



SCHOOL OF
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report

January - March 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 status reports that share aggregated data to enhance the overall understanding of learning environments as well as protect anonymity. The reports 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)
and click "Report Mistreatment."

Learning environments are impacted by systemic racism

The year 2021 has begun with a series of assaults on our lives and our democracy. There was violence at the US Capitol in January, and there has been a renewed series of mass shootings just as our communities begin to open up after a year of quarantine. COVID-19 continues to ravage our nation, disproportionately wounding and killing our Black, Indigenous, and People of Color (BIPOC) family, friends and neighbors. Recently, Asians and Asian-American women were murdered in a hate crime in Atlanta, and many Asian and Asian-Americans and Pacific Islanders continue to be targeted with violence and harassment in our communities. As we write this, people are once again taking to the streets, protesting the death of Daunte Wright, a young Black man who was killed by a police officer on his way to the car wash. The resulting early curfew in Minneapolis is keeping Muslim members of the community from sharing Iftar with their families. In the past few days, we've learned of two additional deaths at the hands of the police: the devastatingly young Adam Toledo and Ma'Khia Bryant. And one of the most horrifying things is that by the time you read this, we're afraid that this statement will already be outdated.

These incidents are personal to us. They impact us here at the SOM as teachers, learners and staff members. So many of us are carrying so much already, and we're further depleted and exhausted by our grief and pain over this preventable loss of life to hate, fear and misinformation.

We know that these systems of oppression and their resulting acts of violence, harassment and discrimination in the larger society don't stop outside the boundaries of UNM, no matter how much we want them to. Our learning environments are weakened when these systems of oppression go unchallenged in our curricula and daily interactions with our colleagues, and our community is strengthened when we join together to recognize, grieve, combat and confront them.

We continue to learn about incidents of mistreatment at our own institution based on race, ethnicity, gender, sexual orientation and disability. We also know that these local and national incidents impact our health and wellbeing. If you need resources or are concerned about mistreatment you may have experienced or witnessed, please reach out to us.

You can always reach the LEO team directly at HSC-LEO@salud.unm.edu, or you can reach Diana Martínez at deemb@salud.unm.edu, Emma Naliboff Pettit at ECPetit@salud.unm.edu, Dr. Felisha Rohan-Minjares at FRohan-Minjares@salud.unm.edu, or Dr. Joanna Fair at JFair@salud.unm.edu.

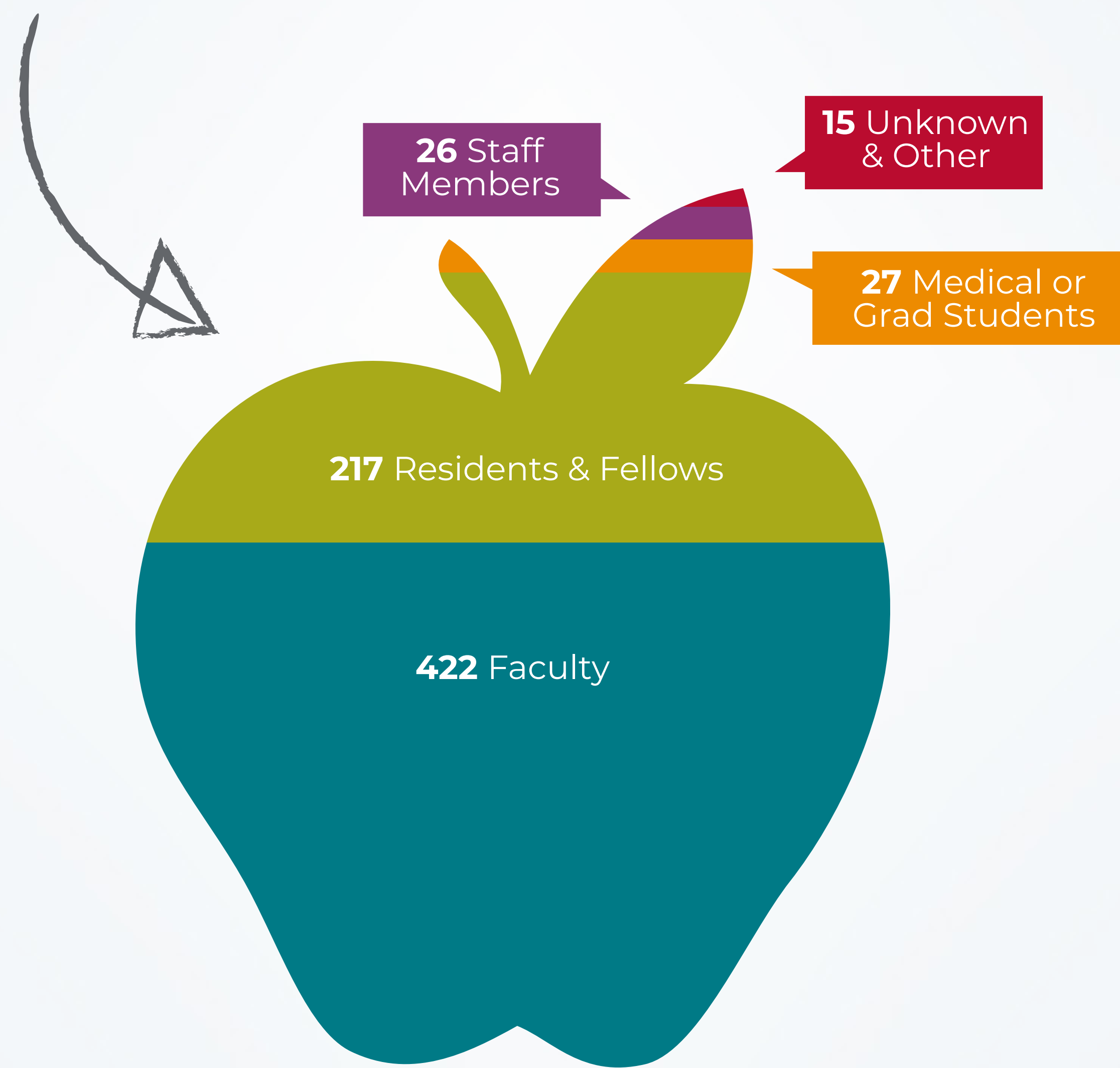
In these difficult and often overwhelming times, we are here to support you however we can.

iTeach: Recognizing Exemplary Teachers

707
TEACHERS

have been
recognized
for exemplary
teaching by a
total of

2,278
LEARNERS



Meet some of our exemplary teachers from
Pediatrics:



Dr. Nicholas Tan
PGY III Resident, Pediatrics

"Dr. Tan really made me feel like part of a team, he was very welcoming and ready to teach. He was always willing to go over notes and presentations with students, which really helped to incorporate feedback. He taught several sessions with students around topics we were interested in, and he always had time for questions."

"I really appreciated his mentorship; he makes Pediatrics a much better rotation than it would've been without him."

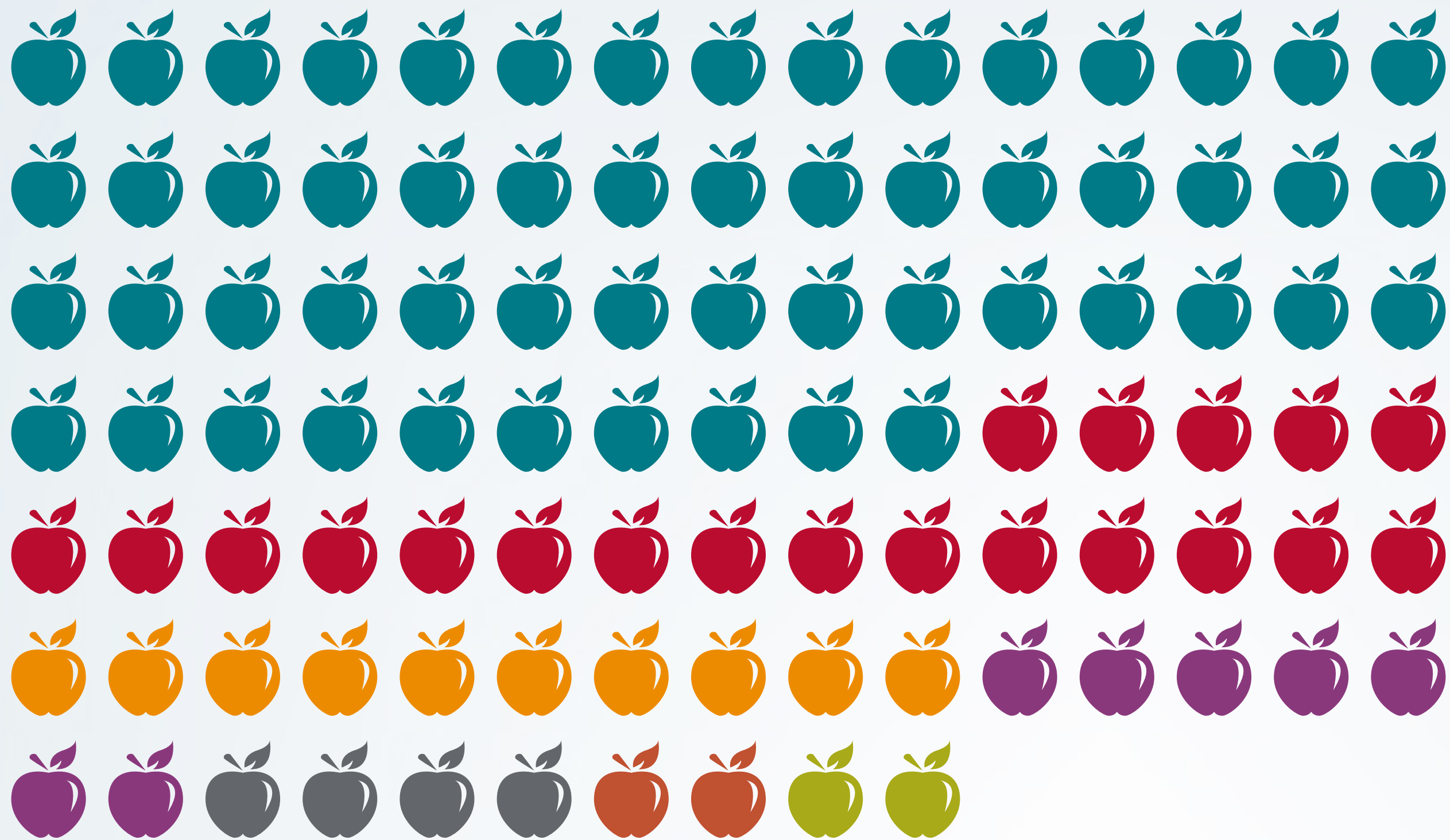


Dr. Maria Elena Velazquez-Campbell
Assistant Professor, Pediatrics

"Dr. Maria Velazquez Campbell was a great teacher. She took the time to explain topics (especially cystic fibrosis) that we were discussing in great depth. She would ask us questions, but it was always in a very supportive way that proved she just wanted to know how much we knew and where she could inform us. She was also very funny and made learning fun!"

