

THE BEING OF A MEDICAL EDUCATOR IS CORE TO THE DOING, THE RELATING, AND THE RESPONDING



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BELONGING

CONNECTING



The Relating of a Medical Educator

Valuing Belonging, Intimacy, Interconnectedness, and Connecting

"Students are Never Interruptions"

"You have to implement that plan, and you don't get to change it. I'm sorry, from that standpoint, it's dictator. If we agreed on a plan, we stick to it. So some of the times there was pushback from a planning standpoint."

"So in that five years, from [DATES], I had to do everything with that grant and do a bunch of other things and that burnt me right to the ground, I kid you not. And at the end of that, because of that, it was like, I don't want to do this job anymore. I really don't. I love the [DISCIPLINE] profession and so on, but I don't want to do that. I have to take care of

Belonging



The Responding of a Medical Educator

"Charging at a

Productive



The Relating of a Medical Educator

Energized

Autopilot

Burned Out

Playing Multiple



The Doing of a Medical Educator

"A sense of comfort

The Ebb and Flow of Well-being and Motivation Over the Course of a Career



"So every once in a while in your day, and I use that as an example, but it could be a missile I get from somewhere across the institution that says, you need to do this and it's like, no, my IRB things are all up to date. Here's all the certificates. Get off my back. So those kind of things, they're a little niggly things, but they really frost my cupcake."



"One I am not going to break. I will come back. And I may have to come back a couple of times, but eventually I'm going to get ahead of you. It's like, don't stand there hard and fast and butt your head against the wall. Don't charge at a windmill that's not going to move out of your way or anything of that sort. Think about it differently. So that's what I refer to as read bendable in the wind. It won't snap. It'll just bend. It's like a nice pine tree. They'll bend and come back."



"So I played the role of a program director, a department chair, and a dean while, while I was there. It was a new environment and there were no rules because the institution never had a health sciences school and how to pull all these disparate programs together under the umbrella of the school. So that was pretty free floating. And so I was energized to do that."



Events and Transitions as Catalyst for Examination and Definition of Medical the Medical Educator's Way of Being, Doing, Relating, and Responding

# Events and Transitions as Catalyst for Examination and Definition of Medical Educator's Values and Way of Being, Doing, Relating, and Responding

## FLOW

“ So when I say more productive, I think I mean that I am fully present in doing what I want to do, and I accomplish the tasks that I intended to do the way I intended to do it. To me, that's productive.”

## FLOW PROMOTES ALIGNMENT

“ This is going to sound strange, but right at the beginning of the pandemic, [workplace well-being and motivation] was super high. I was not at the point where I was really worried yet. I felt safe at home in my bubble. I loved all the family time. It was magical. Like March, April, May, June, July: magical, not just work life, but personal life, too and I also felt like the directive was very clear. Everything else is off the table. We have got to figure out how we can continue this program in a way we've never done this before. So I am really good at doing problem oriented, problem solving. So I made a list.”

## Alignment of Values

“ But the motivation was, I am responsible or feel somewhat responsible for these X students we have here. And they came to school thinking they were going to leave here with [DEGREE][REDACTED], and I want them to still do that. This is not their fault. Pandemic happened. It's not their fault. And I want to figure out a way that we can successfully do this. That was the drive to accomplish that project.”

“ We started seeing more issues with students in mental health, understandably. So that burden fell on us. The institution started saying, oh yeah, we're going to redo our SACS accreditation because it's due okay, there's that we got to do. All of the other normal burdens came back, and we couldn't do them in ways we did them before and we're still getting used to how do we share things in the cloud, how do we work on documents to get like, all of that stuff, and that takes extra bandwidth to learn how to do these things.”

## Alignment of Relating

“ And then I do think that all of the different fears that we felt around having to make this move or complete this project, we knew when people contacted us, they were at a lower point than we were needing our help. And I was somebody who needed help at times. Other people were people that needed help at times, and we just supported that in whatever way we had to.”

I'm trying to do two things at once, and an important email comes through, and I'm like, oh, my God, I'm going to be in this meeting for another 45 minutes. I've got so much to say about this right now. Right. I wish I hadn't seen the email, right. Because oh, my gosh, I want to start typing my answer, and I can't.

