



SCHOOL OF
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report

July - September 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

1 **Announcing LEO's Newest Speaker Series**

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

2 **New Links**

Updated links for LEO's new mistreatment reporting form and iTeach Recognition forms! Time to update your bookmarks!

3 **Toolkit: Closing the Loop**

A toolkit for the HSC community on using the skill of closing the loop with people who have raised concerns to you

4 **iTeach Data**

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

5 **Updated Mistreatment Data**

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

6 **Meet the LEO Team**

Get to know the 11 members of the LEO team

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**](#)

The University of New Mexico Health Sciences Center is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. The University of New Mexico Health Science Center designates this live activity for a maximum of (number of credits) AMA PRA Category 1 Credit TM. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

NM Workforce Diversity Center of Excellence is supported by THE Health Resources and Services Administration (HRSA) under Grant Number: D34HP45723

It's time to update your bookmarks

LEO HAS NEW LINKS!



As part of our expansion, LEO is moving to a **new reporting form** and database for managing reports of learner mistreatment. The old reporting form will have a link to the updated one, but it will be easiest for you to bookmark or save the following new link: www.leo.ethicspoint.com



We are also migrating our **iTeach collection form** to a new, more updated form.

You can find it here: <https://tinyurl.com/LEOiTeach>



We invite you to **add these links** to your email signature, department newsletters, and other easy-to-find locations.



We also have **flyers with QR codes** for reporting mistreatment and sending iTeach that you can print and hang up in convenient locations, such as resident rooms, departmental bulletin boards, etc. If you'd like a PDF of this flyer, please email hsc-leo@salud.unm.edu and we'll send it along to you.

Toolkit: Closing the Loop



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 **Closing the Loop**. This is an important skill for leaders and anyone who may receive complaints, concerns, or reports.

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.





The UNM HSC
Learning Environment Office Presents

Closing the Loop:

A Toolkit for Helping Supervisors Balance Providing
Transparency with Protecting Privacy

What is closing the loop?

After someone raises a concern to you, they often want to know that their concern was addressed, what happened, and the timeline for when things are going to improve.

This circle-back communication is often called “closing the loop,” because that’s what allows the person with the concern to understand that the process has concluded and learn what happened and what they can expect for the future.

What is challenging about this?

The reporter’s desire can sometimes be at odds with what you can share with them due to the privacy rights of other(s) involved. However, despite these privacy rights, it is still essential for you to close the loop with the reporter in a professional, timely, empathetic, and responsible manner to ensure that they know that you took action, and their concerns did not get swept under the rug.

Failing to do so can have very significant consequences for the reporter’s trust in their learning environment and in you and can snowball into other issues.

This toolkit will help you navigate
closing the loop when you need to.

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**[Click here to download the complete Toolkit,
which includes the following sections:](#)**

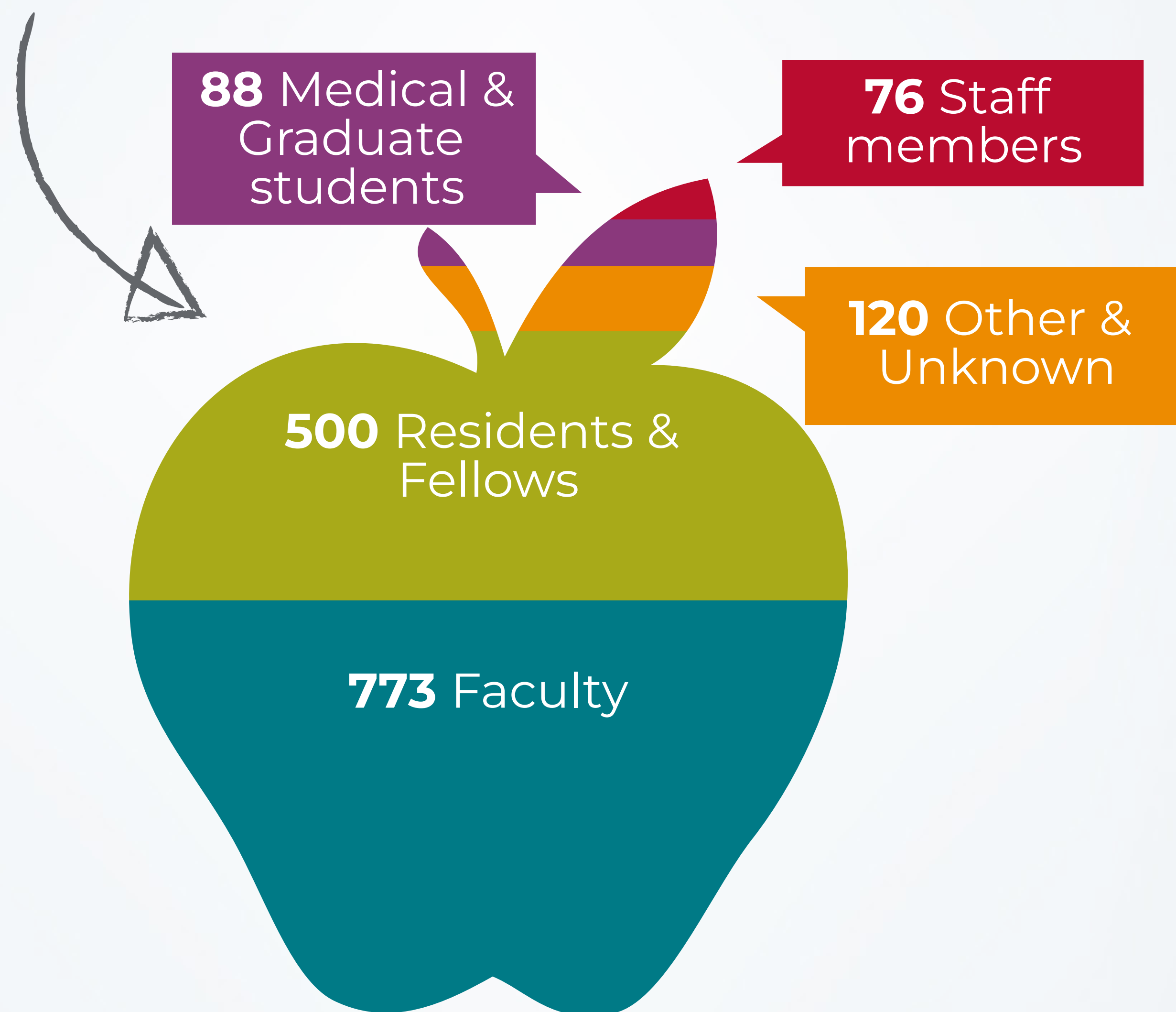
- 1. What is Closing the Loop?
- 2. Why Does it Matter?
- 3. What Situations Require Closing the Loop?
- 4. What is Challenging About This?
- 5. Expectations to Consider
- 6. Things to Keep in Mind After You Have Raised a Concern
- 7. Do's and Don'ts for Closing the Loop
- 8. Sample Statements & Responses

iTeach: Recognizing Exemplary Teachers

1,557
TEACHERS

have been
recognized
for exemplary
teaching by a
total of

6,349
LEARNERS



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

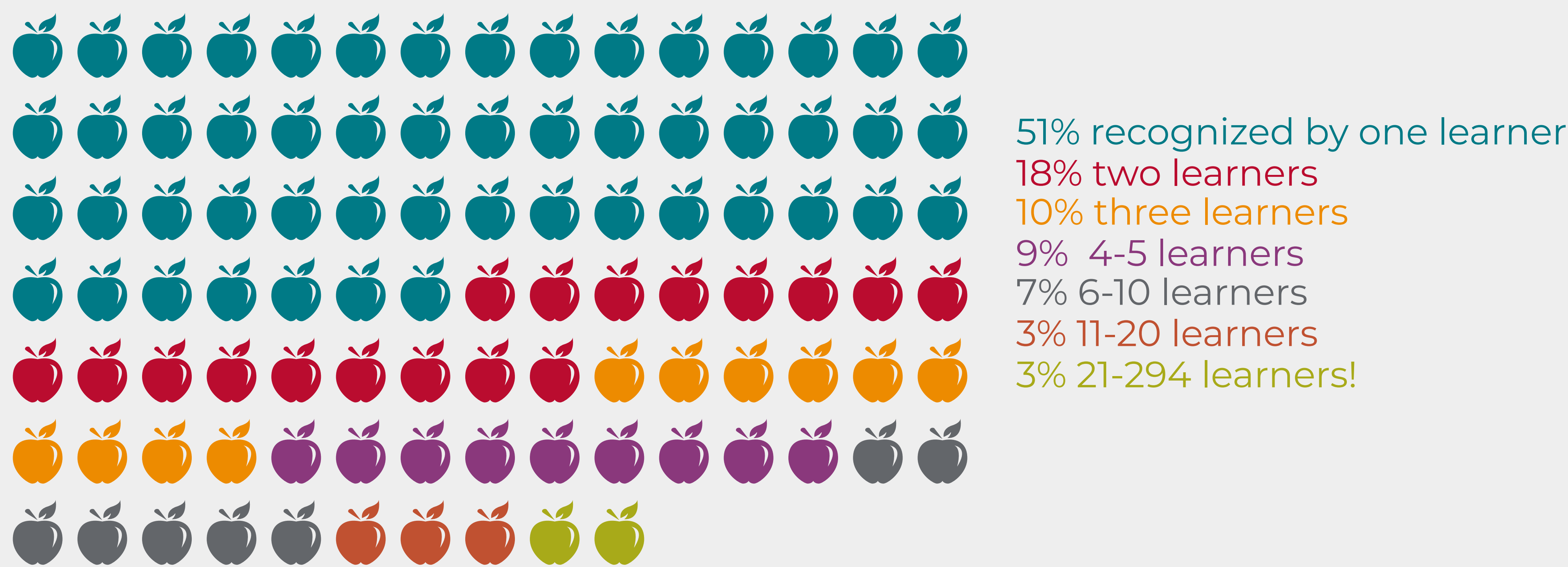
Don't Forget: iTeach Letters for Your File



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.

