



**HEALTH SCIENCES**  
LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

# Quarterly Report

2026, Quarter 2

## 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.

**To learn more about LEO, to contact us, or to review prior Quarterly Reports, visit us on [our website](#).**

# Want to share this report?

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 all of the slide presentations **by clicking here**, or downloading the PDF presentation attached to this same email.

# REPORT CONTENTS

1

## **DISTINGUISHED TEACHING AWARD**

Meet the 4 winners of the 2026 Distinguished Teaching Award!

2

## **BUILDING INCLUSIVE LEADERSHIP**

Applications are now open for BIL! Check out the info and apply before August 9.

3

## **SPEAKER SERIES**

LEO's Building Inclusive Environments Speaker Series is back!

4

## **LEO'S REORG & LEADERSHIP UPDATES**

Introducing updated leadership roles and program areas across LEO

5

## **WHAT CAN LEO DO FOR YOU?**

Don't forget about all the ways LEO can help you!

6

## **iTEACH DATA**

Check out the updated data related to exemplary teaching across the HSC

7

## **MISTREATMENT DATA**

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

8

## **MEET THE LEO TEAM**

Get to know the 11 members of the LEO team

The UNM HSC Learning Environment Office is thrilled to announce the

# 2026 Learning Environment Office Distinguished Teaching Award

## Winners!

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.

Out of dozens of highly qualified nominees, the following four people are **LEO's 2026 Distinguished Teachers**.

**Acadia Buro, PhD, MS, CPH**

Faculty member, College of Population Health

**Jennifer Gillette, PhD**

Faculty member, Department of Pathology, School of Medicine

**Ashley Marie McMains, BSN**

Nurse and Faculty Member, UNM Hospital

**Ali Nakip, MD**

Faculty member, Department of Psychiatry, School of Medicine

Check out the next page for excerpts from their nominations!





# 2026 Learning Environment Office Distinguished Teaching Award

## Acadia Buro, PhD, MS, CPH

Faculty member, College of Population Health

**Excerpt from nomination:** “Prof Buro brings experience to the classroom to provide real world insights for interventions. She listens to students and responds meaningfully, making connections with concepts and theories from the course content.”

## Jennifer Gillette, PhD

Faculty member, Department of Pathology, School of Medicine

**Excerpt from nomination:** “Dr. Gillette embodies and teaches what it means to be a PhD student...If I am half of a teacher that Dr. Gillette is, I will consider myself fortunate.”

## Ashley Marie McMains, BSN

Nurse and Faculty Member, UNM Hospital

**Excerpt from nomination:** “What stands out most is the genuine care she shows for learners as people. She takes time to check in after difficult situations, offers thoughtful guidance without judgment, and helps build confidence in a calm and reassuring way. Rather than focusing only on tasks, Ashley helps learners understand the deeper purpose of patient care, including compassion, professionalism, and ethical responsibility.”

## Ali Nakip, MD

Faculty member, Department of Psychiatry, School of Medicine

**Excerpt from nomination:** “He stands out as the best preceptor and educator I have had the opportunity to work with at UNM SOM, and has fundamentally shaped how I think about the field of psychiatry and the patients I will work with in the future.”

UNM HSC Learning Environment Office's

# Building Inclusive Leadership

2026-2027 Applications Now Open!

## Program At a Glance:



All HSC  
learners  
welcome

BIL's interprofessional cohort comes from all HSC colleges and represents many degree and certificate programs



15 meetings  
from Sept -  
May

BIL meetings take place on the 2nd and 4th Friday of the month over lunch, from 12-1:30p on campus at HSC



Mix of didactics,  
skill building, &  
discussion

Sessions such as "disability justice," "skills for patient advocacy" & "health equity" support future career growth

Click here for more information and to **apply before August 9th**(at 5 PM).







# UNM HSC Learning Environment Office's **Building Inclusive Leadership**

Highlights from past cohorts include:

100%

of participants  
would recommend  
BIL to a friend

\$1,000

stipend for each  
person who fully  
participates in BIL

100%

say BIL helped  
them meet their  
professional goals

**“This program was the highlight of  
my UNM education thus far”**

**After participating in BIL, learners significantly increased their:**

- Access to safe spaces to explore identities
- Level of diversity, equity, inclusion, and justice (DEIJ) knowledge
- Experience and confidence applying DEIJ knowledge in academic, professional, and leadership settings
- Understanding of disability justice, intersecting identities, and advocacy in healthcare

[Click here for more information and  
to apply before August 9th \(5 PM\).](#)





# THE RETURN OF LEO'S SPEAKER SERIES

LEO'S "Building Inclusive Environments" speaker series is back, and better than ever!

Join us for a 5-session series this fall entitled  
**"Roots and Repair: Cultivating Identity,  
Accountability, and Culturally Sustaining Practice  
in Health Professions"**

**All sessions are on zoom, from 12-1pm.**

Zoom link provided upon RSVP. All members of the HSC, including learners, are welcome.

## **Series Description:**

Presented by **Justin Bullock** (MD, MPH) and **Hannah Kakara Anderson** (PhD, MBA), this series traces a path from identity harm to healing to collective growth. Participants will name identity threat and its structural roots, then build skills in restorative and transformative justice and accountability, deepen personal and collective identity healing through Anzaldúan and Internal Family Systems frameworks, and finally root these insights in culturally sustaining pedagogy, leaving with a concrete action plan for their own practice and community.

**Check out the session descriptions on the following pages**

**RSVP Here**



# Roots and Repair:

## Cultivating Identity, Accountability, & Culturally Sustaining Practice in Health Professions

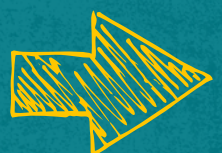


### **9.30.26** The Call is Coming From Inside the House: 12-1p Exploring Identity Threat in Health Professions

In this session, we will define identity threat and give examples of intrapersonal, interpersonal, and structural harms as they show up in health professions education. As an exemplar, we will specifically analyze narratives of disabled BIPOC students using horror story as a lens to understand identity threat

### **10.13.26** Accountability & Community Healing: 12-1p Restorative & Transformative Justice Workshop

In this interactive workshop, we will learn about the restorative justice tiers (harm acknowledgment, repair, re-integration) and transformative/abolitionist approaches to justice. Together with the LEO team, we will practice a microaggression pre-brief framework for responding to harm in real time and evaluate how different accountability processes support community re-integration vs. exclusion.





# Roots and Repair:

## Cultivating Identity, Accountability, & Culturally Sustaining Practice in Health Professions



### **11.10.26**    **Identity Healing & the Anzaldúa Coyolxauhqui: Exploring Western & Indigenous Ways of Healing**

12-1p

In this session, we will explore Gloria Anzaldúa's concept of Coyolxauhqui (the dismembered/reassembled self) as a framework for identity healing, and examine how personal and professional identities work together in processes of healing and wholeness. Finally, the LEO team will explore Internal Family Systems (IFS) concepts to build an identity healing practice.

### **12.1.26**    **Sustaining the Forest and the Trees: An Overview of Culturally Sustaining Pedagogy**

12-1p

In this session, we will define culturally sustaining pedagogy (CSP). We will identify CSP's core principles, including extraction vs. sustainment, inherent value of individuals, an inward gaze, and more.

### **12.15.26**    **Growing Together: Culturally Sustaining Pedagogy Workshop**

12-1p

In this interactive workshop, we will reflect on current practice using CSP principles to identify entry points for growth, focusing on applying an inward gaze to one's beliefs, community, and culture. Draft a community action plan for applying CSP practices going forward.



# ANNOUNCING LEO'S REORGANIZATION

As part of LEO's continued growth across the HSC, we have implemented a strategic reorganization to better align with complex and growing learning environment needs and increase the impact of our work. This includes a refined focus on response and accountability, support and education, and data and analytics.



## BRENDA LOYA

Formerly LEO's Senior Project Manager, Brenda is now the **Director of Response & Accountability**, with full oversight of all of the case management duties at LEO. Questions about mistreatment or case work? Contact Brenda at [blloya@salud.unm.edu](mailto:blloya@salud.unm.edu).



## MARCO ANTILLON

Formerly a Case Manager, Marco is now the **Director of Support, Education, & Repair**, a new division within LEO. Questions about LEO trainings or learning environment support? Contact him at [maaantillon@salud.unm.edu](mailto:maaantillon@salud.unm.edu).



## EMMA NALIBOFF PETTIT

Formerly LEO's Associate Director, Emma is now the **Director of Impact & Analytics**, and is responsible for LEO's data analysis and interpretation. Questions about data for your area or program? Contact Emma at [ecpettit@salud.unm.edu](mailto:ecpettit@salud.unm.edu).

# WHAT CAN LEO DO FOR YOU?

## iTeach: Letter for Promotion

If you have received iTeach Exemplary Teaching Recognitions, LEO can provide you a letter for tenure, promotion, fellowship, etc. that includes the number of recognitions and students' comments. Simply email **[hsc-leo@salud.unm.edu](mailto:hsc-leo@salud.unm.edu)** with at least 1 week's notice.

