UNM SOM Learning Environment Office Quarterly Report

2025 Quarter 1

www.hsc.unm.edu/medicine/education/leo/

What is this presentation?

The Learning Environment Office (LEO) produces a report each quarter to share data and trends with the UNM community.

LEO also produces an accompanying presentation so that departments, divisions, programs, offices, and groups can more easily share and discuss these data with each other.

All of the information in this report can be shared freely.

Please direct any questions to hsc-leo@salud.unm.edu, and thank you for your work in creating and maintaining respectful, supportive, and inclusive learning environments at UNM.

Presentation Contents

1. Announcing the winners, finalists, and nominees for LEO's inaugural Distinguished Teaching Award!

2. Two Toolkits: Giving and Receiving Feedback

3. iTeach Exemplary Teaching

4. Mistreatment Data & Trends

5. How Can LEO Help Your Department, Program, Office, or Group?

6. Meet the LEO Team

LEARNING ENVIRONMENT OFFICE DISTINGUISHED TEACHING AWARD

Congratulations to everyone who was nominated for the **first annual Learning Environment Office Distinguished Teaching Award.** If you missed the deadline for nominating a wonderful teaching, don't worry — we'll solicit nominations every spring.
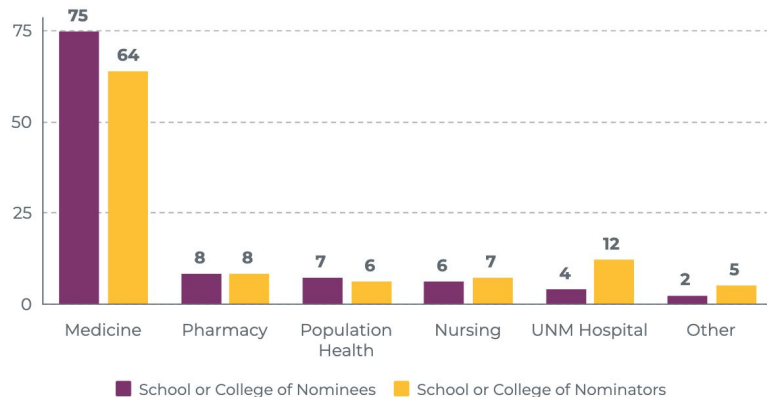
We received a staggering **102 nominations!**

Below we've broken that down further:

Who made and received nominations?
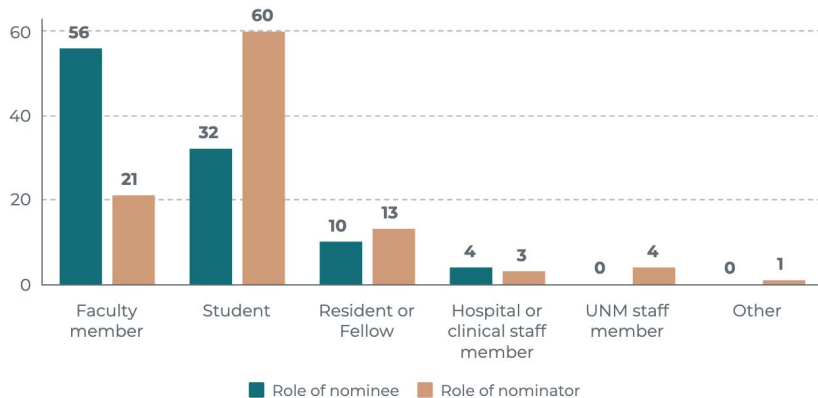
## What School or College are they from?

We were thrilled to receive nominations and nominators **from all four HSC schools and colleges**, plus the from **UNM hospital** staff members!
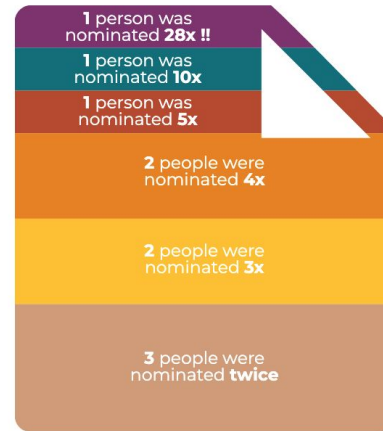
Students were responsible for **nearly 60%** of all nominations filed!

Thank you to all of the students who took precious time away from studying to recognize their peers, faculty, residents, fellows, clinical staff members, and everyone else who helps them learn.
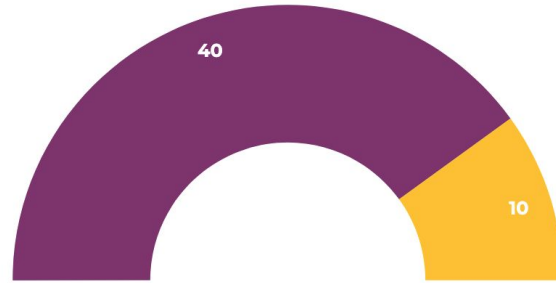
UNM HEALTH SCIENCES

Announcing the

WINNERS, FINALISTS, & NOMINEES

of the first annual

LEARNING ENVIRONMENT OFFICE

DISTINGUISHED TEACHING AWARD

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WINNERS

Dr. Ishan Garg
Resident, School of Medicine
Nominated by four people

One nomination stated: "Dr. Garg always takes effort to teach during very busy rotations. He values both personal and professional development strongly and encourages students to be learners by helping us find academic tools to be strong clinicians."

