



HEALTH SCIENCES

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report

January - March 2025

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

1 **LEO's Distinguished Teaching Award**

Announcing the winners, finalists, and nominees for the inaugural award

2 **Toolkits: Giving & Receiving Feedback**

Two new toolkits for the HSC community on giving and receiving feedback

3 **iTeach Data**

Learn about updated data related to exemplary teaching and behavior across the HSC

4 **Updated Mistreatment Data**

Learn about the latest data and trends related to learner mistreatment at the HSC

5 **Meet the LEO Team**

Get to know the 11 members of the LEO team

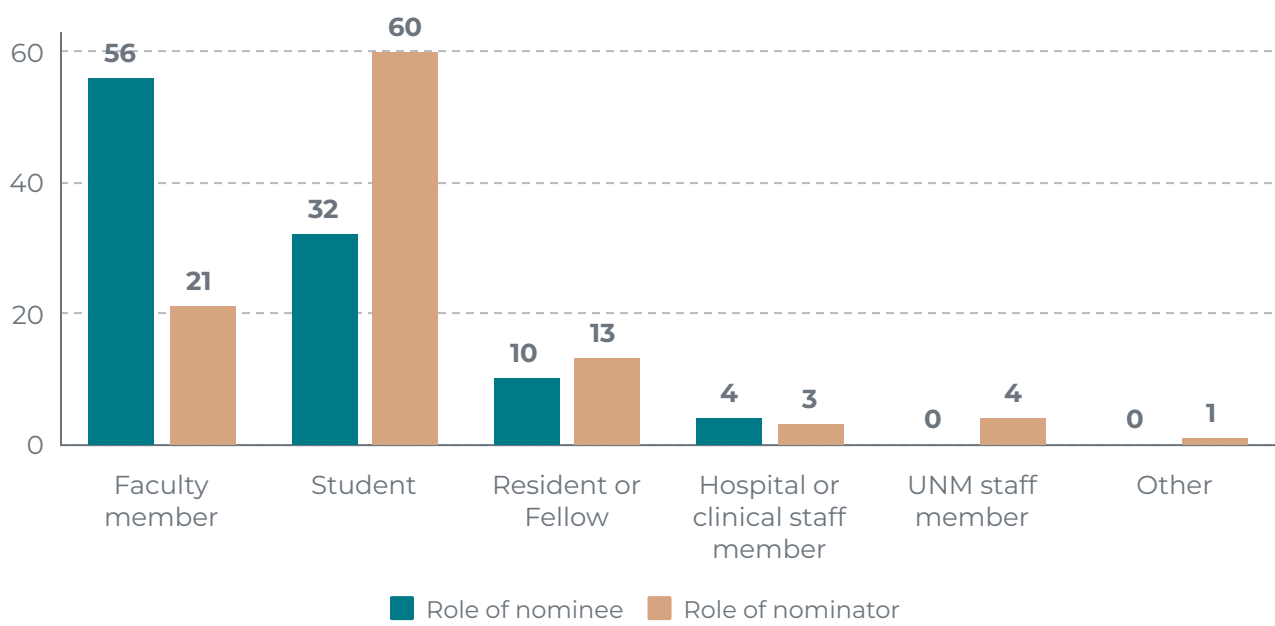
LEARNING ENVIRONMENT OFFICE DISTINGUISHED TEACHING AWARD

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:

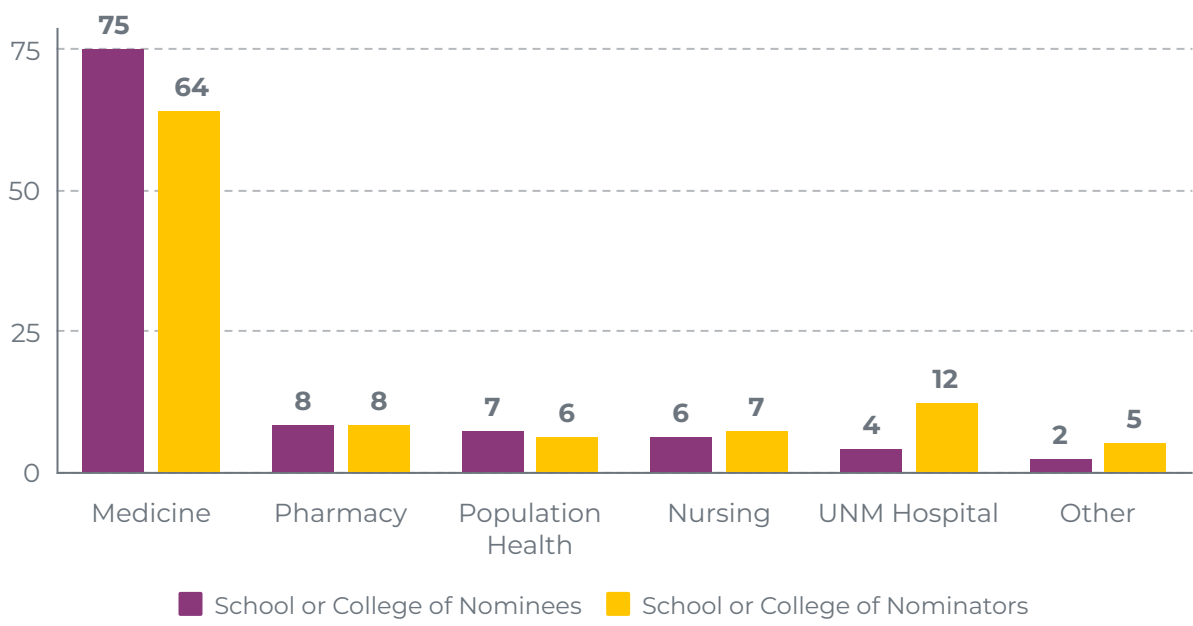
Who made and received nominations?



Students were responsible for **nearly 60%** of all nominations filed!

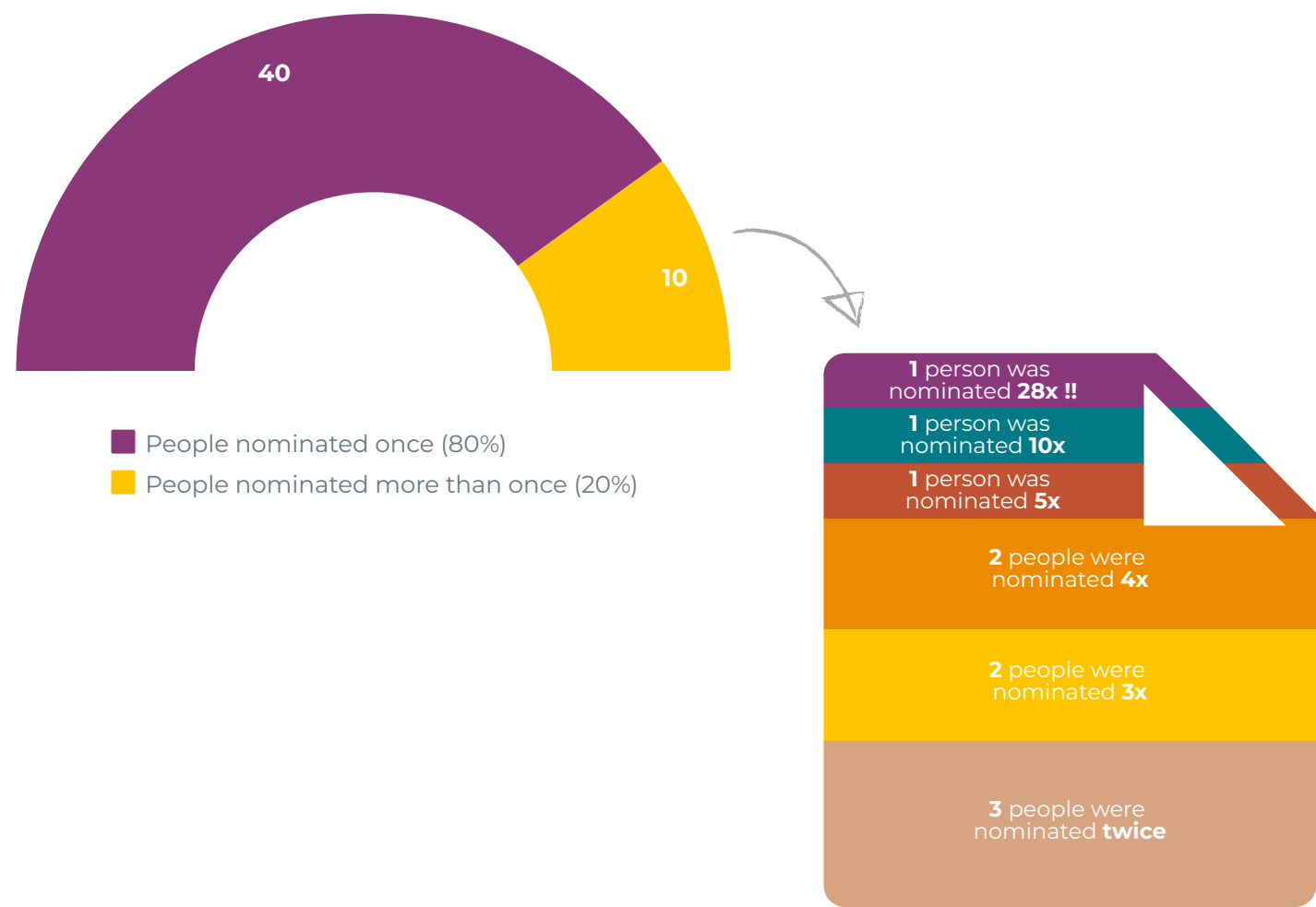
Thank you to all of the students who took precious time away from studying to recognize their peers, faculty, residents, fellows, clinical staff members, and everyone else who helps them learn.

