THE DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF VIRGINIA

Academic Policies and

Procedures in Effect September 1, 2005

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Secretary of the Faculty
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I. GENERAL

A. MISSION STATEMENT

The Darden Graduate School of Business Administration is a professional school that seeks to better society by developing leaders in the world of practical affairs. We create and deliver general-management educational programs and conduct and publish research to advance the knowledge and practice of the business community. Our goal is to be an international leader in management education widely recognized in the business and academic communities for our

- action-oriented graduates who take an enterprise perspective and lead with integrity, vision, judgment, determination, and social responsibility;
- outstanding student-centered teaching that results from faculty working together and being committed to the development of the student as an individual;
- integrated and innovative curriculum and course materials attuned to the lifelong learning needs of current and future business leaders;
- supportive and equitable learning climate characterized by engagement with issues of diversity;
- managerially relevant research that improves the profession and practice of management;
- mutually strengthening partnerships with business leaders and organizations in the world of practical affairs.

To accomplish our goal, we must create and sustain a collaborative environment for teaching, course development, research, and program management that builds on the interdependencies of these activities and respects the contribution of each individual.

The faculty shall discuss and affirm or modify the Mission Statement at a faculty meeting in the fall of each academic year.

B. NAME OF THE SCHOOL

On July 1, 1974, The Graduate School of Business Administration of the University of Virginia became The Colgate Darden Graduate School of Business Administration of the University of Virginia.
Colgate Whitehead Darden, Jr., preeminent statesman and educator from the Commonwealth of Virginia, was Governor of Virginia from 1942 through 1946 and served as President of the University of Virginia from 1947 until 1959. He also served as a Virginia Representative in the United States Congress for four terms from 1933 until 1941 and was a member of the State Legislature prior to that.

Mr. Darden was one of the prime forces in the creation of a graduate business school at the University of Virginia and remained an active supporter of the School through its development. He was a lifetime member of the sponsor-trustees of the School. Mr. Darden died on June 9, 1981.

C. OBJECTIVES OF THE SCHOOL

1. Introduction

Preparatory to the founding of the University of Virginia Graduate School of Business Administration, the Snavely Committee recommended that the School have two primary purposes:

- to offer a two-year program of graduate study, leading to the MBA degree, to train business leaders;

- to conduct intensive short courses, conferences, and executive training programs for individuals in business.

2. Objectives

To serve the needs of society by offering high-quality education programs attuned to the practical requirements of modern executive leadership.

- in the MBA Program: to prepare men and women of high promise to act with determination, judgment, and integrity in increasingly responsible positions of leadership in the world of practical affairs;

- through short management programs: (1) to offer opportunities for practicing executives to broaden and deepen their understanding of business administration and the environment of business in preparation for advancement; (2) to provide new insights into new or better methods of solving important general-management problems in somewhat more specialized areas.
To be pedagogical innovators and curriculum-developers, all towards preparing men and women more effectively for increased responsibility in practical affairs by:

- maintaining close ties with the business community so that we may better understand what their present and emerging requirements are;

- building a faculty who are not only unusually able teachers but who are also willing to commit time to curriculum and course innovation, to course coordination, and to developing the teaching materials necessary to implement the programs on a more effective basis; allocating a disproportionate amount of resources (relative to other comparable institutions) to achieve these aims.

To initiate research efforts that, primarily, will improve understanding of real-life business problems and practices and that will produce results that are valuable to businesspersons and to teachers of professional business administration.

To offer a high-quality Doctoral Program for a selected number of very promising candidates with the aim of preparing these men and women to be superior teachers, course and curriculum designers, and researchers with deep interests in the realities of business and with a sympathetic understanding of the problems of executive leadership.

To provide, insofar as feasible, selective resources and services of high value to students, other departments of the University, the Virginia business community, alumni of the School, and the business community in general.

D. EQUAL OPPORTUNITY AND NONDISCRIMINATION

The University does not discriminate in any of its programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal-opportunity and affirmative-action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

Any applicant for admission or employment or any student, staff member, or faculty member who believes that he or she has been discriminated against by reason of race, color, religion, national origin, political affiliation, handicap, sex, age, veteran’s status, or sexual orientation should contact the University of Virginia Equal Opportunity/Affirmative Action Office. Similarly, any applicant, student, staff member, or faculty member who believes he or she has been the victim of sexual harassment may seek resolution of his or her complaint through the Equal Opportunity/Affirmative Action Office.
E. DEGREES

1. The MBA

The School offers a two-year curriculum leading to the degree of Master of Business Administration (see Section II).

2. Joint Degrees

The Darden School offers the following programs that enable a student to receive a combined degree in less time than each degree would take separately:

- MBA/Juris Doctor degree, with the University of Virginia School of Law, four years;
- MBA/Master of Arts in Asian Studies, with the University of Virginia Graduate School of Arts and Sciences (GSAS), three years;
- MBA/Master of Arts in Government, in Foreign Affairs, or in Public Administration, with the University of Virginia GSAS, Department of Government and Foreign Affairs, three years;
- MBA/Master of Engineering, with the University of Virginia School of Engineering and Applied Science, three years;
- Master of Nursing/MBA, with the University of Virginia School of Nursing, five semesters plus one summer.

(See Section II for admission and degree requirements for these degrees.)

- MBA/Doctor of Philosophy, a four-year program as outlined in Section III.

3. The Doctoral Program

The School offers a program leading to the degree of Doctor of Philosophy (see Section III).

4. Degrees with Distinction

The School does not offer degrees with distinction.
5. **Summer Graduation**

In the case of students completing their degree requirements during the summer in time to participate in the August commencement exercises, a special faculty meeting will be called during the summer for the purpose of recommending the award of the appropriate degree or degrees. The recommendation of that faculty meeting is to be reported to the appropriate University office by the appropriate School official.

6. **Midyear Degrees**

The School may recommend candidates for midyear degrees.

F. **“ALUMNUS” AND “ALUMNA” DEFINED**

An alumnus or alumna of the University of Virginia Darden School is (1) one who has received a degree awarded by the School or (2) one who has been enrolled in the School and has been working toward a degree for a period of at least one-half of the first year and has been eligible to continue in the degree program.
II. THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

A. GENERAL STATEMENT

Darden is a professional school of business at the graduate level with a two-year “terminal” MBA Program designed for the practitioner. The Program begins only in the fall semester and is designed to be completed in May of the following academic year. We do not offer the MBA Program to part-time students, and generally we expect our MBA students to complete the program in regular order—that is, to begin the program one September and to complete it in May of the following academic year.

The first year of the MBA Program is an integrated program rather than a set of distinct and separate courses. First-year courses include core courses required of all students and first-year program elective courses, available for students to extend their mastery of selected core-course content areas. First-year students may elect to take GBUS 8000, Global Business Experience, during the spring break as a second-year elective course.

Elective courses offered in the second year of the MBA Program are distinguished from core courses and first-year program elective courses in that considerably more latitude is exercised by the individual instructor in the conduct of these second-year courses; for example, examinations are prescribed by some instructors and not prescribed by others. (Administratively, these courses are more like the usual graduate courses offered elsewhere in the University than our required courses.)

A student wishing to extend the normal time horizon for the completion of the Program is required to submit a petition to the Academic Standards Committee.

If the petitioning student is enrolled in courses for which grades have not been assigned, the student’s petition must include a plan for gaining closure on those courses. The plan would be developed in conjunction with the chair of the First-Year Program Committee or the second-year coordinator, depending on the student’s status at the school. It would be developed on a course-by-course basis and agreed to by the course head (for required courses) or the instructor (for electives). The options available for each course are:

- withdrawal from the course,

- the assignment of the grade IN (incomplete) and a reasonable plan to clear the incomplete prior to the student’s return to full-time status, or

- the assignment of a regular letter grade (A, B+, B, B-, C, or F) upon completion of course requirements prior to the student’s departure.
The student would return to the Program at a time consistent with the reasons for her/his departure and the requirements to complete the degree.

Candidates for the MBA degree, excluding joint-degree candidates, must complete the MBA Program within 45 calendar months of matriculation. The academic standards applicable at the time of admission to candidacy, not those in effect at the time of matriculation, will govern any given case.

The Academic Standards Committee, acting on behalf of the faculty, will act on the student’s petition and inform the faculty as to the nature of the student’s program.

If a plan that is acceptable to all parties cannot be agreed on, the student may appeal to the Dean.

B. FINAL EXAMINATION POLICY

Final examinations will be required in all first-year program core and elective courses with the exception of the Management Communication core course.

Evaluation of student performance in second-year elective courses is expected to be based to a significant degree on written evidence of individual student accomplishment.

- Instructors in elective courses are encouraged to secure this evidence by administering final examinations.

- In those elective courses for which a final examination would be difficult to administer or would be pedagogically undesirable, other substantial written evidence should be substituted. This evidence should provide the opportunity to evaluate individual performance equivalent to that provided by a final examination and should be received no earlier than three weeks before the last class meeting in the term in which credit for the course is given.

C. RESPONSIBILITY FOR CONTENT OF MBA PROGRAM

It is a faculty responsibility to shape the general nature and content of the MBA Program, including such matters as the fields of instruction, the amount of work in different fields, the courses offered, and the designation of required and elective courses.

It is the responsibility of the administration, after consultation with the faculty members concerned, to staff the courses insofar as qualified personnel are available and budgetary considerations permit.
II Admissions (cont’d)

D. ADMISSIONS

1. Admission Objective

The objective of the admissions procedure is to select a diverse group of students who show promise of capacity to rise to positions of executive responsibility.

2. ETS Examination

All applicants for admission to the School are expected to take the Graduate Management Admissions Test offered by the Graduate Management Admissions Council and the Educational Testing Service. Waivers will be given in special cases.

E. STANDARDS (applicable to the Class of 2007 and beyond)

1. Statement of Standards for the MBA Degree

The Darden School requires a minimum performance standard for its MBA graduates. In addition, the School has performance standards for the first-year program, each semester of the MBA Program, and each course.

a. OVERALL REQUIREMENTS (see Section II-F-4 for grading standards for joint-degree programs)

An MBA candidate must ordinarily take the equivalent of 20 course units, receiving grades below B- in no more than 5 course units and no grades of F (see Section VII-A-1 for make-up procedures for F grades).

A course meeting 30 sessions is defined as 1 course unit. A course meeting 15 sessions constitutes a half-course unit. An interim grade given at the end of the first semester of the first year has the course-equivalent units of the entire course for purposes of academic standards.

b. SESSION AND SEMESTER GRADE REQUIREMENTS

First Semester, First Year

A student who, at the end of the first semester of work, receives final or interim grades below B- in 3 or 4 course units or an interim grade of F in courses that have had at least 15 meetings shall, in order to continue in the program, be required to submit an action plan for grade improvement to the Academic Standards Committee prior to registering for spring-semester classes.

A student who, at the end of the first semester of work, receives final or interim grades below B- in 5 or more course units or an F as a final grade shall be notified by the Academic Standards Committee, acting on behalf of the faculty, that he or she has failed to meet the standards for
continuing in the program. The student may petition the Academic Standards Committee for readmission.

**End of First Year**

A student who receives grades below B- in 3.5 or more course units or a grade of F shall be notified by the Academic Standards Committee, acting on behalf of the faculty, that he/she has failed to meet the standards for continuing the MBA Program. The student may petition the Academic Standards Committee for readmission. (Readmission procedures are explained in Section c.)

**Second Year**

Course overload programs will not generally be approved for students under Academic Standards Committee jurisdiction. The chairperson of the committee, or his/her designee, must approve the final second-year selection sheets of students under ASC jurisdiction to ensure compliance with the overload constraint.

At the end of the third semester, a student who has received grades below B- in 4.5 or more course units or a grade of F shall be notified by the Academic Standards Committee, acting on behalf of the faculty, that he/she has failed to meet the standards for continuing the MBA program but may petition the Academic Standards Committee for readmission (see Section c).

At the end of the fourth semester, a student who has received grades below B- in 5.5 or more course units or a grade of F will not be recommended for the MBA degree.

In either semester of the second year, a student who receives grades below B- in 3 or more course units shall be notified by the Academic Standards Committee, acting on behalf of the faculty, that he/she has failed to meet the standards for continuing the MBA Program but may petition the Academic Standards Committee for readmission (see Section c).

**c. THE READMISSION PROCEDURE**

Those students who have failed to meet the standards of the Darden School may petition the Academic Standards Committee for readmission. Readmission will depend on the presence of extenuating circumstances and the ability of the student to complete the remainder of the Program satisfactorily.

Students who, based on grades received at mid-semester, have failed to meet the standards of the Darden School will be permitted to complete the semester and may submit a petition to the Academic Standards Committee at the time mid-semester grades are available or at the end of the semester.
2. Grade Definition

The School recognizes the following number and definition of grades:

- **A** Excellent
- **B+** Very good
- **B** Good or satisfactory graduate work
- **B-** Minimum no-penalty grade
- **C** Not satisfactory as general level of work but passing for a particular course
- **F** Failure

3. The Grade of Incomplete (IN)

The IN grade should be assigned and administered consistently with the following IN grade policy statement:

**IN Grade Policy Statement**

From time to time, occasions arise that necessitate assigning a student a grade that falls outside the standard A, B, C, F range. An IN implies that, for reasons known to the individual faculty member, the student enrolled has not completed his/her work at the end of the specified academic period.

The IN grade can only be assigned by the instructor teaching the course, only after the student has informed the instructor of the problem area, and only after the instructor has specifically reviewed with the student the provisions under which the IN grade is granted.

In assigning an IN grade, a faculty member assumes the responsibility of determining the requirements to be met to replace the IN with a standard grade. In accepting an IN grade, the student must assume the responsibility for clearing the IN grade, normally, on or before the end of the semester immediately following the semester in which the IN assignment was made or, in unusual circumstances, by a time approved by the Academic Standards Committee. (Example: An IN grade assigned in June would normally have to be cleared by the end of the summer term in order for the student to begin classes in the fall. An IN grade assigned in the fall term would normally have to be cleared before the end of the spring term.)

An IN grade can only be cleared by a standard letter grade or a W (withdrawn), not by a second IN. An IN grade that is not cleared by the student within the prescribed time period will automatically become an F grade.

Students who receive one or more IN grades will come under Academic Standards Committee jurisdiction and will remain under the Academic Standards Committee until the IN grade becomes a letter grade. At that point normal rules regarding Academic Standards Committee jurisdiction will apply.
The Academic Standards Committee will take no direct (formal notification) action on an IN grade unless the student’s grades apart from the IN grade(s) warrant Academic Standards Committee action. In essence the student who receives one or more IN grades will be monitored by the Academic Standards Committee until the IN grade(s) is removed.

No student can enter the second year or receive an MBA with IN grades on his/her record.

4. First-Year Course Grades

First-year courses are offered at different times and with different sequences. In all cases, students receive one grade of record for each course, given at the end of the course.

5. Evaluation of Student Performance

The faculty of the Darden School are committed to providing every Darden student with professional evaluations of all written and oral presentations that are related to the fulfillment of course requirements. Evaluation practices that ensure the equitable treatment of all Darden students shall be devised and practiced by all Darden faculty. In particular, evaluation of a student’s examination paper is expected to be completed without knowledge of the identity of the student.

Whenever possible, other written work should be evaluated using a similar procedure. Evaluations of classwork and other oral-presentation activities must always be performed without regard to gender, color, race, religion, national origin, or sexual orientation.

6. Grade-Distribution Data

Grade-distribution data for all elective and required courses with a minimum of five students (both interim grades for required courses and grades of record for all courses) shall be distributed to students and faculty after the conclusion of each academic period (minisemester and semester).

F. JOINT-DEGREE PROGRAMS

1. Objective

Joint-degree programs are offered by the Darden School in connection with other schools and departments at the University of Virginia. For women and men who show high promise to act with determination, judgment, and integrity in increasingly responsible positions of leadership in the world of practical affairs, these programs are designed to enhance the educational experience beyond that which could be achieved if the two degrees were taken independently. Each joint-degree program is a unique program with significant and identifiable synergies that the two degrees taken independently would not offer.
2. Admissions

For all joint-degree programs except the MBA/Ph.D., students must first be admitted to the Darden School and the appropriate University graduate school or department through the normal admission processes. Admission to both programs should be simultaneous or occur during the student’s first year at Darden. (See Section III for admission requirements for the MBA/Ph.D. program.) Once the student is admitted to both programs, the student must be accepted for the joint-degree program by the joint-degree program’s program committee. Admission to a joint-degree program should be prior to matriculation or no later than during the student’s first year at the Darden School.

3. Curriculum Requirements

Students in joint programs must complete the Darden first-year program and 22.5 hours of electives (instead of the normal 30 hours). Other curriculum requirements are noted in the individual joint-program descriptions.

Receipt of the MBA degree is contingent on receipt of the respective non-MBA degree. However, in the joint MBA/Ph.D. program, the faculty will award the MBA degree to a student who has completed all requirements for the regular MBA Program.

4. Grading Standards

Candidates for joint degrees must satisfy the grading standards of the appropriate school or department granting the non-MBA degree and receive passing grades in their Darden School courses, with grades below B- in no more than 3.5 course units.

5. Transfer to a Single-Degree Program

At any point in the program, the student will be allowed to terminate plans for a joint degree and continue toward a single degree at either school or department. The student will then be obligated to satisfy the normal requirements of the appropriate program, which may include credit for some of the work done in the other program, as determined by the appropriate officials of the school or department in question.

