UNM HEALTH SCIENCES
LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report
October - December 2024

OVERVIEW

In June 2019, the UNM School of Medicine (SOM) launched the Learning Environment Office (LEO) to enhance institutional efforts to understand, prevent, reduce, and address mistreatment, and simultaneously, improve learning environments. In July 2024, LEO expanded to serve the entire Health Science Campus (HSC).

In an effort to promote transparency while preserving confidentiality, LEO is producing quarterly reports that share aggregated data to enhance the overall understanding of learning environments as well as protect anonymity. The data will remain aggregated until we have enough data to not be identifiable. These reports also contain data on exemplary teachers and mistreatment incidents as well as information about LEO's activities.

WHAT'S NEW IN LEO'S QUARTERLY REPORTS

LEO now provides a slide presentation to accompany this report. This will make it easier to share the data and trends included in this report with colleagues and peers. Anyone can access and share the slide presentation **by clicking here**, or downloading the PDF presentation attached to this same email.

You can always take a look at prior reports and powerpoints on LEO's website.

To learn more about LEO or to contact us, visit us on our website.

REPORT CONTENTS

The UNM HSC Learning Environment Office is thrilled to announce the inaugural

LEARNING ENVIRONMENT OFFICE DISTINGUISHED TEACHING AWARD

The **LEO Distinguished Teaching Award** honors individuals across the HSC for exemplary teaching and modeling supportive, respectful, and inclusive learning environments.

This award recognizes individuals who create lasting impact on learners through their commitment, engagement, and passion for teaching.

Awards will be given to **four** individuals annually from different teaching roles:

» Faculty members

» Trainees

» Students

» UNM, hospital, and clinical staff

LEO Distinguished Teaching Awardees will receive a stipend of $1,500, a plaque, and a letter to their dean and supervisor.

Nominations are accepted now through **March 31**, with awards granted in April. Anyone at UNM can submit nominations. Please direct any questions to hsc-leo@salud.unm.edu.

UNM HEALTH SCIENCES
LEARNING ENVIRONMENT OFFICE

Click here to submit a nomination!

The HSC Learning Environment Office and the HSC Office for Diversity, Equity, and Inclusion are pleased to present the:

2025 BUILDING INCLUSIVE ENVIRONMENTS SPEAKER SERIES

All HSC faculty, staff, and learners are invited to attend an engaging 5-part series of lectures and workshops on the essential topic of:

How Identity Safety, Culturally Sustaining Pedagogy, & Design Justice Enrich Learning Environments in Health Professions

All sessions will take place from **12-1p on zoom**

| **Jan 27** | When Personal Meets Professional: Unpacking the Influence of Identity on Health Professions Training |

| **Feb 24** | How Culturally Sustaining Pedagogy Can Help Us Reimagine Health Professions Training |

| **March 3** | Workshop 1: Applying the Tenents of Culturally Sustaining Pedagogy |

| **March 31** | Dreaming, Designing, and Doing Justice: Learning About the Origins, Principles, and Applications of Design Justice |

| **April 14** | Workshop 2: Applying Design Justice Principles |

This series features cumulative learning, so we encourage participants to attend all sessions for the full experience. If you miss a session, recordings will be available to ensure you can stay engaged.

Click here to RSVP

Meet the Creators / Facilitators:

Justin Bullock, MD is a clinician researcher. He draws on his background as a medical education researcher, nephrologist, and disability advocate. His primary research focus centers on how educators can minimize identity threats in the learning environment. In addition to his education scholarship, Justin is outspoken about his lived experience as a gay Black bipolar physician. His work and story have been featured in the New England Journal of Medicine, Academic Medicine, Vox and Forbes among others. Drawing on his dual identities as a patient and provider with serious illness, Justin believes deeply that medicine is a lifelong journey of healing as much for providers as it is for patients.
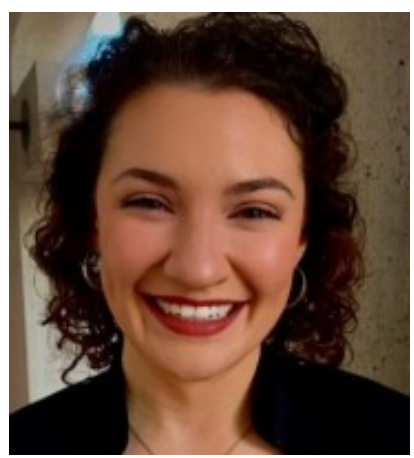
Hannah Kakara Anderson, MA is an educator and researcher who studies educational equity in the context of health professions education. She uses tools like design-based research and qualitative research to answer pressing questions about equity, engaging marginalized individuals and communities in co-creating programs and studying designs that honor their lived experience and challenge existing structures.

Click here to RSVP

Toolkit: Creating and Maintaining Respectful, Supportive, and Inclusive Learning Environments

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In order to best support the HSC community in creating and maintaining respectful, supportive, and inclusive learning environments, LEO shares toolkits and resources as part of our quarterly reports. Each toolkit/resource will be available on LEO's website (in high quality for printing or sharing).

The toolkit presented in this report is **Creating and Maintaining Respectful, Supportive, and Inclusive Learning Environments.** While this is too big a topic to distill down into a few pages, we did our best to highlight some emerging practices for leadership to use and demonstrate.

If you use the toolkit, LEO would love for you to drop us a line to let us know how it goes! You can always send an email to hsc-leo@salud.unm.edu.

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The UNM HSC
Learning Environment Office Presents

A Toolkit for Creating and Maintaining Respectful, Supportive, and Inclusive Learning Environments

Introduction

This toolkit provides faculty, learners, staff, and administrators with guidelines and strategies to foster supportive, respectful, and inclusive learning environments. It outlines key principles and actionable steps to ensure that everyone can thrive while upholding high standards in education, research, and patient care.

Support, respect, and inclusion for all lead to **healthy environments** for all: students, trainees, faculty, staff, and patients.

It is paramount for you to **lead by example** by implementing the strategies detailed in this toolkit.

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Click here to download the complete Toolkit, which includes the following sections:

iTeach: Recognizing Exemplary Teachers

1,657 TEACHERS have been recognized for exemplary teaching by a total of **6,784 LEARNERS**

94 Medical & Graduate students

81 Staff members

141 Other & Unknown

543 Residents & Fellows

798 Faculty
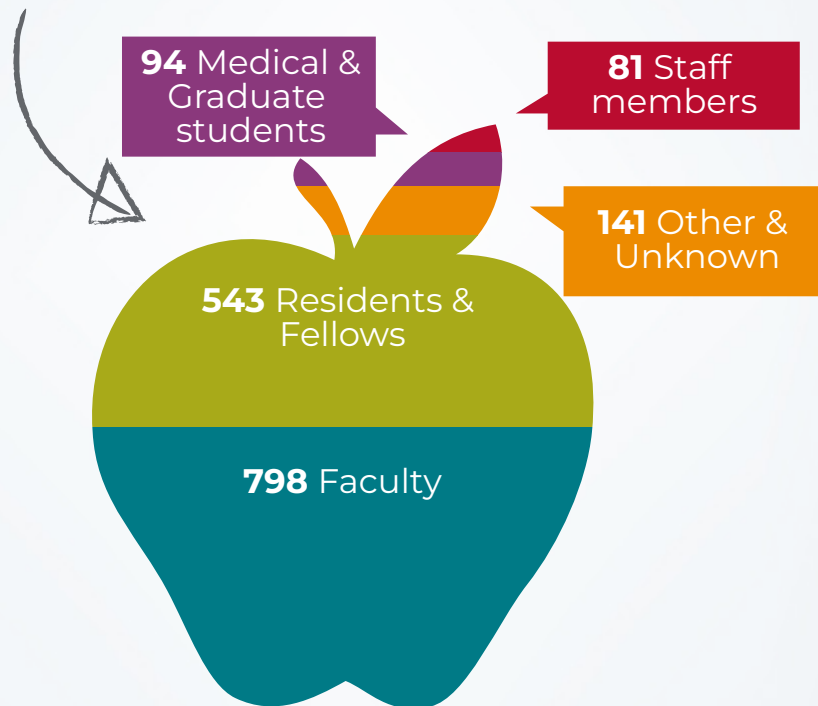
Click here to send an iTeach recognition to a teacher today!

Don't Forget!
iTeach Letters for Your File

If you have received iTeach recognitions and are up for promotion, tenure, job or fellowship applications, etc., LEO will gladly write you a letter detailing what the iTeach program is, how many recognitions you have received, and will include every comment made by learners about your exemplary teaching.

To receive a letter, simply email hsc-leo@salud.unm.edu. Please give us at least one week's notice.