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!

How many people were nominated by more than one person?



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

Congratulations to everyone who was nominated, and a hearty thank you to everyone who took the time to nominate someone.
We are lucky to have so many distinguished and exemplary teachers at UNM.

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

What is important about giving and receiving feedback?

Feedback is an act of care. Imagine a culture where feedback, even critical feedback, was considered a gift—an act of care and support—rather than a punishment. Where feedback was always expected, welcomed and practiced with skill and humility on all sides.

Moving toward a culture that views feedback as a gift means not pretending that feedback is easy but rather that it is a skill to practice intentionally and together in shared responsibility.

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Click here to download

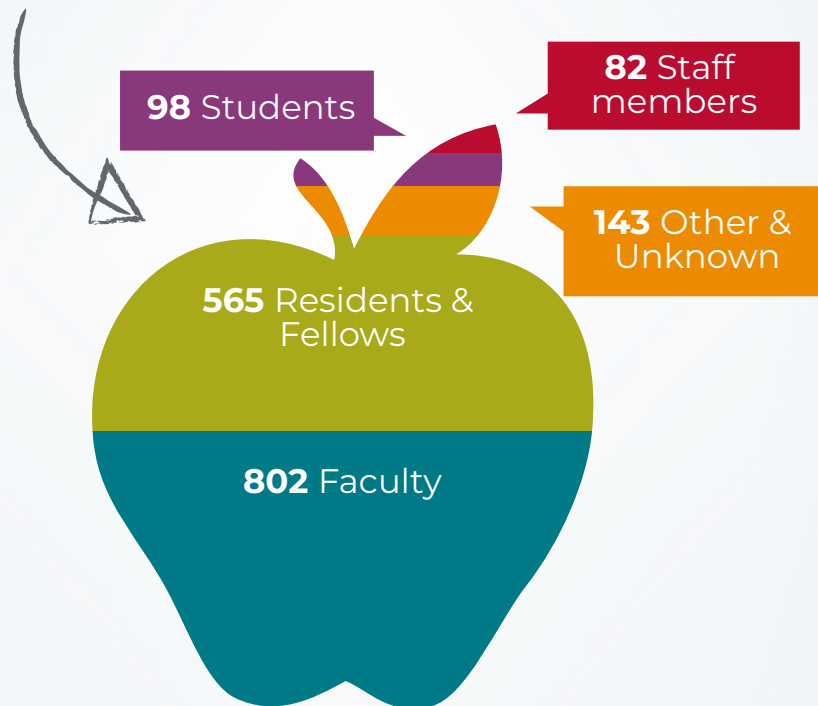
[Toolkit 1: Giving Feedback](#) and
[Toolkit 2: Normalizing & Building Resilience for Receiving Feedback](#)

iTeach: Recognizing Exemplary Teachers

1,690
TEACHERS

have been
recognized
for exemplary
teaching by a
total of

6,950
LEARNERS



[Click here](#) to send an iTeach recognition to a teacher today!

Don't Forget!

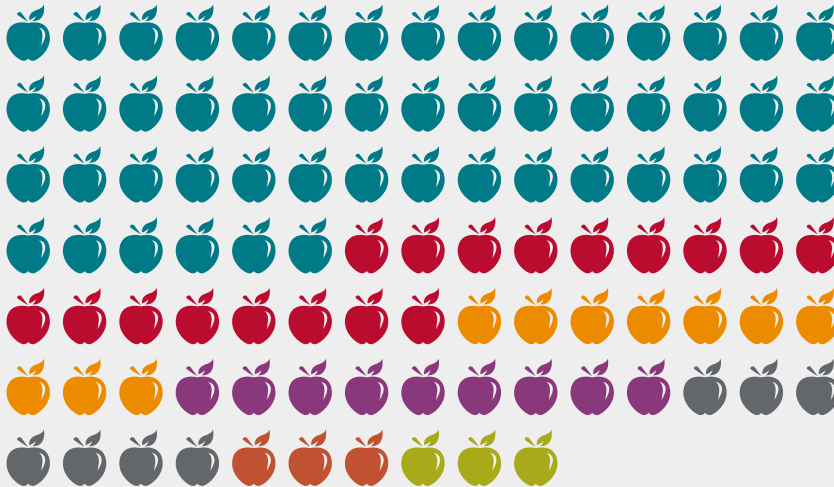
iTeach Letters for Your File



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.**

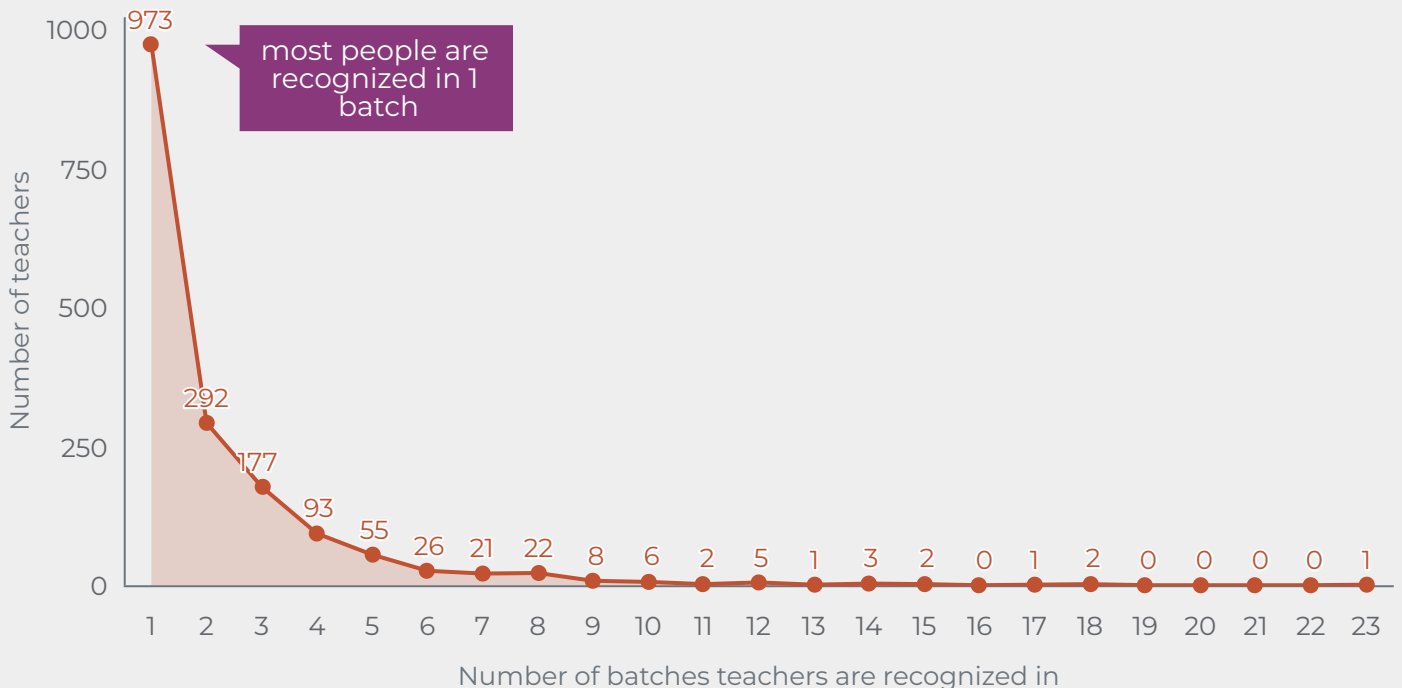
How many learners have recognized each of those teachers?