6. MBA/JD

The program is administered by the MBA/JD Program Committee—one member of the Law School faculty and one member of the Darden School faculty, as designated by the respective deans. The responsibilities of these faculty members extend to admission to the program, development of curricula for the students involved, resolution of problems that may arise, reconciliation of course and examination conflicts, promotion of joint offerings by the two schools where that seems feasible, and so on.
Once admitted independently to the two schools, the student may then make application to the MBA/JD Program Committee for admission to the joint program. Entrance into the joint program is not guaranteed by virtue of acceptance at both schools but will be judged according to criteria that are the responsibility of the MBA/JD Program Committee to develop. A student who has been admitted to the program will generally be allowed to elect whether to start in the Law School or at Darden. The student will then spend the second year in the program as a regular first-year student in the other school.

Students will not be admitted to the program after beginning their second year at the Law School because

- the program is designed to be a joint program, and a major benefit is the ability to study in the two fields at the same time during the last two years; and

- serious scheduling problems are encountered when a student is forced to complete the degree requirements in the remaining joint year, the fourth year.

The first years of each program are followed by two years of courses taken from the curricula of the two schools and, in appropriate cases, from other graduate offerings at the University. Assuming that the student has 30 hours in the first year at the Law School, he or she will be obligated to take—as part of 32 hours to be earned each year for the third and fourth years—normally 10.5 in one year and 12 in the other in the Darden School and 20 each in the Law School. Credits not necessary to fulfill the obligation to take required courses will be elective hours and can be chosen from the law and business curricula after consultation with the MBA/JD Program Committee.

7. MBA/MA in Asian Studies

Students are admitted to the program by the MBA/MA/Asian Studies Program Committee, composed of representatives of Darden and the GSAS, appointed by their respective deans.

The program will take three academic years and two summers to complete. It should start in September to allow participants to graduate with their classmates in May and to give them the advantage of the Darden placement process. Summers will be spent in language training if necessary. The summer and fall semester of the third year will be spent in a field internship in some East Asian location. The primary purpose of the internship is to improve students’ language skills, but it is also intended to give them exposure to the Asian country’s business practices.

The Business Project course will be combined with the thesis requirement of the MA program. The expectation is that the Business Project will be based in the East Asian country of the student’s field internship and that it will provide Darden with up-to-date, field-based, and managerially oriented pedagogical material.
8. MBA/MA in Government, Foreign Affairs, or Public Administration

The program is directed, and participating students are advised by, the MBA/MA/Government, Foreign Affairs, and Public Administration Program Committee, consisting of one faculty member designated by the Dean of the Darden School and one by the chairman of the Department of Government and Foreign Affairs.

Students may complete a Business Project, which will be combined with the thesis requirements of the MA program. The Business Project will be jointly supervised by a Darden and a Department of Government and Foreign Affairs faculty member.

9. MBA/ME

The MBA/ME program is directed, and participating students are advised by, the MBA/ME Program Committee, consisting of one faculty member designated by the Dean of the Darden School and one by the dean of the School of Engineering and Applied Science (SEAS).

The Business Project course will normally be combined with the three-credit-hour project requirement of the ME program. Exceptions to a joint project must be approved by the MBA/ME Program Committee. The project will be approved and jointly supervised by a Darden and an SEAS faculty member.

10. MSN/MBA

The objective of the Master of Nursing/Master of Business Administration joint-degree program is to provide a unique educational experience to specially qualified individuals capable of leadership and innovation in health-care organizations and delivery systems.

The MSN/MBA program will be administered by one member of the Darden faculty and one member of the School of Nursing faculty, as designated by the respective deans of each school. The responsibilities of these faculty members consist of development and application of admission criteria to the joint program, coordination of the curricula for the students, resolution of problems that arise, reconciliation of course and examination conflicts, and promotion of joint offerings by the two schools where that is desired. The two faculty members will constitute the MSN/MBA Program Committee.

Students in the MSN/MBA program will be required to complete 24 hours of course work in the School of Nursing and 67.5 hours of course work in the Darden School. (Normally, the MSN degree requires 30 course hours, and the MBA requires 75 course hours.)

The combined degree will generally require five semesters plus one summer, depending on the administrative residency project, and can be obtained in approximately one semester less time than the two degrees obtained separately.
Students in this program will be expected to use their elective courses to develop depth in areas that reflect their joint-degree educational objectives and career interests.

Each student will submit to the MSN/MBA Program Committee a program of study that outlines how the degree requirements of each school will be met. The student must also present a rationale regarding how his/her joint-degree educational objective will be achieved with the planned set and sequence of courses.

The MBA Business Project and one of the MSN required practica may be combined into an administrative practicum course for which the student will be required to serve as an administrative resident in a health-care organization and be assigned various general-management responsibilities. This experience, which will be supervised jointly by faculty from both colleges, will be a key element in the practical integration of course work taken by the student during the program.

The jointly supervised directed field project or practicum will be designed to place the student in a general, line-management setting of a health-care organization to carry out a project that could not normally be approached and effectively completed by a student enrolled and pursuing noncoordinated, independent projects in the two schools.

11. MBA/Ph.D.

The joint MBA/Ph.D. program is administered by the director of the Doctoral Program. The program combines the content of both degrees in a schedule that shortens by one year the time normally required to complete the two separate degrees (see Section III).

12. Procedures for Proposing New Joint-Degree Programs

Joint-degree programs provide a unique opportunity for the Darden School to attract unusual students, capitalize on those students in the ongoing educational experience of all Darden’s students, and produce graduates with extraordinary talents and a unique perspective who will move themselves to positions of leadership in the world of commerce.

To enhance the possibilities for these programs, the MBA Policy Committee has established a procedure for exploring and proposing new joint-degree programs between the Darden School and other schools and departments at the University of Virginia. The procedure consists of two steps: (1) initial proposals for joint-program explorations and (2) final proposals for joint-degree programs.

The first step for a member of the Darden School faculty interested in exploring a new joint-degree program is to bring to the MBA Policy Committee (see Section VII-A-5) a proposal for exploration. This proposal should provide a brief description of how this joint-degree program would:
• bring people to the Darden School who otherwise might not consider Darden an opportunity and, because of their special educational interests, will make a unique contribution to the Darden educational experience, and will assume positions of extraordinary leadership in the world of commerce;

• allow high-potential individuals to contribute while at Darden and in their professional lives in ways that the two independent educational experiences would not;

• be not merely a time-shortened replacement for two independent degrees. That is, significant and identifiable synergies should exist between the two programs and their requirements so that a joint program can be completed in less time than the two programs would take sequentially and will also be better than the separate programs.

The MBA Policy Committee will report all such proposals to the faculty. The Dean will appoint an ad hoc committee to explore the possible joint-degree program.

The ad hoc committee may bring a formal proposal to establish a new joint-degree program to the MBA Policy Committee. The proposal should provide details about how the joint-degree program would fulfill the requirements outlined in the proposal for exploration.

This formal proposal should also include

• the time needed for the degree;

• specific synergies that will exist between the two programs that allow the program to be shorter than obtaining the two degrees independently and provide a unique educational experience that could not be gained by taking the two programs independently;

• detailed characteristics a graduate of the joint-degree program would have that a graduate of the two programs separately would not have and a statement of how these characteristics fit with the mission of the Darden School.

G. INFORMATION ON STUDENT PERFORMANCE

Grade and Performance Information Policy

The School will have no published rank list.

This policy shall be clearly communicated in writing to all faculty, administrative staff, students, company representatives, and honor societies. With respect to the Raven Society and ODK, a set of selection criteria and catalogue descriptions consistent with this policy shall be negotiated with officers of the local chapter.
II  Information on Student Performance (cont’d)

It is understood that a student is still entitled to a transcript of his/her grades in individual courses and that he/she may use that information in any way he/she sees fit, including dissemination to prospective employers.

For use in the internal administration of the School and for individual faculty research purposes, there is no prohibition against informal and unofficial calculation of overall student class ranking; however, no faculty or staff member may communicate an unofficial class ranking either to a student or externally to any individual or organization.

The School is happy to acknowledge, prior to the granting of a degree, that an individual student’s work is of a high professional caliber. This acknowledgment, which would comprise all students currently in the Program except those under Academic Standards Committee jurisdiction, will be the sole academic criterion disseminated to outside organizations such as honorary societies, governmental investigative agencies, and prospective employers.

Grade transcripts will be provided to outside organizations by the University Registrar only with the written permission of the student involved or in response to court subpoena.

H. TRANSFER CREDITS FOR STUDENTS WITHDRAWING FROM THE DARDEN PROGRAM

While the first-year program is one continuous, integrated course that cannot be divided in any way, in the case of a student wishing to withdraw at the end of the fall semester, a letter of explanation about this program and a “transcript to date” may be sent upon the former student’s request.

I. THE FIRST-YEAR PROGRAM

The first-year program at the Darden Graduate School of Business Administration is the cornerstone and hallmark of the MBA Program. It is designed and delivered in accordance with the School’s mission of producing action-oriented graduates through the use of student-centered learning and an integrated and innovative curriculum.

1. Purpose

The purpose of the first-year program is to equip students with the foundational skills, judgment, and inspiration necessary to lead a global business.

2. Vision

Each first-year student will complete the first-year program with confidence that he or she has mastered the fundamentals of leading a successful global business. The Darden School’s first-year program will be recognized as occupying a permanent place among the top-ten core-curriculum programs in the world.
3. Values

The first-year program endorses, employs, and seeks to model the core values of the School:

- Action orientation
- Global and enterprise perspectives
- Leadership imbued with integrity, vision, judgment, determination, and social responsibility
- Outstanding, current, student-centered teaching
- Integrated and innovative curriculum and course materials
- Supportive and equitable learning climate
- Mutually strengthening partnerships

4. Strategy

The first-year program seeks to accomplish its vision through excellence in its curriculum content, a collaborative learning environment, and unsurpassed teaching effectiveness.

a. CURRICULUM CONTENT

- Focusing on the fundamentals of business management
- Valuing integration across disciplines
- Using contemporary issues, problems, and processes as the basis for classroom discussion
- Teaching the analytical frameworks and methods of analysis useful in reaching economically sound and socially responsible business decisions
- Emphasizing global, enterprise, and leadership perspectives and stressing effective written and oral communication skills throughout the curriculum
- Offering first-year program electives that extend learning in core required courses to include exposure to advanced skills necessary for summer-internship experiences
- Continuously reviewing and renewing the content of the curriculum for currency and exigency
- Assisting students in evaluating and selecting their individual career paths
b. LEARNING ENVIRONMENT

- Assigning all students to cross-section learning teams so they can become effective and valued team members
- Assigning students to sections that remain intact for at least two quarters
- Grading classroom contribution as a significant proportion of the final grade in all courses
- Requiring on-time attendance, preparation, and participation to develop professional maturity and decisiveness
- Emphasizing the quality of the section learning environment by assigning section faculty leaders

c. TEACHING EFFECTIVENESS

- Modeling and promoting integrity and enthusiasm as essential characteristics of business leadership
- Hiring and rewarding faculty committed to teaching excellence, course leadership, and materials development
- Encouraging faculty team meetings within courses to strengthen class delivery and share teaching skills and techniques
- Conducting periodic teaching-development seminars to hone the instructors’ craft

5. First-Year Program Requirements and Courses

The first-year program requires 30 credit hours of coursework. Thirty-session courses receive 3 credit hours; 15-session courses receive 1.5 credit hours. (The baseline calculus for determining a “session”: a 1.4-hour classroom experience plus 2 hours of preparation equals 3.4 hours of work.)

6. Permanent Class-Session Allocation and Credit Hours by Course

The first-year curriculum will have 10 content areas, with each normally permitted to offer a maximum of 45 classes comprising core-course classes and first-year program elective classes. Normally, the core-course allocation for each content area will be as follows:
The First-Year Program Committee is charged with the responsibility for planning and delivering the first-year program. Each year the committee shall communicate its plans to the faculty by the May faculty meeting. The First-Year Program Committee establishes and uses such short-term operating goals as are deemed necessary to attain the first-year program vision stated in Section II-I-2.

7. First-Year Program Electives

a. FIRST-YEAR PROGRAM ELECTIVES

Students will be required to complete 4.5 credit hours of first-year electives as a first-year program requirement.

b. APPROVAL OF FIRST-YEAR PROGRAM ELECTIVES

All first-year program electives are authorized by the faculty. Newly proposed electives of any type must be approved by a majority of the faculty.

c. GENERAL CRITERIA FOR FIRST-YEAR PROGRAM ELECTIVES

All electives are expected to meet the following general criteria:

The course objectives and content are consistent with the objectives for the first-year program.

Student performance, evaluation, grading, and feedback standards for the first-year program electives are consistent with standards for the first-year program.

d. FIRST-YEAR PROGRAM ELECTIVES CRITERIA

First-year program electives should address two developmental objectives:
• Afford first-year students the opportunity to deepen their business-analysis skills, functional knowledge, and managerial perspectives arising from studies of a core-course content area of the first-year program. A first-year program elective course should provide additional content topics and offer application emphasis to the first-year core-course area for students seeking extended core-content mastery.

• Support internship-preparation needs of first-year students.

The first-year program electives are extensions of the core courses and, as such, are intended to appeal to the majority of first-year students’ interests and needs as they prepare for and commence internship activities.

Each area with a first-year program core course will normally be permitted to offer a maximum of 45 classes in the first-year program, comprising core-course classes and first-year program elective classes.

The following specifications apply to first-year program electives:

• To qualify as a 1.5-credit-hour course, each first-year elective course will be 1.5 credit hours consisting of 15 sessions, with each session lasting 85 minutes.

• Students will select first-year program electives according to their individual interests and educational priorities. Enrollment will not be guaranteed.

• First-year electives will be offered only in the fourth quarter of the first-year program, and will normally be offered again for second-year students’ selection in the first quarter of the second-year program.

• First-year electives will normally have written exams and class participation as the major components of the course grade.

• Course grades for first-year electives will be included in a student’s academic-performance record at the end of the first-year program.

• First-year electives should normally have a minimum enrollment of 40 first-year students, thereby guiding faculty to propose and design electives reflecting broad appeal to first-year students. An exception to this minimum would be an elective where the pedagogy included significant individual practice experiences; in that situation, the enrollment minimum would normally be 30 students. Second-year students will be permitted to enroll in a first-year program elective on a space-available basis with permission of the instructor and the second-year coordinator.
Any faculty member wishing to propose a first-year program elective must first obtain the consent of the core-course area in which the proposed course is to be offered. The following documentation must then be provided to the MBA Policy Committee:

- Title and registrar’s course description
- Statement of objectives
- Statement of the relationship of the proposed course to core course(s) of the first-year program, other first-year program electives (if any), and the internship interests of first-year students
- Description of the content of the course
- Description of anticipated instructional methodologies and teaching materials
- Description of anticipated grading approach and student-performance standards
- Course outline or syllabus
- Expectation of enrollment

The MBA Policy Committee is responsible for recommending proposals to the faculty and obtaining the faculty’s consent (or rejection) of the proposed first-year elective.

8. First-Year Program Core Courses

ACCOUNTING FOR MANAGERS

As the language of business and the cornerstone of the financial capital markets, accounting provides terminology, frameworks, and concepts with which to understand and analyze the financial consequences of business activities. As these activities have become increasingly complex and global, the task of presenting timely, relevant, and reliable financial information to interested internal and external users has become more challenging. The primary purpose of the first-year program ACC core course is to provide students with considerable financial-statement, financial-analysis, and financial-management expertise in order to enhance their decision-making capabilities.

This course consists of two complementary components: managerial accounting and financial accounting. Managerial accounting has an internal focus and pertains to the collection and analysis of financial information relevant to business operations, including costs analysis, product and service costing, planning, budgeting, and performance evaluation. Financial accounting pertains to the preparation and analysis of financial statements primarily intended for use by external constituents such as investors, creditors, and government regulators. This course
takes primarily a user’s perspective rather than a preparer’s perspective. Nevertheless, it emphasizes the importance of understanding generally accepted accounting principles and practices, including the rationale for existing accounting standards and the reasons for accepted alternatives. Students will be challenged to consider the implications of alternative accounting measurements to various business decisions and various business stakeholders. Throughout the course, the topics covered are presented with the intent of being thought-provoking and managerially relevant.

**BUSINESS ETHICS**

The purpose of this course is to enable students to reason about the role of ethics in business administration in a complex, dynamic, global environment. Throughout the course, students will be encouraged to think deeply about the nature of business, the responsibilities of management, and how business and ethics can be put together. Cases without easy answers that raise a range of problems facing managers in the contemporary business environment will be used. Discussions will focus on developing a framework for analyzing the issues in moral terms and then making a decision and developing a set of reasons for why the decision was justified. Students will be pushed to think carefully about how they make decisions and develop their capacity to defend their decisions to other stakeholders. This is important as a way not only to foster integrity and responsible decision making, but also to push students to take leadership roles in dealing with complex and difficult choices they will face in their careers. Operating from a managerial perspective, students will address a range of themes in the class, including basic concepts in ethics, responsibilities to stakeholders and the building blocks of markets, corporate culture, the sources of ethical breakdowns in organizations, managerial integrity, value creation, and personal values and managerial choice.

**DECISION ANALYSIS**

Business decisions, both tactical and strategic, are frequently made difficult by the presence of uncertainty in the resulting consequences. This course presents a philosophy for framing, analyzing, and proactively managing decisions involving uncertainty, whether the uncertainty results from general conditions or the actions of competitors. The course will focus on making the uncertainty explicit so that it can be objectively analyzed. One way to manage risk proactively is to reduce the inherent uncertainty, for example, through better forecasting. Tools and techniques to support this objective will include risk profiles, expected value, simulation, sensitivity analysis, discounted cash flows, analytical probability distributions, data analysis, sampling theory, and regression. The course will also focus on proactively managing risk by recognizing and exploiting opportunities to reduce exposure to uncertainty, for example, through contingent contracts. Tools and techniques will include decision trees, value of information, value of control, downstream decisions, real options, and game theory.