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

How many learners have recognized each of those teachers?

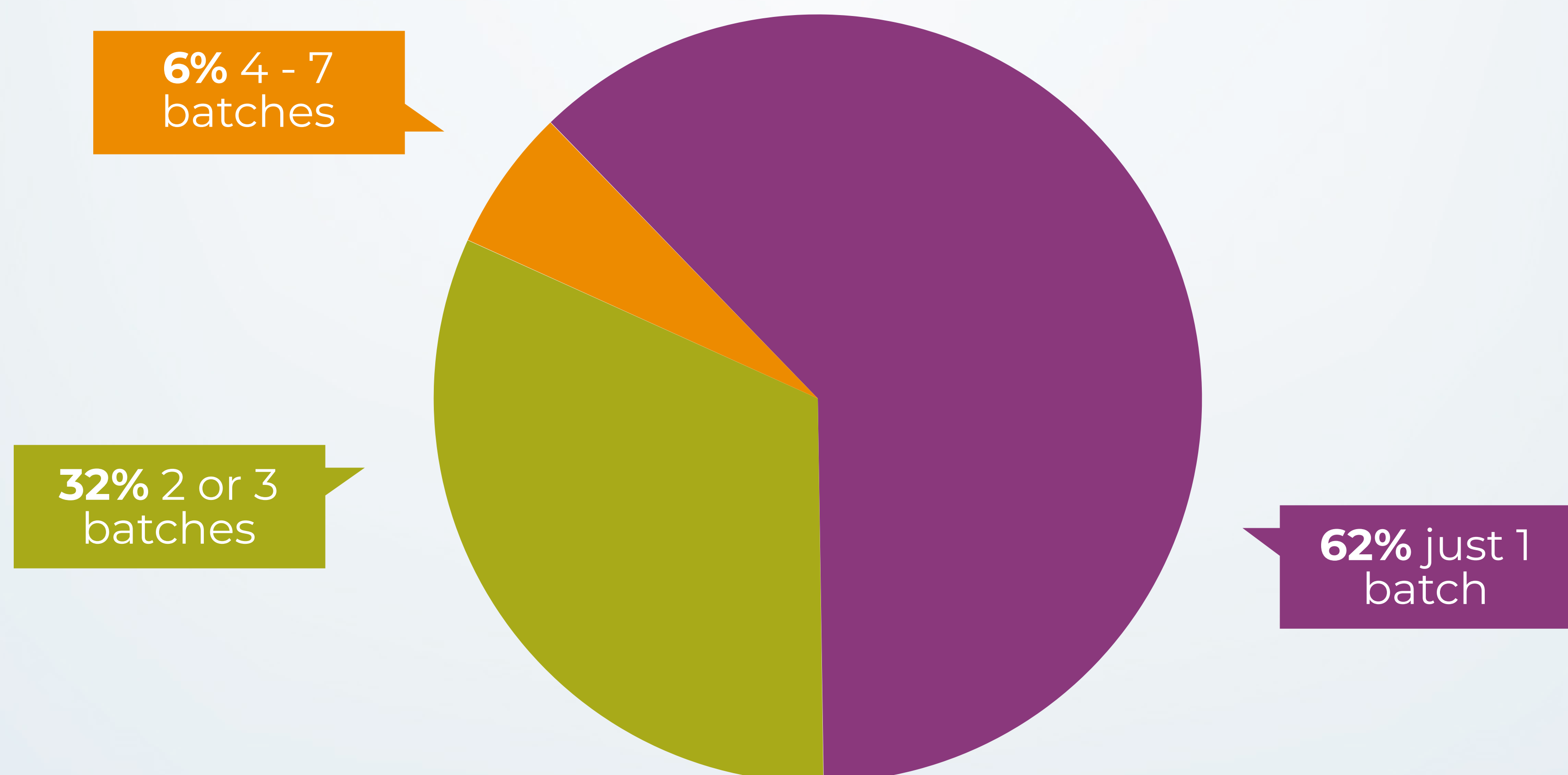


56% recognized by one learner
19% two learners
9% three learners
9% 4-5 learners
4% 6-10 learners
3% 11-20 learners
3% 21-96 learners!

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 11 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!)



INTRODUCING LEO CHATS:

A new way to stay up-to-date on mistreatment trends & build skills for creating positive learning environments

LEO is going to begin hosting a meeting after the release of every quarterly report (including this one). These sessions will:

- Spend the first 30 minutes **reviewing data and mistreatment trends** with LEO team members and Interim Dean Dr. Martha McGrew.
- Spend the next 60 minutes **providing a training** that will help address an issue we're seeing in our learning environments. This training will change each session, so LEO will be able to provide 4 unique trainings for the community per year.

All members of the SOM community (faculty, staff, residents, fellows, and students from all SOM programs) are welcome to join for just the first 30 minutes, or for the entire 90 minute chat + training!

The first Chat will be held on Thursday, May 13, from 12-1:30pm. 12-12:30 will be a review of our data and trends with Dr. McGrew, and 12:30-1:30 will be a bystander training.

Join us on zoom: <https://hsc-unm.zoom.us/j/95800681695>



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!

TRUST MATTERS:

The Learning Environment & Professional Well-being Speaker Series

Please join us for our 2021 programming on trust in the learning and working environment, in collaboration with the Office of Professional Wellbeing!



Second Monday of the month from 12-1pm on zoom

Detailed information on speakers, learning objectives, and zoom link will be released in advance of each session.

PART 1: LEARNING ABOUT TRUST

05.10.21 - **Improving Trust between Faculty and Students in Health Professions Education**, Presented by **Dr. David Sklar** and **Dr. Dane Abruzzo**

06.14.21 - **Interprofessional Trust**

07.12.21 - **Trust Between Scientists & Society**

INTERSESSION

08.09.21 - **Acclimating to New Mexico and UNM**

for students, staff, residents, fellows, and faculty members newly arrived to NM

PART 2: IMPLEMENTING TRUST IN LEARNING & CLINICAL ENVIRONMENTS

09.13.21 - **Creating & Developing Healthy Mentor/Mentee Relationships**

10.11.21 - **Overcoming the Fear of Giving Corrective Feedback**

11.08.21 - **Addressing Misinformation in a Positive Learning Environment**

12.13.21 - **The Role of Sleep in Well-being & Positive Learning Environments**

[Click here to RSVP!](#)

LEARNER HOURS

Drop in hours for learners to connect with LEO

We loved the idea of unstructured time to chat with learners, but we recognize that Zoom fatigue means that this format hasn't been working for folks. For that reason, **we're postponing learner hours again until we can return to campus and hold them in person.**

Of course, any learner in the SOM can always contact us directly to talk about any issues in the learning environment. You can email hsc-leo@salud.unm.edu to set up a time to talk by phone or Zoom.

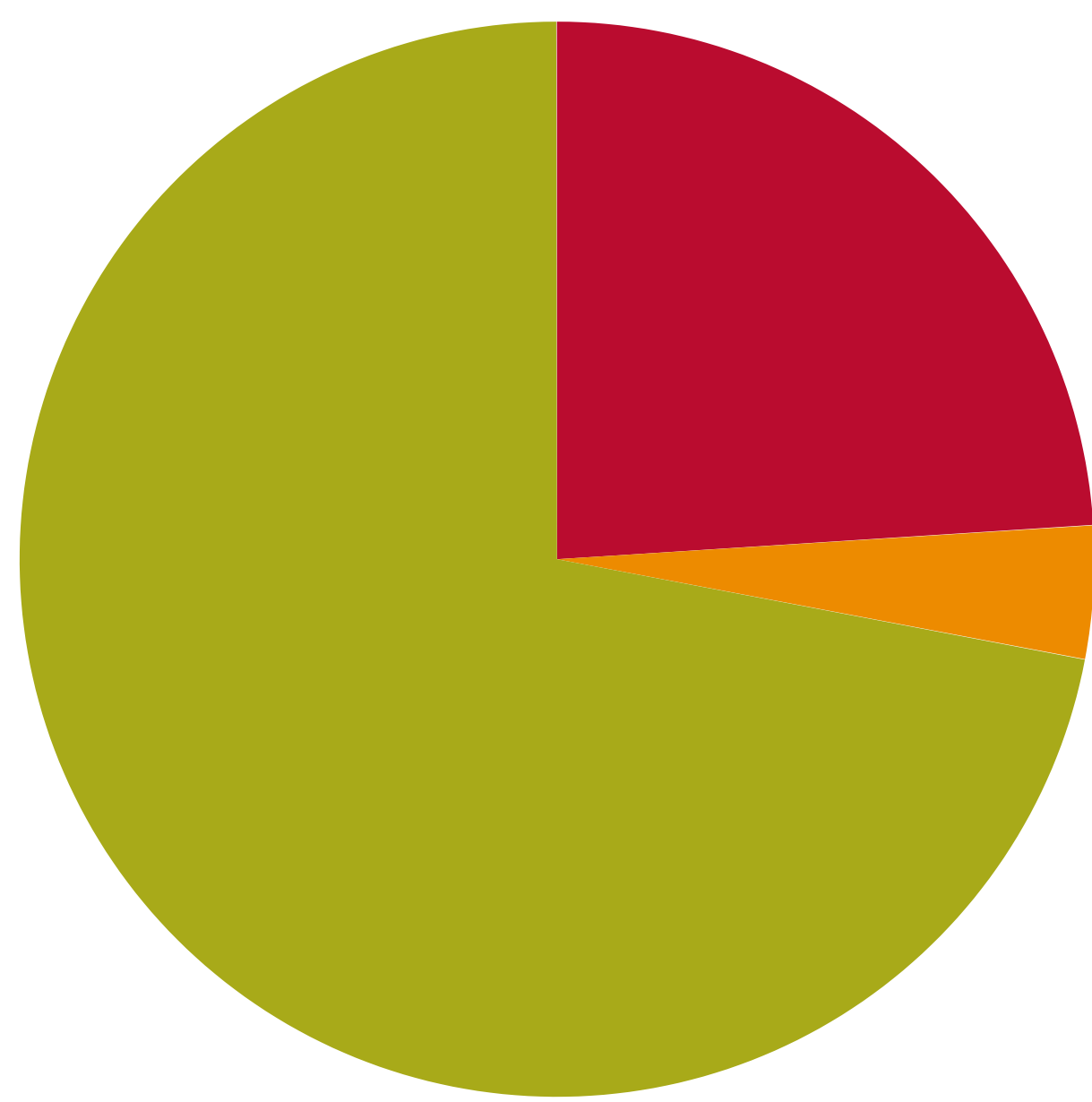
ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - March 31, 2021