How many learners have recognized each of those teachers?
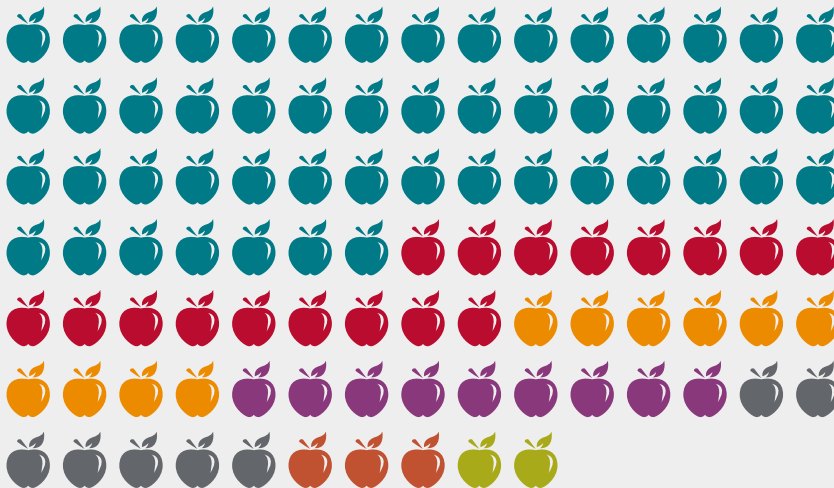
52% recognized by one learner
17% two learners
10% three learners
9% 4-5 learners
7% 6-10 learners
3% 11-20 learners
2% 21-294 learners!

Batches: How we measure the frequency and consistency of recognition for each person

A batch is roughly 2 months of data. Most recognized teachers have been recognized in one batch, but some are consistently recognized by learners over time. 14% of recognized teachers have been acknowledged in 4 or more batches, and **22 teachers** have been recognized in 10 or more.

most people are recognized in 1 batch

Number of teachers

Number of batches teachers are recognized in
1: 957
2: 288
3: 169
4: 92
5: 56
6: 24
7: 19
8: 21
9: 9
10: 6
11: 2
12: 4
13: 2
14: 2
15: 2
16: 1
17: 0
18: 2
19: 0
20: 0
21: 0
22: 1
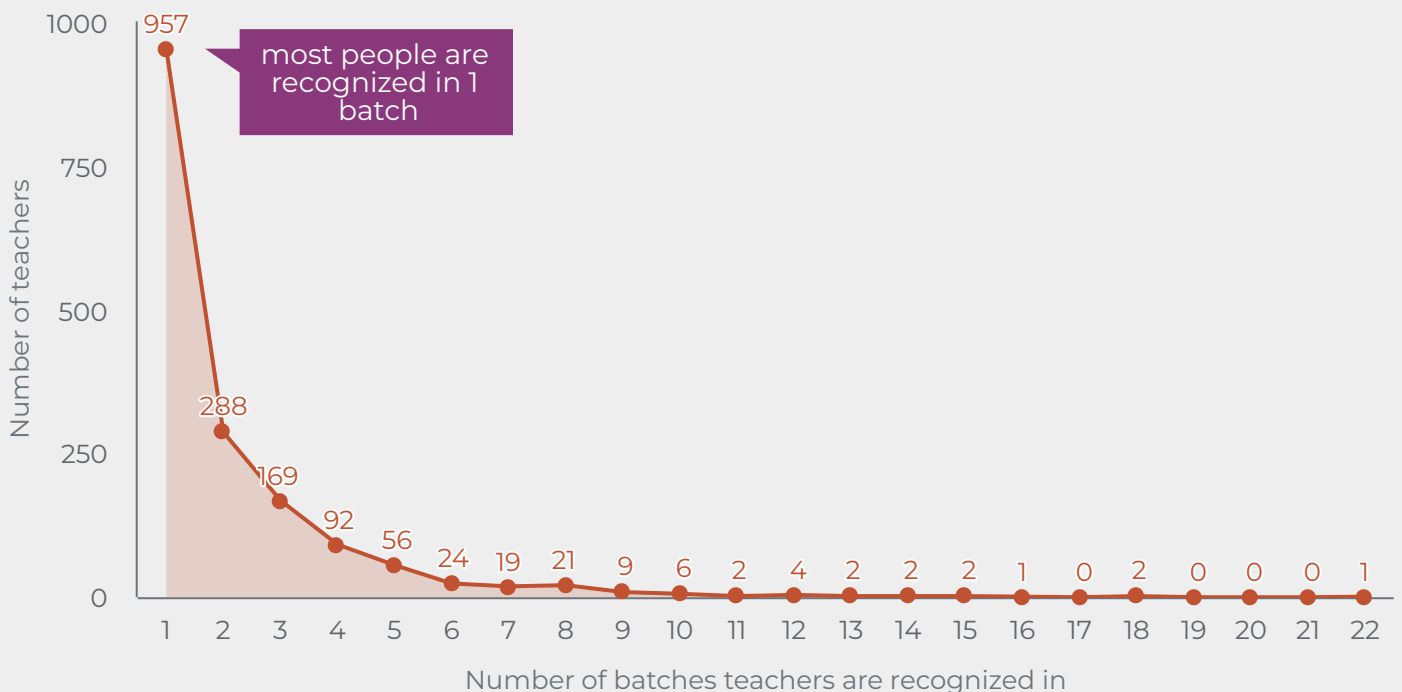
Number of iTeach Recognitions Made by Academic Year

2019 - 2020	787
2020 - 2021	1581
2021 - 2022	1482
2022 - 2023	981
2023 - 2024	1359
2024 - 2025 (July-Dec)	594
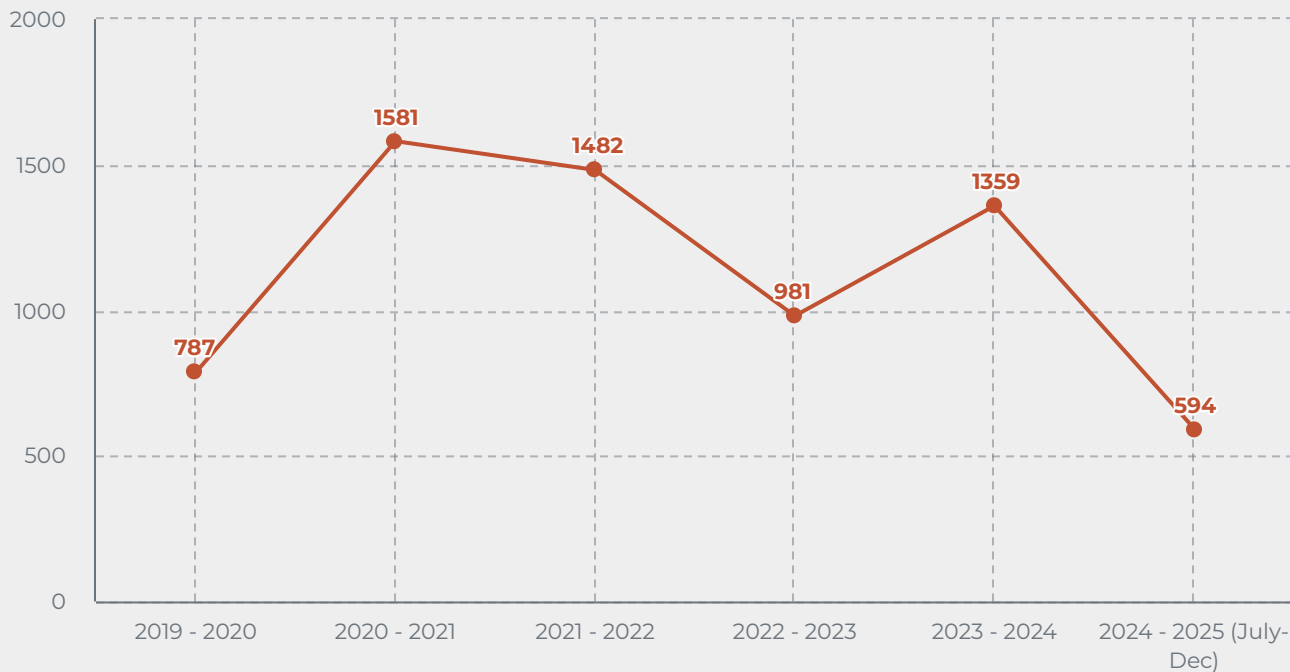
ADDRESSING MISTREATMENT:
Data Review
July 24, 2019 - December 31, 2024

LEO shares these data to create greater transparency in the UNM HSC community about mistreatment. We use these data to inform our work to reduce and prevent mistreatment, and to most effectively respond to incidents that occur.

Since LEO began collecting reports of mistreatment in July 2019, we have received **1,188 reports of mistreatment**.
We can break those down this way:

- Unique incidents of mistreatment
- Does not rise to the level of mistreatment
- Duplicate reports
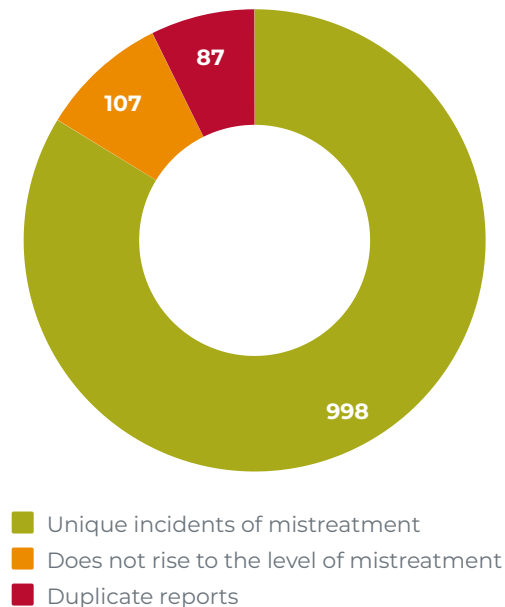
LEO has received 107 reports of behavior that, after investigation, we have determined do not rise to the level of mistreatment. This is 9% of all reports.

