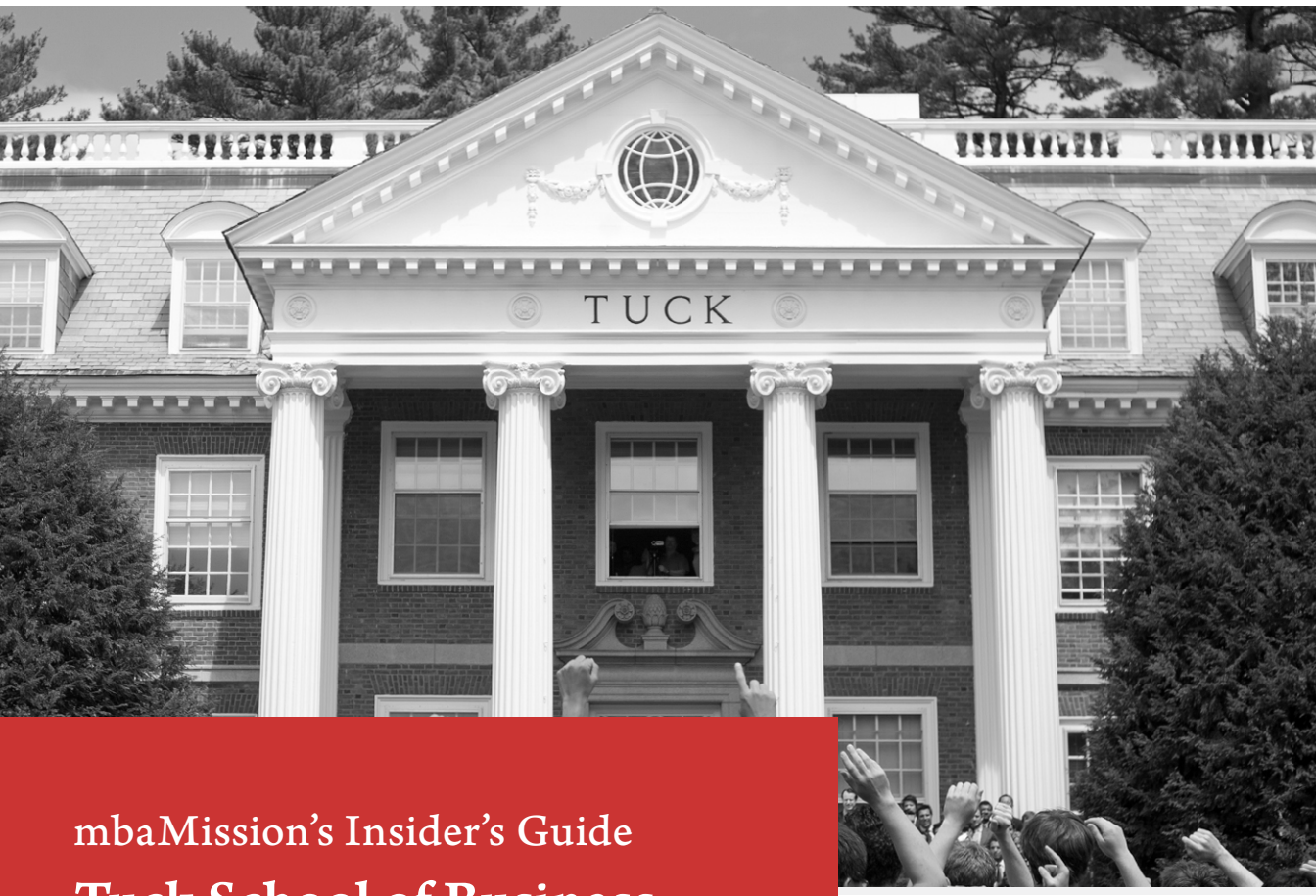
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mbaMission's Insider's Guide

Tuck School of Business

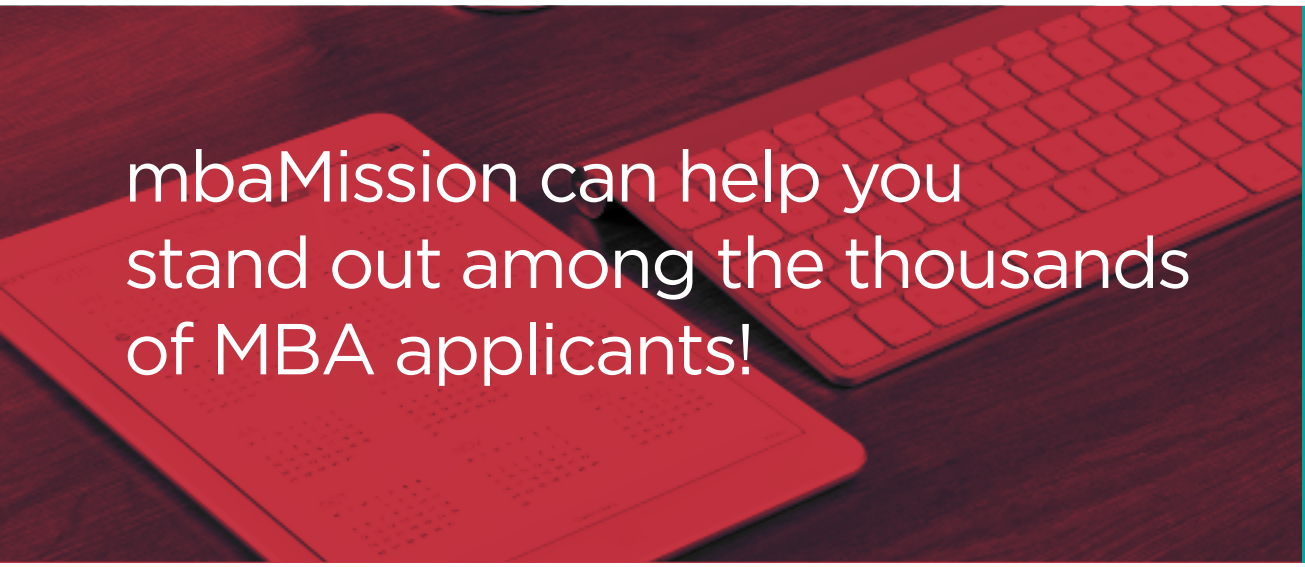
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About mbaMission

Since Ambassadorial Speechwriter and MBA Jeremy Shinewald founded mbaMission in 1999, we have worked closely with business school candidates from around the world, successfully guiding them through the entire admissions process ("from start to finish") and ensuring that each of their unique attributes is showcased in a creative, compelling, and focused way. We are published authors with elite MBA experience who work one-on-one with clients to discover, select, and articulate the unique stories that will force admissions committees to take notice. We work on all aspects of the application process, helping to reduce candidates' stress levels and maximize applicants' chances of gaining admission to top American and international business schools.

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

Introduction

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

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

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

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

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

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

John A. Byrne
Founder & Editor-In-Chief
PoetsandQuants.com

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In addition to our paid client services, we offer a number of free resources to aspiring MBAs on our Web site. Download one or all three of the following guides at no charge, to help you pinpoint the right school for you, master the ever-important personal statement essay, and optimize your social media presence before you submit your MBA applications.

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In addition, you will find a number of regular series on our blog that focus on recent happenings in the MBA world, special offerings and top professors at the leading schools, lesser-known programs that deserve attention, advice for strengthening your application and other valuable topics:

- Monday Morning Essay Tips
- Mission Admission
- Professor Profiles
- Beyond the MBA Classroom
- Admissions Myths Destroyed
- Friday Factoids
- GMAT Impact
- What I Learned at...
- B-School Chart of the Week
- Diamonds in the Rough

Each application season, we also provide essay question analyses for the top schools and exclusive interviews with admissions directors.

Be sure to follow us on Twitter (@mbaMission) and "Like" us on Facebook for great MBA admissions tips, news, company updates, and other valuable information.

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The MBA Program in Context:

Choosing Tuck

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

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

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

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

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

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

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

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

1. Location: Urban Campus Versus College Town

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

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

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

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

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

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

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

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

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

Average Monthly Rent for a One-Bedroom Apartment			
NYU Stern	New York, NY	$3,508	within .06 mile radius of campus
Columbia Business School	New York, NY	$2,399	within .20 mile radius of campus
Stanford GSB	Stanford, CA	$2,396	within .88 mile radius of campus
MIT Sloan	Cambridge, MA	$2,231	within .34 mile radius of campus
Harvard Business School	Cambridge, MA	$2,220	within .16 mile radius of campus
UCLA Anderson	Los Angeles, CA	$1,629	within .39 mile radius of campus
Chicago Booth	Chicago, IL	$1,612	within .17 mile radius of campus
UC Berkeley Haas	Berkeley, CA	$1,303	within .34 mile radius of campus
UPenn Wharton	Philadelphia, PA	$1,173	within .31 mile radius of campus
Northwestern Kellogg	Evanston, IL	$1,138	within .88 mile radius of campus
Michigan Ross	Ann Arbor, MI	$1,126	within .14 mile radius of campus
Yale SOM	New Haven, CT	$1,107	within .18 mile radius of campus
Dartmouth Tuck	Hanover, NH	$1,013	within 1.54 mile radius of campus
Cornell Johnson	Ithaca, NY	$888	within .20 mile radius of campus
UVA Darden	Charlottesville, VA	$844	within .67 mile radius of campus
Duke Fuqua	Durham, NC	$686	within .72 mile radius of campus

According to Rentometer.com, accessed May 2016.

In 2011, *Money Magazine* named Hanover, New Hampshire, the sixth best place to live in the United States. The magazine's top 100 list focused on smaller towns that "stand out in the qualities American families care about most—great job opportunities, top-notch schools, safe streets, economic strength, nice weather, plenty to do, and more," which seems to accurately sum up the atmosphere of the Tuck School of Business Administration at Dartmouth College—known to most as simply Tuck. With a population of just over 11,000, Hanover is a college town that is generally known for its charm. In fact, the town is heavily influenced by Dartmouth, a medium-sized private college with more than 6,000 undergraduate and graduate/professional students. "When you come to Tuck, you really feel like you're away at school," a second-year student told mbaMission, adding, "The town is owned by Dartmouth."

Aspiring MBA students are drawn to Tuck not only because of the strength of the MBA program, but also because of the school's culture. An alumna with whom we spoke fell in love with Tuck the day she visited the school: "Tuck has a really nice campus that is separate from the rest of the school. During my first visit, I learned that you can leave your things anywhere on campus and [they] will be there when you go back … even your computer! Tuck students are really comfortable with each other, and you always feel like you're hanging out at your friend's house."

This level of comfort is due in part to Tuck's close-knit residential community. More than half the first-year class lives on campus in furnished dorm rooms with private baths, such as in Tuck's Whittemore Hall, which opened in 2000, and the sleek and modern Living and Learning Complex, which opened in January 2009 (and which includes Achtmeyer and Pineau-Valencienne Halls). Tuck's residential community also provides convenience, allowing classmates to easily meet for study group sessions and social activities.

At roughly $11,000 to $14,000 per school year, the cost of on-campus housing is comparable to that of off-campus accommodations. However, only single students are eligible to apply for on-campus housing, which is limited to 145 rooms and is determined through a lottery. Referring to the quality of Tuck's living options, a first year we interviewed commented, "There is no bad place to live on Tuck's campus." A second-year student told mbaMission that the dorms are "one of the really cool things for single people coming to Tuck. Because the dorms are connected to the classrooms, you get a large group of people who live, study, party, hang out, do everything in this series of buildings, which builds community."

A notable percentage Tuck students with families and partners choose to live in Sachem Village, Dartmouth's graduate student complex located less than two miles from campus on the other side of Hanover. A second-year student and resident of Sachem Village told us, "The apartments and townhomes in Sachem Village are really nice. Residents can even bring their pets and purchase washers and dryers to install in most apartments." Another described Sachem Village as "a mini Tuck community." Rents in Sachem Village range from approximately $895 per month for a small two-bedroom unit, not including heat and hot water, to approximately $1,925 per month for a three-bedroom, two-bath home, including heat and hot water. A

representative from the Dartmouth Real Estate Office told mbaMission that Sachem Village rents are generally comparable with current market prices.

Second-year students have off-campus housing options in Hanover and neighboring towns, which can be as close as a 10–15 minute walk to campus or as far as a 10–20 minute drive. Advance Transit provides free public bus service between the Dartmouth grounds and nearby communities, according to Tuck's Web site. For those who prefer to live alone, one-bedroom apartments closer to campus tend to cost between approximately $700 and $1,300 per month, sometimes including heat and hot water. However, many students share housing and rent country homes in Hanover and neighboring towns. These options can range from $1,000 per month for a small two-bedroom house to $4,000 per month for a larger home, with most houses closer to $1,400 per month for a three-bedroom, two-bath ranch-style home. The Dartmouth College Real Estate Office offers an online search tool for local rental listings that can be found at http://dartmouthre.com/upper-valley-rentals/. One second-year student described the homes in the area as simply "stunning," though he jokingly added, "Some of the homes are so nice that some homeowners only rent to women."

But what is life really like in Hanover? Some applicants might be surprised to discover that Hanover has only a few bars and absolutely no nightclubs. However, candidates should not fear being bored in Hanover. A second-year student we interviewed shared that "Tuck students create their own fun." The school's students, known as "Tuckies," never lack for things to do on campus, because student groups and first- and second-year social chairs plan frequent activities that help keep the Tuck community connected. A first year with whom we spoke likened Tuck to an all-inclusive resort because the school and various student groups sponsor so many activities throughout the year.

Indeed, Tuckies enjoy a seemingly constant stream of social events, including parties (both public and private), game nights, ski trips, and performances at The Lebanon Opera House or the Hopkins Center for the Arts (known as "The Hop Theatre"). Tuckies also have multiple opportunities to socialize with classmates over drinks or dinner at local restaurants. The number one spot, according to one second year, is Murphy's, "a great Tuck spot, where you will always run into a bunch of Tuckies every night of the week. And the food is pretty good, too." Other local restaurants include the Dirt Cowboy Cafe, Sushiya, and Ramunto's Brick and Brew Pizzeria. In addition, several upscale restaurants exist in Hanover, such as the Canoe Club, or within easy driving distance, such as Carpenter and Main in nearby Norwich, Vermont. One second-year student told mbaMission that Simon Pearce, the famous glassblowing workshop, also has an upscale wine bar and bistro, called The Mill at Quechee (or simply the Simon Pearce Restaurant), on the Ottauquechee River in Vermont, which is great for date nights and is only a 20-minute drive from campus.

Tuck students also spend time together enjoying the outdoors. Hanover lures people out into the fresh air all year long and offers a multitude of activities that allow residents to enjoy some of the nation's most spectacular natural settings. In addition to extensive athletic and fitness facilities, Dartmouth has its own

18-hole golf course, downhill ski area, and rowing club. A recent alumna we interviewed said that most of the students in her class were very athletic and outdoorsy. Frequent group activities included indoor and outdoor hockey, skiing, nature walks, snowshoeing, bike riding, and hiking.

However, one second year admitted to us, "It can be overwhelming at times to always see your classmates." If students need an escape, several options are available for day and weekend trips throughout New England. Also, students can easily reach major metropolitan cities such as Boston and New York by car (two- and four-hour drives, respectively), and people travel regularly to these cities on the weekends for interviews, social functions, and even salon services. A large number of Tuck students have cars, and a second year mentioned that students will sometimes email the entire class to solicit or offer a ride. Also, Dartmouth Coach, a luxury bus line, offers round-trip transportation to/from Boston for approximately $40–$60 and round-trip transportation to/from New York City for approximately $160.

A final element to consider when evaluating Tuck is whether you can handle the New England winter. With average high temperatures during wintertime ranging from 28 to 33 degrees Fahrenheit and average lows ranging from 10 to 17 degrees Fahrenheit, Hanover can get pretty cold. Moreover, the wind chill factor can make things feel even more frigid, and according to students we interviewed, the snow can be intense as well. However, underground tunnels connect Tuck's dorms and academic buildings, giving students an easy way to avoid the elements. When we asked a second-year student about his reactions to the weather, he told us, "To outdoor enthusiasts and those who love winter weather and winter sports, Dartmouth is basically a playground. Some students even arrange their class schedules around when they can get to the slopes. But even if you don't like the weather, you can have a wonderful time here, and if you live in the dorms, you don't really have to go outside."

2. Class Size: Smaller Versus Larger

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

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

Students at smaller schools (which we define as having approximately 350 students or fewer per class) tend to interact with most of their peers and professors at some point during the typical two-year MBA period. Thus, the smaller schools are generally considered more "knowable," and their communities tend to be quite closely knit. Also, consider that assuming a leadership position is easier in a smaller environment, because, for example, the Finance Club

may have only one president at both a small school and a large school, but competition for such a position would obviously be greater in the larger program.

Some individuals might prefer to be at a larger school where they can better maintain their anonymity if they so choose. A student at a school with close to 900 people or more in each class will not likely get to know each and every one of his/her classmates by the end of the program, and some people might prefer this. Further, advocates of larger classes tout the advantage of being able to interact with more people during one's MBA experience—and to thereby develop a broader and more robust network of peers. Note that many schools divide students into smaller groups—called "sections," "clusters," "cohorts," or even "oceans"—in which approximately 60–90 students take certain classes together, and this approach can help foster a stronger sense of community within the larger programs.

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

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

[1] *Includes J-Term students*

Year-Over-Year Class Profile Data: Dartmouth Tuck	Class of 2017	Class of 2016	Class of 2015	Class of 2014	Class of 2013	Class of 2012
Number of Applicants	NA	NA	NA	2,744	2,744	2,528
Number of Full-Time Students	286	281	277	281	270	280
Average GMAT	717	716	718	717	718	716
GMAT Range	680–760[1]	670–750[1]	530–780	550–780	570–790	670–760
Average GPA	3.5	3.5	3.5	3.5	3.5	3.53
Average Years of Work Experience	5	5	5	5	5	5.2
Average Age at Matriculation	28	28	28	28	28	27
Age Range	24–35	23–35	24–37	24–42	NA	NA
Female Representation	42%	32%	33%	34%	33%	35%
International Representation	32%	35%	31%	32%	34%	33%
U.S. Minority Representation	20%	14%	16%	18%	14%	30%
Students with Partners	25%	32%	31%	36%	42%	36%
Students with Children	5%	5%	6%	6%	NA	NA

[1] *Middle-80% range*

School	Women	International	Minorities
Chicago Booth	42%	34%	23%[1]
Columbia Business School	36%	**42%**	35%[1]
Cornell Johnson	26%	35%	26%
Dartmouth Tuck	42%	32%	20%[1]
Duke Fuqua[2]	35%	40%	21%
Harvard Business School	41%	34%	25%[1]
Michigan Ross	32%	35%	25%
MIT Sloan	41%	38%	NA
Northwestern Kellogg	**43%**	40%	23%[1]
NYU Stern	36%	37%[4]	26%
Stanford GSB	40%	40%[3,4]	19%[1]
UC Berkeley Haas	41%	40%	**36%[1]**
UCLA Anderson	30%	33%	27%
UPenn Wharton	**43%**	32%	30%[1]
UVA Darden	35%	38%	17%[1]
Yale SOM	40%	40%	22%[1]

Bolding indicates highest figure in each category.

[1] *Specified as U.S. minorities.*

[2] *Fuqua had released no official figures for the Class of 2017 by the publication of this guide but offers statistics on its site to represent a "typical" class.*

[3] *Includes permanent residents.*

[4] *Includes dual citizens.*

With a target class size of approximately 280 students, Tuck is one of the smallest top-tier MBA programs, and the school is known for its close-knit community and collaborative culture. A first-year student shared why he is happy that he chose Tuck: "I went to a large undergrad institution in a city, which diluted the community experience. Tuck is neither large nor in a city. I am so excited to live, learn, and play with a tight-knit group of people." The Class of 2017 entered the school in the fall of 2015 with 286 members (up slightly from 281 for the Class of 2016).