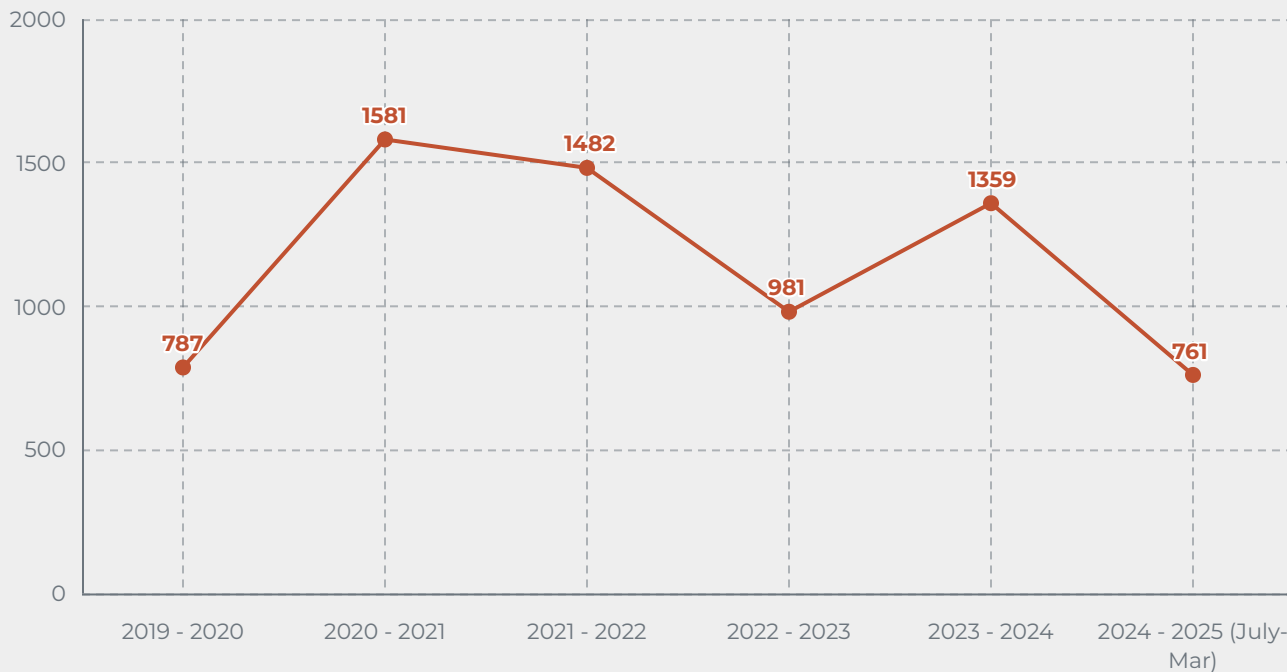
51% recognized by one learner
17% two learners
10% three learners
9% 4-5 learners
7% 6-10 learners
3% 11-20 learners
3% 21-294 learners!

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.



Number of iTeach Recognitions Made by Academic Year

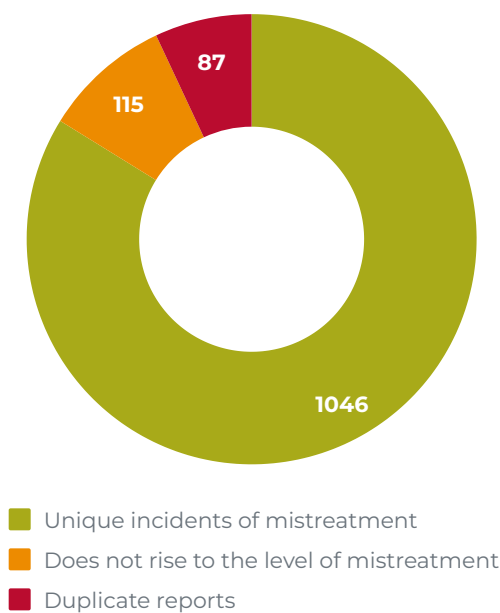


ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - March 31, 2025

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:



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.

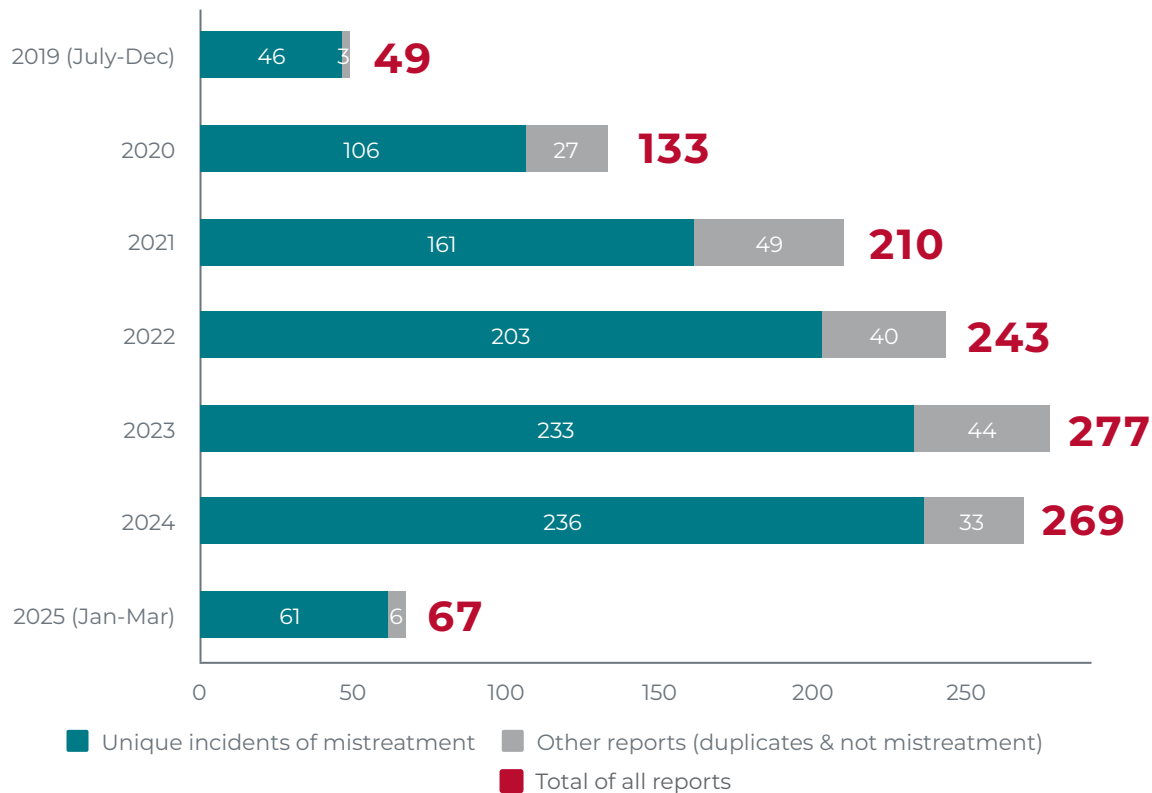
As such, most data on the following pages include only data from 2021-2025. However, in some cases when it is more appropriate, we have included all of the data from 2019-2025.

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.

What is the status of reports to LEO?