## Alignment of Doing

But it worked so well, not because I did such a great job, but because we had zero other distractions. All of the reports [FOR LEADERSHP], all of that stuff that we do on a kind of everyday or every month basis was put on hold. Everybody's like, I don't know what to do. Just keep your programs going. And so really the work that we all were hired to do is all we had to do

“ I typically am scanning my inbox as well, which I view as a very bad habit. In that one, I'm probably not fully present doing either thing. But it also, I think I just feel like I don't give the attention I need to both places. But if I don't do that, I'm going to be stuck with 90 emails at the end of the day that somebody's expecting a response from me. Not that they need one today, but it just is that gives me palpitations going home with 90 unread emails.”

## Alignment of Self or Alignment of

“ I was super calm during that time. I feel like I was some of the calmest behavior that I've ever had and as an adult, and I'm talking about, like, the initial couple of months, it wore on me just like it did everyone else eventually, but it really was I felt super productive at work, meaning I had a task to do, and I did that task.”

“ Like I said, it's not like I'm thinking about this all the time, but it just is. It makes me not make the choices that I should make to take care of myself.”

“ So now that's when the mud came and probably the next, I don't know, nine to twelve months was the mud. Yeah, it was ugly. I mean, there was a lot of ugly things that happened then, and I think it ebbed and flowed for people in different ways. Part of it was resignation to, oh, God, here's my new working life. Am I going to home school now? There was just so much unknown, I think, in the human condition. You can only take so much unknown. And then you start to recreate your own story about what's going to happen, and then you share that story with somebody else who catastrophizes it, who passes it on to somebody else and the news didn't help.”

## NOT QUITE FIGHT OR

“ It's a lot of what I think people call code switching, like moving in and out of different roles and having to get out of this mindset and into this mindset type of thing. I enjoy that part of it because I am not necessarily good at staying in one place all the time. But I do also recognize kind of the tax of switching”

## STANCE OF FLIGHT OR FIGHT DISRUPTS ALIGNMENT

“ All of those things are running through my head that started with I'm so tired from my workday. I don't feel like I want to be in a space to cook dinner tonight. And then in my head, it rolls into I feel guilty.”

“ And I don't even like it's just taking up space in my head. I'm not even aware that it's doing it. But it's so deep down in there that no amount of gratitude exercises or journaling or whatever, I've tried them all. Or even saying it out loud to somebody even puts a dent in it.”

“ And I wonder if I feel like the stakes are higher now because I know or have lived that we could have to audible at any point. Subconsciously, I'm thinking, okay, we could have to just move all of this.”

## TRANSITION TO MORE AND MORE MUD

Yes, value of working when I need to, should too, and then not working and taking my PTO when I need to, should too.

- I think that I will not work when I don't have to or I'm not required to and I pretty much stay even up against deadlines, I still won't do that. So I will get things done in order to not have to work when I'm not required to work.
- But I'm also interested in fulfilling the requirements of my job, if that makes sense. This is what I'm hired to do, and that is a motivating factor because I am definitely not a person who... I was just telling my students I'm an eight-to-five-r. I'm not going to come in on the weekend.

Personally, I think I'm just a person who likes to give 100%, put excellence in everything that I do.

- But the competitiveness in me, me wanting to be that for the students, I do feel some type of way about I don't have the capacity to do that, and I never will. But I do feel some type of way about that being the perception is that if you do work a normal work week or 8 to 5, then you're not... That is not enough for you to be successful or be recognized



You have to be doing more in order, giving more time and energy and accomplishing more tasks in order to reach the next level or be more successful or seen as more successful in your job.