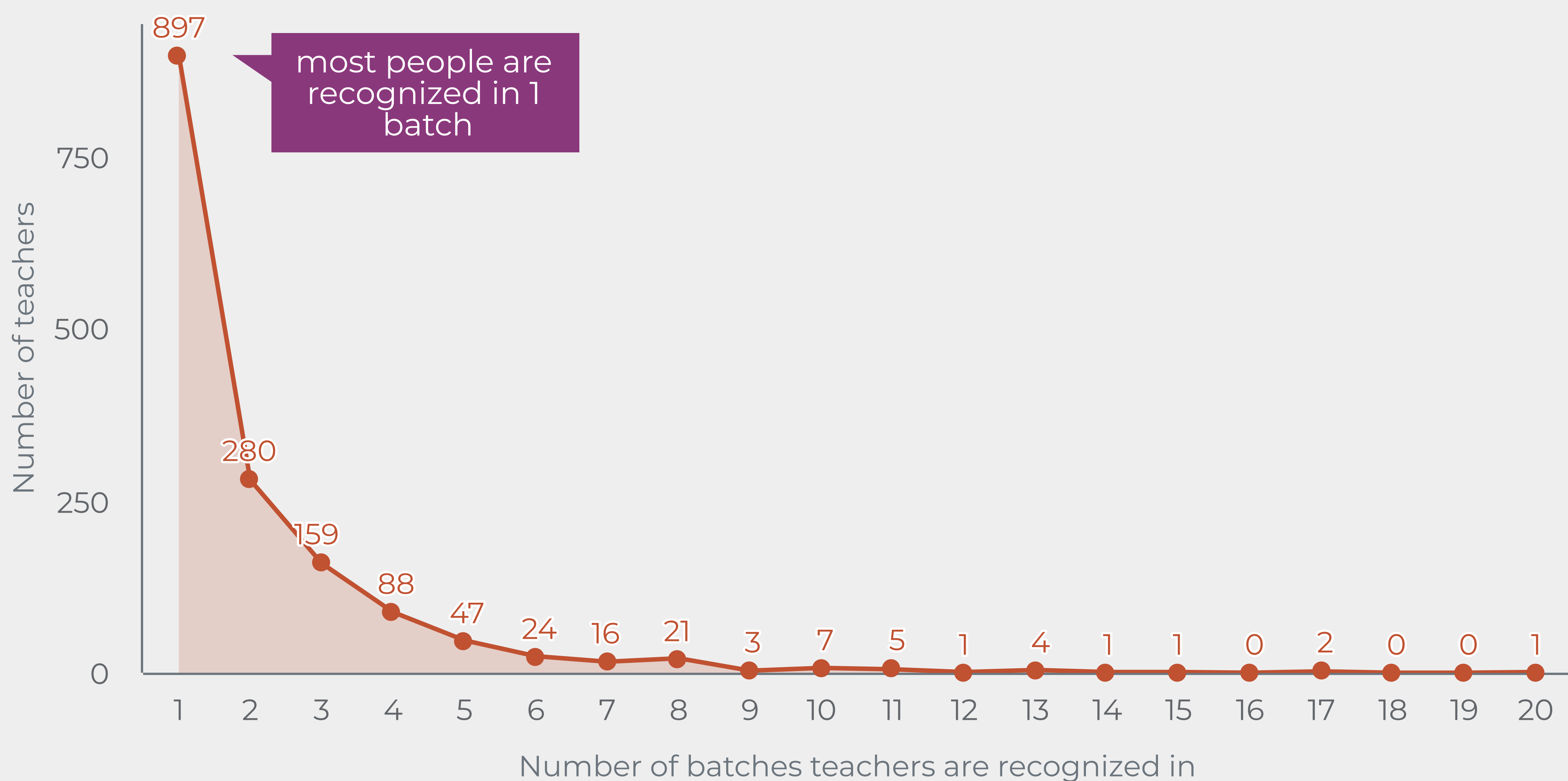
**To receive a letter, simply email hsc-leo@salud.unm.edu.
Please give us at least one week's notice.**

How many learners have recognized each of those teachers?

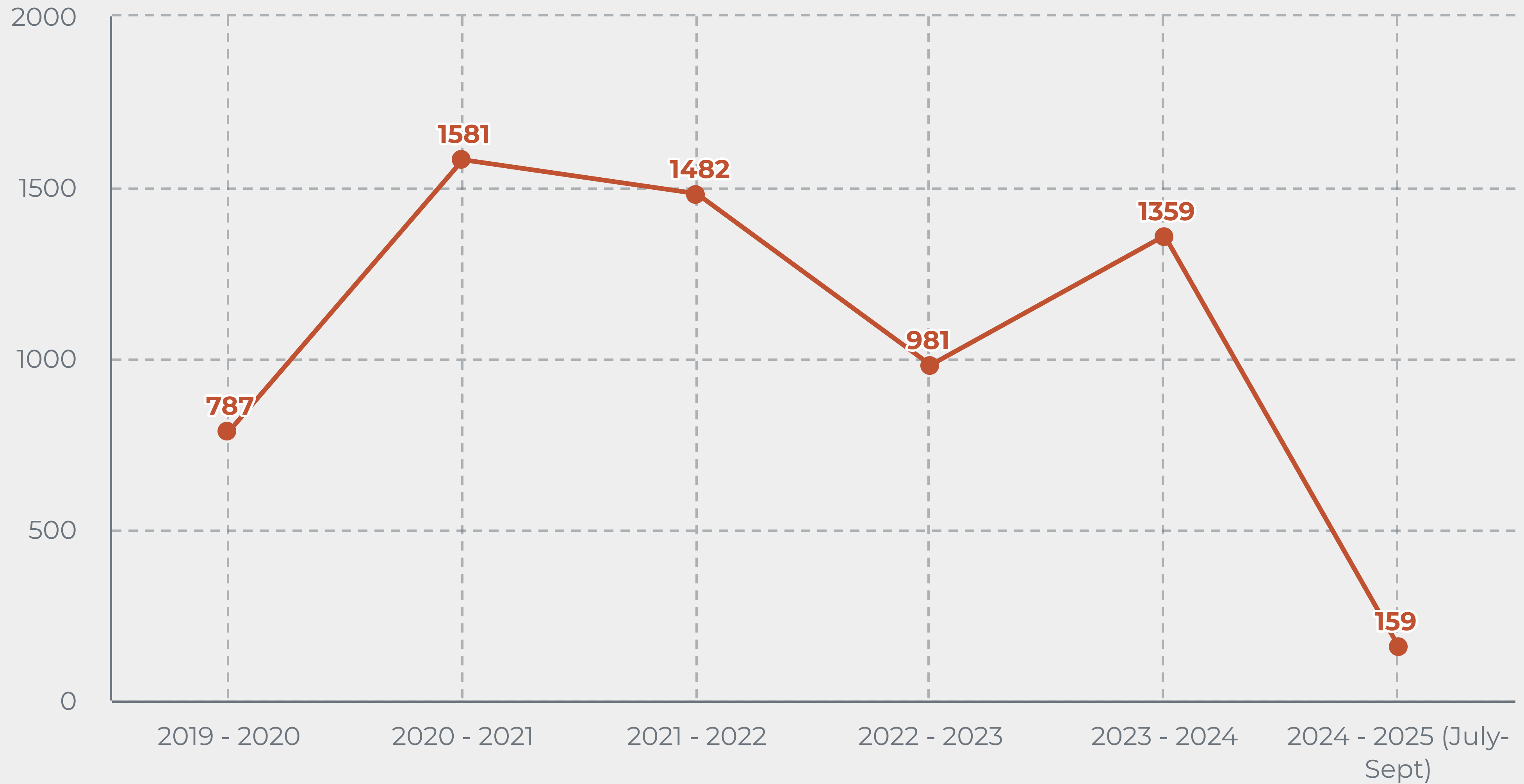


Batches: How we measure the frequency and consistency of recognition for each person

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.



Number of iTeach Recognitions Made by Academic Year



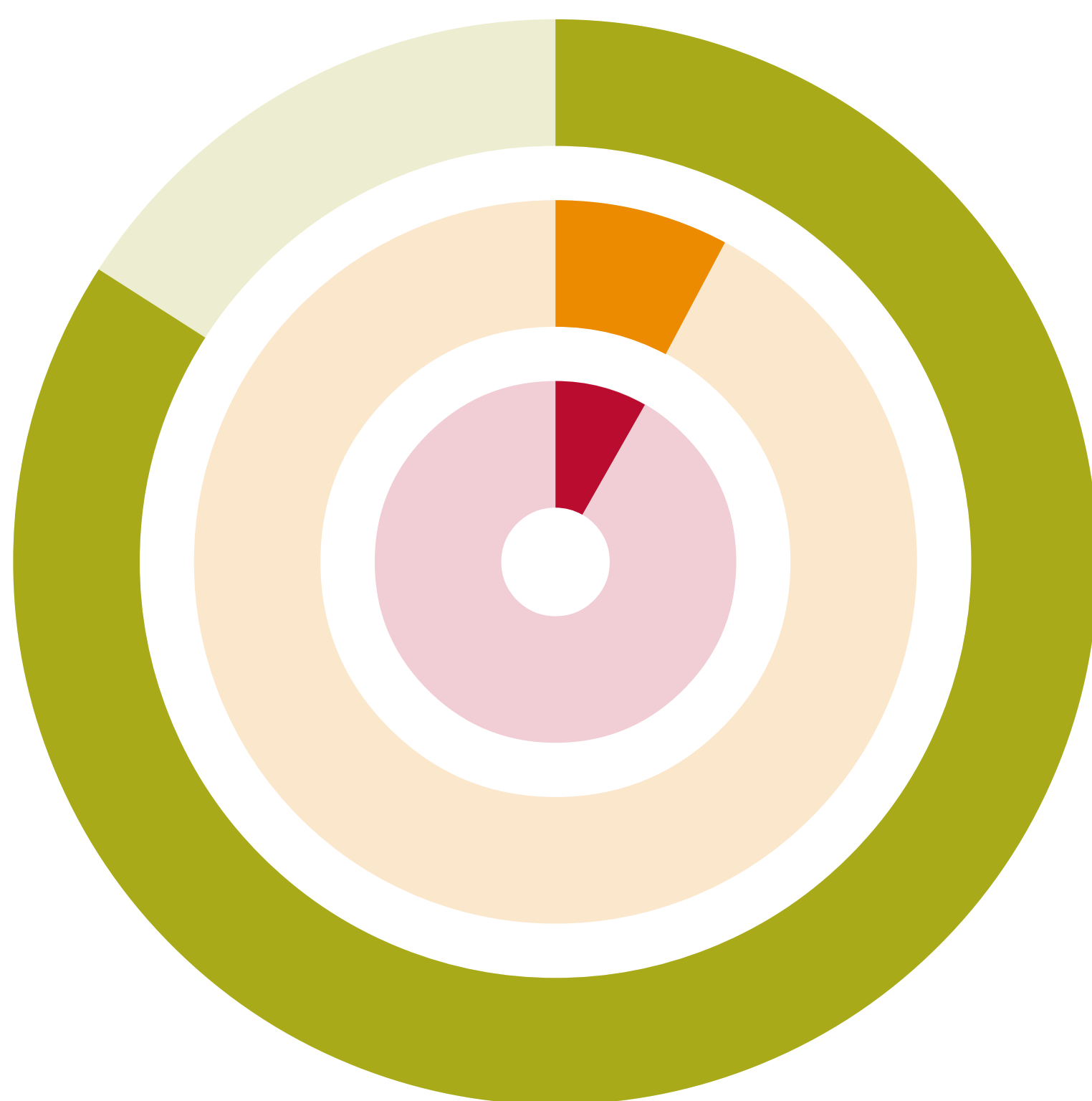
ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - September 30, 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 **1,107 reports of mistreatment**.

We can break those down this way:



- Unique incidents of mistreatment (84.01%)
- Duplicate reports (7.77%)
- Does not rise to the level of mistreatment (8.22%)

LEO has received 91 reports of behavior that, after investigation, we have determined do not rise to the level of mistreatment. This is 8% of all reports.

Some incidents are reported more than once (for example, by a few different witnesses). There 86 duplicate reports represent 7.7% of all reports.