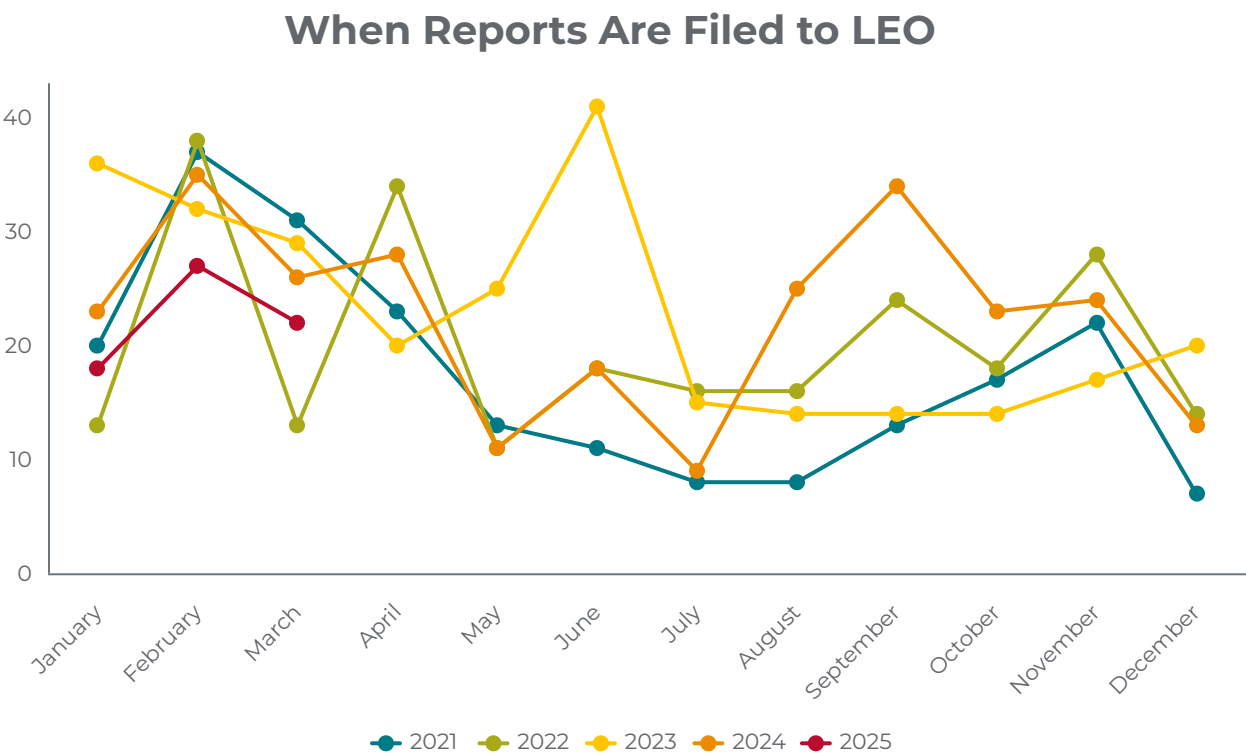
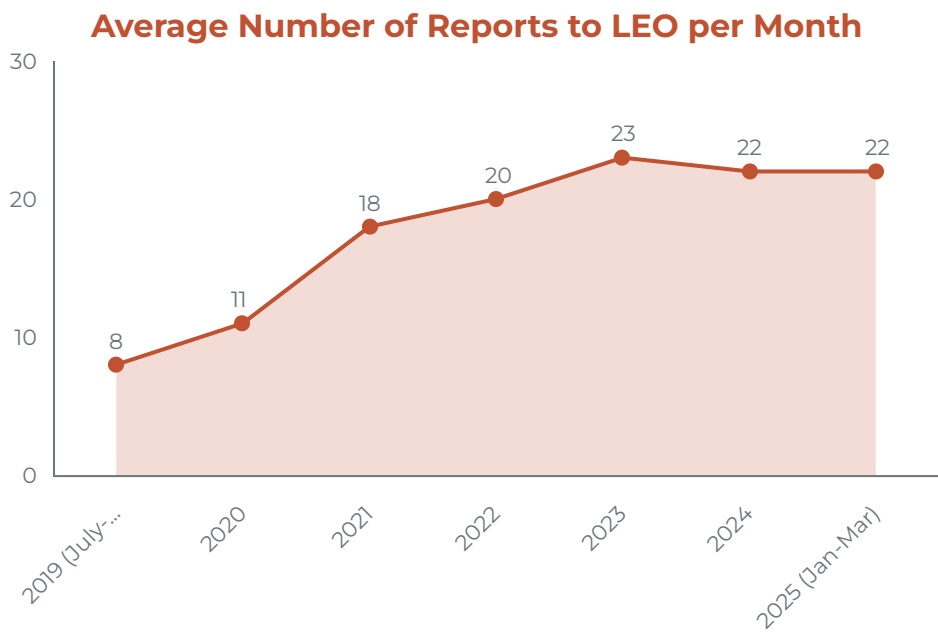
The total number of reports LEO has received peaked with 277 in 2023. The number of reports may have stabilized, although it remains to be seen what will happen for the rest of 2025!



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.**



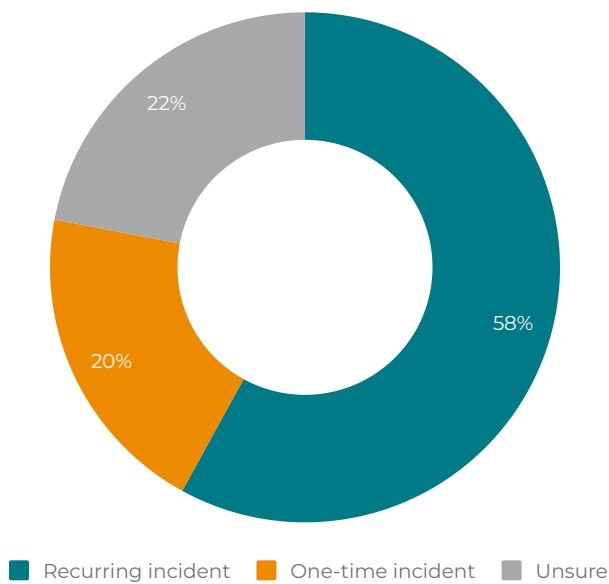
In the last five calendar years, we've had **30 or more reports in one month** 8 times, all of them in Q1 or Q2, except for 2024! Months with 30+ reports:

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

Is This a Recurring Incident?

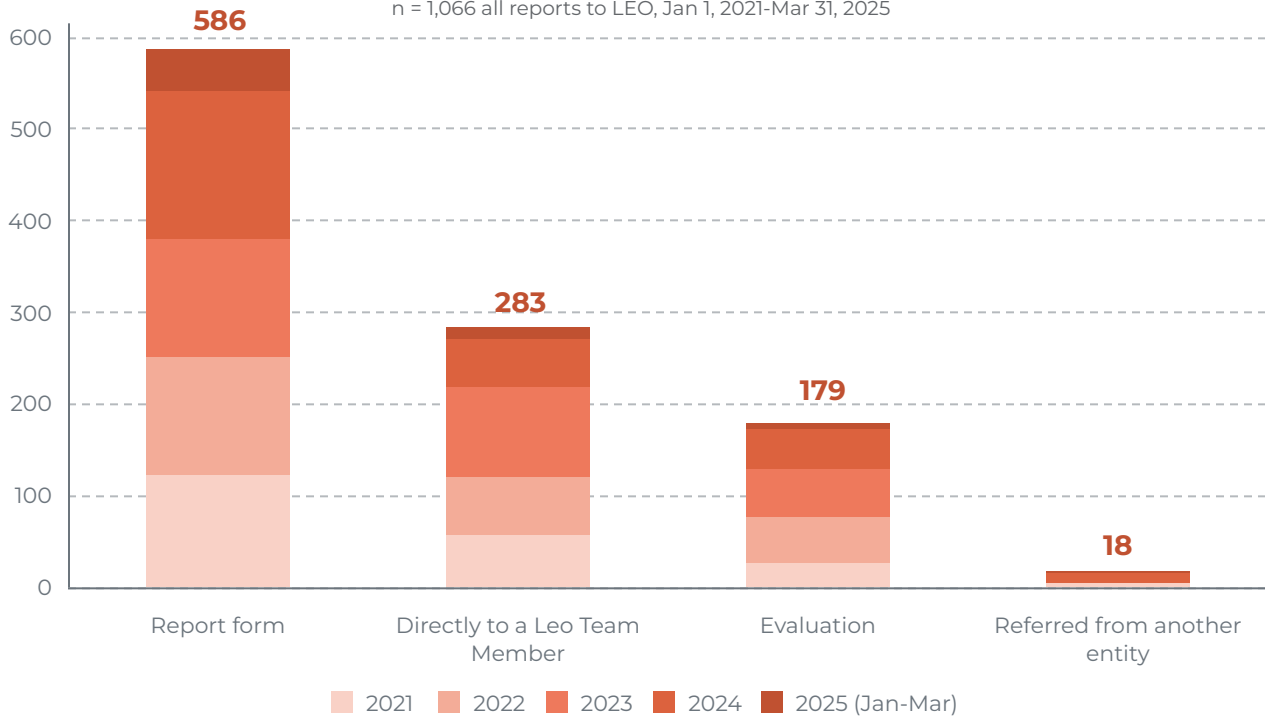
n = 899 unique incidents of mistreatment, Jan 1, 2021-Mar 31, 2025

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.



