



SCHOOL OF
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report

October - December 2022

OVERVIEW

In June 2019, the UNM School of Medicine (SOM) launched the Learning Environment Office (LEO) to enhance institutional efforts to prevent, reduce, and address mistreatment, and simultaneously, improve learning environments.

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

As of 2022, LEO's reports include case studies and/or trend analyses with accompanying discussion prompts. We invite you to engage in deep thinking, critical analysis, and open discussions with your colleagues and in your programs, divisions, and departments about these cases and focus areas.

We see each of you as a partner with responsibility for ensuring respectful, supportive, and inclusive environments. LEO seeks to help build such skills through our education portfolio, which includes our trainings and workshops, and now these cases studies.

Thus, LEO hopes to increase individual skills *and* a sense of responsibility as "upstanders" for inclusion.

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

REPORT CONTENTS

1 **LEO Chat**

Join us on March 2 from 12-1 on zoom to discuss the contents of this report

2 **New Speaker Series Announcement**

Learn about the new Building Inclusive Environments Speaker Series, entitled Disability Justice in Healthcare: Widening Our Equity Lens

3 **Data Dive: Types of Mistreatment & Focus on Toxic Environments**

An in-depth look at what the various categories of mistreatment tell us about our learning environments

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 **Welcome Dr. Fernander**

LEO is thrilled to be working with the UNM SOM's new Executive Diversity Office and Senior Associate Dean for DEI, Dr. Anita Fernander

7 **Meet the LEO Team**

Get to know the 11 members of the LEO team

JOIN US FOR OUR LEO CHAT

What are the latest trends in the learning environment?
What is LEO noticing?

Come join the LEO team to discuss the most updated data and trends in the learning environment.

- We'll discuss the data presented in this report
- **Check out the mistreatment data that we'll be discussing:**
Types of Mistreatment & Focus on Toxic Learning Environments
- Bring your questions!
- Invite your colleagues and learners
- **We'll be joined by Dean Finn!**



**Our next chat will be held on
Thursday, March 2 from 12-1pm**



[Click here to RSVP](#)

The UNM School of Medicine **Learning Environment Office**,
Office of Professional Well-being, and
the **Office for Diversity, Equity & Inclusion** are excited to present the
3rd installment of the **Building Inclusive Environments Speaker Series**

DISABILITY JUSTICE IN HEALTHCARE: WIDENING OUR EQUITY LENS

Led by Britt Meitzenheimer

Senior Associate, Center for Equity Leadership
National Equity Project

**Sessions will be held on the fourth Monday of the month from
12-1pm on zoom**



Learning Objectives for the series:

- Define disability justice as a framework and practice to understanding how people's bodies and minds are labelled 'deviant', 'unproductive', 'disposable' and/or 'invalid'
- Identify structural and/or systemic barriers to centering disability justice
- Collaborate to design and explore practical approaches to advance access and inclusion through principles of disability justice at UNM HSC

**Click here
to RSVP**

All Building Inclusive Environments events are open to all members
of the HSC community, including learners, staff, and faculty.

CME will be offered

DEEP DIVE: Types of Mistreatment & Focus on Toxic Learning Environments

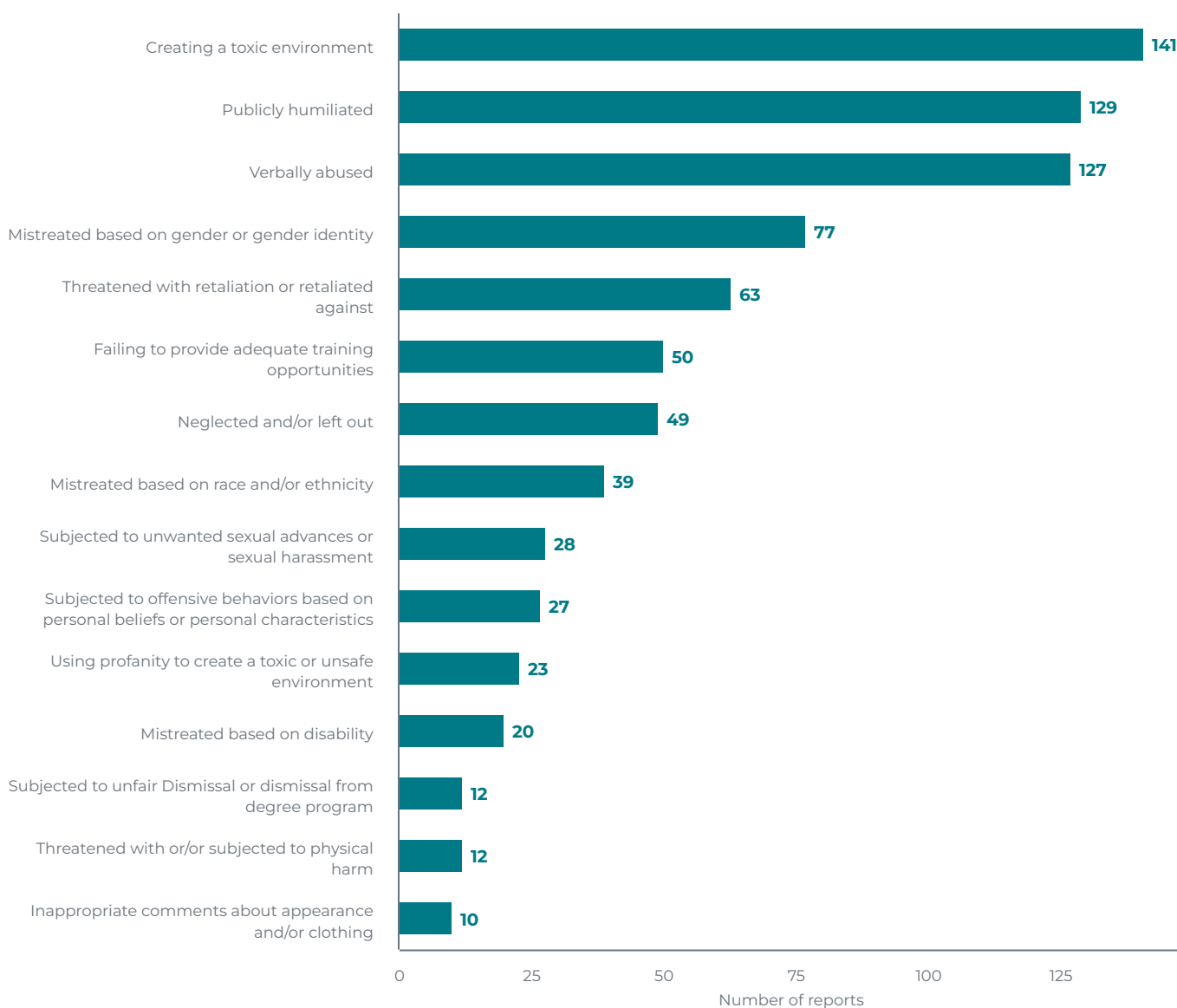
Each report is classified by a type of mistreatment. Reporters can select as many types of mistreatment apply, and when reports come via student evaluations or phone calls to LEO, the LEO team selects the types of mistreatment most applicable based on the information given. The LEO team has added new types of mistreatment to the drop-down list when needed.

There are currently 18 types of mistreatment in the drop-down, which does not include the more detailed types of identity-based mistreatment ("mistreatment based on gender and/or gender identity" is counted in the 18, but the four different sub-types of gender-based mistreatment are not).

In each quarterly report, we share the number of reports that include each type of mistreatment, but we wanted to do a deeper dive to answer the following questions:

- **How frequently are multiple types of mistreatment reported?**
- **How often are these reports about recurring behaviors, rather than one-time incidents?**
- **What are the other types of mistreatment most frequently reported alongside "creating a toxic environment" and what does that tell us about toxic learning environments?**

For this analysis, we looked at the 350 reports made since we added "Creating a toxic environment" as a category on April 12, 2021. Three categories of mistreatment had fewer than 10 reports, so they were excluded from this analysis. Here is the breakdown of this data set:



1. How frequently are multiple types of mistreatment reported?

Very frequently. The average number of types of mistreatment reported is 2.3 per report.

Only 1 type of mistreatment is most commonly reported alone (mistreatment based on disability) and 2 others are most commonly reported with 1 other type (subjected to unwanted sexual advances or sexual harassment and subjected to unfair dismissal or remediation processes).

The other 12 types of mistreatment are most frequently reported alongside 3 or more other types of mistreatment.

2. How often are these reports about recurring behaviors, rather than one-time incidents?

When a reporter fills out the online form, they are asked "Is this a recurring incident?" The options are "yes," "no," and "unsure." Answering this question is not required. Reports that come through other mechanisms do not have this question, so those are excluded from this analysis.

The sample size for this is 225 reports that have answered this question. On average (see the red arrow below), 58% of these reports are of recurring incidents, and 20% of reports are of one-time incidents. Below you can see a breakdown by type of mistreatment. Types with fewer than 10 reports with an answer to this question are not included.



LEO often says that mistreatment is under-reported, and these data help to shine light on that fact. In many cases, learners may not be reporting the first instance of mistreatment, and may only report once the recurring behavior has become a pattern. In particular, learners seem to be reporting patterns of behavior—rather than singular or first instances—related to:

- Reduced training opportunities,
- Retaliation,
- Gender-based mistreatment, and
- Neglect in the learning environment.

3. What are the other types of mistreatment most frequently reported alongside "creating a toxic environment" and what does that tell us about toxic learning environments?