## Department Specific Data

Department and/or program leadership can request a personalized data analysis of the iTeach and Mistreatment data in their area, including information collected by LEO as well as the AAMC and the ACGME. While summaries are provided twice annually to chairs, these ad-hoc reports can be created at any time. Email LEO to get started.

## Trainings and Workshops

Departments, programs, divisions, and areas can request a variety of trainings for faculty, residents, fellows, staff members, and students. For a complete list of the trainings offered and begin making a request, **[click here](#)**.

## Toolkits

LEO has created many toolkits for the UNM HSC Community to help navigate difficult situations, such as de-escalating conflicts at work, responding to concerns, and more. You can view and download the toolkits by visiting **<https://tinyurl.com/LeoToolkits>**!



# iTEACH:

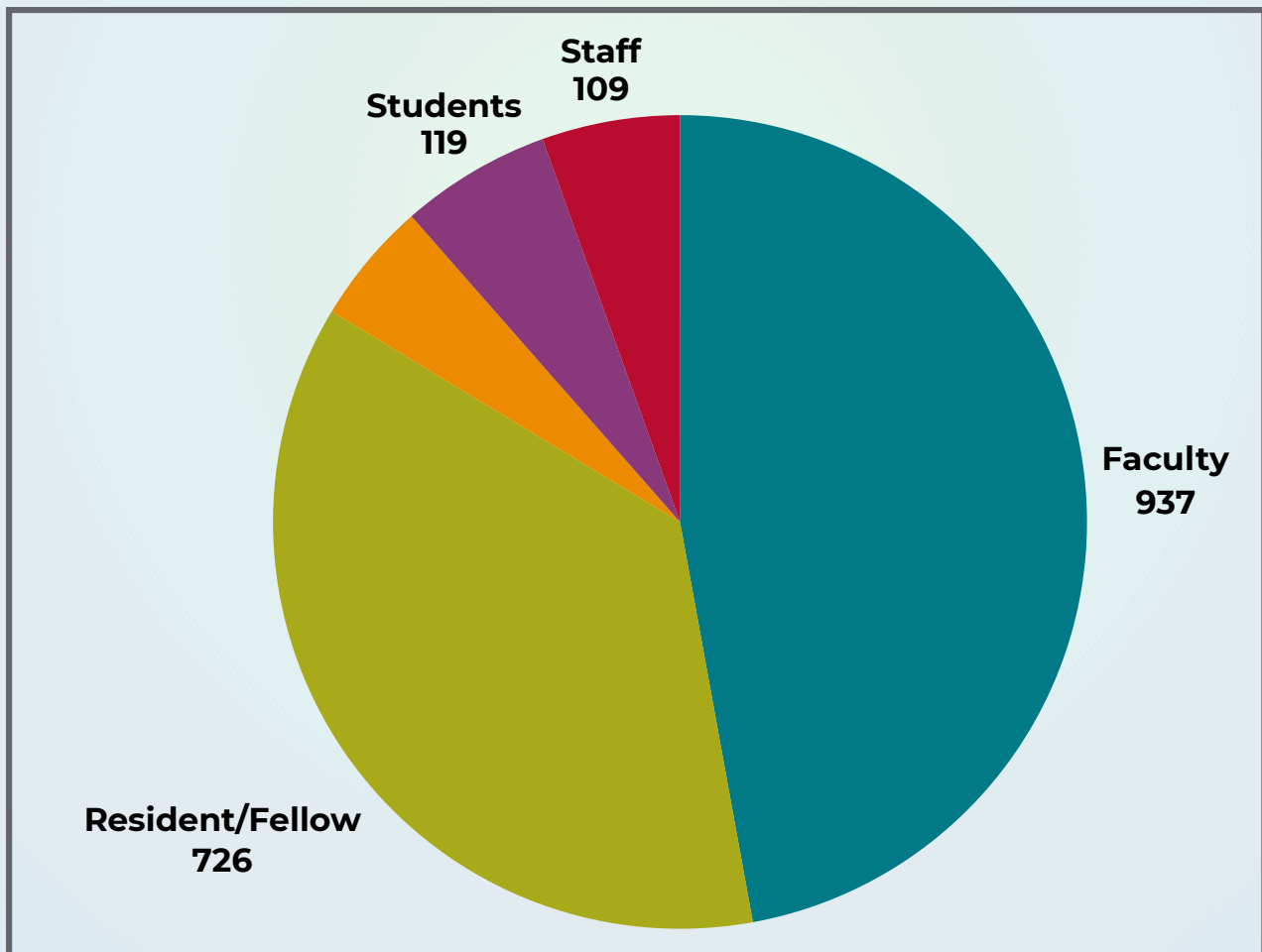
## Recognizing Exemplary Teachers

from November 2019 through June 2026:

**1,977**  
**TEACHERS**

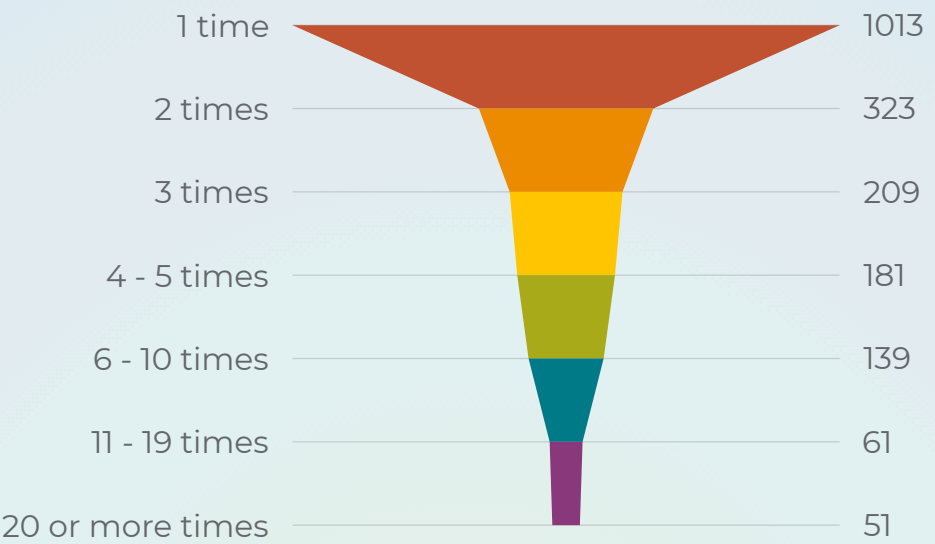
have been  
recognized by  
a total of

**8,143**  
**LEARNERS**



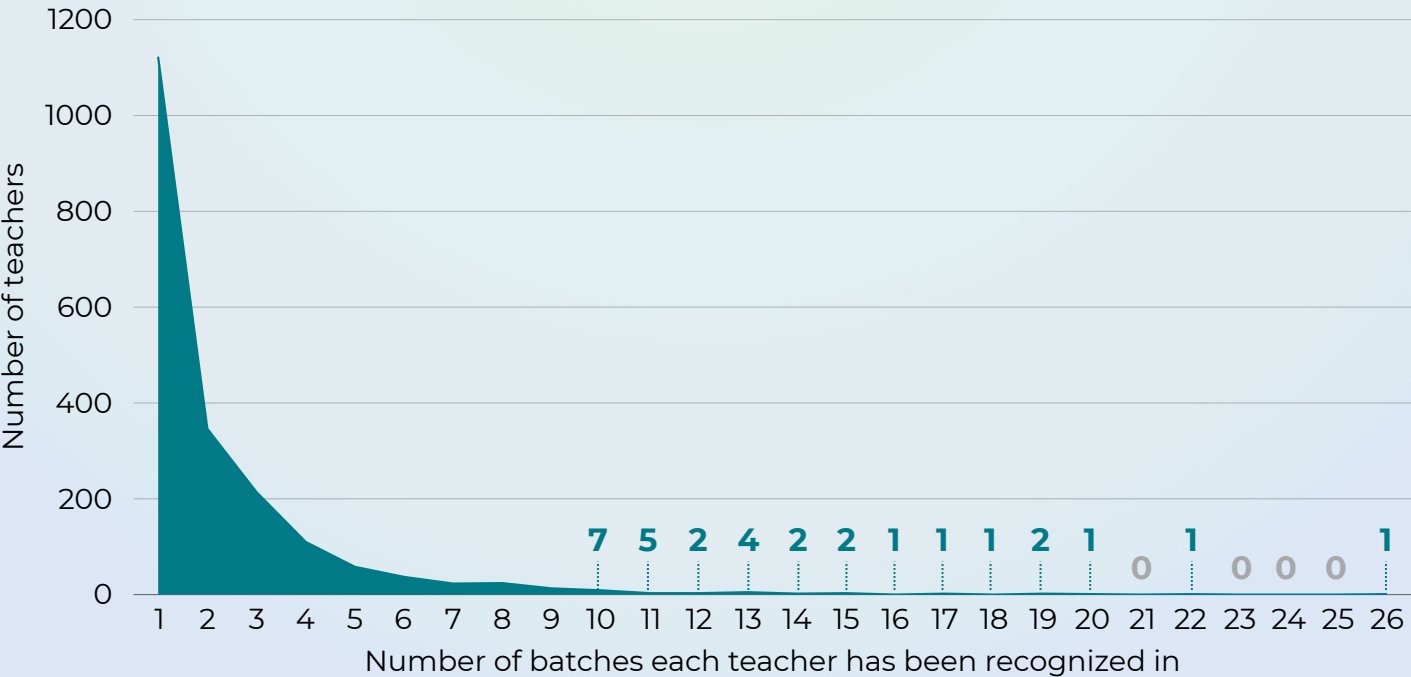
[Click here](#) to send an iTeach recognition  
to a teacher today!