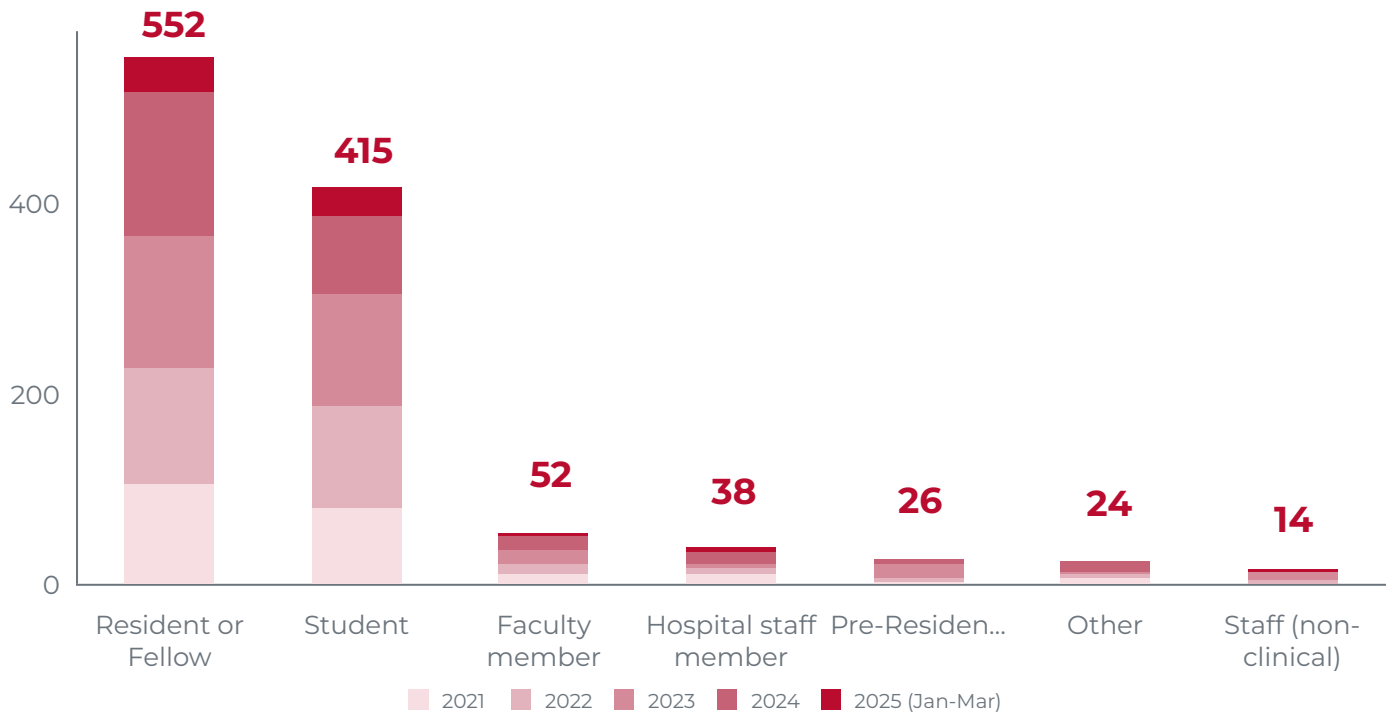
How Did the Report Come to LEO?

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



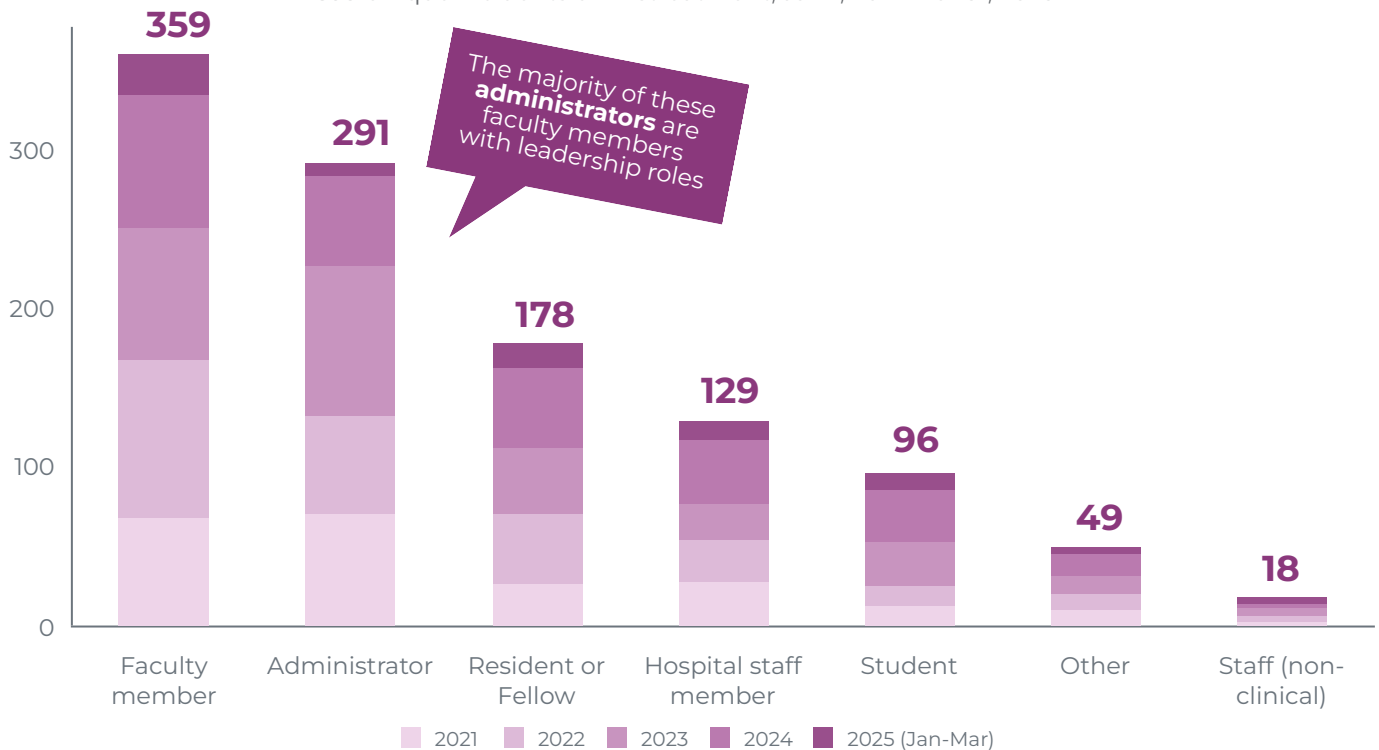
Who is Mistreated?

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



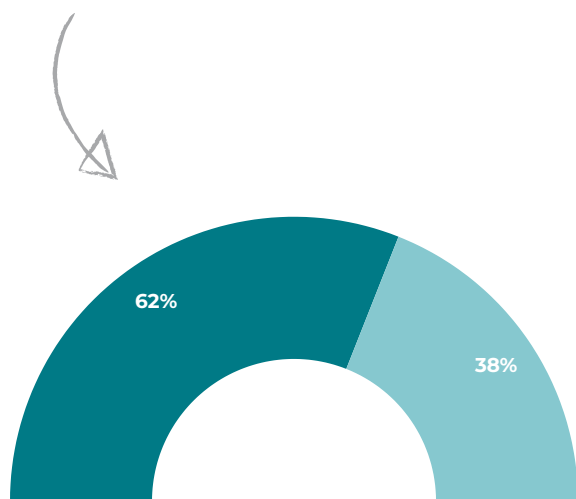
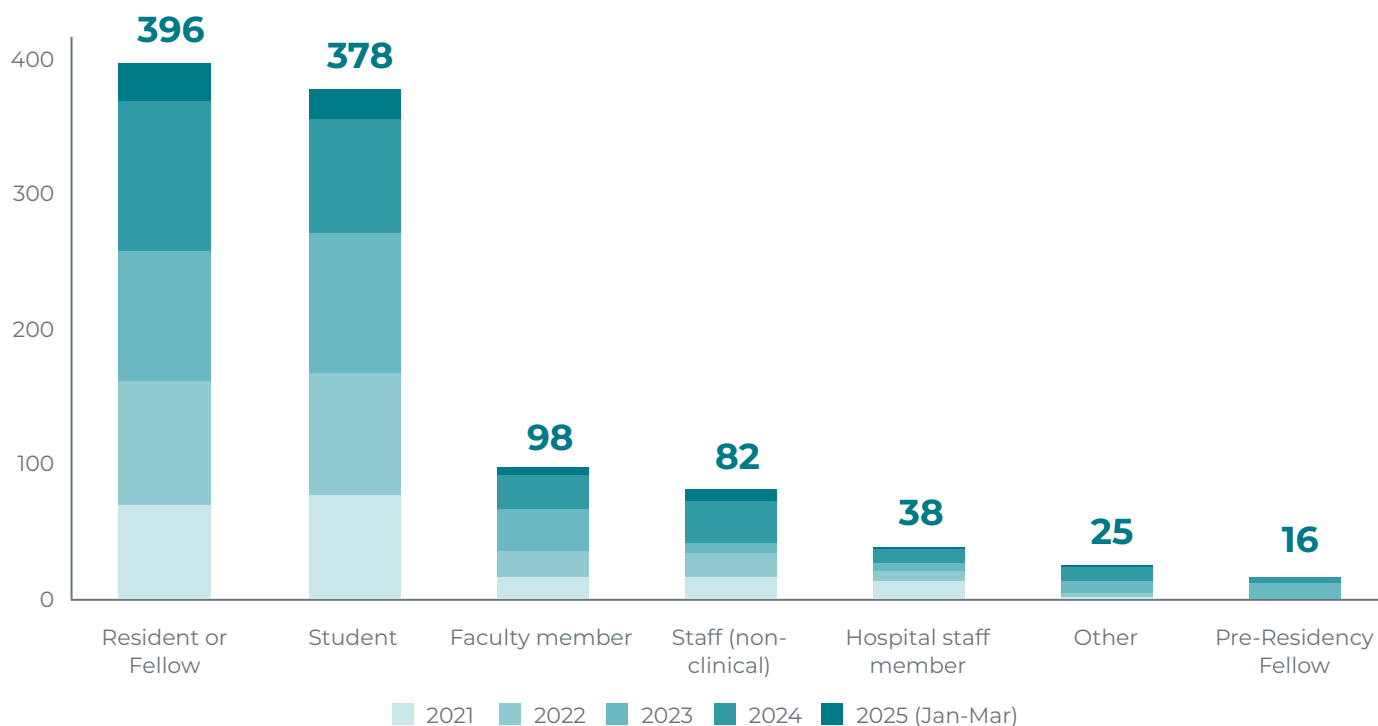
Who is Reported for Mistreating Learners?