Once we remove reports that do not rise and those that are duplicates, we are left with **930 unique incidents of mistreatment, which represent 84% of all reports.**

Most data on the following pages include only the **930 unique incidents of mistreatment**. However, in some cases when it is more appropriate, we have included all 1,107 reports filed. Make sure to check out the "n" for each set of data.

What is the status of reports to LEO?

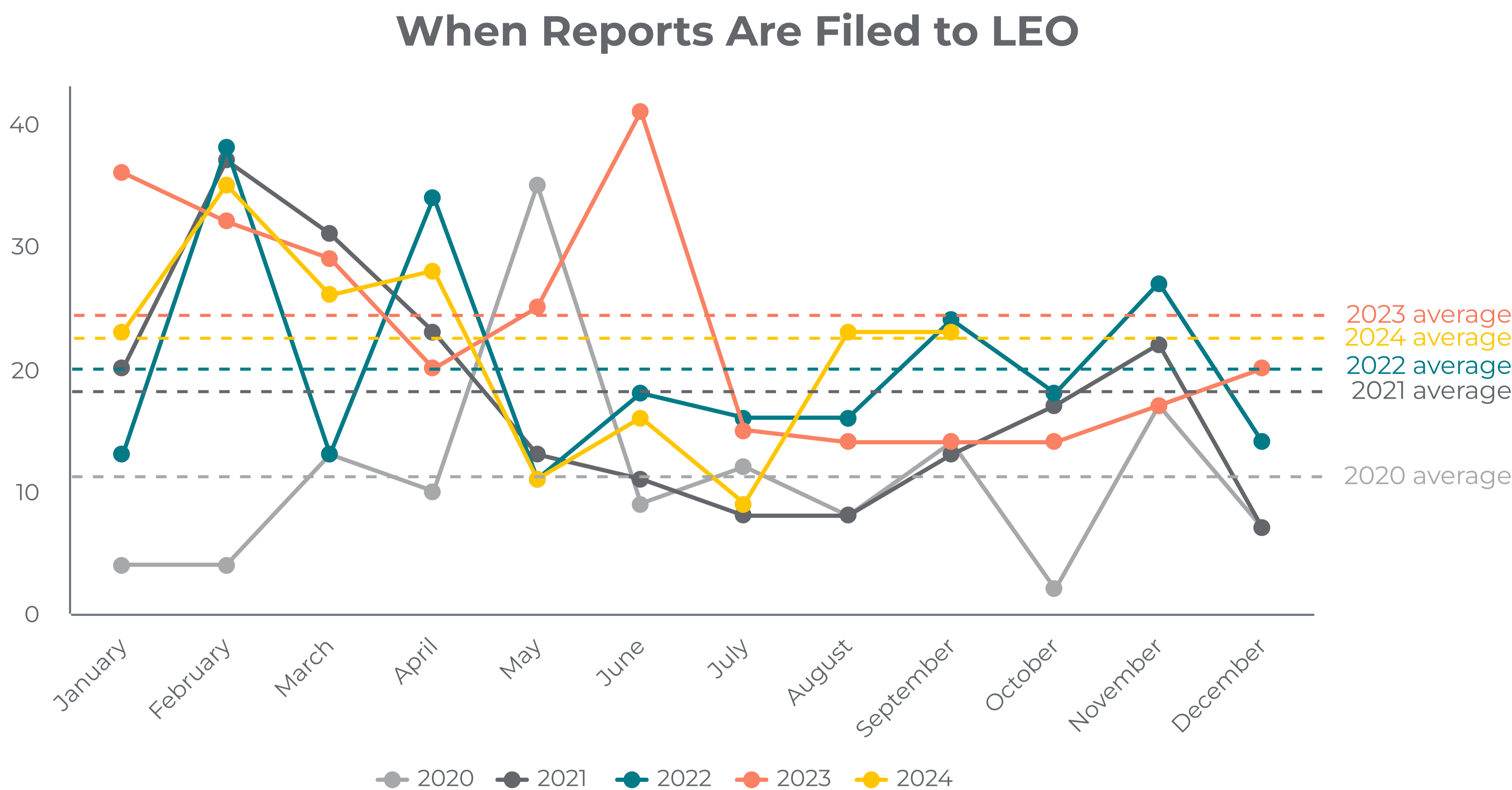
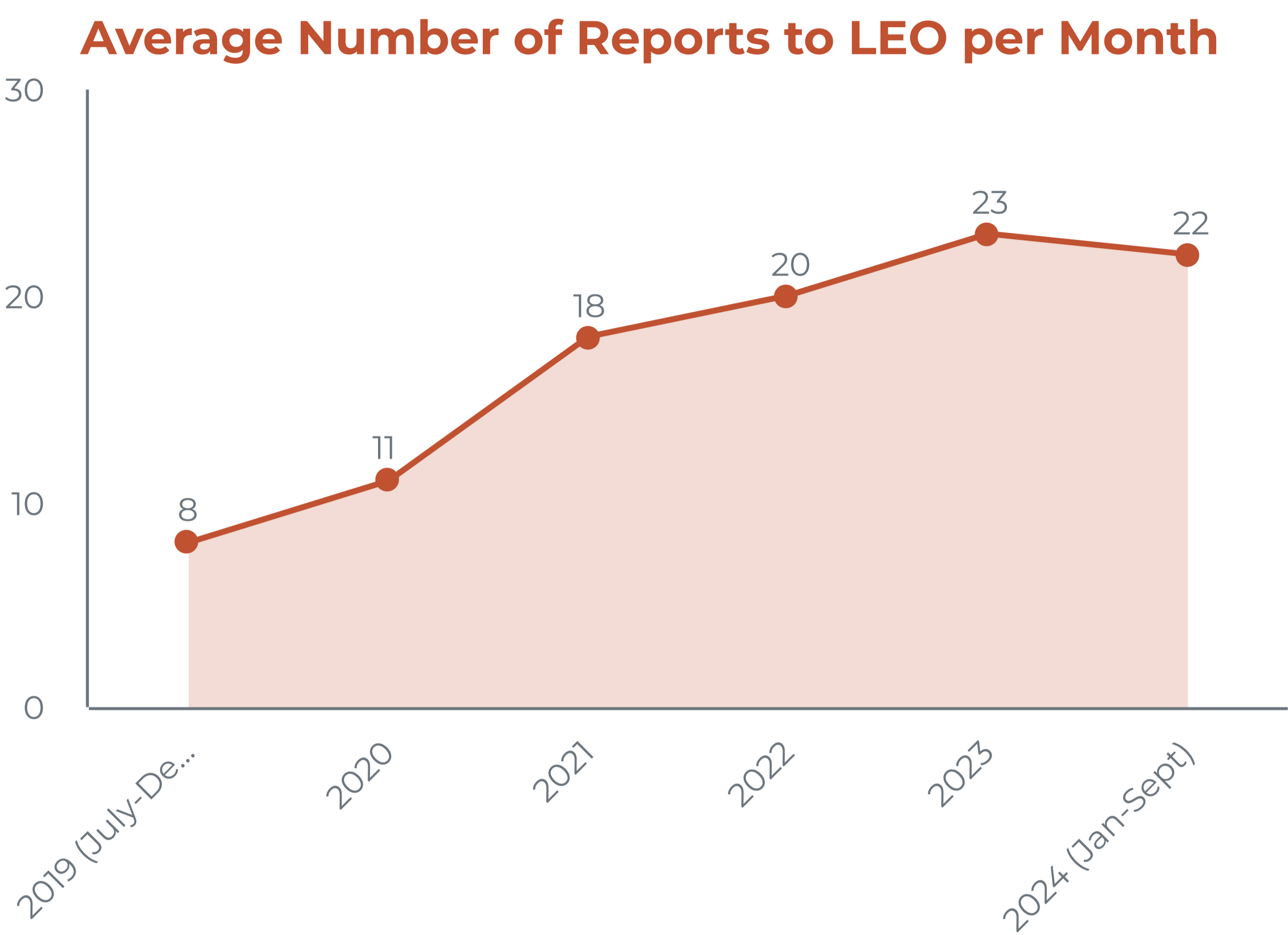
The total number of reports LEO has received has increased every year, from 49 in 2019 to 277 in 2023. It remains to be seen if 2024 will end up with more reports than 2023.



How many reports are coming to LEO each month?

n = 1,107, 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 **22 so far in 2024**.



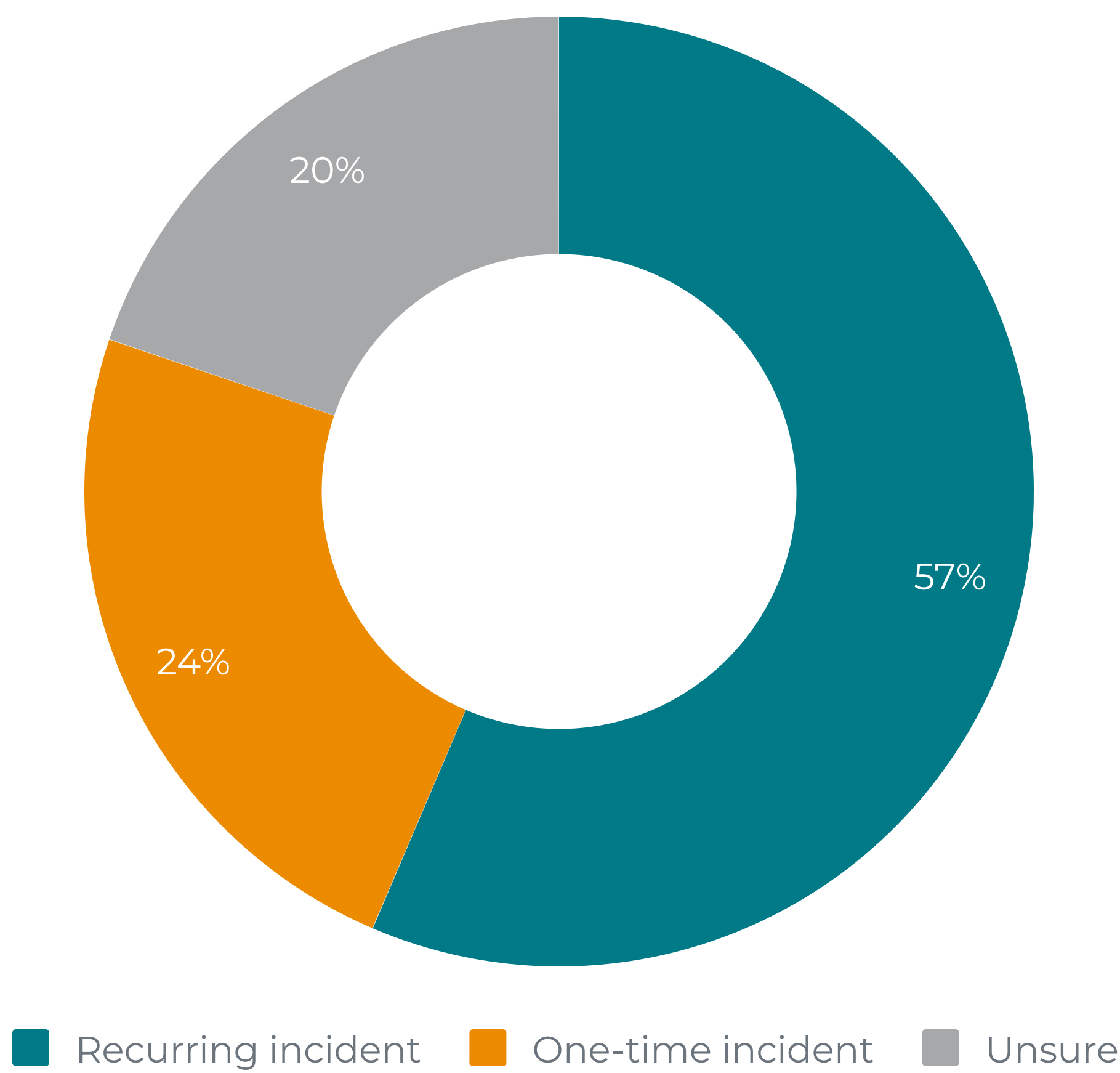
Since LEO's founding in mid-2019, we've had **30 or more reports in one month** 9 times, all of them in Q1 or Q2. Since 2020, **every February** has had 30+ reports. Months with 30+ reports:

- **2020:** May
- **2021:** February, March
- **2022:** February, April
- **2023:** January, February, June
- **2024:** February, April (so far)

Is This a Recurring Incident?

