



2026 Graduate or Law School HEED Award Application

1. Enter the complete name of your Graduate or Law School EXACTLY as you would like it to appear in our publication and press release if you are selected as a 2026 Insight Into Academia Graduate or Law School HEED Award winner - **no abbreviations or acronyms.**

2. Enter your geographic location. If you have multiple locations, enter the location of your main campus.

City

State

3. What graduate school you are applying for?

- Law School
- Business School
- Architecture and Urban Planning
- Agriculture
- Engineering
- Education
- Environment and Sustainability
- Literature, Humanities, and Arts
- Performing/Visual Arts
- Public Policy/Government
- Psychology/Social Work
- College of Graduate Studies
- Other

4. What is your graduate or law student enrollment?

- Less than 1,000 students
- 1,000 - 5,000 students
- More than 5,000 students

5. What is the percentage of your full-time graduate or law student enrollment by race/ethnicity in the 2022-2023 academic year?

<input type="text"/>	White
<input type="text"/>	African American/Black
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Native American/Native Alaska
<input type="text"/>	Asian American
<input type="text"/>	Native Hawaiian/Pacific Islander
<input type="text"/>	Multiracial
<input type="text"/>	International
<input type="text"/>	Unknown/other

0 out of 100% Total

Comments

6. What is the percentage of your full-time graduate or law student enrollment by race/ethnicity in the 2025-2026 academic year?

<input type="text"/>	White
<input type="text"/>	African American/Black
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Native American/Native Alaska
<input type="text"/>	Asian American
<input type="text"/>	Native Hawaiian/Pacific Islander
<input type="text"/>	Multiracial
<input type="text"/>	International
<input type="text"/>	Unknown/other

0 out of 100% Total

Comments

7. What is the percentage of your administrative leadership (deans, department chairs, and executive-level administrators) by race/ethnicity in the 2022-2023 academic year?

<input type="text"/>	White
<input type="text"/>	African American/Black
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Native American/Alaska Native
<input type="text"/>	Asian American
<input type="text"/>	Native Hawaiian/Pacific Islander
<input type="text"/>	Multiracial
<input type="text"/>	International
<input type="text"/>	Unknown/other

0 out of 100% Total

Comments

8. What is the percentage of your administrative leadership (deans, department chairs, and executive-level administrators) by race/ethnicity in the 2025-2026 academic year?

<input type="text"/>	White
<input type="text"/>	African American/Black
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Native American/Alaska Native
<input type="text"/>	Asian American
<input type="text"/>	Native Hawaiian/Pacific Islander
<input type="text"/>	Multiracial
<input type="text"/>	International
<input type="text"/>	Unknown/other

0 out of 100% Total

Comments

9. What is the percentage of your graduate or law school faculty by race/ethnicity in the 2022-2023 academic year?

<input type="text"/>	White
<input type="text"/>	African American/Black
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Native American/Alaska Native
<input type="text"/>	Asian American
<input type="text"/>	Native Hawaiian/Pacific Islander
<input type="text"/>	Multiracial
<input type="text"/>	International
<input type="text"/>	Unknown/other

0 out of 100% Total

Comments

10. What is the percentage of your graduate or law school faculty by race/ethnicity in the 2025-2026 academic year?

<input type="text"/>	White
<input type="text"/>	African American/Black
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Native American/Alaska Native
<input type="text"/>	Asian American
<input type="text"/>	Native Hawaiian/Pacific Islander
<input type="text"/>	Multiracial
<input type="text"/>	International
<input type="text"/>	Unknown/other

0 out of 100% Total

Comments

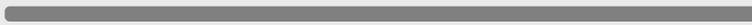
11. How well do the staff (not administrative leadership) in the following offices reflect the diversity of the graduate or law students they serve? Use the comment box to tell us about any efforts in place to explain or improve any disparities.

	Not reflective at all	Somewhat reflective	Moderately reflective	Very reflective	Extremely reflective	We don't have this office
Admissions staff	<input type="radio"/>					
Student services staff	<input type="radio"/>					
Health services staff	<input type="radio"/>					
Academic advising staff	<input type="radio"/>					
Career services staff	<input type="radio"/>					

Comments

12. On a scale of one to ten, one being the least competitive and ten being highly competitive, how competitive do you feel your graduate or law school's admissions process is?