141 of these reports include "creating a toxic environment" as one of the types of mistreatment. We wondered what this means -- what are the qualities of these reports? How is this category of mistreatment correlated to other categories. What can we learn about the elements of toxic environments from these reports?

First of all, here is how many other types of mistreatment are reported alongside "creating a toxic environment:"

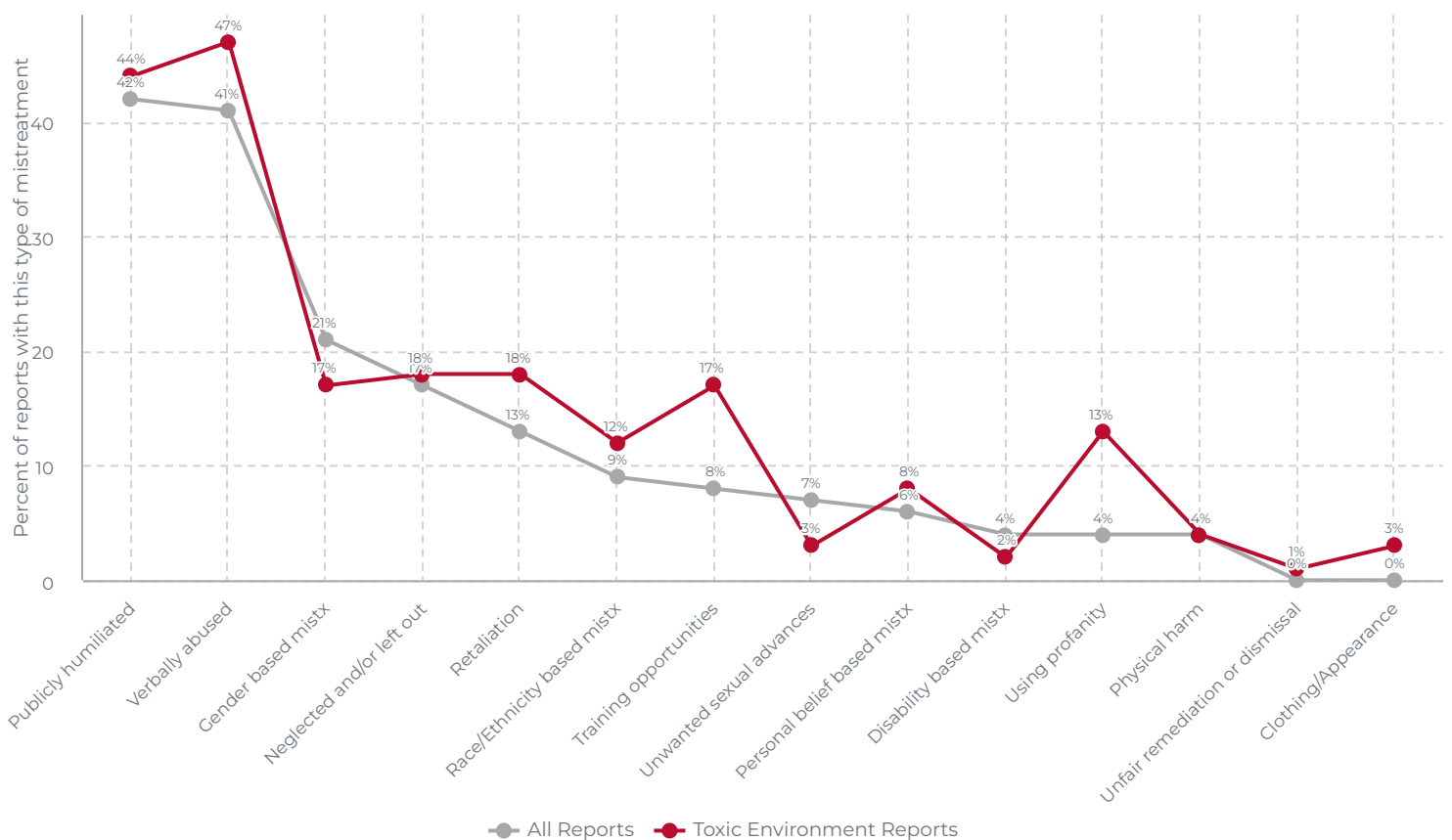
"Creating a toxic environment" reported alongside:	Number of reports	Percent of all "Toxic Environment" reports
3+ other types of mistreatment	50	35%
2 other types of mistreatment	39	28%
1 other type of mistreatment	29	21%
Reported as the only type of mistreatment	23	16%

As the table above shows, one element of a toxic environment is that there are multiple types of mistreatment occurring simultaneously.

Which types of mistreatment those are is explored below:

Percent of Reports that Include Each Type of Mistreatment: Comparison of All Reports to Reports of Toxic Learning Environments

Titles of mistreatment categories have been shortened for visual clarity
Toxic environment reports: n = 141, All reports n = 496



As you can see, toxic environment reports — as compared to all reports to LEO — disproportionately involve learners being:

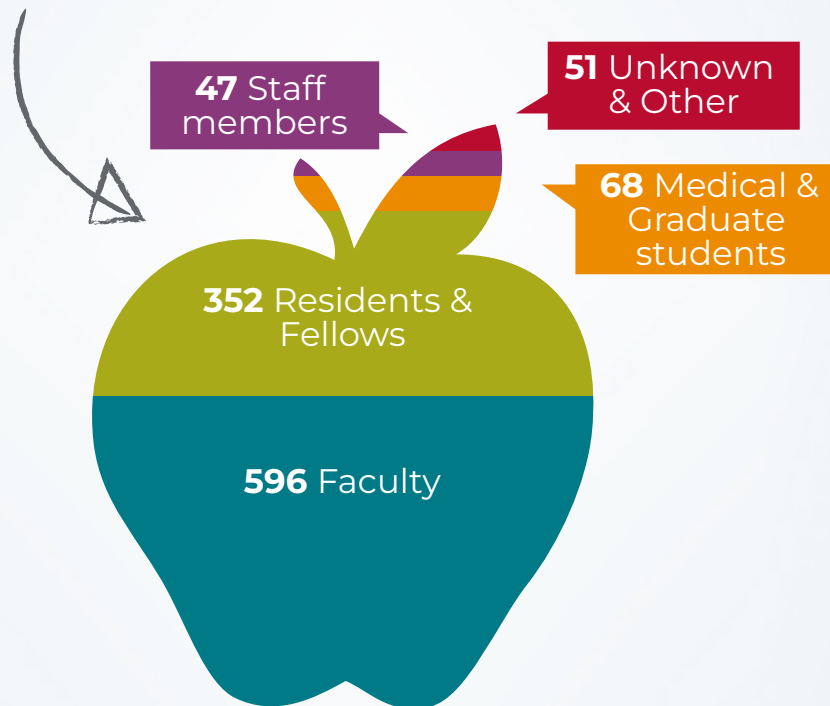
- Verbally abused,
- Retaliated against and/or threatened with retaliation,
- Denied adequate training opportunities, and
- Subjected to profanity that creates an unsafe or toxic environment

iTeach: Recognizing Exemplary Teachers

1,114
TEACHERS

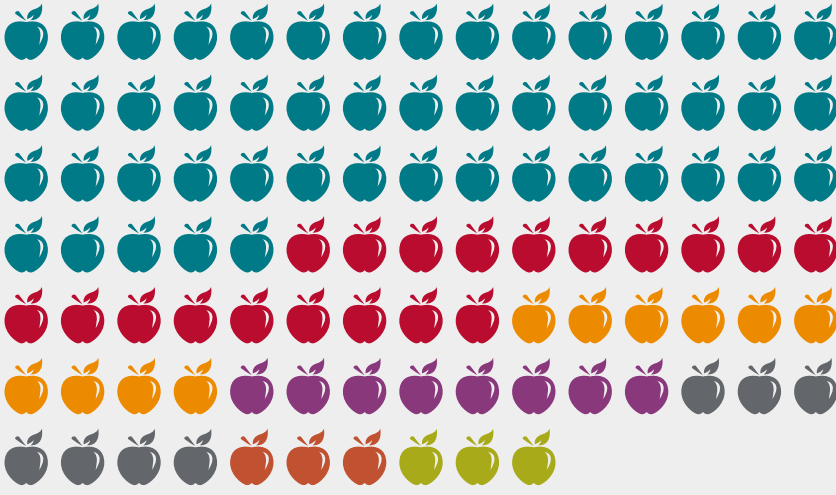
have been
recognized
for exemplary
teaching by a
total of

