



SCHOOL OF  
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

# Quarterly Report

October - December 2021

## 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.

**Have you experienced or witnessed mistreatment?**

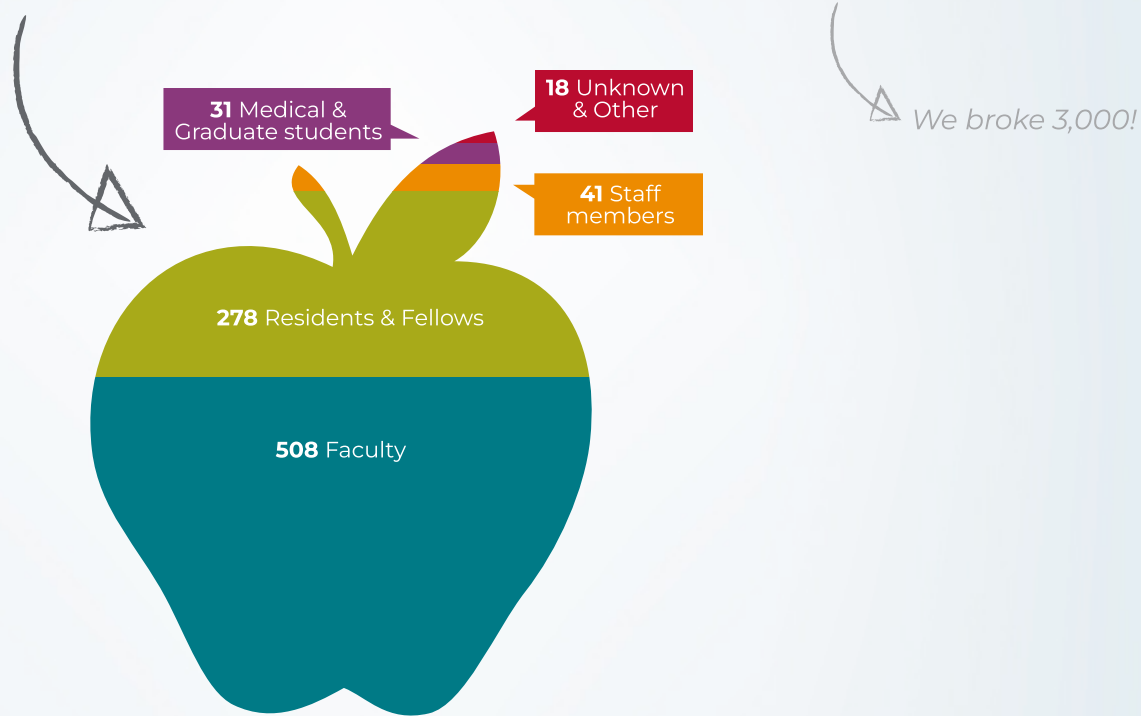
[Click here to report the incident,](#)  
or you can always visit our website ([www.goto.unm.edu/leo](http://www.goto.unm.edu/leo))  
and click "Report Mistreatment."

# iTeach: Recognizing Exemplary Teachers

**878**  
**TEACHERS**

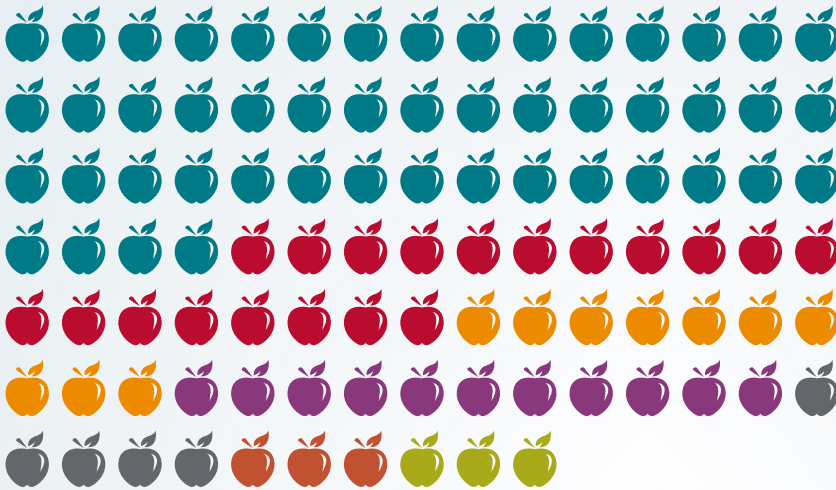
have been  
recognized  
for exemplary  
teaching by a  
total of

