

REPORT ON THE LEARNING ENVIRONMENT

2024-2025 Annual Report

Director of the Learning Environment
and the Office of Student Affairs



OUR COMMITMENT

Carle Illinois is committed to enhancing the learning environment. We are grateful to the students who reported mistreatment and professionalism in an effort to improve the day-to-day interactions at CI MED. We also continue to invite students to report negative interactions that occurred in the 2024-2025 academic year.



MISTREATMENT

OVERVIEW

Mistreatment may have profound impact on a student's professional identity as a medical student and ultimately as a physician. Additionally, LCME standard 3.6 references that "A medical school develops effective written policies that define mistreatment, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing mistreatment. Mechanisms for reporting mistreatment are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation."

METHOD

Mistreatment and Professionalism reports filtered to the College in a few ways. These pathways include formal and informal reports. Pathways for the 2024-2025 academic year included:

Professionalism:

- Phone calls/emails to the Office of Student Affairs
- Online reporting form

Mistreatment:

- Direct report to an administrator from the Office of the Learning Environment
- Direct report to an administrator from the Office for Academic Affairs
- Online reporting form

MISTREATMENT

Location of Alleged Mistreatment Incidents: Off-campus medical institution, MSB, Off-campus location, Carle OSM building

	Reported	Finding Resolved	Finding Unsubstantiated/ Request to Hold Report
Mistreatment	10	4	6

RESPONSE TIME:

The Director of the Learning Environment or the Ombudsperson responded to reports within 24 hours.

TYPES OF RESOLUTION THAT OCCURRED THIS ACADEMIC YEAR INCLUDED:

- Held mistreatment report based on the student request
- Educational communication to Clinical Faculty
- Inspirational communication to OR staff
- Educational session held for students.
- Coordination with Title VI office, Human Resources, DEI, and Academic Affairs
- Referral to Title IX office

AWARENESS OF MISTREATMENT REPORTING:

Survey data from the Spring of 2025 shows that 82% of Carle Illinois students agreed that the student mistreatment policy is clear, and 84% agreed that the procedures to report student mistreatment are clear.



AREAS OF GROWTH AND OPPORTUNITY:

Growth:

Over the last year, relationships with University Title IX, Title VI, and Campus Belonging offices have been strengthened. Educational sessions and Thrive Belonging Sessions with the Office of Diversity, Equity, and Inclusion were introduced. There are ongoing efforts with Carle Human Resources to strengthen the Learning Environment education and awareness of Support staff (RNs, Surgical Techs) who are unaffiliated with CI MED, but have frequent contact with our students.

Opportunity:

Efforts continue to strengthen the trust students feel in the Mistreatment Reporting system. We are working with Carle leaders to increase awareness of medical student mistreatment reporting amongst support staff who are not affiliated with CI MED. We are exploring a new way to provide important reference materials to students. We are in the early stages of exploring a new mechanism to encourage specific Professionalism behaviors in our pre-clinical students.

SUPPLEMENTAL INFORMATION

Over the past year, the following mistreatment prevention activities took place:

- Enhanced orientation for M1s, M2s, M3s, including increased faculty involvement and enhanced clinical orientation.
- Direct communication to OR staff reminding them of their important role as teachers
- Direct communication to Clinical Faculty offering tips to improve patient-presentation experiences with students

PROFESSIONALISM

OVERVIEW

Professionalism is an important and critical component of student’s professional identity as a medical student and ultimately as a physician. Additionally, LCME standard 3.5 references that “The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.”

Carle Illinois College of Medicine (CI MED) has developed policies and procedures to define professionalism standards and expectations and a process to report both compliments and concerns of student professionalism.

PROFESSIONALISM REPORT RESULTS ACADEMIC YEAR 2024-25

During the 2024-2025 Academic Year (July 1, 2023 – July 1, 2024) a total of 58 professionalism reports were filed through the [online professionalism reporting portal](#). This represents an overall increase of 23% compared to the 2023-2024 Academic year. Of the reports filed 32 (55% ↓5% from AY 23-24) were reports of compliments and 16 (45% ↑5% from AY 23-24) were reports of concerns.