What Tuck lacks in student numbers, it makes up for in the strength of its community. Tuck's collaborative culture is likely due in part to the section experience. During their first year, students are divided into four sections of approximately 60–70 students who complete the core curriculum together as a group. Because students take all their classes with their section mates, they tend to develop strong professional and social relationships. The section composition changes at the start of the winter term and again in the spring, which allows students to interact with and learn from other members of their diverse class. "The section is

Most Common Undergraduate Major for Incoming Students (Class of 2017)		
Chicago Booth	Business	32%
Columbia Business School	Social Science	38%
Cornell Johnson	NA	NA
Dartmouth Tuck	Humanities, Social Science, Economics	53%
Duke Fuqua[1]	Engineering/Natural Sciences	29%
Harvard Business School	Economics and Business	43%
Michigan Ross	Humanities	40%
MIT Sloan	Engineering	33%
Northwestern Kellogg	Economics/Business	40%
NYU Stern	Business and Commerce	23%
Stanford GSB	Humanities or Social Sciences	48%
UC Berkeley Haas	Business	26%
UCLA Anderson	Engineering	23%
UPenn Wharton	Humanities	42%
UVA Darden	NA	NA
Yale SOM	Humanities and Social Sciences	31.7%

[1] *Fuqua had released no official figures for the Class of 2017 by the publication of this guide but offers statistics on its site to represent a "typical" class.*

a great way to meet friends," a recent graduate told us. "You are with them for three hours every day. They tend to be the people you are talking to the most."

Tuck assigns each student to a study group of five to six section mates who work together to prepare for class. One second-year student explained the collaborative nature of the study group experience to mbaMission: "In class, students often start their comments by saying 'This is the way our group thought of the problem' versus 'This is the way I thought of the problem,' which is pretty unique to Tuck." This example underscores the importance of "fit" at the school. Teamwork is emphasized at Tuck, and a recent graduate we interviewed summarized the concept well by saying, "The school has much less wiggle room to get the class composition wrong. Tuck seeks to find smart, confident, intellectually curious people who are both collaborative and driven."

Another apparent benefit of Tuck's size is the opportunity first-year students have to form relationships with members of the second-year class. A first-year student we interviewed expressed how happy he was to have been able to leverage the many relationships he had developed with second-year students through social events, student groups, and electives during the flexible spring term (discussed in greater detail in the Curriculum section) to explore internship and career opportunities. A second year told us that because of Tuck's small size, first- and second-year students can easily interact, saying, "After all, even though they

are in very different places in terms of what they are learning, they are only a year apart, which is not really so much. First years can learn a lot from second years' experiences, but first years bring a lot to the table as well, so it is worth getting to know as many people as possible."

Tuck's students typically have more work experience than those at other top programs, and of the Class of 2017, 100% entered with some level of full-time work experience (an average of five years). Although some top MBA programs have trended toward accepting younger applicants, Tuck's small community environment actually benefits from its students' depth of professional experience. In fact, an associate director of admissions at Tuck told mbaMission, "It would be very rare that we would offer deferred admission to a college senior."

The school reportedly strives to maintain a small student-to-faculty ratio and, according to the Princeton Review, has one of the lowest—and some might say best—such ratios (11:1) among the top U.S. business schools. All of the school's full-time faculty members teach in the MBA program and appear to maintain a balance between research and teaching. Tuck professors also stay active in the business community by holding advisory positions on boards and taking on consulting engagements, and this ongoing connection to the current business arena allows them to personally bring real-world experience into the classroom.

However, one thing we learned that Tuck students value most about the school's faculty is the professors' availability and approachability. A second year we interviewed shared that students commonly run into professors at restaurants or elsewhere around town and that faculty members are always very approachable. Another second-year student commented, "Professors are extremely accessible. You can go up to them, and they will invite you to their offices, or out for coffee or to their houses for dinner. Unlike at other businesses schools, a big divide between students and faculty does not exist at Tuck. … They often host events and are very much a part of the community." He then affirmed, "Accessibility is the best part of Tuck."

3. Curriculum: Flexible Versus Mandatory Core

Many business schools have a "core" curriculum—a standard series of courses that all students must take. However, these core requirements can vary tremendously from one program to the next. For example, one school may teach its required curriculum for the entire first year, meaning that students will not take any elective courses until their second year, whereas another MBA program may stipulate only one or two required courses.

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

The rigidity or flexibility of a school's required curriculum affects students' education and socialization. Regardless of their professional experience, students at a school with a rigid core

curriculum must all take the same classes. At some schools, for example, even CPAs must take the required foundational accounting course, whereas at others, students can waive selected classes if they can prove a certain level of proficiency. Again, both approaches have pros and cons, and what those are depends on your perspective.

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

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

Advocates of the core curriculum approach would also argue that having all students take the same classes creates a common language and discussion among the classmates because of the shared experience. In addition, proponents contend that a rigid core curriculum facilitates learning, because students who have applicable direct experience bring that knowledge and insight into the classroom and can thereby help teach others. Finally, schools with mandatory cores generally keep students together in their sections for several months, if not an entire academic year, and students who interact every day in this way ultimately forge strong bonds. This sustained contact and connection can create a deep sense of community among the students.

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

Tuck has an established core curriculum that offers several opportunities for flexibility during the first year. A distinguishing aspect of the Tuck curriculum is that the school divides its academic year into quar-

ters, or terms—known as fall A, fall B, winter, and spring—rather than semesters, which allows students to take a broader range of courses throughout the two-year program. During the core curriculum, Tuck students complete 15 courses, the First-Year Project, and self-chosen elective courses. Although all students must complete Tuck's mandatory core curriculum, those who have proven industry experience or knowledge—such as CPAs and those with the CFA designation—are sometimes allowed to test out of certain courses. An alumnus told mbaMission that he had been excited to be able to dive right into his target industry—private equity—during the fall B term after waiving the "Financial Measurement, Analysis, and Reporting" course.

Tuck's 31-week core for first years is longer than the core at most schools and includes the following courses.

Fall A term (September and October)

- **"Analysis for General Managers"**
- **"Leading Individuals and Teams"**
- **"Managerial Economics"**
- **"Statistics for Managers"**

Fall B term (October and December)

- **"Capital Markets"**
- **"Decision Science"**
- **"Financial Measurement, Analysis, and Reporting"**
- **"Leading Organizations"**
- **"Management Communication"**

Note: Students transition to their new sections at the start of the winter term and again in the spring.

Winter term (January-March)

- **"Competitive and Corporate Strategy"**
- **"Corporate Finance"**
- **"Global Economics for Managers"**
- **"Marketing"**

Spring term (March-April)

- **"First-Year Project"**
- **"Operations Management"**
- **"Personal Leadership"**
- **Electives**

Fall A/B terms are like "quantitative boot camp," shared a recent graduate. As a second year explained to mbaMission, the first four weeks of the first year are intense, with classes five days a week, intended to bring all students to the same level. "Basically, it is six weeks of classes in four," he explained. "Everyone will need this knowledge for group projects, other classes, and to make sure everyone is on the same page. In addition to lots of work every night, there are many projects due on Mondays. It is very challenging. But when it is over, everyone comes out laughing and remembering how they sat in a study room until 2:00 a.m. arguing about why [they] made a given decision. It is a bonding experience, but when you are doing it, it is definitely not fun."

This student continued by explaining that the most challenging classes are those that the first years take in Fall B: "It is a very aggressive curriculum, teaching advanced skills on the theory that everyone should have them, even if not all will use them. There are daily deliverables in the three quantitative classes. You learn in class on Monday what [you] will need for a project on Monday night to hand in on Tuesday." However, this student noted, things taper off a bit after that: "Winter is for recruiting; spring is much more manageable."

In the first year, the spring term offers the most flexibility. During this term, students complete the "First-Year Project," a semester-long course that provides students the opportunity to apply their core academic knowledge to a real-world problem. Students work in self-selected teams of five on a project of their own choosing, with a Faculty Advisor who coaches them through the process. Most projects have an external client who provides motivation for the project and access to data and people in the target organization. The exception is entrepreneurial projects, for which the student team develops a business plan for a new product or service and pitches it to venture capitalists. Remarked one second year we interviewed, the project "should be the capstone of your first year." To round out the spring term, students take two electives and have the option of extending their course load with a third elective.

Tuck students are free to completely customize their second-year curriculum, and the school does not offer majors in particular subjects. Instead, students can choose from more than 100 electives and, if they wish, can tailor their coursework to focus on one of eleven special-interest concentrations, as follows:

- **Accounting**
- **Communication**
- **Economics**
- **Entrepreneurship**
- **Ethics and Social Responsibility**
- **Finance**
- **Health Care**
- **Marketing**
- **Operations and Management Science**

- **Organizational Behavior**
- **Strategy**

After completing the first-year curriculum, second-year students must complete a minimum of 12 additional full classes (for 82.5 credits in total). All students are required to take at least a mini course, or 1.5 credits, from an approved list of offerings dealing with ethics and social responsibility—which a second year described to mbaMission as "very strong." This student also confirmed that Tuck does "a good job of integrating that mind-set [that of ethics/social responsibility] into the rest of the classes as well; professors always bring up the topic of corporate responsibility in the context of business decisions." Another second year, who had completed five courses in this area, explained, "The classes are popular because [these] are issues that come up time and time again; they are top-of-the-mind these days. The professors are passionate about the issues."

An alumnus noted to mbaMission that a major advantage of Tuck's smaller class size is that "unlike at much larger business schools … in most cases, students [at Tuck] actually get the second-year courses they desire." In addition, students can create their own areas of concentration by enrolling in an independent study or a field study through the "Tuck Global Consultancy" course (discussed in greater detail in the Consulting section).

4. Pedagogy: Lecture Versus Case Method

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

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

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

After completing his/her independent analysis of the case, the student typically meets with the members of his/her study group or learning team (if the school in question assigns such teams) for further evaluation. Together,

Top Three Teaching Methods					
School	**Case Study**	**Lectures**	**Team Project**	**Experiential Learning**	**Simulation**
Columbia Business School	40%	38%	15%	–	–
Dartmouth Tuck	35%	20%	20%	–	–
Duke Fuqua	33%	33%	24%		–
Harvard Business School	80%	–	10%	5%	–
Michigan Ross	25%	–	–	20%	20%
MIT Sloan	33%	20%	–	22%	–
Northwestern Kellogg	30%	28%	25%	–	–
NYU Stern	25%	25%	25%	–	–
Stanford GSB	40%	20%	–	15%	–
UC Berkeley Haas	50%	25%	–	20%	–
UCLA Anderson	30%	40%	15%	–	–
UPenn Wharton	40%	30%	–	10%	–
UVA Darden	75%	–	10%	15%	–
Yale SOM	40%	33%	–	10%	–

According to each school's Bloomberg Businessweek *rankings profile, accessed March 2016 (as of publication of this guide, however, these data are no longer listed on the* Bloomberg Businessweek *Web site). Figures were not available for Chicago Booth or Cornell Johnson.*

the group/team members explore and critique one another's ideas and help those students who may have had difficulty understanding particular aspects of the issue or progressing as far on their own. Often, though not always, the team will establish a consensus regarding the actions they would take in the protagonist's place. Then, in class, the professor acts as facilitator and manages a discussion of the case. Class discussions can often become quite lively, and the professor will guide students toward resolving the dilemma. Sometimes, the professor will ultimately reveal the protagonist's decision and the subsequent results—or even bring the actual protagonist into the classroom to share and discuss the case's progression and outcomes in person.

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

Note that case-based learning is not specific to one academic discipline. Cases are available in finance, strategy, operations, accounting, marketing, and still other areas. Further, many cases are interdisciplinary, meaning that they address more than one area at a time, such as requiring students to think about how a financial decision might affect the operations of a manufacturing company or the ways in which a marketing decision might involve significant financial considerations. Importantly, students in case environments are often graded on their "con-

tribution" to the class discussion (measured by the level of one's participation in discussions and analysis, not on the frequency with which one offers "correct" answers), so the case method is not for those who are uncomfortable speaking in class. However, it can be incredibly helpful for those who want or need to practice and build confidence speaking publicly.

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

Average GPA of Incoming Students (Class of 2017)	
Stanford GSB	3.75
Harvard Business School	3.66
UC Berkeley Haas	3.66
Yale SOM[1]	3.63
MIT Sloan	3.6
Chicago Booth	3.6
Northwestern Kellogg	3.6
NYU Stern	3.51
Columbia Business School	3.5
Dartmouth Tuck	3.5
UVA Darden	3.5
Cornell Johnson[1]	3.37
Duke Fuqua	NA
Michigan Ross	NA
UCLA Anderson	NA
UPenn Wharton	NA

[1] *Median GPA listed.*

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

Tuck professors use a mix of teaching styles in their classrooms, including case method, lecture, and team projects."I found that Tuck classes are well balanced," shared a recent graduate we interviewed. "Most classes have a mix between lecture and case—for example, in 'Managerial Accounting,' half were case, half were problem sets." Another alumnus told mbaMission that "some experiential courses, like ['Advanced Management Communication', formerly titled 'Advanced Presentation Skills'] are more student driven. Students deliver both impromptu and prepared presentations and receive specific feedback on their presentation styles from classmates." Overall, everyone we interviewed emphasized that at Tuck, students truly learn from both classmates and professors alike, through a variety of teaching styles.

Tuck students always have homework, but the frequency of written assignments varies from class to class. For example, some courses reportedly have written assignments every class; these are not graded, but professors randomly cold-call students to present them (so being prepared is key). On the other hand, other courses have no assignments to turn in at all. A recent graduate mbaMission interviewed explained, "It's common, though, to have a written assignment every other class or two classes. But at the end of the day, it's not about the grade. Professors really care that students learn the material."

To improve the school's offerings and provide students with deeper interaction with professors, Tuck has added courses in a new seminar format called research-to-practice seminars. The seminars were conceived as a key component of Tuck 2012, the school's strategic plan. The courses bring together 15 second-year students with top faculty for a "deep dive" into a specific topic. Research-to-practice seminars offered in recent years include "Leadership and Society," "Strategy in Innovation Ecosystems," "Firm Organization in a Global Economy," "Sustainable Business," "Good and Evil: Consumer Moral Judgment and Well-Being," and "Motivating Behavior Using Gamification."

5. Academic Specializations/Recruitment Focus: Resources and Employers

Schools' brands and reputations develop over time and tend to endure, even when the programs make efforts to change them. For example, many applicants still feel that Kellogg is *only* a marketing school and that Chicago Booth is *only* for people interested in finance, even though both programs boast strengths in many other areas. Indeed, this is the exact reason mbaMission started producing these guides in 2008—we wanted applicants to see beyond these superficial "market" perceptions. Make sure you are not merely accepting stereotypes but are truly considering the breadth and depth of resources available at each school.

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

School	Top Industry for 2015 Graduates	% Entering the Industry
Chicago Booth	Financial Services	35.2%
Columbia Business School	Financial Services	37.1%
Cornell Johnson	Financial Services	34.0%
Dartmouth Tuck	Consulting	34.0%
Duke Fuqua	Consulting	32.0%
Harvard Business School	Financial Services	31.0%
Michigan Ross	Consulting	30.9%
MIT Sloan	Consulting	32.1%
Northwestern Kellogg	Consulting	34.6%
NYU Stern	Consulting	29.0%
Stanford GSB	Finance	31.0%
UC Berkeley Haas	Technology/Telecom	37.8%
UCLA Anderson	Technology	31.1%
UPenn Wharton	Financial Services	36.9%
UVA Darden	Financial Services	30.0%
Yale SOM	Consulting	29.3%

Top Industries: Dartmouth Tuck	2015	2014	2013	2012	2011	2010	2009	2008
Consulting	34%	35%	27%	36%	33%	26%	34%	34%
Financial Services	24%	25%	30%	22%	29%	25%	28%	32%
Technology	18%	18%	13%	11%	12%	9%	8%	8%
Consumer Goods, Retail	10%	7%	10%	13%	11%	7%	9%	7%
Health Care/Pharmaceuticals/Biotech	6%	6%	5%	4%	4%	9%	6%	4%

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

Most Tuck students are career changers, according to the school's Web site, and students we interviewed report that the resources the Career Development Office offers are particularly strong, especially for those interested in the finance or consulting fields. Fifty-eight percent of the 2015 graduating class accepted offers in these industries combined—but Tuck is not strictly a finance or consulting school. Tuck's general management program prepares students to succeed in various industries, including entrepreneurship, consumer goods/retail, technology, health care, and nonprofit.

Tuck students and alumni with whom we spoke explained that in the wake of the economic crisis, job opportunities in finance were harder to come by. An alumnus we interviewed focused his studies on private equity but ultimately accepted a position in management consulting because opportunities in private equity were limited. However, the school's most recent employment figures suggest finance-related jobs may be on the upswing for Tuck graduates. In 2013, for the first time in at least six years, the percentage of graduates who accepted roles in the financial services industry was higher than that entering consulting, though for the Class of 2014 and 2015, consulting (35% and 34%, respectively) was again the top industry, with financial services (25% and 24%) moving back to second place. Job acceptances in the health care industry dropped from 9% in 2010 to 4% in both 2011 and 2012, but have continued to rise slightly, reaching 5% in 2013 and 6% in both 2014 and 2015.

Another industry that has seen a general increase over time is technology, progressing from as low as 8% for the Classes of 2008 and 2009 to 18% for the Classes of 2014 and 2015. Although consulting has been fairly consistent over the past seven years, with approximately one-third of the class typically entering this industry—34% of the Class of 2015 did so—this figure did dip noticeably in 2013 and 2010, reaching only 27% and 26%, respectively. (See the Appendix for a listing of the top hiring companies at Tuck for 2014–2015.)

6. Alumni Base: Opportunities to Engage

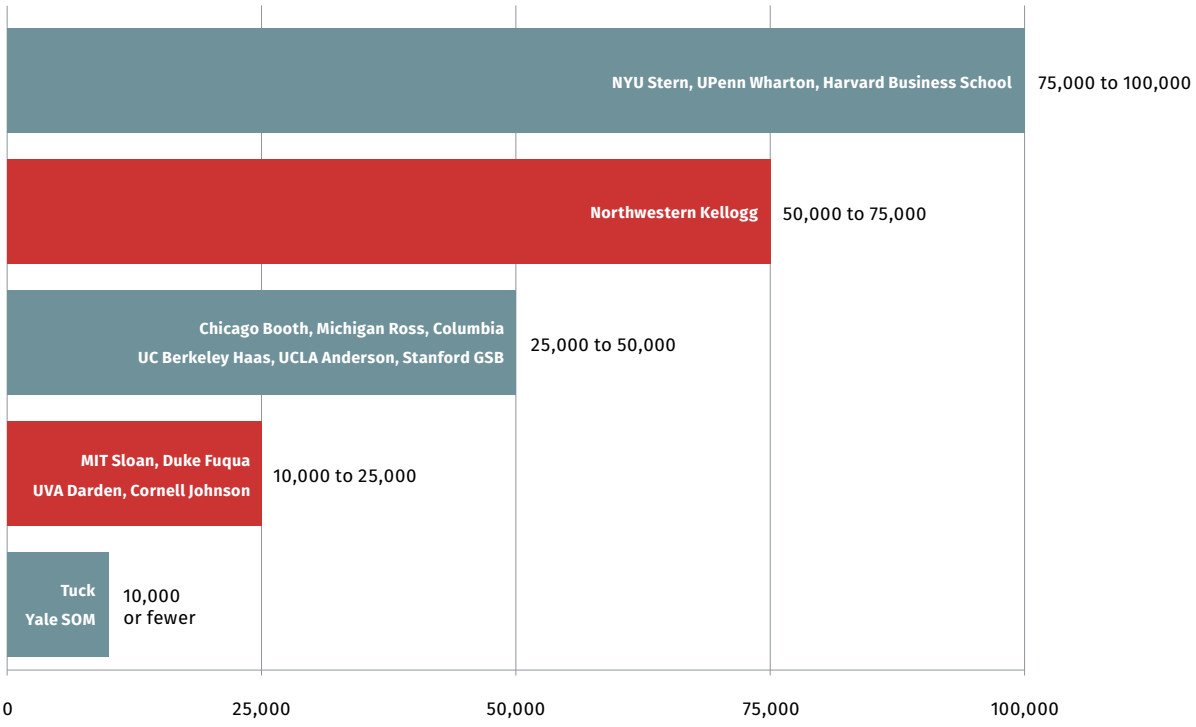
The size and depth of a school's alumni base may be important to you as you seek to break into a specific field or region/country. Some MBA programs have had large classes for many years and can therefore boast sizeable alumni networks, whereas other schools may have pockets of strength in particular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

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

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

Alumni Base

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



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

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

Tuck has more than 9,700 living alumni, and although that figure may sound small compared with a larger school's alumni base, numerous students and graduates we interviewed reported that Tuck has an active and close-knit alumni community. Through their continued involvement with the school as mentors, visiting executives, recruiting contacts, and internship providers, Tuck's graduates keep an open channel between the school and the business world. Tuck students we interviewed for this guide could not say enough about the strength of student-alumni interactions, emphasizing that the vitality of the school's close-knit community endures long after graduation.