4,383
LEARNERS



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

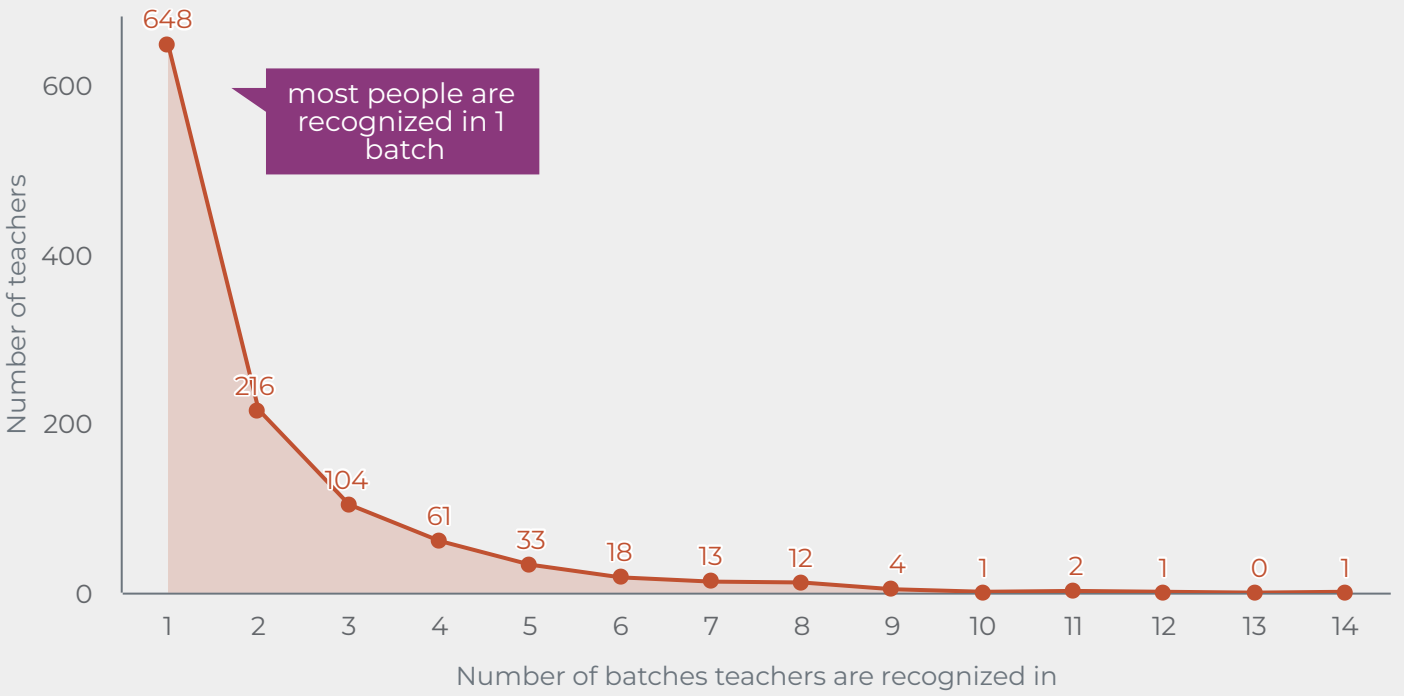
How many learners have recognized each of those teachers?



- 50% recognized by one learner
- 19% two learners
- 10% three learners
- 8% 4-5 learners
- 7% 6-10 learners
- 3% 11-20 learners
- 3% 21-166 learners!

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

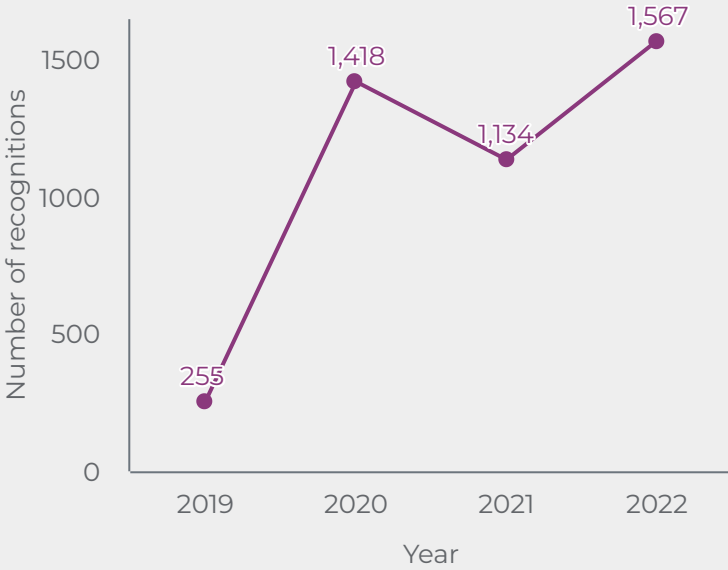
A batch is 1-2 months of data. Most recognized teachers have been recognized in one batch, but some are consistently recognized by learners over time. 13% of recognized teachers have been acknowledged in 4 or more batches, and 5 teachers have been recognized in 10 or more.



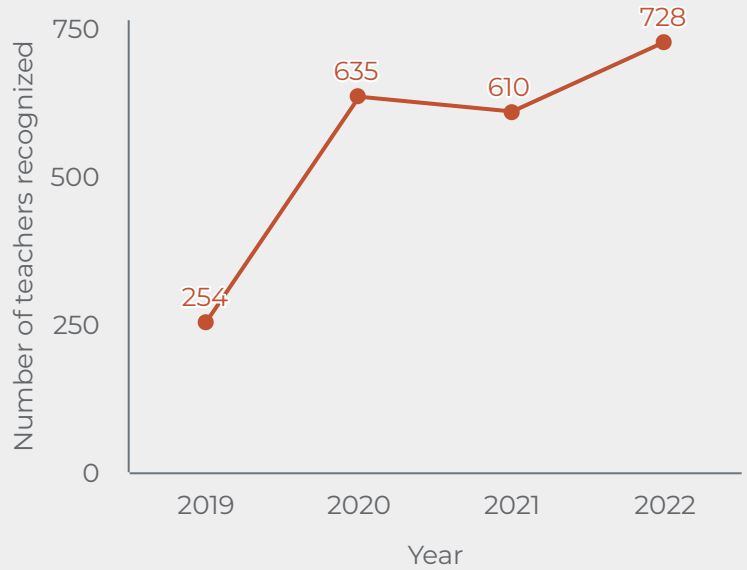
The Big Picture:

iTeach recognitions continue to come to LEO on a very regular basis, with an annual average of almost 1,400 recognitions for over 650 teachers in 2020, 2021, and 2022.

Number of iTeach Recognitions Received in Each Year

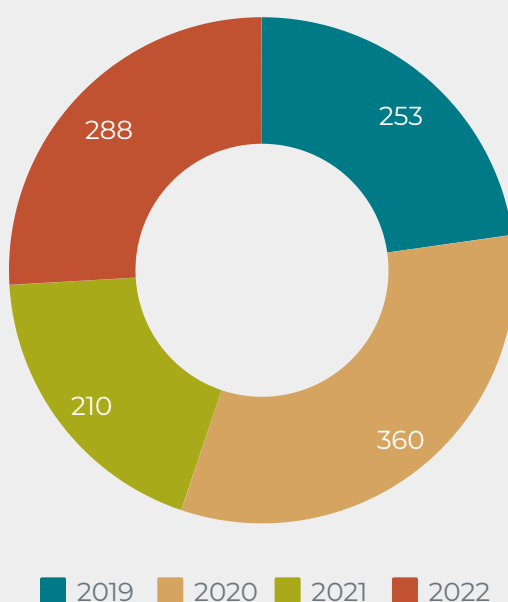


Number of Individual Teachers Recognized in Each Year

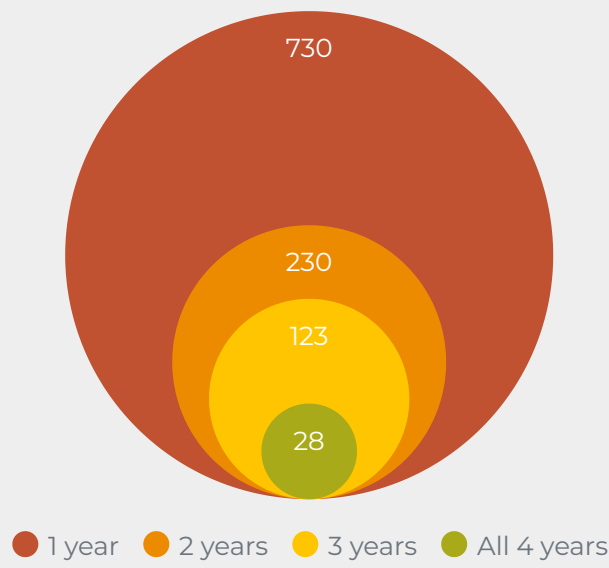


Teachers who have never before been recognized through this program continue to be recognized for the first time each year (averaging 286 new teachers in 2020, 2021, and 2022).

Number of New-to-iTeach Teachers Recognized in Each Year



In How Many Different Years Did Individual Teachers Receive Recognitions?



Here are the 28 people who were recognized in 2019, 2020, 2021, and 2022:

Teacher	Department	Role
Dr. Nicholas Andrews	Ob/Gyn	Faculty
Dr. Alfonso Belmonte	Pediatrics	Faculty
Dr. Elena Bissell	Family & Community Medicine	Faculty
Dr. Ashlee Candelaria	Ob/Gyn	Resident, then Faculty
Dr. Kathy Chang	Family & Community Medicine	Faculty
Dr. Juliana Chavez	Family & Community Medicine	Faculty
Dr. Karen Chong	Ob/Gyn	Resident
Dr. Andrew Christensen	Surgery	Resident
Dr. David Clanon	Internal Medicine	Faculty
Dr. Eve Espey	Ob/Gyn	Faculty
Dr. Morgan Evans	Surgery	Resident
Dr. Jeannette Ferguson	Psychiatry	Faculty
Dr. Lisa Hofler	Ob/Gyn	Faculty
Dr. Francisco Izquierdo	Ob/Gyn	Resident
Dr. John Leggott	Family & Community Medicine	Faculty
Dr. Katherine Lyons	Ob/Gyn	Faculty
Dr. John Alan Mason	Neurology	Resident
Dr. Alyssa Mayo	Ob/Gyn	Resident
Dr. Brenna McGuire	Ob/Gyn	Faculty
Dr. Kate Meriwether	Ob/Gyn	Faculty
Dr. Narges Moghimi	Neurology	Faculty
Dr. Carolyn Muller	Ob/GYN	Faculty
Dr. Patrick Rendon	Internal Medicine	Faculty
Dr. Blavir Rukov	Internal Medicine	Faculty
Dr. Saverio Sava	Family & Community Medicine	Faculty
Dr. Aimee Smidt	Dermatology	Faculty
Dr. Chandler Todd	Pediatrics	Faculty
Dr. Autumn Walker	Ob/Gyn	Resident

ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - December 31, 2022

LEO shares these data to create greater transparency in the UNM SOM 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 **582 reports of mistreatment**.