Since LEO began collecting reports of mistreatment in July of 2019, we have received **253 reports of mistreatment** to LEO.

Once we remove duplicate reports and reports that clearly do not rise to the level of mistreatment or don't have enough information to be actionable, we are left with **201 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.



Of those 201:

A quarter 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

Pending cases may be:

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

■ Open cases (24%) ■ Pending cases (4%) ■ Closed cases (72%)

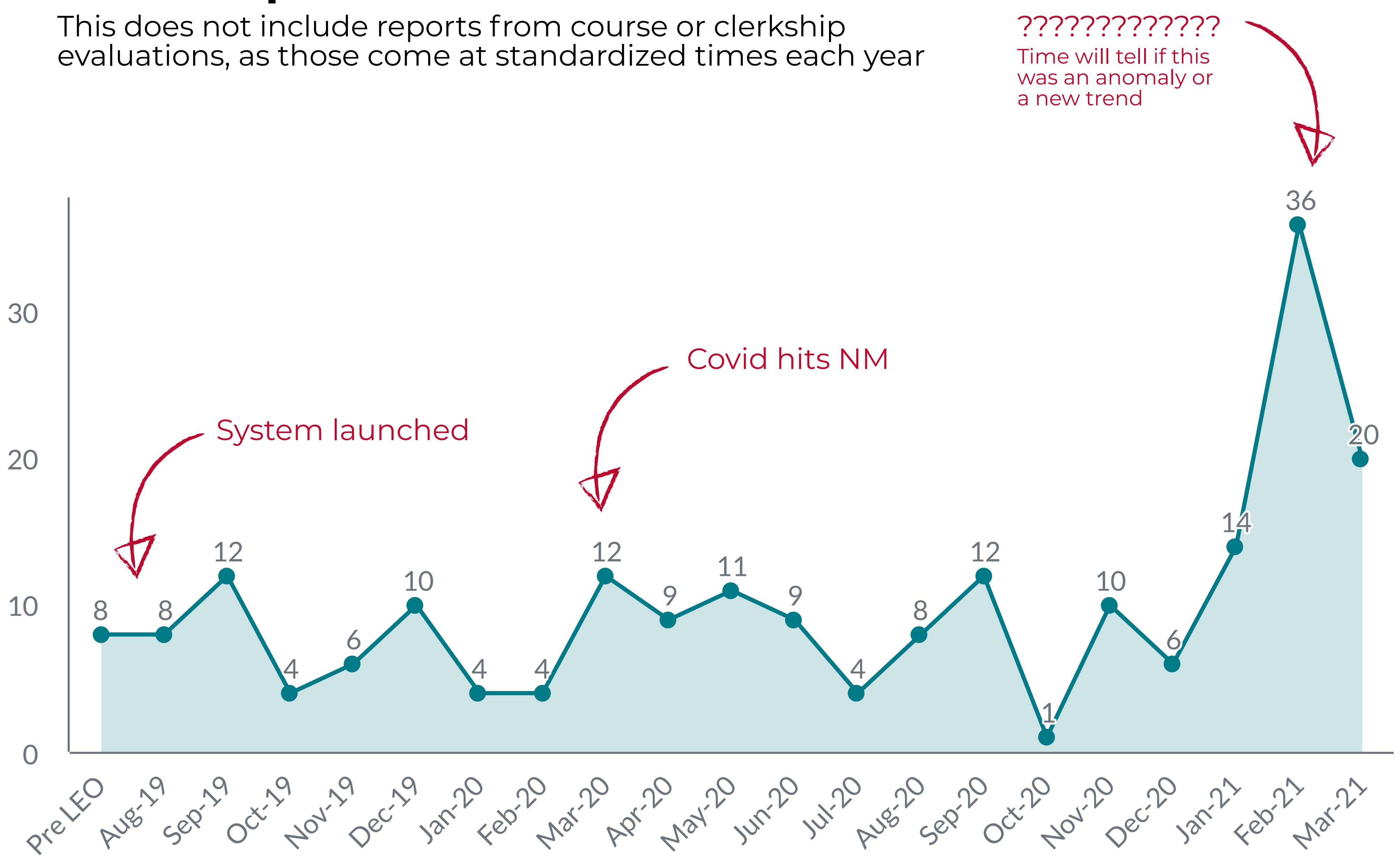


FAQ: Is reporting on some sort of seasonal or cyclical timeline? When do reports tend to come in?

Answer: We haven't been able to detect a pattern so far. Take a look:

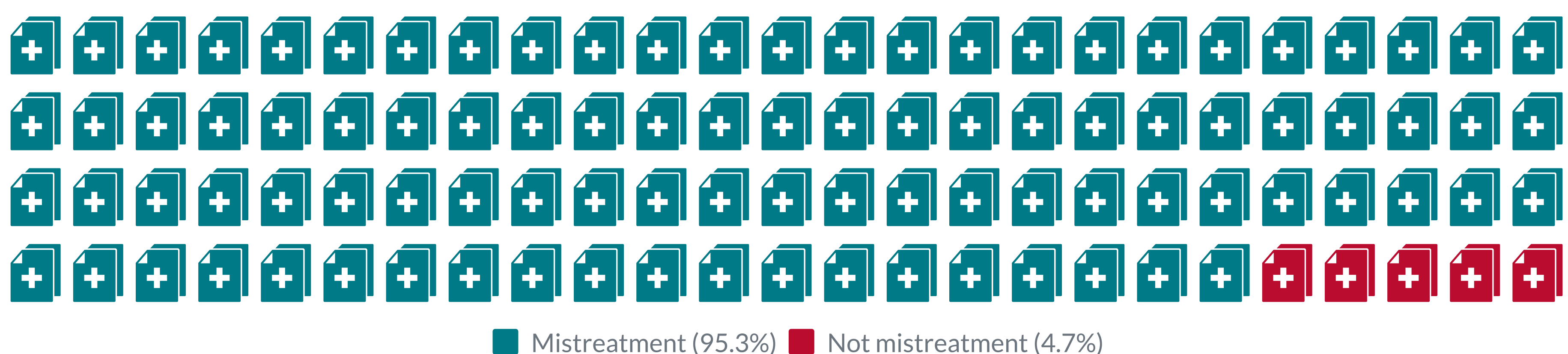
When reports have come to LEO:

This does not include reports from course or clerkship evaluations, as those come at standardized times each year



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. **Less than 5%** of reported incidents do not rise to the level of mistreatment. When these are reported non-anonymously we do "learner coaching" and give feedback to the reporter on what behaviors constitute mistreatment.



■ Mistreatment (95.3%) ■ Not mistreatment (4.7%)

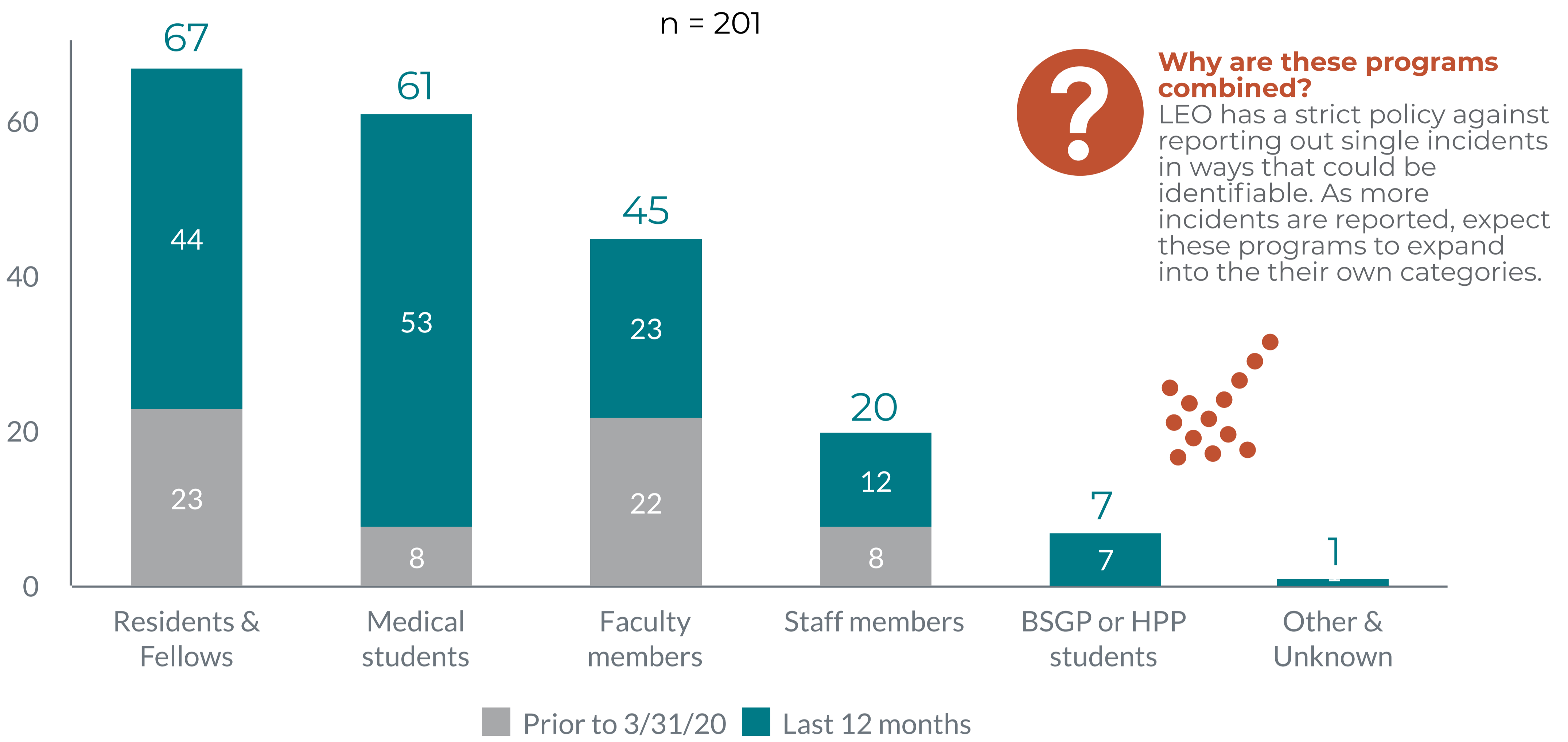
We heard you!

