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Abstract

University contributions to knowledge flow and capacity development depend upon the engagement and productivity of the faculty, who are called upon to meet changing expectations for teaching, research, and service. Escalating accountability demands accompanied by declining resources to support the professoriate could have unknown impact on traditional patterns of academic talent flow within higher education. Motivation theory and the existing empirical literature on faculty attitudes suggest detrimental effects of these conflicting demands without consideration for academic values, lifestyle, and role. Universities must proactively investigate policies and strategies to motivate and enhance their developing professoriate. Not doing so will lead inevitably to limits on the institution's capacity to attract, retain, and nurture those with the essential qualifications, academic ability, and commitment necessary for higher education to perform its unique role in society. (HRK / Abstract übernommen)