Academic Year	Total Prof. Reports Filed	Complimentary	Concerns	Faculty		Staff		Students		Anonymous	
				COMP	CON	COMP	CON	COMP	CON	COMP	CON
2024-25	58	32	26	4	5	14	4	11	6	3	11
2023-24	47	28	19	18	10	4	5	4	3	2	1

WHO FILED REPORTS?

- The majority of professionalism reports filed came from staff and students. These two groups accounted for 60% of professionalism forms that were submitted.
- There was a marked decrease (68%) in the number of professionalism forms submitted by faculty.
- There was a marked increase (367%) in the number of professionalism forms submitted anonymously.
- The majority of professionalism reports (both compliments and concerns) filed by faculty and staff came from the department of Family Medicine. However, there was a significant decrease from the department compared to AY 23-24. Most of the concerns pertain to clinic attendance.
- The majority of professionalism forms submitted by students were complimentary, and ranged from complimenting fellow students, staff, and faculty.
- Of note a student from the nursing program submitted a complimentary professionalism form regarding a medical student that help them in an interdisciplinary activity.

OUTCOMES:

Compliments:

In almost all cases recipients were notified of the professionalism compliments. For students, professionalism compliments are recorded for potential usage in the MSPE or for review for humanism awards. Two students reached the threshold for inclusion in their MSPE. For faculty, compliments were forwarded to the Associate Dean for Faculty Development.

The nature of the compliments was varied by the characteristics demonstrated by the respondent. Oftentimes, multiple professional characteristics were described. The Office of Advancement acknowledged a number of students by submitting a correspondence to the Associate Dean for Student Affairs acknowledging the students work with external partners of CI MED.

OUTCOMES (CONT.):

Concerns:

Most professionalism concerns reported by faculty or staff for students were related to attendance or missing assignments. The overwhelming majority of these cases were first time instances and centered on the professionalism characteristics of reliability/responsibility. Most of these cases were addressed by the Associate Dean of Student Affairs meeting with the student to discuss the matter and no further actions were required.

There was 1 case (which was based upon 3 individual professionalism forms) forwarded to the Director of the Learning environment due to the egregious nature of the complaint. Due to the fact that the case involved Title VI concerns, the case was forwarded to the campus and OSCR.

Concerns where the student was the complainant, and another student was the respondent often involved issues with unprofessional communication. These instances involved voluntary mediation. No citations were issued.

SUMMARY:

There were significant changes in the frequency of reports submitted by different cohorts. This year saw marked increases of student and anonymous reports filed whereas faculty reports dropped. Additionally, there were increased number of reports of staff/faculty to staff/faculty reports which is perhaps not the intent of the form.

OVERALL RESOLUTION OF CONCERNS:

- Zero (0) cases reviewed by the Professionalism Review group that resulted in professionalism citations issued.
- One (1) case (three forms) reviewed by the Professionalism Review group that resulted in no professionalism citations.

RECOMMENDATIONS

There should be clarification as to the purpose of the reporting form. Currently the reporting form is open to the entire CI MED community. Faculty/Staff can (and have) submitted professionalism forms of concern directed at other faculty/staff. Students have used the form erroneously towards faculty/staff in cases in which they were the direct recipient of actions.

Currently, the Associate Dean and Assistant Dean for Student Affairs receives all professionalism complaints. This reporting structure is problematic in that faculty and staff may not know that student affairs is receiving these complaints and may also result in human resource concerns.

Therefore, it is recommended that the professionalism reporting form be limited to reporting student professionalism incidents and that another process is developed and socialized to address faculty staff concerns.

Or if there is a desire to keep a centralized reporting system, that a third party (such as the ombudsperson) receive the professionalism forms and then delegate to an appropriate individual to address the concerns or compliments. Student forms go to student affairs, staff forms go to chief of staff, faculty forms go to faculty.