We can break those down this way:



- Unique incidents of mistreatment (85.22%)
- Duplicate reports (8.93%)
- Does not rise to the level of mistreatment (5.84%)

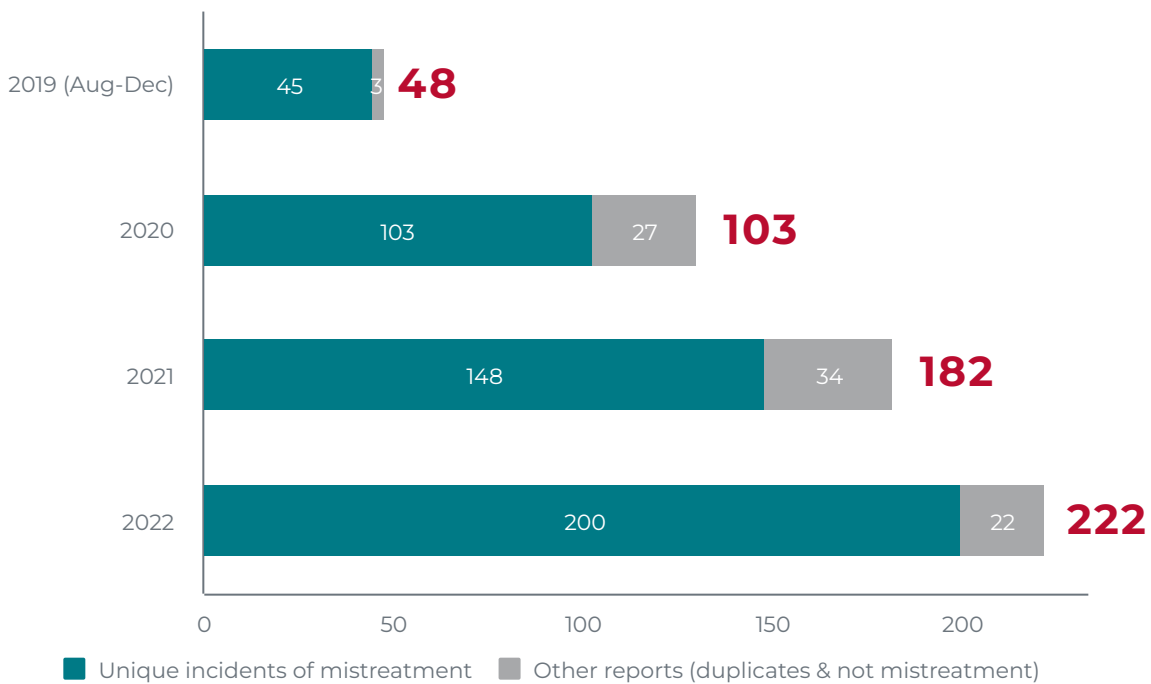
Some incidents are reported more than once (for example, by a few different witnesses). When we remove these 52 duplicate reports, we have **reports of 530 separate incidents**.

We have received 34 reports of behavior that, after investigation, we have determined does not rise to the level of mistreatment. This is 5.8% of all reports made.

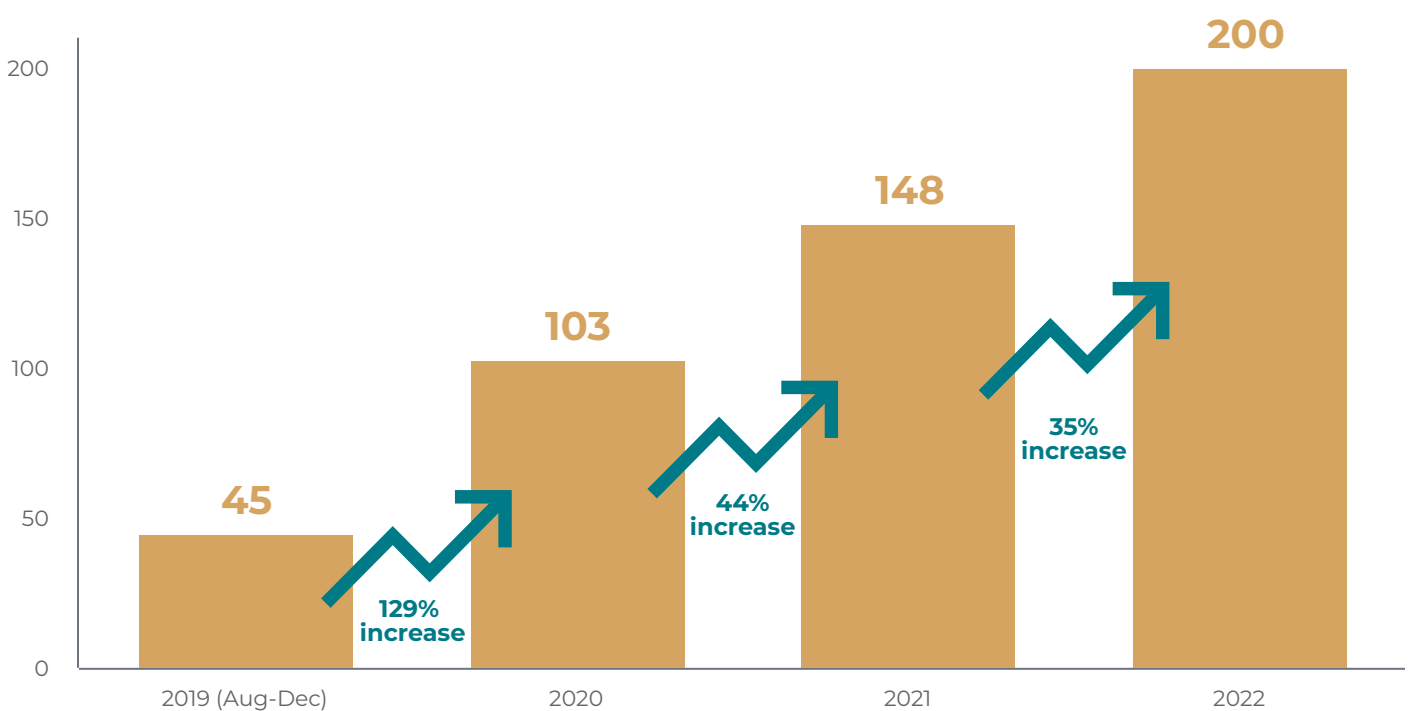
Once we remove these 34, we are left with **496 unique incidents of mistreatment, which is 85% of all reports made**.

Most data on the following pages include only the **496 unique incidents of mistreatment**. However, in some cases when it is more appropriate, we have included all 582 reports filed. Make sure to check out the "n" for each set of data.

The total number of reports LEO has received has increased every year, from 48 in 2019 to 222 in 2022



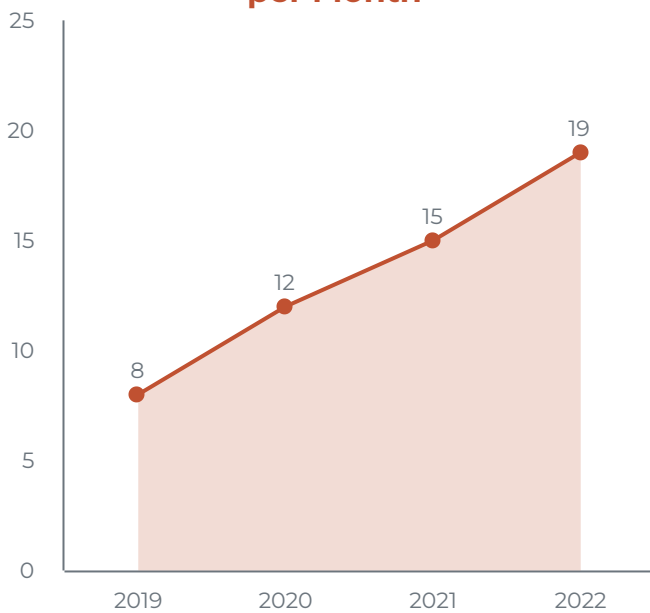
So far, each year has an average of 52 more unique reports of mistreatment than the year before



How many reports are coming to LEO each month?

n = 582, all reports filed to LEO

Average Number of Reports to LEO per Month



You can see that the average number of reports per month has increased every year, from 8 in 2019 to 19 in 2022.



FAQ: I thought mistreatment numbers were down. Is that true?