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

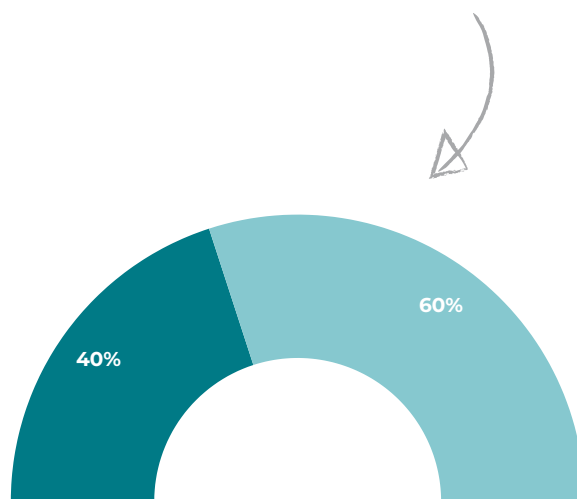


Who Reports to LEO and How?

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



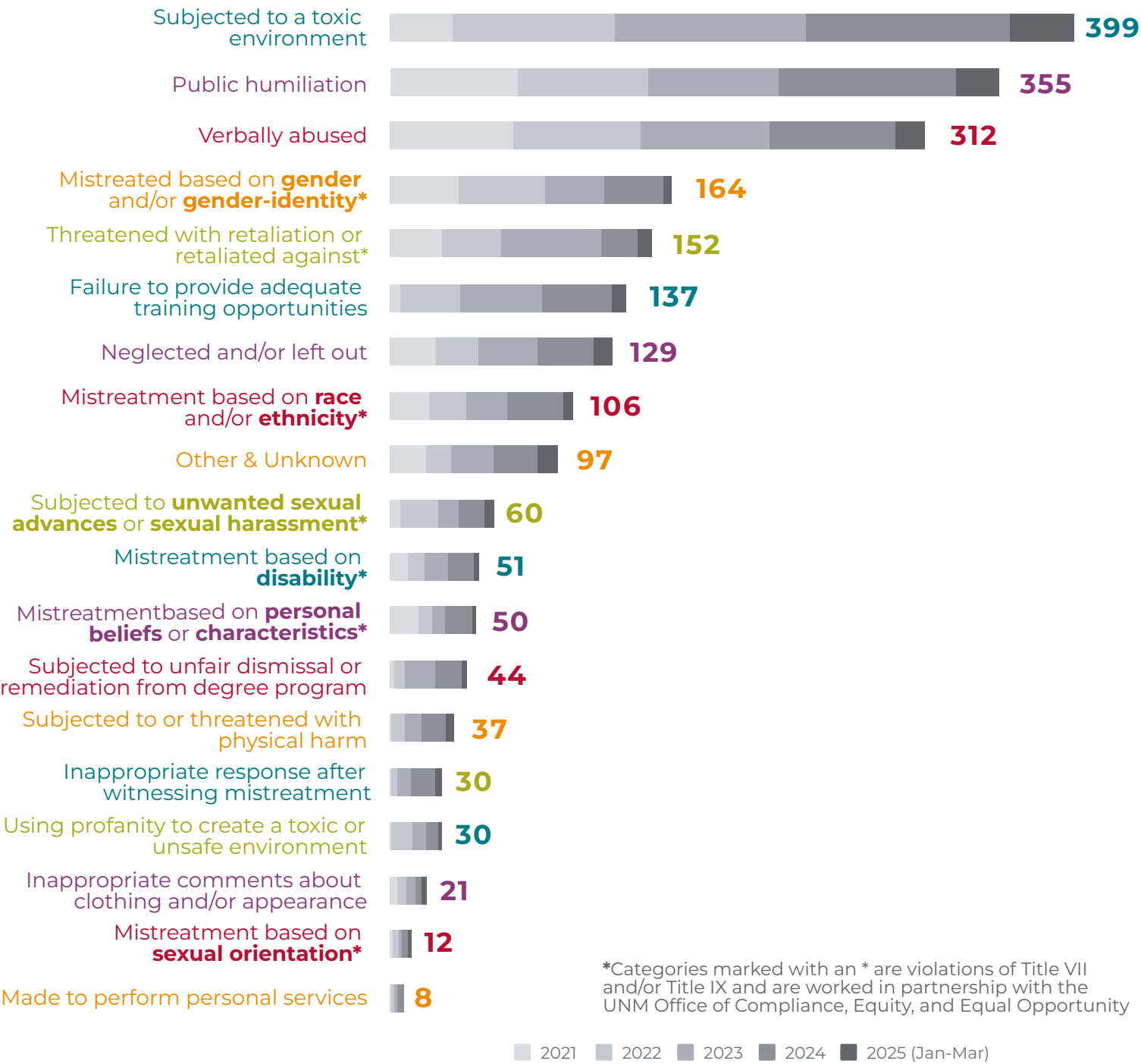
■ I personally experienced the mistreatment (62%)
■ I witnessed or heard about the mistreatment (38%)



■ Reported anonymously (40%)
■ Reported not-anonymously (60%)

Types of Mistreatment

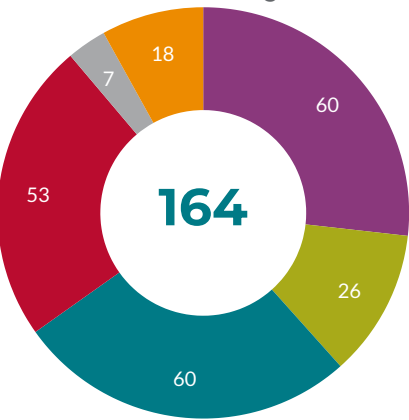
Each incident can include multiple types of mistreatment
n = 899 unique incidents of mistreatment, Jan 1, 2021-Mar 31, 2025



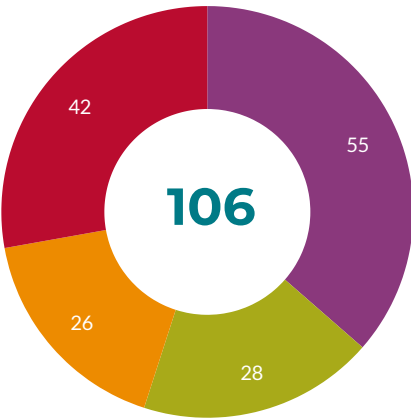
FAQ: What kinds of identity-based mistreatment are being reported?

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.