Now that we've been in existence for nearly two years, we're able to break down some of our data by time period. In the images below, you can see incidents divided by **when they were reported** to LEO: in the last 12 months (April 1, 2020 - March 31, 2021) or before.

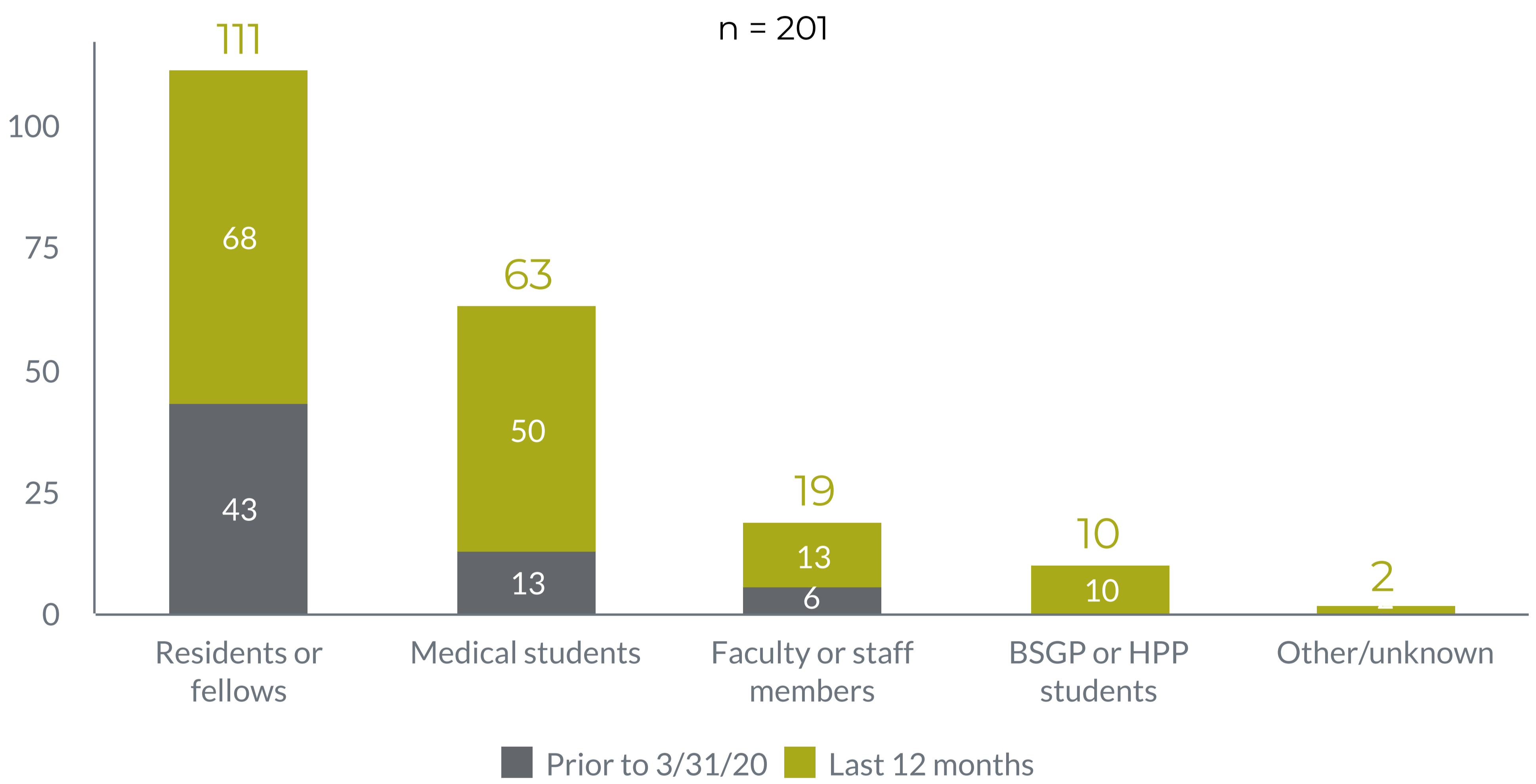
As you look, please keep in mind that there were **over twice as many** unique incidents reported in the last 12 months than in the time period before:

From July 2019 - March 31, 2020: 61 unique incidents
April 1, 2020 - March 31, 2021: 140 unique incidents

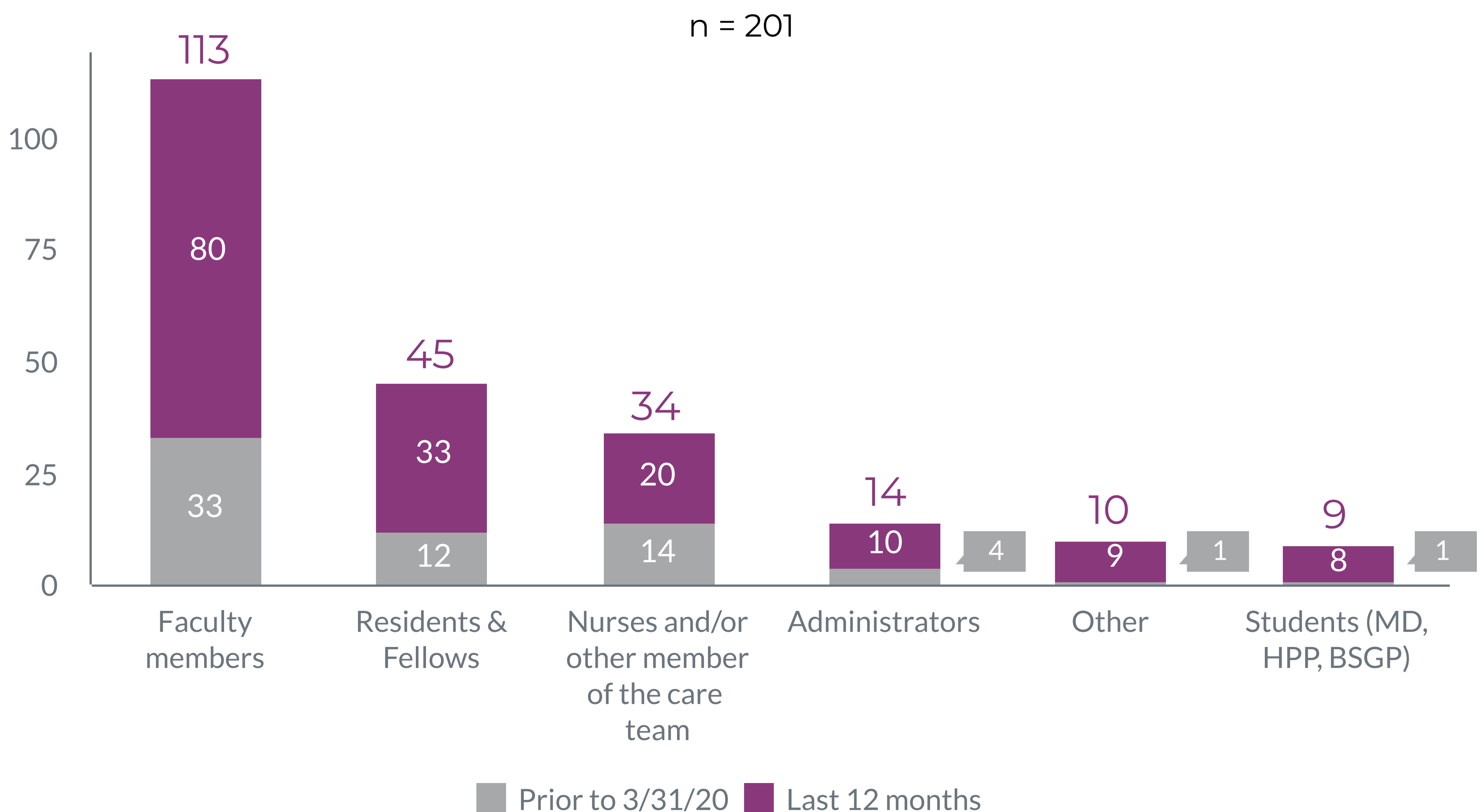
Who Reports to LEO?



Who is Mistreated?