**FINANCIAL MANAGEMENT AND POLICIES**

This corporate-finance course focuses on corporate policy and the tactics that increase the value of the corporation. The course starts by stressing how managers interface with the capital
markets to learn the return required by the firm’s different investors. This required return, or cost of capital, is used later as the key variable to assess whether capital-investment proposals can create value for stakeholders. This illustrates the process of the manager’s relying on the informational efficiency of the capital markets to communicate the minimum return on investment that can create value within the firm. Students explore a two-stage process for the optimal capital-structure decision, where managers must first project future funding needs for the company, after which they can turn their attention to creating the optimal mix of debt and equity to fund those needs and enhance shareholders’ wealth. Students are shown how investment and financing policies can interact by overlaying large investment decisions (mergers and acquisitions) with the decision of how to finance the transaction.

GLOBAL ECONOMIES AND MARKETS

This course applies the ideas and methodologies of economics to the analysis of the business environment in which firms operate and managers make decisions. The course expands students’ knowledge of global economies and markets in three dimensions. First, it delivers insights and tools for analyzing markets in the global economy by studying such topics as competition, market structure, efficiency, industry equilibrium, and change. Second, it provides tools and concepts for analyzing the performance of national economies by focusing on the economic and political forces that shape production, trade flows, capital flows, interest rates, exchange rates, and other variables that define the global economic landscape. Third, it applies the tools of international trade and finance to broaden students’ perspectives on how globalization affects the performance and strategies of nations and firms. The ultimate objective of the course is to help students develop frameworks for analyzing both opportunities and risks when operating in the global business environment.

LEADING ORGANIZATIONS

High-performing organizations are driven by leaders who enable people to be effective in their jobs. This course helps students cultivate mind-sets and use tools to influence behavior in organizations. In the first part of the course, students will master several foundational skills, including how to take a global-leadership point of view, identify critical business challenges, understand the drivers of those challenges, act to turn those challenges into opportunities, and adopt a global mind-set no matter what the organization or where it operates.

With this perspective in place, the course helps students build skills in understanding their strengths and weaknesses as leaders and managers, managing performance, giving and receiving feedback, managing conflict, designing and managing teams, designing cutting-edge human-resource systems that get the best performance from employees, managing culture, and leading organizations through both extraordinary and ordinary change.

MANAGEMENT COMMUNICATION

This course gives students the guidance and hands-on experience that will allow them to communicate effectively as managers and leaders. Students will examine communication
strategies essential for success in business, identify their personal strengths and goals, and practice activities that build upon proven competencies and offer practice in new approaches. Students will gain comfort and skill in a personal communication style that is authentic, credible, and authoritative. The course will improve students’ understanding of and ability to apply communication strategy, and will help them not only appreciate the power of personal and organizational narratives but also deliver successful written documents and oral presentations.

MARKETING

This course provides students with an introduction to consumer behavior and marketing analytics. Its goal is to expose students to difficult marketing issues that both U.S. and foreign companies face. Using cases, technical notes, and a large-scale interactive marketing simulation, the course challenges students to build a set of frameworks that will be useful for analyzing the wants and needs of potential customers, creating products and services that customers and potential customers value, and delivering those products and services to the marketplace at a profit.

Specifically, students will learn how to segment a market effectively and target groups within the broader market for intensive business-development efforts. They will learn how to price a product, both in consumer and business-to-business markets. Integral to the pricing decision will be the effective use of analytical tools to determine product margins, rates of cannibalization across products marketed by the same company, and break-even sales in the face of different price and cost scenarios. Students will also be exposed to basic marketing research and the interpretation of that research, methods for evaluating the efficacy of marketing communications, and methods for developing and evaluating an effective sales force. Students should finish this course with an enterprise-wide perspective of the marketing function and its value within an organization.

OPERATIONS MANAGEMENT

This course is designed to convey to students both the fundamentals of operations and the understanding that the link between operations and firm performance is a crucial source of competitive advantage. Managing the underlying processes by which firms create and deliver value is at the heart of the operations function in every line of business, and this course focuses on how to do this well. The course contains modules in capacity management, supply-chain management, and operational improvement. Using a variety of service and manufacturing settings, the course highlights the context-dependent nature of operations management. Throughout, the course builds insight on how to manage the impact of variability on operations, and emphasizes the value of integration with other functional areas—both within a firm and across firms in the value-creation and delivery network—to achieve superior firm performance. The course makes transparent the impact of operational decision making on firm performance, and provides knowledge and perspective that will enable any manager to leverage operations.
STRATEGIC THINKING AND ACTION

This course develops students’ ability to analyze the organizational and external factors essential for crafting and executing a firm’s strategy for sustained success. The course draws heavily from the key concepts, frameworks, and tools of strategic management. Taking an action orientation, it reinforces and revitalizes the general-management perspective—the core mission of the School. Because of increasing global interdependence and an ever-shifting business environment, it emphasizes both the dynamics and the global aspects of strategic management. Topics include developing and evaluating strategy, building firm capability and sustaining competitive advantage, analyzing industry evolution and global rivalry, and linking strategy and execution. Course objectives are accomplished through exposure to cases from a range of industries and managerial settings. By providing students with an opportunity to apply analytical skills they learn in various first-year courses, the course fosters an integrative mind-set that will enable MBAs to operate at multiple levels and in different functions in their business careers.

9. First-Year Program Elective Courses

FINANCIAL REPORTING AND ANALYSIS

This course is intended to provide students with a comprehensive conceptual and applied understanding of our society’s accounting and financial reporting system and an in-depth look at the numerous factors that managers and executives must consider as they confront complex and difficult financial accounting and reporting issues. Students will examine significant financial accounting and reporting issues from both a rigorous theoretical perspective and an informed practical perspective. Students will explore such traditional issues as revenue recognition, inventory valuation, and leases, and such contemporary issues as mergers and acquisitions, intangibles, and financial derivatives. Although the primary focus of the course will be on accounting and reporting practices in the United States, students will also address selected differences between U.S. accounting standards and international accounting standards. How the major accounting scandals that have occurred in recent years have affected the financial reporting process and those who have the responsibility for insuring the accuracy of a company’s published financial statements will also be addressed. By the conclusion of this course, students should be reasonably proficient at understanding, interpreting, and analyzing the information contained in corporate financial statements and their related footnotes, and also be able to assess the overall quality of a company’s financial reporting, identify the critical accounting policies, and make an assessment regarding the reasonableness of those policies and their supporting estimates and judgments.

Course objectives:

- To provide students whose career interests would require them to use information provided by the corporate financial reporting process on a regular basis with the knowledge, judgment, and perspective necessary to be both proficient and insightful at understanding, interpreting,
and analyzing the information contained in corporate financial statements and their accompanying footnotes

- To enable students to understand and appreciate the financial reporting process, predominantly from a business perspective rather than from a purely accounting perspective
- To provide students with an opportunity to confront a variety of challenging financial reporting issues that require them to identify acceptable alternatives, make decisions, and then defend their decisions
- To expose students to certain differences between U.S. accounting standards and practices and those that exist in selected countries with significant capital markets, thus developing a more global financial awareness and understanding

GLOBAL FINANCIAL MARKETS

This course emphasizes the development of technical skills that enable students to improve their understanding of global financial markets. The course focuses on the key drivers of movements in currency and interest-rate markets around the world, as well as the important institutions and players that impact those markets. Students will examine how interest rates are impacted by such factors as central-bank behavior, fiscal policy, the state of the business cycle, productivity, inflation expectations, and international capital flows. For currencies, students will develop two related tool kits: one that is useful for understanding the drivers of orderly changes in exchange rates, and a second, through the construction of an early-warning system, that focuses on factors associated with large and potentially disorderly depreciations. Students will also investigate ways in which firms and investors manage interest-rate and currency exposure, as well as how countries manage exchange rates. The course, which includes both technical readings and cases, should appeal to a broad array of students, especially those who wish to pursue careers in investment banking, international finance, and general management.

Course objectives:

- To enable students to deepen their understanding of currency and interest-rate markets around the world
- To provide students with frameworks for analyzing currency and interest-rate movements
- To give students practical experience in building and evaluating their own models

VALUATION IN FINANCIAL MARKETS

This course focuses on how financial assets and firms are valued in financial markets. It directly extends and strengthens the corporate finance principles from the required first-year Financial Management and Policies course by applying valuation models to real financial data and assets. The course contains three modules: firm-valuation techniques, option-pricing principles, and fixed-income valuation. The first module extends the first-year finance course by considering more difficult firm valuations as well as alternate techniques for valuing firms. The second and third modules relate to the capital markets for which valuation principles from options and fixed-
income instruments are used as building blocks to decompose the valuation of complex financial instruments.

Course objectives:

- Valuation directly extends and strengthens the corporate finance principles from the first-year course by applying valuation models to real financial data and assets.
- The course is designed primarily for students pursuing internships and careers in investment banking and corporate finance.
- The capital-markets modules of the course are designed for students pursuing sales and trading internships and careers.

Valuation in Financial Markets is a prerequisite for many of the second-year finance electives.

COMMUNICATING WITH A LEADERSHIP PERSPECTIVE

This course provides students with an opportunity to learn the leadership-communication skills that are typically needed in MBA internships and first jobs. Case discussions will go beyond analysis to setting sound objectives and implementing them effectively. Students will build skills and learn techniques for articulating decisions and selling ideas with the goal of influencing people and putting managerial strategy into practice. Topics introduced in the required first-year Management Communication course—communication strategy, credibility, narrative, and persuasion, as well as nonverbal and visual communication—will be further examined. Experiential learning activities will include the following:

- Interpersonal role-playing such as conversations, meetings, and conducting interviews
- Experiments with workplace communication technologies such as conference calls, videoconferencing, and on-line communication
- Prepared and impromptu speaking opportunities
- Short written assignments

The course concludes with a persuasive presentation and paper tailored to students’ job-related interests and career goals.

Course objectives:

- Develop communication strategies and messages aimed at getting things done
- Sharpen communication skills—oral, written, visual, and nonverbal
- Learn more about key MC concepts—context, culture, credibility, audience, message style and structure, channels, and feedback
- Involve students’ job-related interests
COMMUNICATING WITH AN ENTERPRISE PERSPECTIVE

Communicating with an enterprise perspective raises the stakes on a manager’s performance and effectiveness while putting his or her oral, written, and visual communication skills in the spotlight. The central challenge for business leaders is to consider and balance the needs of multiple internal and external audiences when formulating strategies and messages. For example, how do you align your team’s objectives with the objectives of the organization and the needs of its customers? When pitching a new venture, how do you come up with a message that simultaneously satisfies the objectives of your company’s operations, marketing, and finance functions? If speaking on behalf of your organization to a group of investors and the media, how do you tailor your message without saying something completely different from what you said to employees and suppliers?

Case days will offer opportunities to work on extemporaneous speaking skills and to learn about the unique needs of specific audiences. Two group assignments—the Business Concept Exercise and the Enterprise Perspective Project—will offer opportunities to polish group communication skills while exploring self-selected topics.

Course objectives:

- To understand communication strategy and implementation challenges at the level of the enterprise (e.g., group, new venture, organization, corporation)
- To learn about communication issues unique to different constituencies—employees, investors, customers, regulators, media, public
- To integrate first-year program lessons and functional perspectives in polished capstonelike assignments that provide opportunities to practice the kind of group-project communication skills found in summer internships

MARKET INTELLIGENCE

This course is designed to familiarize students with the market-research tools that are commonly used by Darden students in marketing internships. The course also deals with tools and techniques that are important for students who pursue careers in marketing. The course will cover the basic techniques for market sizing and expose students to important sources of secondary marketing information. It will also cover a number of important primary research topics, including questionnaire design, focus groups, perceptual mapping, conjoint analysis, and market experiments. The course will feature a combination of cases, exercises, lectures, and a group project. The market-intelligence topics will be addressed in the context of important marketing issues such as positioning, target market selection, assessing brand meaning, value pricing, and evaluating communication effectiveness.
Course objectives are to familiarize students with the following:

- The basic techniques for market sizing
- Important sources of secondary marketing information
- The principles of questionnaire design
- The appropriate use of focus groups
- The fundamentals of perceptual mapping
- The use of conjoint analysis
- The design of market experiments

ESTABLISHING YOURSELF AT WORK

This course prepares first-year students for their summer internships. Using full-length feature films, the course shows students how to get the most out of their summer internships and, in the process, teaches them career-management skills that will help them become more effective leaders in their careers after Darden. The course addresses critical well-researched joining-up phenomena such as letting go of the current engagement, establishing credibility, learning organizational norms, socialization, self-management, the locus of control, the effects of compromise, joining work groups and teams, adult-learning theory, orientation to hierarchy and power distance, managing upward, abrasive personalities, and consolidating experience-based learning. It is designed to capitalize on the literature and research bases provided by neurolinguistic programming, habitual behavior, and rational-emotive-behavior constructs in order to ensure that students will fit in quickly, gain influence rapidly, learn consistently, and outperform their competition. The provocative films encourage student engagement and, perhaps, life-changing debate.

Course objectives:

- To teach students to establish their credibility quickly
- To prepare students for the transition from their first year to summer internships and from their second year to their first job after graduation
- To show students how to work with new teams
- To instruct students how to manage their bosses effectively
- To teach students how to deal with difficult co-workers
- To establish habits of self-reflection that will serve students throughout their careers
GENERAL MANAGEMENT AND OPERATIONS CONSULTING

This course addresses topics and subjects likely to be experienced by MBAs seeking positions or internships in general-management career-development programs or consulting firms with a strong interest in good operations-analysis/management skills. The topics covered in this course are likely to be encountered by rising MBA students in their summer internships or by recent graduates in their first few years out of school. Topics will include, but will not be limited to, such areas as competitive cost analysis, lean thinking in services and manufacturing, and six-sigma project design and implementation.

Course objectives: Students will gain experience in anticipating implementation challenges. The course will extend students’ understanding of key concepts and broaden their analytical-thinking skills in the following areas:

• Methods of financial justification for operational improvements (such as evaluating operational flexibility)
• Cost-drivers framework for assessing strategic alternatives
• Scale, utilization, and experience curve modeling
• *Lean Thinking* concepts, including Muda elimination and single-piece flow
• Value-stream mapping and other “lean” analytical tools
• Six-sigma process-improvement methodology
• Design of experiments and advanced statistical tools

ENTREPRENEURIAL THINKING

This course is about learning to think and act entrepreneurially in order to create new value in the world through new products, new solutions, new ventures, new business units, new distribution channels, new firms, new business models, new technologies, and business transformation. The emphasis will be on the art and science of “creating something new from little.” The orientation in the course will be to challenge students to think about how they can create, finance, and build or change a productive business organization with commonly available resources (e.g., intelligence, insight, energy, initiative, and personal relationships). Students will learn to use this orientation wherever new-venture creation may occur, namely, through the actions of an independent entrepreneur or in a large, established firm.

Course objectives:

The course enables students to develop an attitude, mind-set, and skills that are crucial for becoming a creative business person. These skills and mind-set are applicable both in the context of starting a new firm and in starting new ventures in a large, established company.
THE CONSULTING PROCESS

This course is intended to introduce students to the consulting process and to help them identify and refine the skill sets necessary for successful consultation. The course is designed specifically for students interested in pursuing consulting internships and careers but who do not have significant consulting experience prior to Darden. Approximately half of the course will focus on the cognitive processes involved in framing and designing the engagement—specifically, hypothesis generating and testing, using a set of video cases that track the work of actual consulting teams as they move through the processes of initiating and completing client projects. The other half will address a more tactical set of issues around engagement work-planning, data-gathering, field-interviewing, and communicating with clients. The course will include the use of cases and exercises and the completion of a final project presentation. Students will be assigned to a consulting team to work with throughout the course.

Course objectives:

- To familiarize students with what consultants actually do in practice
- To give students experience with the use of hypothesis-driven approaches
- To develop a set of tactical skills necessary for consulting success
- To help students avoid the most common pitfalls of new consultants
- To give students a sense of the roles and responsibilities of members of a consulting team

DATA ANALYSIS AND OPTIMIZATION

This course is designed for the student who wants to be optimally prepared to perform quantitative analysis at a level consistent with (and exceeding) expectations for MBA interns in positions where quantitative sophistication is required. Its only prerequisite is the first-year Decision Analysis course; no additional quantitative experience or acumen is required. The course will focus primarily on data analysis, used to both gain useful insights into relationships and make better, more useful forecasts. In addition to more advanced treatment of regression analysis (the goal being for students to be able to build and apply sophisticated regression models), students will become familiar with other common approaches to forecasting, such as rudimentary time-series analysis. Students will also improve their ability to structure, analyze, and manage situations involving uncertainty and risk, using simulation (Crystal Ball), decision trees, and the other tools introduced in the required Decision Analysis course. Finally, the course will introduce students to the concepts of optimization using Excel’s Solver add-in, used to determine how to optimally allocate resources in situations involving complex trade-offs.
Course objectives:

- Develop enough familiarity with the basic tools of management science to be able to apply them effectively to help solve managerial problems
- Develop a familiarity with the basic tools of data analysis, statistical inference, and regression
- Develop a familiarity with rudimentary time-series analysis
- Develop a working knowledge of optimization using Excel’s Solver tool

J. THE SECOND-YEAR PROGRAM

1. Objectives

The overarching objective of the second year is to reinforce the mission of the School as captured in its Mission Statement. In addition, the following are specific objectives of the second year:

- To enable students to individualize their experience by providing opportunities to pursue chosen areas of interest in greater depth
- To offer an innovative and relevant leading-edge MBA elective curriculum
- To provide the further opportunity to explore global business issues
- To develop further leadership capabilities in students
- To support and encourage activities outside the classroom that serve to enhance the Darden Community, develop individual relationships, and foster a sense of social responsibility
- To support and facilitate the transition of students from the academic to the business community
- To foster the exploration of ideas, concepts, and themes that prepare students for lifelong learning and continued professional development

2. Second-Year Program Course Requirements

The second year requires 30 credit hours of coursework. Full-semester courses (i.e., those that meet for the equivalent of 30 sessions) receive 3 credit hours; half-semester courses (i.e., those that meet for the equivalent of 15 sessions) receive 1.5 credit hours. (The baseline calculus for determining a “session”: a 1.5-hour classroom experience plus 2 hours of preparation equals 3.5 hours of work.)
Each student is required to take a leadership-learning experience of 1.5 credit hours.