Some incidents are reported more than once (for example, by a few different witnesses). There 87 duplicate reports represent 7% of all reports.

Once we remove reports that do not rise and those that are duplicates, we are left with **994 unique incidents of alleged behavior that rise to the level of mistreatment, which represent 84% of all reports.**

Most data on the following pages include only the
998 unique reported incidents of mistreatment.
However, in some cases when it is more appropriate, we have included all 1,188 reports filed. Make sure to check out the "n" for each set of data.

What is the status of reports to LEO?

The total number of reports LEO has received has increased every year, from 49 in 2019 to 277 in 2023. The number of reports may have stabilized, although it remains to be seen what will happen in 2025!

Year	Unique incidents of mistreatment	Other reports (duplicates & not mistreatment)	Total of all reports
2019 (July-Dec)	46	3	**49**
2020	106	27	**133**
2021	161	49	**210**
2022	203	40	**243**
2023	233	44	**277**
2024	245	31	**276**

■ Unique incidents of mistreatment   ■ Other reports (duplicates & not mistreatment)
■ Total of all reports
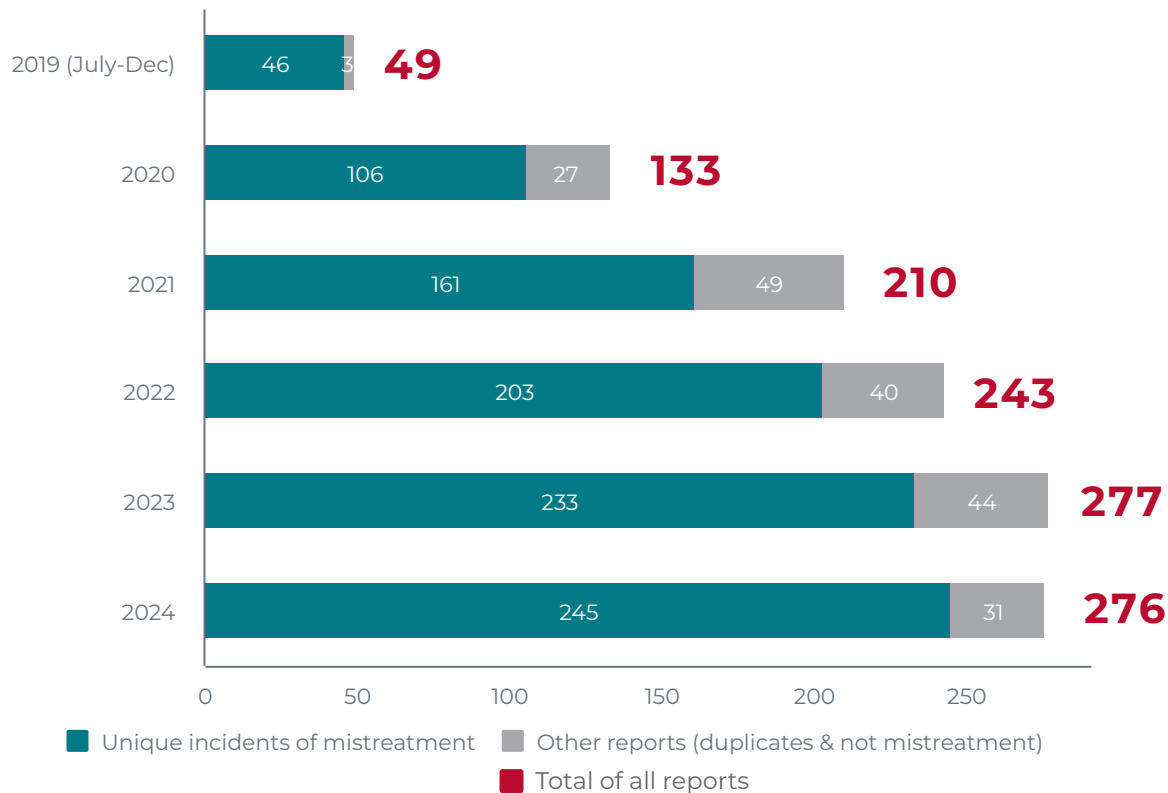
How many reports are coming to LEO each month?

n = 1,188, all reports filed to LEO

You can see that the average number of reports per month has increased every year, from 8 in 2019 to 23 in both 2023 and 2024.

Average Number of Reports to LEO per Month

When Reports Are Filed to LEO
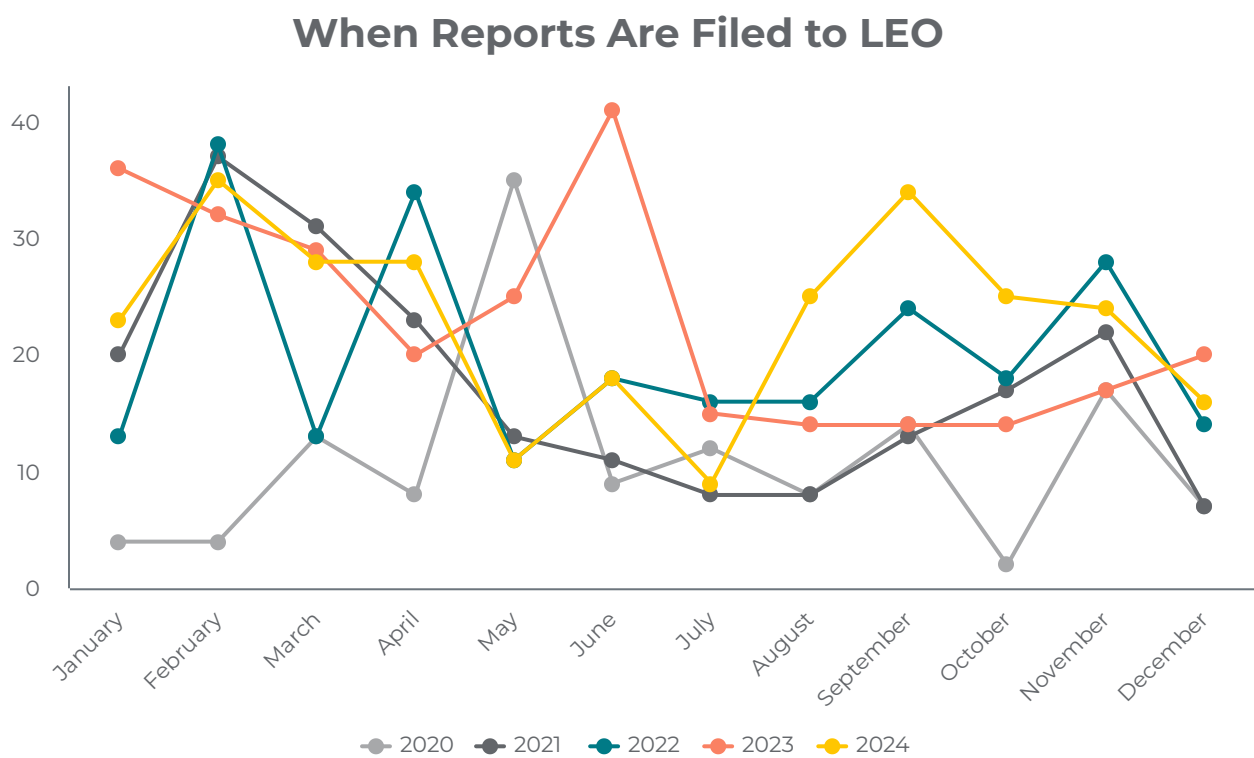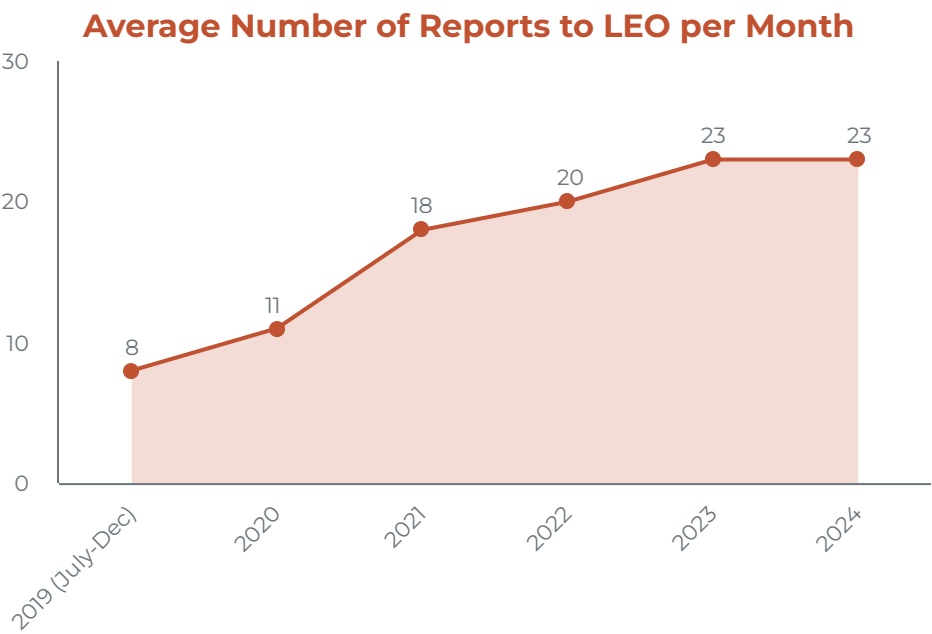
Since LEO's founding in mid-2019, we've had **30 or more reports in one month** 9 times, all of them in Q1 or Q2, except for 2024!. Since 2020, **every February** has had 30+ reports. Months with 30+ reports:

- **2020**: May
- **2021**: February, March
- **2022**: February, April
- **2023**: January, February, June
- **2024**: February, April, September

Is This a Recurring Incident?

n = 998 unique incidents of mistreatment

The majority of incidents reported to LEO concern recurring behaviors — learners are less likely to report one-off incidents, which may indicate that they see reporting as an option for after they have already given second chances to the implicated persons and the behaviors have not improved.