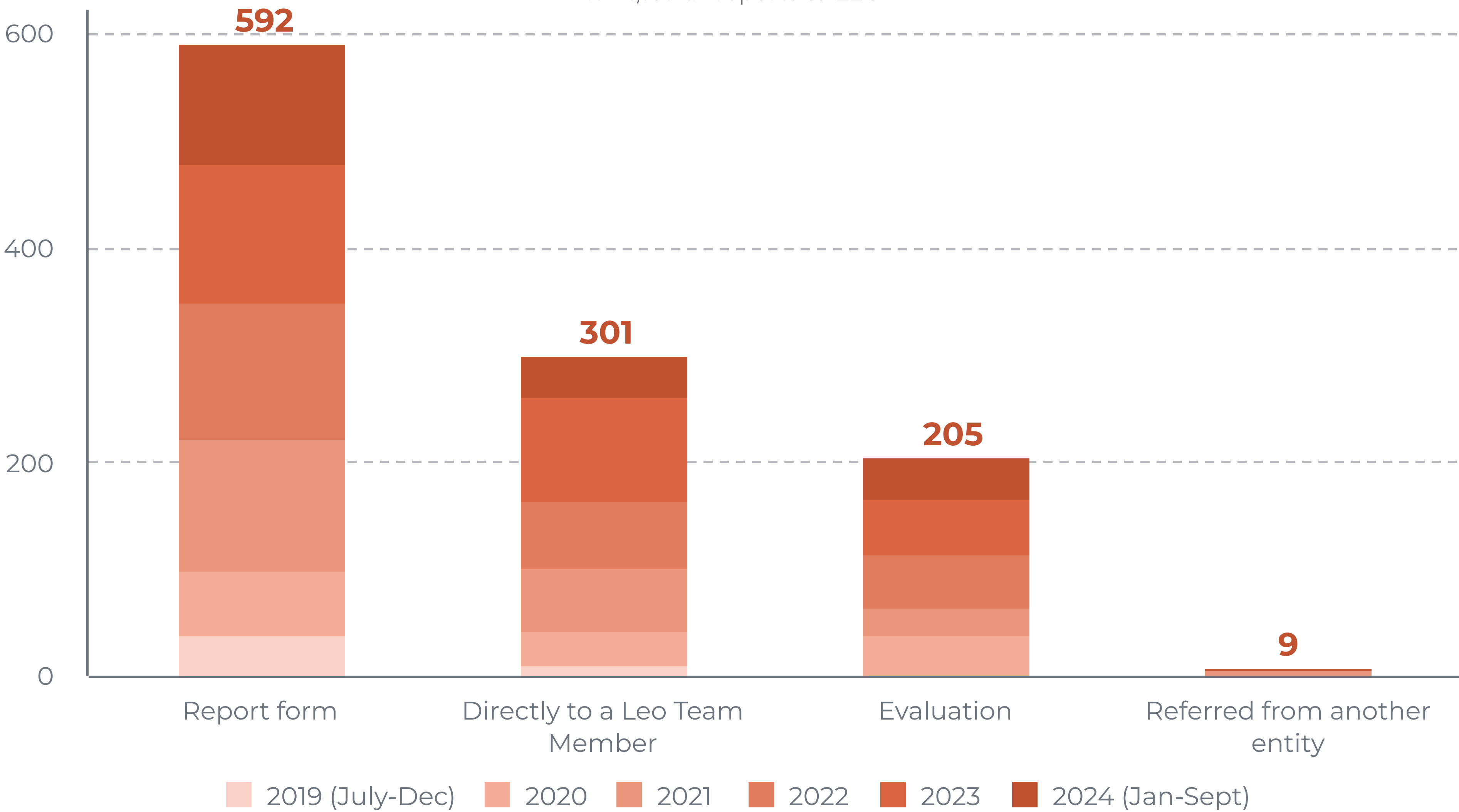
n = 923 unique incidents of mistreatment

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.



How Did the Report Come to LEO?

n = 1,107 all reports to LEO

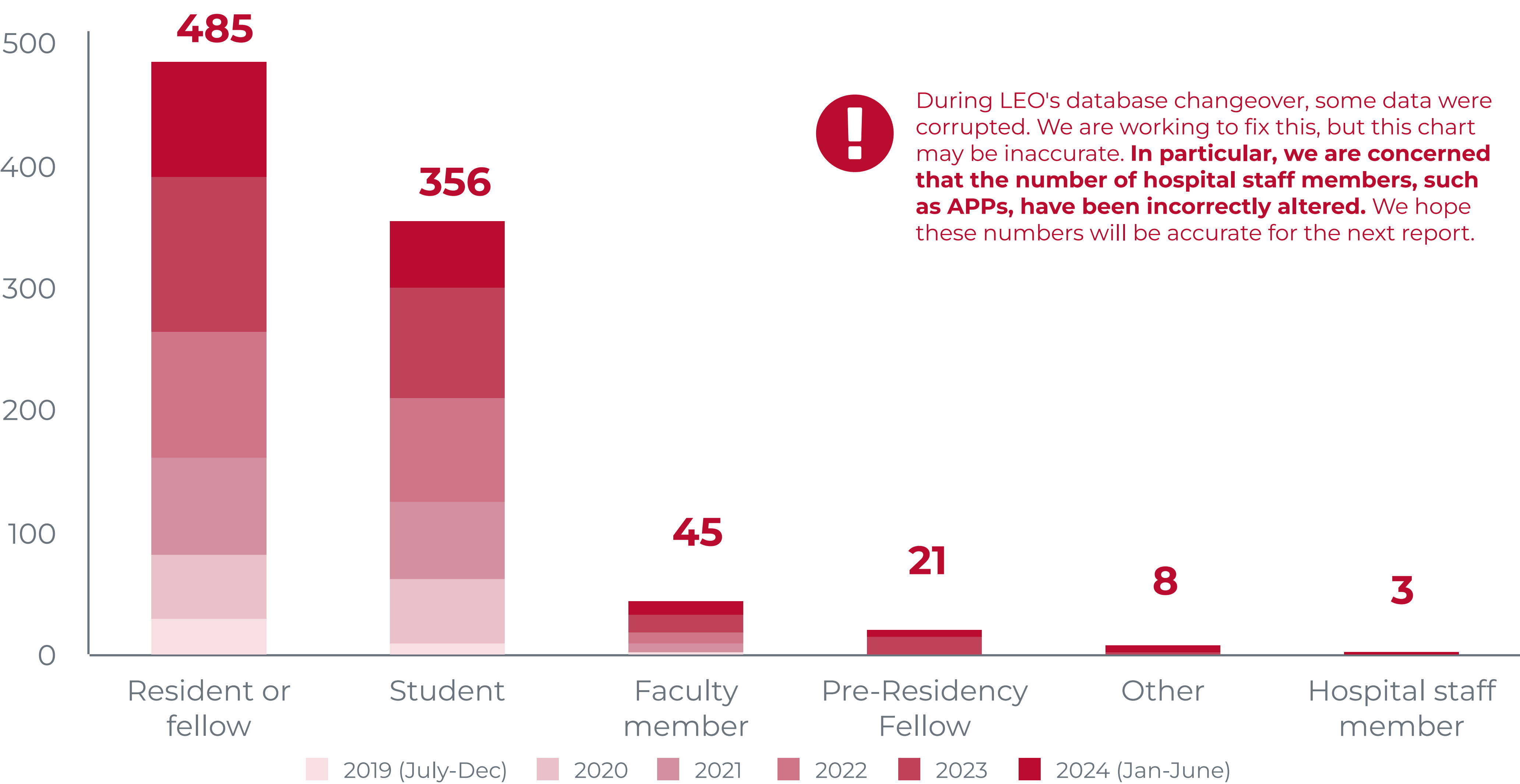


As you can see below, 2023 had more reports of **unique incidents of mistreatment** than any other year thus far, and 2024 is on track to be similar to 2023.

2019: 46 reports (July-Dec)
2020: 107 reports
2021: 164 reports
2022: 203 reports
2023: 234 reports
2024: 169 reports (Jan-Sept)