# How many times have each of these exemplary teachers been recognized?



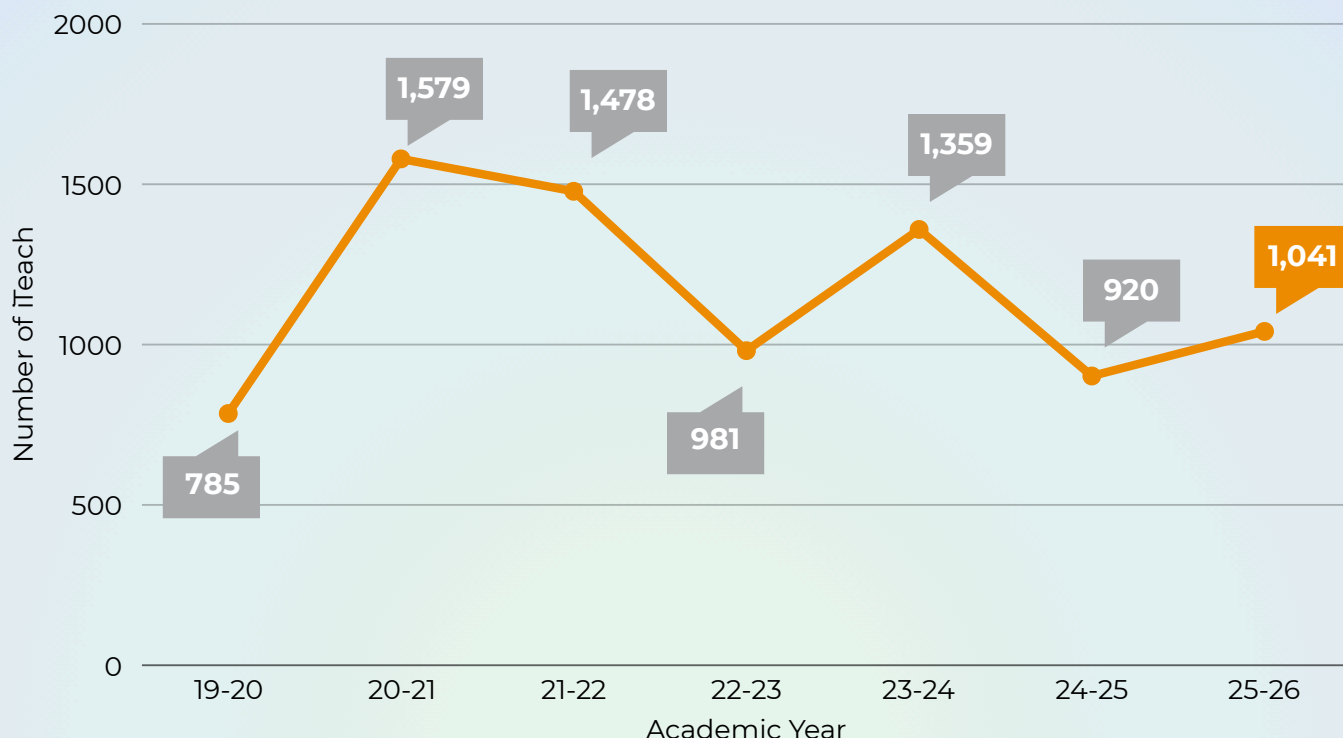
## Batches: How we measure the frequency and consistency of recognitions for each teacher

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 **30 teachers have been recognized in 10 or more.**





## How many iTeach recognitions have been made in each academic year?



### Don't forget!

Get an iTeach letter 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](mailto:hsc-leo@salud.unm.edu) and request one. Please give at least one week's notice.

# ADDRESSING MISTREATMENT:

## Data Review

July 24, 2019 - June 30, 2026

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.

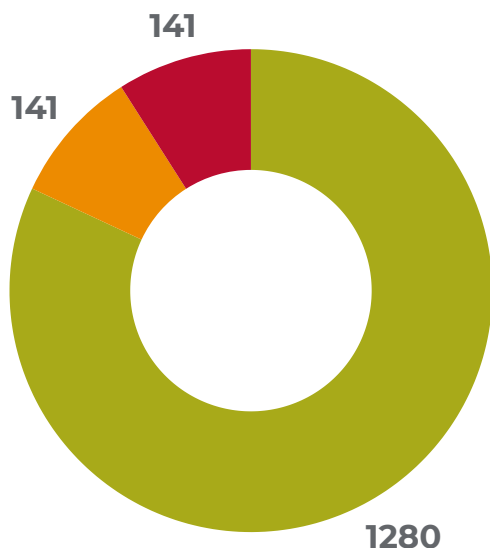


Remember to carefully check the “N” for each set of data. Most of the data below will reflect reports from the **past five calendar years—currently 2022-2026**. However, in some cases when it is more appropriate, we have included all of the data from 2019-2026.

Also be aware that most of the data presented below include only **unique incidents of mistreatment**. However, when more appropriate, we have included all reports to LEO (including behaviors that do not constitute mistreatment and duplicate reports).

Since LEO began collecting reports of mistreatment in July 2019, we have received **1,565 reports of mistreatment**.

We can break those down this way:



LEO has received 141 reports of behavior that, after investigation, we have determined do not rise to the level of mistreatment. This is 9% of all reports.

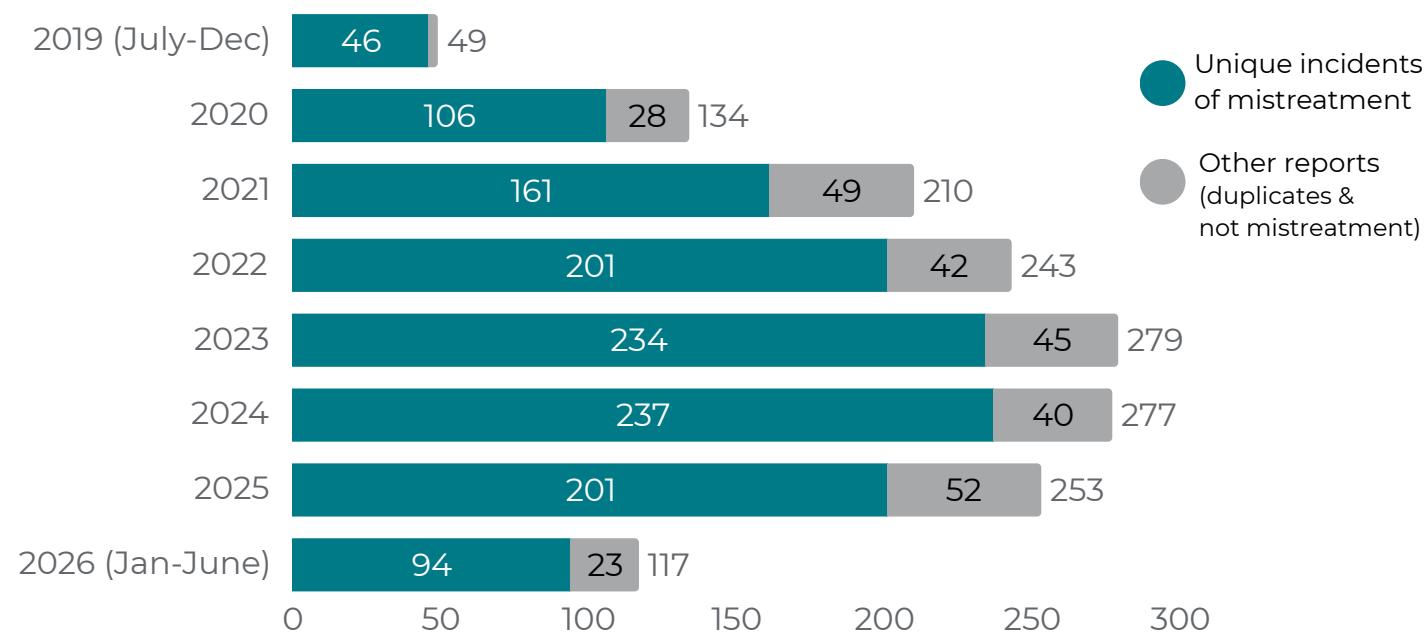
Some incidents are reported more than once (for example, by a few different witnesses). There 141 duplicate reports represent 9% of all reports.

Once we remove reports that do not rise and those that are duplicates, we are left with **1,280 unique incidents of alleged behavior that rise to the level of mistreatment, which represent 82% of all reports**.