Least competitive



Highly competitive

Comments

13. What are your graduation rates for full-time graduate students in the following groups (use the time period that best suits your type of institution) as of the completion of the Spring semester for each year? These numbers SHOULD NOT total 100%. For example, what percent of the graduate or law students in each group below that were in the 2019 cohort graduated in 2022 (assuming you are using 3-year graduation rates). We are interested in seeing the increases/decreases in graduation rates for each group of students.

	Overall	White	African American/Black	Hispanic/Latino	Native American/Alaska Native	Asian American	Native Hawaiian/Pacific Islander	Multiracial	International	Unknown
2022	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2025	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

14. Tell us what efforts you have in place to address any racial graduation gaps that may exist at your institution and if they are working. Enter N/A if you have no information to share.

15. What efforts do you use to improve retention and graduation rates for historically underrepresented graduate or law students?

	Yes	No
Free tutoring support	<input type="radio"/>	<input type="radio"/>
First-year experience programs	<input type="radio"/>	<input type="radio"/>
Early warning systems	<input type="radio"/>	<input type="radio"/>
Mentorship programs	<input type="radio"/>	<input type="radio"/>

Comments

16. Which efforts do you use to recruit the following groups of students?

	First-generation students	African/American students	Hispanic/Latino students	Native American students	Veterans	Students with disabilities	International students	Neurodivergent students	Rural students	Adult learners
Admissions officers or recruiters with a specific focus on this group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holistic admissions process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Merit-based scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need-based scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting events specifically for this group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legacy admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

17. Tell us about any student recruitment and/or retention programs for any of the groups included in the above that your graduate or law school has started in the last 24 months and their impact to date. Enter N/A if you have no information to share.

18. What resources do you offer your graduate or law students to support their mental health and well-being? Check all that apply.

- Free meals or food program
- Housing assistance
- Financial aid for emergency expenses
- Safe spaces for LGBTQ+ students
- Safe spaces for students of differing religions
- Clear leadership support for student mental health and well-being
- Mental health and well-being resources for students are listed on our website
- Accountability requirements reporting student mental health and well-being progress
- Mental health counselors matching the backgrounds of the students they serve
- Other