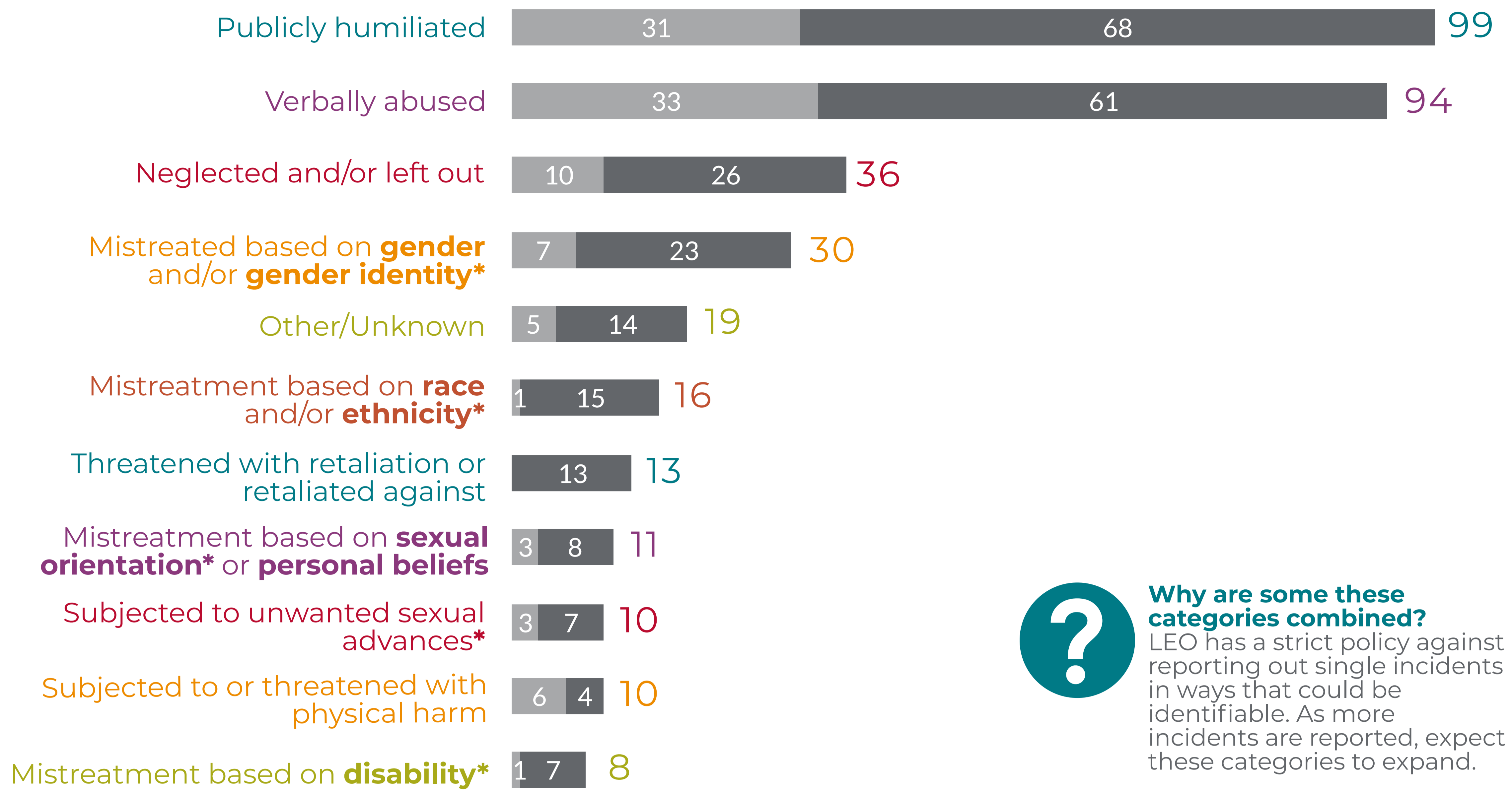


Who is Reported for Mistreating Learners?



Types of Mistreatment

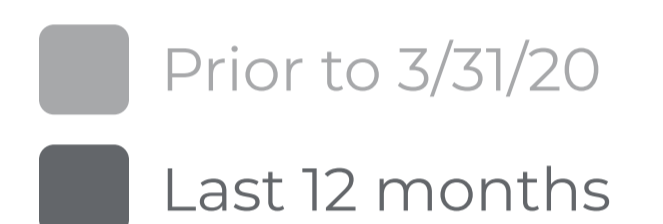
Each incident can include multiple types of mistreatment
n = 201



Why are some these categories combined?

LEO has a strict policy against reporting out single incidents in ways that could be identifiable. As more incidents are reported, expect these categories to expand.

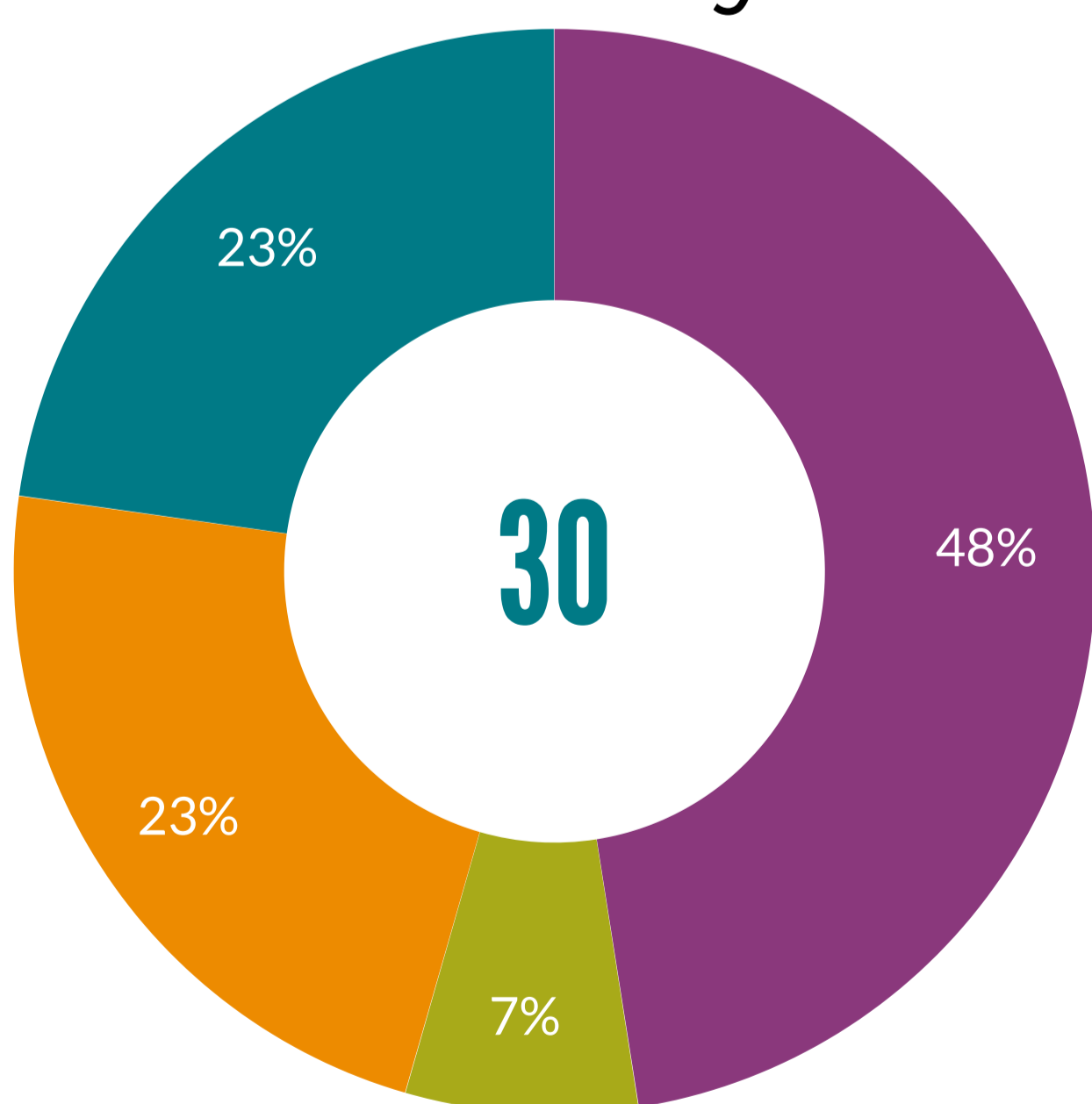
*Categories marked with an * are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Equal Opportunity