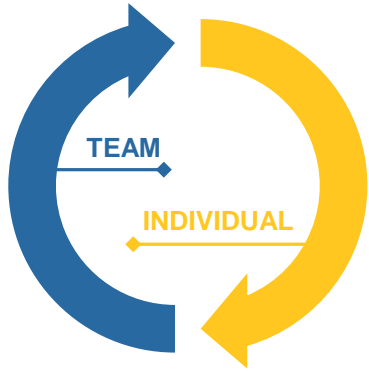
- So, sometimes I feel when I'm course directing, there's a competing time between course directorship and then time to do this research that I'm still trying to manage and I do feel supported in that. I actually do feel supported. But personally, I haven't published anything yet and so I am feeling the pressure.
- The research has been the biggest learning curve for me because I do feel pressure from the university to publish and so I have not done that yet and I need to put something out. I really do feel that pressure to put something out. So that is consistently on my mind to figure out what I have worked on thus far that I can submit to be published.

And I was thinking that the student; this is the time that the student has carved out of their schedule to work on their research project. So I literally went on my phone and sent him screenshots of the survey so that he could work. I don't know if he sent me, if he was actually working, but I actually felt like it was necessary to do that because that's the time that they carved out.

- So specifically because I'm working with students and they're paying me, they're paying money to be here and this is their life, I feel motivated to give 100%. And also I'm working with a team of people who are doing the same thing. We're being paid to influence the career or to teach a future clinician. This is going to be their lifelong career.
- So I'm thinking of ways that the students can get the best from it. That takes energy and time and coordination

**Tensions Between Core Values: Who am I as a professional, what is my reason for being as a medical educator, what are the expectations from outside and inside, and how will I maintain my personal identity?**

# Events and Transitions as Catalyst for Examination and Definition of Medical Educator's Values and Ways of Being, Doing, Relating, and Responding



I feel like going back on a theme of what I've shared with you, to me, is a little freeing because it's almost the sense of, like, okay, well, I recognize there's very little of this that I can control, so I'm going to do what I can and hope for the best, which I think I just work better under then... Again, it sounds bad to say this, but I think I just recognize I work better in that situation.

I had the opportunity to facilitate support for the students and bring them together and create a sense of community and family amongst the faculty and staff and the students during that time. It just created this sense of purpose, if that makes sense. That sometimes I struggle with and getting lost in the day to day.

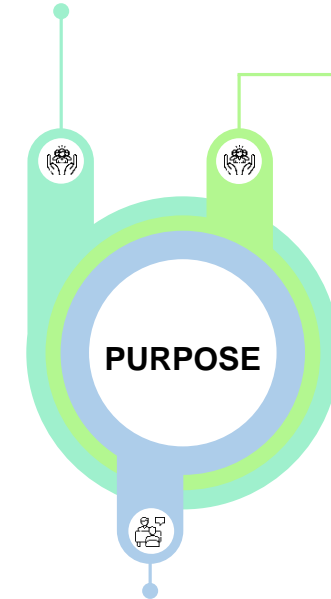
"I just remember an amazing and truly beautiful sense of community. It was undeniably challenging. I would admit, it feels strange to talk about this time in the way that I am, because, like I said, I wouldn't wish it upon anyone"

## TEAM:

That's motivating to me when I can lean into knowing that that's where everyone's head is at and we can have tough conversations because at the end of the day, that's why we're doing what we're doing; that makes me motivated. I think it's when things get in the way of that or pull people in different directions and then things become a little more challenging.

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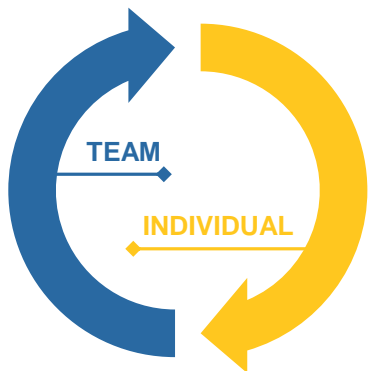


PURPOSE

## STUDENTS:

So immediately the word that comes to mind is students and that is still for me, my primary motivator.

Connection with purpose in the day-to-day is obscured by multitude of barriers.



### BURNOUT

I think we've all personally felt burnout at some point

### COMPEING DEMANDS

It's hard to stay fully abreast of your profession and everything that's going on in your profession and the advances in science and the latest technology and what should we be teaching the students? Oh, and by the way, also make sure that you're managing this academic career and for some of them, also make sure you're doing a good job as a clinician too. Yeah, it just feels like a lot sometimes.