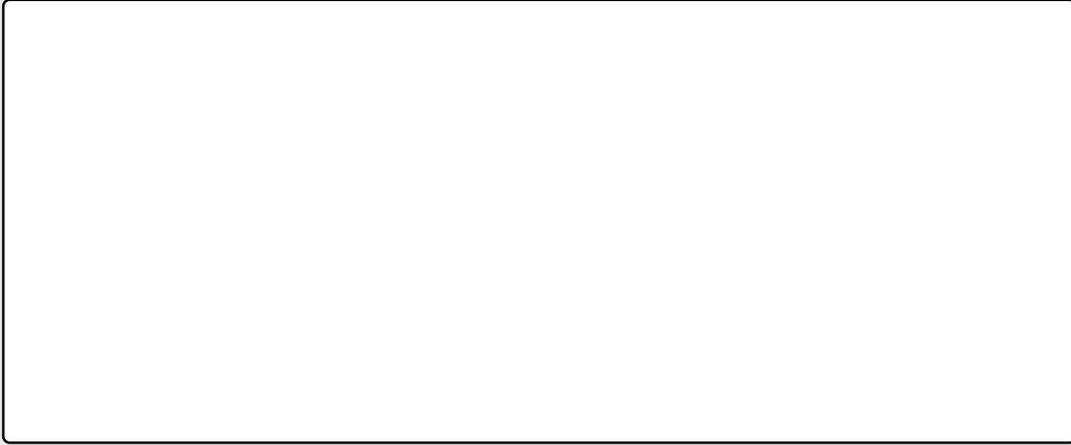
Comments

19. Which of the following strategies does your school use to recruit diverse graduate or law school faculty and staff?

	Yes	No
Post open jobs on diversity-focused job boards	<input type="radio"/>	<input type="radio"/>
Pathway programs for diverse faculty	<input type="radio"/>	<input type="radio"/>
Have a diverse faculty recruitment specialist	<input type="radio"/>	<input type="radio"/>
Departmental cluster hiring of diverse faculty	<input type="radio"/>	<input type="radio"/>
Spousal/partner hiring opportunities	<input type="radio"/>	<input type="radio"/>
Professional development opportunities for staff	<input type="radio"/>	<input type="radio"/>
Diverse faculty initiatives are included in your institution's strategic plan	<input type="radio"/>	<input type="radio"/>
Diverse staff initiatives are included in your institution's strategic plan	<input type="radio"/>	<input type="radio"/>
Our senior diversity officer meets with potential underrepresented candidates prior to offering a position	<input type="radio"/>	<input type="radio"/>
Employee resource groups	<input type="radio"/>	<input type="radio"/>
Mentoring programs for staff	<input type="radio"/>	<input type="radio"/>
Mentoring programs for faculty	<input type="radio"/>	<input type="radio"/>
Service is considered in the employee promotion and pay process	<input type="radio"/>	<input type="radio"/>
Do exit interviews when employees leave to learn the reason why	<input type="radio"/>	<input type="radio"/>

Comments

20. How do you communicate your inclusive excellence and belonging values to prospective employees during the recruitment process?



21. How do you communicate your inclusive excellence and belonging values to prospective employees during on-campus visits?



22. What resources do you offer to support your faculty and staff mental health and well-being? Check all that apply.

- Free or reduced tuition
- Career planning resources
- Workload equity plan for faculty
- Workload equity plan for staff
- Flexible work schedule
- On-campus childcare
- Paid maternity, paternity, and adoption leave
- Housing assistance program
- Mental health and well-being resources for faculty and staff are listed on our website
- Resources for mental health providers for faculty and staff
- Clear leadership support for employee mental health and well-being
- Accountability requirements reporting employee mental health and well-being progress
- Other

Comments

23. Describe any **new** diverse graduate or law school staff recruitment and/or retention efforts that you have started in just the last 24 months and their impact to date. Enter N/A if you have no information to share.

24. Describe any **new** diverse graduate or law school faculty recruitment and/or retention efforts that you have started in just the last 24 months and their impact to date. Enter N/A if you have no information to share.

25. Which job boards do you use to attract underrepresented job candidates? Limit your response a **maximum** of the five largest. Enter N/A if you have no information to share.

26. Indicate the role your dean/president plays in your graduate or law school's inclusive excellence and belonging strategies and policies. Add any additional information about their role in ensuring the execution of diversity efforts.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Ensures that resources (financial and staffing) are available to drive these efforts	<input type="radio"/>				
Shows a visible commitment to inclusive excellence and belonging in speeches, written correspondence, and public appearances	<input type="radio"/>				
Ensures that senior leadership is engaged in these strategies	<input type="radio"/>				
Publicly denounces all hate speech and violence on your campus	<input type="radio"/>				

Comments

27. Which of the following strategies does your graduate or law school have in place to ensure inclusive excellence and belonging are part of your mission?

	Yes	No
Our graduate or law school's official mission statement includes inclusive excellence and belonging as one of its core values	<input type="radio"/>	<input type="radio"/>
Our inclusive excellence and belonging goals and plans are embedded in the campus-wide strategic plan	<input type="radio"/>	<input type="radio"/>
Our graduate or law school has an inclusive excellence and belonging committee or council	<input type="radio"/>	<input type="radio"/>
We use data metrics to measure our inclusive excellence progress	<input type="radio"/>	<input type="radio"/>
Our inclusive excellence and belonging senior administrator submits an annual progress report	<input type="radio"/>	<input type="radio"/>
Adequate financial resources exist to drive our inclusive excellence and belonging efforts	<input type="radio"/>	<input type="radio"/>

Comments

28. Which of the following diversity-focused financial strategies exist at your institution?

	Yes	No
We apply for federal diversity grants	<input type="radio"/>	<input type="radio"/>
We have a dedicated development or grant writing officer focused on inclusive excellence	<input type="radio"/>	<input type="radio"/>
We have fundraising efforts dedicated to inclusive excellence programs and efforts	<input type="radio"/>	<input type="radio"/>
We have a fundraising campaign focused on diverse alumni	<input type="radio"/>	<input type="radio"/>
We have inclusive excellence award programs for faculty	<input type="radio"/>	<input type="radio"/>
We have inclusive excellence award programs for staff	<input type="radio"/>	<input type="radio"/>