At most, 3 credit hours of Research Elective can be applied toward graduation. At most, 6 credit hours of combined Business Projects and Research Elective courses can be applied toward graduation. At most, 4.5 credit hours of the Global Business Experience course can be applied toward graduation.

Students under Academic Standards Committee jurisdiction must have their final course selection sheets approved by the chairperson of that committee or his/her designee.

3. Required Course

LEADERSHIP REQUIREMENT

Consistent with the mission of the School, all students are required to have a leadership-learning experience of at least 1.5 credit hours while attending Darden in order to graduate. Students may choose from a list of faculty-approved second-year electives to fulfill this requirement. To be included on the list of electives that satisfy the Leadership Requirement, electives must have among their learning objectives an exposure to a variety of leadership styles and approaches, an examination of the roles and responsibilities of leadership, an opportunity to reflect on one’s leadership in the past, and the development of a personal definition of leadership for the future. The list of electives offered for this purpose may vary from year to year.

For the 2005–06 academic year, any one of the following courses will satisfy the Leadership Requirement (for course descriptions, see http://www2.darden.virginia.edu/course/info/descriptions/):

- GBUS 875, Managerial Psychology
- GBUS 8701, Leading Strategic Change
- GBUS 8702, Personal
- GBUS 8704, Leadership, Values, and Ethics
- GBUS 8705, Leadership and Diversity through Literature

4. Electives

a. CATEGORIES OF ELECTIVES

There are two primary types of electives: regular electives and special electives. Regular electives constitute the core of the School’s elective offerings; they need not be taught every
year, but are usually taught most years. All new electives are first approved as special electives and then converted to regular electives at the end of their three-year lives or discontinued. There are also two other types of electives: research electives and range electives.

b. APPROVAL OF ELECTIVES

All electives are authorized by the faculty. Newly proposed electives of any type must be approved by a majority of the faculty.

c. CRITERIA FOR ELECTIVES

All electives are expected to meet the following criteria:

The course objectives and content are consistent with the objectives of the second-year program.

The course pedagogy and delivery, including teaching materials, are effective in achieving the objectives of the course.

Student performance, evaluation, grading, and feedback standards are consistent with standards for the School as a whole.

d. SPECIAL ELECTIVES

Special electives are transitory, experimental, or introductory in nature. They are approved for a three-year period, after which they are either converted to regular electives or discontinued.

Any faculty member wishing to propose a special elective must first obtain the consent of the area in which the proposed course is to be offered and of the Associate Dean for Faculty (for staffing purposes). Courses not in a particular area (and thus listed as “Other”) must have the endorsement of the second-year coordinator and of the Associate Dean for the MBA Program. The following documentation must then be provided to the second-year coordinator:

- title and catalogue description,
- statement of objectives,
- statement of the relationship of the proposed course to the School’s objectives and other electives (if any),
- general description of the content of the course,
- description of anticipated instructional methodologies and teaching materials (or development strategy), and
- anticipated grading approach and student-performance standards.
The second-year coordinator is responsible for disseminating this information to the faculty and obtaining the faculty’s consent (or rejection) of the proposed elective.

Special electives will normally be approved in a regular faculty meeting. If, however, an electronic vote is deemed necessary, a special elective will be considered “approved” if it receives a majority of favorable replies from at least half of the eligible faculty before the next faculty meeting.

e. REGULAR ELECTIVES

*Any regular elective that is not taught for three consecutive academic years will be dropped from the list of elective courses* and must go through the faculty-approval process—including a special-elective status—before being reinstated as a regular elective.

Regular electives are required to have the following documentation *in addition to* that required for special electives:

- most recent course syllabus (or syllabus for upcoming year if different),
- course outline (if not included in syllabus), and
- history of enrollment and grading.

Regular electives must be approved in a regular faculty meeting.

f. COUNSELING SYSTEM

Faculty accept the responsibility, insofar as possible, to assist each student in selecting a program of electives that will help attain the student’s short- and long-term career aspirations.

g. GENERAL-MANAGEMENT EMPHASIS

To support the School’s objective to encourage an enterprise—rather than functional-area—perspective, a second-year student shall receive degree credit for no more than 12 credit hours in any one area, defined as accounting, business and political economy, finance, marketing, operations, organizational behavior (which, for this purpose, includes Leadership requirement electives), and quantitative analysis.

h. MINIMUM ENROLLMENT

Normally, no elective will be given unless the enrollment is 10 or more Darden School students.
i. COURSE LENGTHS

A semester course normally meets for approximately 30 sessions and receives 3 credit hours. A half-semester course normally meets for approximately 15 sessions and receives 1.5 credit hours. In a half-semester course, a “C” counts as half of a regular “C,” for purposes of academic standards; an “F” counts as an “F.”

j. UNIVERSITY OF VIRGINIA COURSES OUTSIDE DARDEN

University of Virginia courses outside the Darden School are offered for credit to students under the following conditions:

- The course is a graduate-level offering and has been approved by the second-year coordinator, acting on behalf of the MBA Policy Committee.

- Degree credit will be given for no more than two courses (6 hours) at the University of Virginia outside the Darden School.

k. COURSE CREDITS FOR INTERNATIONAL EXCHANGE PROGRAMS

For Darden students in approved international exchange programs (see Section II-K), credits for elective courses taken at the partner institution are offered under the following conditions:

- The course has been approved by the second-year coordinator acting on behalf of the MBA Policy Committee. The second-year coordinator shall require that the course be a graduate-level offering that relates to or enhances the Darden MBA Program. Using Darden elective courses as a standard, the second-year coordinator shall determine the credit hours allowed for such course.

- Students must satisfactorily complete the course according to the standards of the partner institution. The second-year coordinator shall determine whether any grade received is equivalent to less than a B− on a Darden scale and report such determinations to the Academic Standards Committee.

- No more than 15 credit hours will be given for courses taken outside the Darden School (other University of Virginia courses outside Darden will count toward the 15-credit-hour maximum).

- Students will normally take a minimum of 9 credit hours in Darden electives (excluding Business Projects and Research Elective courses).
5. Ranges

A range is a combination of elective courses and complementary activities focused on a particular theme. A range consists of a range elective available only to students enrolled in the range and typically

- a set of two or more elective courses that each participant in the range is required to take (these courses are referred to as corequisites); and

- a Business Project option related to the theme of the range, the topic subject to the approval of the faculty administering the range.

The objective of the range is to enhance the capacity of the participants to be effective business leaders relative to the theme of the range. Thus, for example, if the theme of the range is a particular career track, the objective of the range is to enhance the capacity of the participants to be successful in that career; if the theme of the range is a particular industry, the objective of the range is to enhance the capacity of the participants to be effective within that industry; if the theme of the range is a significant business issue (e.g., globalization), the objective of the range is to enhance the capacity of the participants to be effective leaders relative to that issue.

Ranges are administered by one or more faculty members responsible for the design and implementation of the range elective, the Business Project portion of the range, and the selection of corequisites.

Range electives can be either 1.5 or 3 credit hours. They are not assigned to a particular time of the academic year, nor to a particular time slot during the day. Range electives are subject to the same faculty-approval process and associated criteria as special or regular electives; the decision whether a range elective should be treated as a special or regular elective is subject to precisely the same conditions as other elective offerings. Approval of a range elective constitutes approval of the course and its attendant corequisites; hence, when considering whether to approve a range elective, the faculty should consider the structure of the entire range as well as the composition of the range elective itself. Changes in the corequisites for an approved range elective are also subject to faculty approval.

Ranges can involve no more than 10.5 total credit hours.

6. Responsibilities of the Second-Year Coordinator

The second-year coordinator is appointed by the Dean and serves as a member of the MBA Policy Committee. The second-year coordinator is responsible for reviewing and coordinating the planned and proposed offerings for the elective portion of the MBA Program and for proposing to the faculty actions regarding the electives curriculum (see details in the preceding Sections 4-d, 4-j, and 4-k; in the following Section 7; and in Section IV-E; for GBUS 899, Research Elective, see http://www2.darden.virginia.edu/course/info/descriptions/).
The second-year coordinator also works with the First-Year Program Committee to coordinate links between elective offerings (especially those satisfying the Leadership Requirement) and the required curriculum.

7. Planning Elective Course Offerings for the Following Academic Year

The area coordinator in each field will supply the second-year coordinator with

- a list of present and/or proposed regular electives for the following year, with supporting documents when requested; and

- recommendations for the disposition (continuance or deletion) of special electives taught by faculty members within the field for the following year, with supporting documents when requested, and a list of electives reflecting the planned offerings in the field two years and five years hence.

The second-year coordinator will solicit from interested faculty members and collate

- a list of present and/or proposed regular electives not falling within a field for the following year, with supporting documents when necessary;

- recommendations for the disposition of special electives not falling within a field for the following year, with supporting documents when necessary; and

- a list of elective offerings not falling within fields two years and five years hence.

The second-year coordinator will distribute to the Dean’s Office and the faculty a collation of the elective plans.

The second-year coordinator will normally present recommendations and comments regarding the elective offerings, proposals, and plans at a regular faculty meeting.

K. INTERNATIONAL EXCHANGE PROGRAMS

1. Objectives and Governing Policies

International exchange programs provide an opportunity for Darden students to spend a portion of their program at an institution abroad. This opportunity allows students to have a substantive residential experience abroad while being exposed to another academic and cultural environment. Such programs also bring exchange students to Darden to enrich the experience for Darden students in residence. A goal for such programs is to foster interaction between Darden and the partner institution.
Approval of such programs shall be by faculty vote. On behalf of the faculty, the MBA Policy Committee will screen potential partner institutions and bring proposals to the faculty. The MBA Policy Committee will look at the quality of the institution, the geographical distribution of institutions participating in any existing exchange programs, and the scale of activity in exchange programs in terms of its effect on the Darden MBA Program. The Associate Dean for MBA Education will be in charge of administering any approved programs, including selection of student participants. Guidelines for course credits are found in Section II-J-4-k.

Approved exchange programs for 2005–06 are as follows:

- China Europe International Business School (CEIBS)
- Hong Kong University of Science and Technology
- Instituto Panamericano de Alta Direccion de Empresa (IPADE)
- International University of Japan
- Solvay Business School
- International School of Management of the University of Navarra (IESE)
- Stockholm School of Economics (Sweden)
- Melbourne Business School (Australia)
- Graduate School of International Strategy at Hitotsubashi University (Tokyo, Japan)
- IAE of the Universidad Austral (Buenos Aires, Argentina)
- Rotterdam School of Management of Erasmus University (the Netherlands)
- Universidad del Desarrollo (UDD) (Santiago, Chile)
- London Business School
- Indian School of Business (ISB)
- Cheung Hong Graduate School of Business (CHGSB)

2. Responsibilities of International-Studies Coordinator

The international-studies coordinator is appointed by the Dean. The key tasks for the international-studies coordinator include the following:

- Managing the international exchange programs and maintaining a balanced student exchange ratio with partner institutions
- Encouraging and facilitating faculty exchanges with partner institutions
- Overseeing the short-term educational experiences at international locations
• Developing proposals and plans to enhance the international learning experience for the Darden Community

The international-studies coordinator will visit Darden’s international partner schools on a regular basis. The international-studies coordinator will build and maintain relationships with businesses in each of the regions of Darden’s partner schools.
III. THE DOCTORAL PROGRAM

The following rules are effective for Doctoral Program students entering in the 1987–88 and subsequent academic years.

A. RULES GOVERNING THE DOCTORAL PROGRAM

1. Admission

Admission to the Doctoral Program is based on the following criteria:

- an assessment of the applicant’s willingness to commit his/her energy to the expeditious completion of a vigorous program of study in a manner consistent with the high intellectual and personal integrity expected by the faculty of a candidate for a profession; of the applicant’s ability to manage effectively the difficult challenges posed by independent study; and of the applicant’s ability to work cooperatively with others;

- an appraisal of the applicant’s ability and capacity to undertake and to complete satisfactorily the requirements of the Program;

- assurance that applicants ordinarily have obtained a Master’s Degree in Business Administration or the equivalent.

The Research, Course Development, and Doctoral Policy Committee is responsible for admission policies, which policies and procedures, as approved by that committee, shall be executed by the Doctoral Operating Committee, the major field advisers, and the director of the Doctoral Program, as further specified by the Research, Course Development, and Doctoral Policy Committee.

2. Registration

Registration takes place prior to the beginning of each term.

3. Residence

Residence requirements for the Doctoral Program are two continuous academic semesters of full-time graduate study in residence, or the equivalent, toward the doctoral degree, not including previous semesters in residence at the University of Virginia for the purpose of obtaining another degree.
Ordinarily, students must spend four semesters in residence. Degree candidates preparing a dissertation are urged to remain in residence for an additional year after passing the major-field examination.

4. **Designation of a “Doctoral Candidate”**

The designation of “doctoral candidate” will apply to individuals who have successfully taken their major-field oral examinations.

5. **Administration of the Program**

The implementation and execution of faculty-approved motions concerning the Doctoral Program are the responsibility of the Doctoral Operating Committee (the members and chairperson to be appointed by the Dean), which shall be a standing committee of the faculty. Each major field established by the faculty shall have a major-field adviser (to be appointed by the Dean), whose duties and responsibilities are established in writing by the Doctoral Operating Committee. The general administration of the Doctoral Program is the responsibility of the director of the Doctoral Program (to be appointed by the Dean), whose duties and responsibilities shall be established in writing.

Members of examining committees are to be recommended by the major-field adviser and approved by the Program director, subject to review by the Doctoral Operating Committee. The Program director may serve *ex officio* on all examining committees.

The major-field examination committees will have at least three appointed members: two Darden faculty members, one of whom will ordinarily be the major field adviser, and one outside faculty member. Ordinarily, the outside examiner will be from another graduate school of business administration. Dissertation-proposal examination committees will have at least three appointed members: two Darden faculty members, one of whom will ordinarily be the dissertation supervisor, and one outside faculty member. The dissertation-examination committee will have three appointed members; at least two will be Darden faculty members, one of whom will ordinarily be the dissertation supervisor.

Darden faculty shall be invited to observe all doctoral examinations. When appropriate, doctoral students may be invited to observe an examination. Following each major-field examination, copies of the questions for written portions of the examinations should be placed on reserve in the Darden library.

A favorable vote by a majority of the participating members is required to pass an examination. Any conditions attached to a passing vote must be in writing. One copy is given to the examinee, and one copy is placed in the examinee’s academic file. A copy of the candidate’s dissertation proposal and any related conditions must remain with the candidate’s academic file until the dissertation is accepted.
In the case of students whose failure to meet the academic standards of the Doctoral Program has resulted in the termination of their enrollment in the Program, the Doctoral Operating Committee is authorized to act on behalf of the faculty in receiving and acting on petitions for readmission. In acting on these requests, the Doctoral Operating Committee may establish such requirements and conditions for readmission as it considers appropriate. Students may appeal decisions to the faculty.

6. Academic Standards

a. BREADTH REQUIREMENTS

Failure of a student to meet his/her remedial breadth requirements within three years of entering the Program shall be considered unsatisfactory academic progress and shall terminate the individual’s enrollment in the Program.

b. MAJOR-FIELD COURSES

No course at the Darden School in which the student’s grade is less than a B shall be counted toward a student’s completion of his/her major-field course requirements.

Courses taken in other schools to fulfill major-field requirements shall be counted for this purpose only if the student receives at least the minimum grade acceptable for credit toward a graduate degree in the schools within which the courses are taken.

A student whose work in a major-field course fails to meet these standards and whose work is otherwise satisfactory may arrange for remedial work with the course instructor or may take another course, except that any student whose work in more than two major-field courses has not been acceptable shall have failed to meet the academic standards of the Doctoral Program, thereby terminating his/her enrollment in the Program.

c. MAJOR-FIELD EXAMINATION

A student who fails his/her major-field examination shall have failed to meet the academic standards of the Doctoral Program, thereby terminating his/her enrollment in the Program.

d. DISSERTATION-PROPOSAL EXAMINATION

A candidate ordinarily is expected to pass his/her initial dissertation-proposal examination within 6 months following his/her successful completion of the major-field examination. A candidate whose initial examination is not scheduled within 12 months or who fails the examination twice shall have failed to meet the academic standards of the Doctoral Program, thereby terminating his/her enrollment in the Program.
e. DISSERTATION

Each candidate shall present an acceptable dissertation as a requirement for the doctoral degree. The candidate is responsible for preparing and reproducing the dissertation.

