelines which govern our admissions efforts in this area for MBA and MMS Durham students will also apply to all MMS Global applicants. While it was included in the MMS Durham proposal, for clarity and ease of reference, Fuqua's admissions process and criteria are outlined below.

*Duke University and The Fuqua School of Business are challenging and rigorous academic institutions, to which admission is highly selective. For the Master of Management Studies program, applicants are expected to possess outstanding intellectual ability and strong academic credentials. In addition, applicants are expected to have demonstrated leadership in their undergraduate programs and extracurricular activities. The MMS coursework requires students to work together in teams, so accepted students also need to possess excellent interpersonal skills.*

*To be eligible for admission, a student must have earned a bachelor's degree from an accredited college or university. No specific undergraduate major is considered preferable to any other. Individuals who have already received an MBA or its equivalent or an applied master's degree in business (from an institution located in the U.S. or abroad) are not eligible for admission to the MMS program.*

*All admissions are handled through The Fuqua School's Office of Admissions. Applicants are required to submit the following:*

- *Application*
- *Resume*
- *Essays*
- *Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) Score*
- *English Language Proficiency Test Score (TOEFL, IELTS, or PTE)*
- *Transcripts*
- *Two Recommendations*
- *Interview (interviews will be scheduled upon invitation only, following review of application)*
- *Nonrefundable Application Fee*

*As is true for all Duke University programs, the following statement, found in our application instructions, applies to the application process for the MMS program: “Duke University does not discriminate on the basis of race, color, national and ethnic origin, sex, physical abilities, age or sexual orientation for preference in the administration of educational policies, admissions policies, financial aid, employment or any other University program or activity. It admits qualified students to all rights, privileges, programs and activities generally accorded or made available to students. The Fuqua School of Business appreciates and values differences inherent within our community. As an organization we are committed to building and sustaining an environment conducive to capitalizing on the diversity within our community as a source of intellectual, personal and professional growth and innovation.”*

*It also is standard in the application process for Fuqua for all applicants to read and sign their agreement to the Fuqua Honor Code. Specifically, it notes on the application that “The signature in the last section of the application indicates that the applicant has read the Honor Code and agrees to accept and abide by the Honor Code and its bylaws.” This requirement is a part of the application process for the MMS program. A copy of the Fuqua Honor Code is found in Appendix A.*

## **Tuition and Program Funding**

The MMS Global will be funded out of tuition revenues and donor gifts, so that each program will be self-supporting. Tuition will be set at the same level for all MMS programs in all regional locations. This tuition will be based on, and equal to, the tuition charged for the MMS Durham degree. As needed, scholarships (funded out of revenues and donor gifts for the program) will be offered to make the tuition affordable in regions of the world where a U.S.-based tuition rate prices us out of the market.

## **Faculty and Staff Resources**

The Fuqua School of Business and Duke University overall have a strong base of international experience, gained through the activities of the individual schools, which will be brought to bear in the delivery of the MMS Global program.

Given the range of themes expected within the MMS Global program concentrations, faculty for the MMS Global program will be drawn from the tenure and non-tenure track faculty within The Fuqua School of Business, as well as from other schools within Duke University. We know from experience with the MMS program in Durham, that Fuqua School faculty enjoy teaching in this program, expressing particular enjoyment for the intellectual curiosity and breadth of subject matter knowledge found in this particular student demographic, with their diverse undergraduate majors. Similarly, Fuqua School faculty have a long history of delivering Executive MBA programs within international locations, so we know they have both the capability and interest to do so with the MMS Global. Our conversations with other schools throughout Duke indicate there is a similar base of interest in participating in a global program.

Given the current size of The Fuqua School faculty (105 regular rank faculty during the 2010-2011 academic year), we do not anticipate any negative impact on faculty resource allocation through the gradual rollout of the MMS Global program in specific regions. As the MMS Global program grows in both size and number of international locations, as well as we secure additional funding, we will add faculty to support program expansion. Within The Fuqua School, additional faculty will be hired using the same procedures and standards currently in place for hiring faculty for our daytime MBA program, without regard for the region in which the faculty member will be expected to be delivering the majority of his/her teaching. Based on our conversations with other schools within Duke, it is our understanding they have similar faculty resources available to teach in the initial years of MMS Global and will follow similar procedures to add faculty as the need arises through the expansion of MMS Global.

All faculty in all locations will fall under the same faculty policies and procedures, found in the Duke University Faculty Handbook.

The nature of the MMS Global programs will also require staff resources familiar with working with the anticipated student demographic (younger than the typical MBA



population), as well as staff resources familiar with delivering programs in international settings around the globe. The Fuqua School staff have student services experience in both of these areas. Over the past two years with the MMS pilot program in Durham, we have successfully built capability in providing student services for the younger student demographic. The MMS Durham has also provided an opportunity for Fuqua staff to develop a much closer relationships with Duke University student services resources, which will be of benefit as we launch the MMS Global program. Additionally, through our portfolio of Executive MBA programs, we have significant expertise in delivering programs in international locations. Many of the staff members now working with MMS at Fuqua were drawn from our Executive MBA area, so they will bring this knowledge to bear during the launch of MMS Global.

In terms of additional staff resources, the plan is for central administration and support for MMS Global to come from Durham. With regard to day-to-day program logistics, we initially plan to send a Durham-based staff member to a regional location to provide program oversight. As the MMS Global program expands, we will employ program managers within the MMS Global program locations. Funding for program managers will come from the revenues for that MMS Global location. As was true for faculty resources, we do not anticipate any negative impact from MMS Global on our ability to deliver the current degree programs within Fuqua.