57%

23%

20%

■ Recurring incident   ■ One-time incident   ■ Unsure
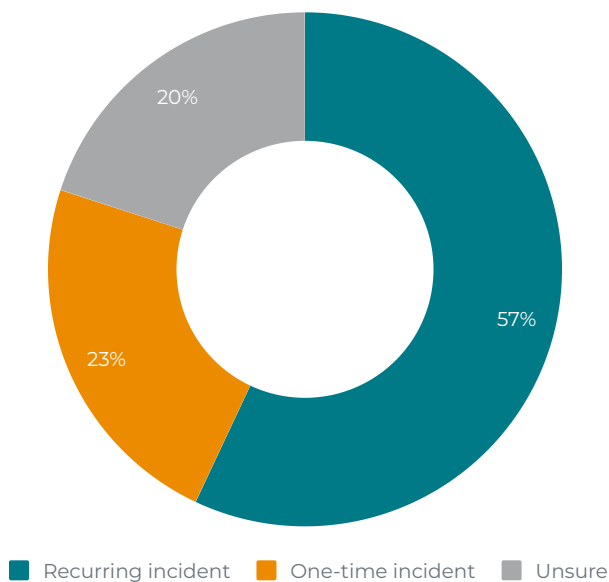
How Did the Report Come to LEO?

n = 1,188 all reports to LEO

646

314

210

18

600

400

200

0

Report form | Directly to a Leo Team Member | Evaluation | Referred from another entity

■ 2019 (July-Dec)   ■ 2020   ■ 2021   ■ 2022   ■ 2023   ■ 2024
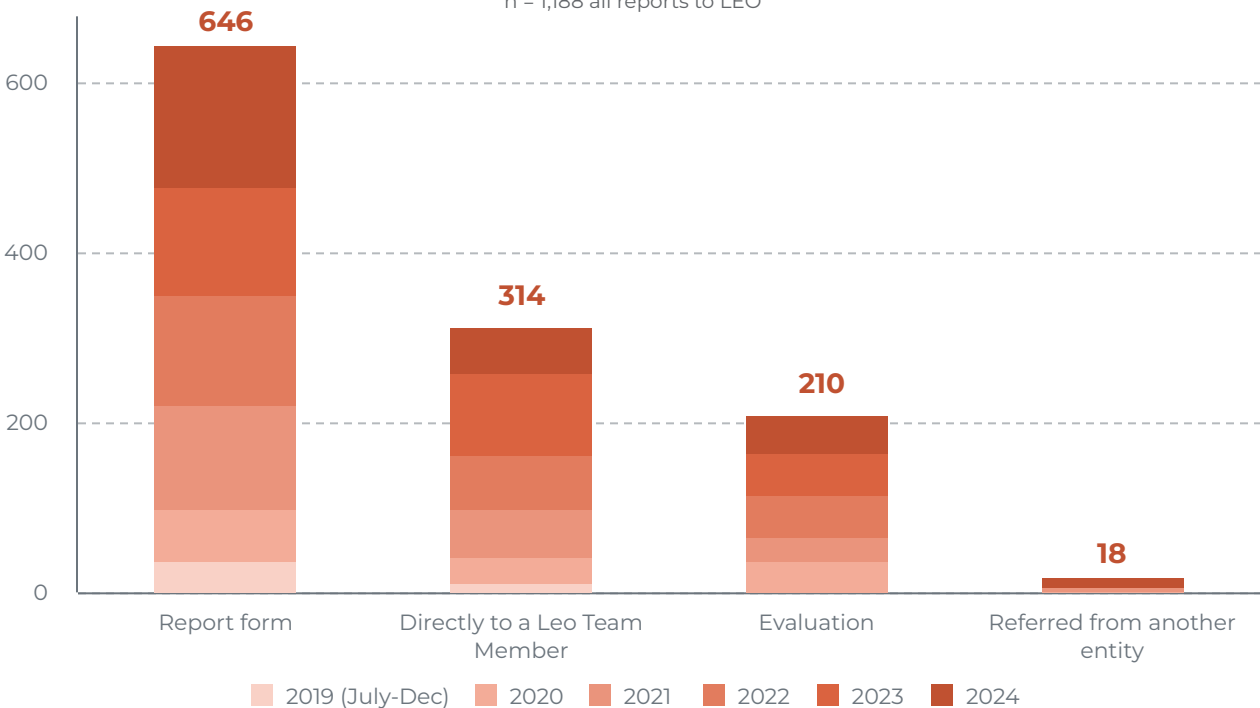
Who is Mistreated?

n = 998 unique incidents of mistreatment

Bar chart values by category:
- Resident or fellow: 526
- Student: 378
- Faculty member: 48
- Other & Unknown: 36
- Hospital staff member: 31
- Pre-Residency Fellow: 21
- UNM staff member (non clinical): 20

Legend: 2019 (July-Dec), 2020, 2021, 2022, 2023, 2024
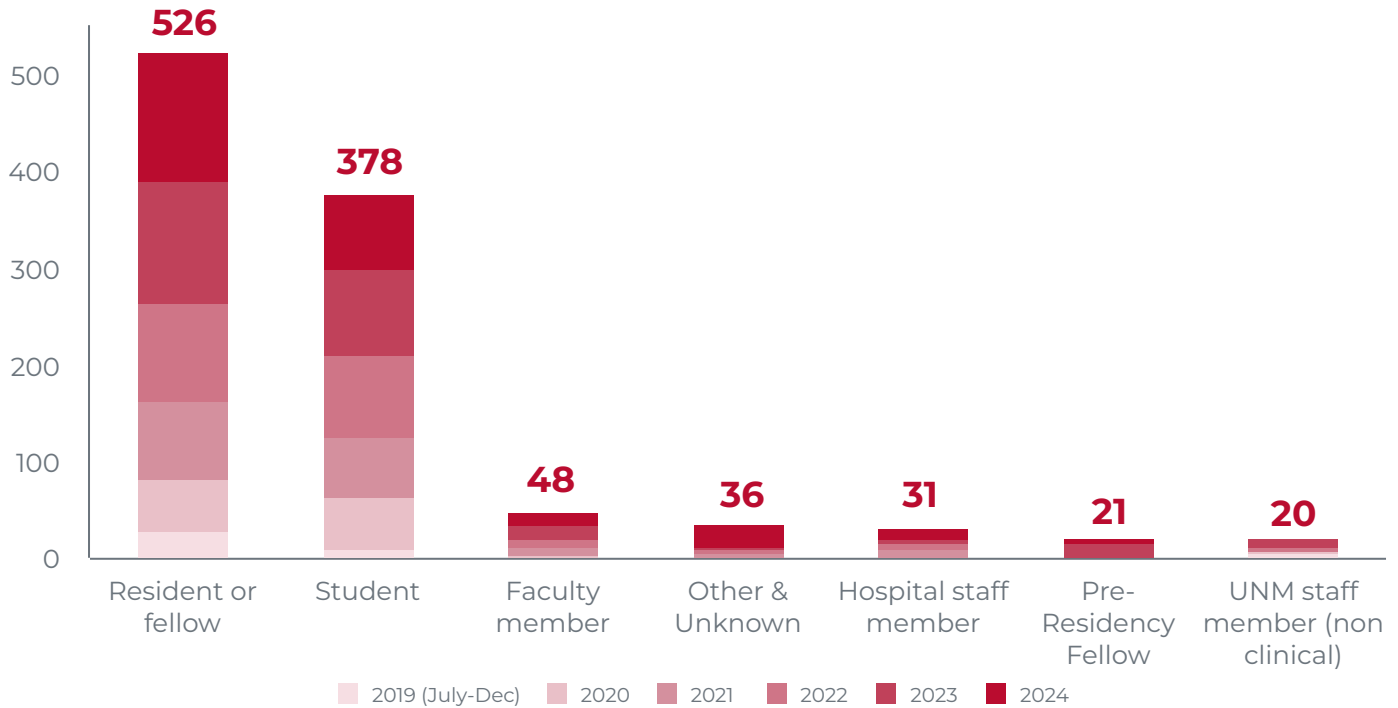
Who is Reported for Mistreating Learners?

n = 998 unique incidents of mistreatment

The majority of these **administrators** are faculty members with leadership roles

Bar chart values by category:
- Faculty member: 364
- Administrator: 251
- Resident or fellow: 174
- Hospital staff member: 125
- Student: 75
- Other & Unknown: 59
- UNM staff (non-clinical): 11