**3,027**  
**LEARNERS**



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

# How many learners have recognized each of those teachers?

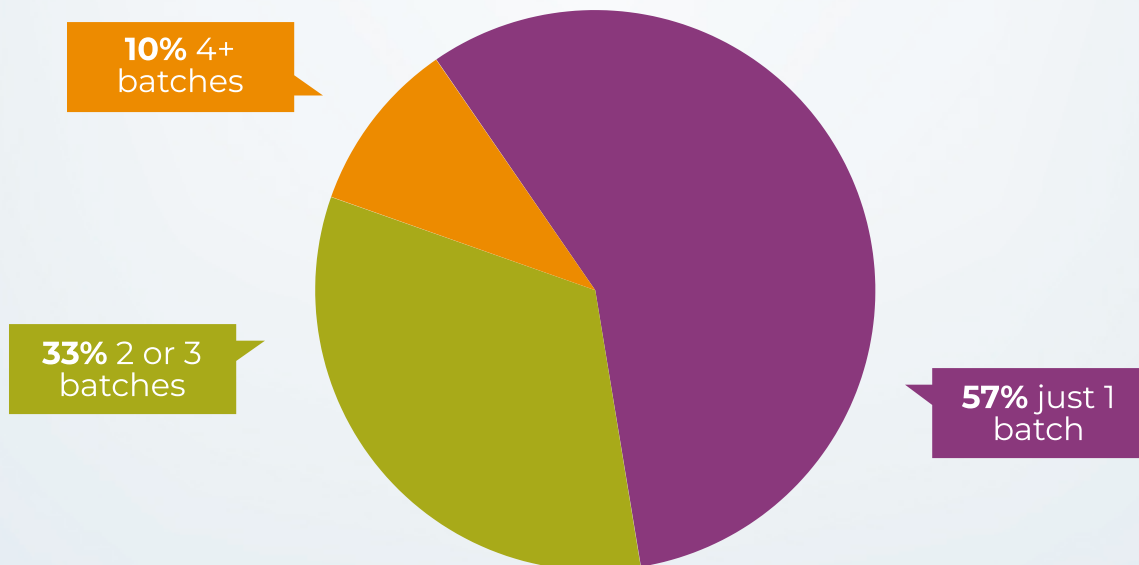


50% recognized by one learner  
19% two learners  
10% three learners  
11% 4-5 learners  
6% 6-10 learners  
3% 11-20 learners  
3% 21-126 learners!

## Why are some people recognized by so many more learners than others? Are they **that** much more exemplary?

Well, they're certainly exemplary! But medical student course instructors tend to be recognized by more learners than others, because they work with large groups of students, and iTeach questions are asked on mandatory course evaluations.

To compensate for this, we measure in batches. We send out iTeach notifications in batches, every 1-2 months. So we can ask, how many batches (out of 17 possible) have our teachers been recognized in? The more batches, the most consistently they are being recognized—whether that's once or 92 times. (Yes, one person was indeed recognized 92 times in one batch!)



LEO'S NEWEST PROGRAM HAS LAUNCHED!

# BUILDING INCLUSIVE LEADERSHIP

by the numbers

## PILOT

2022

PROGRAM

**64**

*applicants*

FOR **20** SPOTS

**6**

*meetings*

JAN - JUNE

**11**

MD  
STUDENTS

**3**

BSGP  
STUDENTS

**3**

HPP  
STUDENTS

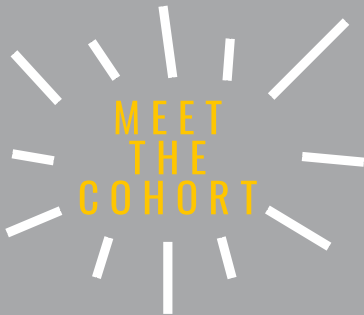
**2**

RESIDENTS

**2**

FELLOWS

INCLUDING ONE MD/PHD STUDENT



WE CAN'T WAIT TO SEE WHAT WE DO TOGETHER

# 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 be joined by Dr. Johanna Fair, Dr. Teresa Vigil, Dr. Janet Veasart, and Dr. Elizabeth Lawrence
- Bring your questions!



**Our next chat will be held on  
Monday, March 7, from 12-1pm**



**[Click here to RSVP](#)**



In the past, LEO was able to visit specific departments or programs to provide updates on data, trends, and how to report mistreatment. Due to our increased number of cases, that is no longer something we can guarantee. Please come to our LEO Chats to get all of the up-to-date information and to participate in a relevant training!

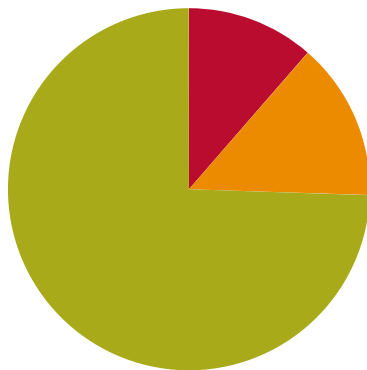
# ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - December 31, 2021

Since LEO began collecting reports of mistreatment in July of 2019, we have received **360 reports of mistreatment** to LEO.

Once we remove duplicate reports and those that do not rise to the level of mistreatment, we are left with **297 unique incidents of mistreatment**.

LEO shares this 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.



- Open cases (11.41%)
- Pending cases (14.11%)
- Closed cases (74.47%)

Of those 297:

**11% 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 14% are pending.** Pending cases may be:

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



**FAQ:** I'm worried people are going around and reporting everything these days. What do you do with reports that aren't mistreatment?