Andrew Green
MD Student, School of Medicine
Nominated by 28 people

One nomination stated: "Andrew was amazing at answering our questions but he also has a talent for teaching us to improve our learning. For example, he provided really helpful tips on how to integrate material rather than tell us what to memorize...and generally to not feel dumb for not knowing something or for needing to ask for help."

Dr. Julie Jordan
Faculty, School of Medicine
Nominated by two people

One nomination stated: "Dr. Jordan is one of the most kindest and smartest teachers I have ever had the pleasure of learning from. She would meet us where we're at instead of expecting a level of background knowledge and it really helped conceptualize and internalize the vast subject material."

Dr. Shannon Sanchez-Youngman
Faculty, College of Population Health
Nominated by four people

One nomination stated: "I have never had a teacher so committed to student learning and engagement as Dr. Sanchez-Youngman...She went above and beyond to treat her Masters level students with dignity and equity and...to ensure that they were learning the material they would need when they sat for their exams. I saw her reach out to students who were struggling in class and help connect them to services beyond what the CoPH offered...Dr. Sanchez-Youngman truly wants to see every student of hers succeed and does everything she can see that they do."

Finalists

Ahmad Alqam
School of Medicine, Nominated by 1 person

Tessa Anderson
College of Pharmacy, Nominated by 1 person

Patricia A Bandy
College of Nursing, Nominated by 1 person

Acadia W Buro
College of Population Health, Nominated by 1 person

Reza Ehsanian
School of Medicine, Nominated by 10 people

Martin Juardo
School of Medicine, Nominated by 2 people

Darren Kempton
School of Medicine, Nominated by 1 person

Joselyn Martin
College of Nursing, Nominated by 1 person

Alisha Ray
College of Pharmacy, Nominated by 3 people

Patrick Rendon
School of Medicine, Nominated by 1 person

Nominees

Shirley Abraham, School of Medicine

Robert Alunday, UNM Hospital

Kelsea Aragon, College of Pharmacy

Alfonso Belmonte, School of Medicine

Pooja Bhakta, School of Medicine

Elena Bissell, School of Medicine

Alicia Bolt, College of Pharmacy

Travis Campbell, School of Medicine

Judy Cannon, School of Medicine

Seth Daly, College of Pharmacy

Rachel Danczyk, School of Medicine

Matthew Davoudzadeh, School of Medicine

Kathy Dolan Cox, College of Nursing

Hannah Dowdy-Sue, School of Medicine

Jonathan Eldredge, School of Medicine

Maggie Faber, College of Nursing

Anthony Fleg, School of Medicine

Tomoko Hamma, School of Medicine

Rebecca Hartley, School of Medicine

Alex Herman, College of Pharmacy

Lisa Hofler, School of Medicine

Maryam Hosseini Farahabadi, School of Medicine

Andrea Howard, School of Medicine

Michele Hutchison, School of Medicine

Jens Langsjoen, School of Medicine

Michael Mandell, School of Medicine

Ruth Martell Martinez, School of Medicine

John Alan Mason, School of Medicine

Brenna McGuire, School of Medicine

Alan Robb McLean, School of Medicine

Mary Bethany McMaster, School of Medicine

Duncan Meiklejohn, School of Medicine

Jorge Mera, UNM Hospital

Maria Montoya, School of Medicine

Julie Muche, UNM Hospital

Ali Nakip, School of Medicine

Lorenzo Nava, School of Medicine

Jim Niforatos, College of Nursing

Leonard Noronha, School of Medicine

Felisha Rohan-Minjares, School of Medicine

Blavir Rukov, School of Medicine

David Santistevan, School of Medicine

Cassie Shaw, School of Medicine

Bill Shuttleworth, School of Medicine

Patricia Siegel, School of Medicine

Connie Smith-Fassler, College of Nursing

Carolyn Smith-Lin, School of Medicine

Michael Spafford, School of Medicine

Samuel Swift, College of Population Health

Tammy Thomas, College of Population   Health

John Togami, UNM Hospital

Eli Torgeson, School of Medicine

Christopher Torrez, School of Medicine

Janet Veesart, School of Medicine

Amber Vigil, UNM Hospital

Waseem Wagrees, School of Medicine

Mareth E. Williams, UNM Hospital

Suzanne Williams, School of Medicine

Donna Winn, College of Nursing

Thomas Carson Wright, School of Medicine

Riana Wurzburger, UNM Hospital

Two New Toolkits!

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).

This quarter, the topic is so big we split it into two toolkits!

