

1. Record Nr.	UNINA9910463445003321
Titolo	Disrupt or be disrupted [[electronic resource]] : a blueprint for change in management education
Pubbl/distr/stampa	San Francisco, Calif., : Jossey-Bass, c2013
ISBN	1-118-65363-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (427 p.)
Classificazione	BUS024000
Disciplina	650.0711
Soggetti	Management - Study and teaching Business education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and indexes.
Nota di contenuto	Cover; Title page; Copyright page; Contents; Foreword; Introduction: The Change Imperative; Graduate Management Education's Major Challenges: An Overview; Financial Pressures; Shifts in Student Origin and Age; Changes in Program Numbers and Types; Technological Opportunities-and Threats; The Ongoing Importance of Relevance, Value, and Reputation; What Follows in This Book; References; 1: Ensuring and Enhancing Future Value; Key Topics Covered in This Chapter; The Impact of Graduate Management Education; Individual Value; Organizational Value; Societal Value Waning, Sustaining, or Gaining Value in the Future?Imperative 1: Increasing the Effectiveness of Graduate Management Education; Imperative 2: Defining and Differentiating Within Graduate Management Education; Imperative 3: Recognizing and Expanding Our Espoused Values; Imperative 4: Fulfilling the Promise of Professionalism; A Unique Opportunity for Action; Summing Up; References; 2: Framing and Making Strategic Choices; Key Topics Covered in This Chapter; Four Forces That Make Clear Positioning Vital; Force 1: Evolving Needs; Force 2: New International Competition Force 3: New Business School ModelsForce 4: The Arms Race for Talent; Framing Choices About Positioning; Whom Does the School Serve?; Degree Program Students, Employers, and Recruiters; Executive

Education Program Participants and Employers; Government; What Does the School Do?; Degree Programs; Executive Education Programs; Research; How Does the School Deliver Programs?; Where Does the School Deliver Programs?; Physical Environment; Geographic Location; Who Delivers Programs?; Faculty and Associates; Approaches to Building Faculty at New Schools; How Big Is the School? How Is the School Organized and Managed? Institutional Context; Academic Partnerships; The Dean; School Management; Relationships With Alumni, Recruiters, Clients, and Donors; How Is the School Funded?; Profit Orientation; Program Economics; Fund-Raising; How Will the School Move to the Target Positioning?; How Do We Best Make Decisions on Strategic Positioning?; Conducting Regular Strategic Reviews; Engaging the Right Stakeholders; Using Charts to Clarify Parameters and Dimensions of Choice; Modeling Financial and Resourcing Implications; Different Purposes, Different Choices; Summing Up

3: Managing Aspirations, Resources, and Cost Structures Key Topics Covered in This Chapter; Sources of Funding; State Funding; Tuition From Degree Programs; Tuition From Nondegree Programs; Income From Investments and From Alumni and Corporate Giving; Research's Importance to Business School Business Models; Considering Research's Fundamental Desirability-and Who Pays; Justifying Research Activity; Recruiting Faculty; Using Non-Tenure-Track Faculty; Assessing the Impact of Research on Teaching and Curricula; What It Takes to Develop Reputations; Key Resource 1: Student and Labor Markets Key Resource 2: Quality Faculty

Sommario/riassunto

"An evidence-based approach to improving the practice of graduate management education Compiled by the Graduate Management Admission Council (GMAC) and with contributions by administrators and professors from the top global MBA programs, this book provides business school decision-makers with an evidence-based approach to improving the practice of graduate management education. The book is designed to help navigate the pressures and create revolutionary platforms that leverage a school's unique competitive advantage in a design distinctly tailored for today's business realities. Offers a unique handbook for improving graduate management education Contains contributions from an international group of deans and professors that lead MBA programs Sponsored by GMAC, owner of the Graduate Management Admission Test (GMAT) exam used by over 5,000 programs worldwide This important resource gives academics a proven approach for improving graduate-level management programs"--