Legend: 2019 (July-Dec), 2020, 2021, 2022, 2023, 2024
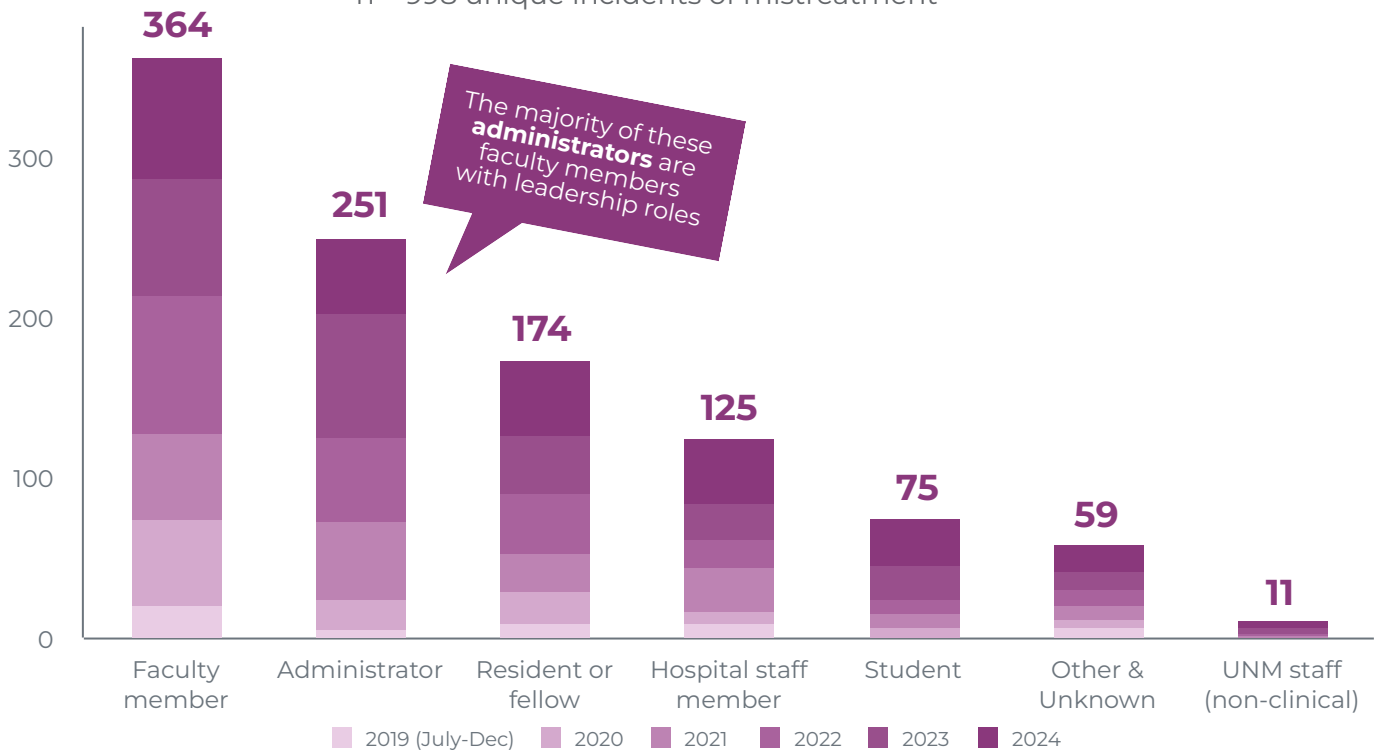
Who Reports to LEO and How?

n = 1,188 all reports to LEO

Bar chart of reports by role:
- Resident or Fellow: 442
- Student: 422
- Faculty member: 121
- UNM staff member (non-clinical): 84
- Hospital staff member: 39
- Other: 30
- PRF: 16

Legend: 2019 (July-Dec), 2020, 2021, 2022, 2023, 2024
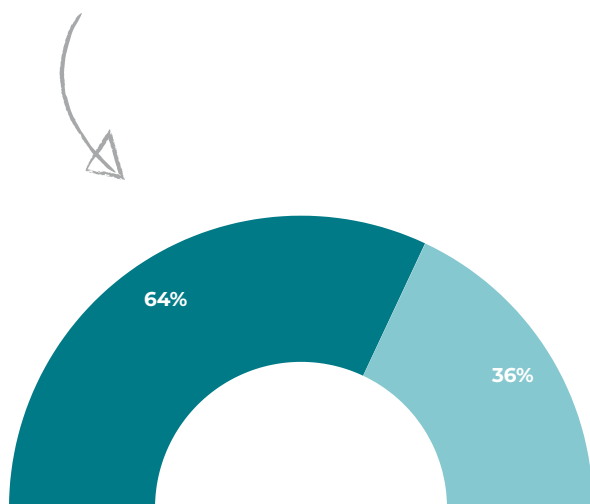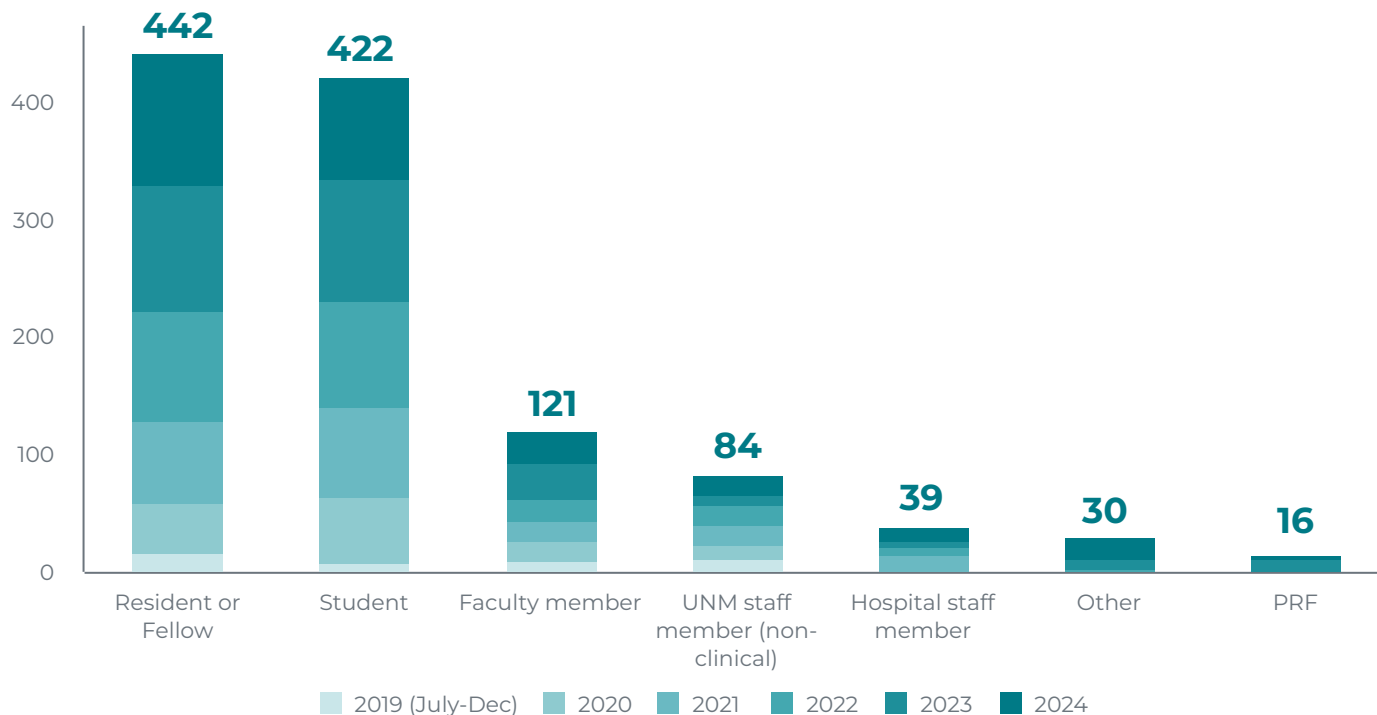
Donut chart 1:
- I personally experienced the mistreatment (64%)
- I witnessed or heard about the mistreatment (36%)
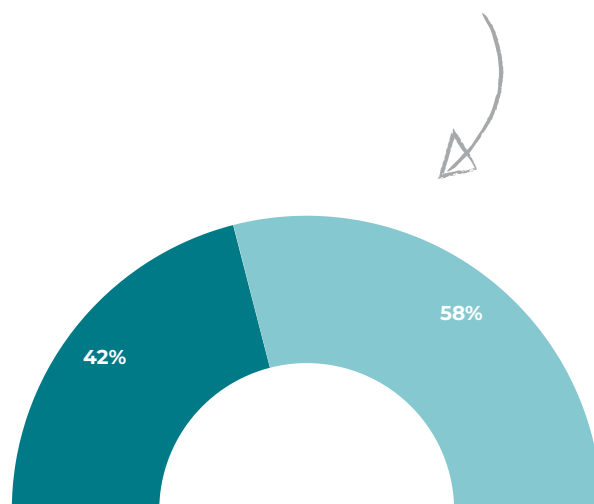
Donut chart 2:
- Reported anonymously (42%)
- Reported not-anonymously (58%)