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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Toolkit 1: Giving the Gift of Feedback

Toolkit 2: Normalizing and Building Resilience for Feedback

Click here to download

Toolkit 1: Giving Feedback and

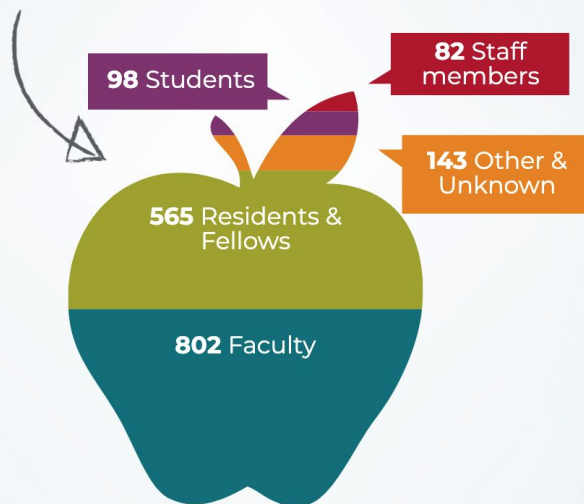**Toolkit 2: Normalizing & Building Resilience for Receiving Feedback**

HEALTH SCIENCES

iTeach Exemplary Teaching

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.

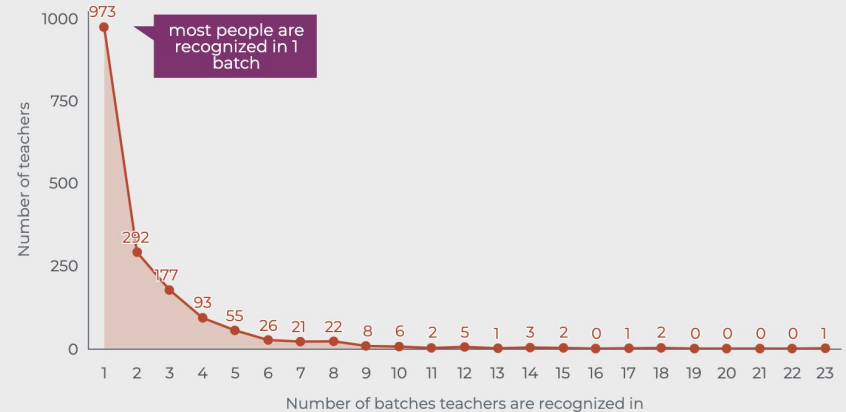**To receive a letter, simply email hsc-leo@salud.unm.edu. Please give us at least one week's notice.**

How many learners have recognized each of those teachers?
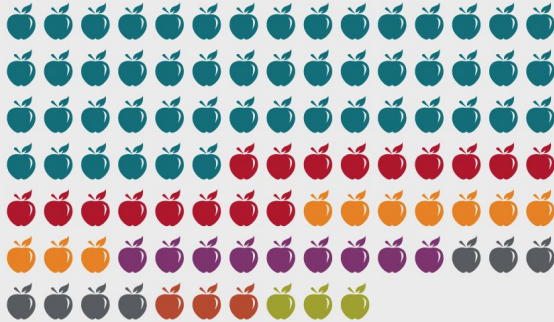
51% recognized by one learner
17% two learners
10% three learners
9% 4-5 learners
7% 6-10 learners
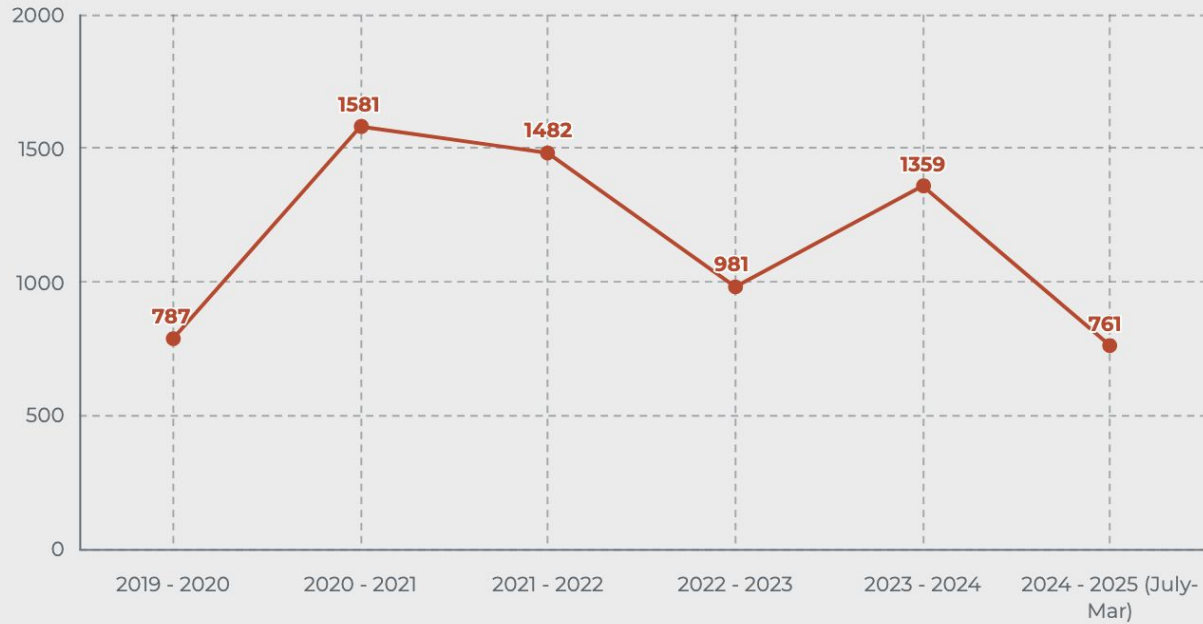3% 11-20 learners
3% 21-294 learners!