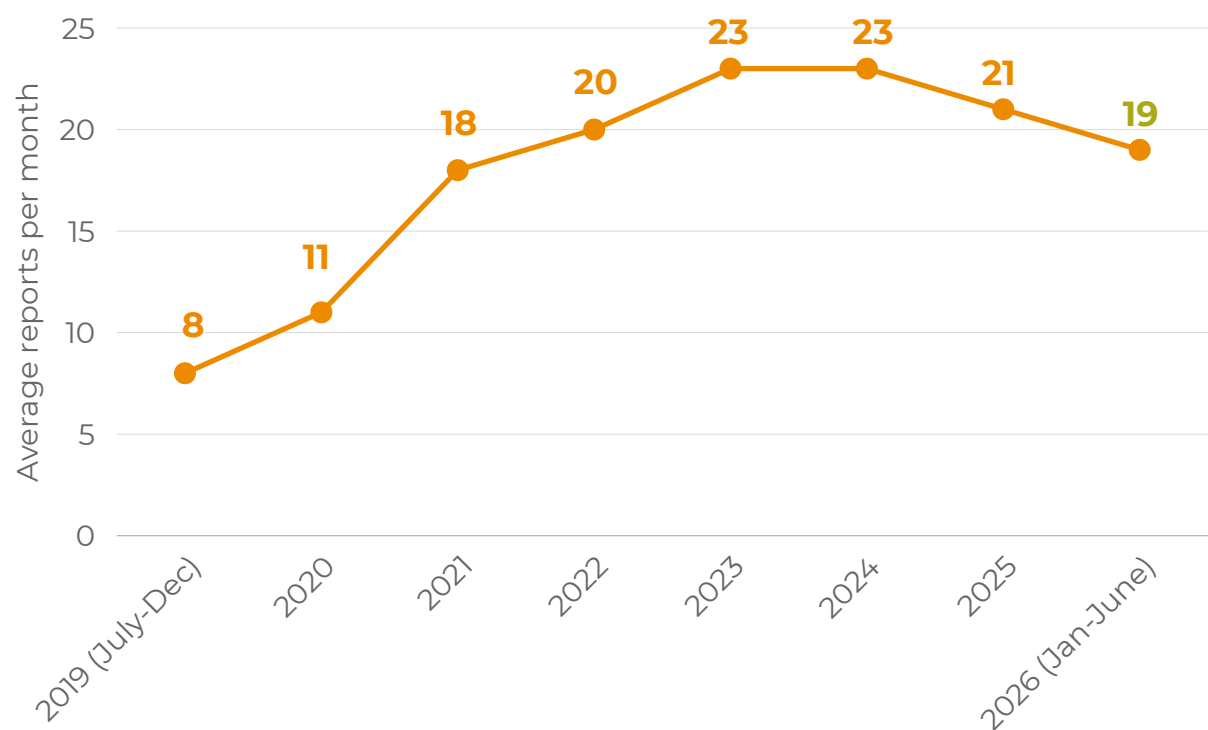
# How many reports does LEO get in a year?

The total number of reports LEO received in a calendar year peaked with 278 in 2023. The number of reports dipped down to 253 in 2025.



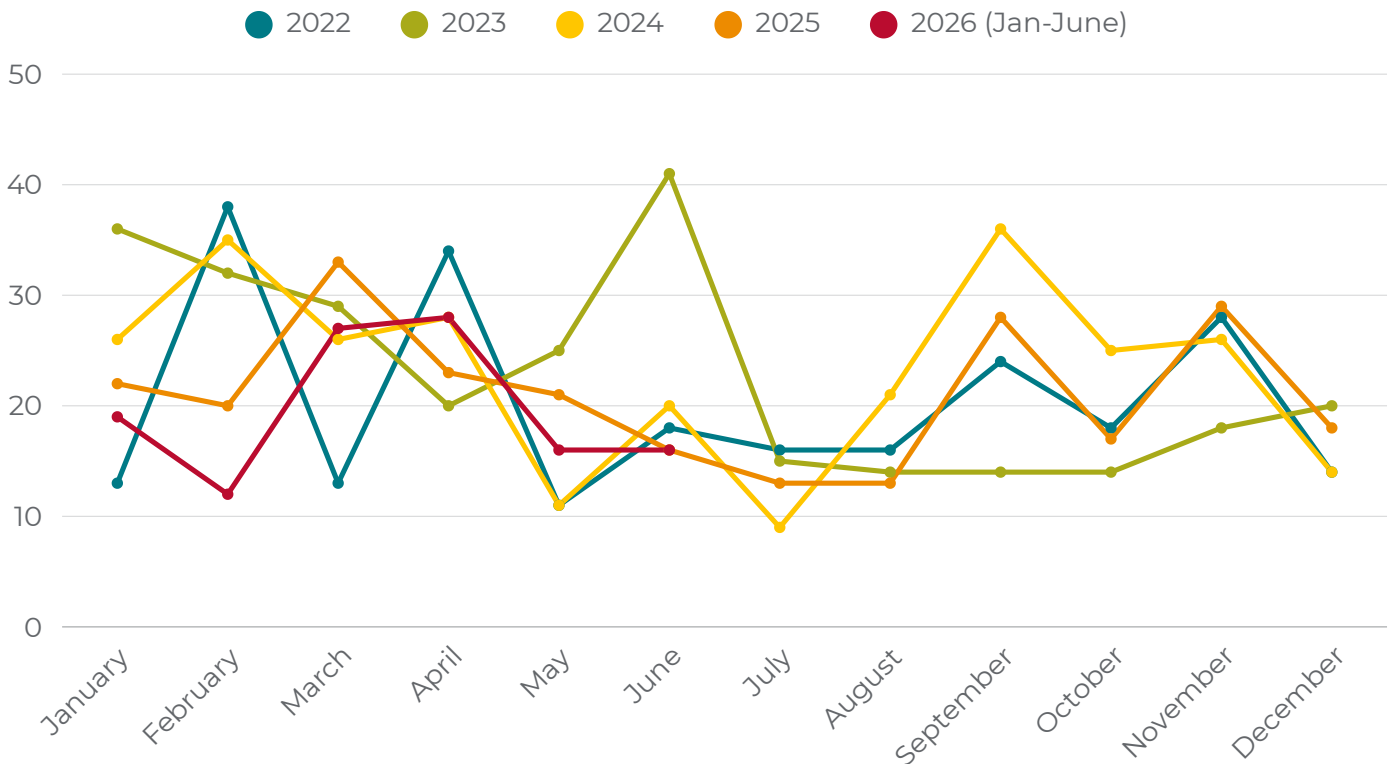
# How many reports come to LEO each month?

n = 1,565 all reports to LEO, all years



# Is there a pattern to when reports are filed to LEO?

n = 1,170 reports to LEO, 2022-2026



Typically more reports come to LEO in the spring, which is the second half of the academic year. Overall, reports to LEO increased each year until 2023, when they have — at least temporarily — plateaued.



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:

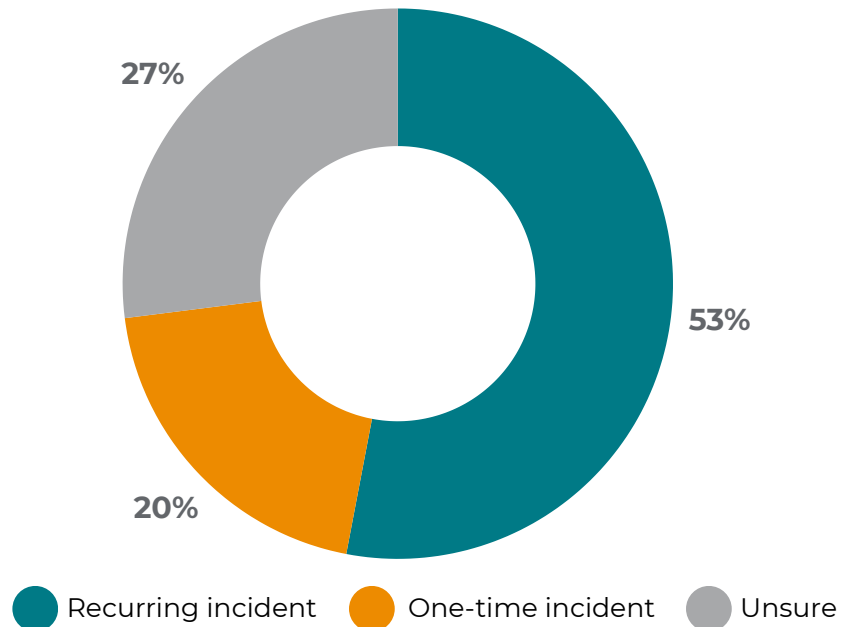
- 2022: February, April
- 2023: January, February, June
- 2024: February, September
- 2025: March
- 2026: None so far