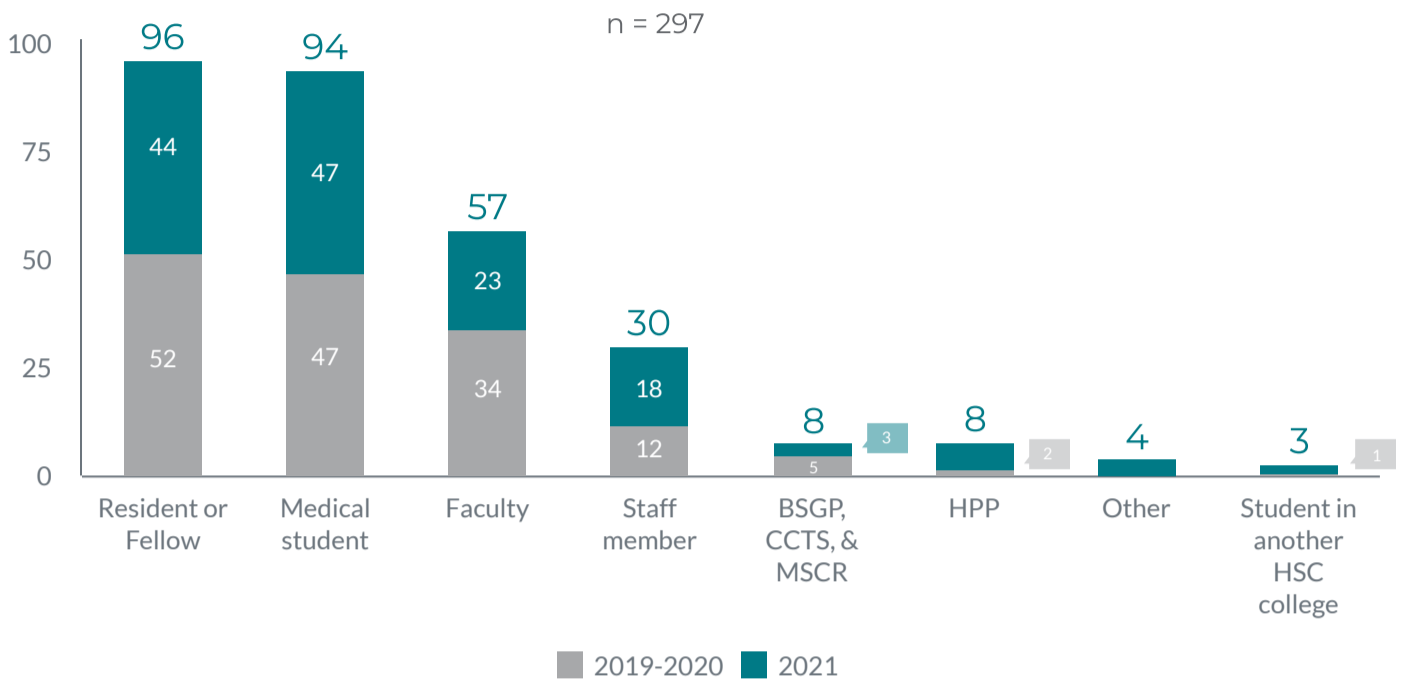
**Answer:** We haven't seen a lot of that. In the past year, only 11 reports concerned behavior that LEO found did not rise to the level of mistreatment.

The following section reports our data broken down by year: incidents reported in the past year, and incidents reported before that.

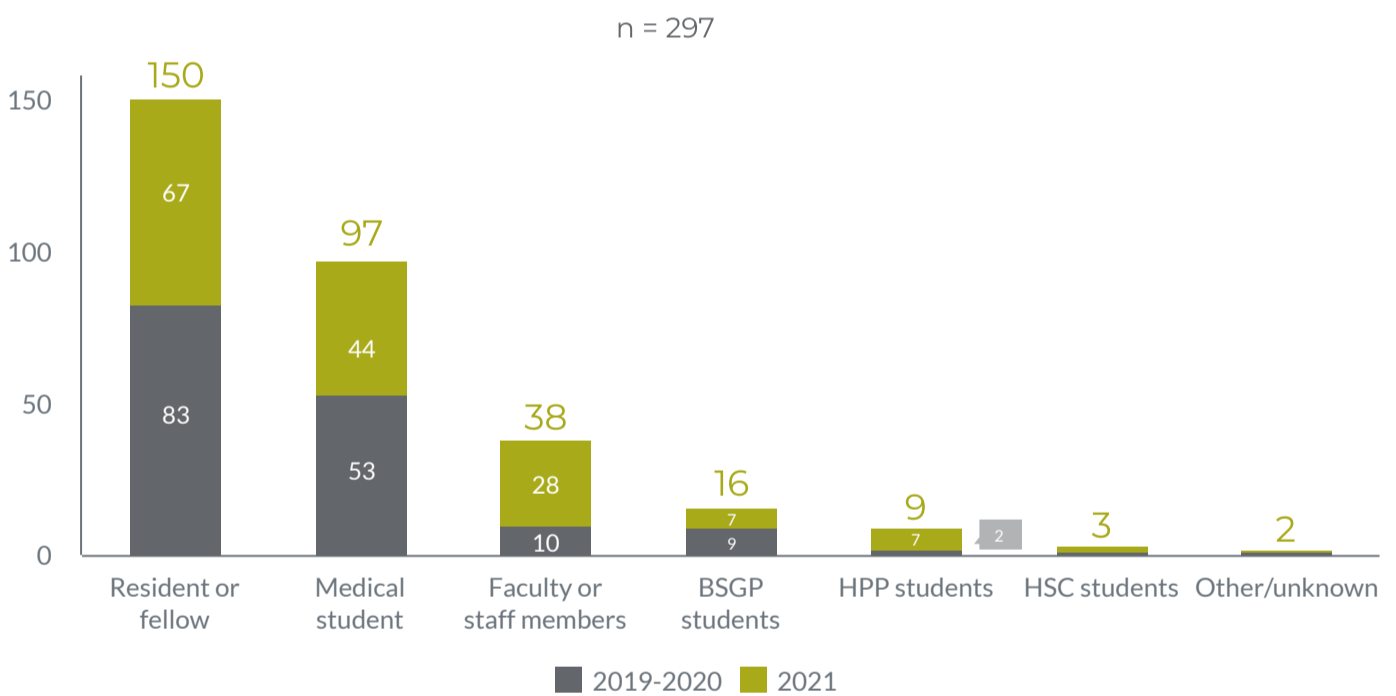
**July 2019 - December 31, 2020: 153 unique incidents.** This is labeled **2019-2020**.