### AM I GOOD ENOUGH?

That's hard for me because I don't ever want to be that person that is like, seeking external validation and at the same time, I think no matter what position that anyone's in, I think we all probably need some of that. We just get it in different ways. And I think it's that sense of not wanting folks to be disappointed.

### AUTOPILOT

Sometimes I get way too caught up in the day to day, and I have a tendency to lose the big picture perspective. And I'm just recognizing that. I feel like what I'm describing is when these situations come up that provide this larger perspective of life. I feel like I'm better able to function in my role because I just don't get caught up on things in a non-productive way.

### EXPECTATIONS

I got there and it was like, oh, and by the way, if you want to kind of stay here long term and persist, these are all the other things that you got to do. Did you know that? By the way, there's not really a whole lot, it felt to me right, like, we don't really have anyone here who can kind of take you along on those things, so you're going to have to figure it out.

### LACK OF RESOURCES AND TIME

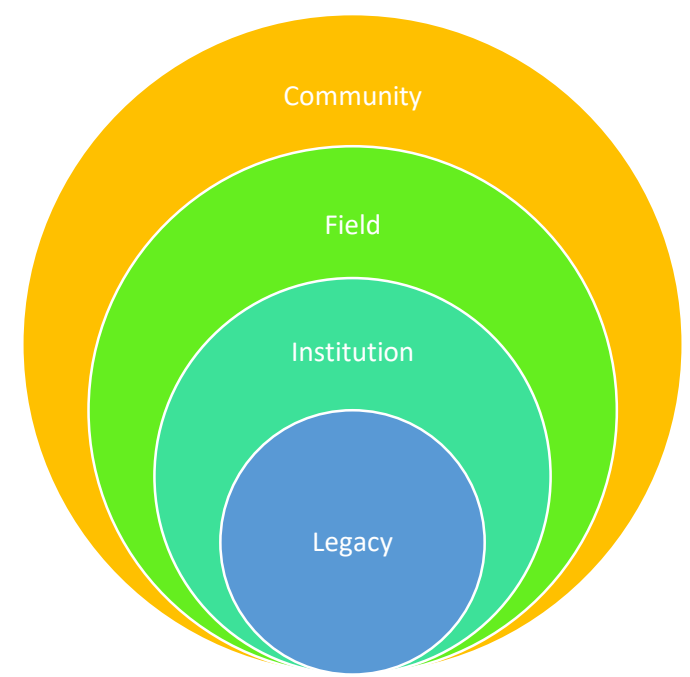
it's exciting and it's great and it's a stretch and also have continually come up on, well, I don't know how to do this. Can someone help me? Does anybody know how to do this?



## An orientation toward legacy and impact guide career paths forward

I still think that the footprint you leave or the impact you have generationally is bigger footprint, more impactful by having a larger pool of individuals that you're training that will go out and see more patients and help meet the need professionally and expand access and expand the breadth and depth of practice areas.

What's your legacy professionally and what is that going to look like and how are people going to view you? As opposed to how are you going to view you?



That's because of mentorship individuals who saw me, things that I didn't see in me and that happened very early in my career when I was approached by three people who I consider mentors

### MOLDED BY THE RELATIONSHIPS

### MOLDED BY HUMILITY

Yeah. One of the things that I leveraged and took advantage of were friends, colleagues, individuals who had done things like this before [REDACTED] and also took advantage of the faculty development opportunities.

And for me to have the privilege to be a part of that was a privilege. I've not lost sight of that. Were there bumps in the road? Yeah. Did I have doubts on occasion? Absolutely.

This is going to be a program that a lot of other people potentially could have been here instead of me. And maybe that's my own impostor syndrome talking, but the reality is this program could have and would have been successful without me. But so far, I think it's been successful with me and is that in spite of me or because of me or a combination of all of the above.

And when that call came, I thought to myself, I'd be crazy not to at least explore it.

And there were other trial by fire examples that I've had early on in my training and or my career that molded me in a way that I might otherwise not have been molded.