The candidate who passes the dissertation examination must subsequently comply with all School and University requirements concerning such matters as the provision of library copies, microfilming, and payment of fees before the director recommends to the faculty that the candidate be awarded the doctoral degree. In particular, a copy of the receipt for binding must be received by the Program director.

f. MAXIMUM TIME TO COMPLETE PROGRAM

The maximum time a student shall be allowed to complete the Program shall be 60 months of elapsed time beginning with initial registration.

7. General Program Requirements and Procedures

a. PEDAGOGY AND RESEARCH METHODOLOGY

Each student shall have some training in the area of administration (of colleges and universities) and pedagogy. Training equivalent to a one-semester course is the responsibility of the Doctoral Operating Committee.

Students must take 3 semester hours of work in research methodology offered by Darden faculty. Major-field requirements should specify how the requirement will be fulfilled.

b. MAJOR FIELD

A major field is defined in terms of a basic discipline or teaching area in business administration—accounting, finance, marketing, operations management, and so forth.

The selection of a major field by a student is restricted to those established and currently offered by the faculty at the time of application and acceptance. Applicants must designate their major field (one only) when applying for admission to the Doctoral Program. Students ordinarily are not expected to switch from one major field to another during their period of study.

Major-field course work for each student will include a minimum of 12 semester hours of advanced work in the major field, 9 semester hours in a related discipline, and a minimum of 12 semester hours that cover the statistical, computer, and quantitative research tools used in the major field. In each case, these advanced courses should cover a coherent body of knowledge. A major-field research methods course taught by a Darden faculty member will satisfy the requirement noted under 7-a.
With the advice and concurrence of the director, the major-field adviser will develop a course-specific plan of study for each student in the adviser’s major field. Students should have an approved current plan of study well in advance of each semester’s registration date.

Satisfactory fulfillment of the student’s program of study depends on his/her progress and performance in courses for which he/she has enrolled for credit, on satisfactory completion of noncourse work, and on his/her passing a major-field examination, which may be both written and oral.

The major-field examination is primarily concerned with the substantive content of the student’s entire major field and related areas. A student coming forward for examination is expected to be skilled in the fundamental principles, problems, and conceptual frameworks of his/her major field and to demonstrate professional competence in the critical analysis of the literature of the field. Furthermore, the student must be capable of formulating and defending judgments regarding the major issues and frontier problems of the field.

The candidate shall also indicate and be examined in an area of specialization that he/she has prepared in depth. The major field adviser will approve the nature and scope of the area of specialization.

The student is responsible for completing the written portion of the examination under the conditions specified by the examining committee. Written materials are to be submitted in a form suitable for reproduction and distribution to the examining committee.

c. BREADTH

A doctoral student shall be required to demonstrate mastery of the basic functions and disciplines of business administration determined to be most related to the student’s major field. Each major-field faculty shall propose these requirements for its field, to be approved by the Doctoral Operating Committee and reported to the faculty.

d. REVISED PLANS OF STUDY

When a course in a student’s plan of study is not available, the major-field adviser and the Program director will develop an alternative plan.

e. DISSERTATION PROPOSAL AND EXAMINATION

Each candidate is required to prepare and obtain approval of a written dissertation-research proposal.

A candidate ordinarily will be examined on the research proposal after he/she has passed the major-field examination. Exceptions require prior approval of the Doctoral Operating Committee.
The general purpose of the examination, which may be both written and oral or oral only, is to assure the candidate and the examining committee, acting on behalf of the faculty, that

- the candidate has sufficient understanding of the conceptual frameworks of the segment of the major field within which the planned dissertation research will be executed to use existing theory and practice effectively;

- the candidate has a worthwhile, doable, and well-planned research project, which, if executed as proposed, will be of acceptable quality as a doctoral dissertation.

The written proposal may be limited to an outline, description of the problem, literature review, and research design. (A length of 5, 10, 15, and 20 pages, respectively, is a suitable target, or a total of 50 pages.) However, at the pleasure of the prospective supervisor and the examining committee, a written proposal may be draft chapters of a dissertation. Preparation and reproduction of the proposal are the student’s responsibility. Copies must be delivered to committee members and the director of the Doctoral Program at least three weeks in advance of the planned examination date.

The director of the Doctoral Program shall appoint an examining committee upon receiving a written request from the candidate to that effect. The request shall be endorsed (favorably or unfavorably) by the candidate’s prospective dissertation supervisor and major-field adviser. The examination shall be scheduled within 30 days following receipt by the director of 5 copies of the completed research proposal.

The director of the Program shall retain the original approved copy of the proposal and the report of the examining committee in the candidate’s personal file. A candidate subsequently may submit written amendments via his/her dissertation supervisor to the research-proposal examining committee and, upon approval by the committee, the amendments shall be made part of the approved proposal. Copies of the approved proposal and amendments thereto shall be made available to the candidate’s dissertation-reading committee when copies of the dissertation are distributed to that committee.

A candidate who fails his/her research-proposal examination the first time shall be provided with a written report from the research-proposal examination committee in which the strengths and weaknesses of the proposal shall be indicated for the guidance of the candidate and his/her dissertation supervisor.

f. DISSERTATION ACCEPTANCE

The dissertation-examination committee shall read the dissertation and, at its pleasure, may hold an oral examination. In any case, the committee must judge the acceptability of the completed dissertation. If it is acceptable, the committee shall sign the cover sheet that the candidate submits with the associated copies and documents and send it to the director for approval of administrative details.
8. **Granting of the Doctoral Degree**

After all requirements have been successfully fulfilled, the director of the Doctoral Program will recommend to the faculty that the candidate be awarded the Ph.D. degree.

**B. PROGRAM STRUCTURE**

Each of the active major fields may modify the field’s plan(s) of study to accommodate changes in the courses offered by the Darden School and by other parts of the University. The initial major-field requirements and any subsequent changes must be approved by the Doctoral Operating Committee, be announced to the Darden faculty and prospective students, and be in conformance with the structural requirements of the Program.

The Program’s structure requires students to complete satisfactorily

- normally a minimum of 48 semester hours of graduate courses while enrolled in the Doctoral Program at the University of Virginia;

- four distinct 3-semester-hour doctoral/graduate courses in the student’s major field, at least one of which will cover the field’s research methods;

- a minimum of 9 semester hours of doctoral/graduate-level instruction in a discipline related to the major field; these courses will normally be taken outside the Darden School;

- a minimum of 12 semester hours of doctoral/graduate-level course work that covers the statistical, computer, and quantitative research tools used in the major field;

- a minimum of 6 semester hours of second-year (MBA) major-field professional courses;

- a 3-semester-hour pedagogy course or its equivalent, as approved by the Doctoral Operating Committee;

- a minimum of two semesters of part-time service as a research or teaching assistant; and

- an acceptable dissertation.
C. CREDIT HOURS: THE REGULAR PH.D. DEGREE

The following plan of study illustrates how the preceding requirements can be scheduled over three years for a student who has completed a two-year MBA:

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<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Field doctoral</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Outside Darden</td>
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<td></td>
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</tr>
<tr>
<td>Related discipline</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Research methods*</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3rd Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Research</td>
<td></td>
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</tbody>
</table>

*Not movable between years.

**Well-qualified students may reduce the 6 to 3 hours and take 6 hours of other relevant courses.
D. CREDIT HOURS: THE JOINT MBA/PH.D. DEGREE

The joint MBA/Ph.D. Program meets the requirements for the MBA degree and the structural requirements for the Ph.D. degree. In addition, the program allows a student to complete both degrees in four years, saving one year over the typical required time to complete the two separate degree programs. The principal features of the joint program are as follows:

<table>
<thead>
<tr>
<th>SEMESTER AND SEMESTER HOURS</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>1st-Year Summer</td>
</tr>
<tr>
<td>2nd Year</td>
</tr>
<tr>
<td>Darden</td>
</tr>
<tr>
<td>Leadership*</td>
</tr>
<tr>
<td>Field professional (MBA)</td>
</tr>
<tr>
<td>Field doctoral*</td>
</tr>
<tr>
<td>Outside Darden</td>
</tr>
<tr>
<td>Related discipline</td>
</tr>
<tr>
<td>Research methods*</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>2nd-Year Summer</td>
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<tr>
<td>Business Project</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER AND SEMESTER HOURS</th>
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<td></td>
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<tr>
<td>3rd Year</td>
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<tr>
<td>Darden</td>
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<tr>
<td>Field professional (MBA)</td>
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<tr>
<td>Field doctoral*</td>
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<tr>
<td>Pedagogy</td>
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<tr>
<td>Outside Darden</td>
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<tr>
<td>Related discipline</td>
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<tr>
<td>Research methods*</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Total Program Course Hours</td>
</tr>
</tbody>
</table>

| 3rd-Year Summer             |      |        |             |
| 4th Year                    |      |        |             |
| Doctoral Examinations       |      |        |             |
| Dissertation Research      |      |        |             |

*Not movable between years or semesters.
**Well-qualified students may reduce the 6 to 3 hours per semester.
E. RETENTION OF DOCUMENTS

The following retention schedule applies:

<table>
<thead>
<tr>
<th>Items</th>
<th>Years Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Candidate/Degree-Recipient</td>
<td></td>
</tr>
<tr>
<td>Personal Files</td>
<td>Indefinite</td>
</tr>
<tr>
<td>Program and Committee Correspondence</td>
<td>3</td>
</tr>
<tr>
<td>Applications</td>
<td>2</td>
</tr>
<tr>
<td>Inquiry Correspondence</td>
<td>1</td>
</tr>
</tbody>
</table>
IV. CLASS ORGANIZATION AND POLICIES

Rules in this section are not intended to abrogate an instructor’s rights and obligations to maintain an effective and orderly learning atmosphere in his/her class.

A. ELIGIBILITY TO TAKE COURSES FOR CREDIT

Elective courses are normally open to any student registered in a Darden School degree program, subject to such restrictions as the faculty may establish from time to time (e.g., limits on research electives, seminars).

Where course registration is restricted, positions are not normally made available to students from other schools at the expense of students enrolled in Darden School degree programs.

Graduate students enrolled in other schools of the University may take electives for credit with permission of the instructor. The appropriate faculty member will report the granting of such permission to the faculty.

Registration in required courses of the Darden School is normally restricted to candidates enrolled in the MBA and Doctoral degree programs. In order to enroll in a required Darden course, graduate students enrolled in another school in the University must have the permission of the chairperson of the First-Year Program Committee, the course head, and the instructor.

Graduate students enrolled in another school in the University may take no more than one required course for credit in any semester.

B. AUDITING POLICY

An MBA candidate who is not under Academic Standards Committee jurisdiction may audit a Darden School elective with the permission of the instructor.

A doctoral candidate may audit a Darden School course with the permission of the instructor if the major-field adviser and the Doctoral Operating Committee approve a program of study that indicates the desirability of the candidate’s taking that course on an audit basis.

Students enrolled in other schools of the University who are not candidates for the MBA or doctoral degree may not audit Darden School required courses but may audit Darden School electives with the permission of the instructor.

An audit grade (AU) may be listed on an official grade transcript if the instructor certifies that the candidate participated at a B- or better level in the work of the course with the exception of preparing written work and/or taking examinations.
Students auditing less than a full course will not be eligible to receive an AU designation for their work.

C. CLASS SCHEDULING

Certain scheduling details and policies are favored:

1. Class periods will normally be 1 hour and 25 minutes long.

Classes will usually meet according to the following schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>First-Year Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:25</td>
<td></td>
</tr>
<tr>
<td>10:00–11:25</td>
<td></td>
</tr>
<tr>
<td>11:45–1:10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Second-Year Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:25</td>
<td></td>
</tr>
<tr>
<td>10:00–11:25</td>
<td></td>
</tr>
<tr>
<td>11:45–1:10</td>
<td></td>
</tr>
<tr>
<td>2:45–4:10</td>
<td></td>
</tr>
<tr>
<td>4:30–5:55</td>
<td></td>
</tr>
</tbody>
</table>

2. It is better to have classes meet on successive days than to skip a day between class meetings. Therefore, courses will generally meet on an early- or late-week schedule with two or three classes per week.

3. Certain days during the academic year are to be set aside and scheduled as “R-days” (reading, rest, recreation, recruiting, and special events), when no classes or other formal instruction will be given. R-days may be used by the Dean’s Office to schedule special events.

4. The first-year and second-year calendars should approximate each other where feasible. The calendars should be developed three years in advance and should include the following:
   - At least one day of unscheduled time in each quarter for special School programs and activities requested by the Dean’s Office
   - Similar R-days, holidays, and breaks between quarters when feasible
   - Quarterly periods of sufficient duration to accommodate courses’ class-meeting schedules of 75 class sessions, reading days, and examinations

5. The first-year program will normally consist of 4 quarters each, with 75 class sessions in core courses or first-year program elective courses, equally divided over 5 courses of 15 sessions each. First-year program activities may be added by the First-Year Program Committee.
6. The first-year program should include a significant first-year program orientation (FYPOR) experience and a significant career-development and recruiting-preparation experience before the beginning of first-year interviewing activities. The FYPOR experience should set a context for the MBA Program and for students’ recruiting activities.

7. First-year program electives are offered in the fourth quarter of the first year.

**D. ATTENDANCE POLICY**

Darden students are expected to attend class in order to contribute as well as learn. Each course must have a written attendance policy that describes the consequences of missed classes. The course policy must be distributed to students before the end of the first week of classes. Whenever students miss class, they should, out of courtesy, inform their instructor as to the circumstances, in advance if possible.

**E. SECOND-YEAR COURSE ASSIGNMENTS**

Any second-year course assignments that require of students more than normal case preparation for the following class period must be reviewed and approved by the electives coordinator. Requests should include a description of the nature of the assignment, the date it will be given, the estimated number of hours to complete the project, the due date, and the impact the assignment will have on students’ grades.

All extra assignments, papers, projects, etc., must be made due on a regular class day of a course.

Any papers assigned in lieu of a final examination are due on or before the last day of the examination period.

Take-home examinations must be due on the last day of the examination period.

**F. THE ISSUANCE OF GRADES**

Instructors of a first-year course will convey grades for all enrolled students to the Registrar at the end of a semester in which the course is offered, in accordance with the schedule announced by the Registrar.

Instructors of a second-year course will convey grades for all enrolled students to the Registrar at a time proximate to the completion of the course. For courses ending in mid-semester, grades will be conveyed within three weeks of the end of the course; for courses ending at the end of the semester, grades will be conveyed in accordance with the schedule announced by the Registrar.

The students will be informed of their grades by the Registrar as soon as possible.
G. MISCELLANEOUS

Smoking in any enclosed area of the Darden facilities is prohibited.

As a rule, the School discourages class attendance by persons who are not enrolled formally as credit students or auditors. Such persons may attend classes as guests, however, with the permission of the instructor. Prospective students are encouraged to attend classes as guests.
V. STUDENT AFFAIRS

A. FACULTY STATEMENT ON STUDENT-FACULTY RELATIONS

The faculty believes in the development of cordial and informal person-to-person relationships between its members and students.

The case method lends itself to a situation where responsibility is shared on a person-to-person basis and authoritarian teacher-subordinate student relationships are largely, if not completely, avoided. Hence the Darden School case method provides a basis for a cordial, constructive, and understanding relationship between faculty and students. In addition, both faculty and students can benefit from many informal, unplanned meetings and conversations such as those that have conventionally taken place in the halls, in the library, and at coffee.

Beyond these circumstances, students should have access to individual faculty members in the latter’s offices by casual arrangement or set appointment. In addition to meetings initiated by students, faculty members should expect to ask individual students to come to their offices when the faculty member thinks it would be useful to discuss problems, opportunities, and ideas.

The ideas above may sound as though all the relationships between individual faculty members and individual students are expected to be equally cordial, constructive, and “understanding.” Of course they can’t be and will vary importantly because of the differing personalities and values of the individual faculty members and individual students. However, the faculty objective is to achieve with students a constructive and generally pleasant relationship.

B. STATEMENT ON RECRUITMENT AND JOB INTERVIEWING

The faculty welcomes the opportunity to assist students in achieving their career goals and to assist prospective employers in making decisions that will be in the best interest of both employee and employer. Toward these objectives the following guidelines are tendered:

- that the faculty refrain from making evaluative statements about students, including any suggestion of those who should be contacted or interviewed, to recruiters prior to their interviewing the students in question;
- that faculty continue their efforts at placing students with companies that do not recruit on grounds, but try to identify as large a set of potential applicants as possible, consistent with the company’s recruiting resources;
- that students take greater initiative in developing meaningful contacts with faculty who could be helpful to them in the process of job search;
- that students inform the Career Services Center of any companies or their representatives who engage in unethical or discriminatory recruitment practices.
V. Statement on Recruitment and Job Interviewing (cont’d)

In general, the faculty is honored and pleased to make written statements on behalf of students and to disclose the contents thereof to the student. However, the student should accept the responsibility of requesting from faculty members their willingness to be a reference and for providing the faculty member with meaningful data.

The Darden School faculty and administration believe it important to maintain professional relationships with recruiters who come to interview Darden students. In order to do so, students must act responsibly in meeting their interviewing obligations. Failure to appear for a scheduled interview is considered unprofessional and should seldom occur at the Darden School. To help ensure that student interviewing commitments are fulfilled and that the recruiting process functions properly, the following procedures have been established. These procedures apply to all Darden School students:

- Darden students are expected to be present for all scheduled interviews unless they notify the Darden School Career Services Center by no later than 9:00 p.m. two business days prior to the day on which an interview they wish to cancel is scheduled. (For example, a Friday interview must be canceled by no later than 12:00 noon on Wednesday and a Tuesday interview must be canceled by no later than 5:00 p.m. on Friday of the preceding week.)