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. 15% of recognized teachers have been acknowledged in 4 or more batches, and **23 teachers** have been recognized in 10 or more.

most people are recognized in 1 batch

Number of teachers

973
292
177
93
55
26
21
22
8
6
2
5
1
3
2
0
1
2
0
0
0
0
1

Number of batches teachers are recognized in

Nov 2019 - March 2025

**Number of iTeach Recognitions Made by Academic Year**

Mistreatment Data and Trends

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 **1,248 reports of mistreatment**.
We can break those down this way:
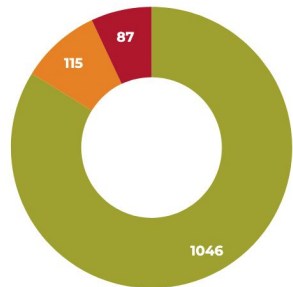
Unique incidents of mistreatment
Does not rise to the level of mistreatment
Duplicate reports

LEO has received 115 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 **1046 unique incidents of alleged behavior that rise to the level of mistreatment, which represent 84% of all reports.**

Please note:
We are changing the way we're reporting out most mistreatment data here in this report. Now that LEO's work spans seven (!) calendar years (2019-2025), we will be consistently reporting out data from only **the five most recent calendar years.** This is to make the data more relevant, timely, and easy to read.

As such, most data on the following pages include only data from 2021-2025. However, in some cases when it is more appropriate, we have included all of the data from 2019-2025.
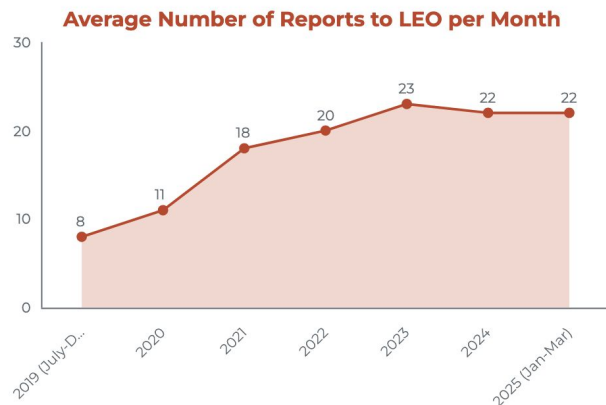
Also be aware that while most of the data presented below include only **unique incidents of mistreatment**, when more appropriate, we have included all reports to LEO (including behaviors that do not constitute mistreatment and duplicate reports).

Make sure to check out the "n" for each set of data.

How many reports are coming to LEO each month?

n = 1,248, 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 over 20 in 2023, 2024, and so far in 2025.

Average Number of Reports to LEO per Month

Year	Average
2019 (July-D...)	8
2020	11
2021	18
2022	20
2023	23
2024	22
2025 (Jan-Mar)	22

What is the status of reports to LEO?

The total number of reports LEO has received peaked with 277 in 2023. The number of reports may have stabilized, although it remains to be seen what will happen for the rest of 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	236	33	269
2025 (Jan-Mar)	61	6	67

■ Unique incidents of mistreatment   ■ Other reports (duplicates & not mistreatment)
■ Total of all reports

When Reports Are Filed to LEO

Legend: 2021, 2022, 2023, 2024, 2025

How Did the Report Come to LEO?
n = 1,066 all reports to LEO, Jan 1, 2021-Mar 31, 2025

Report form	Directly to a Leo Team Member	Evaluation	Referred from another entity
586	283	179	18

Legend: 2021, 2022, 2023, 2024, 2025 (Jan-Mar)