### MOLDED BY CHANCE AND EXPERIENCE

But rather, a variety of circumstances gave me the skills and potentially the confidence to do things that I had not envisioned myself doing before and early in my career. I would never have thought I could do some of those things.

### MOLDED BY DOUBTS AND CHALLENGES

"Well, some of that may be a reflection of the underlying anxiety that exists of, wait a minute, am I qualified to do this? Are there better people that could do this? And the fear of failure if this doesn't work out, that's not good. And are there people that are relying on me? And how much can I rely on others? And how much am I willing to delegate and how do you find people that are the right fit?"

CARRY ALL IDENTITIES FORWARD



CLINICIAN

"I loved my scribes. They're all premed. They're like super enthusiastic. I love talking with them about cases. And I was like, this is probably a sign that I should be with learners, otherwise I'm just going to leave medicine soon because I am not satisfied.

"You're just going from one thing to a totally different thing." And I'm like, "Yeah, that is what I'm doing."

"I just think I don't see as big of a deficit in my workplace well-being in my education work as I do with my clinical work. There are still some deficits. Like, there's still resources I need to do what I need to do that I don't have, but not as gratingly obvious as in the clinical workspace.



CLINICIAN WHO TEACHES

"I realized that when I'm not simultaneously trying to do intense clinical work, that being an educator is even more satisfying. And so I kind of built on that and got more and more involved.

"...because my professional identity was just a physician who happens to like it when there's learners around sometimes. I did not see myself as an educator. I did not have that as part of my professional identity

"And so it can feel a lot like a game of chase where you're just like, who's where, and what am I trying to do? And who needs what? Does this med student need to do an observed H&P? Do they need to do a FAST exam? What are their goals?



EDUCATOR

"And then when I'm in more of the education spaces, we all do feel lucky to be there and excited to be there and that sort of helps compensate for the frustrations.

**"And as we were doing it, I was like, I'm an educator. It was like a big epiphany**

"Resident mistreatment, medical-student mistreatment, is like nine alarm fire, but faculty mistreatment, it's like "Meh, it happens". So one of the things that's always bugged me is I feel like in medical education, we're pretty well supported as trainees and then you get to a certain point where it's like, "Meh, just figure it out."



LEADER

"I like the opportunity to try and solve tough problems, and I think I've gotten to be a better person through my leadership. So, I like the opportunity to try and bring people together around a problem and work through it. It can get exhausting sometimes, but it's still satisfying. I think I am better than average at it, partially because I've worked at it. So, just feeling like you're in a space of expertise is nice.

"then the leadership skills that I got through [REDACTED] and the insight into wanting to be involved in [LEADERSHIP ACTIVITY] kind of crossed over and then I just kept building on things and getting new opportunities and it's been fantastic

"It just feels very complicated. And when I think about simplifying, I think about, okay, well, what would I not do then? I'm like, no, no, no I love all of these things, I cannot leave them. I have to have them. So I'm, like, too excited about everything to let it go.



### LEADERSHIP

- “I want someone to feel comfortable coming to leadership and saying, this sucks, or I want someone to come to leadership, be able to come to leadership and say, I don't think this is working for me. I just want that true open door”
- “It's also how they were bred. And when I say bred, not parents, but the environment that they're in and what their mentors were like. Because I think it's very different to say, I need X, Y, and Z done. Go forth and prosper versus I need X, Y, and Z done. Come send me back X. I need to see Y before you send it out. I need Z before you send it out.”