One second-year student we interviewed noted, "Tuck has very responsive alumni. … The support of the alumni is especially seen in their efforts to try and assist students [in getting] jobs and internships. It is not unusual for a graduating student to reach out to ten alumni and get responses from six of them on the same day. It's also not uncommon to have the CEO of a large corporation take a call from a student because [he or she is] a Tuckie." Another shared that he had pretty high expectations with regard to the school's alumni community "but still underestimated how strong the network can be." He explained, "The connections were instant. I received same-day responses, all the time. There is a strong pay-it-forward mentality and a genuine interest in seeing people from Tuck do well. Alums go out of their way to help with networking, job preparation, anything."

Still another second year told mbaMission, "It is absolutely wonderful to see how close the alumni are to the students. It is the best part about Tuck. Everyone spent two years in Hanover; that creates a bond with the area and with each other. We all had the same homework, in the same room, with the same professors. You can reach out to alumni cold and find them very responsive, generous, open, and willing to share. Alumni love their school and they love other Tuckies."

Tuck alumni also stay connected to the school through its annual campaign. The school reportedly boasts the highest giving rate—more than 70% in the 2015 fiscal year—of all U.S. MBA programs. Tuck notes that this rate is "more than double the average giving rate of other business schools" on its Facebook page.

Approximately 70% of Tuck's alumni have attained top management positions in their chosen industries, residing in 65 countries around the world. The business school's largest U.S. alumni clubs are in the following areas: Atlanta; Boston; Chicago; Colorado; Hartford, Connecticut; Houston; Los Angeles; Minneapolis; New York City; Northern California; Philadelphia; Portland, Oregon; Seattle; Upper Valley, New Hampshire/Vermont; and Washington, DC. The alumni groups abroad are in Argentina; Brazil; Frankfurt, Germany; India; London; Paris; Switzerland; Tokyo; and Toronto. A New York alumnus with whom we spoke stated that the city's alumni club is very active and plans events at least once every quarter.

In 2012, Tuck launched a new online alumni portal called myTUCK. This social network allows alumni to interact with colleagues, fellow graduates, students, and faculty. Alumni can also take advantage of career and networking resources, job boards, and interviewing advice and have access to research conducted by members of Tuck's faculty.

In 2012, the school also established a Latin American Advisory Board made up of Tuck graduates who work or live in the area. The Latin American group "collaborates with Tuck's leadership on best strategies for recruiting Latin American students, enhancing career opportunities in the region, and informing Tuck's Latin American–focused programming and curriculum," explains the school's Web site. A similar group was established in Europe the previous year (2011).

In 2014, Tuck's alumni efforts abroad continued with the establishment of the Asian Advisory Board. The board's 18 members for the 2015–2016 year included past and current executives from such companies as Citigroup Inc., McKinsey & Company, Jetstar Airways, and Primavera Capital Group. "We're especially proud of how we can be as a resource for all students, from the recently admitted to alumni," a board member commented in a June 2014 Tuck Newsroom article. "Not only do our boards tie active Tuck alumni together, but we're also an accessible network for first- and second-year students." Lastly, the Tuck Alumni Admissions Program engages alumni from around the world to aid in Tuck's international recruiting efforts.

7. Facilities: Shaping the Academic/Social Experience

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

When contemplating an MBA program, do not overlook the school's facilities. Renovations, upgrades, and new construction are all regular occurrences on school campuses these days, as some programs increase their square footage while others unify disparate areas or refresh existing spaces. Some schools boast on-campus housing or elite athletic facilities, others have established new green spaces and meeting rooms, and still others have refurbished or added classrooms, theaters, libraries, and other such resources. Keep in mind, though, that just because a school has not updated or added to its facilities in recent years, this does not mean that its offerings are outdated or subpar; the lack of updates may simply be because none have been needed or the school has invested in other aspects of its program instead. A campus visit is always the best way to evaluate firsthand what a school has to offer, but we nonetheless dedicate this space to a discussion of the facilities available at this particular program.

Tuck's 200-acre campus, which is separated from the rest of the Dartmouth grounds, includes both modern and historic elements. With traditional academic buildings, sleek dorms, and cozy study spaces, Tuck exudes that Ivy League feel. Eleven interconnected academic and administrative buildings offer large and

small classrooms, group study rooms, conference rooms, lounges, a business/engineering library, and offices for faculty and staff. Tuck's Living and Learning Complex (LLC) was completed in January 2009 and provides additional on-campus residential space, as well as classrooms, study areas, and community common areas. A recent graduate described the facility to us by saying, "The LLC is an amazing building. The compelling design, spacious and comfortable classrooms and dorms, and various amenities make it a very popular place at Tuck."

A second-year student described the LLC in detail to mbaMission, saying the facility includes "three classrooms—two for 60–70 people and one large lecture hall for 130. The main floor is a social area—it holds band performances, an annual gala, and more; then there are lounges with TVs, Sony PlayStations, and 20 or so study rooms with six chairs and LCD TVs so that you can practice PowerPoints. Above these are dorms with several rooms in each wing and a large kitchen. These are all beautiful spaces. There is a fireplace on the main floor, and in back, a beautiful wood porch where you can sit and stare at the river. The rooms are gorgeous, not huge but good for dorm rooms." He even pointed out that the building has great water pressure!

In 2009, Tuck renovated Buchanan Hall, formerly a student dorm, to provide faculty and administrative office space (and some accommodations for students in Tuck's Executive Education program). A wide range of study areas is available across campus, including in Stell Hall and the aforementioned LLC. Stell Hall, built in 1930, is a popular spot for students and professors to congregate. "It feels like a formal living room in an old mansion," an alumnus told us. "The long Oakwood tables, comfy chairs, and fireplace make you feel like you've walked into someone's home." In the words of a second year we interviewed, "Stell Hall is what you think of when you think 'Ivy League,' with wood panels, old portraits, and a good fireplace. It hosts some social events, but mostly has soft furniture where people can do homework. We call it the 'non-library library,' because it looks like a library but without the books."

As mentioned in the Location section, many first-year Tuck students live on campus. Those we interviewed reported that the dorms provide everything a student needs to be comfortable—furnished rooms with private baths and common areas, including living rooms with flat-screen TVs, study spaces, business resource centers, kitchen and dining areas, and an exercise facility. An alumna with whom we spoke said that another benefit of the residential community is that "you can get to class quickly without ever stepping outside." Underground tunnels connect Tuck's dorms and academic facilities. But do not let the word "tunnel" mislead you. "The tunnels are actually nice," explained the alumna. "They are not dungeon-like. They are carpeted and decorated."

Tuck's campus also has the latest in technology to help students work efficiently. Wireless Internet access is available across campus, and Tuck offers significant multimedia resources, including video conferencing. In addition, the school provides all students with a standard notebook computer and necessary software to use while enrolled in the MBA program—this is included in students' tuition and fees. However,

one second-year student warned us that the walls of the buildings on campus are so thick that cell phone reception indoors can be minimal, but he reassured us that reception outside is fine.

When evaluating the different resources at Tuck, candidates should not ignore the dining facilities, given that living on a residential campus means that campus dining is typically one's primary source for meals. Explained a second year we interviewed, "We mostly eat at Byrne Hall, which is only open during the week. The food is okay, definitely not great, and it closes early (7:30 p.m.). But it gets us through. With the new dorm, there are big, open kitchens that people cook in, and that is a nice feature. On the weekends, most people walk into town to grab a bite." Another second-year student noted that Byrne has even expanded its vegetarian offerings by including a meat-free entrée at both lunch and dinner.

A first-year student noted to mbaMission that Tuck's living facilities are "amazing, and the learning facilities are great because of the number of breakout and group meeting rooms." When he compared Tuck's campus to that of other schools he considered attending—including HBS, the Stanford GSB, UC Berkeley Haas, and Columbia—he felt that "Tuck had the best facilities next to HBS."

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

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

Can an MBA program—which is made up of so many moving parts—really change so much in just one or two years? Furthermore, how can one reconcile that UVA Darden is in the second position (among U.S. programs) in *The Economist*'s rankings but is 11th in the *U.S. News & World Report* rankings, 12th in the *Bloomberg Businessweek* survey, and 14th in the *Financial Times*' ratings—all at the same time? Or that Stanford GSB holds the 11th position on *The Economist*'s list but is seventh in the *Bloomberg Businessweek* rankings, third in the *Financial Times*' survey, and second in the *U.S. News* rankings? Or that UPenn Wharton is number two in the *Financial Times*' rankings, number four according to *U.S. News*, and number five in *Bloomberg Businessweek* but is only number eight in *The Economist*'s survey?

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

An MBA ranking that appears to be gaining in popularity, according to feedback we have received from candidates in recent years, is from *Poets&Quants*, which aggregates what it considers the top five MBA surveys (from *Bloomberg Businessweek*, *The Economist*, the *Financial Times*, *U.S. News & World Report*, and *Forbes*) to create a kind of composite ranking. Of course, the various surveys should and likely will provide some context for your decision, but resist the temptation to choose a school based on rankings alone, because rankings may ultimately betray you—possibly even before you graduate.

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

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

U.S. Ranking: Dartmouth Tuck	2017	2016	2015	2014	2013	2012	2011	2010	2009
Poets&Quants	NA	NA	9	8	8	8	8	6	NA
U.S. News & World Report	8	9	9	9	9	7	7	8	NA
Bloomberg Businessweek[1]	NA	NA	14	15	[12]	12	[14]	14	[12]
Financial Times	NA	13	12	12	10	11	9	7	8
The Economist	NA	NA	3	2	2	2	1	2	4

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

Tuck currently places in the top 15 in all four of the four most prestigious business school rankings. The school fell one spot but remained in the top three at the second spot—both domestically and internationally—in *The Economist*'s 2015 survey, and rose one spot in the most recent *Bloomberg Businessweek* (2015) ranking, shifting from 15th in the United States to 14th. Although the program fell one spot domestically in the 2016 *Financial Times* survey, landing at 13th place, it did rise slightly internationally, moving from 23rd to 22nd. Tuck fell slightly in the 2015 *Poets&Quants* ranking of U.S.-based business schools, landing at 9th place after being ranked 8th the previous year.

In *U.S. News & World Report*'s 2017 assessment of American MBA programs, the school rose from number nine to an eight-place tie with Yale School of Management and was included among the following specialty rankings: management (8), international (22), and finance (25, tied with Yale SOM). In addition, Tuck was named number two for Best Campus Environment, number three for Most Family Friendly, number three for Best Professors, number four for Best Career Prospects, number five for Best Administered, and number nine for Toughest to Get Into in the Princeton Review's 2016 evaluation of 295 MBA programs.

However, even though Tuck is a top business school in the United States (and Dartmouth is an Ivy League institution), it is not as well known abroad. A graduate of the program told us, "Those who know of Tuck hold the brand in high regard. I recently visited east Africa and met with U.S.-trained executives, and they had a very high esteem of Tuck. However, I also interviewed in South Africa with an executive who graduated from a top U.S. program 15 years ago, and it took him a few seconds to make the Tuck–Dartmouth connection."

The school is actively working to increase its brand awareness internationally. One method is through creating a diverse class (international students make up 32% of the Class of 2017). In addition, the Ambassador Program, established in 2005, allows students to work with Tuck's staff to improve the school's brand internationally and in the United States by creating and running initiatives such as establishing alumni clubs, fostering recruiting relationships, organizing professor visits, and hosting information sessions in their home countries. In 2015, the school sent ambassadors to such locations as Singapore, China, Brazil, Taiwan, the United Kingdom, Nigeria, Peru, and India.

With regard to the school's position in the various rankings, one second-year student explained to mbaMission, "I paid attention when I was applying but stopped after I got in. Most Tuckies believe that this is the best school there is; no one cares about the rankings, and the students here are very happy with their choice. Most didn't come to Tuck because of its rank—they know that it is a top school, but they chose it because it is outdoorsy, quaint, and they want the kind of experience that it offers."

Poets&Quants (2015)	
1	Harvard Business School
2	Stanford GSB
3	Chicago Booth
4	UPenn Wharton
5	Northwestern Kellogg
6	Columbia Business School
7	MIT Sloan
8	UC-Berkeley Haas
9	**Dartmouth Tuck**
10	Yale SOM
11	Duke Fuqua
12	UVA Darden
13	Michigan Ross
14	UCLA Anderson (tie)
14	Cornell Johnson (tie)
16	NYU Stern
17	UNC-Chapel Hill Kenan-Flagler
18	UT Austin McCombs
19	Carnegie Mellon Tepper
20	Emory Goizueta

U.S. News & World Report (2017)		*Bloomberg Businessweek* (2015)	
1	Harvard Business School	1	Harvard Business School
2	Stanford GSB (tie)	2	Chicago Booth
2	Chicago Booth (tie)	3	Northwestern Kellogg
4	UPenn Wharton	4	MIT Sloan
5	MIT Sloan (tie)	5	UPenn Wharton
5	Northwestern Kellogg (tie)	6	Columbia Business School
7	UC-Berkeley Haas	7	Stanford GSB
8	**Dartmouth Tuck (tie)**	8	Duke Fuqua
8	Yale SOM (tie)	9	UC-Berkeley Haas
10	Columbia Business School	10	Michigan Ross
11	UVA Darden	11	Yale SOM
12	Duke Fuqua (tie)	12	UVA Darden
12	Michigan Ross (tie)	13	UCLA Anderson
14	Cornell Johnson	**14**	**Dartmouth Tuck**
15	UCLA Anderson	15	Emory Goizueta
16	UNC-Chapel Hill Kenan-Flagler (tie)	16	Cornell Johnson
16	UT Austin McCombs (tie)	17	UNC-Chapel Hill Kenan-Flagler
18	Carnegie Mellon Tepper	18	Carnegie Mellon Tepper
19	Emory Goizueta	19	Rice Jones
20	NYU Stern	20	UW Foster

Financial Times (2016)[1,2]		*The Economist* (2015)[1,3]	
1	Harvard Business School	1	Chicago Booth
2	UPenn Wharton	2	UVA Darden
3	Stanford GSB	**3**	**Dartmouth Tuck**
4	Columbia Business School	4	Harvard Business School
5	UC-Berkeley Haas	5	UC-Berkeley Haas
6	Chicago Booth	6	Northwestern Kellogg
7	MIT Sloan	7	UCLA Anderson
8	Northwestern Kellogg	8	UPenn Wharton
9	Yale SOM	9	NYU Stern
10	NYU Stern	10	Columbia Business School
11	Michigan Ross	11	Stanford GSB
12	Duke Fuqua	12	MIT Sloan
13	**Dartmouth Tuck**	13	Yale SOM
14	UVA Darden	14	Duke Fuqua
15	Cornell Johnson	15	Cornell Johnson
16	Carnegie Mellon Tepper	16	Emory Goizueta
17	UCLA Anderson	17	Michigan Ross
18	UNC-Chapel Hill Kenan-Flagler	18	IU Kelley
19	Georgetown McDonough	19	Carnegie Mellon Tepper
20	UT Austin McCombs	20	OSU Fisher

[1] *Excludes international schools and reranks only U.S. schools.*

[2] *The* Financial Times *ranks Dartmouth Tuck 22 internationally.*

[3] The Economist *ranks Dartmouth Tuck 3 internationally.*

Dartmouth College
Tuck School of Business

Summary

Founded in 1900, the Tuck School of Business was the country's first graduate school of management. As part of Dartmouth College in Hanover, New Hampshire, Tuck offers students all the amenities of a large Ivy League school with the feel of a small, close-knit community. Many of the students and alumni we interviewed reported that they choose Tuck because they preferred the camaraderie of a smaller academic and social environment.

Tuck is committed solely to its full-time MBA program and does not offer part-time, evening, PhD, or executive MBAs. The school does, however, provide Executive Education programs for seasoned executives. Although Tuck is a general management school, the program attracts a large number of MBA candidates interested in finance and consulting.

Several years ago, Tuck formulated a strategic review, called Tuck 2012, which looked ahead to ensure that the school's MBA program would continue to be recognized as among the best in the world. Some of the major changes associated with Tuck 2012 included hiring additional faculty to improve the student-to-faculty ratio, modifying the core curriculum to add additional flexibility, and improving programs focused on leadership development and globalization.

Tuck 2012 also led to the development of additional opportunities for students to interact and collaborate with professors. One such addition was the school's research-to-practice seminars, smaller courses designed to give students insight into a real-world business issue while teaching them general methods of intellectual inquiry. These seminars enhance the high level of faculty-student interaction for which Tuck is already well known. "We wanted a way for our faculty to share with students not only best practices but also their approach to creating knowledge," then-Dean Paul Danos explained in a 2011 Tuck Newsroom article, adding, "One should continuously inform the other. At Tuck, our research faculty teach a high percentage of courses, and we just wanted one more dimension to keep the research-and-teaching linkage together."

The goal of the seminars is to clarify the connection between research and the way in which research results are applied to the practice of management. The classes bring small groups of second-year students together with top faculty to focus intensely on a specific topic. A second-year student described the series to mbaMission as "a wonderful way for students to delve into a topic that they are very passionate about. The professors who teach the seminars are the very best."

Leadership Development

Tuck's curriculum emphasizes teamwork, and the school has a long history of incorporating group work into the learning process to create a foundation for leadership development. The school's current approach is to "accelerate a process that most executives eventually experience," explains its Web site, thereby helping ensure that Tuck students graduate with the leadership skills necessary to excel in the global business community.

Each first-year student is required to take "Leading Individuals and Teams," which introduces conceptual frameworks for enhancing individual and group performance, as well as "Leading Organizations," which teaches students the frameworks for diagnosing performance at the organizational level and for exercising leadership in an organizational setting. In 2009, Tuck added the "Personal Leadership" course, through which participants receive feedback from their peers on their leadership skills; students are then required to formulate individual leadership plans. Taught by Professor Pino Audia, this course helps students identify gaps in their leadership profile and develop their personal leadership style.

A second-year student we interviewed described his experience with the leadership curriculum: "In study groups, you take various surveys to learn your leadership style and how you interact with a group. At the end of the year, a second-year fellow guides a discussion where study group members give feedback. I got a lot of value out of it, just in having formal, and both quantitatively and qualitatively driven, feedback."