Is This a Recurring Incident?
n = 899 unique incidents of mistreatment, Jan 1, 2021-Mar 31, 2025
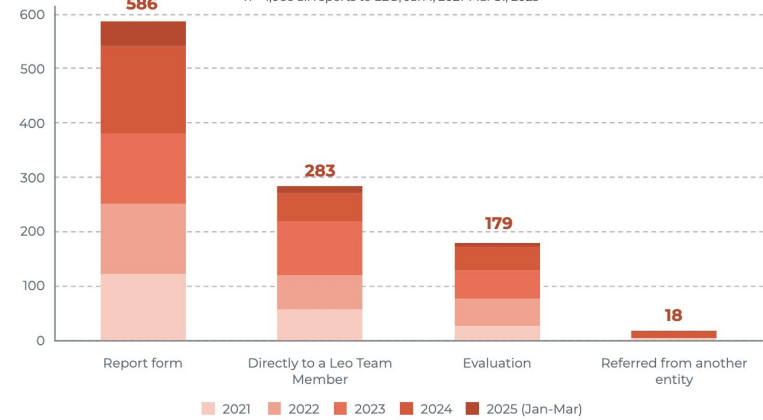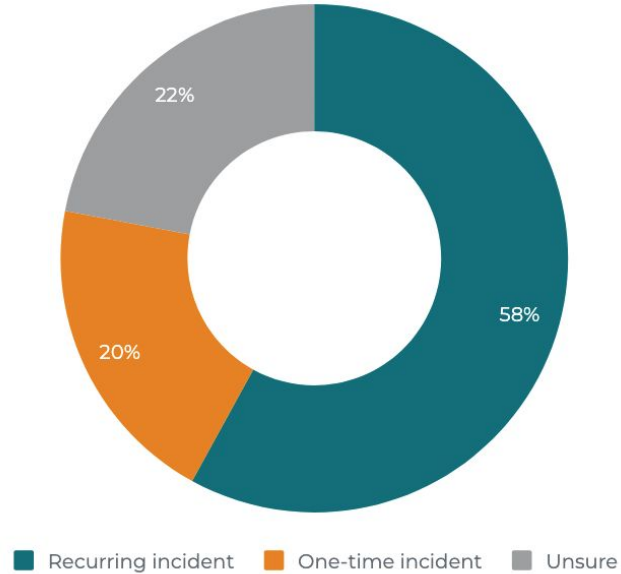
The majority of incidents reported to LEO concern recurring behaviors — learners are less likely to report one-off incidents, which may indicate that they see reporting as an option for after they have already given second chances to the implicated persons and the behaviors have not improved.

22%

58%

20%

■ Recurring incident   ■ One-time incident   ■ Unsure
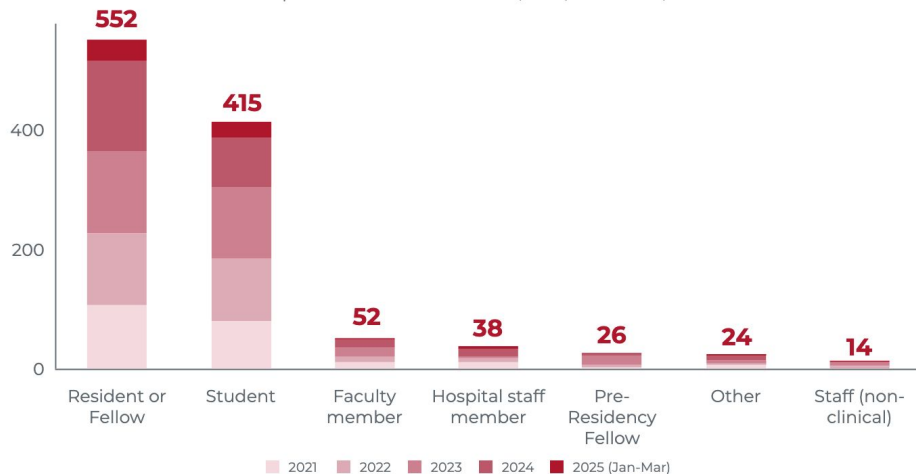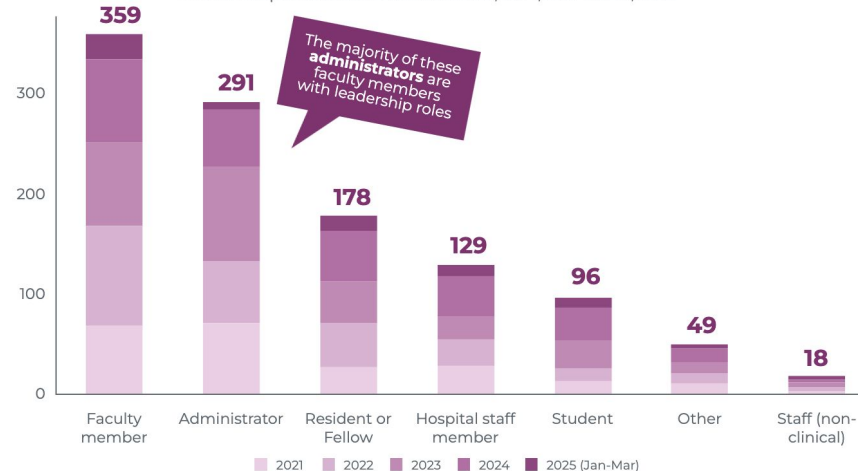
Who Reports to LEO and How?

n = 1,066 all reports to LEO, Jan 1, 2021-Mar 31, 2025

Bar chart values:
- Resident or Fellow: 396
- Student: 378
- Faculty member: 98
- Staff (non-clinical): 82
- Hospital staff member: 38
- Other: 25
- Pre-Residency Fellow: 16