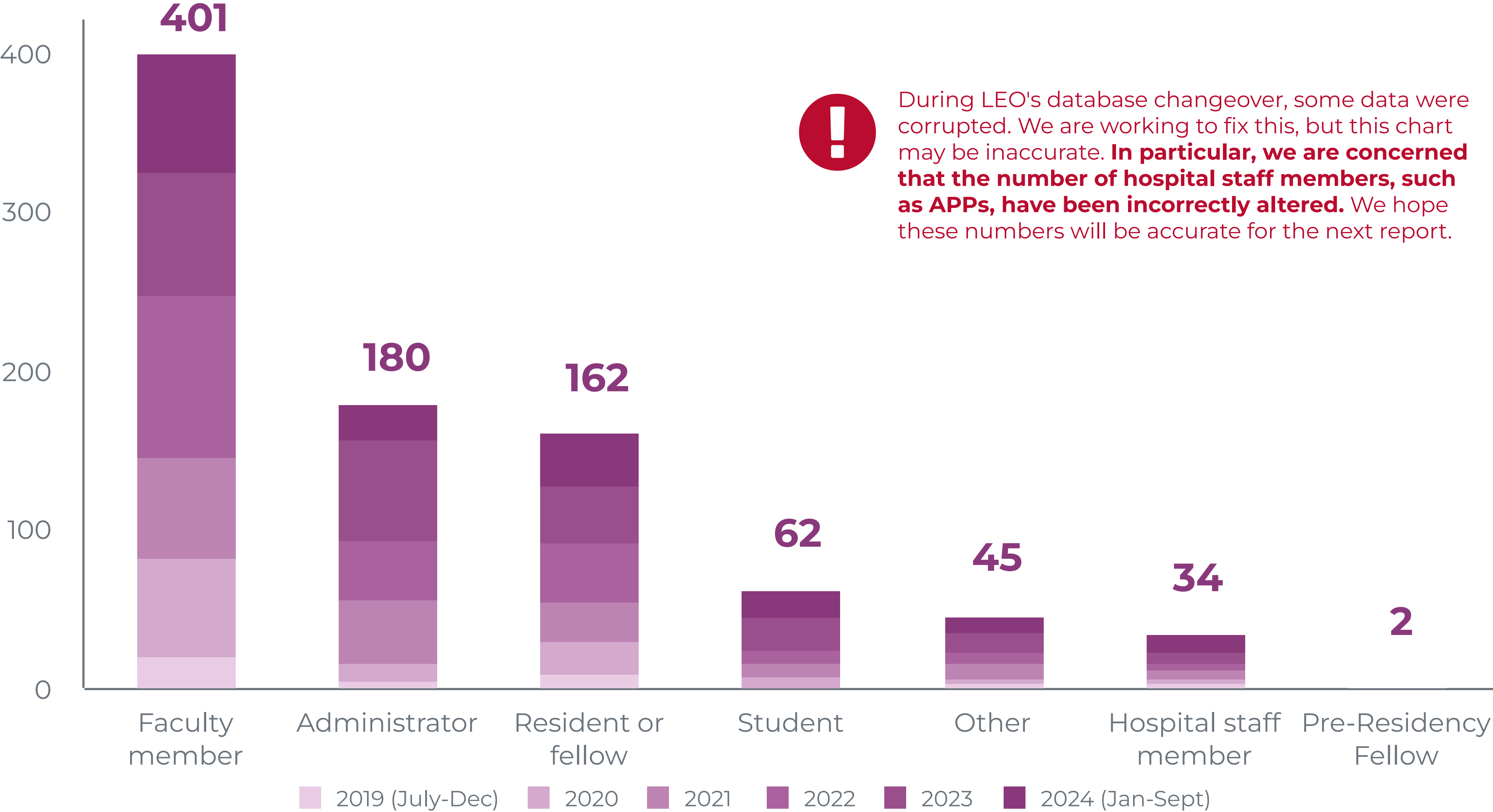
Who is Mistreated?

n = 923 unique incidents of mistreatment



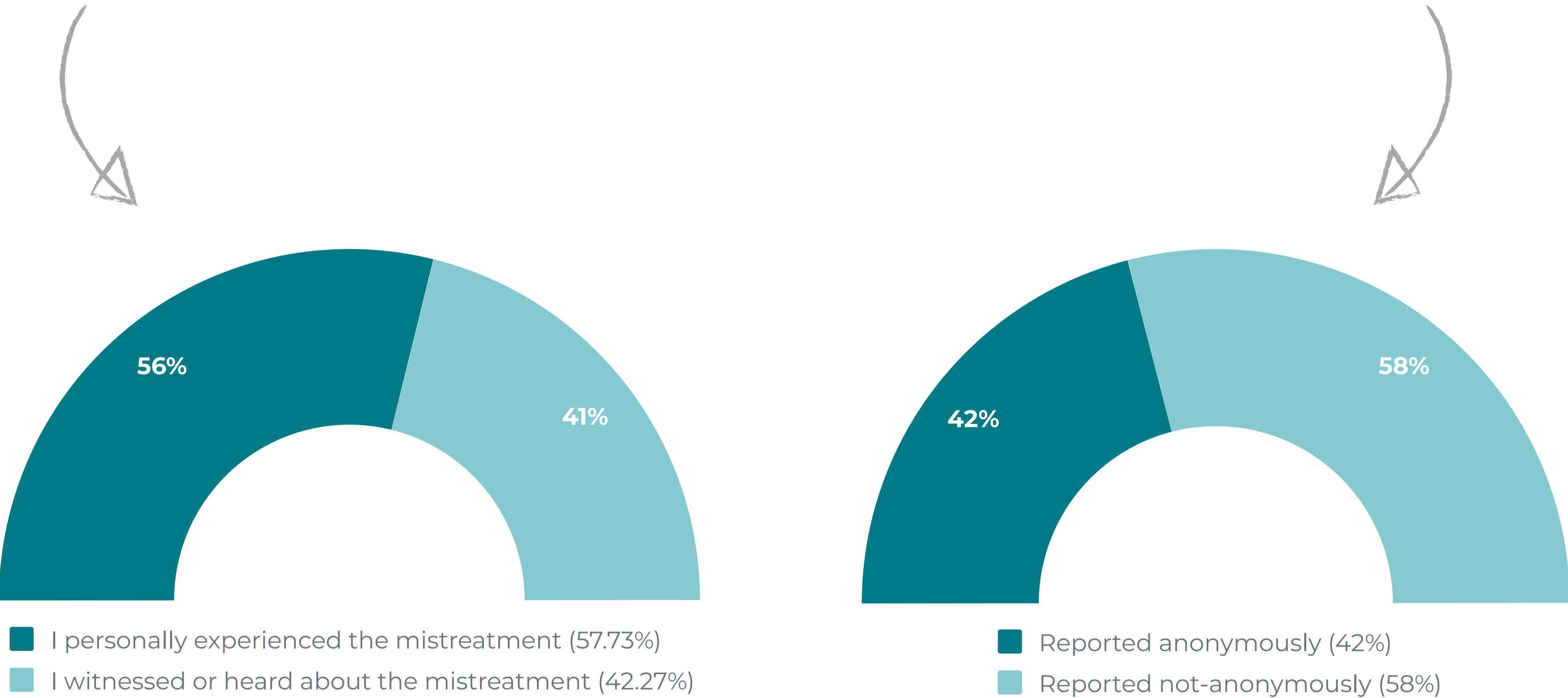
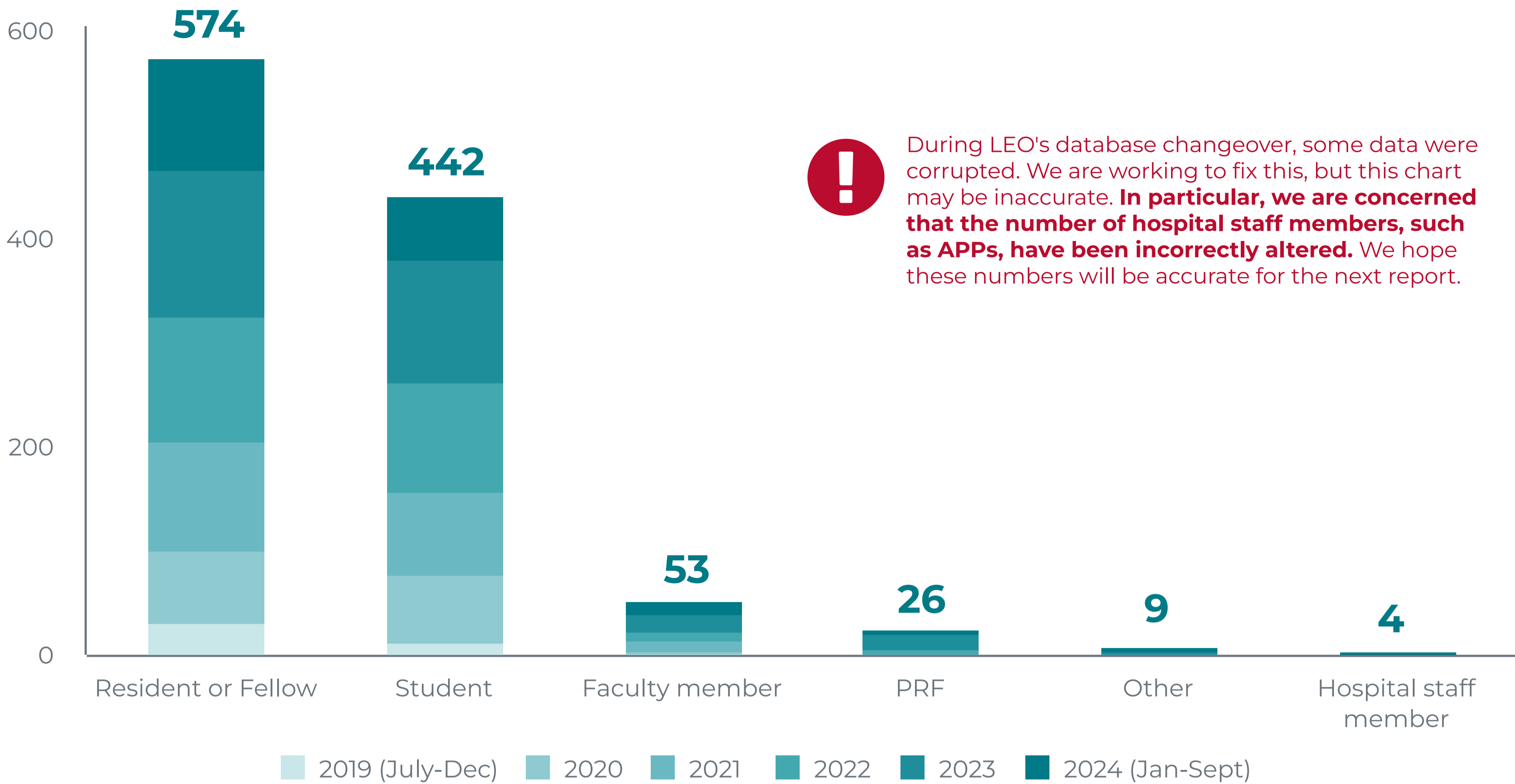
Who is Reported for Mistreating Learners?