Comments

29. Do you have a supplier diversity manager or office?

- Yes
- No

Comments

30. Which of the following efforts applies to your supplier diversity manager or office?

Yes No

We have a written plan that includes annual spending goals for diverse suppliers	<input type="checkbox"/>	<input type="checkbox"/>
Our supplier diversity plan is a component of our institution's strategic diversity plan	<input type="checkbox"/>	<input type="checkbox"/>
We submit a written supplier diversity report at least once a year	<input type="checkbox"/>	<input type="checkbox"/>
All employees in our graduate school who have spending authority are aware of our supplier diversity plan	<input type="checkbox"/>	<input type="checkbox"/>
We provide training to all employees with spending authority to encourage them to use diverse suppliers	<input type="checkbox"/>	<input type="checkbox"/>
We include language in all RFPs/buying opportunities encouraging diverse suppliers to submit a bid	<input type="checkbox"/>	<input type="checkbox"/>
Our supplier diversity manager/office hosts workshops or events for potential diverse suppliers to learn how to navigate our processes	<input type="checkbox"/>	<input type="checkbox"/>
We use accountability metrics on a regular basis to track our supplier diversity goals	<input type="checkbox"/>	<input type="checkbox"/>
We recognize employees who exceed supplier diversity targets	<input type="checkbox"/>	<input type="checkbox"/>
We require diverse suppliers to submit a breakdown of their workforce by race/ethnicity in their proposals/bids	<input type="checkbox"/>	<input type="checkbox"/>
Our current institutional spending goals for diverse suppliers is more than 10%	<input type="checkbox"/>	<input type="checkbox"/>
We have specific spending targets (set-asides) for diverse supplier spending	<input type="checkbox"/>	<input type="checkbox"/>

Comments

31. Which of the following branding and communications techniques does your graduate or law school use to message your commitment to exclusive excellence and belonging?

Yes No

Social media	<input type="radio"/>	<input type="radio"/>
Admissions materials and brochures	<input type="radio"/>	<input type="radio"/>
Alumni communications and outreach	<input type="radio"/>	<input type="radio"/>
Included in advertising campaigns	<input type="radio"/>	<input type="radio"/>
Our commitment is prominently featured on our graduate or law school's website	<input type="radio"/>	<input type="radio"/>

Comments

32. Which of the following inclusive excellence and belonging information appears on your graduate or law school's website?

Yes No

Every open job posting listed on our human resources page includes a statement encouraging underrepresented candidates to apply	<input type="radio"/>	<input type="radio"/>
Our study abroad page includes specific opportunities for underrepresented students (scholarships, etc.)	<input type="radio"/>	<input type="radio"/>
Our procurement office page encourages minority-owned, veteran-owned, disability-owned, and women-owned businesses to submit bids	<input type="radio"/>	<input type="radio"/>
Our disability services office page links to our career services page	<input type="radio"/>	<input type="radio"/>
Our graduate or law school student demographics are posted on our website	<input type="radio"/>	<input type="radio"/>
Sections of our website are translated into other languages	<input type="radio"/>	<input type="radio"/>
Links to other pages confirming our inclusive excellence and belonging commitment is on our website homepage	<input type="radio"/>	<input type="radio"/>
Our human resources pages have information on employee demographics, employee resource groups, mentoring opportunities	<input type="radio"/>	<input type="radio"/>
Links to organizations and support offices for underrepresented students (LGBTQ+ office, Hillel, disability office, etc.)	<input type="radio"/>	<input type="radio"/>

Comments

33. How is your senior inclusive excellence and/or belonging (or similar title) administrator role situated for success?

Yes No N/A - we don't have a dedicated person in this role

Reports to the dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is an executive-level or cabinet position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has input into their own budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is actively involved in student recruitment efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is actively involved in faculty and staff recruitment efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

34. How has your graduate or law school addressed any violence or hate incidents?

- We have an anti-hate committee
- We have written anti-hate/anti-violence policies
- We have published guidelines differentiating free speech from hate speech
- None of the above

Comments

35. Which of the following affinity/employee resource groups do you have at your graduate or law school?

	For faculty	For staff
African American	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>
Asian American	<input type="checkbox"/>	<input type="checkbox"/>
Native American/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Religious	<input type="checkbox"/>	<input type="checkbox"/>
Multiracial	<input type="checkbox"/>	<input type="checkbox"/>
Neurodivergent	<input type="checkbox"/>	<input type="checkbox"/>
Remote/hybrid employees	<input type="checkbox"/>	<input type="checkbox"/>
None of the above	<input type="checkbox"/>	<input type="checkbox"/>

Comments

36. Which, if any, of the following surveys has your institution used to understand issues of campus climate?

- Campus-wide climate survey for graduate or law school students (DO NOT include sexual assault, classroom experience, or Title IX survey) - which survey instrument did you use?