**January 1 - December 31, 2021: 144 unique incidents.** This is labeled **2021**.

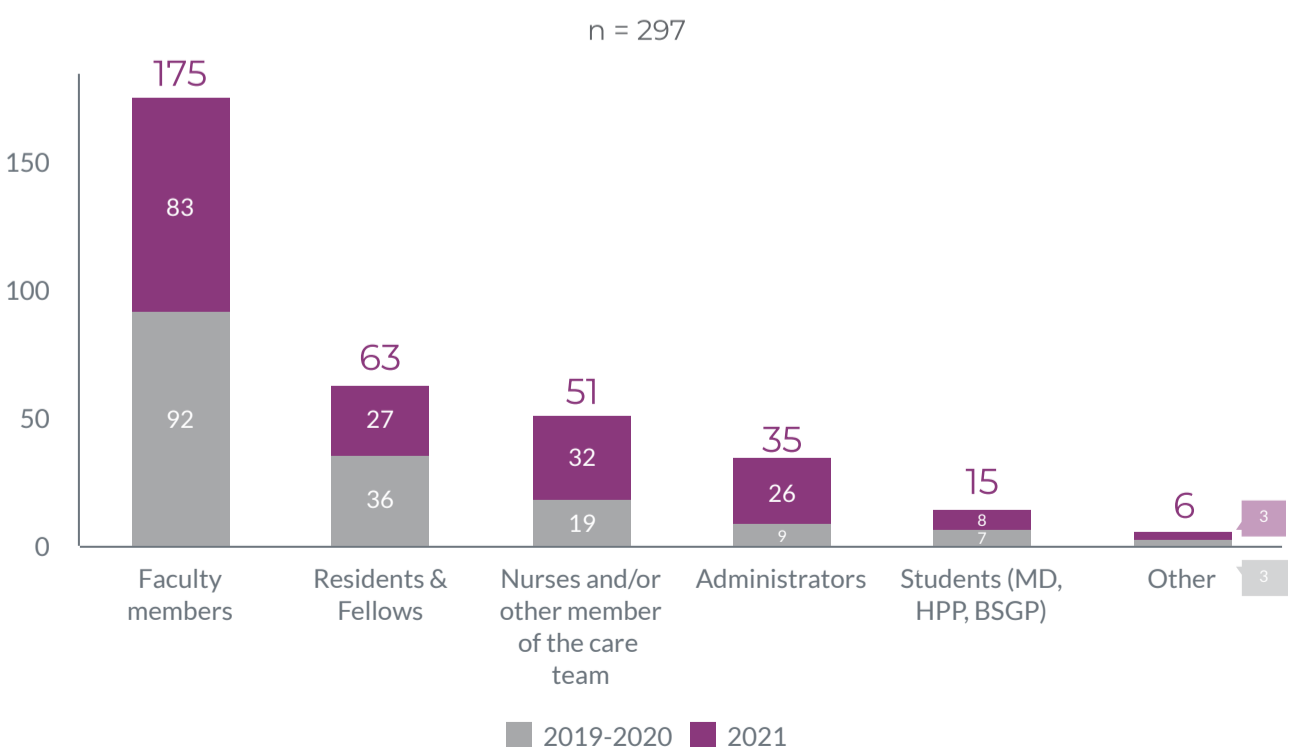
## Who Reports to LEO?