- Should an unforeseen event occur between the interview cancellation deadline and the scheduled interview that makes it necessary for a student to miss a scheduled interview, the Career Services Center should be notified immediately.

- Any student who misses a scheduled interview will be classified as a “no show.” (A scheduled interview is one that has not been canceled at least two business days prior to the day of the interview, as described above.)

- All “no shows” will receive written notification of such from the Career Services Center director and will be instructed to make an appointment to see the director in order to explain why it occurred. This appointment should be made within 24 hours of receiving the written notice, and the meeting with the director should occur within five business days of the receipt of the notice.

- Once the reason for not keeping a scheduled interview has been explained, the Career Services Center director will take whatever action deemed appropriate. Alternatives include but are not limited to: (1) taking no action, (2) denying the student permission to schedule further interviews, and (3) referring the student to the Dean’s Office for consideration of dismissal from the Darden School.

- A dissatisfied student may appeal the director’s decision to the Admissions, Scholarships, and Career Services Committee.
The Career Services Center director shall render a weekly written report of student “no shows” to the Dean’s Office and to the chairperson of the Admissions, Scholarships, and Career Services Committee. In addition, the director shall include student “no shows” in a monthly placement report to the Darden School faculty.

C. LAW PLACEMENT POLICY

The services and programs offered by the Darden School Career Services Center are for the exclusive use of Darden students and alumni, including those who have received or will receive MBA, Ph.D., or Darden joint degrees. University of Virginia law students may use the recruiter files located in the Camp Library to obtain corporate contact names and may correspond with corporate recruiters on their own behalf. These students may not use the Bid System to obtain on-grounds interviews.

D. STUDENT CONDUCT

1. Statement on Student Conduct

In addition to (1) following University Standards of Conduct, (2) abiding by the obligations of the Honor System, and (3) meeting the standards of the Darden School for scholastic achievement, a Darden School student is expected (4) to perform in a manner that is consistent with the administrative and academic good order and educational processes of both the individual courses and the Darden School in general. This latter requirement is important in a learning experience that encourages responsible competition and cooperation. Disruption of the learning experience can deprive others of the educational benefits for which they came to the Darden School.

The faculty has provided a process for the review of the conduct of a student whose behavior is disruptive of the administrative and academic good order or educational process of other students, individual courses, or the Darden School in general.

Proceedings brought before the Honor Committee or the Judiciary Committee of the University or the Academic Standards Committee of the Darden School and falling solely within their single or collective jurisdiction shall take precedence over action under this review procedure.

The procedure supplements but does not abrogate an instructor’s rights and responsibilities for maintaining an effective and orderly learning atmosphere in class.

2. University Policy on Implementing School Policy on Student Conduct

The process, in brief, provides for the establishment of an ad hoc Committee of Inquiry, which may include a student member, to investigate a complaint and, on behalf of the faculty, take the actions that it considers appropriate to correct the problem, up to and including enforced withdrawal from the Darden School.
The Committee’s decision may be appealed to the Darden School faculty.

3. Statement of Procedures for Review of Student Conduct

a. INTRODUCTION AND INITIATION OF AN INQUIRY

This procedure provides for the fair and confidential investigation of an alleged breach of the regulation (published in the University of Virginia Graduate Record) regarding student conduct in the Darden School and for the assessment and enforcement of the appropriate action.

The Dean’s Office is the focus of continuing responsibility within the Darden School in those instances where a review of conduct may be required; it maintains the necessary records and organizes the requisite committees; it provides such coordination and assistance as necessary.

A member of the faculty, of the staff, or of the student body who has reason to believe that a student’s actions should be reviewed for conformity with the regulation regarding conduct by students in the Darden School must discuss the issue with the Dean before a formal request for an inquiry may be submitted.

If, after the discussion, the member of the faculty, of the staff, or of the student body believes an inquiry is required, this individual shall put in writing a request to the Dean’s Office that an ad hoc Committee of Inquiry be formed and briefly state the reasons for the request. The Dean may undertake such additional inquiry as seems appropriate. If the Dean believes a formal inquiry is appropriate, the Dean shall put the reasons in writing in a Confidential Memorandum and initiate an investigation by a Committee of Inquiry.

b. FORMATION OF THE COMMITTEE OF INQUIRY

Upon determining that a Committee of Inquiry should be appointed, the Dean shall notify, in writing,* the student whose conduct is in question (hereinafter “Respondent”) that a Committee of Inquiry is being formed and shall inform the Respondent of the particular situation or situations being investigated, providing the Respondent with a copy of the Confidential Memorandum and of these Procedures for Review of Student Conduct. The Dean shall also advise the Respondent of the Respondent’s right to appoint a member of the Committee of Inquiry.

The Respondent shall have one week from delivery of this notification, unless the period is extended by the Dean, to inform the Dean of the name of an individual the Respondent chooses to have appointed to the Committee.

The Dean shall appoint one member to the Committee. In the event the Respondent does not appoint a member, the Dean shall name a second member to the Committee.

* A registered letter sent to the Charlottesville address of the student, on file in the School, shall be considered to fulfill the written-notification requirements of various provisions in this procedure.
The two members thus selected shall choose the third member, who shall serve as chairperson. In the event the two cannot agree, the Dean shall appoint the third member.

The members of the Committee shall be selected from among the faculty, administrative staff, and students of the Darden School. At least two members shall be voting members of the Darden School faculty.

Neither the Dean nor the Respondent shall have the right to know of the other’s nomination to the Committee before making its own nomination.

The Committee shall be considered to be acting as the agent for the Darden School faculty in its investigation, hearings, and decisions.

c. CONDUCT OF THE INVESTIGATION

The investigation shall be conducted confidentially and with dispatch.

The Committee of Inquiry shall select an individual (who may be any full-time student at the University or any staff or faculty member of the University) to gather the facts and set forth the issues at question, subject to direction from the Committee for clarification or further information.

Following the receipt of the investigator’s report(s), the Committee may meet informally to review the report(s) and, if appropriate, to establish procedures (see Section d). If, during this review, the Committee unanimously decides that no grounds exist for action, it may terminate the process without further action. In this event, the Respondent and the person initiating the inquiry shall be informed, and all materials gathered and records of deliberation shall be destroyed.

If the Committee does not terminate the process, the investigator’s report(s) shall be made available to the Respondent at least 10 days before the Committee formally meets to consider the report(s) and conduct its hearing(s).

d. CONDUCT OF THE HEARING(S)

The Respondent shall be reminded by the chairperson of the Respondent’s right to respond to the report(s) and to appear before the Committee in person. The hearing shall be held no sooner than 10 business days after notification of the hearing’s time and place has been mailed to the Respondent, unless the Respondent consents to shorter notice.

The hearing before the Committee, unless otherwise requested in writing by the Respondent, shall be closed to the public. The Respondent may be accompanied and advised by a representative (which may be legal counsel) if the Respondent wishes; the Respondent’s adviser may not participate directly in the hearing unless invited by the Committee. Unless information on the case is divulged by the Respondent or the Respondent’s representative, the records of a closed hearing shall be kept confidential.
The Committee shall establish rules of procedure for the hearing that it considers appropriate in order to ensure that the Committee has received the appropriate testimony of persons having knowledge, the views of the parties involved, and that the Respondent has had a full opportunity to respond. The Committee shall receive whatever written communication the Respondent wishes to submit and shall provide the Respondent with an opportunity to call witnesses and provide oral explanations and arguments. Witnesses may be questioned by both the Committee and the Respondent.

The hearing shall be tape-recorded. The recording shall be deposited with the other records of the process to be retained by the Dean’s Office. If the Respondent requests, a copy of the recording of the hearing shall be provided to the Respondent after the hearing is completed.

The hearing process shall be conducted promptly. If the Committee finds it necessary, the hearing may be held in several stages, or several hearings may be held.

e. DECISION OF THE COMMITTEE

Upon completion of the hearing process, the Committee, as agent of the faculty, shall, within seven calendar days, make its decision and take the action it considers appropriate. The action may take many forms, up to and including enforced withdrawal from the Darden School. In the event the Respondent is withdrawn from the Darden School, the Respondent’s record shall merely be noted “Withdrawn.” Other penalties will be noted on the Respondent's record at the discretion of the Committee of Inquiry. Respondents who have been withdrawn under this procedure will be eligible to apply for readmission to Darden or for admission to other schools at the University.

A copy of the Committee’s decision will be promptly furnished to the Respondent.

The Dean shall enforce the decision of the Committee.

f. APPEAL

A Respondent who wishes to appeal the Committee’s decision to the faculty of the Darden School must file the appeal with the Secretary of the Faculty within 20 days of the Respondent’s receipt of notice.

g. WITHDRAWAL

If, during the process of the inquiry, the Respondent withdraws voluntarily from the School, the inquiry shall be terminated. The chairperson of the Committee shall deposit with the Dean’s Office the records of the Committee and whatever material the investigator has prepared.
E. STUDENT AWARDS

1. Faculty Awards for Academic Excellence

Approved by the faculty in 1980, this award recognizes contributions to the MBA Program of those students who demonstrate outstanding academic performance throughout their entire career at the School. Selection is to be based solely on a student’s cumulative academic performance in the MBA Program, and the award is presented to the top 10 percent of the graduating class as determined by their cumulative grade-point average.

Current administrative practice is as follows:

Recipients of the Faculty Award for Academic Excellence will be formally acknowledged at Darden Final Exercises. Academic performance is determined by the Registrar in consultation with the chair of the Academic Standards Committee.

2. Samuel Forrest Hyde Memorial Fellowship

Each year the faculty shall award by vote the Samuel Forrest Hyde Memorial Fellowship to the student who has successfully completed his or her first year at the Colgate Darden Graduate School of Business Administration of the University of Virginia and who has contributed most to the welfare of the School during that year and, by personality and devotion to the objectives of the School, shows the greatest promise of achieving a useful career. The award will entitle the recipient to the income of the Hyde fund without regard to financial need.

Current administrative practice is as follows:

The Hyde Fellowship will be voted by the faculty at its first meeting of the academic year (normally, late August or early September) based on a nomination presented by the chair of the First-Year Program Committee (FYPC).

A Hyde Fellowship Subcommittee of the FYPC shall consist of the chair of the FYPC (chair) and the faculty who serve as first-year section coordinators during the year. The subcommittee shall accept nominations through two processes. In late April, the chair shall make an open invitation for written nominations from the faculty, staff, and first-year students. In addition, at the end of the spring semester each first-year section faculty member may nominate up to two candidates. Over the summer, the subcommittee shall gather data and opinions from faculty, staff, and students in the Darden Community and deliberate on the candidates. The subcommittee shall propose its nominee to the FYPC in the first week of the fall semester. The FYPC shall vote on the final Hyde nominee using its procedures and voting rules.

The Hyde Fellowship shall be announced to the Darden Community as soon as practicable after it is voted. The name of the Hyde Fellowship recipient and the award citation shall be included in the Darden School Final Exercises program.
3. Frederick S. Morton Leadership Award

This award is given to a second-year Darden MBA student in recognition of the student’s exceptional leadership within the Darden Community. Leadership may be interpreted to include such academic activities as classroom and group-project experiences as well as extracurricular activities involving Darden organizations. The award should highlight a student’s leadership, vision, and insight in expanding on or improving the Darden experience. Award recipients must be members of the graduating class. The second element of the award is the recipient’s selection of the teaching-faculty member who best fostered the recipient’s leadership ability while at Darden by stimulating the recipient to act upon ideas for evolution and improvement.

Current administrative practice is as follows:

Nominations for the award shall be made to the Leadership Award Selection Committee during the spring semester of each year. Nominations for the award shall be made by Darden students, faculty, and administrative staff in the form of a letter to the Leadership Award Selection Committee, which shall normally include the chair of the Student-Faculty Committee, the director of Career Services, the director of Student Affairs, the Associate Dean for MBA Education, and two additional faculty members appointed by the Dean. The nomination letter shall contain evidence to support the nominee’s qualifications for the award. Selection of the award recipient shall be based on the data provided to the Leadership Award Selection Committee in the nomination letters.

The award shall be presented to the student recipient at the School’s annual graduation exercises. The student recipient shall choose the faculty recipient over the summer, and the latter shall be recognized in the fall.

4. C. Stewart Sheppard Distinguished Service Award

An honorary award established by the Darden School Foundation, the C. Stewart Sheppard Distinguished Service Award recognizes Darden students for exceptional service to the School or the University of Virginia that is of a nonacademic nature. Service is to be interpreted broadly to mean all activities that benefit the School or any of its constituencies, other than those activities that occur in the classroom during regularly scheduled classes.

Current administrative practice is as follows:

Recipients of the award shall be determined by the C. Stewart Sheppard Distinguished Service Award Committee, appointed by the Associate Dean for MBA Education. The committee shall include two students, three faculty members (including the chair of the First-Year Program Committee and the chair of the MBA Advisory Committee), and the director of Student Affairs, who shall serve as chair. On behalf of the committee, during the spring semester the chair shall solicit nominations (in the form of a letter) from Darden students, faculty, and staff.
The nomination letter shall contain evidence to support the nominee’s qualifications for the award. All Darden students who are in good academic standing at the end of the spring semester (i.e., not under the jurisdiction of the Academic Standards Committee) are eligible to receive the award. Selection of the recipients shall be based on the data provided to the committee by Darden students, faculty, and staff. In the case of second-year students who received the award as first-year students, the second-year nominations shall be based on second-year activities only.

The number of awards given each year shall be determined by the committee. The award shall be presented to second-year recipients at the School’s annual graduation ceremony. The award shall be presented to first-year recipients (rising second years) at the time the Hyde and Shermet awards are announced (the beginning of the fall semester). The names of the C. Stewart Sheppard Distinguished Service Award recipients shall be included in the Darden School Final Exercises program (at the time of each recipient’s graduation).

5. William Michael Shermet Award

Each year the faculty shall give the William Michael Shermet Award to the student or students who have demonstrated academic excellence in the first-year program and who, by their determination and constructive attitude and service, have provided an example of responsible competitive spirit for their classmates.

Current administrative practice is as follows:

At the end of the spring semester, each first-year section faculty shall meet to submit their nominations for the Shermet award. Each first-year section faculty shall designate a maximum of two “automatic” Shermet recipients and a maximum of two “pool” candidates from their spring section. The first-year teaching faculty shall collectively designate a maximum of five Shermet recipients from the pool of up to ten candidates created by the first-year section faculty, without regard to spring-section origin.

This process shall produce a maximum of fifteen Shermet awards. A maximum of ten of the recipients shall be spring-section-specific; five may be chosen from the at-large pool. A given spring section could thus have a maximum of four or a minimum of two award recipients.

The final selection of the award recipients shall be made by the First-Year Program Committee at a meeting to be held after the submission of all first-year final grades. The awards shall be announced to the Darden Community as soon as practicable after the beginning of the fall semester. Prior to this general announcement, the names of award recipients shall be communicated to the Darden faculty confidentially. The names of the award recipients, and the award citation, shall be included in the Darden School Final Exercises program.
6. G. Robert Strauss Marketing Award

This award is presented annually by the Marketing faculty to a student who, in his or her first year, has demonstrated (1) innovative thinking, (2) the ability to develop unique solutions to real-world problems, (3) flair and charisma in presenting ideas, (4) provocative insight when challenging classmates’ viewpoints, (5) compassion for fellow students, (6) solid skills at case analysis, and (7) a requisite understanding of basic marketing concepts. The ideal candidate will exhibit the attributes of team spirit and a willingness to help other classmates, suggesting a well-balanced approach to the Darden experience.

Current administrative practice is as follows:

Toward the end of the academic year, the Marketing faculty will accept nominations from both students and faculty. Each nomination must be presented as a one-page note citing the nominee, the nominator, and a brief paragraph explaining why the nominator believes that the nominee deserves the award. The Marketing faculty will then select three or four of the nominees to compete for the award. Should a selected student decline to participate, no replacement will be chosen.

The selected students will each be given the same case, chosen by the Marketing faculty, and will be required to make a 30-minute oral presentation to a judging panel of three or five Marketing professors. The presentations will be open to students, faculty, and alumni, and may also be videotaped for later viewing by students, faculty, and alumni.

The judges will rate each student, on a scale of 1 (low) to 10 (high), on how well the presentation meets the nominating criteria. After all the students have made their presentations, the scores will be totaled. The student with the highest score will be declared the winner. In the event of a tie, the winner will be determined by a majority vote of the judging panel.

The winner will be announced by the Dean at coffee on the first day of second-year classes. The winner will receive a small cup or plaque, will have his or her name engraved on the Strauss Cup (which will be kept at the Darden School), and will receive a check for half of the income earned on the Strauss Cup fund from the previous year.

F. MISCELLANEOUS

1. Expectation of English Fluency

All students are expected to come to Darden with sufficient English fluency to enable them to be successful in the MBA Program. Consequently, no students taking classes in the MBA Program will be given extra examination time based on language-fluency grounds.

2. Notification regarding Deaths in Student Families

It is School policy to notify the faculty of deaths in student families.
3. Use of School Letterhead by Student Organizations

Student organizations may use the School letterhead with the words “student correspondence” printed in the upper right-hand corner of the page. This privilege is to be allowed to the student organization provided it undertakes to formulate a list of regulations governing the proper use of this stationery.