The school's Center for Leadership supports its current leadership development course offerings, with a focus on overcoming barriers to self-awareness and on understanding the match between leadership strengths and the demands put on leaders in different work settings. Professor Audia, who is founder and faculty director of the center, explained in a 2009 Tuck press release, "While most leadership teaching in business schools is still done through the case method, the center at Tuck will embrace a personalized approach to leadership where the lens shifts from other leaders onto the students themselves." Each year, the center supports up to five Dartmouth undergrad students via the Paganucci Fellowship Program (in addition to offering several other fellowships), a social entrepreneurship–focused consulting experience that "supports Tuck's efforts to study complex social issues and the ways in which businesses can create positive social and financial value," states the school's Web site.

In addition, students can apply to the MBA Fellows Program through the school's Center for Global Business and Government, which awarded 13 fellowships for both the 2015–2016 and the 2014–2015 academic year, and 19 fellowships for 2013–2014 (up from just six fellowships in 2012–2013). MBA Fellows gain one-on-one exposure to the center's guest speakers—who are often senior executives in global corporations—and help coordinate the center's programming and events.

The Dean

In March 2014, Paul Danos revealed that he would be stepping down from his position as Tuck's dean after nearly 20 years—one of the longest tenures among the deans at the top-ranked business schools. In January 2015, after an extensive eight-month search, the school announced that Matthew J. Slaughter, who has been a professor at Tuck since 2002 and served as the associate dean for faculty, would assume the role of dean in July. Slaughter received the MBA program's Teaching Excellence Award in 2011 and has taught the elective course "Leadership in the Global Economy," reportedly one of the most popular classes at Tuck.

Slaughter received his BA from the University of Notre Dame in 1990 and his PhD in economics from the Massachusetts Institute of Technology in 1994. Before joining the Tuck faculty in 2002, he was a member of the economics department at Dartmouth College, where he received the John M. Manley Huntington Teaching Award in 2001. Outside of Tuck, Slaughter is a member of numerous committees and boards, including the Congressional Budget Office's Panel of Economic Advisers and the U.S. State Department's Advisory Committee on International Economic Policy. In addition, he served on the Council of Economic Advisers in the Executive Office of the President from 2005 to 2007.

"Tuck and Dartmouth have been my professional home since graduate school, and I am honored and humbled by this opportunity," Slaughter said in the school's official announcement of his appointment. "Tuck is a wonderful school that since its founding has evolved in creative and innovative ways to address the world's challenges and opportunities. Building on Tuck's many strengths, I look forward to working with faculty, students, staff, and alumni to craft a compelling vision for the future that will enable Tuck and its graduates to thrive in our ever-changing world."

The school that Slaughter stepped up to lead is largely different from the one Paul Danos first knew in 1995. Given his lengthy tenure, Danos can claim an impressive number of accomplishments and contributions to the Tuck community, including faculty expansion and multiple new curricular offerings. In addition, according to a 2014 *Fortune* article, the school's endowment grew from $59.2M to $310M during Danos's five terms as dean. We will be interested to see what changes are ahead for Tuck under Slaughter's purview.

Professional Specializations

Consulting

With 21 professors in the area of strategy and management, Tuck's MBA program prepares students for careers in consulting by helping them develop the skills the top-tier firms in the industry demand. In fact, 34% of the Class of 2015 accepted consulting positions (35% in 2014, 27% in 2013, and 36% in 2012). Although Tuck does not offer a dedicated consulting track, the school's general management, strategy, and management courses—including

"Advanced Competitive Strategy," "Implementing Strategy," and "Strategy in a Turbulent Environment"—are top choices among those aspiring to a career in this field.

Students can also gain hands-on consulting experience through the "OnSite Global Consulting" (formerly Tuck Global Consultancy) course, which gives second-year students the chance to put their MBA education into practice worldwide. Since 1997, students have consulted with approximately 140 global organizations on more than 205 projects in more than 50 countries. On-site consulting projects are led by small teams of students working under the supervision of Tuck professors with extensive consulting backgrounds. A large percentage of the second-year class participates in this elective, defining projects in the spring or early fall, then traveling to their assigned countries during one of the three decided-upon months to perform on-site research and analysis.

At the end of the program, students present their findings to their clients. Past clients include major corporations such as Alcoa, British Telecom, Cargill, Citibank, Corning, DHL, DuPont, Hewlett-Packard, Home Depot, Intel, John Deere, Johnson & Johnson, McGraw-Hill, Microsoft, Nike, Unilever, and Walmart. A recent graduate we interviewed enrolled in the "OnSite Global Consulting" course to gain experience in preparation for a strategy consulting career and explained, "The project was more strategic than my previous IT [information technology] consulting work. It was great to work with high-level executives that would seriously consider my team's recommendations."

Consulting projects from recent years have included assisting with a growth strategy for educational programs in Uruguay, developing a business plan for a brewery in Switzerland, analyzing the energy market in light of new regulations in Spain, and evaluating the potential for expanding tourism in Machu Picchu, Peru, at the initiative of the government. A PDF of example projects from 2010–2014 can be found here: www.tuck.dartmouth.edu/uploads/content/onsite_project_examples.pdf.

A second-year student who participated in the project in Peru told us, "The Global Consultancy project is unique to Tuck and one of the main reasons that I chose to come here. It was really valuable to be on this team; it was a very valuable experience. We did research before going there, then worked hard every day—full days—including lots of traveling, understanding the culture, and learning to work in a completely different political culture. For me, personally, it was fascinating. It was the best experience I've had at Tuck, and I've had a lot of great experiences here. It exceeded my expectations. It was different from just visiting businesses in another country (which Tuck and lots of other business schools do); you are a mini consulting company and are there working for them."

Another second-year student with whom we spoke said, "I was on a project in Lithuania. Without this project, I would never have thought of visiting Lithuania. It turned out to be one of the greatest experiences for me at Tuck. I learned so much about the local politics, business, and culture by intensely interviewing government officials, embassy officials, university professors, local businessman, and customers in three weeks."

Tuck Student Consulting Services, a student-run club, provides its members additional ways in which to gain early consulting experience. The club organizes volunteer opportunities for students to lend their time helping local

businesses and nonprofit initiatives with strategic projects. Each project for the club is capped at 40–60 hours, with individual students contributing between ten and 15 hours to the team. Students enjoy a seemingly endless number of options through which to make an impact. Past clients include Green Mountain Coffee Roasters, Inc.; Love146; High Horses Therapeutic Riding; and WISE. A second year we interviewed joined this group to gain exposure to the consulting world via a strategy-based project for a local nonprofit, which led to an appointment to the organization's board through Tuck's Board Fellows program.

Several other student-run clubs at Tuck also offer aspiring consultants the resources they need to pursue careers in this field, including the Consulting Club and the Case Competition Club. The Consulting Club helps students develop the necessary skills to secure management consulting positions through case interview preparation, career treks to Boston, career panels, and a speaker series. A former club president explained to mbaMission that the group's primary role is to assist first years in preparing for the recruiting process. In addition to providing overviews of the field throughout the year—such as "Overview of the Firms," "Consulting Recruiting Overview," "Consulting Trek Overview," and "General Management vs. Consulting"—the club offers case marathons and brown bag sessions (meetings over lunch for which attendees bring their own meals) such as "Firm-Specific Brown Bag Sessions," "International Recruiting Sessions," and "Brown Bag Sessions: Interviews."

The Case Competition Club focuses on assisting students in preparing for case competitions, such as the IPADE Global Case Competition, the Global Innovation Challenge, the Hult Global Case Challenge, and the UBS Investment Banking Case Competition. Participating in such competitions can give students an edge when they interview for consulting positions.

The following firms are listed among the school's top hiring companies for 2014–2015: Bain & Company, the Boston Consulting Group, Deloitte Consulting, L.E.K. Consulting, and McKinsey & Company.

Entrepreneurship, Private Equity, and Venture Capital

Although the 2015 Tuck employment report does not include similar info, four members of the Class of 2014 (representing 1%) indicated that they planned to start their own business after graduating rather than enter a full-time position with an established company. In addition, 2% of the 2015 graduating class accepted roles in the private equity and venture capital industries (this figure was 2% for private equity alone in 2013, and 4% for both private equity and venture capital in 2014 and 2012).

With numerous course offerings in private equity, venture capital, and entrepreneurship and five professors devoted to these fields, Tuck students can explore the theories and practices of starting, growing, and funding businesses. In addition, the "First-Year Project" course gives students the opportunity to complete an entrepreneurial or consulting project. The second-year elective "Field Study in Private Equity and Growth Ventures" provides a balance of classroom and real-world practice through a combination of case discussion, classroom exercises, guest speakers, and team projects.

Numerous opportunities to gain private equity, venture capital, and entrepreneurship experience are also available through the Center for Private Equity and Entrepreneurship. Established in 1998, the center offers students courses, internships, fellowships, and independent studies on key private equity and entrepreneurship topics. The center's Big Green Entrepreneurs and Big Green Private Equity lists represent a strong network of Dartmouth/Tuck alumni who either started or played a significant role in starting a new business or who are involved in a private equity firm and with whom students might connect. The list of ventures started by Tuck alumni spans a variety of industries and includes such companies as Priceline.com, Overstock.com, TripAdvisor, Drugstore.com, Shutterfly, Caribou Coffee, and Sobe.

The Campus-Wide Incubator Program is a notable entrepreneurial resource at Tuck, supporting and facilitating the launch and development of ventures led by Tuck and Dartmouth students. The incubator offers entrepreneurial guidance and support, $2,000 to $5,000 in financing, access to experts in key areas, and opportunities to present to investors. In addition, students are provided the meeting, work, and storage space they need to develop their businesses.

Students can also gain practical start-up experience through internships and fellowships. Tuck's Maynard Entrepreneurial Internship Program helps students secure summer positions with start-up companies. The program has two phases: a summer internship with a faculty advisor followed by a required faculty-coordinated workshop on campus in the fall. To be considered for the program, the hiring start-up must have less than $25M in annual revenue and/or fewer than 150 employees. Because most start-ups have limited funds for internships, the company pays the student intern a stipend, and the Maynard Program supplements that income. More than 100 organizations have participated in the program since it was first established in 2000. In 2015, Tracksmith, Brooklyn Gin, EcoFactor Inc., and Alta Motors were among the host companies. In 2014, host firms included CommonBond, Dtex Systems, Gemvara, and Misfit Wearables..

Members of the school's Entrepreneurship Club can also apply for the Entrepreneurship Initiative Student Fellows Program, which supported three fellows in 2015. The fellowship provides volunteer opportunities to work on entrepreneurship-related projects, host visiting entrepreneurs, and plan and organize the annual Dartmouth Entrepreneurs Forum (formerly the annual Dartmouth Ventures Entrepreneurship Conference,) a daylong event open to all of the university's students. The April 2016 conference, the first under the new title, featured the co-founders of Brooklyn Gin, the founder of TripAdvisor, and the founder and CEO of CarGurus as keynote speakers. Fireside chats and panels included such themes as "Building a West Coast Company," "Biotech," and "Early-Stage Financing." A new feature, specialty workshops, focused on such themes as "Intellectual Property" and "Sales and Marketing." The event also featured a startup competition.

In April 2015, the conference was themed "Entrepreneurial Journeys," and the co-founder/president and the chairman/CEO/co-founder of EnerNOC gave keynote addresses. Panel sessions covered such topics as "Research, Innovation, and Successful Commercialization," "Decisions Made from the Trenches," and "Tech CEOs' Path to Success."

The event also featured a start-up showcase, a start-up workshop series, fireside chats, and an Entrepreneurship Contest that offered a top award of $70,000.

The Entrepreneurship Club facilitates a number of additional opportunities for student participation in business plan contests, such as the MIT $100K Business Plan Competition, which involves teams representing various industries from top New England business schools. The club also partners with the Dartmouth Entrepreneurial Network to connect students with a wide range of start-up services, from strategic advice to mentoring and networking opportunities. Advisors in the network are experts in the Dartmouth or business community.

Students can also gain field experience by taking advantage of the Private Equity Internship Program, hosted by the Center for Private Equity and Entrepreneurship. The center provides partial funding for summer internships at venture capital or buyout funds, placing students in the host firm's office, the portfolio company's office, or both.

An alumnus who interned with the Center for Private Equity and Entrepreneurship explained to mbaMission that he felt the experience allowed him to solidify the learning he had gained from a private equity–related elective he took during his first year. "The great part of the internship is the ability to customize it, the close interaction one gets with the professors running the center, and the balanced work/life schedule over the summer," he said. His internship was quite diverse and included analyzing a business plan for a group of angel investors, participating in investor meetings in which entrepreneurs pitched their ideas to angel investors, providing research support for the center's directors, assisting these directors with *Wall Street Journal* and *New York Time*s interviews on the growing financial crisis, and contributing to other topical tasks related to private equity.

The prestigious Kaufman Fellowship, while not provided directly by Tuck, is also available to the school's students and provides a 24-month, postgraduate fellowship in the venture capital industry. In fact, since 1997, nine Tuck students have been finalists for or winners of this distinguished fellowship.

Tuck's Private Equity and Venture Capital Club (formerly the Private Equity Club) is one of the larger student groups on campus, according to a second year we interviewed—and helps to further the education of students interested in the private equity industry by promoting interaction, dialogue, and partnership between Tuck and the private equity community through a range of educational and professional events. In addition, club members work closely with faculty and the Center for Private Equity and the Career Development Office to enhance Tuck's private equity curriculum as well as job prospects for students interested in careers in this field.

When the club was still exclusively for private equity, one of the club's former co-chairs emphasized to mbaMission that because Tuck's MBA program is smaller than others, it tends to draw less than a dozen students who have a background in private equity each year: "This makes it a smaller, closer-knit, and more collegial group. It also means that you can really stand out in private equity here, more than you can at Harvard or Columbia or Wharton, where there might be more than 100 [students with private equity backgrounds] in each year. The Tuck alumni are very committed in this area; some will only hire Tuck guys. But in all on-campus recruiting, you are going up

against fewer other students, which means that your odds are much higher here than elsewhere. That's the most important thing that makes Tuck appealing for private equity."

The Private Equity and Venture Capital Club, the Entrepreneurship Club, and Tuck's Center for Private Equity and Entrepreneurship jointly host the school's annual Private Equity and Growth Ventures Conference. The 2015 event featured keynote presentations by a managing director of Berkshire Partners and the president and CEO of CPPIB, in addition to panel discussions on such topics as "Energy: Opportunities in the Face of $40 Oil," "Buyouts: Evolution in Motion," and "Limited Partners: Adapting to the New Normal." The daylong event, which included additional speakers from companies including Monument Group, ArcLight Capital Partners, LLC, and Parthenon Capital Partners, concluded with a networking cocktail reception.

In 2014, the event took place in February, with a commencing keynote presentation by the CEO of the National Venture Capital Association. Panel discussions concentrated on such topics as "Real Estate PE: Insights on the New Normal," "Buyouts: Adapting in the Middle Market," "Limited Partners: Private Equity Appeal Against Public Equity Performance," and "Growth Equity/Venture: Strategies for Success in a Competitive Environment." The chairman of Oaktree Capital Management also delivered a keynote address, and the event concluded with a cocktail reception.

Finance

In 2015, financial services was the second most popular career path for Tuck's graduates (after consulting), with 24% of the class accepting full-time offers in this industry (investment banking 10%, other financial services 7%, investment management 5%, and private equity/venture capital 2%). Although this aggregate figure is lower than the 30% seen for the Class of 2013, it is within the same approximate range as other previous years: 25% in 2014, 22% in 2012, 29% in 2011, and 25% in 2010.

With seven professors devoted to economics and 14 in the field of finance, and with course offerings related to corporate finance, private equity, capital markets, economics, microfinance, real estate, and taxation, Tuck students can tailor their finance concentration and gain broad exposure to the field. Students aiming specifically for Wall Street can choose from a range of elective course options, including "Advanced Corporate Finance and Governance," "Corporate Restructuring," and "Corporate Valuation." According to a recent alumnus with whom we spoke, almost one-half of the second-year class takes the popular "Investments" course, taught by Professor Kenneth French (see the Notable Professors and Unsung Heroes section for more on French).

Tuck has developed several courses and resources to keep students abreast of the changing economy. In addition, in 2008, students led an initiative to organize town hall meetings, called the News Hour program, that bring together students, faculty, staff, alumni, and guest speakers at least twice every quarter to discuss timely topics such as the presidential elections, the credit crisis and bailout, and the global business outlook.

Tuck has three established student groups related to finance: the Finance Club, the Investment Club, and the Private Equity and Venture Capital Club. The Finance Club organizes recruiting and social events, resume reviews, mock interviews, workshops, career panels, and company-hosted events on finance topics such as valuation, a day in the life of a trader, and how to succeed on Wall Street. A Wall Street Trip is also offered, during which students visit investment banks in New York City, such as Goldman Sachs, JPMorgan, Credit Suisse, Citigroup, Morgan Stanley, Bank of America Merrill Lynch, Jefferies Capital Partners, UBS, Deutsche Bank, and Barclays Capital.

The Tuck Investment Club oversees Tuck Asset Management (TAM, formerly called the Tuck Investment Fund), established in 1996 to "give students the opportunity to learn about the portfolio management process in a hands-on manner," explains the club's Web site. The group manages almost $500,000, according to a June 2014 post on the Tuck 360: MBA Blog, via TAM. First-year students can join TAM as analysts, while second-year students fill the roles of portfolio managers and senior analysts. As of 2015, Dartmouth undergraduate students are able to join TAM as junior analysts. Students pitch investment ideas every month, and the co-chairs of the Investment Club then implement what they feel are the best options.

A graduate and former Investment Club member told mbaMission, "There were plenty of meetings to practice stock pitches and do mock interviews with second-year students who interned in the sector." Students also credit the club with access to top investment management firms. According to the same alumnus, "There was lots of networking with Fidelity, MFS, and Wellington. Each of these firms sends Tuck alumni to campus for stock-picking workshops."

From what we learned in doing research for this guide, Tuck provides great access to business executives. As yet another example of this, each year, a group of second-year students travels with the Investment Club's advisor to Omaha, Nebraska, to meet with Warren Buffett, CEO of Berkshire Hathaway. During this annual trip, the Tuck group joins students from other top business schools to enjoy a question-and-answer session with Buffett, have lunch with him, and tour one of his investments, the Nebraska Furniture Mart. An alumnus told mbaMission about a particular highlight of the trip: "Everyone got to take a picture with him. Just listening to him talk was amazing. He also signed books and sent them to us three weeks later." A second-year student we interviewed added, "The Warren Buffett trip is amazing. Definitely one of the top experiences at Tuck!"

The 2014 trip, for example, gave 20 students the opportunity to rub shoulders with Buffett. "For two and a half hours—standing, no less, for almost the entire time—the 84-year-old investment legend fielded questions on any and all topics," a student participant wrote in a 2015 personal blog post, "All the while during our discussion, his infinite wisdom, wit, humility, quirkiness, and self-deprecating sense of humor were on full display."

The school's Lindenauer Center for Corporate Governance was founded in 2000 and provides academic research that is used in Tuck's finance curriculum. The center's research relates to key questions facing the capital markets industry, including how to raise capital on competitive terms, how to efficiently restructure poorly performing corporations, and how to implement optimal incentive structures at both the top management and board levels.

Firms in this industry that recruited at Tuck in 2014–2015 and are listed among the school's top hirers for the year include American Express, Bank of America Merrill Lynch, Barclays, Citi, Deutsche Bank, Fidelity, Goldman Sachs, Morgan Stanley, and UBS.

General Management

As we have already noted, Tuck is considered a general management school, and it boasts four professors in the academic area of communication, ten in operations and management science, and 21 in strategy and management. Tuck's broad general management curriculum helps students develop the skills they will need to succeed in a variety of positions within this field. For example, "Analysis for General Managers," a core curriculum course, examines what the role of a general manager means for people and organizations, why such a role is important, and how it affects the identification of key problems and opportunities that can define whether a company will succeed or founder.