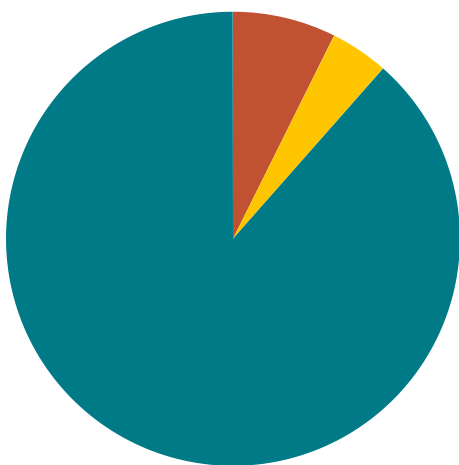
We don't know yet. We believe mistreatment remains underreported, especially in areas that are high-risk for potential retaliation, such as small learning environments. As more trust grows in LEO's system, and more faculty and staff become aware of how to report on behalf of learners, we expect these average numbers to continue to go up.

Check out the graph below for when these 582 reports have come in. It looks like the summer transition months may be consistently slow, but we'll likely need a few more years to see the patterns more clearly.



What is the status of reports to LEO?

n = 530, all reports filed to LEO except for duplicates



7% of cases are open. Open cases may be:

- In active fact finding
- Scheduling meetings with relevant stakeholders
- Awaiting response from impacted learners
- Waiting for delayed action (on request of learners)
- Writing and sending recommendation memos
- Awaiting decisions from the Mistreatment Response Committee

Another 4% are pending. Pending cases may be:

- Awaiting monitoring periods
- Waiting for stakeholders to report back on feedback conversations

Open cases Pending cases Closed cases



At times, there have been as many as 100 open cases, especially after months when there is more than one report a day. The case work team has worked tirelessly to move cases forward, and currently there are only 39 open cases!

Data within this section are disaggregated by year.
 As you can see below, 2022 already has more reports of **unique incidents of mistreatment** than all of 2020 or 2021.

2019: 45 reports (Reporting system launched in late July)

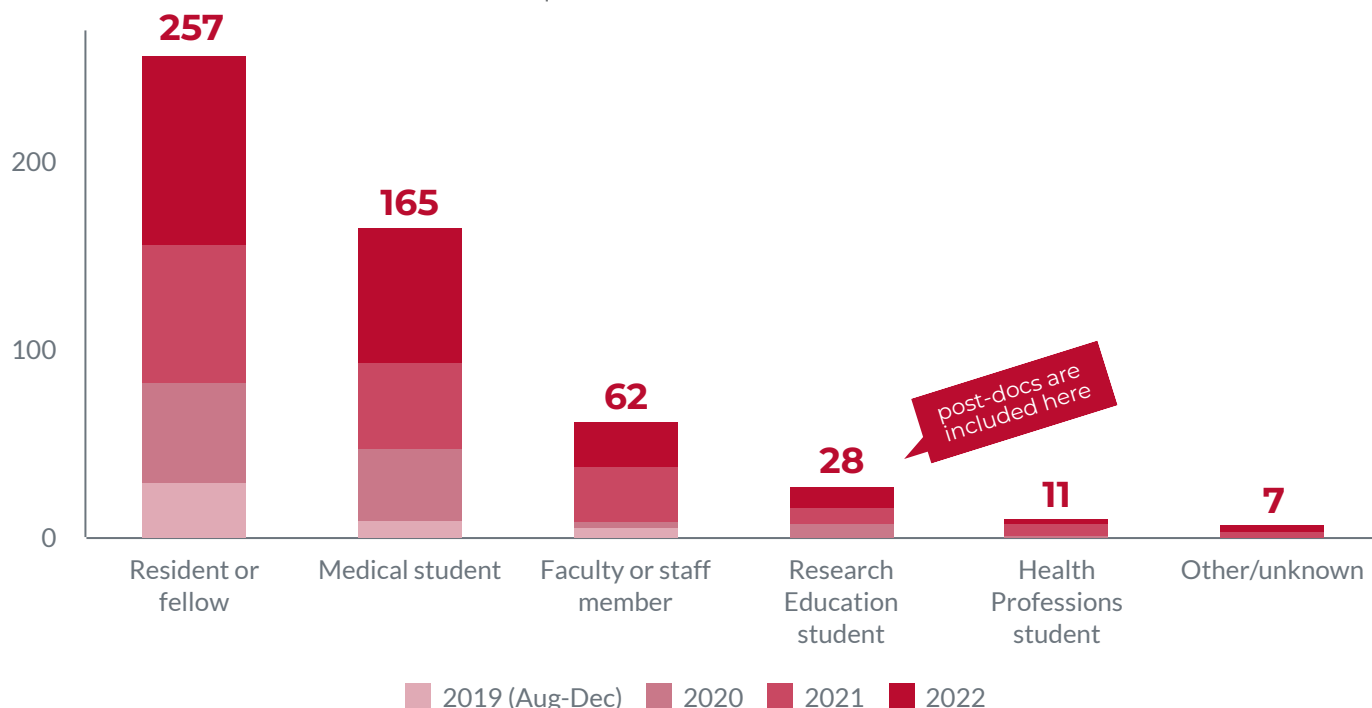
2020: 103 reports

2021: 148 reports

2022: 200 reports

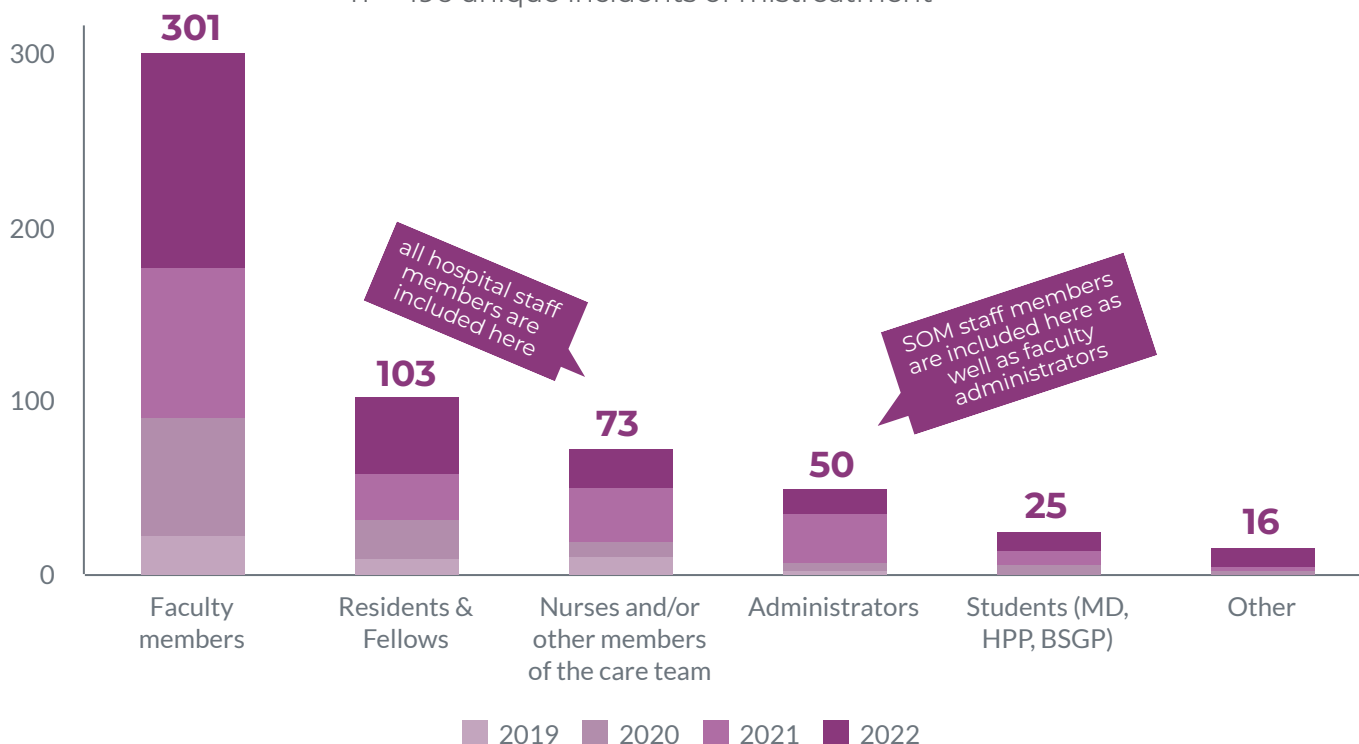
Who is Mistreated?