## Who is Mistreated?

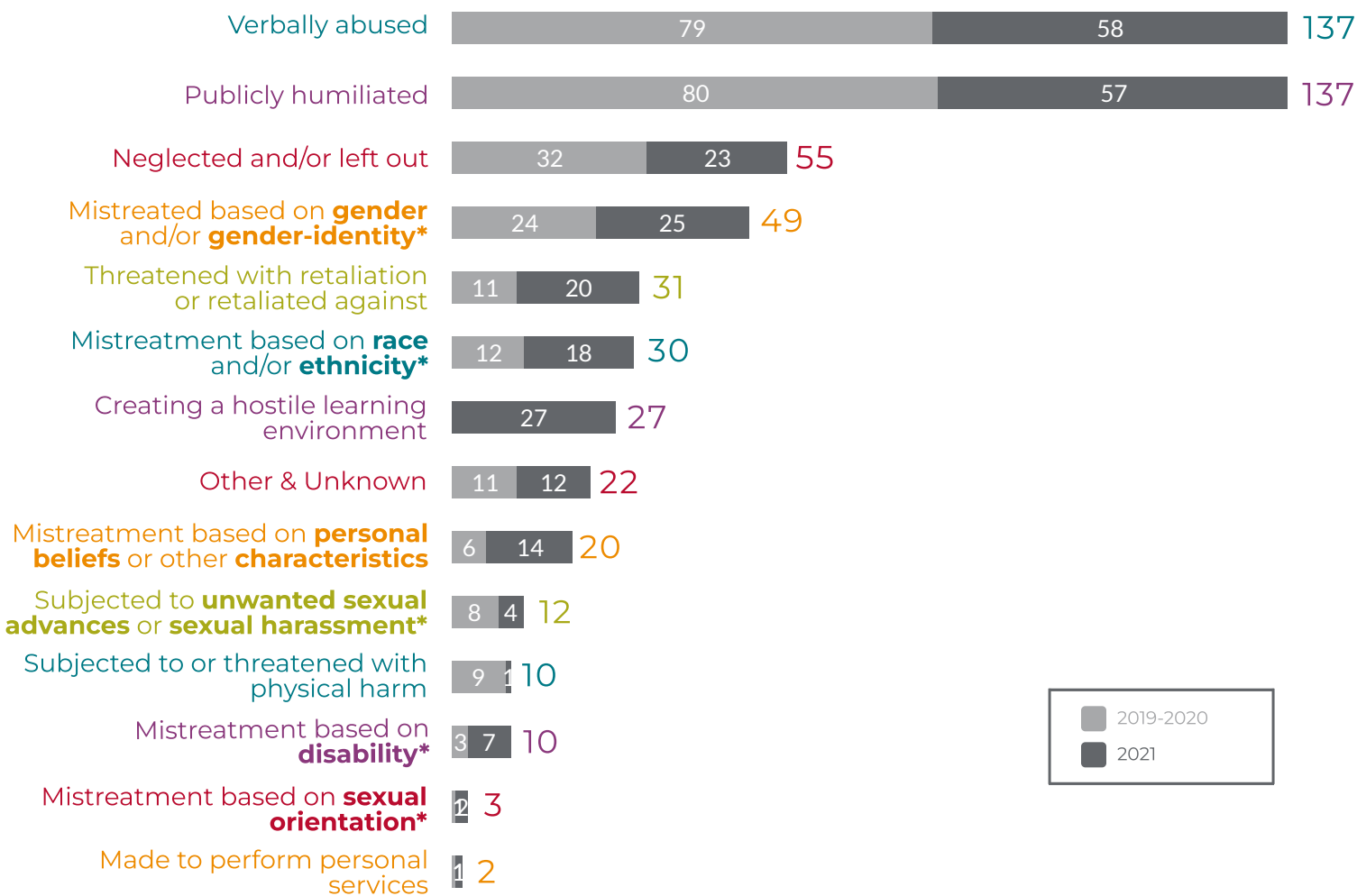


## Who is Reported for Mistreating Learners?



# Types of Mistreatment

Each incident can include multiple types of mistreatment  
n = 297



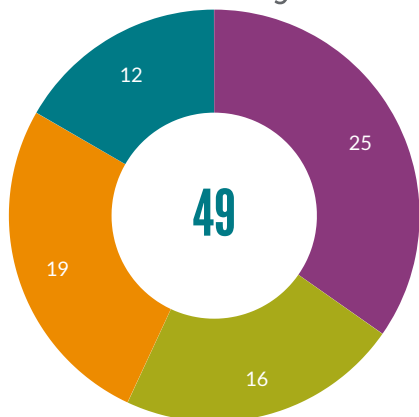
\*Categories marked with an \* are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Compliance, Equity, and Equal Opportunity



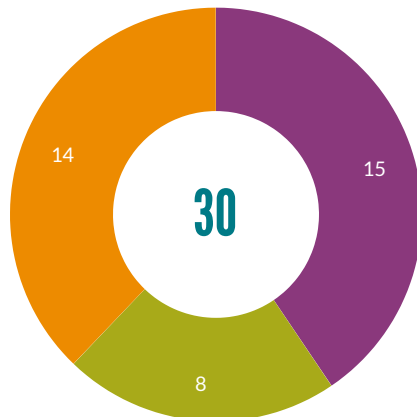
**FAQ:** What kinds of identity-based mistreatment are being reported?