Types of Mistreatment

Each incident can include multiple types of mistreatment
n = 998 unique incidents of mistreatment

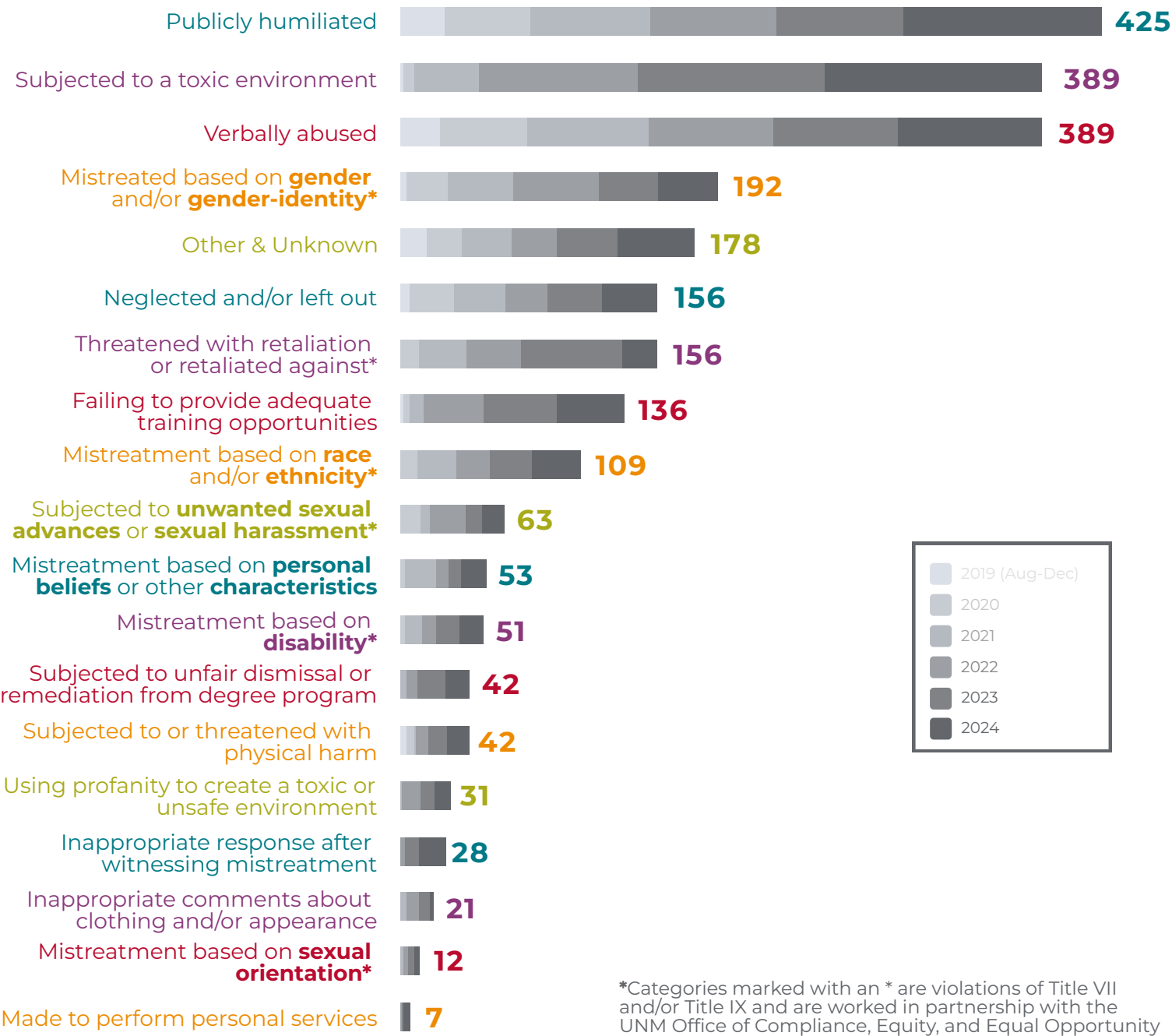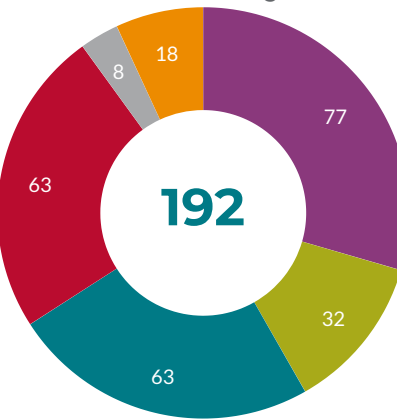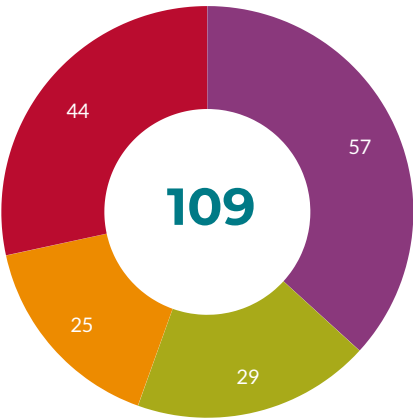| Category	Count
Publicly humiliated	425
Subjected to a toxic environment	389
Verbally abused	389
Mistreated based on **gender** and/or **gender-identity***	192
Other & Unknown	178
Neglected and/or left out	156
Threatened with retaliation or retaliated against*	156
Failing to provide adequate training opportunities	136
Mistreatment based on **race** and/or **ethnicity***	109
Subjected to **unwanted sexual advances** or **sexual harassment***	63
Mistreatment based on **personal beliefs** or other **characteristics**	53
Mistreatment based on **disability***	51
Subjected to unfair dismissal or remediation from degree program	42
Subjected to or threatened with physical harm	42
Using profanity to create a toxic or unsafe environment	31
Inappropriate response after witnessing mistreatment	28
Inappropriate comments about clothing and/or appearance	21
Mistreatment based on **sexual orientation***	12
Made to perform personal services	7

Legend:
- 2019 (Aug-Dec)
- 2020
- 2021
- 2022
- 2023
- 2024

*Categories marked with an * are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Compliance, Equity, and Equal Opportunity

FAQ: What kinds of identity-based mistreatment are being reported?

Answer: Primarily offensive language, as well as differential treatment based on identity (for example, a provider who is generally kinder to residents who are men than to residents who are women). Check out the breakdown below, and remember that incidents may fall in multiple categories.