n = 496 unique incidents of mistreatment



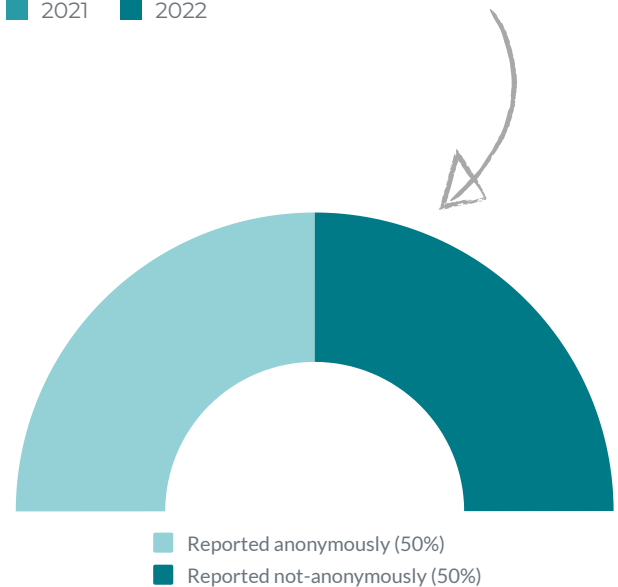
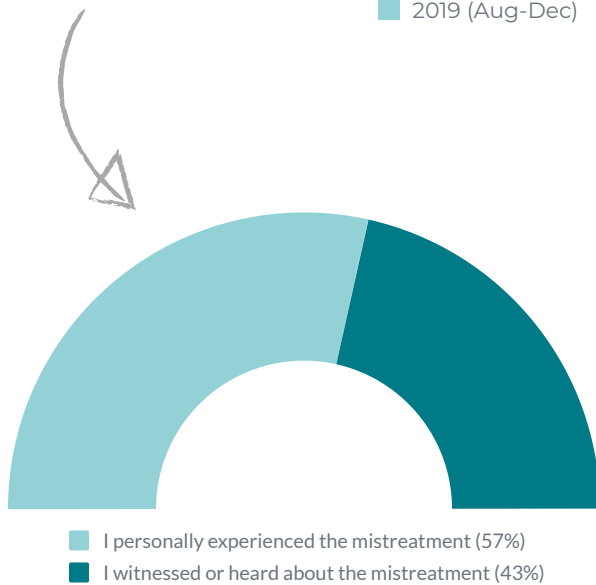
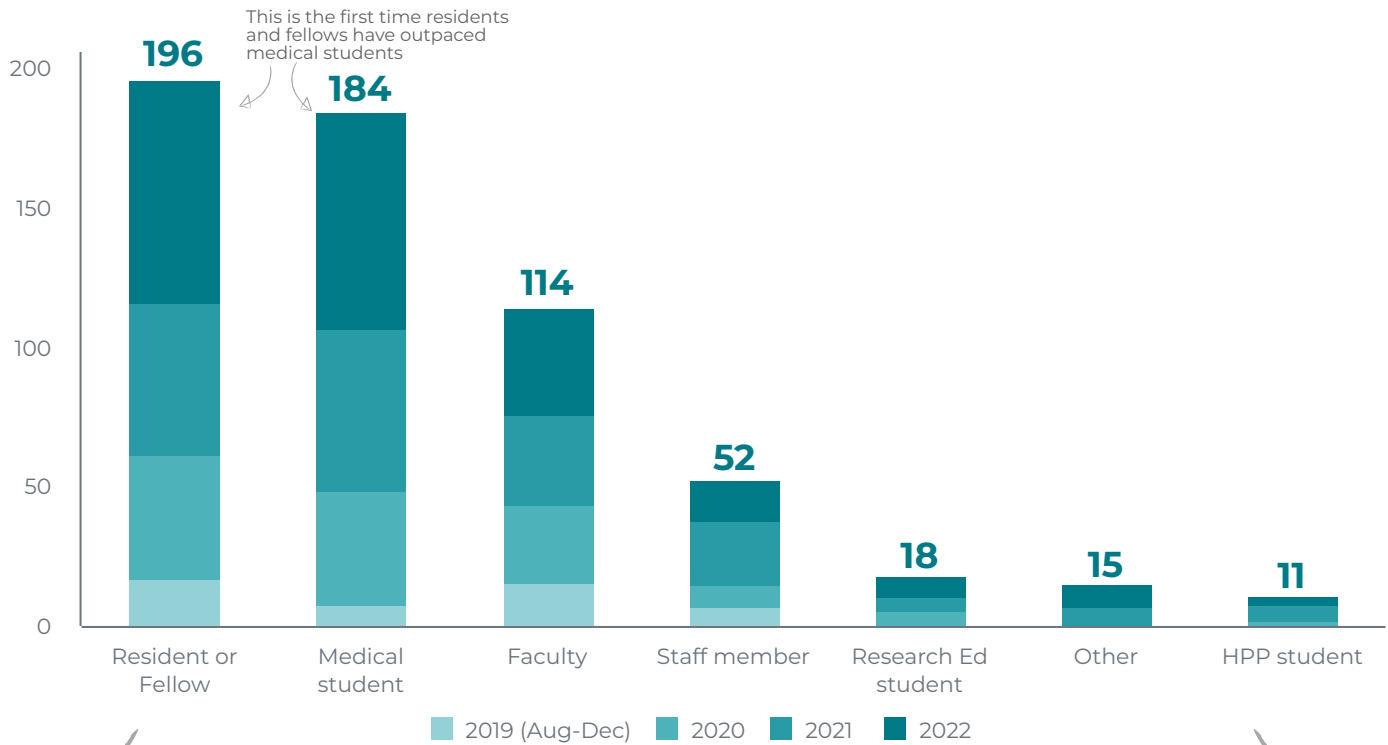
Who is Reported for Mistreating Learners?

n = 496 unique incidents of mistreatment



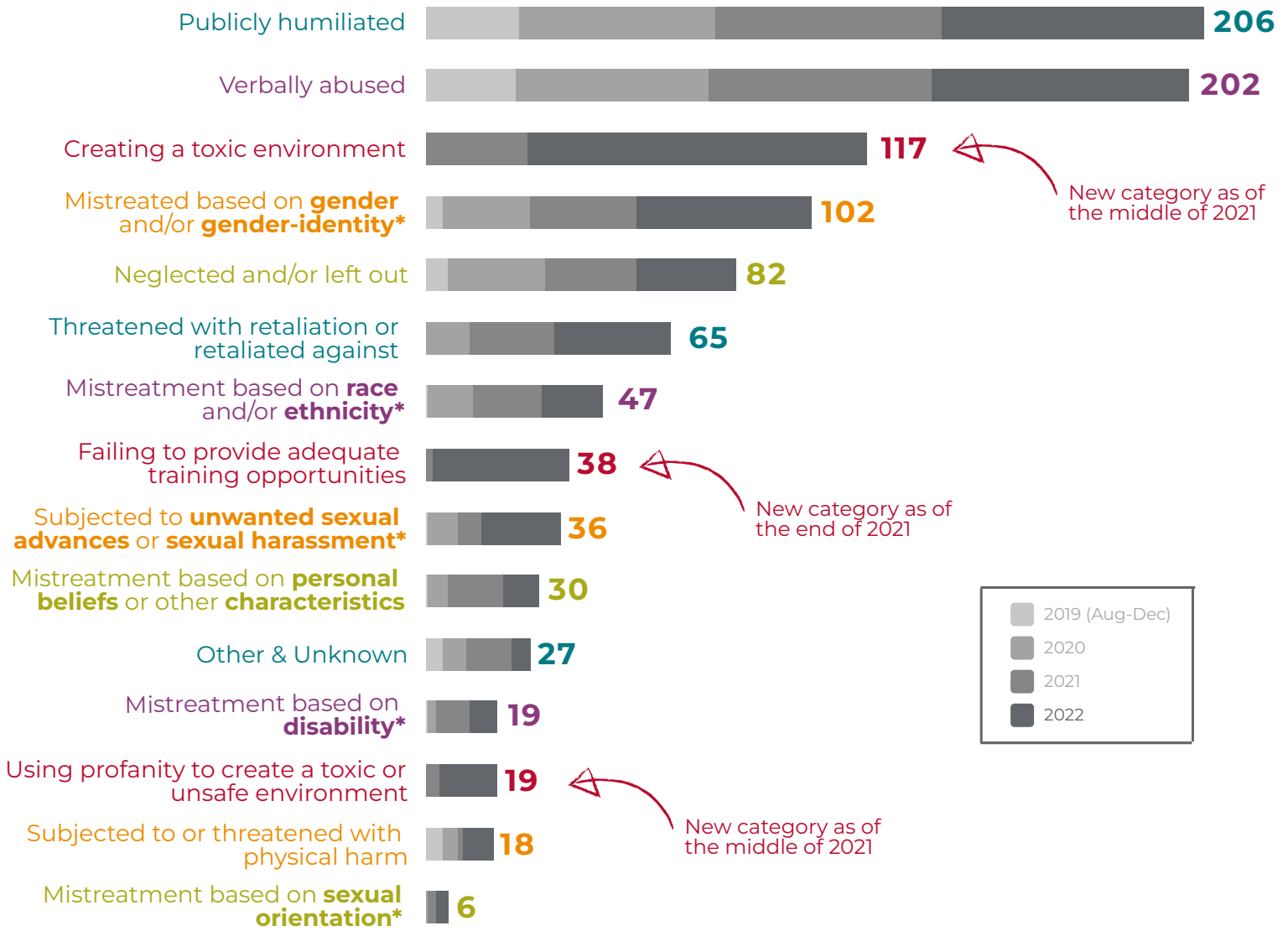
Who Reports to LEO and How?

n = 582, all reports to LEO



Types of Mistreatment

Each incident can include multiple types of mistreatment
n = 496 unique incidents of mistreatment



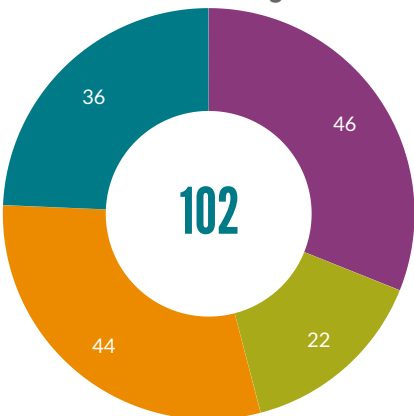
*Categories marked with an * are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Compliance, Equity, and Equal Opportunity



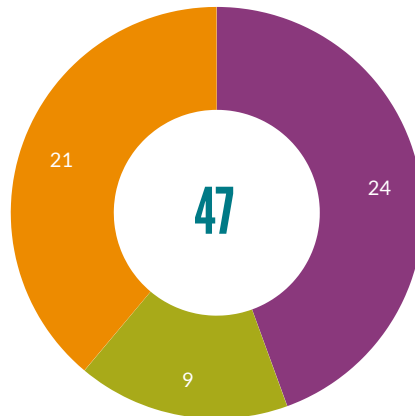
FAQ: What kinds of identity-based mistreatment are being reported?