# Is this a recurring incident?

n = 972 unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026

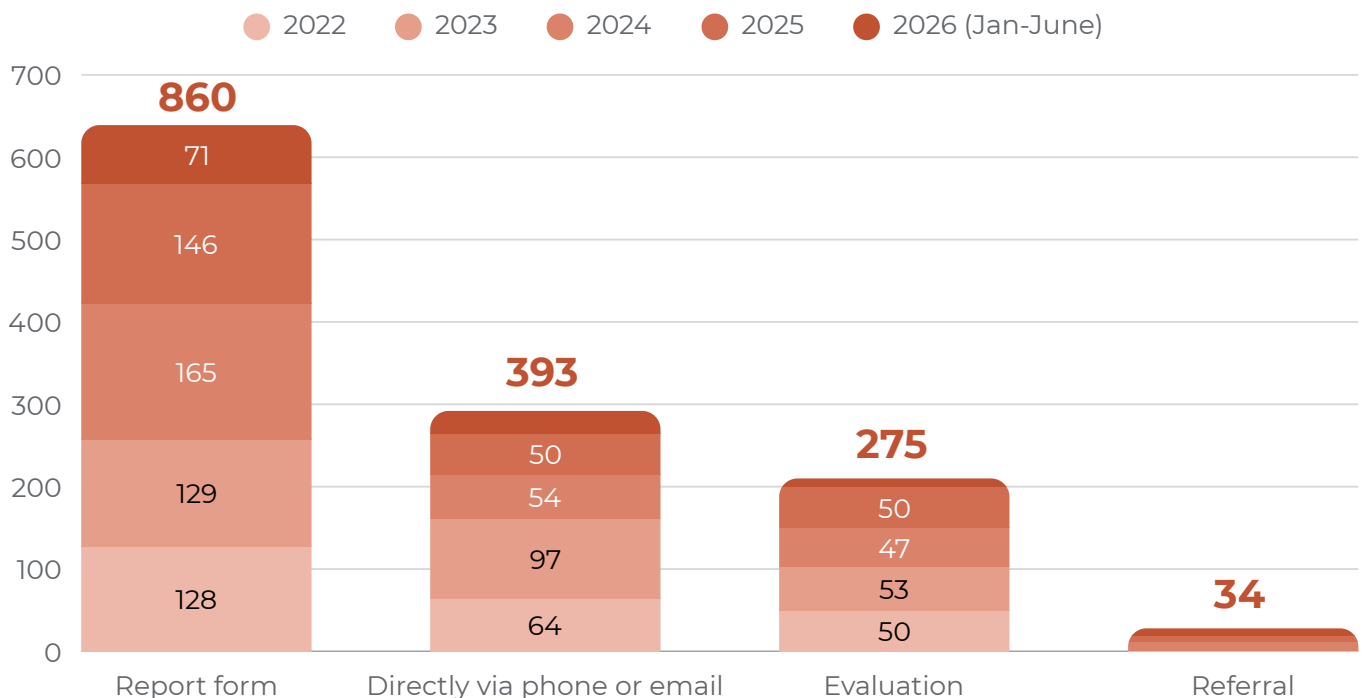
## Only 20% of incidents reported to LEO are one-time issues.

This means the vast 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?

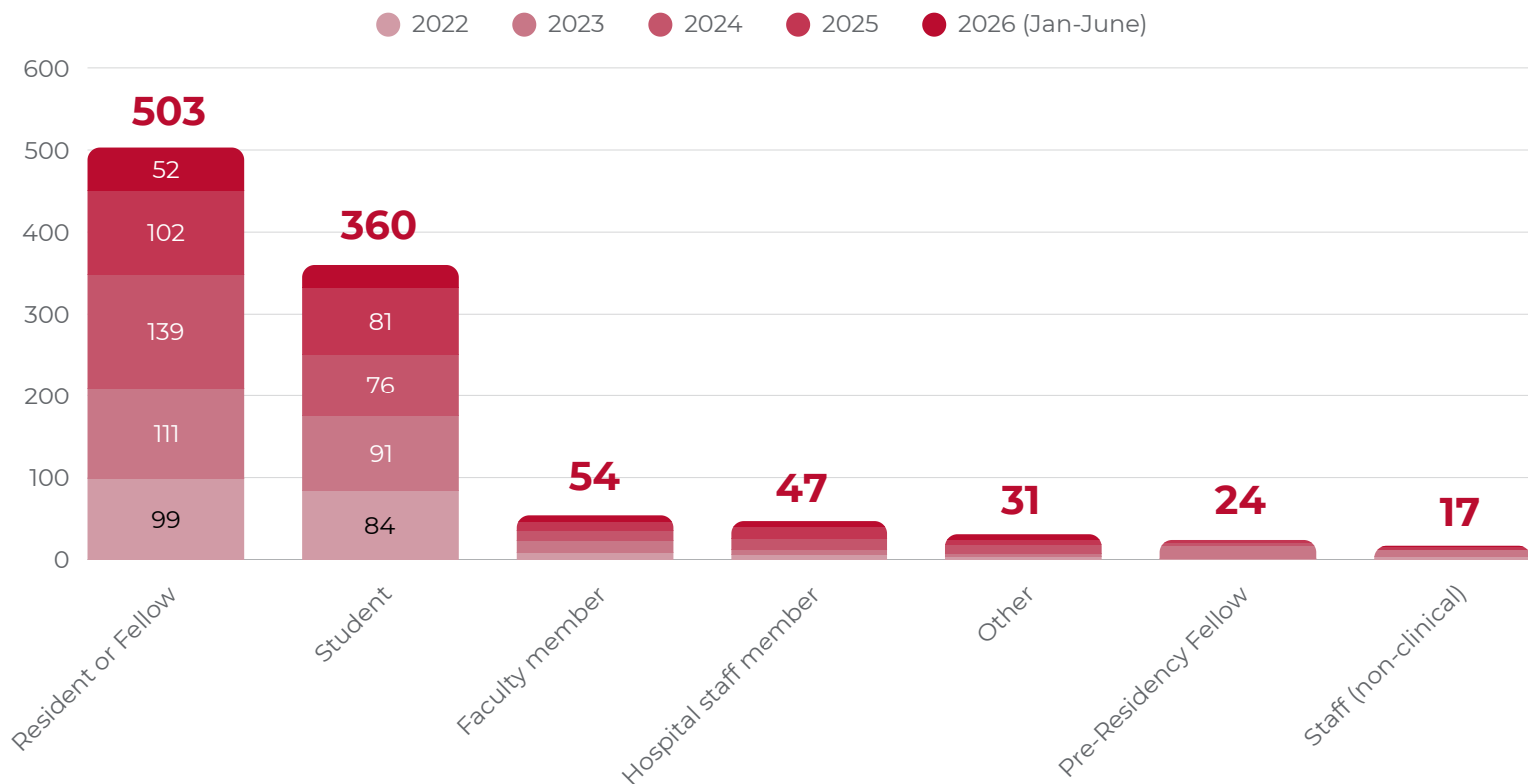
n = 1,169 all reports to LEO from Jan 1, 2022 - June 30, 2026





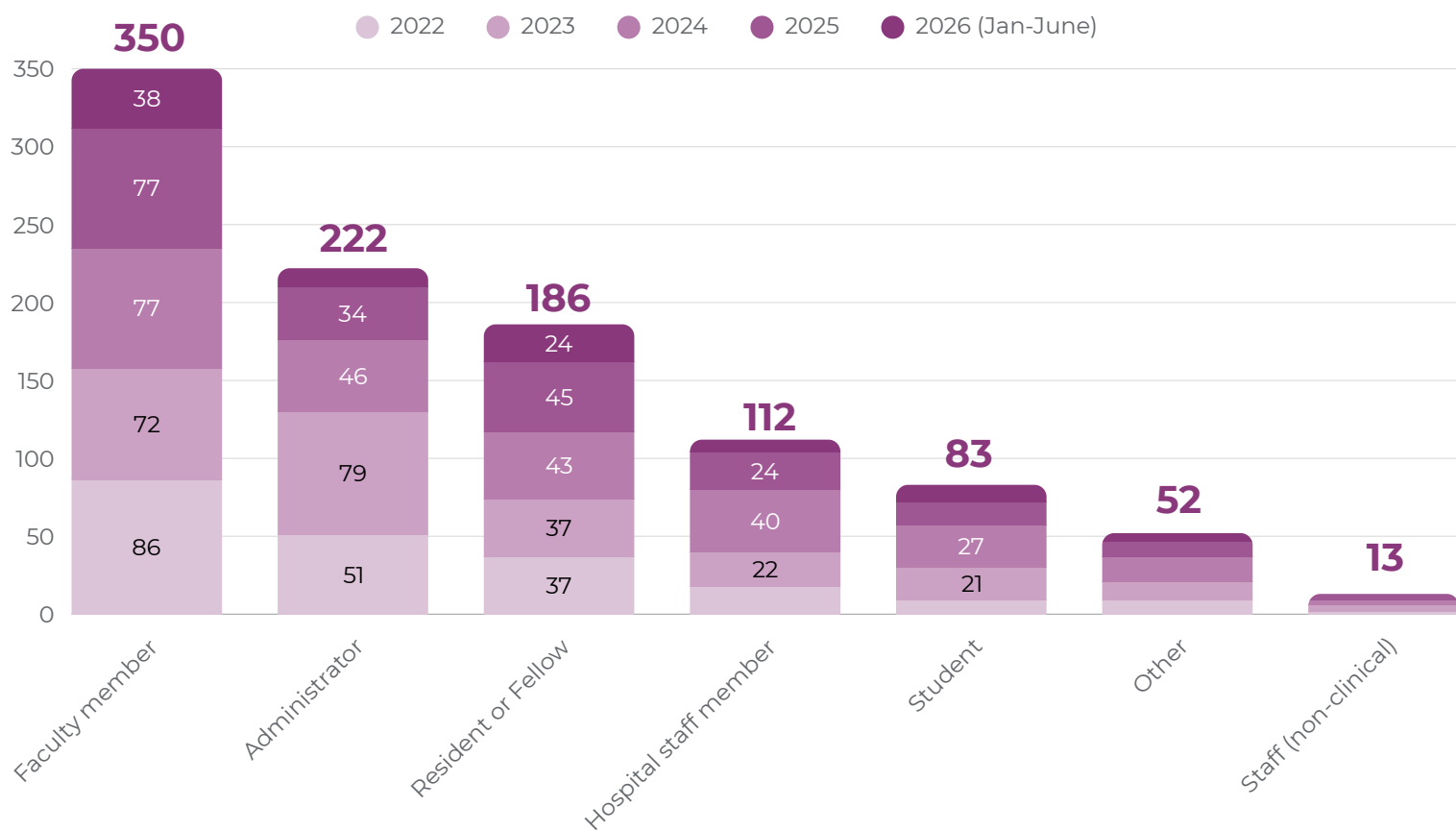
# Who is mistreated?