n = 923 unique incidents of mistreatment



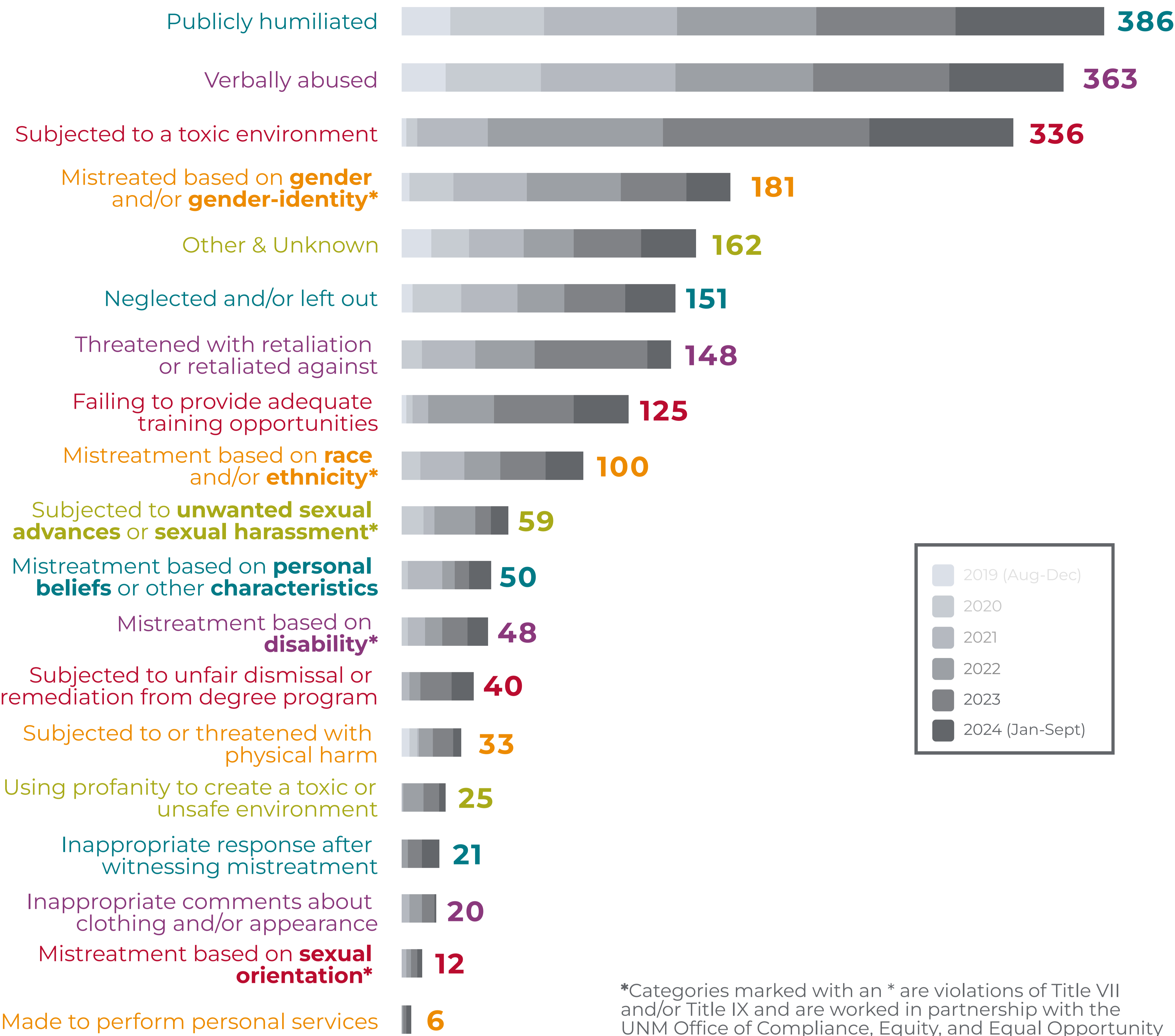
Who Reports to LEO and How?

n = 1,107 all reports to LEO



Types of Mistreatment

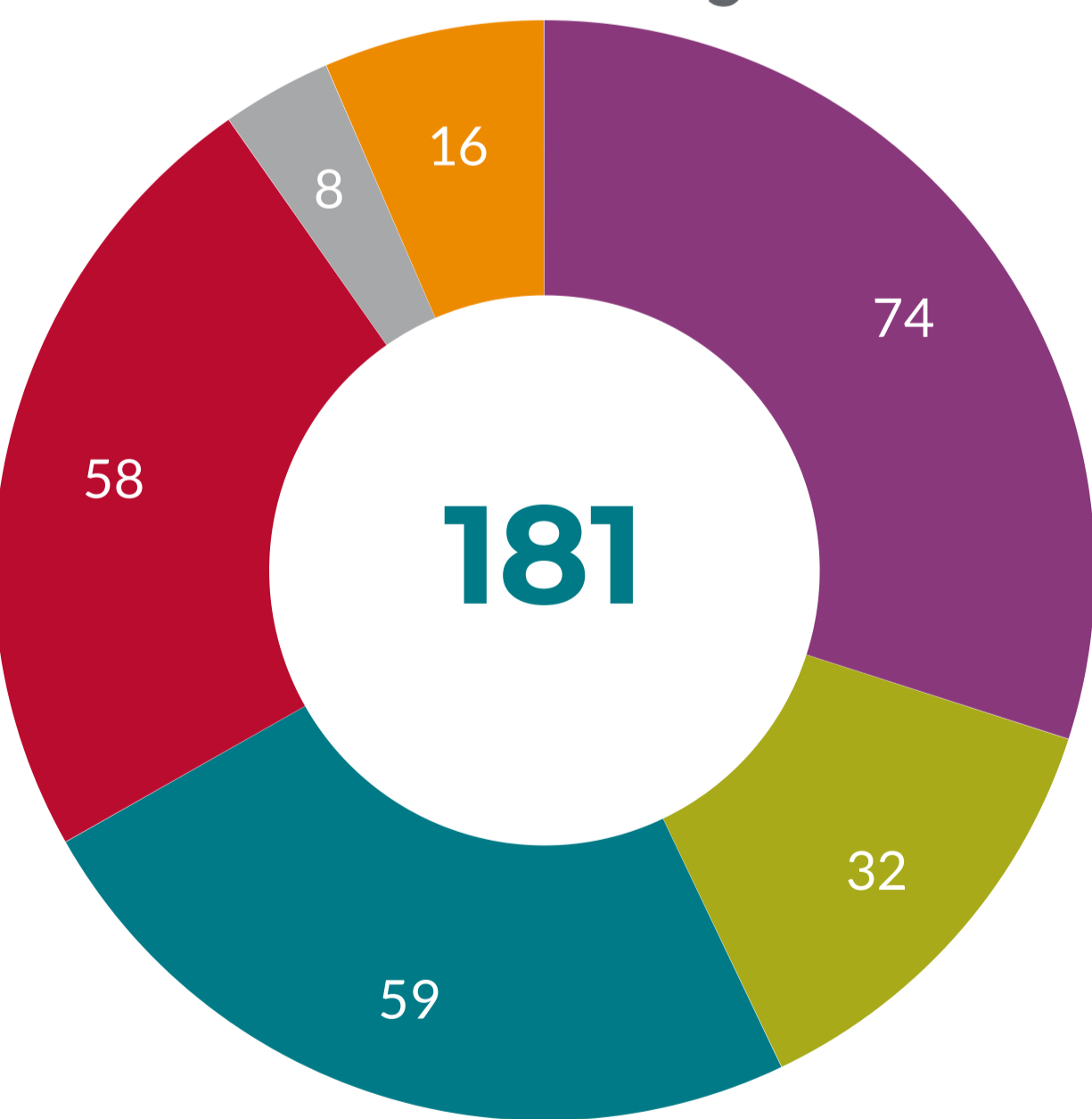
Each incident can include multiple types of mistreatment
n = 923 unique incidents of mistreatment



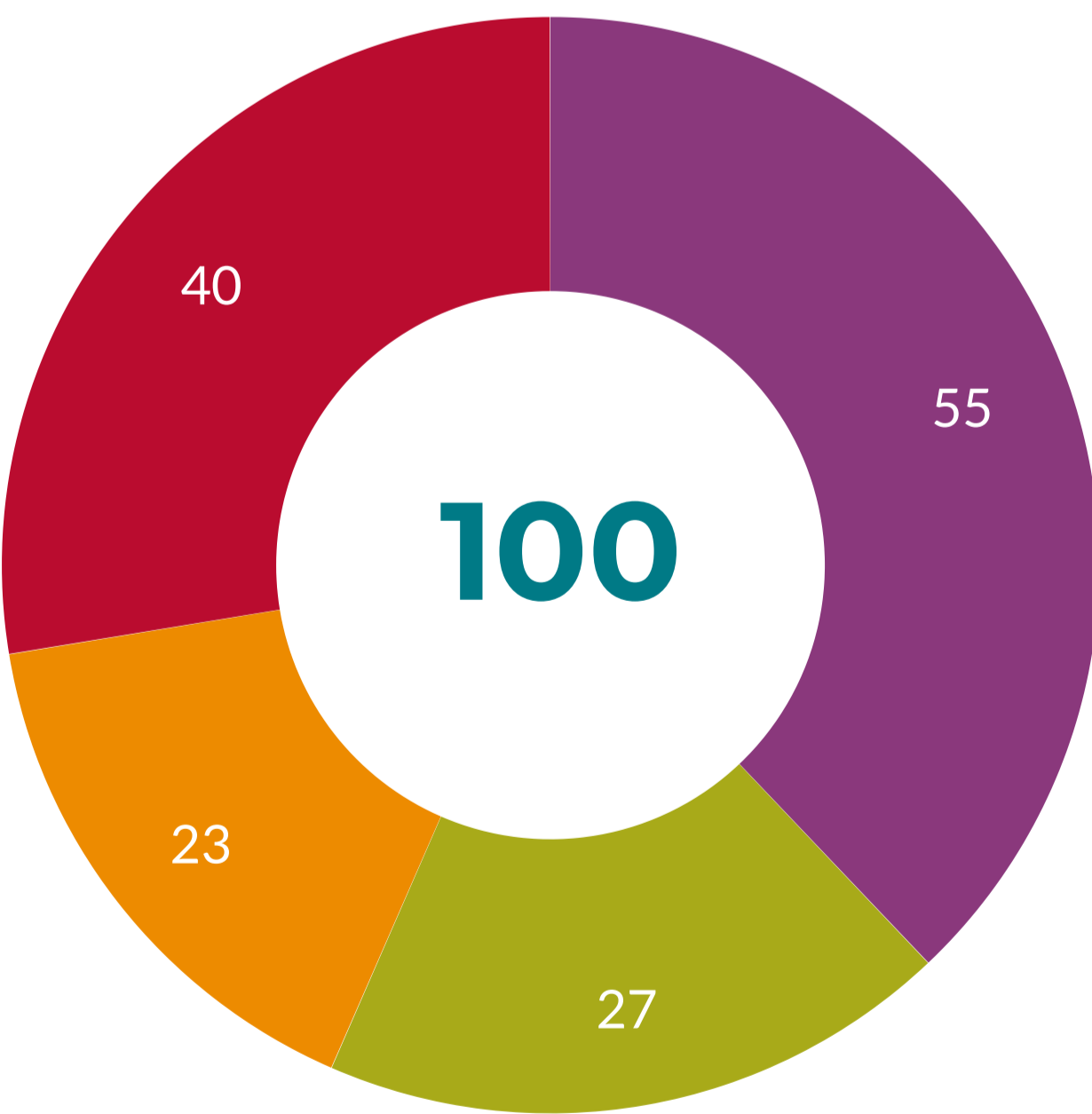
FAQ: What kinds of identity-based mistreatment are being reported?

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.