- When did you administer (month and year)?

- Campus-wide climate survey for graduate or law school faculty (DO NOT include Great Colleges to Work For application or employee satisfaction survey) - which survey instrument did you use?

- When did you administer (month and year)?

- Campus-wide climate survey for graduate or law school staff - which survey instrument did you use?

- When did you administer (month and year)?

Comments

37. Which of the following accommodations does your graduate or law school offer for students with disabilities?

	Yes	No
Instructional materials in accessible formats	<input type="radio"/>	<input type="radio"/>
Wheelchair-accessible curbs and building ramps	<input type="radio"/>	<input type="radio"/>
Wheelchair-accessible buildings (excluding certified historic ones)	<input type="radio"/>	<input type="radio"/>
Wheelchair space at school events	<input type="radio"/>	<input type="radio"/>
Wheelchair accessible desks	<input type="radio"/>	<input type="radio"/>
Sign language translators	<input type="radio"/>	<input type="radio"/>
Accessible online employment application	<input type="radio"/>	<input type="radio"/>
Section 508 website compliance	<input type="radio"/>	<input type="radio"/>
Audit by external vendor or disability services	<input type="radio"/>	<input type="radio"/>
Textbooks in braille	<input type="radio"/>	<input type="radio"/>
Career resources for students with disabilities	<input type="radio"/>	<input type="radio"/>
Computer-assisted real-time captioning	<input type="radio"/>	<input type="radio"/>
Elevators in all building (excluding certified historic ones)	<input type="radio"/>	<input type="radio"/>

Comments

38. Has your institution been impacted directly by new or upcoming legislation in your state? Check all that apply and explain in detail in order for us to consider how these changes and/or outside pressures have impacted your ability to continue your inclusive excellence and belonging work.

- Anti-DEI legislation has been enacted in our state
- We anticipate upcoming anti-DEI legislation in our state
- Our DEI office personnel has been reassigned to other roles
- Our DEI office personnel has been assigned new titles but no real changes in the role
- We have eliminated DEI programs on our campus
- Our DEI budget has been reduced
- We have closed DEI-related offices such as our LGBTQ and multicultural offices
- None of the above

Comments

39. How did you hear about the Insight Into Academia Graduate or Law School HEED Award?

- Past HEED award recipient
- Colleague
- Insight Into Diversity e-newsletter
- Insight Into Diversity magazine
- Insight Into Diversity website
- We administered Viewfinder Campus Climate Surveys
- Facebook
- LinkedIn
- X
- Conference
- Other

40. Please tell us why you applied for the 2026 Insight Into Academia Graduate or Law School HEED Award. Enter N/A if you have no information to share.

41. Please provide any feedback regarding the 2026 Insight Into Academia Graduate or Law School HEED Award or this application. Enter N/A if you have no information to share. We appreciate your comments!

42. I am a representative of my institution and hereby certify to the best of my ability that the information submitted in this application is accurate and complete.

Name

Title

Email address

43. Please provide contact information for your senior diversity officer or the person we should contact if your college is selected as a 2026 Insight Into Academia Graduate or Law School HEED Award recipient.

Name	<input type="text"/>
Title	<input type="text"/>
Email address	<input type="text"/>
Office phone number	<input type="text"/>
Cell phone number	<input type="text"/>

44. Please provide contact information for your director of marketing.

Name	<input type="text"/>
Email address	<input type="text"/>
Preferred phone number (office or cell)	<input type="text"/>

45. Please provide contact information for your director of human resources.

Name	<input type="text"/>
Title	<input type="text"/>
Email address	<input type="text"/>
Preferred phone number (office or cell)	<input type="text"/>

Review and Print/Save Your Graduate or Law School HEED Award Application

46. If you have reviewed and saved/printed your application, check the box below. Click "Next" to return to the sections page where you can make any changes or submit your completed application.

I have saved/printed my Graduate or Law School HEED Award application

Submit Your Completed Application

47. If you are ready to submit your application, check the box below and click the "Submit" button.*

Our Graduate or Law School HEED Award application is complete.