Legend: 2021, 2022, 2023, 2024, 2025 (Jan-Mar)

Donut chart 1:
- I personally experienced the mistreatment (62%)
- I witnessed or heard about the mistreatment (38%)

Donut chart 2:
- Reported anonymously (40%)
- Reported not-anonymously (60%)

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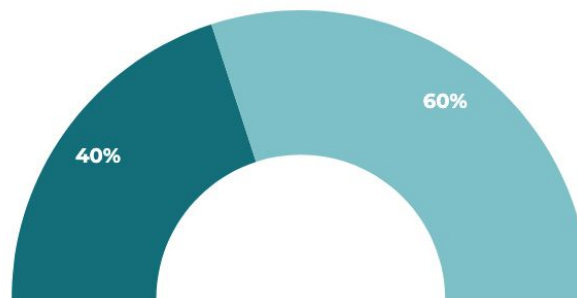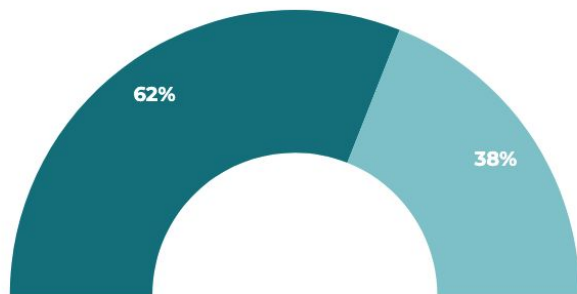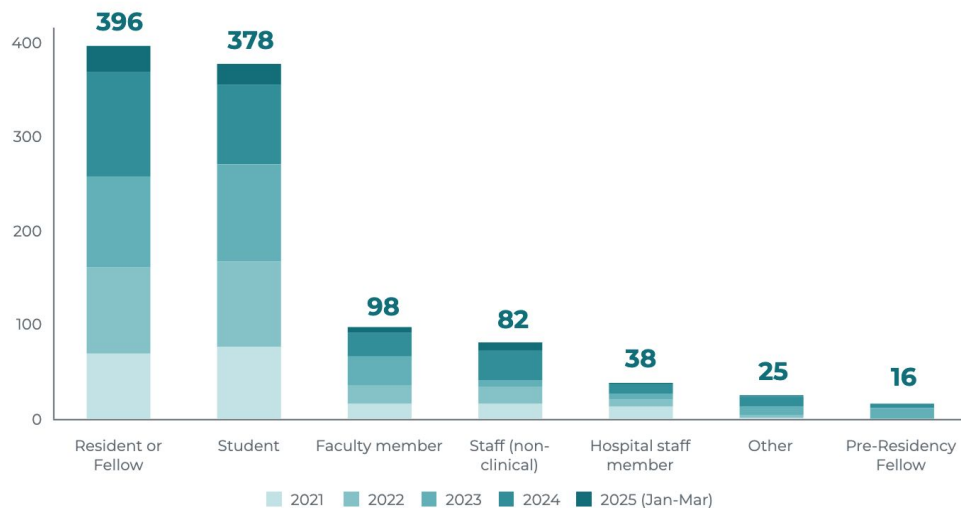
Types of Mistreatment

Each incident can include multiple types of mistreatment

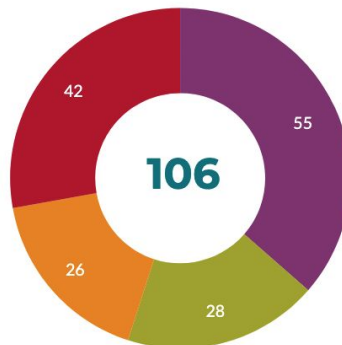n = 899 unique incidents of mistreatment, Jan 1, 2021-Mar 31, 2025

Type	Count
Subjected to a toxic environment	399
Public humiliation	355
Verbally abused	312
Mistreated based on **gender** and/or **gender-identity***	164
Threatened with retaliation or retaliated against*	152
Failure to provide adequate training opportunities	137
Neglected and/or left out	129
Mistreatment based on **race** and/or **ethnicity***	106
Other & Unknown	97
Subjected to **unwanted sexual advances** or **sexual harassment***	60
Mistreatment based on **disability***	51
Mistreatment based on **personal beliefs** or **characteristics***	50
Subjected to unfair dismissal or remediation from degree program	44
Subjected to or threatened with physical harm	37
Inappropriate response after witnessing mistreatment	30
Using profanity to create a toxic or unsafe environment	30
Inappropriate comments about clothing and/or appearance	21
Mistreatment based on **sexual orientation***	12
Made to perform personal services	8

*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
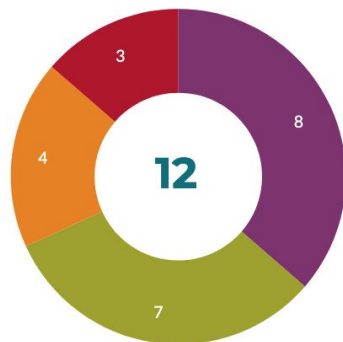
Legend: 2021 | 2022 | 2023 | 2024 | 2025 (Jan-Mar)