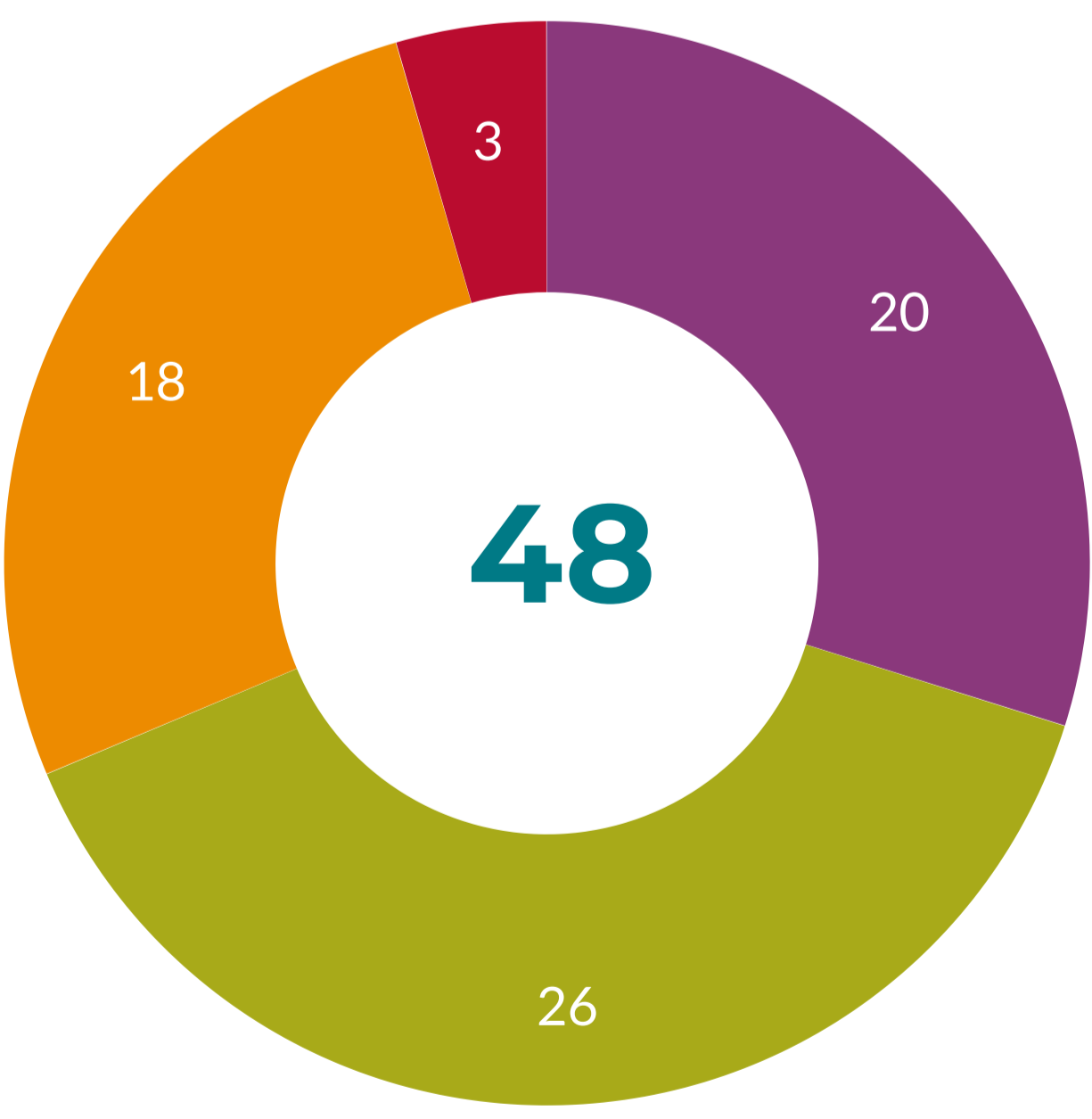
Gender & Gender-Identity



Race & Ethnicity



Disability



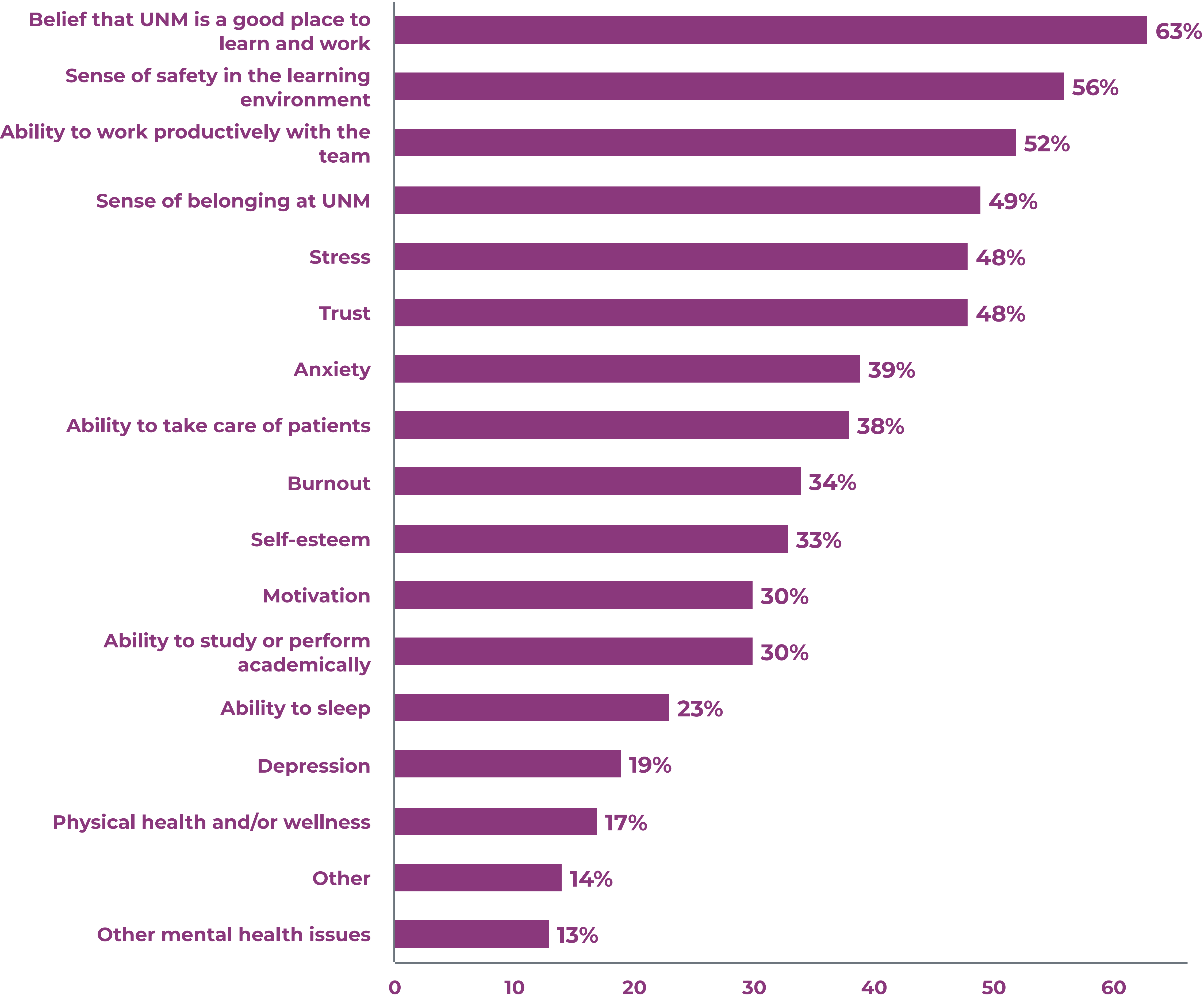
- Subjected to offensive remarks or names about identity
- Denied opportunities and/or received lower grades/evaluations due to identity rather than performance
- Other offensive behaviors related to identity
- Subjected to unwanted sexual advances
- Differential treatment based on identity
- Differential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

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, **524** 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:"



How are Incidents Classified on the Mistreatment Response Pyramid?

n = 303 classifiable incidents

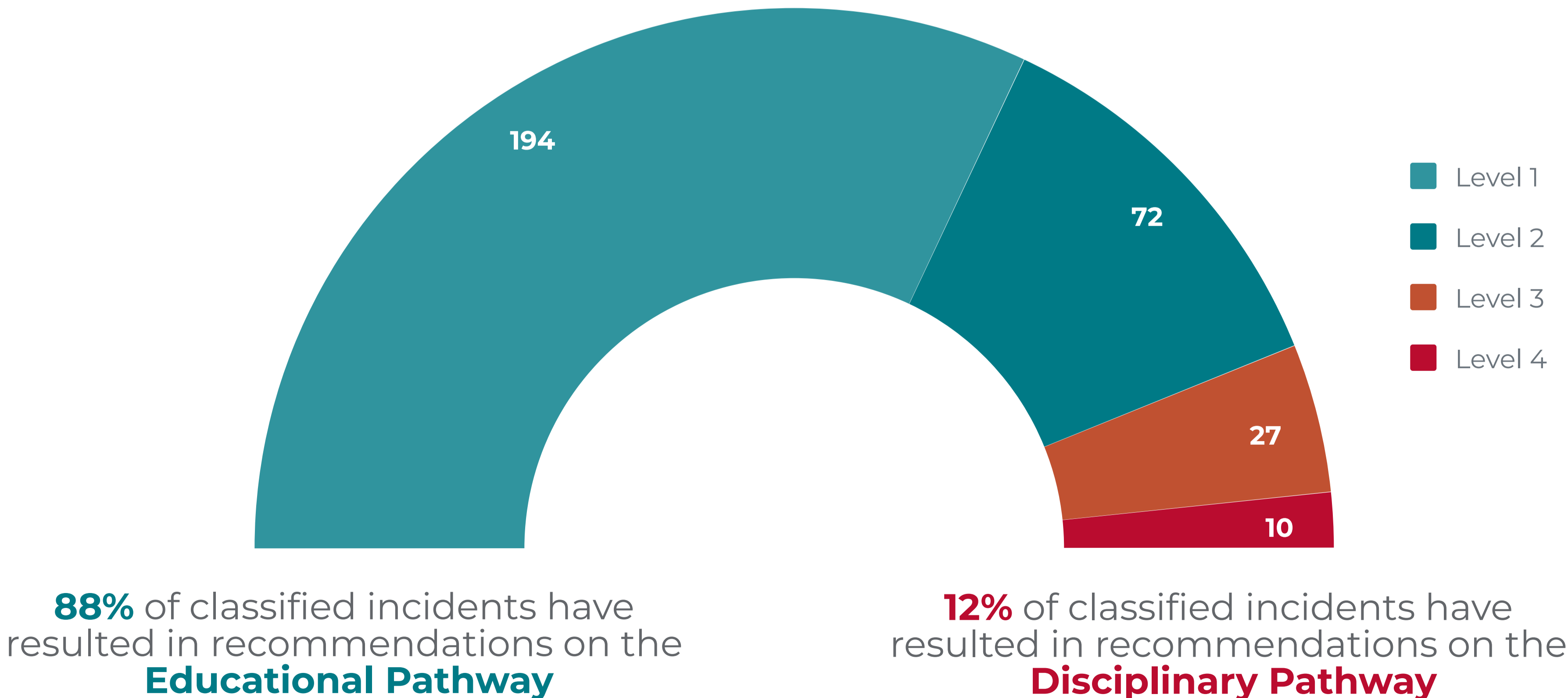
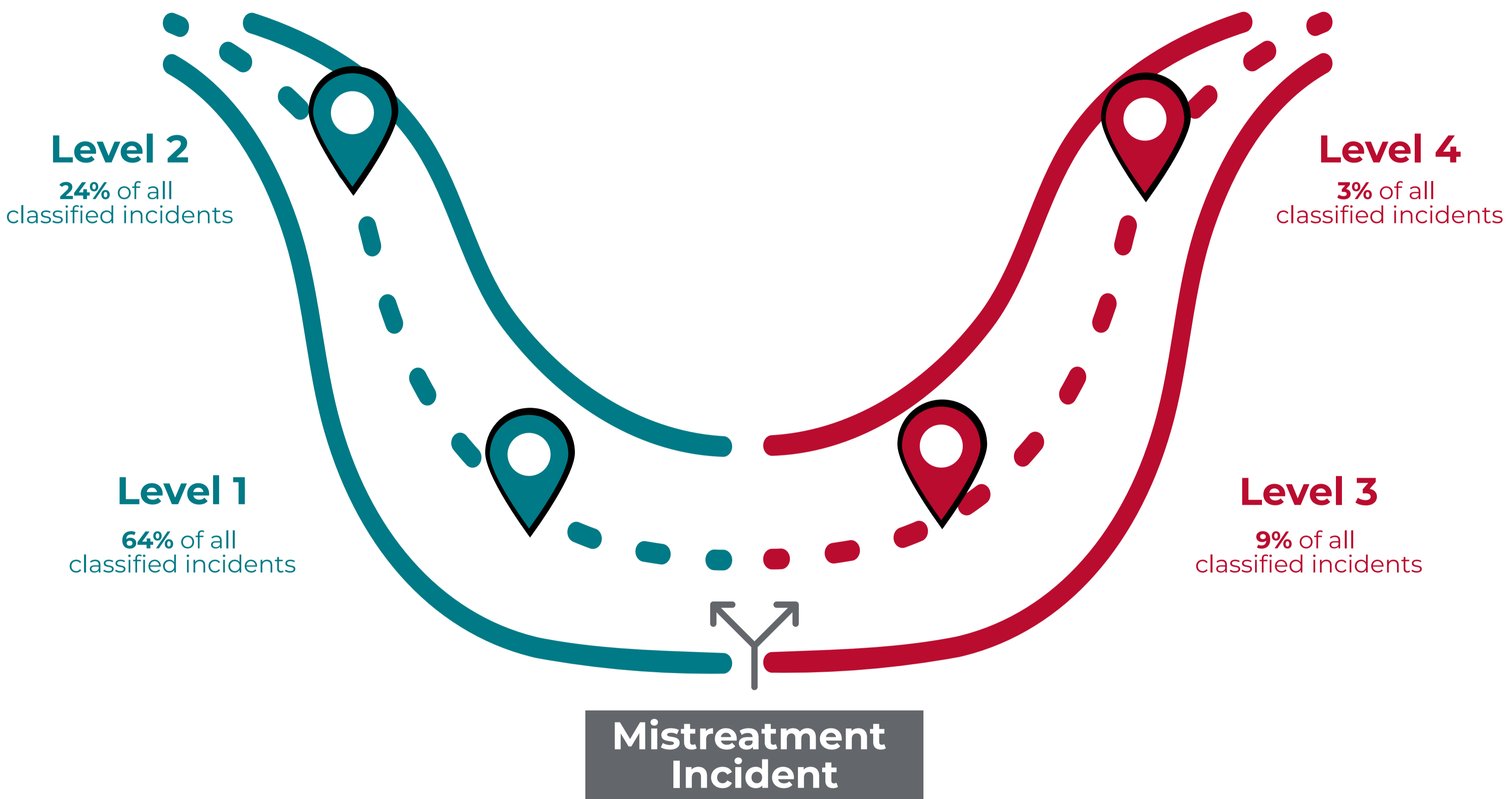
Responses to mistreatment incidents occur on either the **Educational Pathway** or the **Disciplinary Pathway**, depending on the severity and patterns of behavior.