4. Reimbursement of Student Research Expenses

The policy of the School is not to reimburse students for research expenses incurred in the compilation of case studies to be used by the School in instruction and for other purposes unless such expenses cause real hardship to the student.
VI. THE FACULTY

A. GENERAL FUNCTIONS (INFORMAL STATEMENT)

- To set standards for admission to the School
- To approve the curriculum
- To establish standards for the degrees
- To recommend men and women for degrees
- To make exceptions to the usual degree standards when it sees fit to do so

B. APPOINTMENTS POLICIES AND PROCEDURES

This statement on policies and procedures for appointments lays down guidelines for faculty activities in the various academic ranks, establishes criteria for promotion to higher academic rank and for appointment to a position without limit of time (without term; that is, a tenured position), and provides for certain practices to be followed in documenting faculty achievement.

The Dean shall endeavor to discuss career progress and professional development at least annually with each member of the faculty, especially with those whose promotions are pending within two years.

The area coordinator and the Associate Dean for Faculty are charged with the responsibility of assisting each faculty member on a tenure track with his/her professional development. The area coordinator and the Associate Dean for Faculty should assist the faculty member on a tenure track in preparing a professional development plan and should review the plan annually. If School or external demands conflict with this plan, it is appropriate for the faculty member to discuss the situation with the area coordinator and the Associate Dean for Faculty.

Nothing in this document shall alter the practice established since the founding of the School that recommendations for promotion shall be made to the Provost by the Dean with the advice of the Appointments Committee and tenured faculty. (See Provost’s Memo No. 6 for a description of the University of Virginia’s promotion and tenure policy for full-time teaching faculty.)

To assist with appointment decisions, the Dean will appoint an Appointments Committee consisting of tenured members of the faculty. The chair of that committee will be a tenured full professor, and the Associate Dean for Faculty shall be an *ex officio* member of the committee. The committee will normally include two or more tenured associate professors.
This committee will be known to the entire faculty and will advise the Dean on all decisions involving reappointment, promotion, or tenure for tenure-track faculty up to and including the rank of full professor and on any other personnel actions at the request of the Dean. The committee will function as a whole in developing its procedures and policies but will act in two groups when considering individual candidates. The entire committee will evaluate and advise the Dean on all candidates for decisions up to and including tenure as an associate professor. The tenured full professors on the committee will consider candidates for full professor.

In addition to sharing its advice directly with the Dean, the committee shall make its recommendations known to the tenured faculty for all candidates through the level of tenured associate professor and to the tenured full professors for all candidates for full professor. These tenured-faculty groups will also advise the Dean.

C. POLICIES AND CRITERIA FOR APPOINTMENTS

1. Assistant Professor

The initial appointment at this rank is usually for a period of three years. Persons appointed to this rank are normally those who appear to have the capacity to become outstanding teachers and committed faculty members. By “committed faculty members,” we mean individuals who appear likely to become committed to the School’s objectives and who show evidence of wanting to participate wholeheartedly in achieving these objectives not only through formal instruction but also through contributions to the operations of the School’s programs. This commitment also involves an active intellectual curiosity and a desire to produce and to publish scholarly contributions to the advancement of business administration. The self-development emphasis at this rank, therefore, is usually (in order of priority)

- to develop classroom teaching skills in the MBA Program,
- to publish the results of scholarly endeavors, and
- to demonstrate potential to work effectively with the practicing manager.

Persons holding the rank of assistant professor should avail themselves of opportunities to discuss their teaching, course development, and research activities with one or more of the members of the tenured faculty on a regular basis (at least once a year). It would be appropriate for such discussion, at least in a faculty member’s early years at the Darden School, to review some specific classes attended by the senior faculty member.

Persons holding their initial appointment at the rank of assistant professor will normally be evaluated for a further appointment during the last year of their term but may be evaluated at any time during the term of their appointment. This evaluation will produce one of three decisions:
VI Policies and Criteria for Appointments (cont’d)

- a further appointment as assistant professor for three years (the normal outcome if the criteria for satisfactory progress are met),

- promotion to associate professor, or

- termination of the appointment at the end of the contract term. If the review does not occur until the third year, and the decision is made to terminate the appointment, the candidate will be offered a terminal appointment for one additional year as an assistant professor.

2. Assistant Professor (second appointment)

Persons receiving a second three-year appointment as assistant professor have demonstrated their effectiveness in classroom teaching and in publishing the results of scholarly endeavors, and appear to have the capacity to make a substantial contribution to the School as a leading institution of graduate business education. The self-development emphasis at this stage of their careers, therefore, is usually (in order of priority)

- to develop and teach an elective course or a major segment or module of a required course, including preparation of teaching materials, and in so doing to contribute significantly to the improvement of the School’s curriculum;

- to share with the outside world, academic and business, his/her learned observations, research findings, and/or pedagogical methods;*

- to develop the ability to communicate with practicing managers through some combination of effective executive education and problem-solving activities;

- in those areas offering a doctoral degree, to contribute to the education of candidates for the doctoral degree;

- to demonstrate through service on committees within the School both the willingness to contribute to the management of the School and the ability to work with his/her colleagues to further the School’s objectives; and

* The term “pedagogical methods” implies more than, for example, cases and teaching notes. It implies the conceptual approach to designing and teaching the subject matter of a course or course segment and exposing this conceptual approach to the examination of learned persons outside the School itself—for example, the publication of an instructor’s guide, a textbook, or a published address to a learned convention.
• to demonstrate the capacity to contribute to the development of his/her area by actively participating in the activities of at least one of the professional societies in his/her field. Such activities include presenting papers at annual meetings as well as serving on the society’s committees.

Persons holding their second appointment at the rank of assistant professor will normally be evaluated for a further appointment during the last year of their term but may be evaluated at any time during the term of their appointment.

An evaluation that occurs before the final year of the appointment will normally produce one of two decisions:

• appointment to associate professor for the balance of the term of the appointment or

• no change in the terms of the appointment.

An evaluation in the final year of the second appointment of an assistant professor will normally produce one of two decisions:

• appointment to associate professor without term or

• no further appointment. If the review does not occur until the final year of the contract term, and the decision is made not to offer an appointment without term, the candidate will be offered a terminal appointment for one additional year.

3. **Associate Professor**

Persons appointed to this rank have demonstrated their effectiveness in classroom teaching and in publishing the results of scholarly endeavors, and appear to have the capacity to make a substantial contribution to the School as a leading institution of graduate business education. Those faculty who have not held prior appointments at the Darden School will also be expected to show the capacity to become “committed faculty members,” as discussed in the criteria for assistant professors.

The initial appointment at this rank could be as long as five years.

The self-development emphasis at this rank is usually (in order of priority)

• to develop and teach an elective course or a major segment of a required course, including preparation of teaching materials, and in so doing, to contribute significantly to the improvement of the School’s curriculum;
VI Policies and Criteria for Appointments (cont’d)

• to share with the outside world, academic and business, his/her learned observations, research findings, and/or pedagogical methods (as defined in the note on p. 71);

• to develop the ability to communicate with practicing managers through some combination of effective executive education and problem-solving activities;

• in those areas offering a doctoral degree, to contribute to the education of candidates for the doctoral degree;

• to demonstrate through service on committees within the School both the willingness to contribute to the management of the School and the ability to work with his/her colleagues to further the School’s objectives; and

• to demonstrate the capacity to contribute to the development of his/her area by actively participating in the activities of at least one of the professional societies in his/her field. Such activities include presenting papers at annual meetings as well as serving on the society’s committees.

Persons holding the rank of associate professor should avail themselves of opportunities to discuss their teaching, course development, and research activities with one or more members of the tenured faculty on a regular basis (at least once a year). It would be appropriate for such discussions, at least in a faculty member’s early years at the Darden School, to review some specific classes attended by the senior faculty member.

Persons holding the rank of associate professor will normally be evaluated for an appointment without term during the fourth year of a five-year term or during the sixth year of their faculty appointment, whichever comes first. This evaluation will normally produce one of the following decisions:

• appointment to associate professor without term or

• no further appointment. If the review does not occur until the final year of the contract term, and the decision is made not to offer an appointment without term, the candidate will be offered a terminal appointment for one additional year.

4. Associate Professor Without Term

An appointment “without term” is commonly called “tenure.” A person receiving an appointment without term has normally demonstrated that he or she has achieved to an outstanding degree the self-development goals pursued at the associate professor level, has demonstrated a richness of character that presages a continuation of intellectual development and contribution to the School, and is judged to have the beginnings of a national recognition as an outstanding educator and authority in his/her field. To support the achievement of national recognition, the Dean’s Office will gather written testimony from sources outside the University
of Virginia community and will present these data to the Appointments Committee for its advice and counsel.

Under normal circumstances, persons holding the rank of associate professor without term can expect frequent opportunities to discuss with the Dean’s Office and with various full professors their progress in achieving national recognition as outstanding educators and authorities in their field and in sustaining their commitment to serve the School and the University.

Persons holding the rank of associate professor without term may be evaluated for an appointment as full professor at any time at the discretion of the Dean’s Office and the Appointments Committee.

5. Professor

Persons appointed to this rank have normally achieved national recognition as outstanding educators and authorities in their field while continuing to contribute at a superior level to the educational mission of the Darden School. To support the achievement of national recognition, the Dean’s Office will gather written testimony from sources outside the University of Virginia community and will present these data to the Appointments Committee for its advice and counsel. Although the nature and sources of this testimony will vary by candidate, the purpose of this evidence will be to demonstrate that the candidate’s accomplishments and reputation match those of incumbents in schools considered to be comparable in quality and aims with the Darden School.

6. Endowed Chair Professor

Endowed chairs are preferably established in the name of an individual and carry no reference to a specific functional area of business or industry. The most desirable appellation is, for example, the Doe Professor of Business Administration.

In addition to honoring the individual(s) for whom a chair is named, the donor(s) of the endowment honors the Darden School. It is the responsibility of the Dean’s Office to ensure that the holder of an endowed chair is an individual whose reputation and accomplishments reflect honor on both the individual(s) for whom the chair is named and the Darden School.

a. CHAIRS WITHOUT TERM

An endowed chair may be granted for the purpose of attracting an outstanding individual to the Darden School at the full professor rank or may honor an outstanding full professor of the Darden School faculty.

To hold or to be hired at the rank of full professor at the Darden School, individuals must have already demonstrated outstanding achievement as educators or researchers, commitment to the School’s objectives and programs, a richness of character that presages a continuation of their intellectual development and contributions to the School, and must have achieved national
recognition for their efforts. Their accomplishments and reputations must compare favorably with those of incumbents in schools considered to be of like quality and aims to those of the Darden School. Going beyond these criteria to define the criteria for the holder of an endowed chair is, therefore, a difficult task.

It is somewhat easier to define what the criteria are not. Endowed chairs are not granted for the purpose of alleviating the financial need of the nominee, nor are they granted for the purpose of persuading a Darden School faculty member to remain at the School. Endowed chairs are not considered rewards for seniority, nor are they established for or passed on to faculty members within the same or similar business disciplines or functional areas.

Given the high standards established for appointment to full professor in terms of achievement, character, commitment, and recognition, candidates for endowed chairs are nominated by the Dean to the Provost based on a single but complex criterion:

The candidate’s accomplishments and reputation compare favorably with those of incumbents of endowed chairs in schools considered to be of similar quality to that of the Darden School.

To support a recommendation, the Dean will gather written testimony from sources outside the University of Virginia community.

Chairs without term are to be awarded for outstanding professional contribution based on careful review of the candidates’ credentials and accomplishments. Chairs without term typically are part of the University’s Eminent Scholar Program and are subject to those requirements.

Each fall the Dean shall appoint a three-person advisory group normally composed of the Associate Dean for Faculty and two current holders of chairs without term. This group will solicit a list of candidates from the Dean and the holders of chairs without term. The advisory group will review the credentials (CVs, annual reports, three-year summaries, research, and teaching materials) of the candidates and make a report to the Dean and chaired professors without term. The Dean will seek the advice of this group as he or she sees fit. The Dean will make the final decision regarding which, if any, candidates will be nominated for chairs without term. The Dean will obtain outside letters on appointees before submitting the nomination to the Provost.

b. TERM CHAIRS

Nomination of individuals to hold term chairs is the responsibility of the Dean. Holders of term chairs must have attained the rank of Associate Professor or higher. Criteria for appointment include an excellent record of scholarship and demonstrated teaching abilities. There may be additional criteria depending on the stipulations associated with a particular chair.
D. OUTSIDE EMPLOYMENT AND COMPENSATION

1. Statement on Outside Employment and Compensation

It is assumed that the primary interest of full-time faculty members will be the University of Virginia Darden School and that their time and energies will be primarily devoted to furthering the objectives of the School.

It is expected that full-time faculty members will not engage in outside activities for compensation without the knowledge and approval of the Dean.

2. Policy on Consulting by Faculty of the University of Virginia (received from the Provost’s Office 10/1/73)

a. GENERAL STATEMENT OF POLICY

The Policy of the University of Virginia permits faculty to consult for agencies outside of the University and, under exceptional circumstances, to receive supplemental compensation for responsibilities assumed on an overload basis within the University. Consulting shall be construed in the broad sense as outside professional activities in which faculty engage for compensation.

Permissible external consulting or internal overload responsibilities undertaken for supplemental compensation may not jeopardize the ability of the individual to fulfill the obligations which he/she has assumed by accepting an appointment to the faculty.

b. EXTERNAL CONSULTING

External consulting will be undertaken only to further the professional development of the individual in a way which will enhance his/her contribution to the University of Virginia.

Public service or activities in professional organizations that are directly related to a University appointment, as determined by the appropriate academic dean, are considered a normal part of the responsibilities of a faculty member and are not accountable against the permissible consulting privilege.

c. INTERNAL OVERLOAD RESPONSIBILITIES UNDERTAKEN FOR SUPPLEMENTAL COMPENSATION

Internal overload responsibilities undertaken for supplemental compensation may be assumed only when the intended task is clearly outside the normal responsibilities of the individual as determined by the appropriate academic dean; when the conduct of the task is clearly in the best interest of the University; when the individual is eminently qualified to undertake the task; and with the understanding that such an internal overload is included within the time limits of the Policy. Continuing projects or projects occupying an identifiable amount of time over the
duration of a semester or more should be arranged on a released-time basis. Only a task or series of tasks that do not fit into such a time period can be considered for internal overload payments.

Examples would be short courses or workshops for which remuneration is received.

All internal overload commitments that are undertaken for supplemental compensation require prior approval by the appropriate academic dean. In addition, when such commitments will compose more than one-half of the total permissible consulting privilege of the faculty member, the prior approval of the Provost is also necessary.

d. EXTENT OF CONSULTING PRIVILEGES

For a full-time faculty member, the extent of external consulting and internal overload responsibilities undertaken for supplemental compensation may not exceed an average of one day in seven during the period of his/her academic appointment (e.g., 9 months or 12 months).

e. ELIGIBILITY OF ADMINISTRATIVE FACULTY FOR CONSULTING PRIVILEGES

Members of the faculty who also hold administrative assignments may undertake external consulting or internal overload responsibilities for supplemental compensation only with the approval of their dean, or, in the case of the dean of a school, the Provost. If a greater percentage of the assignment is devoted to administrative than to academic responsibilities, both the dean and the Provost should grant prior approval to the individual.

f. CONTINUING EDUCATION

Continuing Education is the primary extension from Charlottesville of the University, and the participation of the University faculty through Continuing Education is desirable and extensive.

According to University policy, activities undertaken through Continuing Education are considered as either external consulting or internal overload commitments, and as such must receive prior approval in every instance. For a faculty member, this approval is required from the dean; in the case of a dean, the Provost. The activities are considered a portion of and subject to the permissible limitation on external consulting and internal overload responsibilities undertaken for supplemental compensation.

For faculty holding full-time academic-year appointments, three contact teaching hours in Continuing Education equal one consulting day according to University policy. A consulting day consists of both preparation time and contact teaching hours. Both credit and noncredit activities are computed on a contact-hour basis, and rates of pay are established annually by the Provost and approved by the State.

In addition to full three-hour courses, other activities for which compensation is paid by Continuing Education, such as short courses, seminars, and conferences, are considered a portion
of and are subject to the permissible limitation on external consulting and internal overload responsibilities undertaken for compensation.

g. IMPLEMENTATION OF THE POLICY

The primary responsibility for implementation of and accountability under the Policy shall rest with the Provost, working through the deans of the schools.

Supplemental compensation for internal overload commitments requires the additional approval of the University Comptroller. Appropriate administrative procedures will be provided by the Provost and the Comptroller.

The Policy defines the permissible outside limits for external consulting and internal overload commitments undertaken for compensation. More restrictive regulations may be defined by individual schools, subject to the approval of the Provost.

The Policy is not made unilaterally by the University but may require the approval of any sponsoring agency to which a faculty member has an obligation.

E. FACULTY RESEARCH

It is the faculty’s position that research activity be regarded as an important School activity in which most faculty members should involve themselves on a regular basis. Toward this end, it is recommended that a significant portion of the School’s budget be allocated to research activities.

1. Research and Course Development Mission Statement

The Darden Graduate School of Business Administration is a professional school that seeks to better society by developing leaders in the world of practical affairs. Research and course development activities play a key role in achieving that mission by advancing the knowledge and practice of present and future managers. Our goal is to lead practice, and we see business practitioners as the primary source and ultimate audience for our research. As part of achieving this goal, Darden views faculty colleagues and professional associations as an essential audience and distribution channel for its research and as an additional mechanism by which our research may influence the practice of management. Integral to our strategy is the objective to be a pedagogical innovator and case-based curriculum developer.

Key elements of Darden’s mission are to

- provide pedagogical materials for degree and nondegree executive education programs that are based on current issues facing managers and reflect the best thinking in both business and academe;
lead in managerially relevant research that meets the present and emerging needs of business practitioners and managers;

conduct programs of research that combine a variety of empirical, theoretical, and methodological approaches in order to yield results of the highest quality and ultimate value to business practitioners;

develop and maintain faculty capabilities to understand and shape advancements in thinking and practice in academe and business; and

contribute to the general store of knowledge about business and organizations.