Gender & Gender-Identity

192
- 77
- 32
- 63
- 63
- 8
- 18

Race & Ethnicity

109
- 57
- 29
- 25
- 44

Disability

51
- 21
- 27
- 20
- 4

Sexual Orientation

12
- 9
- 8
- 2
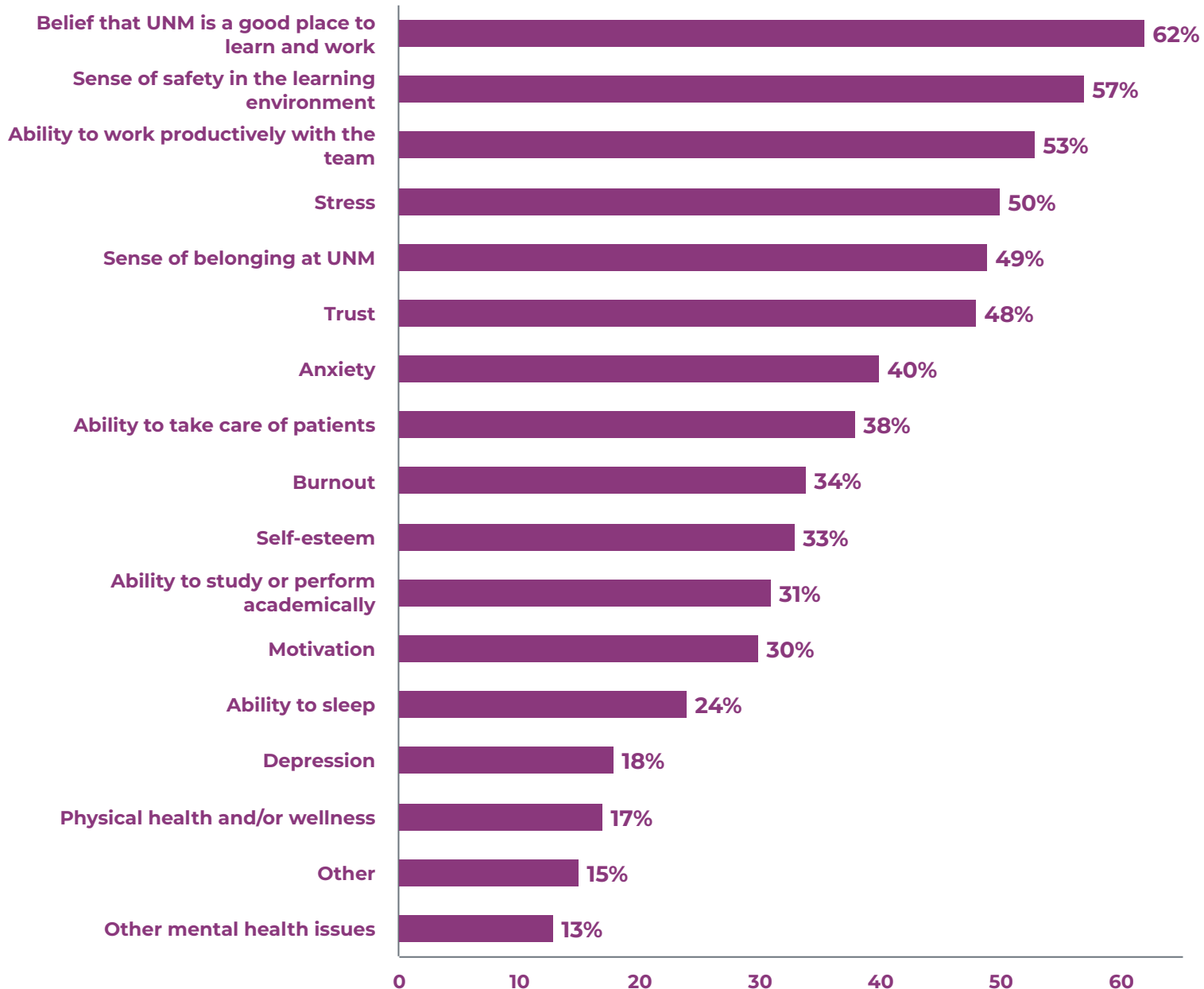- 4
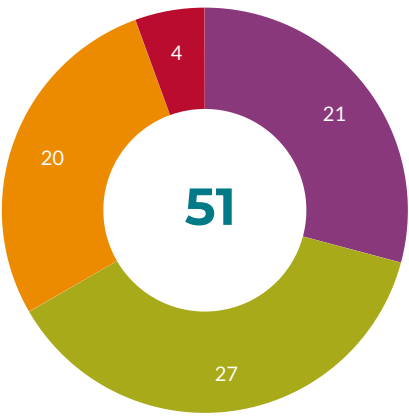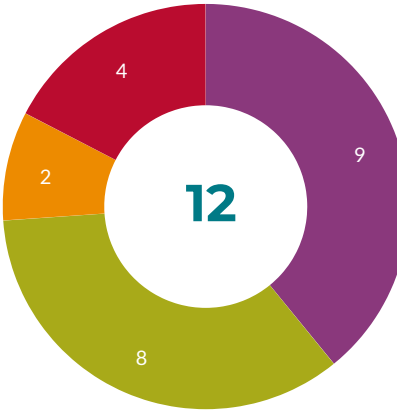
Legend:
- Subjected to offensive remarks or names about identity
- Denied opportunities and/or received lower grades/evaluations due to identity rather than performance
- Differential treatment based on identity
- Other offensive behaviors related to identity
- Differential treatment based on pregnancy and related conditions
- Subjected to unwanted sexual advances

How Does Mistreatment Impact Learners?

Beginning June 2020, LEO added a question to the reporting form that asks how this behavior has negatively impacted them. The question offers drop-down options, as well as write-in options.

So far, **578** of the unique incidents of mistreatment included in this report have provided this information. Reporters can select as many of the options as they would like.

"This behavior negatively impacted my:"

Impact	Percentage
Belief that UNM is a good place to learn and work	62%
Sense of safety in the learning environment	57%
Ability to work productively with the team	53%
Stress	50%
Sense of belonging at UNM	49%
Trust	48%
Anxiety	40%
Ability to take care of patients	38%
Burnout	34%
Self-esteem	33%
Ability to study or perform academically	31%
Motivation	30%
Ability to sleep	24%
Depression	18%
Physical health and/or wellness	17%
Other	15%
Other mental health issues	13%

How are Incidents Classified on the Mistreatment Response Pyramid?
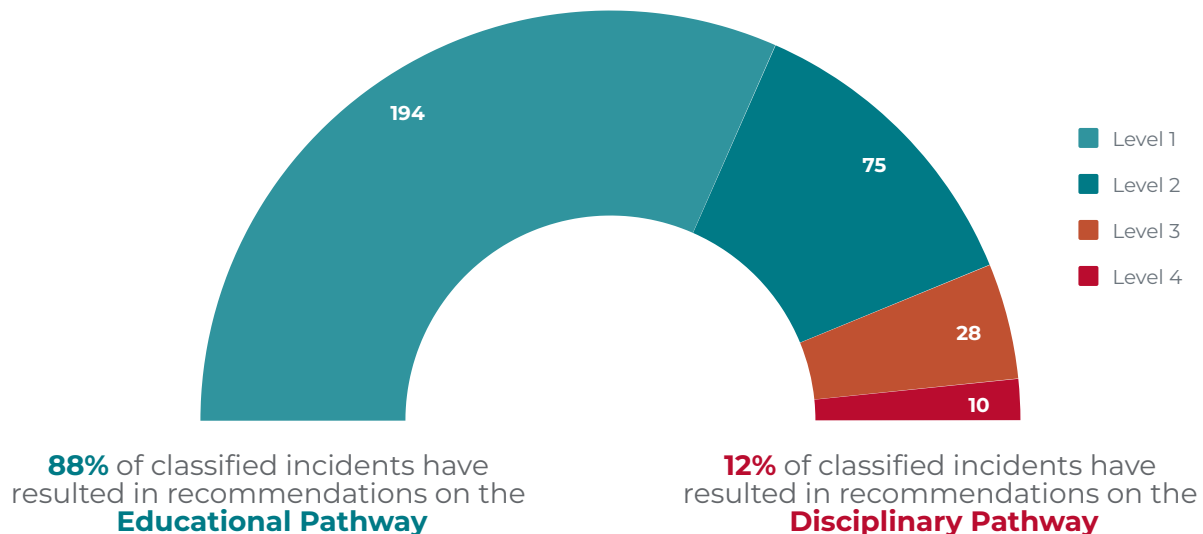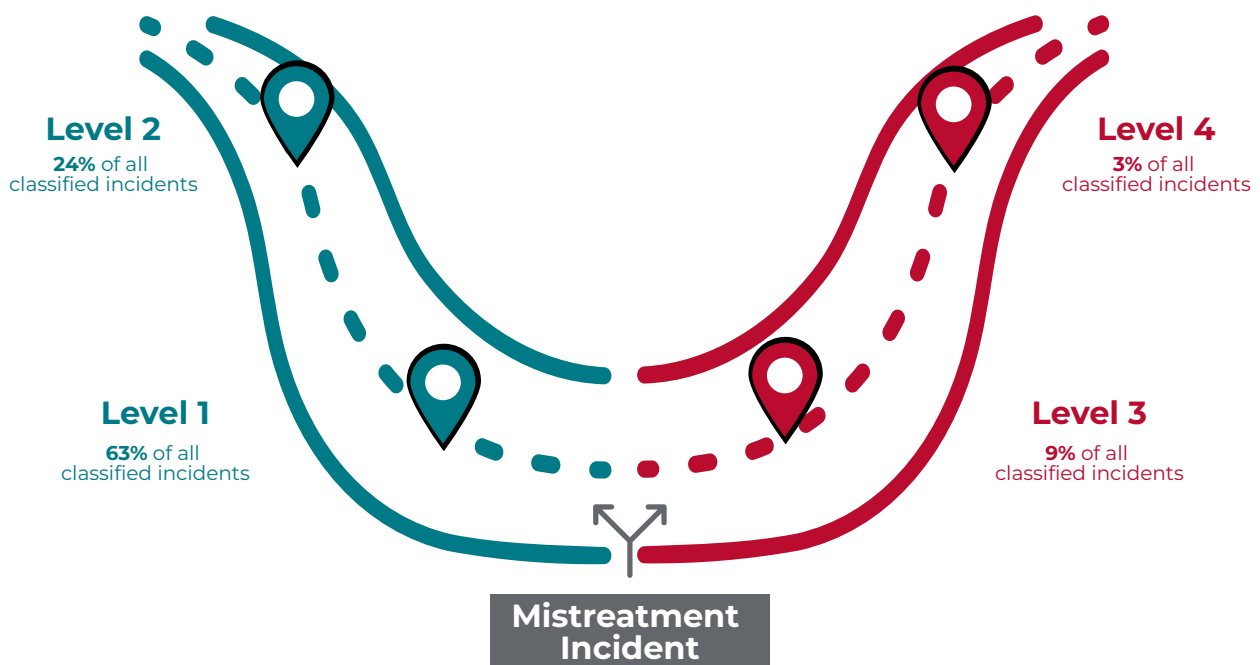
n = 307 classifiable incidents

Responses to mistreatment incidents occur on either the **Educational Pathway** or the **Disciplinary Pathway**, depending on the severity and patterns of behavior.