Educational Pathway

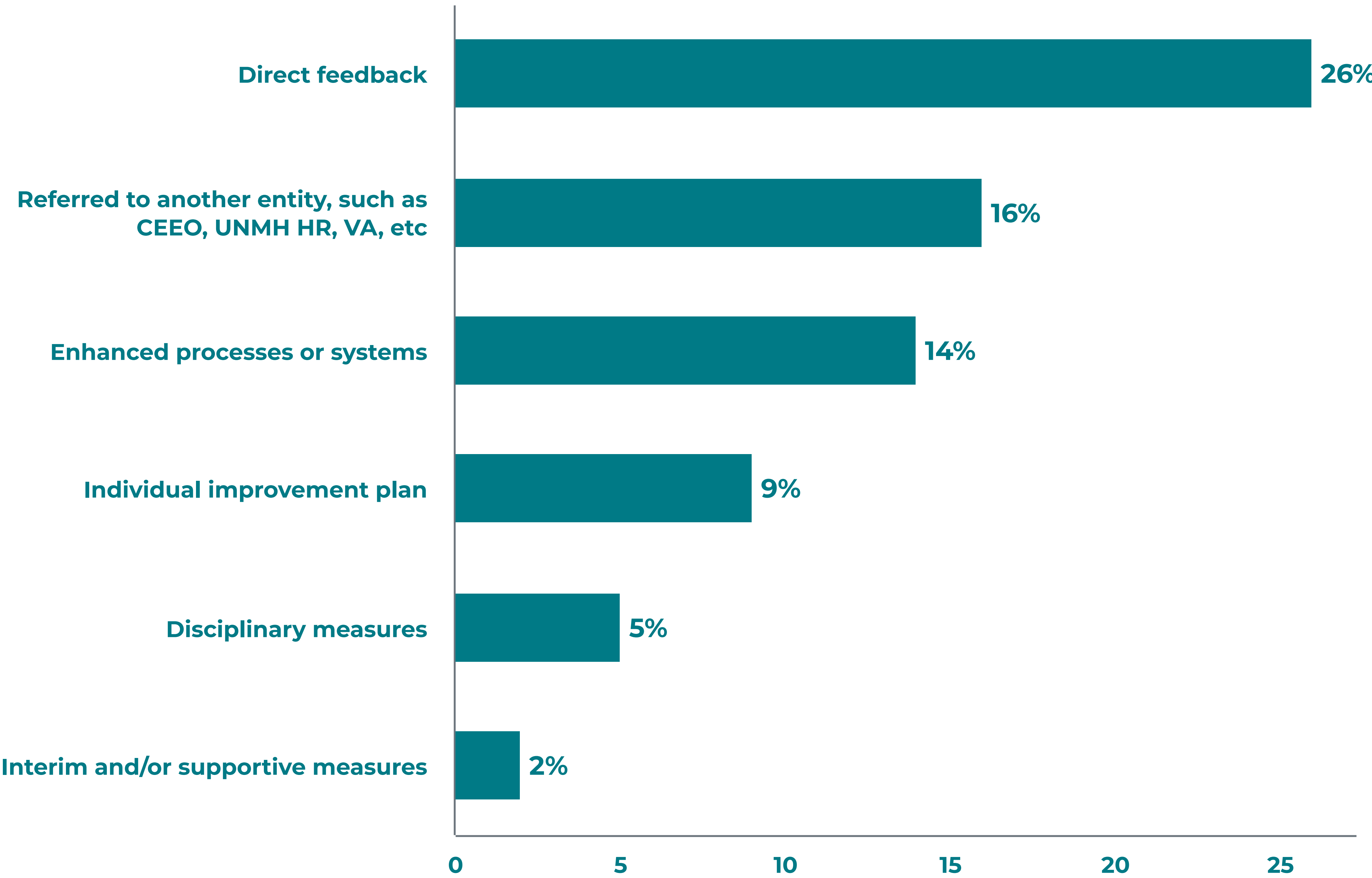
For behaviors out of compliance with UNM SOM Mistreatment Policy

Disciplinary Pathway

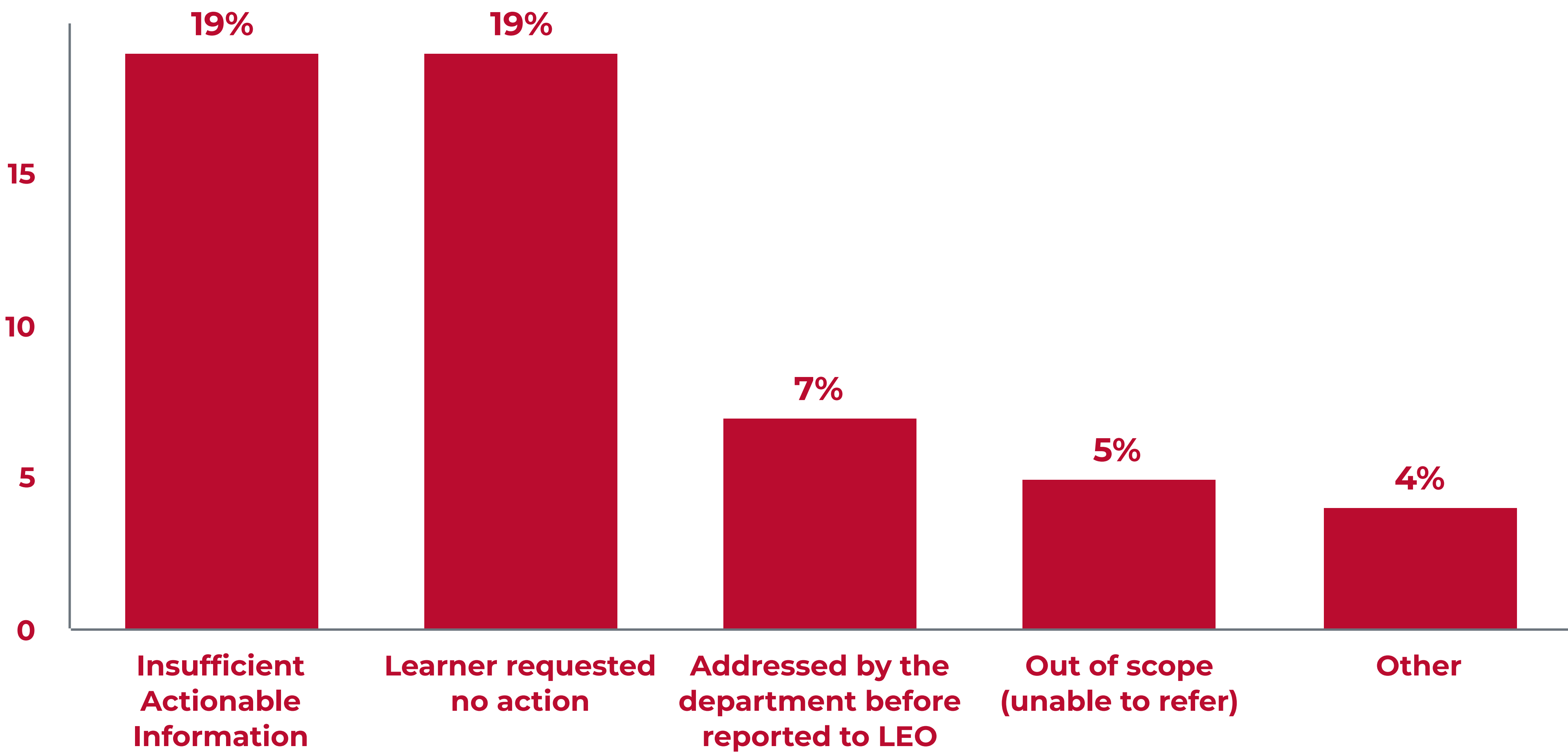
For behaviors that constitute
a violation of UNM SOM
Mistreatment Policy



In **55% of unique mistreatment incidents**, LEO is able to recommend actions. Those actions are:
n = 892 cases that have reached this stage



In **45% of mistreatment incidents**, LEO has **not** recommended action because:



GET TO KNOW THE LEO TEAM!

FULL TIME STAFF

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