A second year stated in a 2011 admissions blog post, "I came to Tuck to focus on a general management degree, as my undergraduate education … was too quantitatively focused. Courses such as 'Entrepreneurship and Innovation Strategy,' 'Corporate Communication,' and 'Analysis for General Managers' [the latter not offered in 2015–2016] were exactly what I was looking for. That being said, the quantitative offerings at Tuck are also really good."

Other electives offered in the areas of strategy and organizational behavior include the following:

- "Comparative Models of Leadership"
- "Corporate Development"
- "Implementing Strategy"
- "Innovation Execution"
- "International Strategy"
- "Leadership Out of the Box"
- "Managing Strategic Business Relationships"
- "Negotiations"
- "Strategic Leadership"
- "Strategy in Turbulent Environment"
- "Strategic Principles for Internet Businesses"
- "The CEO Experience"

Tuck's General Management Club works to inform students about the different kinds of general management opportunities that exist, to assist students with networking and interview preparation, and to increase companies' access to Tuck students interested in this field. The club also organizes career treks and helps students with the recruiting process.

Of Tuck's Class of 2015, 15% entered positions with a general management function (18% in 2014 and 2013, and 12% in 2012). A page on the General Management Club's Web site lists more than 130 companies that have hired Tuck students for general management positions, including AT&T Inc.; British Petroleum; Colgate-Palmolive Company; Honeywell International Inc.; NBC Universal, Inc.; Target Corporation; United Technologies Corporation; and Washington Mutual, Inc.

International Business

Tuck continues to build a strong international reputation; as evidence, note that 32% of the Class of 2017 (35% of the Class of 2016 and 31% of the Class of 2015) is made up of international students. Lisa Miller, executive director of the Center for Global Business and Government (formerly the Center for International Business), emphasized to mbaMission, "Tuck is consistently ranked very strongly in U.S. and worldwide surveys. Tuck is committed to global engagement for the sake of delivering a top-notch global business education and attracting the strongest students worldwide and providing them with excellent career opportunities and lifelong support."

Tuck has two professors dedicated to the area of international business, and the school's commitment to instilling a global perspective in its students begins with the required first-year course "Global Economics for Managers." Thereafter, a range of electives and programs is available for students to continue developing their international expertise. One such elective is "Countries and Companies in the International Economy," which focuses on countries, firms, and the interactions between them in the arenas of international trade, investment, and finance. The mini course "Doing Business in China" examines the country's development and emergence as a notable business region. "International Strategy" analyzes some of the basic issues related to the formulation and implementation of global strategies, and "Nowcasting in the Global Economy" delves into the concept and practice of nowcasting.

For the first time, in fall 2015, all incoming MBA students were required to fulfill the new Tuck Global Insight Requirement, which consists of a faculty-led orientation and an immersive global experience. "The world has become much more global," said Professor and then-Associate Dean Phillip C. Stocken in the 2014 announcement of the requirement. "As a result, we believe our graduates must have a global business capability—a global mindset—to successfully navigate the different cultures, countries, and markets in which they will inevitably work. There is no better way to do this than spending time on the ground in another country."

The Center for Global Business and Government (CGBG), established in 2012 (replacing what was known as the Center for International Business), manages the "OnSite Global Consulting" course (discussed in greater detail in the Consulting section), an experiential learning opportunity in which students work in teams to tackle a real-world challenge for a global company. Through this program, more than 205 projects have been completed for companies in more than 50 countries.

Tuck students can also elect to broaden their international experience by spending a second-year term with an MBA program abroad. Exchanges are offered with the following 20 schools around the world:

- Adolfo Ibáñez University, Chile
- Australian Graduate School of Management, Sydney, Australia
- China Europe International Business School, Shanghai, China
- ESSEC Business School, Paris, France
- Fletcher School, Tufts University, Medford, MA, United States
- Graduate School of Business and Commerce, Keio Business School, Tokyo, Japan
- Graduate School of Business, Sungkyunkwan University, Seoul, Korea
- Graduate School of International Management, International University of Japan, Urasa, Japan
- Guanghua School of Management, Peking University, Beijing, China
- HEC School of Management, Paris, France
- HHL—Leipzig Graduate School of Management, Leipzig, Germany
- Hong Kong University of Science and Technology (HKUST) Business School, Hong Kong
- IESE Business School, University of Navarra, Barcelona, Spain
- Indian School of Business, Hyderabad, India
- Instituto de Empresa, Madrid, Spain
- IPADE Business School, Mexico City, Mexico
- London Business School, London, England
- SDA Bocconi School of Management, Milan, Italy
- Universität St. Gallen (University of St. Gallen), St. Gallen, Switzerland
- WHU-Otto Beisheim School of Management, Koblenz, Germany

Internationally focused dual degrees available at Tuck include the MBA/MA with the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University and the MBA/MALD with Tufts University's Fletcher School of Law and Diplomacy, which prepares students for management positions in international corporations, financial institutions, economic and development institutions, and government agencies.

The CGBG-sponsored Killingstad Global Insights Series (formerly the Global Insights Distinguished Speaker Series) brings global leaders with vast international experience at the intersection of business and government to campus for lectures, class visits, and seminars. Together with students and faculty from both Tuck and Dartmouth College, these speakers explore issues affecting international business and public policy, with an emphasis on topics that typically do not get extensive treatment in the classroom.

The following speakers participated in the series in 2015: a prominent author and lecturer, a fellow at the Peterson Institute for International Economics, the commissioner of the Federal Trade Commission, and the president of Bridgewater Associates. Speakers welcomed during previous academic years include the chairman of the United States Commodity Futures Trading Commission, the governor of the Bank of Japan, the founder of the consulting firm Quorum Strategies, a former New Hampshire governor, the U.S. Assistant Secretary of State for Economic and Business Affairs, the chairman and president of the Export-Import Bank of the United States, and the CEO of Anglo American.

The CGBG also hosts a number of other special events throughout the academic year, such as business and political breakfast discussions, which have explored such themes as "President Obama and a Republican Congress: What Will Happen in the Next Two Years?" and "Falling Oil Prices: Implications for Business and Politics," as well as the Global Insights Series.

Student-led events presented via the CGBG are free and open to anyone who wishes to attend. In the past, they have included seminars on such topics as "Global Sourcing: Balancing Profits, Risk, and Responsibility" and "Beyond BRIC: The Business Case for Africa." In 2014, the most recent year the event was hosted, attendees at Africa Highlight Week enjoyed two film screenings, a networking mixer, a faculty panel, and a football tournament. The previous year (2013), the event featured two panel discussions—"Investing in Africa's Growth" and "Rooted in Africa"—and ended with a keynote address by Osamuyimen "Uyi" Stewart, the chief scientist for the IBM Research Laboratory in Africa.

Students can also partner with the CGBG to gain business knowledge in a particular region of the world. During spring break 2009, the center launched the first of several Learning Expeditions, orchestrated in large part via the leadership of Tuck students. That initial year, a group of 17 Tuck students, one staff member, and one faculty member trekked to China to explore the culture and business model of the country's growing economy. They visited eight organizations in ten days and met with business leaders to discuss the challenges and advantages of doing business in China.

During spring break 2016, students undertook Learning Expeditions to India, Brazil, Cuba, China, South Africa, the Netherlands, and Vietnam. In previous years, students traveled to such countries as Israel, Turkey, the United Arab Emirates, Spain, and Singapore. Each trip includes visits to several major cities within the destination countries, which allows the students to visit international firms and organizations, connect with Tuck alumni in the area, and participate in such recreational and cultural activities as hiking a section of the Great Wall of China, visiting Burj Khalifa in Dubai, and swimming in the Dead Sea. CGBG Executive Director Lisa Miller told mbaMission, "These educational trips are faculty led and feature visits to businesses, excursions to cultural sites, and networking opportunities with alums and executives." She added that the trips sometimes sell out in just a few hours' time and can even have waiting lists.

Tuck students can also opt to take a mini course over spring break at a partner school. For example, in both 2013 and 2012, Tuck offered the class "Doing Business in Europe" at the IE Business School in Madrid, Spain, taught by local faculty. Students receive credit for taking part in such mini courses and in Learning Expeditions.

The CGBG encourages students to participate in case and other competitions related to global business and to share what they have learned with the rest of the Tuck community. A sampling of international case competitions includes the Global Social Venture Competition at the Haas School of Business, the George Washington University School of Business Battle of the Beltway, the Citi International Case Competition, the Negotiation Challenge, and the IESE Roland Berger International MBA Case Competition.

The center also provides support for student-initiated, noncredit language courses and discussion groups. Tuck students can take noncredit language courses through Dartmouth's Rassias Center. CGBG Executive Director Lisa Miller told mbaMission, "Most of our students will travel internationally for business during their careers, and many will do assignments outside their home countries. Knowledge of a foreign language can be very helpful in such cases. We plan to develop our language and culture offerings more."

In an interview with mbaMission, a recent co-chair of the International Club at Tuck explained that the organization has been in existence for approximately 20 years and is one of the largest clubs on campus, with approximately 200 members, in roughly equal numbers of first and second years and including both international and U.S. students. The co-chair speculated that two factors drive the club's popularity: "First, in today's world, many students recognize the importance of international thinking and a global cultural mind-set. This helps us to have a large constituency. Second, we organize fun events (parties) as well as cultural events (country chats). This unique blend attracts many students." He then added, "We try to foster a casual environment between all students to maximize the cultural exchange between all students on an everyday basis. This year, we added international movie nights, during which we show a movie from different countries around the world on campus."

Of Tuck's Class of 2015, 8% reported having accepted a full-time position outside the United States at graduation (14% in 2014, 11% in 2013, and 15% in 2012).

Marketing

Although some may not typically count marketing among Tuck's recognized strengths, from what we learned doing research for this guide, we believe that students interested in this field can be confident they will have the courses, resources, and support they need to pursue marketing careers. In fact, Tuck has 12 professors devoted to the field of marketing, and in 2015, 15% of graduates entered positions with a marketing function (13% in 2014, 10% in 2013, and 19% in 2012).

As part of the core curriculum, all Tuck students take "Marketing," which introduces marketing strategy and principles applicable in both for-profit and nonprofit settings. The MarkStrat game used in this course provides a medium through which course learnings come to life via simulated marketing scenarios. One second year described the simulation on Tuck's admissions blog, saying, "There are four groups in each industry, and each group has the capability of developing a marketing strategy in two markets with as many products as they want. After developing a marketing strategy, each group launches their products. Then MarkStrat simulates a real scenario where all the groups compete against each other. The measure of performance is the value of the stock of each group."

In their second year, students have a number of options for elective courses in this study area. The following is a sampling of such classes offered in 2015–2016:

- "Consumer Insights"
- "Database Marketing"
- "Global Marketing"
- "Marketing in the Network Economy"
- "Marketing Research"
- "Research to Practice Seminar: Time in the Consumer Mind"
- "Retail Pricing Strategies and Tactics"
- "Selling and Sales Leadership"
- "Strategic Brand Management"

Tuck's Marketing Club provides students interested in a career in this field with numerous networking and interview/career preparation opportunities. Particular resources and events that stood out to us at mbaMission include brand management interview workshops hosted by recruiting companies, brown bag lunches with second-year students to discuss summer internship experiences, access to marketing executives through the Visiting Executive Program, presentations by professors on key marketing topics (e.g., Marketing 101, Super Bowl Ad Review), and marketing mentorships, in which first-year students are paired with second-year students for mock interviews, resume critiques, and general career advice. The club also hosts alumni panels dedicated to defining marketing opportunities at different companies and provides career resources, such as marketing case interview preparation.

The club also sponsors an annual New York City Marketing Trek in the fall, with two- to three-hour sessions during which students meet with representatives from marketing firms and with Tuck alumni and take office tours of various firms. Companies visited on such trips have included American Express, Colgate Palmolive, Nielsen, and PepsiCo. A student raved about the experience in an October 2015 Tuck 360: MBA Blog post, saying, "On a very practical level, the trek revealed what people mean when they say, 'Tuck thrives because of alumni responsiveness.' I appreciated the way that alumni from the various firms took time to provide tours of their offices, share their experiences, and ensure that senior leadership from their firm gave us a truly strategic view of the major priorities of their organizations. … The trek offered great insights into the marketing world and possible jobs out there, but more importantly the trip confirmed that regardless of the path I choose, I sure am lucky to have this kind of network in my corner!"

Companies that are known to hire MBAs for marketing positions and that are listed as hirers of Tuck students in 2014–2015 include Hewlett Packard, Amazon, PepsiCo, General Mills, and Colgate-Palmolive.

Nonprofit/Social Entrepreneurship

Although Tuck's employment reports in recent years have not specified what percentage of graduates took jobs in the nonprofit sector, 1% did so in both 2012 and 2011, 4% in 2010, and 3% in 2009.

Although the school has only two professors devoted to nonprofit and social entrepreneurship courses and three devoted to ethics courses, Tuck offers an array of classes to prepare students for careers in nonprofit and social entrepreneurship, as well as corporate responsibility. Discussions of ethical issues in the "Ethics in Action" elective are led by strategy, economics, and marketing faculty. Other courses we noted that focus on business's role in society include "Corporate Responsibility," "Business and Climate Change," "Ethical Decision-Making," "Business-Social Sector Partnerships," "Business and Ethics at the Base of the Pyramid," and "Managers for Social Impact."

Students can also work on independent study projects in these fields through the "Tuck Global Consultancy" course; some projects have involved nongovernmental organizations in such countries as Brazil, Japan, Korea, China, and Switzerland. Students can also take classes at the Dartmouth Thayer School of Engineering and the Vermont Law School, which both have relevant course offerings in these areas.

In 2012, Tuck unveiled the Center for Business & Society (CBS), formerly known as the Allwin Initiative for Corporate Citizenship. The center focuses on shaping business and management's role in society and the community. The primary goal of the CBS is to prepare Tuck students for leadership in an increasing complex, interconnected world by ensuring that they graduate with "a deep, intellectual understanding of the role of business in society, a strong appreciation for principled, ethical behavior, and a keen desire to work for a better world," states its Web site. As the number of aspiring MBAs interested in pursuing nonprofit opportunities grows, the new center aims to continue the tradition of providing these students with significant academic resources in this field.

Via CBS, students can gain practical experience in the arena through various hands-on opportunities. Tuck students can work with faculty members to develop cases, participate in self-designed independent studies, contribute to a First-Year Project that has a social or environmental focus, and/or consult for nongovernmental organizations internationally via the "Tuck Global Consultancy" course mentioned earlier.

One past First-Year Project entailed two teams of five students who designed a $300 dwelling capable of providing shelter, clean water, and solar energy to impoverished populations. One team traveled to India to investigate the feasibility of such a dwelling, while the other team visited Haiti to seek a potentially appropriate location. For another First-Year Project, several first years traveled to Zanzibar to explore how aqua culture could enhance the quality of life and contribute to greater economic success for the region. Researching the development of a tuberculosis vaccine in Tanzania, another group of students collaborated with faculty from Dartmouth Medical School. Another project involved a case focusing on a LEED-certified building in Birmingham, Alabama, on which a second-year and a first-year student collaborated. The case was later used in the school's "Real Estate" course.

The center also supports Tuck's annual Business & Society Conference, reportedly one of the school's largest student-run conferences. Students develop the theme and bring together an array of corporate leaders, industry experts, and academic scholars to explore current business practices and future opportunities as organizations engage in vexing global challenges. The February 2016 conference, themed "The New Business Imperative: Meaningful Engagement with Stakeholders," featured keynote speeches by the president of global public affairs at UPS,

the deputy chief of staff at AFL-CIO, a managing director at Bain Capital, and an assistant professor at Harvard Law School. Discussion panels explored such issues as "The Future of Food: Consumer Engagement and Partnerships for Food and Agriculture Companies" and "Renewables and Infant Industries: Energy Subsidies, Strategic Priorities and the Future of Alternative Energy."

The 2015 annual conference had as its theme "The ROI of Social Impact" and welcomed as keynote panelists the vice president of business development at Tesla Motors and the founder and managing partner of DBL Investors. The event included breakout sessions on such topics as "When the Profitable Thing Isn't the Right Thing," "Investing in Education: How Do We Measure Success?," "CR Beyond the PR," "BRICs and the Global Energy Future," "Doing Well by Doing Good: New Models in Healthcare," and "Measuring Social Impact Throughout a Company's Life Cycle," with representatives from such companies as the NewSchools Venture Fund, Deutsche Bank, Freight Farms, and PatientsLikeMe.

Prior years' themes include "Resource Constraints" (2010), "Can We Innovate Our Way Out? The Collective Role of the Public and Private Sectors in Driving Long-Term Growth" (2011), "Trading Off: Impactful Business Strategy in Uncertain Times" (2012), "Carrots or Sticks: Using Incentives to Drive Positive Change" (2013), "Business as a Lever for Social Change" (2014), and "The ROI of Social Impact" (2015).

In addition, Tuck students participated in the United Nations Climate Change Conferences (also known as the Conference of the Parties) in Copenhagen in December 2009, in Cancun, Mexico in 2010, in Doha (the capital of Qatar) in 2012, in Warsaw in 2013. The teams attended sessions and met with representatives from international business groups and nongovernmental organizations to learn more about summit proceedings and their implications for global business. CBS sponsored the 2013 and 2012 trips, while the previous two trips were sponsored by the Allwin Initiative. A second year who attended the Copenhagen conference reported that it "was a great experience," adding, "It is really critical for me to understand where that dialogue is, be able to interact if I need to, and take to any business I end up working in." A second year commented in a 2013 Tuck Newsroom article, "Attending events like COP19 [the 2013 conference] helps B-school students to further understand these negotiations as well as seek feasible solutions to address climate change–related challenges."

Campus activities provide other channels for students to focus on social responsibility. Tuck's Net Impact Club is one of the largest student groups on campus, with more than 130 members, and offers students significant experiential/leadership opportunities via such resources as Tuck Student Consulting Services (TSCS) and the Board Fellows Program. TSCS is a student-managed group that arranges volunteer opportunities with local businesses and nonprofits. In the Board Fellows Program, students work in pairs and apply their business knowledge as nonvoting members of boards of participating local organizations. They attend board meetings and may be assigned to committees and/or asked to complete project work. To provide additional professional development, organizations appoint board members to mentor participating students. A president of Tuck's Net Impact chapter emphasized to mbaMission the school's strong support of sustainability issues, saying, "I was not sure how much of that was

going on at Tuck, but there is a lot. We work to get the ideas integrated into coursework, and the professors are very open to it. It [sustainability] has come up in every class I have taken."

The Tuck GIVES (Grants to Interns and Volunteers for the Environment and Society) Fund provides stipends for students who accept internships with nonprofits; money for the fund is raised via an annual charity auction held in the spring. The club works closely with CBS, the Career Development Office, the MBA Program Office, and the Dean's Office and has raised more than $800K in funds since its first auction in 2001—allowing it to support 166 interns. (See the Social/Community Life section for more information on the Tuck GIVES auction.)

Tuck students can also participate in the Upper Valley Nonprofit Exchange, a network that brings nonprofit leaders together to learn from one another and from Tuck faculty members and guest speakers. Via the exchange, students can serve as a resource for nonprofits by offering pro bono consulting or volunteer services. Lastly, some students elect to participate in Tuck Builds (discussed in the Social/Community Life section), a volunteer initiative begun by a former Tuck student, through which students work on a building project site during the day (such as a Habitat for Humanity home) and network with faculty and alumni over dinner in the evening. Guest speakers, who are Tuck alumni, discuss topics related to community involvement from both a personal and a corporate perspective.

In 2009, two students founded Tuck Sustains, a partnership between the school's students and administration with the goal of "reducing Tuck's environmental footprint and offering leadership positions for students interested in environmental issues in preparation for a business world increasingly focused on sustainability," states the group's site. Tuck Sustains recently installed display cases above the trash, compost, and recycling bins in the Tuck dining hall to help students evaluate where their waste should go and are encouraging students to choose reusable containers. Possible future projects include tracking energy usage on campus with Green Light monitors, and collaborating with the administration to enhance energy efficiency on new campus construction.