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This behavior negatively impacted my:
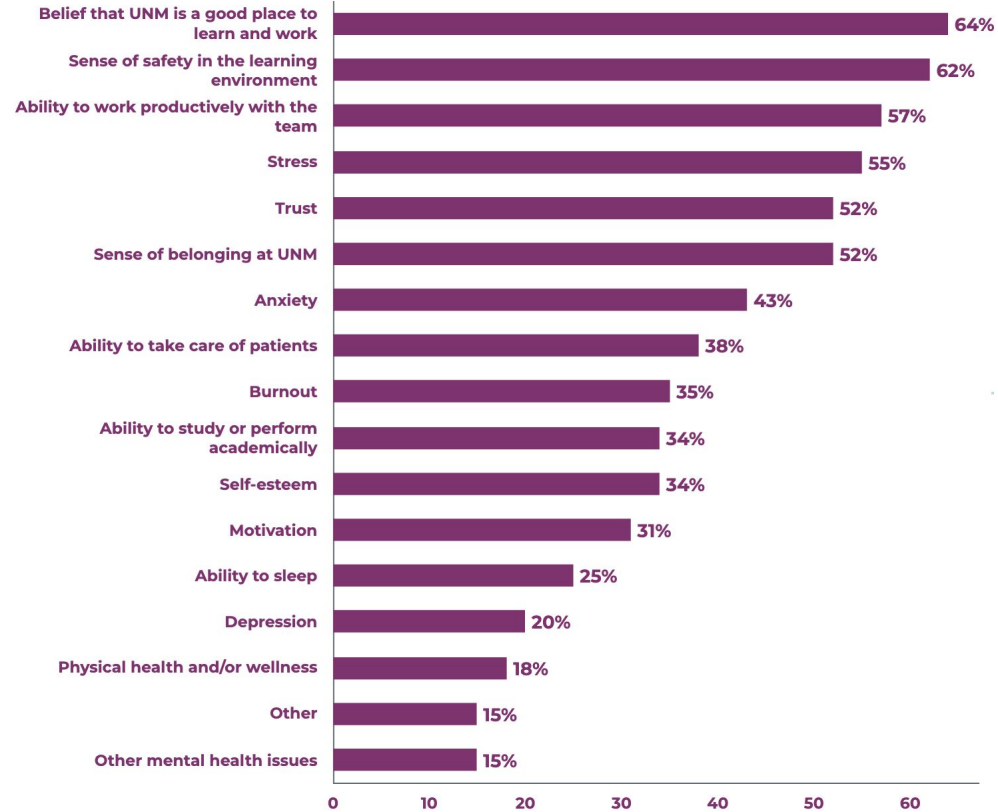
Category	Percentage
Belief that UNM is a good place to learn and work	64%
Sense of safety in the learning environment	62%
Ability to work productively with the team	57%
Stress	55%
Trust	52%
Sense of belonging at UNM	52%
Anxiety	43%
Ability to take care of patients	38%
Burnout	35%
Ability to study or perform academically	34%
Self-esteem	34%
Motivation	31%
Ability to sleep	25%
Depression	20%
Physical health and/or wellness	18%
Other	15%
Other mental health issues	15%
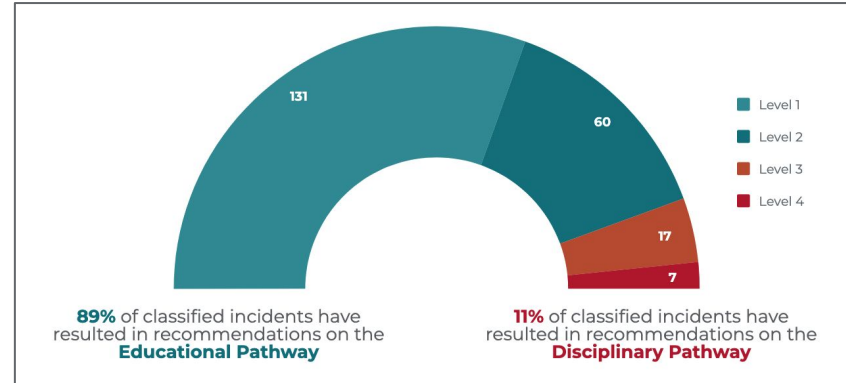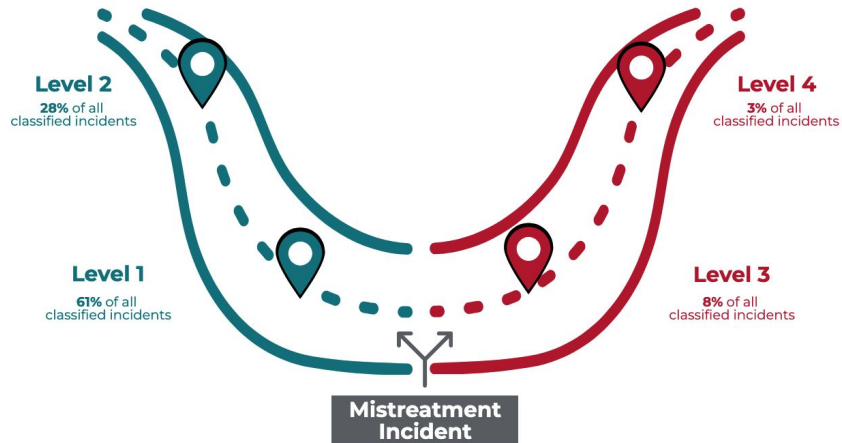
In **56% of unique mistreatment incidents**, LEO is able to recommend actions. Those actions are:

n = 856 unique cases with recommendations, Jan 1, 2021-Mar 31, 2025

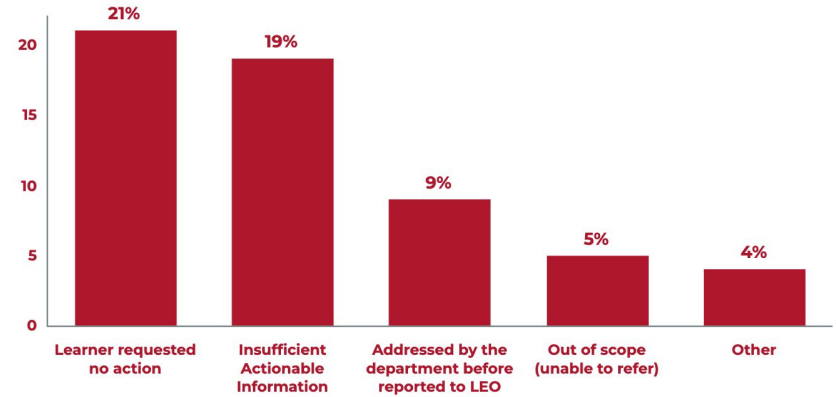| Action	Percentage
Direct feedback	24%
Referred to another entity, such as CEEO, UNMH HR, VA, etc	16%
Enhanced processes or systems	14%
Individual improvement plan	9%
Disciplinary measures	6%
Interim and/or supportive measures	2%
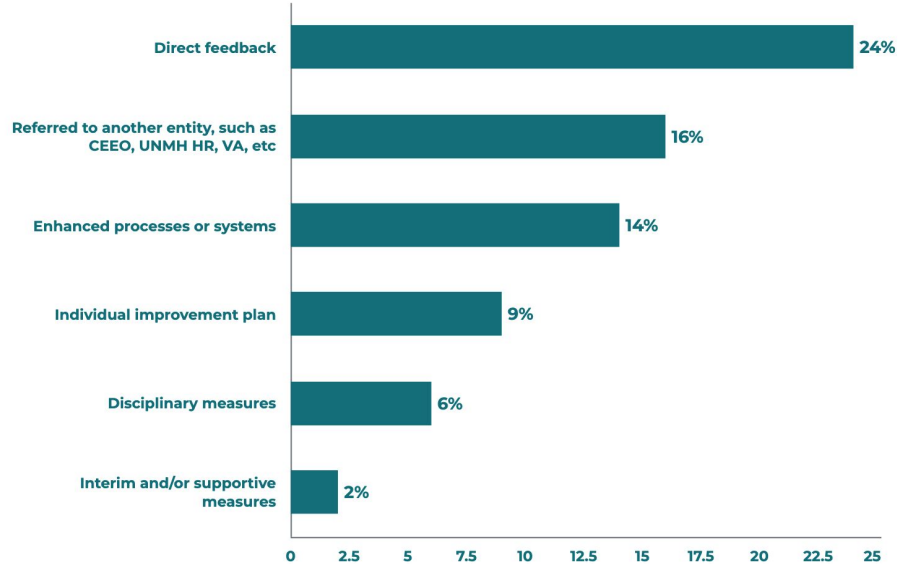
In **44% of mistreatment incidents**, LEO has **not** recommended action for the following reasons:

n = 856 unique cases with recommendations, Jan 1, 2021-Mar 31, 2025

Reason	Percentage
Learner requested no action	21%
Insufficient Actionable Information	19%
Addressed by the department before reported to LEO	9%
Out of scope (unable to refer)	5%
Other	4%

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How can LEO help your department, program, office, or group?

How can LEO help enhance your learning environment?

Trainings / Workshops

- Giving & Receiving Feedback
- Bystander Intervention
- Conflict Transformation
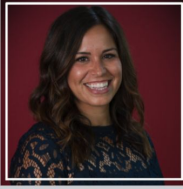- Power & Power Dynamics
- *and more!*

Direct Interventions

- Mistreatment incident investigation and response
- Learning Environment Audits
- 1-on-1 consultations with leadership

Contact hsc-leo@salud.unm.edu to request a training or for more information

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GET TO KNOW THE LEO TEAM!

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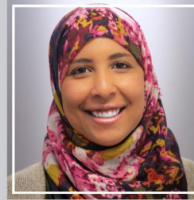bhmontoya@salud
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