### WORK BURDEN

- “It was amazing. That was for like, I would say a year. I was really satisfied with work for a solid year because I had time to try new things. I had time to do scholarship. I'm like, I want to try this and let me try this. That first year was really happy. I felt like work could stay at work. It would overlap a little bit, but I felt like the balance was really good.”
- “Just the anxiety level of not getting things done. And I'm still behind. Like, they turned in an assignment [DATE]. I got to grade it yesterday, and so that's not fair to them. “



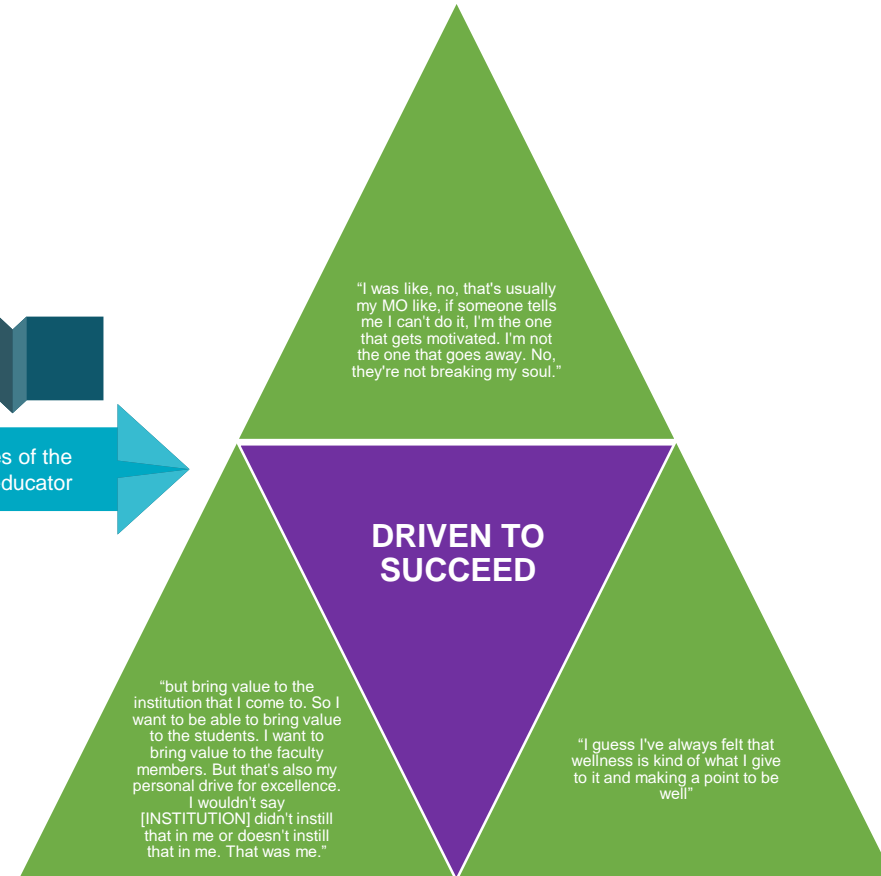
### OPPORTUNITY FOR GROWTH

- “I was excited to get to think about something and implement it and do it, even though now I know that even if I think about it and want to do it, it probably is not going to happen. But at that time, I had this naivety that I was like, yeah, I want to do flip classrooms and I want to do this, and I want to do this innovation”
- “and I quickly saw that you get on a hamster wheel and you just go and it's just repetitive, every year. I was like, I got to find a way. I like academia compared to the hospital. I like being in control of my time. I like challenging my brain. I like getting to do projects where I'm like, this is really cool, I want to do it. But I was like, I can't be on this hamster wheel.”



Interact with core features of the institution

Core features of the medical educator



Well-being And Motivation Can Spiral Upward Or Downward Depending On The Mixture Of Antecedents And Context

**RELATEDNESS- BELONGING**

“But [THEY] did say, you know, this place has camps and they have clubs and you're either in the club or you're not in the club.”

“so I just felt like nobody really cared or supported that or wanted it showcased at all around that time.”

I “ felt recognized by the people who should recognize because part of my research was in that article where I was forcing the club to look at themselves in the mirror and what they're doing to the educational environment.”

Relatedness and support for competency development are necessary pre-requisites for expressions of pre-existing yearning toward autonomy

**Med Eds Of ALL DISCIPLINES Need To Feel Valued, Supported, And Like They Belong At The Proverbial Table**

“And then the other thing with motivation is if you're allowed promotion if you're allowed to have faculty development time, is it supported? Are things for you to like as an academic clinician, if you're allowed to really hone in on all the skills and are you able to take advantage of all the benefits? And if you're not, you're not motivated to do your job.”