Notable Professors and Unsung Heroes

Kenneth French (www.tuck.dartmouth.edu/faculty/faculty-directory/kenneth-r-french): Kenneth French has published numerous papers in collaboration with the famous Eugene Fama of the Chicago Booth School of Business, who is widely recognized as the "father of modern finance" and received the Nobel Prize in Economic Sciences in 2013. French is notable in his own right, however, and was elected to head the American Finance Association in 2007. His popular "Investments" course is a "must take," according to students we interviewed. "People really enjoy that class," a second-year student emphasized to mbaMission. Given the demand for the class, students must rank it highly when selecting their electives to have a shot at gaining a spot.

French teaches the course using a lecture format, but a recent graduate explained to mbaMission that French also likes to use the Socratic method and challenge student assumptions: "French has a dry sense of humor with some sarcasm, but he is very approachable." Another alumnus told us, "French is a very compelling speaker—probably

one of the best at Tuck, and he does a good job of explaining complex material well." And a second-year student we interviewed remarked, "He has a cutting-edge academic mind in terms of how to look at investments, and his theories are different from what a lot of academics teach."

Vijay Govindarajan (www.tuck.dartmouth.edu/faculty/faculty-directory/vijay-govindarajan): Vijay Govindarajan, affectionately known by students as simply "VG," has been cited by *Bloomberg Businessweek*, *Forbes*, and *The London Times* as a top-ten strategy professor. In addition, VG was featured by *Poets&Quants* in October 2012 as being one of the "World's 50 Best Business School Professors." His research focus includes global strategy, strategic innovation, strategy execution, and strategic controls. VG has been a consultant to several well-known companies, including Walmart, FedEx, and Microsoft, and in 2008, he served as chief innovation consultant to General Electric. In 2014, VG was named the inaugural holder of the Coxe Distinguished Professorship of Management and in 2015, he was chosen as a faculty fellow at Harvard Business School for a two-year period. He was also the 2015 recipient of the Association of Management Consulting Firms' Award of Excellence. An alumnus told mbaMission, "VG's class is great, and the cases have been interesting. Most of the cases are about manufacturing companies; however, they are not boring at all. He's a great speaker and great lecturer."

A recent graduate described Govindarajan's classroom style to mbaMission by saying, "VG maintains a balance between lecture and class participation. He never cold-calls, because he believes that students will be prepared. He doesn't want students to comment for the sake of commenting and wants people to say something meaningful, which might be different from the approach at other schools." Another alumnus shared that VG often brings great speakers to class.

Robert Howell (www.tuck.dartmouth.edu/faculty/faculty-directory/robert-a-howell): Robert Howell has been teaching for more than 40 years and is quite accomplished in the field of accounting and financial management, having served as chief financial officer of two publicly traded consumer product companies earlier in his career. In addition to teaching the "Financial Statement Interpretation and Analysis" course, Howell is a senior partner of the Howell Group, LLC, and co-founder of the Center for Corporate Excellence. A recent graduate told mbaMission, "Everyone takes his class." For one of the course's major projects, which occurs near the end of the term, students work in teams to analyze a company and present their recommendation on whether to buy, hold, or sell its stock. "Professor Howell has a sense of humor, and he told students that 'it's better to be directionally right and not precisely wrong,'" shared another alumnus.

A second year described Howell to mbaMission as "a character, and a really, really great professor," adding, "His classes are very entertaining, and he is strongly opinionated. He makes even diagnosing financial statements fun; he operates on the assumption that these don't tell you much unless you can unwind them, so it's a very valuable class. I sometimes see him in the Tuck gym; he's a really down-to-earth, approachable guy." Another second-year student likewise spoke highly of Howell, saying, "He is a fantastic professor. The consummate practitioner-scholar, Professor Howell has an unsurpassed ability to simplify and explain complex financial concepts. More importantly, Professor Howell teaches a coherent investment philosophy regarding how to make investment decisions.

I believe that the framework he provides will prove useful long into my career in finance. … [He] peppers his class discussions with pertinent anecdotes and examples underlying investment principles borne from his deep real-world experience and through his work teaching executives investment concepts."

Kevin Lane Keller (www.tuck.dartmouth.edu/faculty/faculty-directory/kevin-lane-keller): Tuck states on its site that Kevin Lane Keller is known as one of the foremost experts on branding, and Keller has served as a brand consultant for some of the world's most recognizable companies, including Coca-Cola, MTV, and Procter & Gamble. In 2012, Keller was featured as one of the "World's 50 Best Business School Professors" by *Poets&Quants*. From 2013–2015, Keller served as the executive director of the Marketing Science Institute as a two-year appointment. A recent graduate told mbaMission, "It is cool to hear his experiences from different companies he's worked in." Another alumnus added, "He is very approachable and in touch with students. He likes to get feedback from students in terms of what they experienced during internships or jobs." As for Keller's teaching style, yet another alumnus explained, "He is more of a lecturer than a class participation professor." And a second-year student we interviewed described him as "straight out of the West Coast—very laid-back. He's known as a cool professor, and a brilliant one."

For the final project (which accounts for 40% of a student's final grade) in Keller's "Strategic Brand Management" course, students form a "brand management team" with three to four of their classmates to conduct a brand audit, which involves analyzing a brand of the team's choosing and preparing a subsequent report and presentation to be made to the class. One alumnus told mbaMission, "I really enjoyed the brand audit project, because you get to pick a brand that interests you and then learn all about it. It was a lot of fun and also challenging." Remarked a second year we interviewed, "That he is such a top guy in his field but still teaches one of the core classes is something that is very special about Tuck."

Social/Community Life

Tuck students enjoy a variety of social events during which they can build relationships with their classmates. In fact, a second-year student told mbaMission, "There are typically at least three social events to attend every week …. You'll never be bored at Tuck, and if you are, you are doing something wrong. The school knows that it is lacking in that urban vibe and makes up for it every way that it can. And it does a great job."

Admitted Students Weekend (ASW): ASW is a student-led event held in the spring for candidates who have been admitted to Tuck. The goal of the weekend is to show prospective students everything that Tuck has to offer as they make their final decision about which business school to attend. The 2011 event's co-chair described the weekend to mbaMission as a "two-day trial" of Tuck, saying, "They get housing with current Tuck students, attend mock classes, Tuck 'Tails, meet faculty, are hosted at a small group dinner and meet current students and other accepted ones. They see that second-year students—who won't even be there when they arrive next fall—care enough to come, and they start to get to know the current first years, who will be their big brothers and sisters and

support [them] when [they] cry over an exam (although you never should because it is not worth it). It is a great bridge from being an accepted student to being a Tuckie."

A recent graduate we interviewed noted that her favorite part of ASW was the international lunch, during which students and partners cook foods from their home country and share them with the rest of the Tuck community. Multiple receptions and events are also planned for these prospective students and their families, such as upper valley treks, class simulations, dinner parties, a Vegas Night, and a dance party. In an April 2014 Tuck MBA Blog post, a partner wrote, "Partners are invited and *encouraged* to attend ASW as well!" adding, "Running concurrently with student-specific programming are panels for partners about Life at Tuck (couplehood, parenthood) and in the Upper Valley, finding employment in the area, information for male partners/remote partners/international partners, and of course about off-campus housing."

Armed Forces Alumni Association: Tuck's Armed Forces Alumni Association, or AFAA (formerly the Tuck Armed Services Club), sponsors study sessions for midterms and finals, organizes various social events, and speaks with prospective students. A past club co-president told mbaMission, "Overall, the students and administration are accepting and supportive of veterans. We bring a unique perspective to the classroom and study group discussions." He continued by saying, "The small, close-knit community and sense of camaraderie amongst Tuckies is somewhat similar to what we [veterans] experience in our respective services. Some of us are married, and Hanover is a great place for families as well." The group has sponsored an annual Military Visit Day over the past few years, during which members of the AFAA visit campus to participate in a panel discussion and networking happy hour with Tuck students.

Fall, Winter, and Spring Formals: The school's seasonal formals are exactly what they sound like: an opportunity for students to dress up and attend a fancy dinner/dance with their classmates. The Fall and Winter Formals typically take place on campus, whereas the Spring Formal is held off campus at an upscale location (like a country club) in New Hampshire or Vermont. "Dressing up, dinner with good friends, and dancing one last time with some fabulous friends and classmates sure made for an incredible evening," the spouse of a Tuck student wrote of the Spring Formal in a May 2013 personal blog post, while another spouse commented on her own blog of her rainy Fall Formal experience: "[There] were about 500 20- and 30-somethings dressed in semi/formal wear and mud boots, riding yellow school buses to a party on a muddy riverbank under a tent. Why, yes, business school does at times feel a bit like College 2.0."

Small Group Dinners: In 2009, several students decided to brainstorm ways to bring Tuckies together outside of academic, professional, and social activities. With support from the administration, the students founded Small Group Dinners, which is open to all Tuck students. As reported by a first-year student on Tuck's admissions blog, for these dinners, students volunteer to either host a meal at their home or attend as a guest and bring a side dish. The parties are arranged so as to bring together students from both class years and to bridge different academic sections, nationalities, living arrangements, career aspirations, and social circles.

A second-year student explained the dinners to mbaMission in detail, saying that Tuck provides some basic funding (approximately $50) for the host(s) to cover the cost of the main course—emphasizing that the money is specifically for food, not alcohol—and the guests bring the rest of the meal. He added that because so many first years live in dorms and many more second years live in houses or apartments, more often than not, second years host first years, though not 100% of the time. Remarking that the goal of these dinners is to "integrate first and second years," he added that the meals are "a great way to meet more people." The school's Class of 2013 appreciated the tradition so much that the students chose to fund one dinner every year for future Tuckies. "We T'13s formed deep relationships at the Small Group Dinner table, so we gave to ensure that this and other community-strengthening traditions continue," explained the Class of 2013 president in a May 2014 Tuck Newsroom article.

Tuck Builds: Getting outside, swinging hammers, and interacting with members of the local New Hampshire community through Tuck Builds is an annual pre-term tradition at Tuck. Through the program, students—according to a broadcast by the Vermont Public Radio, approximately 10% of the incoming class of 2015—collaborate with local nonprofits to give back in a hands-on way to others in the area. In 2015, the program's eleventh year, Tuck Builds worked with such organizations as the Upper Valley Trails, which maintains hiking trails in the area, Habitat for Humanity, which builds habitation with and for those in need, and COVER Home Repair, which facilitates home improvements for low-income households. Projects in 2015 included painting, carpentry, and roof building on various houses.

"In a microcosm, we were a model of how business should operate: erasing the lines between business and the surrounding community to create lasting value," a first year wrote in an August 2014 post for the Center for Business & Society Blog. "One of the things that drew me to Tuck is its connectedness with the community around it," said another student, describing her experience with Tuck Builds in a 2009 article from WCAX News, adding, "Frankly it is fun and it feels good to give back to the community that I am part of."

In addition to fostering engagement at the intersection of business, environment, and society, Tuck Builds gives both incoming and returning MBA students the chance to bond with one another and to interact with faculty and alumni. Participants work on projects over the course of five days in August and are treated to group dinners each evening. "I didn't know we would have these opportunities when I applied for Tuck Builds," wrote a first-year student in a September 2013 MBA Blog post, "and I was pleasantly surprised and happy. Prospective Tuckies—go for it!"

Tuck GIVES (Grants to Interns and Volunteers for the Environment and Society): April 2016 marked the 16th annual Tuck GIVES auction, a student-led event that raises money to fund salaries for Tuck students who accept internships with nonprofits. The event includes both a silent auction and a live auction, and in 2016, it culminated in a Starry Night theme party. Students dress up for the event in their fanciest attire and watch two of their classmates lead the auction of donated items. These offerings can range from dinners with faculty (such as a Cajun-style group dinner cooked by the dean and a South African group dinner hosted by a professor) to vacations (including a vacation package at a luxury resort in Bermuda and a trip to a ski resort in Colorado) to student-hosted themed

dinners, tickets to Red Sox games, tennis and fly-fishing lessons, babysitting services, and a daylong workout session with Tuckies from the Armed Forces.

In 2015, the auction concluded with a Monte Carlo theme party, and in 2014, participants enjoyed a Masquerade theme party. In regard to the auctions, a member of the admissions staff told mbaMission, "Our goal is maximum participation of the Tuck community, which includes students, their partners, staff, and faculty. I have donated two necklaces and bracelets that I made from African beads I purchased in Ghana, one of the deans auctions off an evening in his barn, which is actually a huge, wonderfully furnished place with a giant TV and bar—and other folks offer dinners, photography, painting, and just all sorts of things." Since its inception in 2001, the auction has raised more than $800K to support 166 interns, notes the Tuck GIVES Web site.

Tuck Hockey: Any applicant considering Tuck should know that, according to a recent graduate mbaMission interviewed, "Hockey is a big deal here and is passionately supported." Close to 150 students participate in the games organized by the Tuck Hockey Club every year, and students can choose from various teams to join, depending on their skill level. "Hockey is more than just a game at Tuck," notes the school's Web site. "It's woven into the fabric of the school, an all-comers activity that builds on Tuck's time-honored traditions of teamwork and community." An alumnus told *U.S. News & World Report* in August 2012 that hockey is a large part of bonding at Tuck, saying, "It's 40 below [zero] with wind chill on winter mornings. People don't leave for the weekends. Your network is your classmates, and hockey is a strong part of the culture." A second-year student in the article recounted how his manager—a Tuck alumnus—had shared some words of wisdom for doing well at the school: "Work hard, do well, and get yourself a pair of ice hockey skates."

The school's hockey teams play in various venues around town. Thompson Arena at Dartmouth is the main facility, and Campion Rink near Sachem Village has hosted tournaments, intramural games, and skating sessions. In the winter, Occom Pond freezes over, providing yet another spot for Tuckies to enjoy hockey. And for those who like to compete, opportunities abound to do so. The school's advanced teams compete against teams from other business schools across the country, including Wharton, Harvard, Michigan, Babson, and Cornell. Intermediate players play pickup games against students from the Vermont Law School, local teams, and intramural clubs. The beginner teams compete against each other and in Wharton's Annual Cheesesteak Chalice Tournament. And those who are not quite ready to play hockey can always get in the game by cheering on their classmates! A non-hockey-playing second year told mbaMission, "Every school needs one thing that binds everyone together. Here it is hockey, and I like the fact that it is something physical, not just business or academics."

Tuck Partners: Given that generally, more than one-third (25% in 2015, 32% in 2014, 31% in 2013, 36% in 2012, and 42% in 2011) of Tuck students come to school with their significant others, Tuck Partners—a social group comprising students' wives, husbands, boyfriends, and girlfriends—is an important part of the Tuck community. The partners develop close bonds through informal social events, such as book club and gourmet club meetings, and can also attend official Tuck events with their student partners. In addition, numerous activities are planned throughout the academic year specifically for "Tiny Tuckies," the children of Tuck students.

A second-year student told us that what she loves most about Tuck is that you can always find something to do, regardless of your marital status. "There is no segregation of single and married people," she said. "Everyone is really connected." A married second-year student told mbaMission that initially, his wife had been very concerned about what their life would be like at Tuck, but that now, "she can't imagine a place that is more supportive." He added, "The partner network is really strong, with lots of events just for them, but the partners are also integrated into Tuck—they are on the social list emails, are invited to all the parties, and can sit in on the classes. My wife is friends with people from Tuck whom I am not close to. Tuck really reaches out to them [the partners]."

The wife of a first-year student noted in an October 2013 post on the Tuck 360 MBA blog that even though moving to Dartmouth required uprooting from her former life in Boston, she found Tuck's welcoming and robust community one of the "silver linings" of life at the school. "Partners are integrated in a way that makes it easy for couples, and other students, to become lifelong friends," she explained. Similarly, a 2015 graduate called Tuck "the most family-friendly MBA" in an August 2015 blog post. "Tuck really was a place where my entire family felt a part of something together," he wrote, adding: "I truly cannot imagine a better place for a student with a family (like myself) to get an MBA."

Tuck 'Tails: These "happy hours" occur almost every Thursday for the entire campus and are typically sponsored by a different student group each week. Faculty and students gather over beer, wine, and other refreshments. A recent graduate we interviewed noted, "The Tuck 'Tails are fun, and usually linked to different events and clubs. They are chill, but sometimes lead to bigger parties!" The events are generally held on campus in Stell Hall, but when the weather is nice, the festivities are sometimes moved to a tent outside or onto the new deck in the LLC.

Winter Carnival: Each February, more than 650 MBA students from a dozen or more top business schools across the country gather in Hanover to take a break from classes and recruiting and join Tuckies for the school's Winter Carnival weekend. Celebrating the 31st anniversary of the carnival, the 2016 event was themed "A Clash of Carnivals" and hosted participants from more than 15 MBA programs for the two days of festivities. On the first day, students could choose from such activities as sledding, skating, and pond hockey, as well as an '80s-themed ski party. On the second day, attendees could compete in a ski race or miniature golf and then celebrate at the closing party.

With the theme "Carnival of Thrones," the 2015 event welcomed aspiring MBAs from 14 business schools to participate in the weekend events. In 2014, attendees also enjoyed the 38th Annual Winter Carnival Concert, which featured a jazz ensemble. In the previous year (2013), the carnival featured such activities as a human dogsled race, a hot-dog-eating contest. All events at the Winter Carnival are geared toward socializing while also raising money for a selected nonprofit organization.

The costumes teams choose for the skiing competitions tend to be a highlight of the event. Past costumes, noted a first year with whom we spoke, have included "Hawaiian-themed clothing, business suits, and even Speedos!"A Harvard Business School student who traveled the 130 miles to participate in the 2012 carnival observed in an article in his school's newspaper, "We left the weekend with not only bellies full of free beer, but also a lot of great

new friends and memories," adding, "It is REALLY fun to hang out with other b-schools, and there should be more weekends that bring students across the country together."

A second year described the Winter Carnival to mbaMission as one of the more anticipated events at Tuck: "It is a big social event, to embrace the winter. On Friday, there is a big party at Occom Pond, with hot chocolate; it's very family friendly. On Friday night, they hold a dance party. The ski races are on Saturday, followed by another party .... It's a cool way for other schools to come and experience the winter wonderland that is Tuck."

Academic Summary

Curriculum: Tuck offers a general management curriculum. Students are free to specialize in certain areas, but they are not required to do so. Incoming students must complete the first-year core curriculum, the Tuck "First-Year Project" course, and electives. Second-year students must complete a minimum of 12 full classes to reach the graduation requirement of 82.5 credits. All students are required to take at least a mini course, or 1.5 credits, from an approved list of courses dealing with ethics and social responsibility.

Tuck's 31-week core for first years is longer than the core at most schools and includes the following courses.

Fall A term (September and October)

- "Analysis for General Managers"
- "Leading Individuals and Teams"
- "Managerial Economics"
- "Statistics for Managers"

Fall B term (October and December)

- "Capital Markets"
- "Decision Science"
- "Financial Measurement, Analysis, and Reporting"
- "Leading Organizations"
- "Management Communication"

Note: Students transition to their new sections at the start of the winter term and again in the spring.

Winter term (January-March)

- "Competitive and Corporate Strategy"
- "Corporate Finance"
- "Global Economics for Managers"
- "Marketing"

Spring term (March-April)

- "First-Year Project"
- "Operations Management"
- "Personal Leadership"
- Electives

Grade Disclosure Policy: Tuck does not prohibit grade disclosure to recruiters. However, students we interviewed explained that recruiters rarely request grades.

Grading Policy: Students are given letter grades: H (honors), S+ (Satisfactory Plus), S (Satisfactory), LP (Low Pass), F (Fail).

