

Background: Diversity, equity, and inclusiveness (DEI) play important roles in medical education. In 2008, a Student Climate Survey was sent to students at one medical school to assess their perspectives on DEI and cross-cultural understanding across campus. The authors conducted an updated survey in 2021 to assess changes in campus climate from the prior baseline, efficacy of diversity efforts in the intervening years, and areas in need of continued improvement.

Methods: Students in the doctor of medicine (MD), physical therapy (PT), and physician assistant (PA) programs at a public medical school were asked to complete an entirely voluntary survey consisting of 33 Likert-scale, short-answer, and open-ended questions, some of which were new and some of which were repurposed from the 2008 survey. The questions were designed to measure perceptions of diversity culture in general and within the learning environment, witnessed negative speech or behaviors, and effectiveness of current diversity efforts. Survey responses and associations between participant characteristics and key responses were summarized using proportions and 95 percent confidence intervals (95% CI). To test for statistical significance, chi square values and *p* values were calculated.

Results: Of 1,004 eligible students, 178 (18%) participated in the survey. Most participants agreed that the school of medicine (SOM) campus is friendly (89%, 95% CI 84 to 94) and welcoming to people from minority groups (78%, 95% CI 72 to 85). Sixty-one percent of students (95% CI 53 to 68) agreed that the campus is diverse, an increase from 37% in 2008. Almost all students (99%, 95% CI 97 to 100) agreed that their learning is enhanced by having a diverse student body and faculty, versus 90% who agreed in 2008. Nearly all participants (98%, 95% CI 96 to 100) believe the SOM is welcoming to those with liberal views, while only 49% (95% CI 47 to 51) believe it to be welcoming to those with conservative views. Many students reported witnessing students, residents, or faculty perpetrating negative remarks or behaviors toward minority groups, most often targeting people with conservative political ideologies, those with strong religious beliefs, those of low socioeconomic status, women, and racial or ethnic minority groups. Students who identified as underrepresented minorities were 5- to 25-times more likely to feel isolated on campus because of their race/ethnicity than non-minority white students.

Conclusions: Students increasingly value a climate that promotes DEI in supporting their own learning as well as the school's educational and clinical care missions. The SOM should continue to promote DEI throughout medical training and to embrace a broad definition of diversity that encompasses race, ethnicity, gender, age, socioeconomic status, sexuality, political views, religious beliefs, and other background characteristics and life experiences.