**AUTONOMY- ALLOWED GROWTH**

“but it's [a culture] that your supervisors allow you for growth. I think it's called a growth culture. Growth development culture. Growth. mindset. Growth mindset.”

“as [DISCIPLINE], I feel as though we aren't particularly allowed to grow. We need to stay in this certain you need to do what you're hired for. You're not going to go anywhere with your career kind of thing. “

“But when all these things started happening, getting recognition, getting the support, feeling that the growth mindset was happening in my culture, and seeing the light at the end of the tunnel shining on me, and I was motivated.”

**COMPETENCE- HAVING A VOICE**

“And I know that there's a certain avenue that I can take. And I know how to drive my thoughts, my research, how to actually prove a point. If I find there's some kind of learning gap issue or there's something that can change in the educational system or bring up, these are the effectors. These are the negative things we need to look at and to call attention to that. So I feel like I can do that in a very professional manner and in a professional manner that holds validity. And I feel like I have more control there.”



“So at some point I had to look at how much more are you trying to obtain versus what you're willing to sacrifice? And are you happy with where you are? Are you happy with what you're doing? Are you okay with where you are? If I never became a professor, would I be okay with that? Or would that hugely impact my life? So those are questions that I just started to ask myself. Is it more important for me to be able to make certain special events on weekends or to build relationships, continue to build relationships that I know with friends that I know will be there after I retire, or working to get that great award for whatever.”

Medical educators want to balance who they are as humans with their legacy in their professional identities.



**PULLING OTHERS**

“And then I think also taking on more leadership roles, I think also said this is something [ADVANCING] as a leader, you probably should if you're encouraging other people to do it, then you probably should walk the walk and not just talk to talk and encourage others.”



### CLINICIAN

“And my clinic has been great about allowing me to add other procedures and do things with that. So that's been really cool and it also increases access for my patient population. I think that has also grown me and kind of helped me.”



### EDUCATOR

“it's really cool to kind of be able to do education in these different groups, right. Even in different ways, where there's the bedside teaching of students, there's the lecture based of the clerkship students, which is a relatively small group. “



### LEADER

“and identifying women and faculty of color and how can we move and advance people who we know should be moving forward. So I think being able to we change the way that we do interviews, using holistic interviewing, interviewing faculty “

### RESISTING

“To be honest with you, I was really kind of resisting it [ADVANCING], honestly, because it's so time consuming and overwhelming in addition to what you do every day.”



Some medical educators see the value in promotion and advancement, but also see it as a limitless pursuit.

“And I think I was talking to another friend of mine who's over at [OTHER INSTITUTION], and [THEY] was saying the same thing. You realize that carrot is always going to move, right? So you start out and you say, oh, if I just graduate from [DISCIPLINE TRAINING], then you graduate from [DISCIPLINE TRAINING]. It's like, okay, if I just finish [REDACTED], then you finish [REDACTED], then it's like, okay, if I just pay off my student loans and get a good job and it's like, okay, if I just get to associate professor, then it's like, okay. So it never really moves. So you have to decide to what extent, how hard you're willing to go to get to that next carrot, because it's never going to really stop.”

Relating: A sense of belonging and feeling valued are in an important relationship with autonomy, growth, and competence for the medical educator.

Choose Your Own Adventure: MedEds are intentional legacy builders—they are oriented toward leaving lasting impacts in the domains of their work.

Institutional Roles in the Medical Educator's Experience of Workplace Well-being and Motivation



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Valuing belonging, a seat at the table, interconnectedness, and connection

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I just remember an amazing and truly beautiful sense of community. It was undeniably challenging. I would admit, it feels strange to talk about this time in the way that I am because, like I said, I wouldn't wish it upon anyone

Transitions : Events and transitions are catalysts for examination and definition of medical educator's values/core the roles they play, and how they relate and respond to others in the academic environment.

Becoming a medical educator: Pivotal moments that define a career journey, the struggle, and the rewards

Dynamic Interplays: Medical educators and their highest Motivations are suspended between the interplay of honoring relationship to self, managing competing demands, and building legacy .