n = 972 unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026



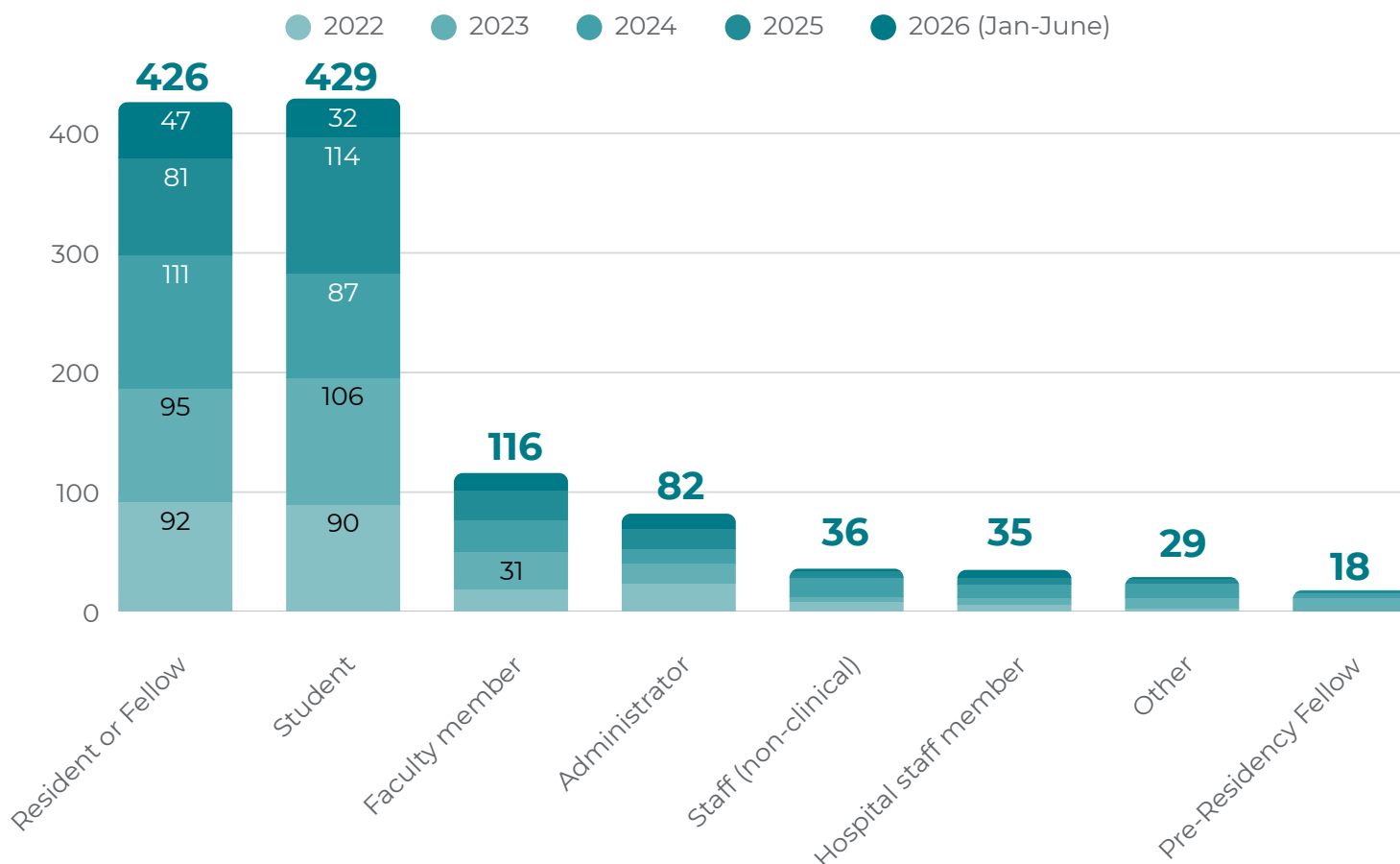
# Who is reported for mistreating learners?

n = 972 unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026



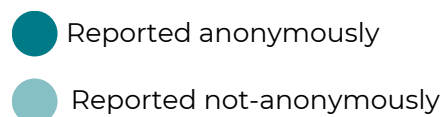
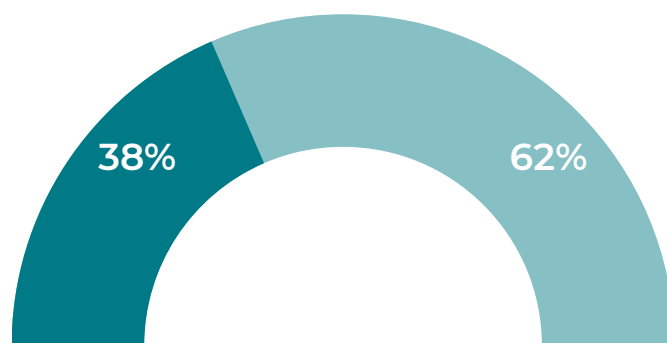
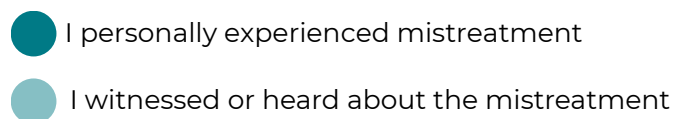
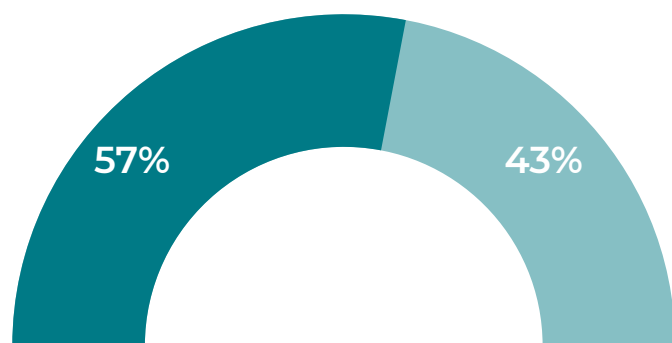
# Who reports to LEO and how?