2. Record Nr.	UNINA9910143102003321
Autore	Dancy Jonathan
Titolo	A Companion to Epistemology [[electronic resource]]
Pubbl/distr/stampa	Hoboken, : Wiley, 2009
ISBN	1-78268-817-X 1-282-47212-7 9786612472121 1-4051-7729-2 1-4443-1508-0 1-4443-1509-9
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (825 p.)
Collana	Blackwell companions to philosophy
Classificazione	5,1 CC 4200
Altri autori (Persone)	SosaErnest SteupMatthias
Disciplina	121
Soggetti	Knowledge, Theory of W'orterbuch Speculative Philosophy Philosophy Philosophy & Religion Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	A Companion to Epistemology; Contents; Contributors; Preface to the First Edition; Preface to the Second Edition; Part I Ten Review Essays; Skepticism and Closure; Contextualism; Foundations and Coherence; Recent Work on the Internalism-Externalism Controversy; A Priori Knowledge; The Common Sense Tradition; The Power of Perception; Virtue Epistemology; Social Epistemology; Bayesian Epistemology; Part II Twenty Epistemological Self-profiles; Robert Audi; Laurence Bonjour; Stewart Cohen; Earl Conee and Richard Feldman; Fred Dretske; Richard Foley; Richard Fumerton; Alvin I. Goldman Gilbert HarmanPeter Klein; Hilary Kornblith; Keith Lehrer; Alvin Plantinga; John Pollock; Ernest Sosa; Barry Stroud; Michael Williams;

Timothy Williamson; Crispin Wright; Linda Zagzebski; Part III
 Epistemology from A to Z; A; a priori/a posteriori; abduction; absurdity;
 Academy (Plato); act/object analysis; adverbial theory; agnosticism;
 Alston, William P. (1921-2009); analyticity; anamnesis; antinomy;
 apodeictic; aporia; apperception; Aquinas, Thomas (1225-74);
 argument; argument from analogy; argument from illusion; Aristotle
 (384-322 BC); Armstrong, David M. (1926-); association; ataraxia
 Augustine, St (354-430) Austin, John L(angshaw) (1911-60); avowals;
 axiomatization, axiomatics; Ayer, A(lfred) J(ules) (1910-89); B; Bacon,
 Francis, Lord Verulam (1561-1626); basic belief; behaviourism; belief;
 belief in and belief that; Bergmann, Gustav (1906-87); Berkeley, George
 (1685-1753); Blanshard, Brand (1892-1987); Brentano, Franz (1838-
 1917); burden of proof; C; Carnap, Rudolf (1891-1970); Cartesianism;
 causal theories in epistemology; certainty; Chisholm, Roderick (1916-
 99); circular reasoning; cogito; coherentism; collective belief;
 commonsensism and critical cognitivism; concepts
 Continental epistemologyconvention; conversational implicature;
 criteria and knowledge; criterion, canon; critical cognitivism; D;
 Davidson, Donald (1930-2003); death of epistemology; defeasibility;
 definition; Derrida, Jacques (1930-2004); Descartes, Rene (1596-
 1650); Dewey, John (1859-1952); dialectic (Hegel); dialectic (Plato);
 different constructions in terms of ""knows""; direct realism;
 disposition; dogmatism; doxastic voluntarism; Dutch book argument;
 E; empiricism; Epicurus (c.341-271 BC); epistemic deontologism;
 epistemic luck; epistemic supervenience; epistemic virtue; epoche
 essence (Husserl)essence (Plato); essentialism; ethics and epistemology;
 evidence; evolutionary argument against naturalism; evolutionary
 epistemology; existence; experience, theories of; explanation; external
 world; externalism/internalism; F; fact/value; fallibilism; feminist
 epistemology; first philosophy; Firth, Roderick (1917-87); Foucault,
 Michel (1926-84); foundationalism; Frege, Gottlob (1848-1925); Freud,
 Sigmund (1856-1939); G; Gadamer, Hans-Georg (1900-2002); genetic
 epistemology; genetic fallacy; geometry; Gettier problem; given, the;
 Goodman, Nelson (1906-98)
 Grice, H. Paul (1913-88)

Sommario/riassunto

With nearly 300 entries on key concepts, review essays on central issues, and self-profiles by leading scholars, this companion is the most comprehensive and up-to-date single volume reference guide to epistemology. Epistemology from A-Z is comprised of 296 articles on important epistemological concepts that have been extensively revised to bring the volume up-to-date, with many new and re-written entries reflecting developments in the fieldIncludes 20 new self-profiles by leading epistemologistsContains 10 new review essays on central issues of epistemology

3. Record Nr.	UNINA9910793054303321
Autore	Thomas Douglas <1966->
Titolo	Hacker culture [[electronic resource] /] / Douglas Thomas
Pubbl/distr/stampa	Minneapolis, : University of Minnesota Press, c2002
ISBN	0-8166-5296-1
Descrizione fisica	1 online resource (xxvii, 266 pages) : illustrations
Disciplina	306.1
Soggetti	Computer programming - Moral and ethical aspects Computer hackers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (p. 239-250) and index.