I mean, probably from my workplace motivation. I don't know if this is really characteristic, but for me it's really important to have time where I just shut off work. I don't have to do anything

Tensions Between Core Values: Who am I as a professional, what is my reason for being as a medical educator, what are the expectations from outside and inside, and how will I maintain my integrity of self?

Yeah, I think this is true for not just me, but a lot of people in faculty positions. The work burden is huge compared to the time you're allotted to do that work.

Workplace motivation and well-being ebb and flow over course of a career



I came from clinical, and so we couldn't pee when we wanted to. You ate when you were told to eat, whether you were hungry or not. And then you over ate because you never knew

but the biggest deal for me there was developing an identity, a professional identity as an educator, because my professional identity was just a [CLINICIAN] who happens to like it when there's learners around sometimes. I did not see myself as an educator. I did not have that as part of my professional identity.

So I played the role of a program director, a department chair, and a dean while, while I was there



CLINICIAN

EDUCATOR

LEADER

Recognized for what you do. For me, I guess my personal definition is that if you are doing the work of, like a director or something, because I do a lot of work that other people in our department get labeled as a director for that work, and it's really annoying. And it's because, well, that's the MD, so they get called that.

Med Eds of ALL DISCIPLINES need to feel valued, supported, and like they belong at the proverbial table.

The ideas that you have, are they entertained? And are they validated? Are they entertained? And if it's an idea that can happen, then there's resources. And I feel like those three things...

But feeling like I had the opportunity to facilitate support for the students and bring them together and create a sense of community and family amongst the faculty and staff and the students during that time. It just created this sense of purpose, if that makes sense. That sometimes I struggle with and getting lost in the day to day.

Connection with Motivation in the day-to-day is obscured by multitude of barriers.

We started seeing, more issues with students in mental health, understandably. So that burden fell on us. The institution started saying, oh yeah, we're going to redo our SACS accreditation because it's due okay, there's that we got to do. All of the other normal burdens came back.

So in that five years, from [REDACTED], I had o do everything with that grant and do a bunch of other things and that burnt me right to the ground, I kid you not. And at the end of that, because of that, it was like, I don't want to do this job anymore. I really don't. I love the [DISCIPLINE] profession and so on, but I don't want to do that. I have to take care of myself

Well-being and motivation can spiral upward or downward depending on the mixture of antecedents and context

It was amazing. That was for like, I would say a year. I was really satisfied with work for a solid year because I had time to try new things. I had time to do scholarship. I'm like, I want to try this and let me try this. That first year was really happy. I felt like work could stay at work. It would overlap a little bit, but I felt like the balance was really good.

It felt really good. And I wanted to do it for the students. I wanted to do it, and I wanted to keep working and I felt like we were all kind of united in one goal, and we did it. I think we all were super productive during

So I think my being here for a long period of time, along with [LEADER], made it possible for...others that were pre doc education students in the division to actually get promoted and earn their doctorate, degrees and things of that sort, which started the academic legacy

An orientation toward legacy and impact guide career paths forward

To me, one of the things that led me to where I am now is realizing I had an impact and a footprint, but I could have a bigger impact and a bigger footprint on training the next generation

But I think in the back of my head, I am always thinking what if, right? And I'm not doing it consciously. I just think it's kind of part of something that drives my decision making and it has invaded my well-being, my choices for personal well-being.

Medical educators seek flow to promote alignment; Stance of flight or flight disrupts alignment

So when I say more productive, I think I mean that I am fully present in doing what I want to do, and I accomplish the tasks that I intended to do the way I intended to do it. To me, that's

and I quickly saw that you get on a hamster wheel and you just go and it's just repetitive, every year. I was like, I got to find a way. I like academia compared to the hospital. I like being in control of my time. I like challenging my brain. I like getting to do projects where I'm like, this is really cool, I want to do it. But I was like, I can't be on this hamster wheel.

Meaningful legacy building is suspended between intentionality and promotion for promotion's sake.

So you have to decide to what extent, how hard you're willing to go to get to that next carrot, because it's never going to really stop.