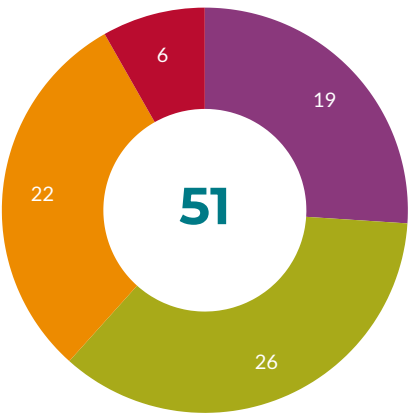
Gender & Gender-Identity



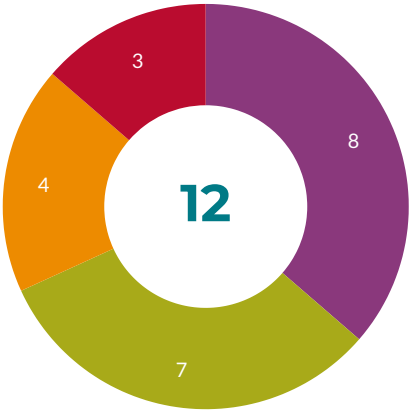
Race & Ethnicity



Disability



Sexual Orientation



- 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

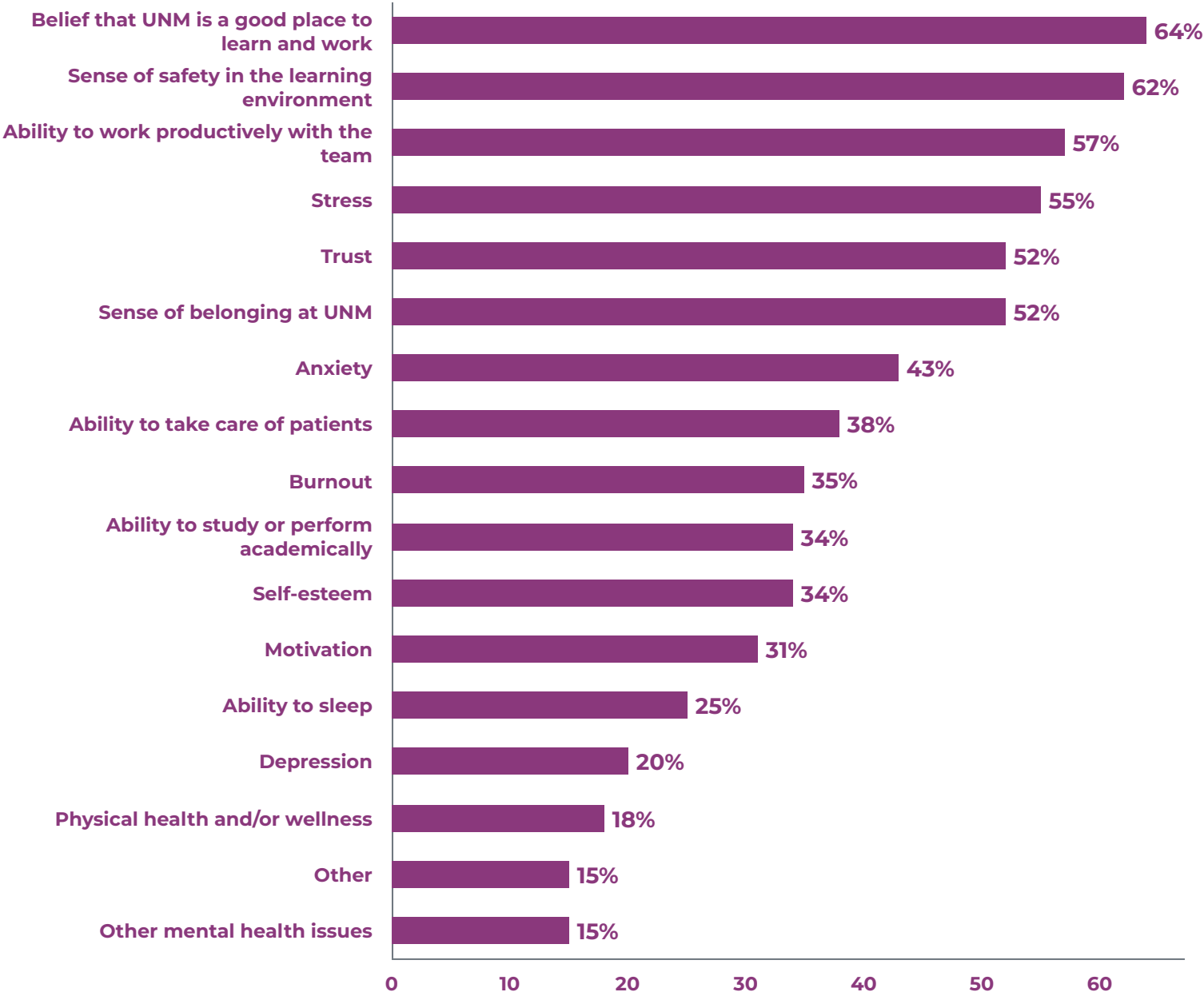
How Does Mistreatment Impact Learners?

Reporters can select multiple options.

This question is only asked when reports come through LEO's online reporting form.

n = 570 unique incidents of mistreatment in which the reporter answered this question, Jan 1, 2021-Mar 31, 2025

This behavior negatively impacted my:



How are Incidents Classified on the Mistreatment Response Pyramid?

n = 215 classifiable incidents, Jan 1, 2021-Mar 31, 2025

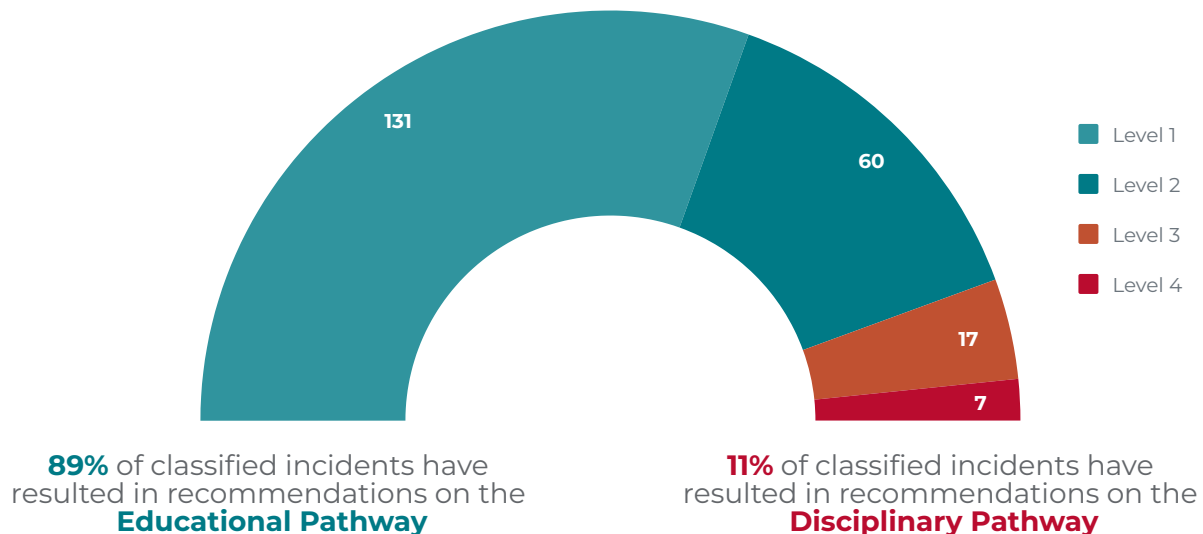
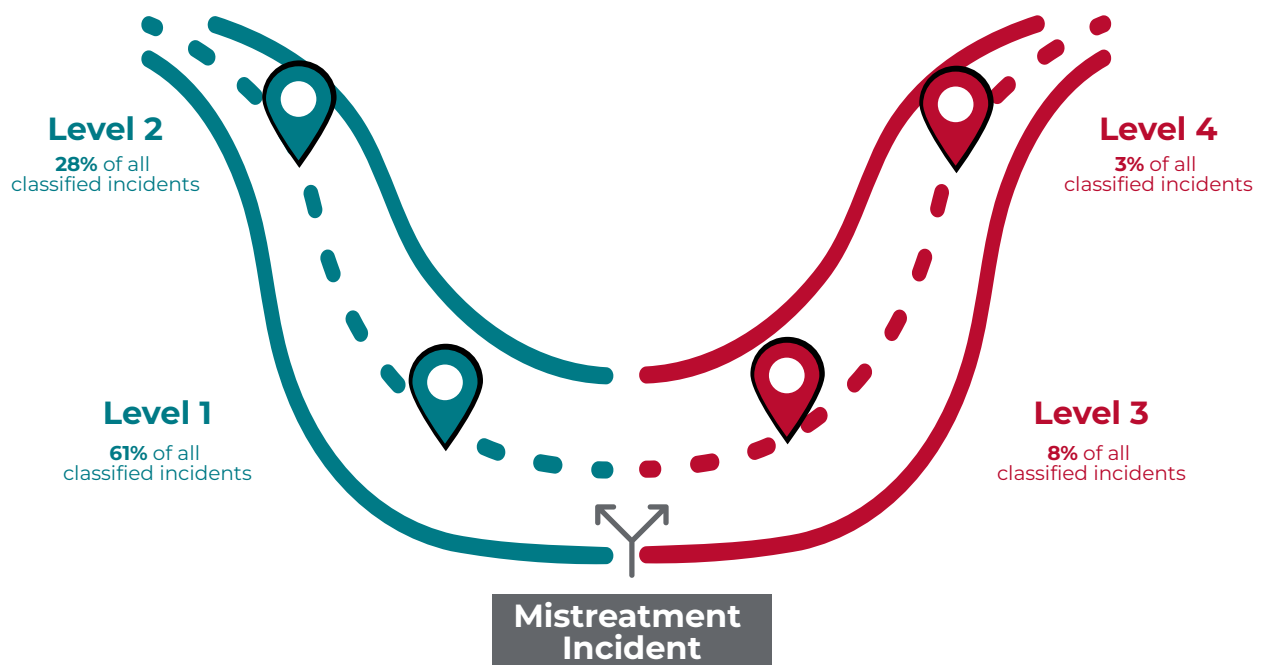
Responses to mistreatment incidents occur on either the **Educational Pathway** or the **Disciplinary Pathway**, depending on the severity and patterns of behavior.