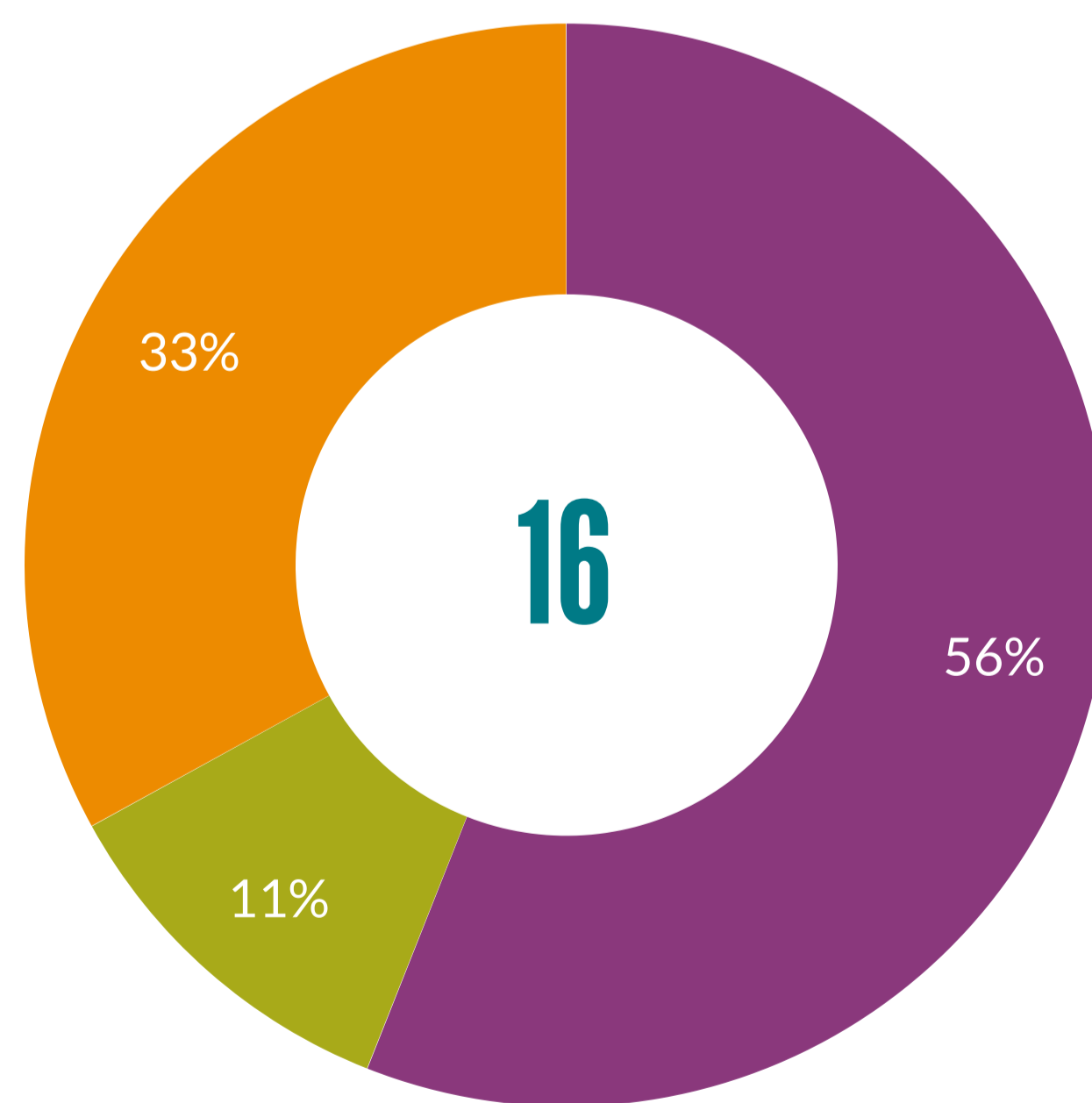
FAQ: What kinds of identity-based mistreatment are being reported?

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.

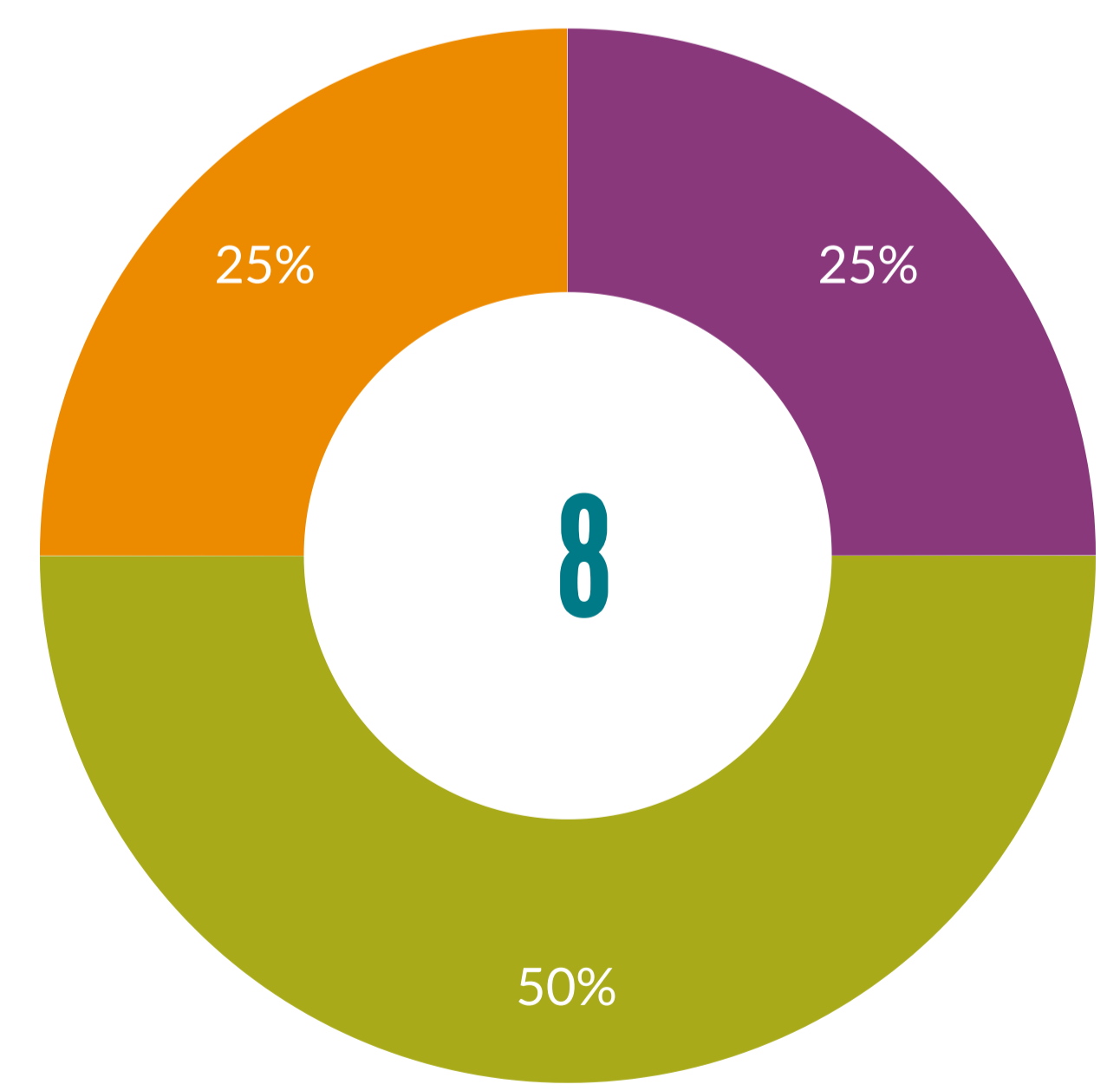
Gender & Gender Identity



Race & Ethnicity



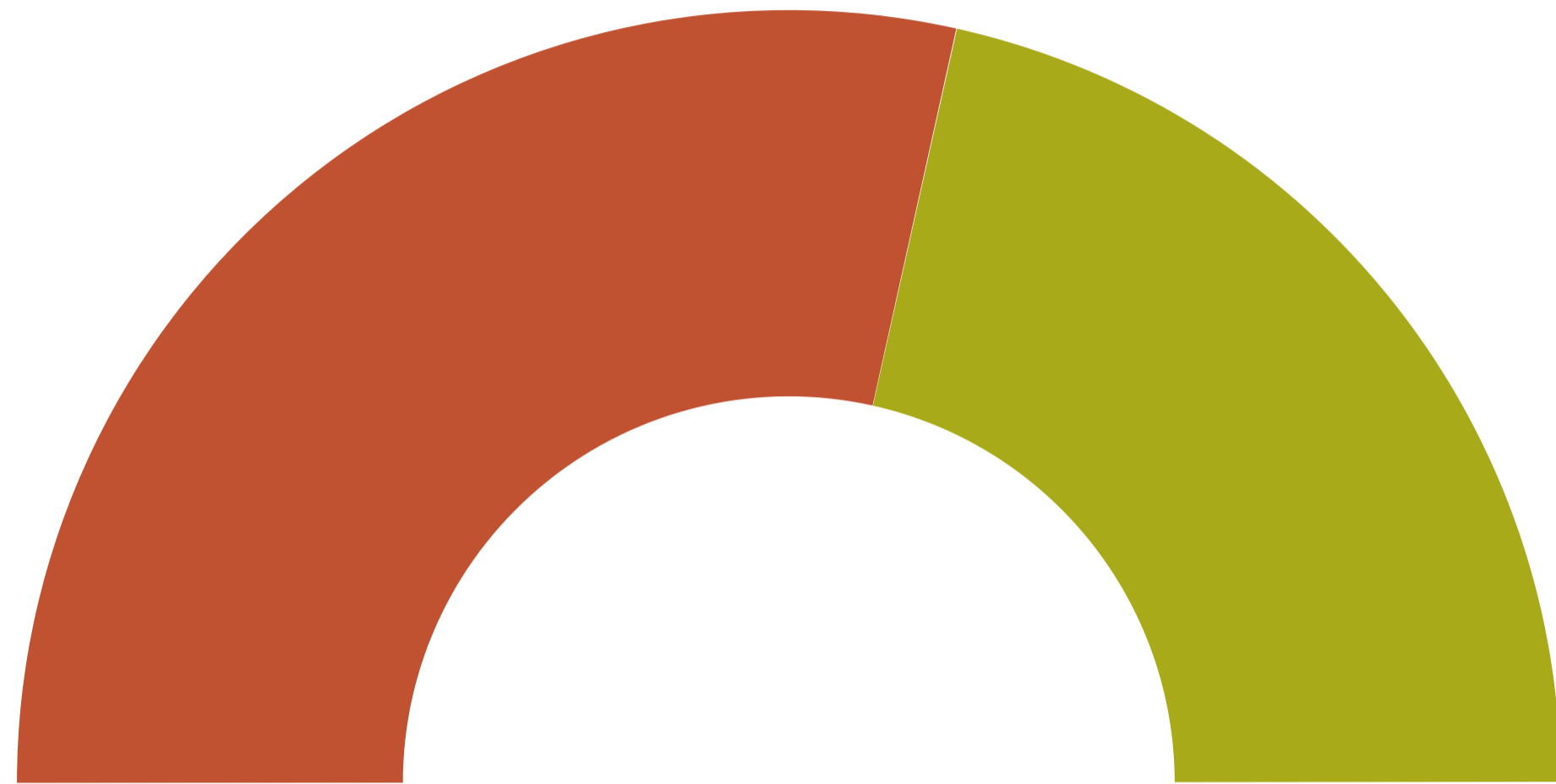
Disability



- 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?