n = 1,171 all reports to LEO from Jan 1, 2022 - June 30, 2026



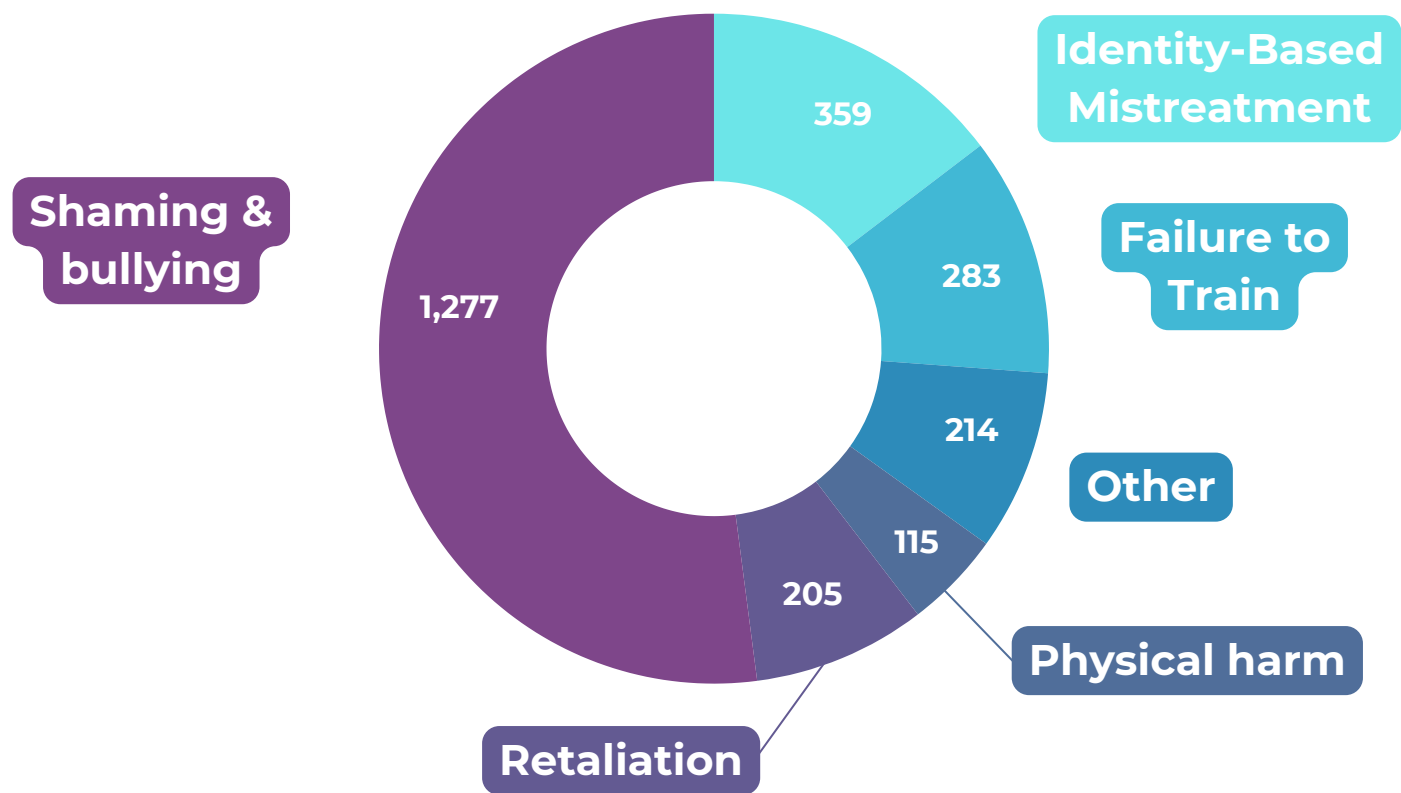
# Who reports to LEO and how?

n = 1,171 all reports to LEO from Jan 1, 2022 - June 30, 2026



# What types of mistreatment are reported?

Each incident can include multiple types of mistreatment  
n = 972 unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026



## Shaming & Bullying

- Toxic environment - 529
- Public humiliation - 376
- Verbal abuse - 325
- Profanity creating a toxic environment - 47

## Retaliation

- Retaliation (threats or actual) - 160
- Unfair remediation or dismissal - 45

## Other

- Other - 166
- Inapprop response to mistreatment - 42
- Made to perform personal services - 6

## Identity-Based Mistreatment

- Gender-based mistreatment - 135
- Race/ethnicity-based mistreatment - 97
- Disability-based mistreatment - 64
- Personal belief-based mistreatment - 41
- Inappropriate comments re: appearance - 27
- Sexual orientation-based mistreatment - 15

## Failure to Train

- Inadequate training opportunities - 163
- Neglect - 120

## Physical Harm

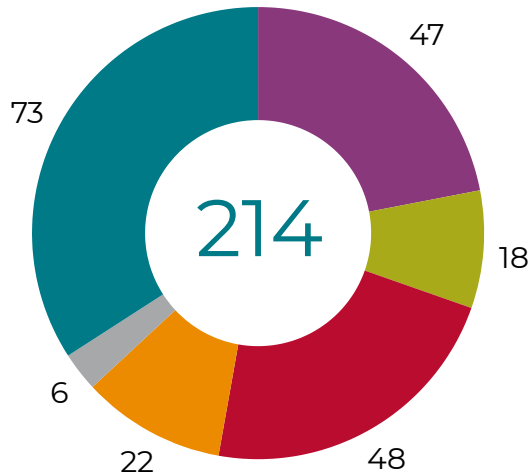
- Sexual harassment or advances - 73
- Physical harm (threatened or actual) - 42



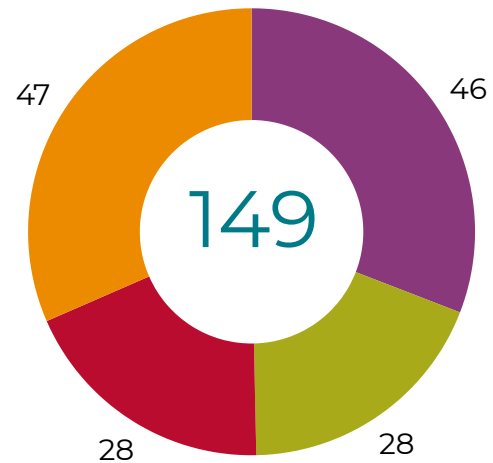
# What types of identity-based mistreatment are reported?