Majors: Tuck does not offer majors. However, students can tailor their curriculum and take courses from seven special interest concentrations, as follows:

- Accounting
- Communication
- Economics
- Entrepreneurship
- Ethics and Social Responsibility
- Finance
- Health Care
- Marketing
- Operations and Management Science
- Organizational Behavior
- Strategy

Research Centers and Initiatives:

- Center for Business & Society
- Center for Global Business and Government
- Center for Leadership
- Center for Private Equity and Entrepreneurship
- Entrepreneurship Initiative
- Glassmeyer/McNamee Center for Digital Strategies
- Health Care Initiative
- Initiative for Women
- Lindenauer Center for Corporate Governance
- Revers Energy Initiative

Teaching Method: Tuck's program blends case method, lecture, simulations, individual/team projects, and other forms of learning.

Admissions Basics

Note: Any specifics discussed in this section related to application requirements were valid for the 2015–2016 admissions season (unless otherwise noted). Be aware that requirements for any subsequent admissions cycles may differ. Always check with the school directly to confirm all application details.

An alumnus we interviewed noted, "The Tuck Admissions Office is always open and staffed with people eager to answer your questions." The school also hosts online chats and manages an admissions blog to provide applicants with the info they need about Tuck to put forth the best application possible. A recent graduate underscored to us that the school will even work directly with applicants who have been denied admission, if requested, and offer feedback on how they can strengthen their application the next time around. In fact, this alumnus knew of several classmates who were accepted the second time they applied, after receiving this kind of assistance.

The Application Process: The application process is the same for all applicants, regardless of test scores, years of work experience, and other quantifiable metrics. The admissions committee employs a holistic review process to assess each applicant's fit as well as his/her academic and professional excellence. Every candidate's file is read at least three times—twice by members of the staff (the admissions committee) and once by the director of admissions, who makes the final decision, based on input from the admissions staff. In the case of differing opinions on a candidate, the applicant's files go back to the staff for review. The admissions committee as a group then discusses the candidate's strengths and weaknesses, considering the demographics of both the applicant pool as a whole and the applicants who have already been slated for offers.

Admissions Rounds: Tuck has four admissions rounds (Early Action, November, January, and April). Each round has a firm application deadline and a decision date, so submitting an application months or weeks in advance of the deadline confers no advantage. In addition, Tuck is a member of the Consortium for Graduate Study in Management, which has a separate application process, interview, and deadlines. Consortium application deadlines generally fall in October-November and January. If a Consortium applicant is interested in applying during Tuck's Early Action Round, Tuck will refund the applicant's Early Action Fee upon receipt of the applicant's Consortium application.

Tuck's Director of MBA Admissions Dawna Clarke told mbaMission that the school does give a slight preference to candidates who apply in the Early Action round over those who submit in the November and January rounds. "I think the selectivity is slightly more liberal in Early Action and slightly less competitive than the other rounds," said Clarke. "Those candidates tend to be good candidates and have done a good job of doing their research and identifying their top school, and I think that indicates that they're very organized, and the early bird gets the worm."

Similarly, Tuck explains on its admissions pages, "It is to your advantage to apply as early as you are ready. The admissions committee cannot predict the quality of future applications, and is therefore inclined to admit well-qualified applicants early in the process. In addition, early application ensures that you will receive a decision earlier." However, the school also emphasizes the importance of not rushing your application and goes on to state, "Regardless of the round in which your application has been submitted, the admissions committee will give full and fair consideration to your candidacy."

GMAT/GRE: Tuck has no GMAT or GRE cutoffs and stipulates no ideal score or average. Applicants are evaluated on a holistic basis, and all their attributes are considered (work experience, community/ leadership activities, etc.). Tuck's application allows candidates to report up to two scores, and the admissions committee will consider higher scores on a particular section of a previous exam but will not create a new combined score for an applicant. Only the highest composite score is considered. Tuck pays attention to applicants' standardized test scores because the school believes that, in conjunction with undergraduate grades, the exam is a good indicator of academic potential. The committee also states that while it cannot guarantee that any new scores submitted after the application deadline will be reviewed, an effort will be made to update an applicant's file if new scores are submitted.

GPA/Transcript: In a 2009 *Bloomberg Businessweek* interview, Clarke explained that an applicant's undergraduate academic performance can tell the admissions committee a lot about that person's overall performance, his/her decision-making process in terms of what classes he/she elected to take, and the consistency of the candidate's performance (e.g., whether it trended upward or fluctuated irregularly). Clarke added that the admissions committee feels that seeing how quantitatively prepared a candidate may be is helpful in evaluating him/her, and that one's GPA can indicate how much that person challenges him-/herself.

Global Mindset: Tuck's admissions committee added a new admissions criterion in 2007 that it calls "global mindset." This refers to the extent to which an applicant has traveled, worked, and/or lived abroad, as well as to the number of languages the candidate speaks, though no set requirements exist for these factors. In a 2011 "Ask Dawna" video blog post, Clarke shared that international experience was becoming more important to recruiters, noting, "In this global economy, we feel that business leaders need global skills." In addition, Tuck believes that students who possess a global point of view add greatly to the depth of experience at the school. Clarke stressed in the same video, "Be authentic and reflect on the experiences you have had in your professional and personal life that are international in nature."

We at mbaMission would recommend that applicants with less robust international experience consider enrolling in a foreign language course, seeking professional or extracurricular projects that could provide some level of international exposure, and/or reflecting on the extent to which they have been exposed to other cultures, and then highlight meaningful examples of this in their application.

Word Limits: Although the Tuck admissions committee offers a somewhat flexible word limit, it expects candidates to adhere to the suggested ranges and guidelines. For the 2015–2016 application season, candidates were encouraged to keep their essays under 500 words each.

Interviews: Tuck has an applicant-initiated interview system. While some schools conduct interviews by invitation only after reviewing a candidate's application, Tuck uses an open interview policy. Clarke stated in a 2012 video on Tuck's YouTube channel that this approach is rare among top business schools and encouraged all interested candidates to visit the school, interview on campus, and get a feel for the community before applying. Although not all candidates are able to come to Tuck to interview, many applicants travel from around the globe to do so; therefore, a U.S. applicant who does not interview on campus might find him-/herself at a disadvantage comparatively.

Tuck may invite an applicant to an interview after reviewing his/her file. The school extends such invitations to a few domestic applicants each round, and even though these candidates live in the United States, they typically live far from Hanover. Interviews initiated by the admissions committee are conducted by members of the committee, admissions associates, or alumni interviewers and may take place off campus or by Skype. Interviews conducted on campus take place primarily with committee members and second-year students acting as admissions associates.

Waitlist: Candidates are placed on Tuck's waitlist for a variety of reasons. Sometimes the committee needs more information about an applicant but sees many positive qualities in the candidate and is interested enough to seek additional data, or it questions the applicant's English or quantitative strengths and so encourages the candidate to retake the GMAT/GRE or TOEFL or to complete supplementary coursework. In other cases, the school may pinpoint no particular area of concern but is simply unable to offer admission at that point. The good news is that if you happen to land on the waitlist, Tuck will provide feedback on how to strengthen your candidacy. The school admits people from the waitlist every year, but the number varies for each class.

Financial Aid: Tuck offers scholarships to U.S. and international applicants based on a combination of need and merit, and these awards range from $5,000 to full tuition. Recipients are notified of such scholarships at the same time they receive their offer of admission to Tuck or as part of their financial aid award package. All applicants must complete an Application for Tuck School of Business Scholarships by the specified deadlines (submitting the application early is to the candidate's advantage). In assessing merit, Tuck considers a variety of factors, including exceptional academic performance, leadership, professional accomplishments, service, and ability to contribute to the diversity of the Tuck community.

Regarding international students, a member of the admissions staff told mbaMission, "Tuck offers funding options for international citizens attending Tuck. The programs do not require a U.S. co-borrower and offer very competitive terms. The maximum amount is determined by a needs analysis performed by the Financial Aid Office using the information provided by the student and may vary by individual. International students can borrow up to the cost of tuition and mandatory fees, less other aid for the two years at Tuck. Our goal in providing the program is to

supplement the student's other financial resources. International students should also investigate all sources of funding from within their home country, including government and private scholarships and loans. International students may also be eligible for other types of loans if they have a U.S. cosigner with positive credit history."

Reapplicants: Tuck does not look upon reapplicants negatively and in fact, the admissions committee is willing to provide specific feedback to some applicants who have been denied admission to help those candidates strengthen their candidacy in their subsequent application. All reapplicants must submit a new application, essays (including an additional reapplicant essay), recommendations, and a nonrefundable application fee. Reapplicants who applied the previous year must submit only one new recommendation and do not need to provide a self-reported transcript unless additional class work has been completed. Tuck states on its Web site that it strongly encourages all reapplicants to schedule an on-campus interview to share how they have strengthened their candidacy in the interim.

Dartmouth College (Tuck) Essay Analysis, 2016–2017

With its first required essay question for this season, the Tuck School of Business at Dartmouth College has remained constant, again requesting that candidates submit a rather conventional essay outlining their career goals and explaining their need for a Tuck MBA specifically. For its second required essay, however, the school has long been asking applicants to discuss leadership, but this year, it has pivoted away from that topic to focus on diversity instead. Thereafter, you have the opportunity to craft an optional essay to mitigate any weaknesses in your candidacy, if any such issues exist. We believe that with these options, applicants should be able to present a well-rounded picture of themselves to the admissions committee. Now we will delve more deeply into each of the individual prompts…

Essay 1: What are your short- and long-term goals? Why do you need an MBA to achieve those goals? Why are you interested in Tuck specifically? (500 words)

The school's request here for applicants' professional aspirations and the reasons behind their interest in the Tuck program basically call for a traditional personal statement essay. And because personal statements are similar from one application to the next, we have produced the mbaMission Personal Statement Guide (https://shop.mbamission.com/products/personal-statement-guide), which helps applicants write this style of essay for any school. We offer this guide to candidates *free of charge*. Please feel free to download your copy today.

Essay 2: As a diverse and global community, our students arrive at the same place from many different paths. Tell us about an experience in which you have had to live, learn and/or work with other people very different from yourself. What challenges and/or opportunities did you experience, how did you respond, and what did you learn about yourself as a result? (500 words)

The school says on its Web site that "truly understand[ing] how others live, work, and do business" is "a requirement for today's leaders"—and Tuck is interested in creating and promoting effective leaders. Likewise, community and collaboration are important themes that appear often in Tuck's descriptions of its MBA program. So naturally, the school wants to know that you are both open to and equipped for this kind of environment and will be able to not only constructively contribute to it but also extract the most from it personally. This will require demonstrating that you possess self-awareness in conjunction with a willingness to hear, consider, and even adopt the views and ideas of others.

One thing to recognize first is that "other people very different from yourself" is a descriptor that extends beyond the most obvious types of differences, such as race, gender, and citizenship. If the experience you ultimately choose to write about did indeed involve such clear-cut differentiators among the participants, that may make writing this essay a little easier for you. But perhaps your experiences to date have not exactly resembled a melting pot or the ones that have were not very influential or affecting. Consider, then, that you can be different from others based on religion (or lack thereof), political mind-set, age, educational background, professional experience, economic strata, familial situation (think only child versus someone with multiple siblings), working or leadership styles, morals, and almost countless other ways. The emphasis here is not on the kind of difference involved but on your interpretation of and response to it.

As you work to identify a story from your life—professional, personal, or community related—that involved some kind of meaningful interaction with others who were unlike you in some notable way, keep in mind that Tuck is not asking simply for a narrative that shows you have merely encountered or interacted with different kinds of people. The admissions committee wants to know that the incident you have chosen to showcase held some personal value for you. Ideally, your story will convey that you have the kind of emotional intelligence that Tuck would like to see.

Given that you have just 500 words with which to set the scene and discuss the three components the school requests—the challenges/opportunities you experienced, your response to these, and what you ultimately discovered about yourself—we suggest that you forego any kind of general introduction and launch directly into your story, immediately placing your reader in the middle of the action. From there, let the narrative unfold naturally, making sure that the nature of the difference between you and the other individual(s) involved is clearly presented, as is either the difficulty that arose from the dissimilarity or the opportunity it created. You must then explicitly address the feelings and thoughts you had as a result and any subsequent actions you took.

The other crucial element of this essay is demonstrating that you learned from the experience—do not gloss over this part or offer a trite or clichéd statement as a kind of afterthought. And specifically, you must share that you learned something *about yourself*. So, claiming that you gained a new skill, for example, would not constitute an appropriate response. You will need to delve more deeply into how your understanding of yourself differed after the situation and clearly explain what the experience brought out in you that you had not known about yourself before.

Optional Essay: Please provide any additional insight or information that you have not addressed elsewhere that may be helpful in reviewing your application (e.g., unusual choice of evaluators, weaknesses in academic performance, unexplained job gaps or changes, etc.). Complete this question only if you feel your candidacy is not fully represented by this application.

Applicants may be tempted to take advantage of this optional essay, but we strongly encourage you to resist any such temptation and submit an optional essay *only if* your candidacy truly needs it. This is most certainly *not* the place to paste in a strong essay you wrote for another school or share an anecdote you were unable to incorporate into either of the primary essays. Again, only if your profile has a noticeable gap of some kind or would provoke any lingering questions on the part of an admissions officer—such as a poor grade or overall GPA, a low GMAT score, a gap in your work experience, etc.—should you take this opportunity to provide additional information. In our mbaMission Optional Essays Guide (https://shop.mbamission.com/products/mbamission-optional-essays-guide), available through our online store, we offer detailed advice on when and how to take advantage of the optional essay (as well as multiple sample essays) to help you mitigate any problem areas in your profile.

Reapplicant Essay: (To be completed by all reapplicants) How have you strengthened your candidacy since you last applied? Please reflect on how you have grown personally and professionally.

Whether you have improved your academic record, received a promotion, begun a new and exciting project, increased your community involvement, or taken on some sort of personal challenge, the key to success with this essay is conveying a very deliberate path of achievement. Tuck wants to know that you have been actively striving to improve yourself and your profile, and that you have seized opportunities during the previous year to do so, because a Tuck MBA is vital to you. The responses to this essay question will vary greatly from one candidate to the next, because each person's needs and experiences differ. We are more than happy to provide one-on-one assistance with this highly personal essay to ensure that your efforts over the past year are presented in the best light possible.

mbaMission's Exclusive Interview with Dawna Clarke, Dartmouth Tuck's Director of MBA Admissions

July 2009

mbaMission: I'll start with my usual first question, which is what should Tuck be known for that it's not known for? What do you think is the hidden gem of the school that people overlook?

Dawna Clarke: I'll answer this from the perspective of someone who has already done their research and knows what a special place it is in terms of the community and the focus on the two-year MBA program. One is the uniqueness that Tuck focuses exclusively on the two-year, full-time MBA program, and I see that as a huge dif-

ferentiator for us in terms of the fact that if a student comes to school here, there's roughly 240 to 250 students in each entering class. The sole focus of the entire community is on the two-year, full-time program, so you're not sharing resources at all with faculty who are also teaching in a part-time program or a weekend program or a global program. The fact that Tuck has that unique focus on the two-year, full-time program is extremely distinctive.

I would say in an even more hidden way, when people research Tuck, I think that they know it's a good, solid MBA program. It's a great general management program, but it is a rigorous program. I mean, academically, it is quite rigorous. It's a really serious place in terms of academics, and our dean [outgoing dean Paul Danos] has really worked hard over the years on faculty having dual excellence in both research and teaching, and there are a lot of opportunities in the second year to take what we're calling these "deep-dive electives" to very specific areas. And also I would say that [something] people don't affiliate with Tuck is that it's a great school for finance. We are a general management program, but if you looked at the number of people who come here as students who are interested in finance versus the ratio of recruiters, it's very strong. So I think we place students in careers in finance equally strongly as the finance schools. And that is something that is not as well known as I would like it to be.

mbaMission: We know that these days, some schools' endowments are shrinking, and because of that, the schools are increasing their class sizes or adding programs. Is Tuck facing any of these kinds of pressures? Is the school considering adding a part-time program or an executive program?

DC: It is something that we are definitely seeing in the industry, that many schools are expanding or offering spin-off programs and things. I will say that I'm sure that the Tuck administration feels the pressure, but there are no plans currently to expand the Tuck School or to offer part-time programs. When I came here in 2005, they were wrapping up a study looking at the feasibility of the advantages and disadvantages of offering a part-time program, but in a different location.

We're in New Hampshire; 80% of New Hampshire is wooded. It's a beautiful, beautiful place, but it's not logistically the best location for a part-time program. I think it's a fabulous location if you want to relocate here and stay for a few years, but the school did undergo a process of evaluating the advantages and disadvantages of offering some kind of part-time or executive program and decided against it. So, I think the school has done a great job in terms of asking us to look at our budgets really, really carefully and scale back in a way that would enable them to not lay off people and not have to expand the class by 30% or something like that. Our class size should be about the same as last year, which was 252.

mbaMission: So no plans to expand the class size?

DC: No.

mbaMission: You mentioned that Tuck might be considered a little more remote or relatively remote. Do you place any particular emphasis on the class visit for that reason? Does it indicate to you that people are more serious about Tuck when they make the trip?

DC: I think the fact that we are remote plays into our admissions policies a little bit in that we're fairly unique in that we remain committed to the open interview policy so that any student who wants to interview has the opportunity to interview on a space-available basis. You know, if 50 people wanted to come on Friday, September 13, or something, then we might not have space to accommodate them, but we do have an open interview policy, and part of why we are committed to that is because of our location. It's not as easy to get here as it is to get to other major metropolitan areas. So if a student is interested in making the effort to come, then we by no means want to discourage that.

And also you just asked if there were any myths I would want to dispel about Tuck, and one of things that was such a pleasant surprise to me—and I think is a pleasant surprise to many of those who come here—is that you think of Tuck as being very remote, which it is, but I have been so pleasantly surprised, and I think students are surprised, by how much there is to do in the area. And I think in general, the Upper Valley is pretty outdoorsy, and here we have our own ski way, we have our own canoe and kayak club, you can rent snowshoes, you can take snowshoe lessons, skiing lessons. Embracing the outdoors is very accessible, even if you're not an outdoorsy person, because there is so much going on on campus to help embrace that lifestyle.

It's a lot of fun, but it's also pretty sophisticated. I think we have the advantage of being part of the greater Dartmouth community, and Dartmouth being an Ivy League school draws a lot in terms of the guest speakers who are coming, the actors and the actresses, and we have the Hopkins Center for the Arts, which brings in a lot of jazz musicians, performing artists, and visual artists. One of my favorite things to do in the fall—the Hopkins Center of the Arts sponsors a festival called the Telluride Festival, and there is actually a festival in Colorado every year called the Telluride, and the person who used to run that film festival runs the Film Society now at Dartmouth. And he goes to Telluride and picks what he thinks are the six best films at the Telluride Film Festival, and they are shown here at Dartmouth before they are shown to the general public.

So for example, we got to see *Capote* here well before it was released to the general public and *Into the Wild*. It's a huge film festival here in New Hampshire. So I think that the fact that we're remote, it's really just a beautiful area in terms of embracing the outdoors, but it's also surprisingly sophisticated in terms of people who come to us. I'm more socially active, or active in things like that here than in places that were significantly bigger. A lot people live within walking distance of the campus; everything is reasonable. So that is definitely a myth that I would want to dispel. I think it's just kind of a neat place to spend two years.

mbaMission: And a fairly large percentage of students live on campus, correct?

DC: Yes. It's a residential campus, and within the past year we finished one of buildings, called the Living and Learning Center. I had a tour of it when it opened, and I thought, "I want to live here." [*Laughs*] It's just gorgeous, and it has a yoga studio and kitchens, and all of the buildings are connected, so you can get from building to building underground through tunnels, which is very practical in the wintertime. But I think that's one of the reasons there's so much bonding at Tuck—it is a residential campus. It's residential for single students, and a huge percentage of the single students live on campus, and then there is married student housing where a lot of the married students live, and then many of the second years rent houses in the area.