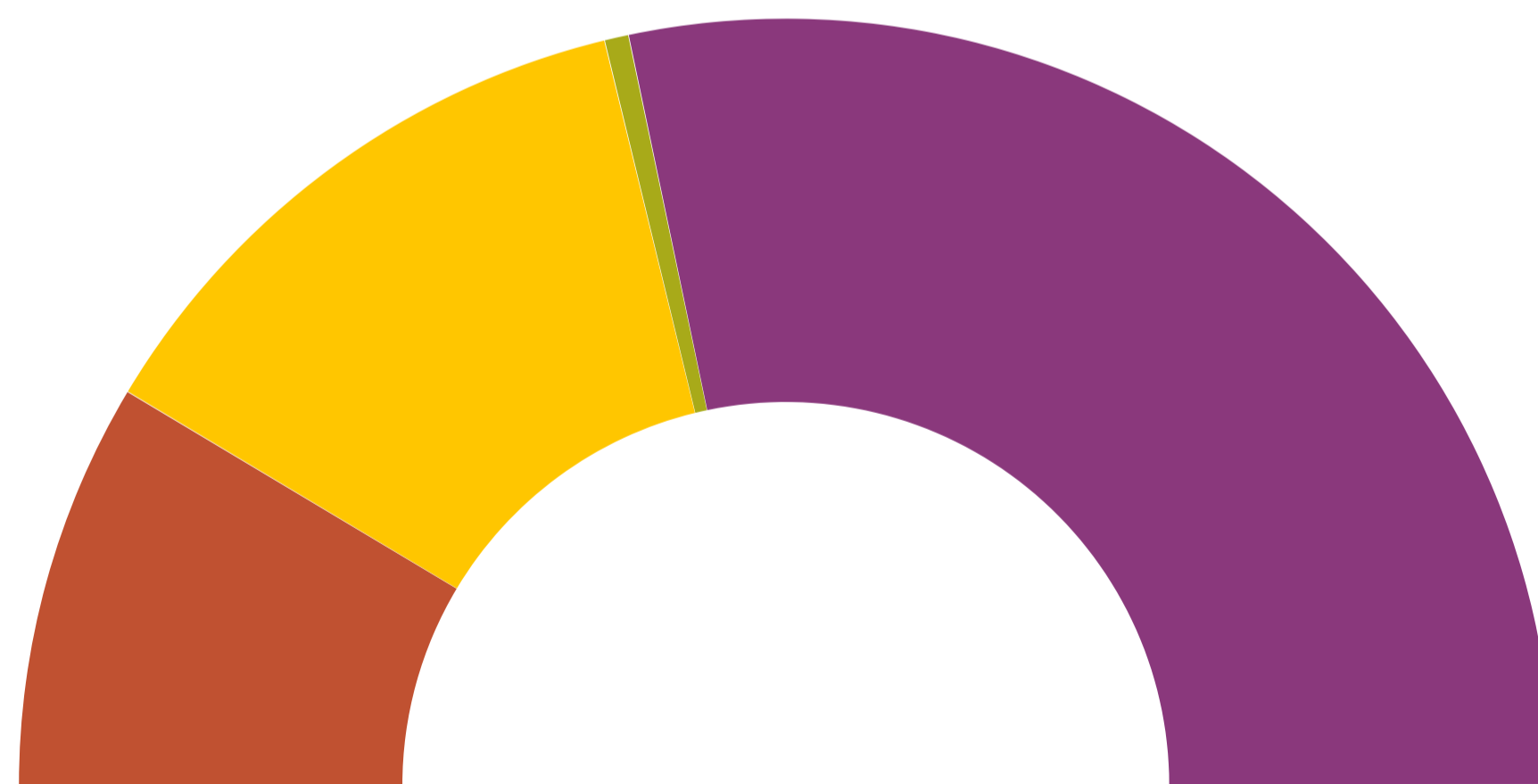
n = 201



- 57% I personally experienced mistreatment
- 43% I witnessed or heard about mistreatment



- 56% Anonymously
- 44% Non-Anonymously



- 56% Through LEO's online form
- 25% Directly to LEO team member
- 17% Course evaluation
- 1% Through another reporting system

We'd like to see these go up!

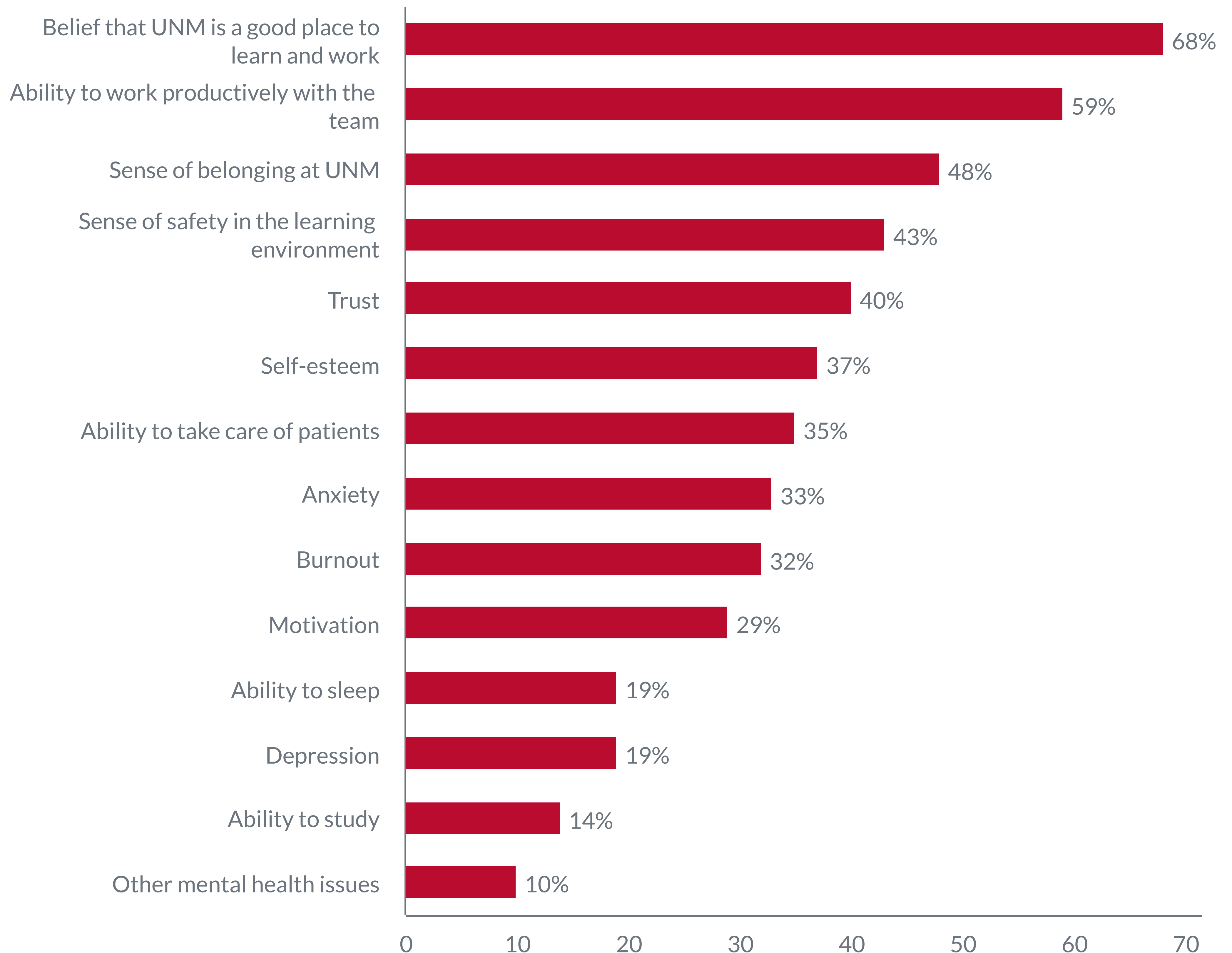
- Witnessed reports help us substantiate and take some of the pressure off the person who was mistreated.
- Non-anonymous reports mean we can ask questions and give updates as the case progresses. We're much more likely to be able to take action on a case with a non-anonymous reporter, as we can ensure we have all the information we need. This does **not** mean we'll share your identity with anyone else without your permission; **you can be anonymous to the world even if we know who you are.**

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, **63** 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:"