**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

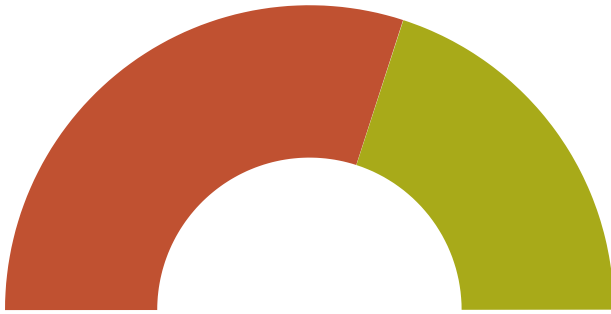


- Subjected to offensive remarks or names about identity
- Denied opportunities and/or received lower grades/evaluations due to identity rather than performance
- Other offensive behaviors related to identity
- Subjected to unwanted sexual advances



# How is Mistreatment Reported?

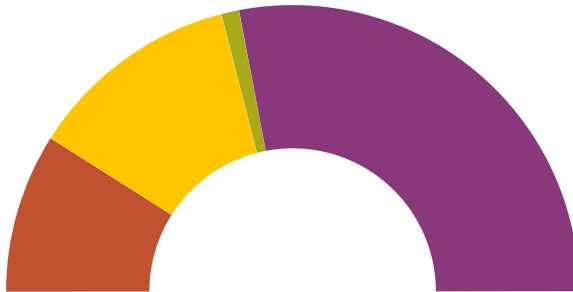
n = 297



- 60% I personally experienced mistreatment
- 40% I witnessed or heard about mistreatment



- 52% Anonymously
- 48% Non-Anonymously



- 56% Through LEO's online form
- 24% Directly to LEO team member
- 18% Course evaluation
- 2% Through another reporting system



These are not changing!

This whole page rarely changes from report to report. Fascinating!

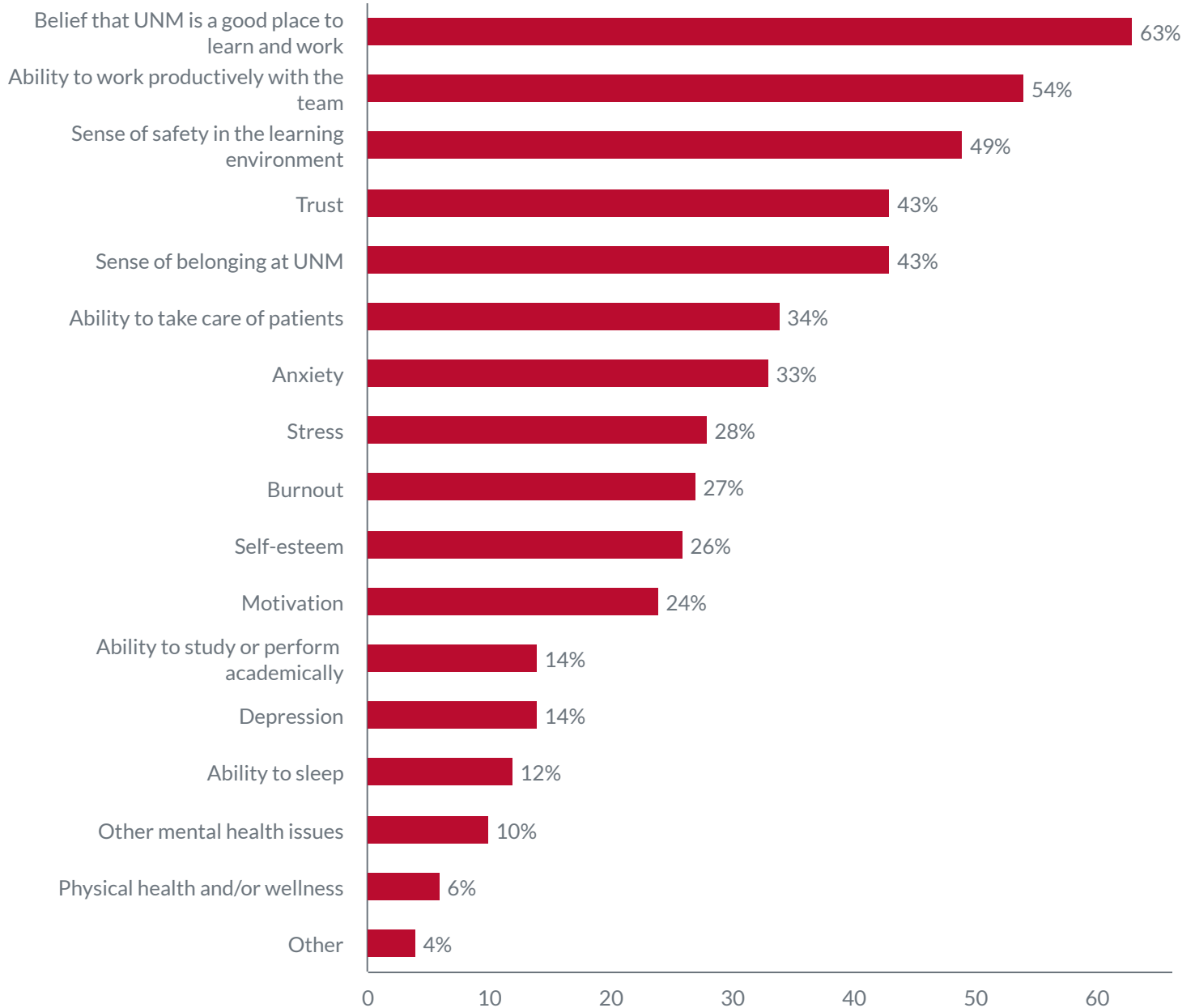


# How Does Mistreatment Impact Learners?

Beginning in 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, **136** 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 = 112 sets of 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.