2. Statement on the Research Program

The faculty recognizes the paramount importance of superior teaching. It believes outstanding teaching rests on many elements, one of which is research. Unless there are compelling reasons that override, individual faculty members should engage in research leading to the writing of business cases or industry notes or teaching materials or to publishing articles or books. While publication may not always be scheduled precisely, each faculty member normally will strive for some worthwhile research each year.

Major research or case writing and publishing requiring a lighter-than-normal teaching load and/or financial backing will lead individual faculty members to request through appropriate channels the provision of the resources of time and/or money.

3. Statement on Research and Publication: Objectives and Priorities

The objectives of research identified with the Darden School are to improve the quality of our educational programs, to enable both students and practicing managers to understand more fully the processes of business and management, and to help the Darden School become a recognized center of learning and discovery.

Research priority should be given to areas of practical significance; to areas that are important to the School’s reputation, curriculum, and related programs; and to work that results in publication for an audience that is appropriate and important to the School.

The conclusions from research should normally be set down in writing so that the results can be shared with others. Publication of research and writings should have a high priority, for with the testing of ideas and conclusions in a wider forum of readership will come a sharper critical review and a more broadly based reputation for the School.

Not all writing and publication by the faculty will necessarily be the result of a particular research project. Frequently, notes, monographs, or books may be largely the codification of experience and insights gained through extended experience, analysis, and observation.
4. **Policy on Research Expenditures and Royalties**

One of the desired results of research activity is publication of the findings. Where the Darden School has substantially supported the research, a question may arise concerning ownership of rights to the publication.

This problem can best be solved by prior agreement before the research is undertaken. Such an agreement should specify a publisher and disposition of royalties and other rights, or it might merely say that publication rights belong to the School unless specifically waived. In this case, a project budget should be part of the agreement.

Prior agreement is not always possible. A publication may grow out of a series of time periods partly or fully spent on research. When a period of time for research is given to the faculty member, a specific publication may not be foreseen. Furthermore, in instances when a specific publication and related research budget are not part of a prior agreement, it is difficult to say how much of the work was done on the School’s time and how much on the person’s own time. In these instances, the School should not expect to have publication rights.

It may be that the School would wish to have first option on publication of the results of School-sponsored research. If this is the case, it should be part of the agreement with the faculty member made at the time he/she was given released time for research.

5. **Responsibility of Research, Course Development, and Doctoral Policy Committee**

It is the responsibility of the Research, Course Development, and Doctoral Policy Committee, under its chairperson, to facilitate the attainment of the objectives and goals of research activity at the Darden School (see Section VII-A-7).

F. **FIRST-YEAR SECTION FACULTY AND COORDINATORS**

1. **Functions and Purposes**

The purposes of the section faculty as a group and the section coordinator are

- to develop a consistent and effective learning environment within the section, including, if appropriate, assisting with social activities;

- to assist in keeping track of student performance in areas where collective knowledge may be superior to individual faculty awareness of student performance or problems;

- to facilitate coordination among courses by providing a forum for discussion and exchange of information;
• to assist new faculty in becoming familiar with the first-year program as a whole and to receive their ideas and suggestions; and

• to convey to the First-Year Program Committee chairperson suggestions for improving the overall first-year program.

2. Meetings and Activities

The section faculty should meet at the start of each semester and at such other times as the section faculty deem appropriate for carrying out the functions of the section faculty group.

3. Section Coordinator’s Responsibilities

The section coordinator is responsible for calling and chairing the section faculty meetings and, in general, for providing leadership for the section faculty group in carrying out its functions.

G. BUSINESS PROJECTS COURSE HEAD

The Business Projects course head, together with whatever administrative assistance is available, shall be responsible for

• the routine administration of the course, including supervision of financial arrangements and receipt and disbursement of funds through the Darden Foundation and signing and submitting the grades for the Business Projects course;

• cultivating project leads for Consulting Business Projects and for maintaining and circulating leads that may fall into the Case Development Project category, particularly on opportunities that link to issue-driven topics;

• developing marketing material that students can use in approaching clients and case prospects;

• working with Consulting Business Projects teams in locating clients and negotiating the terms of engagement with the client, including funding limited expenses associated with this effort;

• establishing due dates for project proposals and for final project reports and penalties for deadlines that are not met (faculty are not allowed to waive these dates or penalties without the agreement of the Business Projects course head);
• reviewing, together with faculty advisers, all Business Project proposals to ensure that projects are structured to meet the requirements established by the faculty; approving, together with faculty advisers, those projects that qualify; and assisting the students and faculty advisers in revising proposals that do not initially meet the criteria;

• approving, in collaboration with faculty advisers, the financial terms negotiated by Consulting Project teams; and

• striving to create uniform practices (e.g., interim evaluation) and standards to guide faculty in their responsibilities for supervising and grading Business Projects.

H. MISCELLANEOUS

1. Faculty Meetings

   a. MEETINGS OF THE DARDEN FACULTY

      • Purpose and Attendees

      The Dean shall periodically call for meetings of the Darden faculty to discuss matters of schoolwide interest and foster communication among the faculty, administrative staff, and Dean’s Office.

      The Darden faculty consists of all individuals who hold teaching and research appointments associated with the Darden School or administrative general faculty appointments associated with the Darden School. The Dean may invite to these meetings other members of the Darden administrative staff who hold significant management positions related to the various academic support and outreach activities at the School.

      Members of other faculties of the University shall be eligible to attend these meetings by special invitation from the Dean.

      • Voting

      Eligibility to vote at meetings of the Darden faculty shall be as follows:

      Faculty eligible to vote at meetings of the Darden faculty hold appointments at the Darden School without limit of time or are candidates for such positions; hold multiyear Darden School appointments and are involved in teaching or research at least on a half-time basis; or hold one-year Darden School appointments, are currently engaged in teaching or research on at least a half-time basis, and taught or performed research at the Darden School at least half-time the previous year.
Voting privileges can be extended to an invited member by the action of the eligible faculty. A Credentials Committee, composed of the Darden School’s representatives to the Faculty Senate, shall, using criteria that include the candidate’s level of involvement in the teaching and research activities of the School, present recommendations for extending voting privileges. Minutes of the meetings of the Credentials Committee shall be maintained in the Dean’s Office.

b. MEETINGS OF THE VOTING FACULTY

The Dean may call special meetings of the voting faculty at the Dean’s discretion.

c. GOVERNANCE

A Secretary of the Faculty shall be appointed by the Dean.

Minutes of meetings of the Darden faculty and voting faculty shall be maintained by the Secretary of the Faculty, and all matters pertaining to the educational policies and procedures of the Darden Graduate School of Business Administration shall be recorded in the Academic Policies and Procedures Manual by the Secretary of the Faculty.

*Robert’s Rules of Order* shall be used by the Dean to govern the conduct of business.

2. Faculty Titles

Insofar as possible in the recruitment of new faculty, it will be School policy to engage individuals to whom that title “of Business Administration” will be appropriate and acceptable.

3. Faculty Handbook

The University of Virginia publishes a *Faculty Handbook* that contains a variety of information about University policies and procedures, including the University’s grievance procedures. Copies of this handbook are available in the Dean’s Office. It is also available on the Web at <http://minerva.acc.virginia.edu/~provost/handbook.htm>.

4. Awards Made by or on Behalf of the Faculty

Awards made by or on behalf of the Darden faculty or in which faculty members participate as representatives of the faculty or in a venue or setting that implies the awards are being made with faculty approval shall be established only with the consent and approval of the Darden faculty.

Because certain awards were not established by the Darden faculty but are made by it or by faculty members representing the Darden faculty or on occasions where the venue implies that the awards are being made with faculty approval, the following awards are hereby approved and should be considered approved from the time they were initiated: Samuel Forrest Hyde Memorial Fellowship, C. Stewart Sheppard Distinguished Service Award, William Michael Shermet
Award, Wachovia Award for Excellence, Robert Strauss Award, and Frederick S. Morton Leadership Award.

It is the responsibility of the MBA Policy Committee to review proposed awards to be made by or on behalf of the faculty, or awards whose manner of granting implies that they are being granted with faculty approval. The MBA Policy Committee will make a recommendation to the faculty with respect to the establishment of any such award.

5. Faculty Roles in Student Enterprises, Businesses, and Ventures

a. PREFATORY COMMENTS

The number of students who are engaged in venturing, broadly defined, is significant. With the Batten Institute, we are likely to continue to attract students interested in entrepreneurship, and we are committed to programs that will support their professional development.

Many of these ventures are conceived and developed, all or in part, while students are enrolled in the Darden degree programs. Students, through a variety of means, can advance their projects by participating in a variety of for-credit courses (e.g., Darden Business Projects, electives) as well as noncredit activities (e.g., the Progressive Incubator, the business-concept competition).

Students naturally look to faculty for guidance and support in developing their ventures, and faculty can often be of great help to students in advancing their ventures.

b. POTENTIAL FOR CONFLICT OF INTEREST IN FACULTY ROLES

- Our role as faculty is to create and evaluate learning experiences for our students, experiences that lead to profound professional development. Given the need for freedom from bias, we need to avoid real or perceived conflicts between (1) our role in supporting the professional development of our students, setting academic standards, and evaluating and grading student performance and (2) faculty involvement in ventures (as paid business advisers, paid consultants, investors, equity holders, and board members).

c. PROVISIONAL POLICY AS OF SEPTEMBER 18, 2000

There is a strong presumption that faculty involvement in student ventures creates a conflict of interest. When actual and potential conflicts are present, faculty involvement in student ventures must not be permitted. When there is no real conflict given (1) the nature of the faculty member’s involvement in the venture and (2) the faculty member’s role in the student’s educational activities, the appearance of a conflict of interest can be avoided by disclosure of the faculty member’s involvement to other appropriate faculty members.

Consistent with the Provost’s policies regarding faculty consulting and non-University activities, the following provisional policy is effective September 18, 2000:
Before a faculty member becomes involved in a student enterprise as a paid business adviser, paid consultant, board member, investor, or equity holder, or in any similar role where the faculty member will gain a certain or prospective financial benefit, the faculty member must

- advise the Dean in writing of the proposed arrangement, and

- gain prior approval from the Dean before the faculty member assumes any of the roles identified above.

The Dean may seek advice from a panel of faculty in situations warranting additional analysis and discussion.
VII. COMMITTEES

A. STANDING COMMITTEES OF THE FACULTY

Standing committees of the faculty shall represent the faculty in key academic and academic-support areas. Each faculty committee shall be appointed annually by the Dean with a chairperson named who is responsible for the committee’s effective operation and for reporting to the faculty.

1. Academic Standards

Purpose: The Academic Standards Committee is a committee of the faculty with the following responsibilities:

- to review student grades at the end of each semester and at other times in accord with the grading system adopted by the faculty for the purpose of determining which students have not met the standards,

  informing students who have not met established grade requirements that they are not eligible to continue in the MBA Program or that they have been placed on probation,

  considering and acting upon petitions for readmission to the MBA Program, petitions to extend the normal time horizon for the completion of the Program, or action plans submitted by students in case of probation, and

  monitoring student progress;

- to approve a procedure to make up an F grade for a required course, or first-year program elective, that includes the F grade being reported on the transcript with the notation “fulfilled requirements stipulated by the Academic Standards Committee”: if the student requests a make-up program with endorsement of the course head, if the Academic Standards Committee accepts the program, and if the course head advises the Academic Standards Committee in writing that the work has been completed satisfactorily;

- to present to the faculty for approval the names of those students who, having fulfilled the established grade and course requirements, are candidates for the MBA degree;
• to select students to receive the Darden School Faculty Award for academic excellence. The procedures for selection are those approved by the faculty;

• to report periodically to the faculty regarding the committee’s activities.

See also Section II-E, Standards.

Membership: The committee consists of five faculty members appointed by the Dean.

2. Academic Support Policy

Purpose: The Academic Support Policy Committee is a committee of the faculty that represents the faculty and advises the Associate Dean for Administration, the Chief Technology Officer, and the Dean with respect to all matters of academic support, including the use and integration of computing, audiovisual, library, communication, and reproduction technology to support the mission and strategic direction of the School. The committee shall also consider staff personnel policies and procedures—consistent with current, mandated State, University, and Foundation personnel policies—designed to foster a positive and productive work environment in the Darden School and Foundation.

Membership: This committee shall consist of at least five members, appointed annually by the Dean, from the faculty and administrative staff. A majority of the members and the chair shall be members of the teaching faculty. The Associate Dean for Administration and the Chief Technology Officer shall serve as members of the committee.

3. Doctoral Program Operating

Purpose: The Doctoral Program Operating Committee is responsible for the implementation and execution of faculty-approved motions and procedures concerning the Doctoral Program.

Membership: The committee will be chaired by the director of the Doctoral Program and include the major-field advisers for each active doctoral offering.

4. Executive Education Policy

Purpose: The Executive Education Policy Committee is a committee of the faculty responsible for bringing to the faculty recommendations on matters of mission, strategy, policy, and curriculum regarding nondegree education programs conducted for individuals, businesses, and other organizations interested in business issues and practices. The committee also represents the faculty in providing advice and counsel to the Associate Dean for Executive Education regarding matters of strategy and operations and the integration of Executive Education with other educational and developmental activities of the School.
Membership: Members of the committee shall be appointed by the Dean and shall include the Associate Dean for Executive Education, the director of Executive Education, and at least seven additional members, one of whom shall be appointed by the Dean to serve as chairperson.

5. MBA Policy

Purpose: The MBA Policy Committee is a committee of the faculty responsible for bringing to the faculty recommendations on matters of policy and curriculum relative to the MBA Program and to any joint-degree programs involving the MBA, as well as the related activities of admissions and placement. It is the responsibility of the MBA Policy Committee to review proposed awards to be made by or on behalf of the faculty, or awards whose manner of granting implies that they are being granted with faculty approval. The MBA Policy Committee will make a recommendation to the faculty with respect to the establishment of any such award.

Membership: Members of the committee shall be appointed by the Dean and shall include the chairperson of the First-Year Program Committee, the second-year coordinator, the Associate Dean for MBA Education, the Associate Dean for Faculty, and at least three other members, one of whom shall be appointed by the Dean as chairperson.

6. First-Year Program

Purpose: The First-Year Program Committee is responsible for administering the first-year program in accordance with the policies and plans of the faculty. In addressing that charge, the committee shall manage the academic portion of the first year of the MBA Program and the relationships among the first-year courses and between the first-year courses and other first-year activities. In managing the first-year program, committee responsibilities include: scheduling, coordination of the work load, coordination of the curriculum, issuance of assignments, evaluation of the day-to-day learning experience, coordination of the grading and student-evaluation process, integration of appropriate first-year cocurricular and professional-development activities, and the general management and administration of the first-year program. The committee shall recommend an individual to the faculty for the Hyde Memorial Fellowship and shall award, at its discretion, the William Michael Shermet Award(s).

Membership: Members of the committee shall be the course heads of each first-year course, the first-year section coordinators, and a chairperson appointed by the Dean. Ex officio members of the committee shall include the director of Student Affairs, the director of Career Services, and the Associate Dean for the MBA Program.

7. Research, Course Development, and Doctoral Policy

Purpose: The Research, Course Development, and Doctoral Policy Committee is a committee of the faculty responsible for bringing to the faculty recommendations on matters of policy concerning the School’s research and course development and the Doctoral Program. The committee shall also represent the faculty in providing advice and counsel to the Associate Dean for Faculty and the Dean on the goals, strategy, and major policies of the School concerning
research, course development, and the Doctoral Program. The committee shall work to encourage, facilitate, and improve all aspects of the research, course development, and doctoral activities; make proposals to the Associate Dean for Faculty and the Dean covering School-sponsored research, course development, and doctoral activities; and make recommendations to the Associate Dean for Faculty and the Dean concerning proposals of individual Darden School faculty members for School-sponsored research or course development.

*Membership:* The committee shall be appointed by the Dean and include the director of the Doctoral Program and the Associate Dean for Faculty.

### B. OTHER SCHOOL COMMITTEES

The following committees are appointed by the Dean and serve at the pleasure of the Dean.

1. **Appointments**

   The Appointments Committee is composed of tenured faculty. It advises the Dean on appointments and promotions at the School according to the criteria outlined in Section VI-B, Appointments Policies and Procedures.

2. **MBA Program Advisory Group**

   The MBA Program Advisory Group is established as a forum to discuss areas of mutual concern among students and MBA Program faculty leaders. The group exists to bring to the attention of student and faculty committees, the Dean and senior administrators, the Darden Student Association, and University officials problems, opportunities, and concerns arising from the continual pursuit of excellence in MBA Program education at the Darden School.

   The MBA Program Advisory Group is chaired by the Associate Dean for MBA Education. The membership of the group is composed of elected section representatives from the First-Year Class, the president and vice president of the Darden Student Association, the president of the JD/MBA Society, the director of Student Affairs, the chair of the first-year program, and the second-year coordinator.

### C. **AD HOC COMMITTEES**

*General Rule:* When *ad hoc* committees are voted by the faculty, the faculty shall include in its vote, whenever possible, the date on which the committee shall report, and unless the report is not made on that day or the life of the committee is extended by further vote, the committee shall be discharged.
D. UNIVERSITY SENATE

1. Number of Representatives

The School is entitled to two elective seats in the University Senate.

2. Method of Election

Faculty representatives from the School hold office for four-year terms. Normally, the terms are staggered, with elections held by the faculty biennially.