Educational Pathway

For behaviors out of compliance with UNM SOM Mistreatment Policy

Level 2
24% of all classified incidents

Level 1
63% of all classified incidents

Disciplinary Pathway

For behaviors that constitute a violation of UNM SOM Mistreatment Policy

Level 4
3% of all classified incidents

Level 3
9% of all classified incidents

Mistreatment Incident

194

75

28

10

- Level 1
- Level 2
- Level 3
- Level 4

88% of classified incidents have resulted in recommendations on the **Educational Pathway**

12% of classified incidents have resulted in recommendations on the **Disciplinary Pathway**

In **56% of unique mistreatment incidents**, LEO is able to recommend actions. Those actions are:

n = 854 unique cases with recommendations

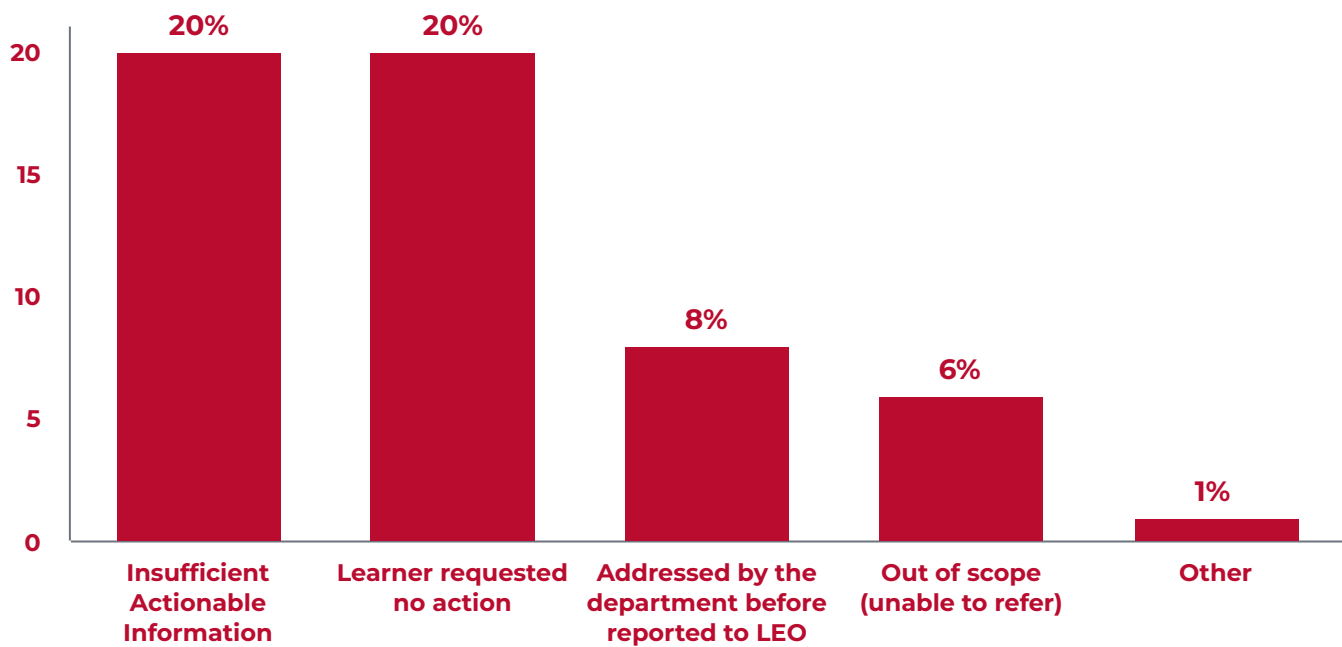| Action	Percentage
Direct feedback	28%
Referred to another entity, such as CEEO, UNMH HR, VA, etc	19%
Enhanced processes or systems	16%
Individual improvement plan	10%
Disciplinary measures	4%
Interim and/or supportive measures	2%
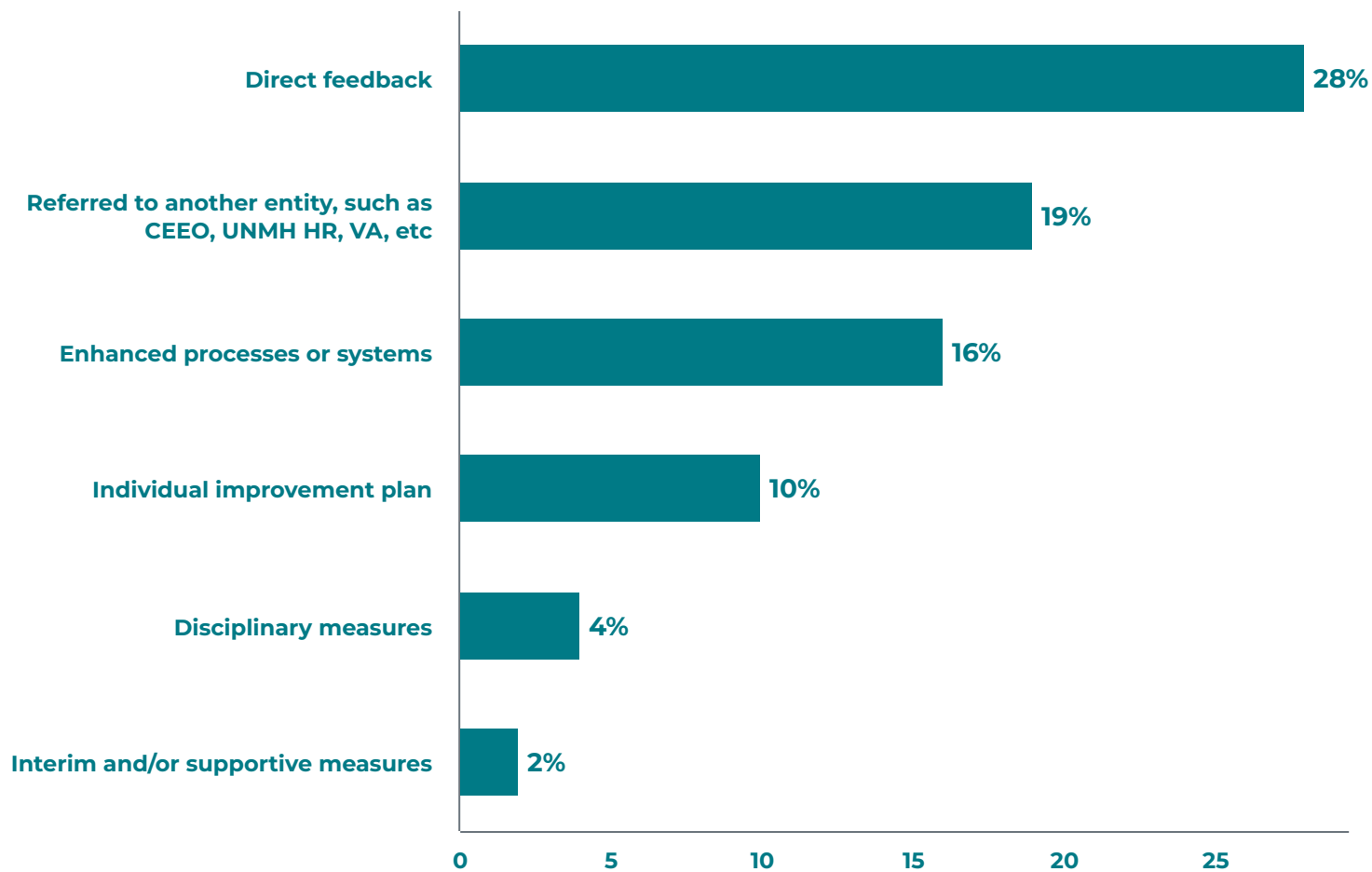
In **44% of mistreatment incidents**, LEO has **not** recommended action for the following reasons:

n = 854 unique cases with recommendations

Reason	Percentage
Insufficient Actionable Information	20%
Learner requested no action	20%
Addressed by the department before reported to LEO	8%
Out of scope (unable to refer)	6%
Other	1%

WELCOME NEW LEO TEAM MEMBERS!

. . . .

We are thrilled to welcome to wonderful new case managers to the LEO team, as well as to announce that Dr. Krystal Ward, one of our favorite people, is joining the LEO team to represent the College of Pharmacy as their LEO affiliated faculty. Read about them below, and stay tuned to future reports to learn about our faculty affiliates in the Colleges of Nursing and Population Health!

Bryana Montoya, Case Manager

Bryana Montoya is a dedicated public health professional with a background in population health, community engagement, and digital healthcare. Bryana is dedicated to driving positive change and has worked on initiatives that promote justice, diversity, equity, and public well-being in New Mexico.

Marco Antonio Antillon, Case Manager

Marco comes to LEO with a background in mental and behavioral health. He has functioned in a variety of roles, from direct service provision to varying levels in leadership. Marco has served on various committees and boards in the nonprofit sector, education, and community engagement settings. Marco's passions include mental and physical health, time with loved ones, and being a lifelong learner.

Krystal Ward, Affiliated Faculty Member College of Pharmacy

Krystal L. Ward, PhD, Assistant Dean for Student Affairs at the College of Pharmacy (COP). Ward has served in various roles within the UNM COP for over 20 years. Krystal earned her Bachelor of Science degree in Biology at UNM and continued her learning with an MBA at University of Phoenix. She returned to UNM to complete her MA and PhD in Educational Psychology. Her position at COP focuses on the full spectrum of student experience, including recruitment, admissions, orientation, retention, and graduation. Krystal's research interests include understanding student motivation in advanced degree students, including goal orientations, mindsets, and regulation of learning. She is also interested in research related to recruitment, admissions, and progression of diverse student populations within a Doctor of Pharmacy curriculum. Recent work has focused on student motivation and self-awareness options for pharmacy education. Krystal is an avid reader and loves the chance to read and discuss many varieties of books.

GET TO KNOW THE LEO TEAM!

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