 **Note: We are changing the way we're reporting out data on level and actions taken to be more accurate. Here's why:**

Imagine one person is reported for 15 incidents within a month, and LEO designates all of those reports as "Level 3," and creates one set of recommendations. It wouldn't be accurate to report that as 15 Level 3's, or 15 recommendations for XYZ. We're now reporting out on sets of recommendations and designations, so that person would count as **one** Level 3 and **one** recommendation for XYZ. Of course, if that person were to be reported next year, that would count as a new designation and a new recommendation.



**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

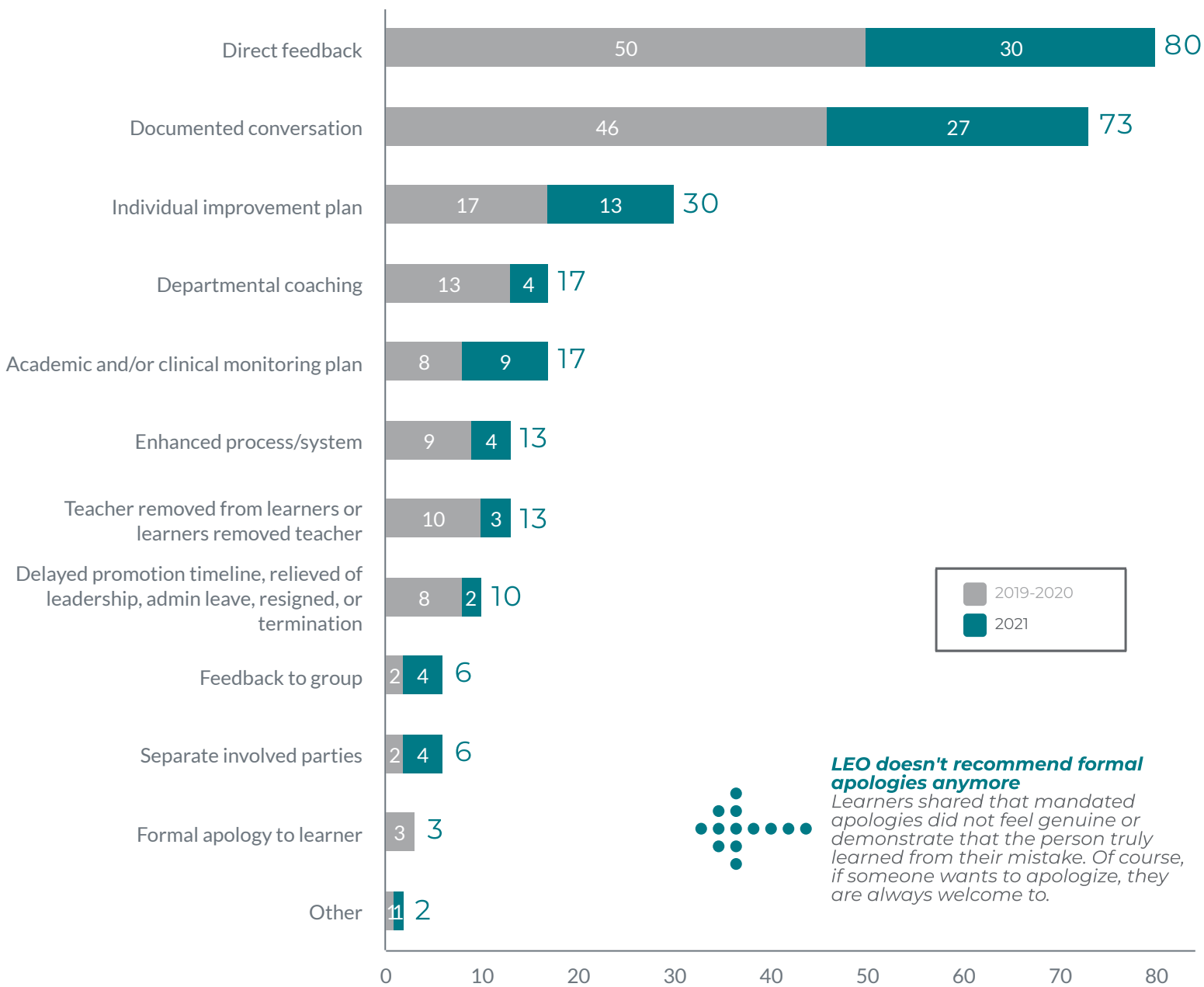
n = 217 cases that have reached this stage