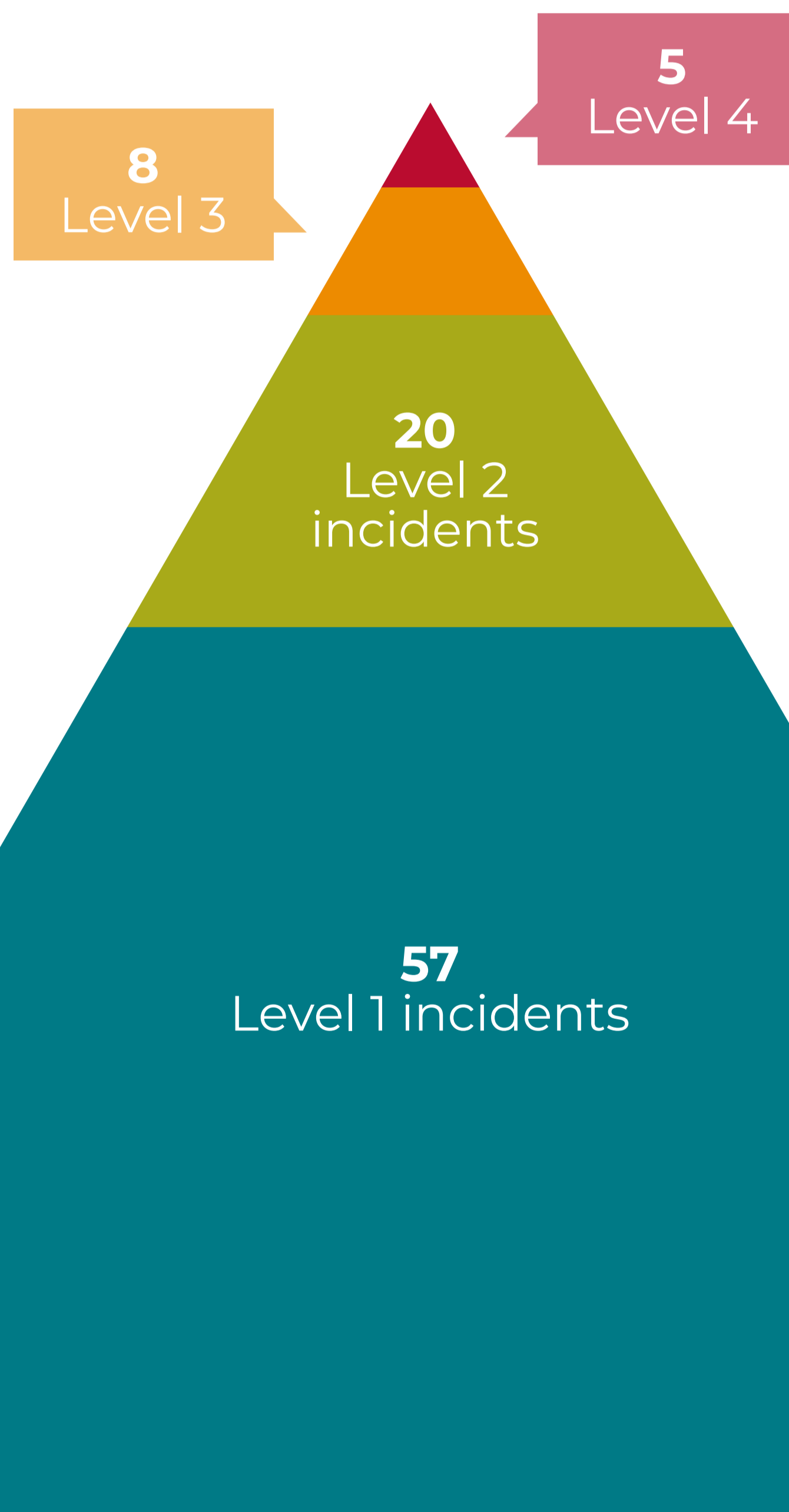


How are Incidents Classified on the Mistreatment Response Pyramid?

n = 90 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

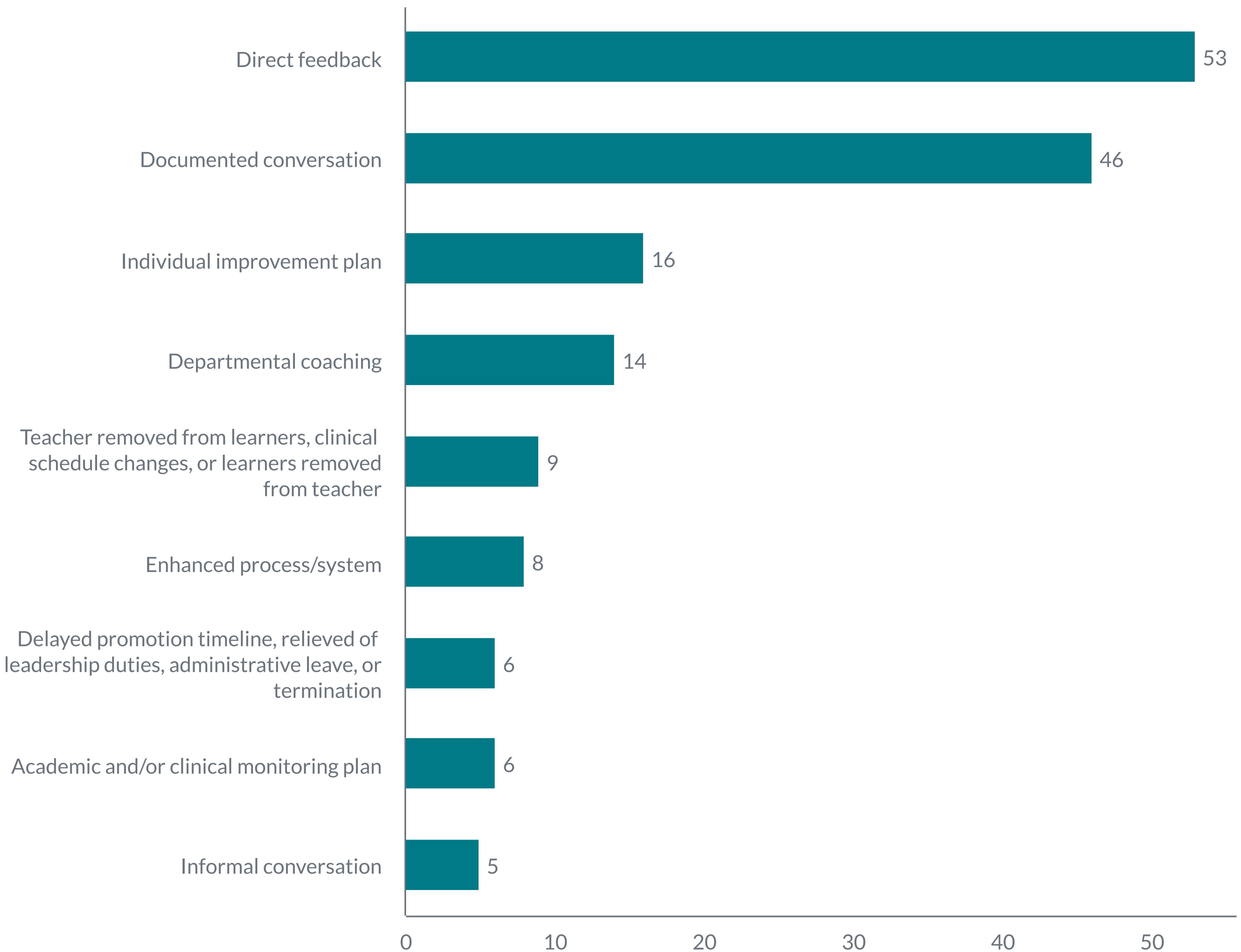
n = 143 cases that have reached this stage



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.

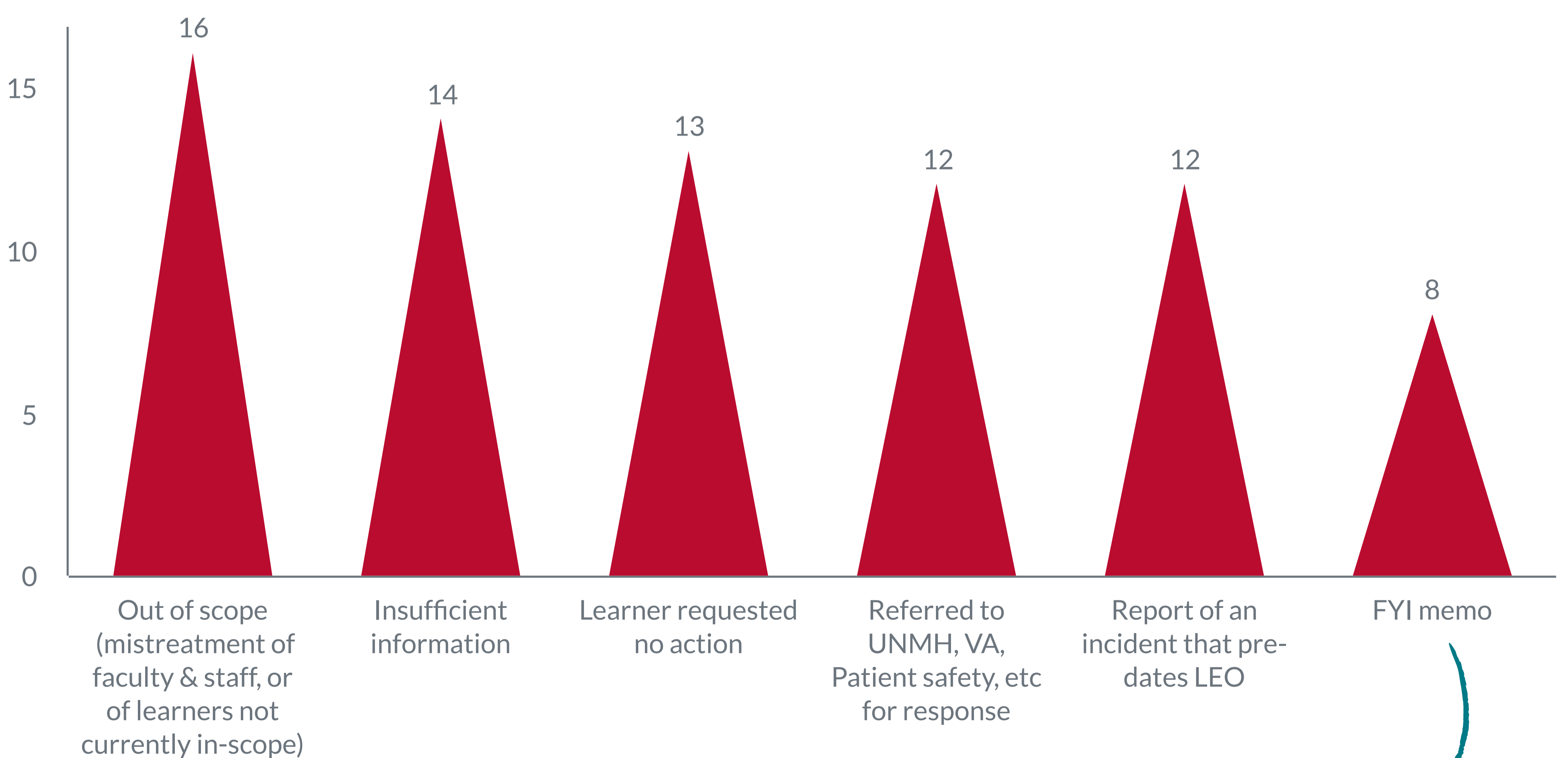
Actions Recommended

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:



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.

LEO wants to hear from you!

Do you have ideas, suggestions, or feedback? We'd love to hear from you! Please **fill out this quick form** to send them along to us.

GET TO KNOW THE LEO TEAM!

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