## **Space Requirements**

It is envisioned that the initial teaching locations for MMS Global will be within leased space in each region. Our preliminary conversations with universities where we have conducted research on our options indicate there is space available for lease which will allow us to run the MMS Global program in the global locations currently under consideration. The review of the space indicates it meets or exceeds Fuqua's space standards for delivery of Executive MBA programs in international locations. It is important to note that as a part Duke's plans for the campus in China, Fuqua is proposing hosting a cohort of the MMS Global in the classroom space in Kunshan.

Once again, Fuqua's experience running Executive MBA programs in leased space (frequently in hotel and conference meeting space) will be a significant asset in terms of our ability to deliver a world-class MMS program in leased facilities. We have over 15 years of experience doing so with Executive MBA programs, so we are confident of our abilities to deliver a comparably high experience to MMS Global students, while providing a high level of support to faculty.

## **Career Management Center and Job Search Support**

Within each global region with an MMS Global program offering, we will create Career Management Center and job search support options to help the students manage their job searches within the region. In setting up these resources initially, the primary goal will be to assist students in obtaining a position within the region of their degree, as opposed to a position within a different global region. It should be noted, however, that as the number of MMS Global program locations grows, we will make career services from one region available to students in other regions, with the goal of being able to help students obtain jobs anywhere in the world.

It is anticipated that these career support resources will be a combination of 1) career management personnel hired within the region to work directly with students; 2) contracts with international career management and search firms, who work specifically with the MMS student demographic; and 3) oversight and, as appropriate, support resources from Fuqua's Durham-based Career Management Center. The Fuqua School has a strong base of experience in working with Executive MBA students conducting international job searches. This experience will be used to inform our initial planning for MMS Global career management center resources. Funding for the career support resources will come from the revenues for the MMS Global program

## **Ongoing Program Assessment**

On an ongoing basis, the following metrics will be used to evaluate the success of the MMS Global degree. As information is compiled for the following areas, it will be evaluated and presented to The Fuqua School Curriculum Committee and the relevant curriculum committees for all other schools within Duke University involved in the delivery of the MMS Global degree. As needed, enhancements will be made to the MMS Global program, with substantive changes brought to the appropriate committees, councils, and boards for approval, as required.

- 1) Number of applications
- 2) Quality of applications
- 3) Number of students matriculated
- 4) Assessment of student quality from a faculty and staff perspective
- 5) Student assessment of program quality
- 6) Course evaluations
- 7) Student performance in courses
- 8) Financial assessment
- 9) Post-graduation employment
  - a) Number of firms recruiting
  - b) Quality of firms recruiting
  - c) Overall statistics on student employment with three months after graduation
- 10) Employer surveys
  - a) Quality of hired students

## **Appendix A**

### **The Honor Code of The Fuqua School of Business**

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

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

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

#### **THE FUQUA SCHOOL OF BUSINESS HONOR CODE**

(Complete version available at:

[http://www.fuqua.duke.edu/admin/stuserv/student\\_affairs/hnrcode.html](http://www.fuqua.duke.edu/admin/stuserv/student_affairs/hnrcode.html))

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

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

*SCOPE OF THE HONOR CODE:* The Honor Code and the Honor Code Bylaws address violations or actions committed by students of The Fuqua School of Business or others taking classes at Fuqua. PhD students are members of the Graduate School of Duke University and are governed by the Judicial Code and Procedures of the Graduate School. Harassment issues will be handled by Duke University's Harassment

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

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

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

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

*Cheating:* Cheating includes, but is not limited to, using unauthorized materials to complete an assignment; copying the work of another person; unauthorized providing of material or information (e.g., proprietary course information) to another person; using the work of another without giving proper credit (e.g., plagiarism); and working on course material outside of the time constraints imposed by the instructor. In the event a student is unclear as to what constitutes unauthorized material and/or the appropriate time constraints, he or she has a duty to seek clarification from the course instructor. Instructors are responsible for defining the manner in which assignments should be completed.

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

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

*STUDENT JUDICIAL REPRESENTATIVES:* Students in each program will elect student Judicial Representatives. These students are expected to help educate the student community about the Honor Code; provide advice to students, faculty and administration on Honor Code matters, and, if necessary to serve on the Judicial Board.

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

the attention of the associate dean for the program or a student member of the Judicial Board.

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

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

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

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

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

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

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

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

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



the accused may question all witnesses and may examine any physical evidence presented.

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

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

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

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

*Cheating Violations*

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

Moderate Penalty: suspension for one term

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

*Stealing Violations*

Minor Penalty: restitution

Moderate Penalty: restitution and suspension for one term

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

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

Minor Penalty: interviewing with the company involved will be prohibited

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

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

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

*Honor Code Violations:* Convictions of an Honor Code violation may limit the student's ability to participate in The Fuqua School of Business activities and may result in the loss of scholarship or fellowship support. If a convicted student chooses to run for or serve in an elected or appointed office, the Judicial Board may require that the student body be informed of the details of the conviction. During a period of suspension or following expulsion, a student may not use any resources or facilities of The Fuqua School of Business nor participate in activities conducted by the school or its student organizations.

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

Minor Penalties: one year

Moderate Penalties: two years

Severe Penalties: four years

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

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

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

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

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

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