But what I was most struck by when I first came here was the school spirit. As you know, [school spirit] is very high at UVA and Dartmouth. I think Dartmouth and UVA have such an incredibly high level of school spirit, and I think one of the reasons it is particularly intense here is because it is residential, so the students are studying together and living together and playing together, you know, working together, and I think that contributes a lot to the bonding that goes on at an even higher level.

mbaMission: You said that a certain kind of individual can fit in that kind of environment. Is there anything you do to screen for that characteristic?

DC: I think that it's really important for individuals who go to business school and who are going to be potential business leaders to be adaptable in general. I mean, the world, as you know, is so much more global that we added into the admissions' criteria a new criterion last year called Global Mindset. So we're asking people, have you studied a foreign language or worked abroad or traveled abroad? Or to what extent have you worked with other cultures? Because I think one of the things we're finding is that recruiters are looking more and more for that sense of adaptability and the ability to get out of your comfort zone and to try something new and embrace the global world and to have some global skills. So I think we look at it in general, but not necessarily how they would adapt, because I think it's a very easy place to adapt to because it's so community oriented, and I think even people who are city slickers really come to appreciate the fresh air.

And like I said, Dartmouth does a really great job of making the outdoors accessible to someone who isn't even outdoorsy. The Outing Club is the biggest outing club in the country. We're one of only two colleges to own our own ski resort. We have a Canoe and Kayak Club. The things that go on here are reasonably inexpensive, so if you are just a novice, it's very accessible to you.

But to get to your point, I think for a variety of reasons we look very carefully at sociability, interpersonal skills, communication skills—not just book smarts, but the ability to articulate your point and get along with people. I mean, Tuck students are known to be very strong in terms of team skills. One of the things that people told me a lot when I came here, and I have found this to be the case, is that Tuck students and alumni are really well known for humility. It's just a really nice aspect of the culture here. I mean, Dartmouth and Tuck, that's really part of their brand image. There is a certain amount of humility that is conveyed when you interact with colleagues, subordi-

nates, and things. We do look at it in the admissions process, but it's more because we feel like interpersonal skills and communication skills are so important to have in business and at Tuck.

mbaMission: Can you talk a little bit about why Tuck uses the open interview approach? And what makes for a successful interview, from your perspective?

DC: Sure. So why do we have the open interview process as opposed to doing it by invitation only?

mbaMission: Yes, and how would someone prepare?

DC: Ok. Super. We're extremely proud to say that we are very committed to the open interview policy for a variety of reasons, and one is that we're proud to showcase our school, and anyone who is interested enough to have done a lot of research on MBA programs who wants to explore Tuck further, we want to be available to them. To come and explore the school, which of course they could do even if we didn't have an open interview policy, but I think if you're making that kind of effort to come here and sit in on a class and go on a tour, the least we can do is make ourselves available to interview someone. I think it's a reflection of what we value in the admissions process, and we don't value only that someone has been successful academically and on the GMAT and in their career, but we also value a candidate's interpersonal and communication skills, and I think that those are very, very hard to convey on the basis of an application.

So the interview, I think, allows some candidate who is a solid candidate but maybe not a standout to really push their candidacy over the edge and shine because they presented themselves so well or they were so strong interpersonally or their motivation level [was strong]. Whatever they convey in the interview may help to push them over the edge in terms of how strong they are in our eyes, and I do think that the open interview policy is a direct, and I'm repeating myself, but it's a direct indication of what we value in the process. And I feel personally that if someone has taken the time to complete our application, which is time consuming, and can be expensive in terms of various application fees and taking the GMAT, I think that people have the right to be heard. And they can be heard by what they tell us on paper through their application, but I think people have an innate desire to be heard in the interview, and it's a wonderful opportunity to tell us more about yourself and to market yourself to the admissions committee.

And I think the third reason is because of our location. We're not in a major metropolitan area. We realize that it is a little more challenging to get here and a little more time consuming, so we just don't think that it would be fair for a student to come here to just sit in on a class and come back again when they are invited back for an interview. So part of it is logistics and trying to be respectful of our location and the relative cost and time in getting here.

mbaMission: And what is the interview like? What do you think is a successful interview?

DC: I would say one of the facets that contribute to a successful interview is the research an applicant has done. Once we have gotten to the point of an interview, we would really hope that people are pretty familiar with the program and have a good idea generally of why they would want to come to Tuck. I think some of the reason that some interviews are successful is that the candidates are able to do a good job articulating why they think there is a good fit between Tuck and their background. So Tuck is kind of a bridge between what they have accomplished and achieved up to this point and how Tuck can be a bridge to what they want to do in the future. So I think research, thoughtfulness, really giving some analysis to why you want to do this, and being able to articulate just the basics of why you're interested in Tuck and why you are interested in an MBA.

And it may change. I mean, we realize that people change their minds all the time, but research is definitely important, and I think anyone who looks at our Web site and sees the purpose of the interview for us is not to get a sense of how you did in your academic courses or on the GMAT but to supplement what is in the written application. So I would say there's not a cookie-cutter Tuck student, but I would say one of the threads that binds people together is the hope that all students who are admitted have strong leadership potential, interpersonal skills, and communication skills. And so I would say going into the interview, realize that's a great time to showcase your personality. Not everyone has to be full personality. People can have strong interpersonal skills in different ways. You know, just recognizing that it is an opportunity to showcase some of the skills in person that you showcase on paper.

A successful interview, I find one of the common threads, is when people don't just make broad sweeping statements, but they have some really good, tangible examples of things that they've done. So if they say they have strong leadership potential, then they tell a story to illustrate that, or if they identify themselves as being a strong team player, then they would tell us a story, an anecdote, or a vignette that illustrates that they are a team player. It's very hard if you interview a lot of people; you're not going to remember that so-and-so said that they were a strong team player, but I very well might remember a very compelling story that somebody told me. So I would tell people to really identify what the three things are that you're most proud of that you think are relevant to business school, and how am I going to convey those in the interview, and what kind of specific examples do I have to tell that would be memorable and compelling?

mbaMission: And what is the actual structure of the interview?

DC: Ours are, intentionally, fairly informal. We have interviews that are conducted by our staff as well as alumni and current students, and typically, when someone comes in for an interview, a few minutes are spent just making the person feel at ease. We try to ease people into it. They're definitely not intended to put someone on a hot seat. We ask questions geared toward why someone would be interested in an MBA. Why Tuck? We definitely ask some questions about why they chose a certain undergraduate school, why they chose a career path, why they chose their path.

We often ask an open-ended question, like, is there anything else that we haven't asked you about that you would like to articulate? I think that's an important question that I hope all of our interviewers are implementing, and sometimes people have something that they really want to tell us that our questions don't elicit. But I think they're fairly informal. We intentionally want to put someone at ease. That's the kind of place we are, and we want the interviewee to feel comfortable, so that we can kind of see their true personality. I would say that there are certain themes that we focus on in an inviting, welcoming fashion.

mbaMission: You mentioned that a lot of applicants, once they've been accepted, may later change their goals and that business school is a time to explore. If so, why ask candidates for a goal statement?

DC: Well, people are embarking on a big investment on their behalf, and we want to make sure that we can deliver what it is that they say at that time that they are intending to pursue. I think that at just a basic level it shows someone has good decision-making skills. They see the value of an MBA in a general way. They might see the value of a general management degree, and they might see the value in a Tuck degree, but they have been thoughtful that they have embraced the process. I think the more thought and more commitment someone has shown to the process, the more they are engaged in the experience as a student, whether you are in the classroom or preparing for an interview.

I had a interviewer tell me one time that if he were interviewing Tuck students, the biggest thing that he would focus on would be how much research they've done, because that can differentiate one student from another. And he feels like there would be a correlation between how someone has prepared for their business school interview and the extent to which they are really going to knock the socks off a recruiter at the end of the process. That it shows that you're proactive. It shows maturity. It shows insight. I think that how committed somebody is about doing their research is a reflection of how serious somebody is about how they are going to handle other elements of the MBA experience, of how prepared you are going to be when you go to class and how prepared you are going to be when you have an interview or are involved as a leader of a club.

I think that also it is perfectly appropriate to say that one of the beauties of an MBA program is that you're exposed to so much and so many industries and functional areas that you obviously haven't been exposed to, and it's quite common for people to change their minds, and that's fine, but what are your thoughts at this time? I also think that it's really impressive to me when applicants go beyond reading the viewbook on the Internet. And there are times when applicants say, "Oh, a friend of a friend went to Tuck, and he introduced me to three people, and I called them up," and uniformly one of the things that they say that really resonates with me is that that was a transformational experience or whatever.

Someone who goes that extra mile, who didn't just read the Web site, but talked to current students, talked to faculty, talked to alumni—you know, they are going to make a better choice. You want people who really want to be here; I think that's true of most schools. We're proud of the institution, we're proud of our students, but the students that embrace it most are the ones that really want to be here. And setting those goals and knowing why you

want to be here and how the school is going to help you helps make a case that this is really going to be somebody that is serious about this experience and embrace it fully.

mbaMission: Is this the toughest market you've seen since coming to Tuck? And how are Tuck students doing in this economy?

DC: I definitely think that having done this for several years—and there have been several recessions I've gone through as an admissions director—I would definitely say that it's one of the toughest job markets, but I think that we're fortunate in our scale. Because the ratio of recruiters that come vis-à-vis the graduating students, the second years, I think works to our advantage. I don't want to speak for other schools, but I wonder if smaller schools are slightly more sheltered because of their scale. Even if people are scaling back, I think that our scale works to our advantage.

And we're lucky this year for a change that we made. We have two people heading up career services at Tuck. One is a Tuck graduate and one went to Wharton, and they have been incredibly proactive in terms of reaching out to faculty, sending out résumés for students without jobs for summer internships, and really embracing our board of overseers, the advisory board. They've been unbelievably proactive, from literally floating résumés out through the Tuck community, looking for these things, and really connecting people on a personal basis. So we have weathered this fairly well considering that this is a really challenging time for all business schools.

mbaMission: Are you giving more scrutiny to applicants in terms of their employability after graduation? Are more applicant files going to career services this year?

DC: I would say that it's not a major component of the admissions process, but we do have joint meetings with the Career Development Office to give us guidance on if, for instance, the student says that they want to go into private equity, is it more likely that they will be successful if they have these skills or these backgrounds? So, I don't know if we're giving more scrutiny to employability, but we're working more closely with career services to make sure that we're well educated on what it takes for someone to make a transition into a specific industry. And there are occasions when we might ask their opinion on how reasonable is it for a student to make a certain transition. We have major admissions criteria that I could go over if you want to, but I would say that there is slightly more emphasis on career goals, employability—is the transition a realistic one?

mbaMission: If you could go through your criteria, that would be great.

DC: Sure. There is a variety of criteria. This is a holistic process, which I'm sure you've heard before, and I'm sure a lot of schools are really proud that they have holistic processes as we do here at Tuck. We definitely are going to look at academic credentials, primarily at the student's undergraduate performance, and not just the GPA, but their performance over time. The GMAT. The TOFEL. We will look at the highest GMAT scores. We're looking for people who are both team players and have demonstrated leadership skills or leadership potential, so we will

look at the extent to which they were involved at the undergraduate level, as well as the extent they have been involved in organizations since graduation. So leadership is huge. Team skills are huge.

We talked about the interview earlier. Interpersonal skills, communication skills are huge. The extent to which you have done research on Tuck. Career progression and accomplishments are something that we look at in the admissions process. Where someone started their career, where they are at the time that they are applying, how have they progressed? What kind of additional responsibilities have they taken on? It's a very valuable source of information for us. The letter of reference—we require two, and we prefer that they are work related. I think those are incredibly valuable, because it's an objective set of information from an employer's perspective of the candidate.

A new criterion that we added about two years ago, I said earlier, is the Global Mindset. So none of these are mandatory, but we love to see that people have embraced foreign cultures, studied abroad, traveled abroad, worked abroad. Employers are looking more and more at that. So if I were to give tips to prospective students on what they can do to be successful in the admissions process but also to be successful on the tail end of the process, one thing that we hear from recruiters all the time is that they want students with a global mindset. That's one of the reasons we added that.

mbaMission: What can you tell us about application volumes recently? How selective is Tuck at this point?

DC: Our applications were flat this year, which is not unusual in a tough economic climate. And I don't want to speak for other schools, but it seems like that is fairly common. It's still a very competitive process. We got close to 2,900 applications. The targeted class size is about 240.

mbaMission: Can you talk about the discrepancy in volume between the first and second rounds?

DC: Sure. We're a school that has an Early Action deadline, and that is geared toward people who have identified Tuck as their top choice and know that they would attend Tuck if they were admitted. And I highly recommend that round if you fall into that category. It's nice because you get your admissions decision in mid-December.

We have four deadlines. We have Early Action, we have one in November, one in January, and one in April. Early Action is October 14, November is November 11, January is January 6, and April is April 2. The most popular deadline is the January deadline. The second most popular deadline is the November deadline. Well, November and Early Action are pretty even. And then the smallest deadline is typically the April deadline.

A lot of people ask, is there a clear advantage to applying in one deadline over another? They wonder if there is a strategy involved. We look at statistics over the years—how many applications we got, how many we admitted, and how many we yielded—and we try to even it out so we're not being too generous in one round at the expense of another round. I would say that we do give slight preference to candidates who apply in Early Action. I think the selectivity is slightly more liberal in Early Action and slightly less competitive than the other rounds. Those

candidates tend to be good candidates and have done a good job of doing their research and identifying their top school, and I think that indicates that they're very organized, and the early bird gets the worm. It's a general reflection of how organized they are, and so their applications tend to be strong, but it is slightly less competitive to get in during Early Action.

mbaMission: Tell us a little more about Early Action. Can you explain precisely how it works and what the advantages are?

DC: I think there are a multitude of advantages. One of them is that it's time consuming to go through the admissions process, to go on all these interviews and study for the GMAT, and write all these essays, so if you know that Tuck is your top choice, then you can apply in Early Action in mid-October and you will be notified in mid-December, and it saves you a lot of time and effort and money. There is that very basic advantage. There's also more time for you to line up your finances. You have a little more time to go through the process of financial aid. You have a little more time to locate your housing. If you know in December that you're going to school in late August, then you're going to have a huge amount of time to prepare for it financially and emotionally and logistically. So those are some of the advantages.

The deposit is $1,000 higher than it is for the regular enrollment deposit. It's $3,500, whereas the deposit for November, January and April is $2,500. We're so grateful to have great applicants that have identified Tuck as their first choice. By admitting people earlier than the other three rounds, it helps guide us that these are the people who have committed to Tuck in early decision, and those are spaces that are no longer available in November, January, and April. So we want to ensure that the people who do enroll, that they really are serious about identifying Tuck as their top choice. If we were less serious about it, what could happen is that people give the deposit back, and we were less generous than we should have been in a later round. It's an insurance [policy] for us to make sure that people think seriously about applying Early Action, because it is a nonrefundable deposit.

mbaMission: So what are some of the don'ts—the absolute don'ts—the mistakes you see people make when they are applying to Tuck?

DC: There are so many of them that my mind is filling up right now. One is, I mean a lot of people are probably sophisticated enough to know, don't come [to your interview] looking relatively disheveled. It's a professional interview, and you want to present yourself professionally, but that is kind of obvious. We have an open interview policy because we're reaching out to our applicant pool, saying we care about the students. I would say, don't not take advantage of that. It's a huge opportunity to stand out. And don't wait until the last minute. So plan ahead, but don't not take advantage of the fact that we have an open interview policy, because that is very unique now among our peer group, and it's such a missed opportunity, because some applicants really shine in terms of their interpersonal skills and charisma.

And don't miss an opportunity to go the extra mile. It doesn't take a lot of effort to ask around at work, "Hey, do you know anybody who went to Tuck? I would like to talk to a Tuck grad." and to say in your application that you had conversations with this Tuck grad or these Tuck grads shows initiative. So don't miss an opportunity. It's a competitive process to go above and beyond the call of duty a little bit in terms of networking.

mbaMission: Great. Thank you for taking the time to talk with us.

Appendix:
Tuck Facts and Figures

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

Basics

Year Established: 1900

Location: Hanover, New Hampshire

Dean: Matthew J. Slaughter (June 2015)

Director of MBA Admissions: Dawna Clarke (2005)

Programs: Full-time MBA

Dual Degrees:

- MBA/MALD with The Fletcher School at Tufts University
- MBA/MPA and MBA/MPA/ID with the John F. Kennedy School of Government at Harvard University
- MBA/MELP with Vermont Law School's Environmental Law program
- MBA/MA with the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University
- MBA/MPP with the John F. Kennedy School of Government at Harvard University

Joint Degrees:

- MD/MBA, offered with Dartmouth Medical School
- MPH/MBA, offered with the Dartmouth Institute
- PhD/MBA, offered with Dartmouth College

Class Profile (Class of 2017)

Enrollment: 286

Average GMAT: 717

GMAT Range (middle 80%): 680–760

Average GPA: 3.5

Average Age at Matriculation: 28

Age Range: 24–35

Students with Partners: 25%

Students with Children: 5%

Women: 42%

U.S. Minorities: 20%

International Students: 32%

Nationalities Represented: 22

Average Years of Work Experience: 5

Employment Statistics (Class of 2015)

Mean Base Salary: $123,900

Median Base Salary: $125,000

Graduates accepted positions in the following industries:

- Consulting: 34%
- Financial Services: 24%
    - Investment Banking: 10%
    - Other: 7%
    - Investment Management: 5%
    - Private Equity/Venture Capital: 2%
- Technology: 18%
- Consumer Goods/Retail: 10%
- Health Care/Pharmaceuticals/Biotech: 6%
- Other: 4%
- Energy: 2%
- Manufacturing: 2%

Graduates accepted positions in the following functions:

- Consulting/Strategy: 40%
- Finance: 25%
    - Corporate Finance: 9%
    - Underwriting/Advising: 7%
    - Private Equity/Venture Capital: 5%
    - Investment Management: 2%
    - Real Estate: 2%
- General Management: 15%
- Marketing: 15%
- Operations/Logistics: 3
- Other: 2%

Graduates accepted positions in the following locations:

- United States: 92%
    - Northeast (CT, ME, MA, NH, NJ, NY, RI, VT): 51%
        - Boston Metro: 25%

        - New York Metro: 21%
        - Other: 5%
    - West (AK, CA, HI, ID, MT, NV, OR, UT, WA, WY): 20%
        - San Francisco Bay Area: 10%
        - Seattle Metro: 9%
        - Other: 1%
    - Midwest (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI): 8%
    - South (AL, AR, FL, GA, KY, LA, MI, NC, SC, TN): 5%
    - Southwest (AZ, CO, NM, OK, TX): 5%
    - Mid Atlantic (DC, DE, MD, PA, VA, WV): 3%
- Outside the United States: 8%
    - Asia: 5%
    - Other: 3%

Hiring Companies, 2014–2015:

- 3M
- A.T. Kearney
- athenahealth
- Amazon
- American Express
- Analogic
- Analysis Group
- Bain & Company
- Bank of America Merrill Lynch
- Barclays
- Boston Consulting Group
- Cabot Corporation
- Cartesian
- Citi
- Colgate-Palmolive
- Comcast
- Corning
- CVS Health
- Danaher
- DaVita
- Deloitte
- Deutsche Bank
- Dimensional Fund Advisors
- Eli Lilly & Company

- Fidelity
- General Mills
- Goldman Sachs
- Google
- Harris Williams & Company
- Hewlett-Packard
- Innosight
- Intel
- J.M. Huber
- J.P. Morgan
- L.E.K. Consulting
- Land O' Lakes
- Leopard Capital
- Liberty Mutual
- Mars & Company
- McKinsey & Company
- MetLife
- Microsoft
- Morgan Stanley
- New Balance
- Parthenon-EY
- PepsiCo
- Prudential
- Samsung
- SunEdison
- TripAdvisor
- UBS
- Under Armour

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