n = 972 unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026

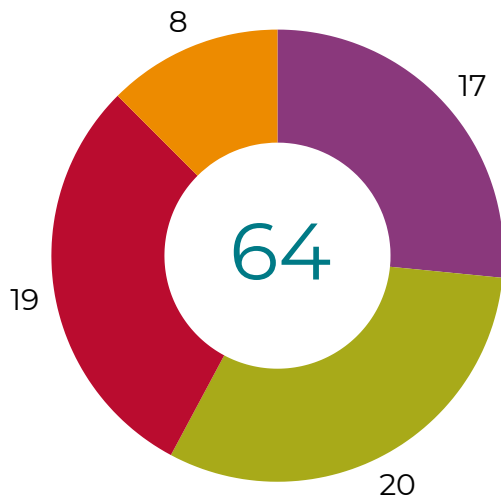
## Gender & Gender Identity



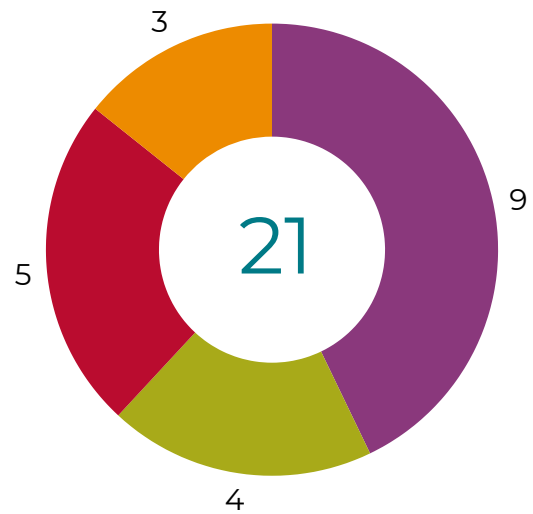
## Race & Ethnicity



## Disability



## Sexual Orientation

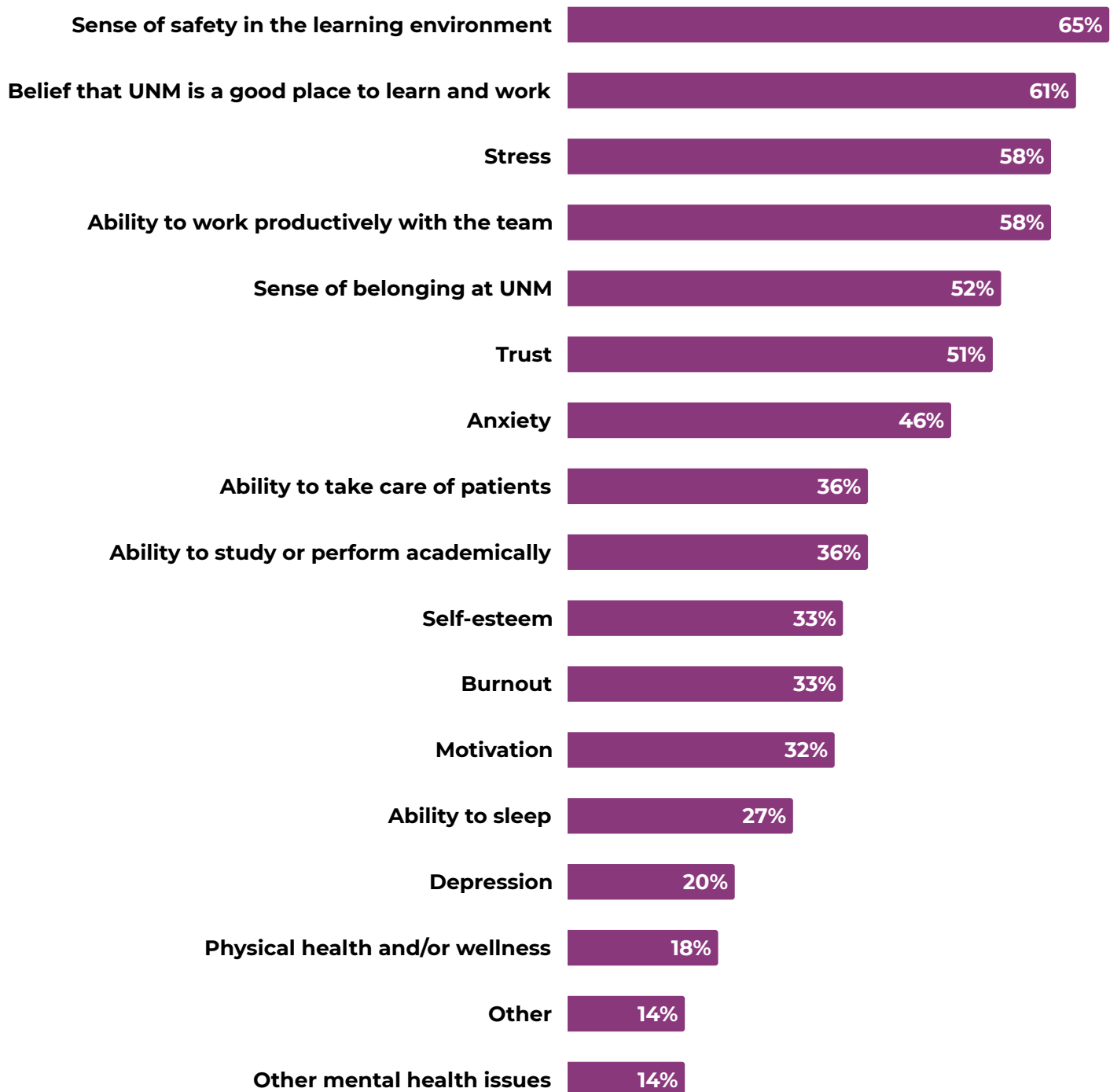


- Subjected to offensive remarks or names about identity
- Denied opportunities and/or received lower grades due to identity
- Differential treatment based on identity
- Other offensive behavior related to identity
- Differential treatment based on pregnancy and/or related conditions
- Subjected to unwanted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

# How does being mistreated impact learners?

Reporters can select multiple options. This question is only asked when reports come through LEO's online reporting form.

n = 633 unique incidents of mistreatment in which this question was answered, Jan 1, 2022 - June 30, 2026



# How are incidents classified?

n = 188 classified incidents, Jan 1, 2022 - June 30, 2026

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

## Educational Pathway

for behaviors out of compliance with the UNM Mistreatment Policy



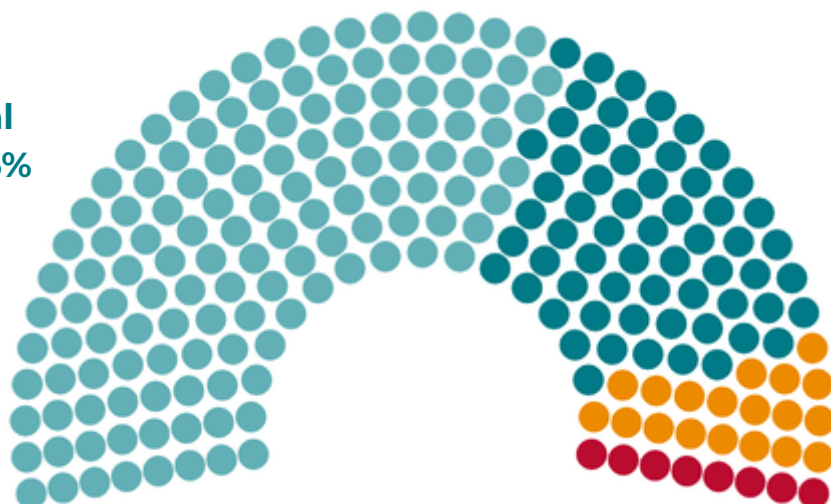
## Disciplinary Pathway

for behaviors that constitute a violation of the UNM Mistreatment Policy



Mistreatment Incident

Educational Pathway: 86%



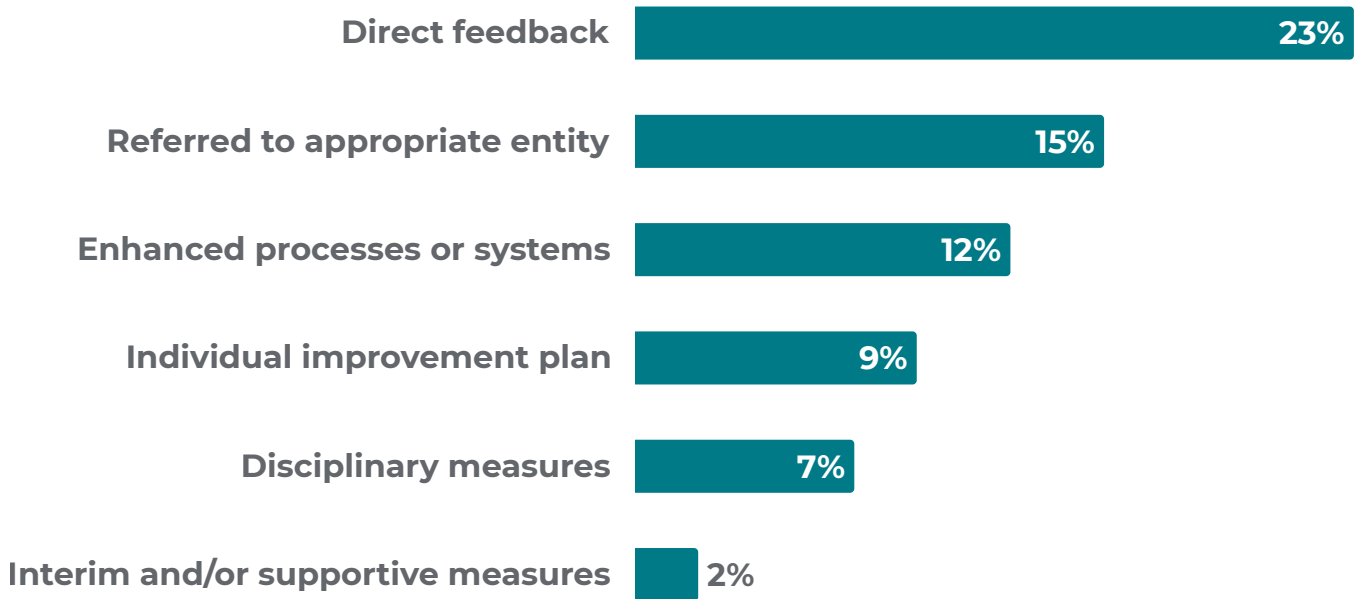
Disciplinary Pathway: 14%

Level 1 Level 2 Level 3 Level 4



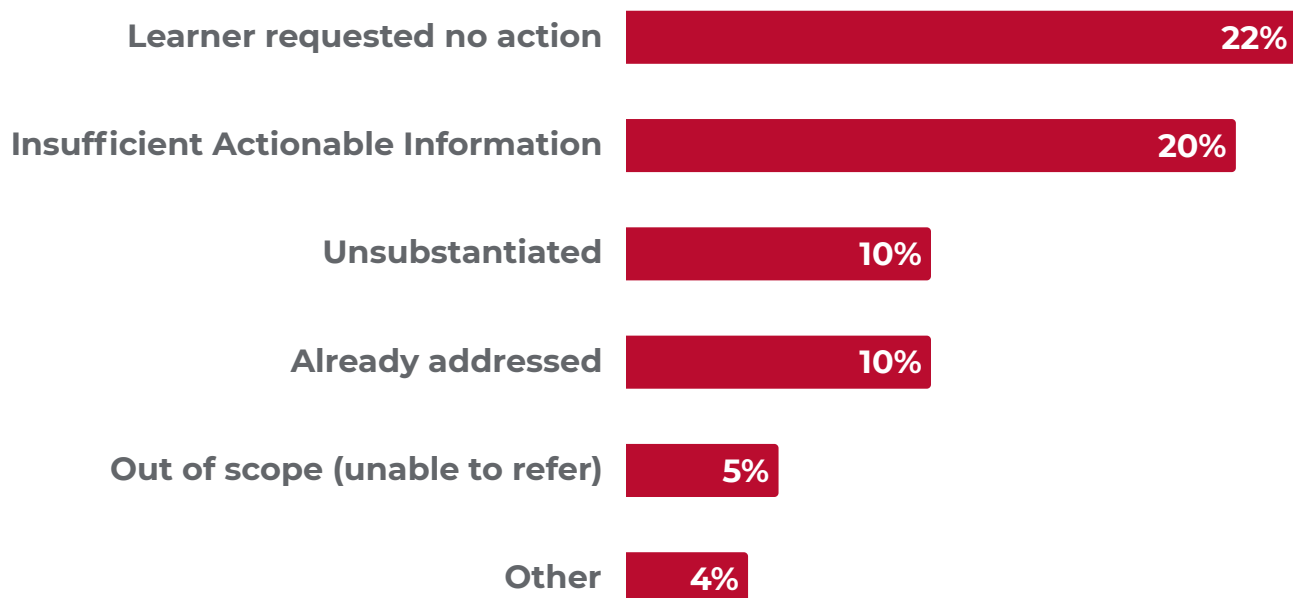
## In **50% of unique mistreatment incidents**, LEO is able to recommend actions. Those actions are:

n = 891 closed unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026



## In **50% of unique mistreatment incidents**, LEO is unable to recommend actions for the following reasons

n = 891 closed unique incidents of mistreatment, Jan 1, 2022 - June 30, 2026



# GET TO KNOW THE LEO TEAM!

## FULL TIME STAFF



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# GET TO KNOW THE LEO TEAM!



## AFFILIATED FACULTY



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