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

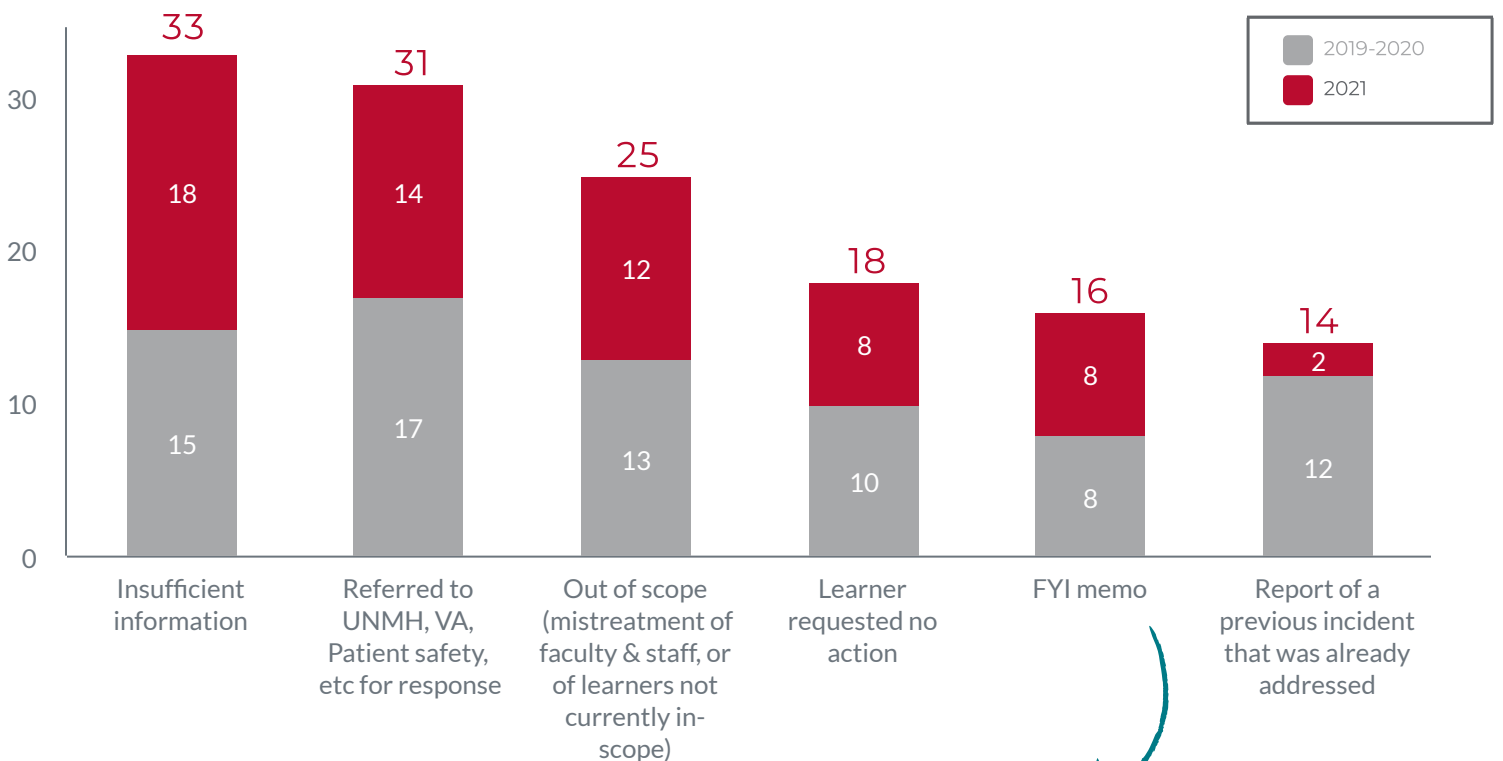
Multiple actions can be recommended for each incident



**LEO doesn't recommend formal apologies anymore**  
Learners shared that mandated apologies did not feel genuine or demonstrate that the person truly learned from their mistake. Of course, if someone wants to apologize, they are always welcome to.

## Reasons LEO has Not Recommended Action

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



### What is this?

Sometimes a report doesn't have enough information to be substantiated, but mentions dynamics that LEO wants the department leadership to know about.

- For example: "bad gender dynamics between residents in X department."

In that case, while it isn't classified as mistreatment, LEO sends an "FYI memo" to leadership inviting them to keep an eye on gender dynamics.

# FAREWELL TO DR. SÁNCHEZ

Dr. JP Sánchez has left his role with LEO to focus on his work in the HSC Office for Diversity, Equity and Inclusion. He served as the Fellowship Director for LEO's Education Fellowship, but not to worry! Dr. Joyce Pang, a general surgery resident, remains in the fellowship through the end of her two-year term.

Look out for a slew of publications from Dr. Pang on gender-based mistreatment, the surgical learning environment, and alleviating incidents of resident and fellow mistreatment. We can't wait to read all of her upcoming work, and thank Dr. Sánchez for all of his support of Dr. Pang.

# GET TO KNOW THE LEO TEAM!

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