Educational Pathway

For behaviors out of compliance with UNM SOM Mistreatment Policy

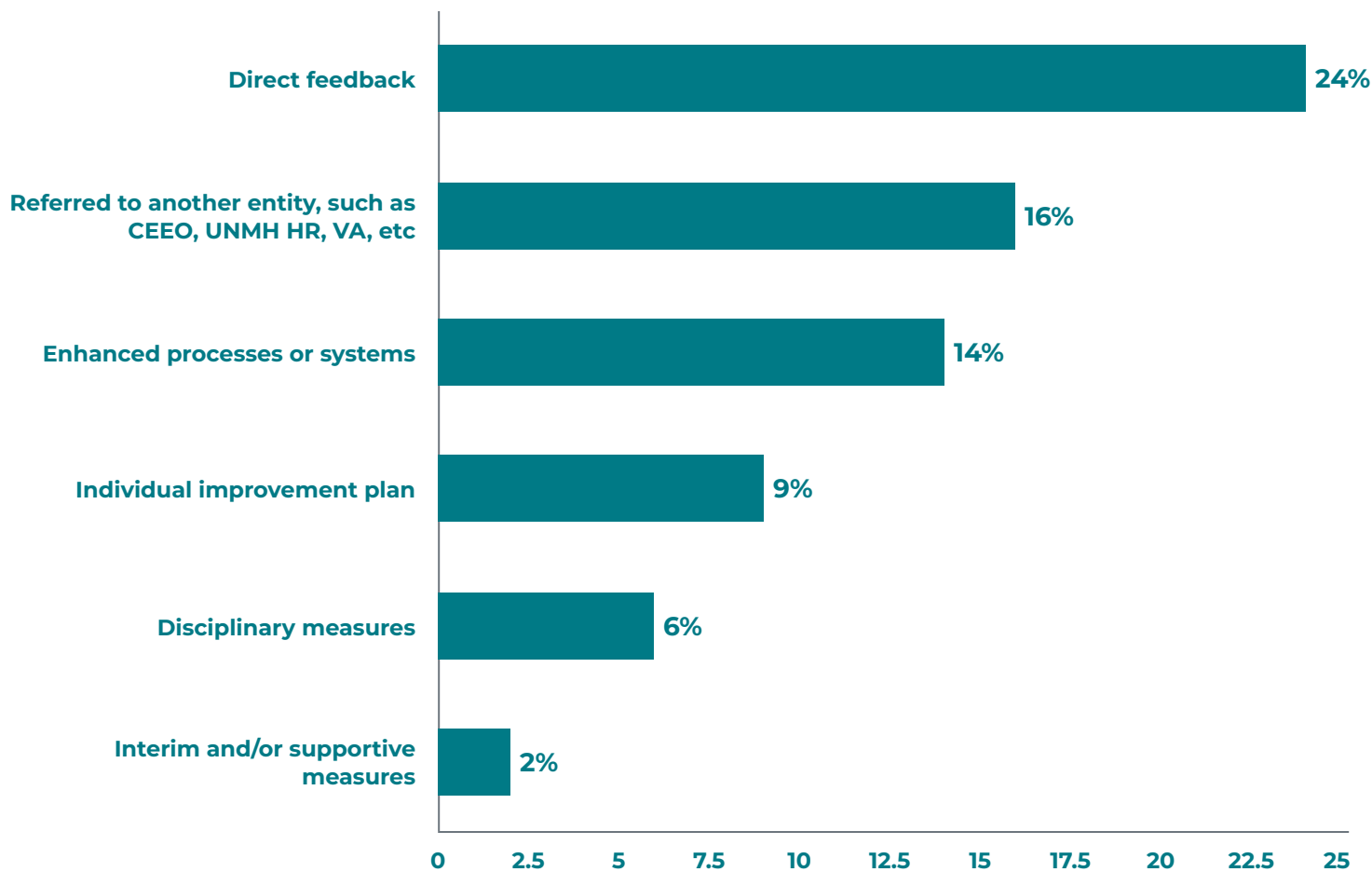
Disciplinary Pathway

For behaviors that constitute a violation of UNM SOM Mistreatment Policy



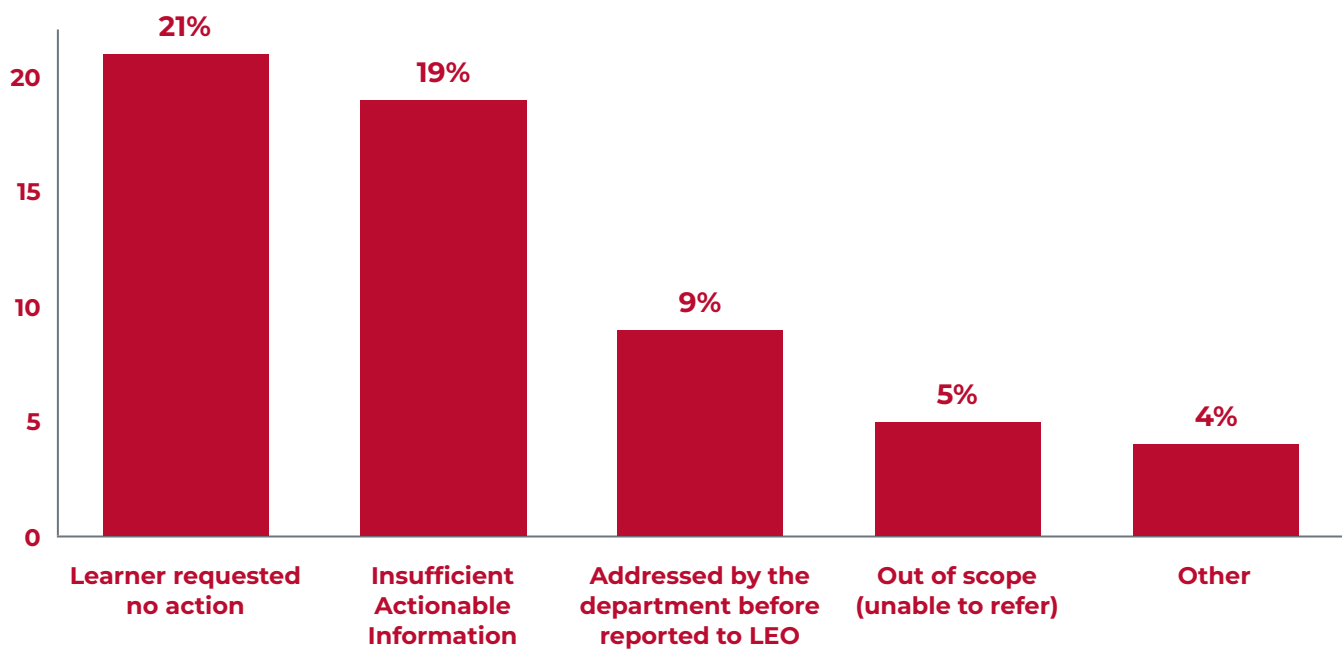
In **56% of unique mistreatment incidents**, LEO is able to recommend actions. Those actions are:

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



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



GET TO KNOW THE LEO TEAM!

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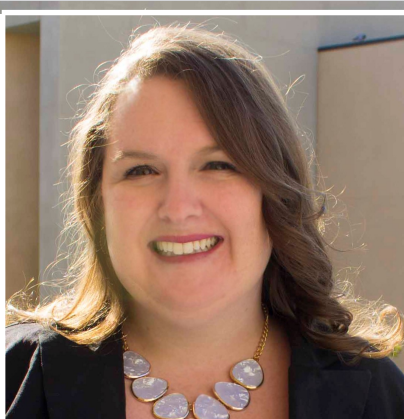
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