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.

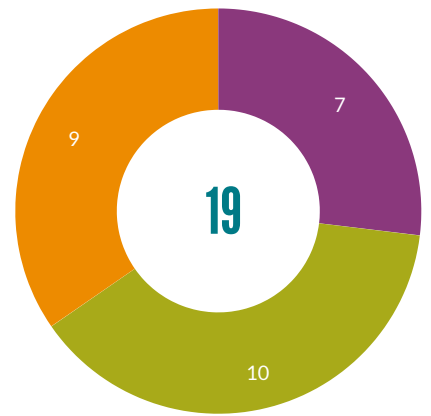
Gender & Gender-Identity



Race & Ethnicity



Disability



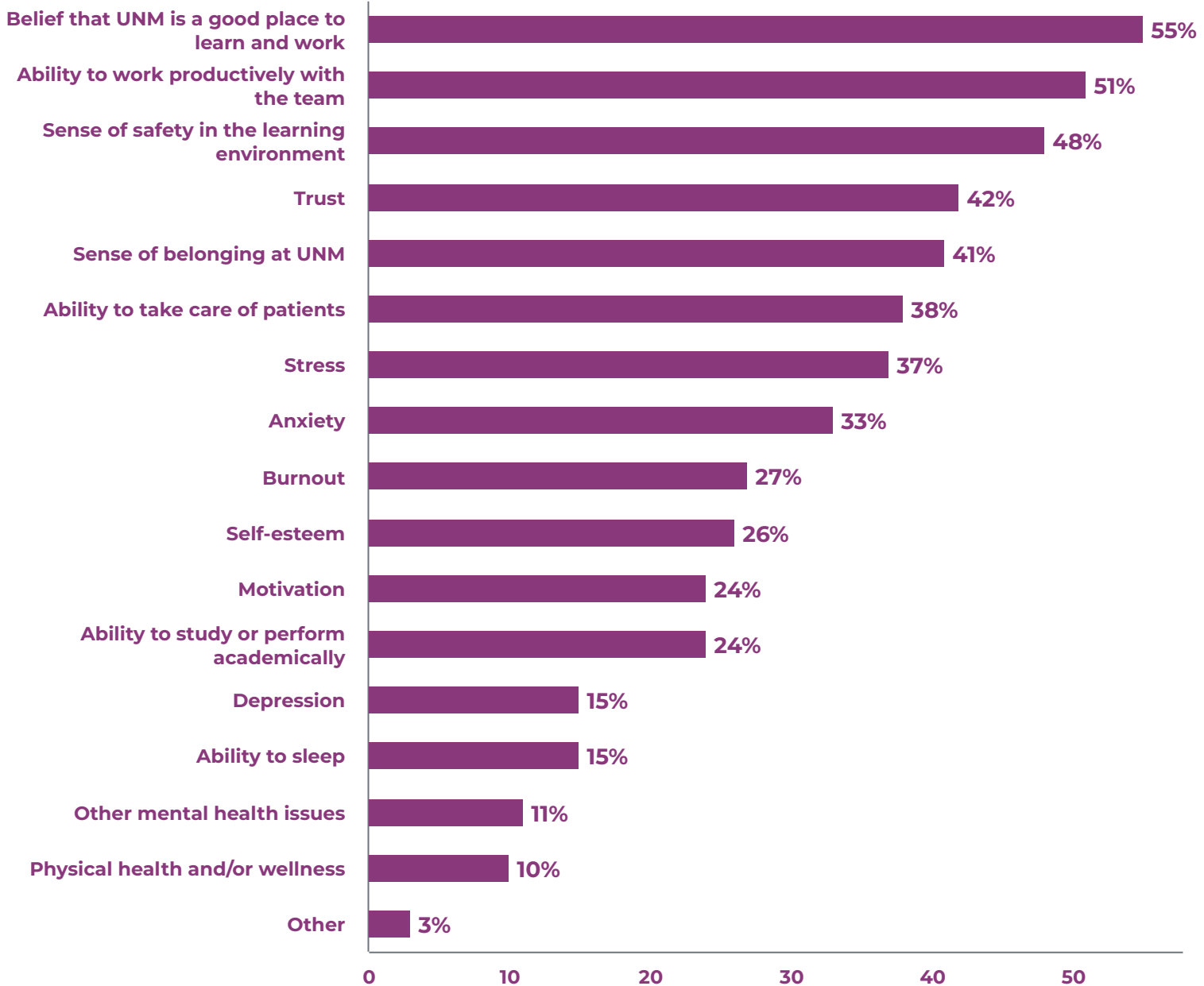
- Subjected to offensive remarks or names about identity
- Denied opportunities and/or received lower grades/evaluations due to identity rather than performance
- Other offensive behaviors related to identity
- Subjected to unwanted sexual advances

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, **299** of the incidents included in this report have provided this information. Reporters can select as many of the options as they would like.

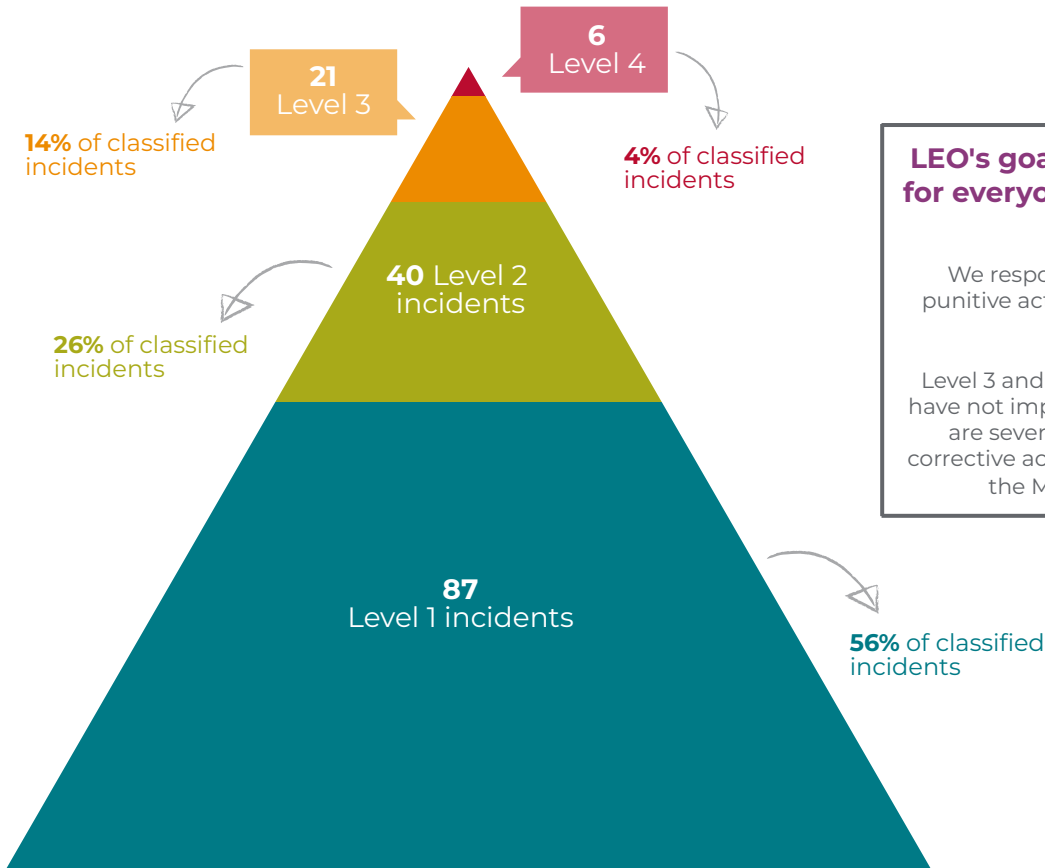
"This behavior negatively impacted my:"



How are Incidents Classified on the Mistreatment Response Pyramid?

n = 154 classifiable incidents

Note: LEO classifies each applicable incident using the Mistreatment Response Pyramid. The pyramid takes into account both **severity** of the incident and **patterns** of behavior. Level 1 incidents are first-time offenses that are not severe. Level 4's, in contrast, are the most severe of incidents.



LEO's goal in responding to incidents is for everyone to be the best teacher they can be.

We respond to Level 1 and 2 incidents with non-punitive actions that will help teachers improve and gain skills.

Level 3 and 4 incidents are patterned behaviors that have not improved after previous interventions, and/or are severe enough behavior that disciplinary or corrective actions are warranted. These incidents go to the Mistreatment Response Committee.

