**Problem Statement**

Incentives to offset time needed to support transformations related teaching

- Faculty "Fatigue" Health Care Delivery & Research
- Improvement Sciences: Quality & Safety Technologies

Need new lens to understand transformation impacts on motivation to teach.

**Identify & Categorize Teaching Joys Using SDT's Intrinsic Motivators**

- **Competence**: Feeling valued & accepted, feeling of belonging to group/community, peers, patients, "Dean", students...
- **Relatedness**: Perception of having a choice, opportunity for self direction, volition/ control
- **Autonomy**: Perception of having a choice, opportunity for self direction, volition/control

**Results: Literature Review**

1. **Competence: Feel Capable**
   - Teaching about my own specialty, opportunities for own learning, I teach to be challenged in my established views
   - Keeping up to date - good way to clarify my level of understanding

2. **Autonomy – Self Determination**
   - Set priorities for what is taught in my discipline
   - Feedback on my teaching performance
   - Feedback on what I teach

**Discussion & Future Work**

- SDT provides an assess-based lens on teachers' intrinsic motivations & illuminates potential clashes between teachers' needs during transformations:
  - (Dys)"Competence" – integrated courses/clerks, CLER QuIPS & teaching modalities (e-learning, social media feeds, flipped classes)
  - (Dys)"Autonomy" – "told what to teach with whom and how"
  - (Dys)"Relatedness" – chair values income not teaching

**References**

B. ACGME. Teaching for Quality. Integrating quality improvement and patient safety across the continuum of medical education. January 2013