Outcomes of Closed Cases

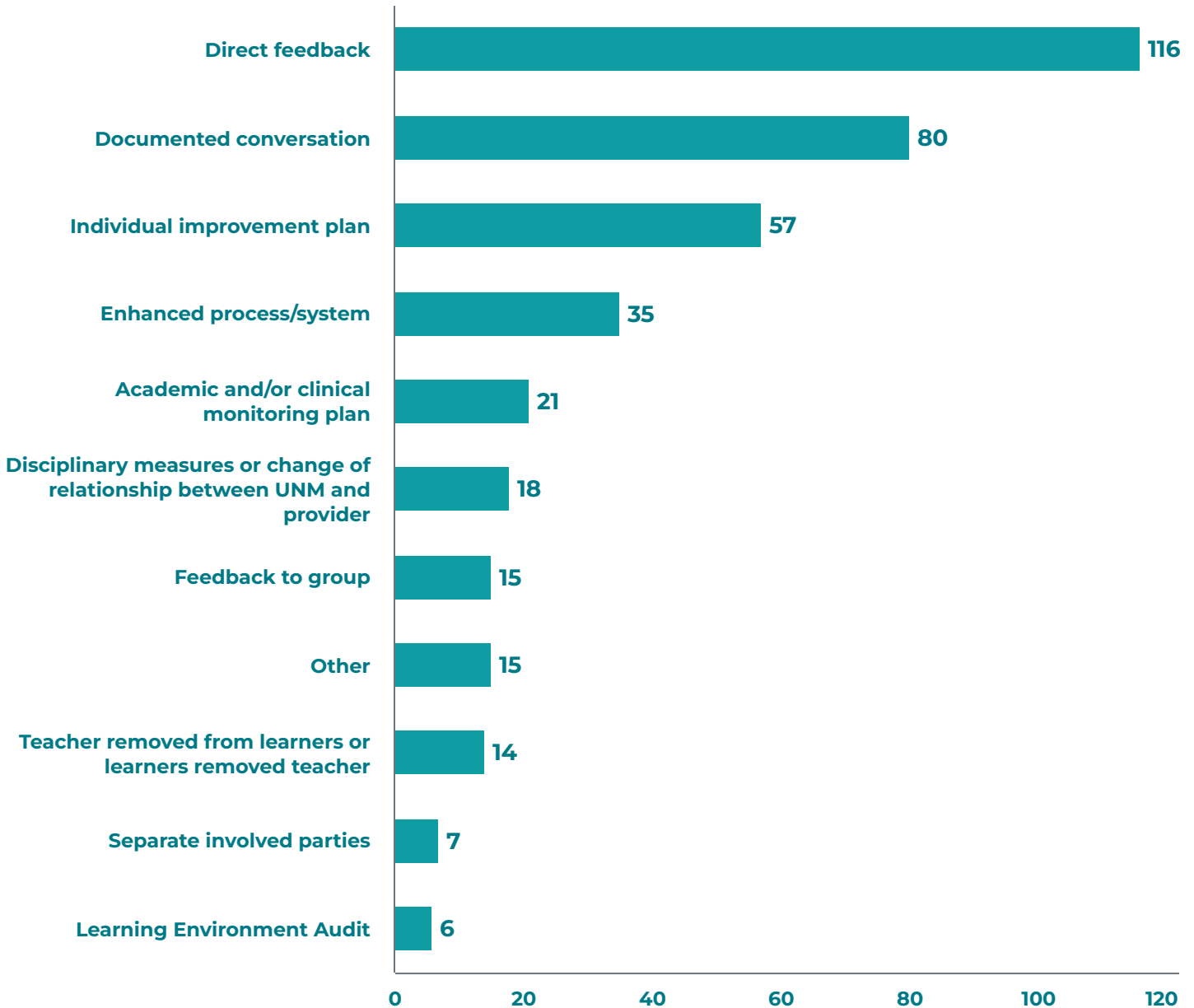
n = 398 cases that have reached this stage



Note: LEO team members do not take action themselves. LEO recommends appropriate actions to department chairs, division chiefs, program and clerkship directors, and others, based on the incident level. This partnership between LEO and leadership ensures consistency and standardization across the SOM.

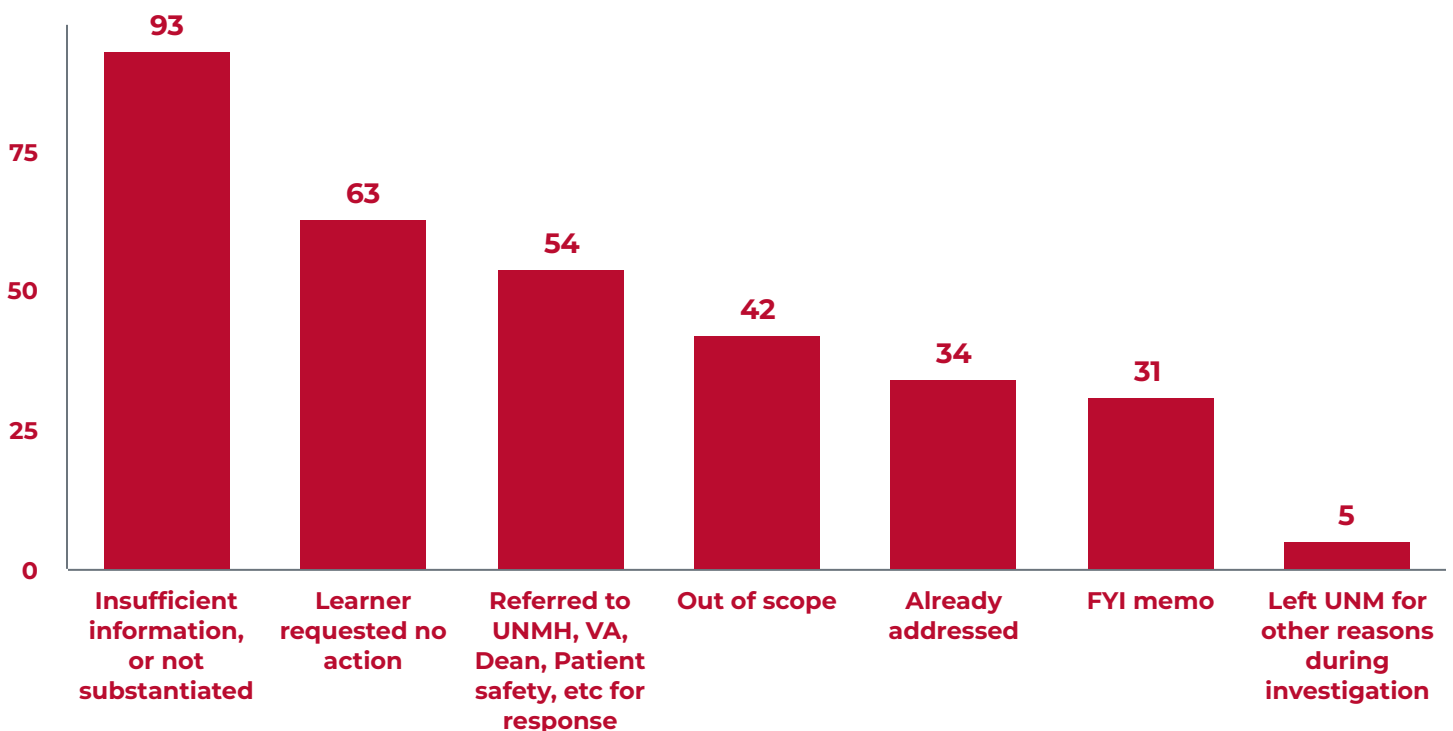
Actions Recommended

Multiple actions can be recommended for each incident



Reasons LEO has Not Recommended Action

LEO doesn't recommend action for every incident. Some of the reasons for that are:



CONGRATULATIONS TO LEO TEAM MEMBER SHELLY McLAUGHLIN ON HER NEW POSITION!

Shelly McLaughlin was recently appointed the Interim Director for HSC Student Academic Affairs.

In his announcement, Dr. Ziedonis shared: "In her new director role, she will oversee student academic affairs from the Health Sciences organizational-level perspective, including student services, Interprofessional Education and the Simulation Center. She will work closely with the deans, chairs, vice presidents and faculty education and student leaders across the Health Sciences and University."



Shelly will continue to also serve as the Associate Dean for Health Professions Programs and LEO is thrilled that she will continue to be a member of our team.

Congratulations to Shelly, and you can read the full announcement [here](#).

WELCOME DR. FERNANDER

Dr. Anita Fernander was recently appointed as the Executive Diversity Officer in the School of Medicine at the University of New Mexico and is the newest member of the LEO team, serving as our DEI faculty representative.



Prior to joining UNM's School of Medicine she served as the inaugural Chief Officer for Justice, Equity, Diversity & Inclusion (JEDI) at the Charles E. Schmidt College of Medicine and Interim Department Chair & Professor in the Department of Population Health at Florida Atlantic University (FAU). Dr. Fernander also served on the faculty in the University of Kentucky's College of Medicine for 19 years. She held key diversity roles at University of Kentucky College of Medicine, where she was founding faculty of the Center for Health Equity Transformation and received the Inaugural Excellence in Diversity Faculty award (2021) and the Inaugural Diversity Champion Award (2018).

She has been engaged in leadership, teaching, research, and community engagement to address health inequities, enhance patient advocacy through cultural humility as a de-biasing strategy, and exploring transformational interventions to address historical and contemporary racism embedded in the political and social determinants of health. Her primary area of research has focused on the impact of race-related stress on health inequities among African Americans.

LEO is so excited to partner with Dr. Fernander in her new role and continue to engage in our joint work together to create supportive, respectful, and inclusive environments for everyone at the SOM.

GET TO KNOW THE LEO TEAM!

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