



2026 HEED Award Application

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

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

City

State

3. How would you describe your institution?

- Public
- Private

4. If you are a land-grant institution, do you have a statement acknowledging Indigenous Peoples as original stewards of the land your school is on?

- Yes
- No
- N/A

Comments

5. What is your total undergraduate-only student enrollment?

- Less than 5,000 students
- 5,000 - 9,999 students
- 10,000 - 14,999 students
- 15,000+

6. What is the percentage of your undergraduate-only full time 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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 undergraduate-only full time 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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 percentage of your undergraduate student body has identified as being in the following groups?

First-generation

Having a disability

LGBTQ+

Out-of-state

Pell Grant eligible

Transfer

Veterans

Comments

9. What is the percentage of your **administrative leadership** (include positions your institution considers to be in this category) by race/ethnicity in the 2022-2023 academic year?

White

African American/Black

Hispanic/Latino

Asian American

Native American/Alaska Native

Native Hawaiian/Pacific Islander

Multiracial

International

Unknown/other

0 out of 100% Total

Comments

10. What is the percentage of your **administrative leadership** (include positions your institution considers to be in this category) 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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. What is the percentage of your **full-time tenured and tenure-track** undergraduate faculty, or positions that your institution considers similar in title, 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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

12. What is the percentage of your **full-time tenured and tenure-track** undergraduate faculty, or positions that your institution considers similar in title, 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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

13. What is the percentage of your **full-time non-tenure-track** undergraduate faculty, or positions your institution considers similar in title, 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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

14. What is the percentage of your **full-time non-tenure-track** undergraduate faculty, or positions your institution considers similar in title, 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"/>	Asian American
<input type="text"/>	Native American/Alaska Native
<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

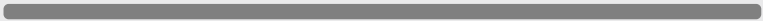
Comments

15. How well do the staff (not administrative leadership) in the following offices reflect the diversity of the undergraduate 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics department staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

16. On a scale of one to ten, one being the least competitive and ten being highly competitive, how competitive do you feel your institution's undergraduate admissions process is?

Least competitive  Highly competitive

Comments

17. What are your 6-year graduation rates for full-time undergraduate students in the following groups as of the completion of Spring semester for each year? These numbers SHOULD NOT total 100%. For example, what percent of the students in each group below that were in the 2019 cohort graduated in Spring 2025? We are interested in seeing the increases/decreases in graduation rates for each group of students.

	Overall	White	African American/Black	Hispanic/Latino	Asian American	Native American/Alaska Native	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

18. 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.

19. What efforts do you use to improve retention and graduation rates for historically underrepresented 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"/>
Summer bridge programs	<input type="radio"/>	<input type="radio"/>
Campus-wide strategic retention plan for students	<input type="radio"/>	<input type="radio"/>
Cohort-based academic success and leadership programs	<input type="radio"/>	<input type="radio"/>
Institutional research on student success patterns	<input type="radio"/>	<input type="radio"/>
Academically themed diverse student organizations	<input type="radio"/>	<input type="radio"/>

Comments

20. 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

21. Tell us about any student recruitment and/or retention efforts for any of the groups included in the above question that your institution has started within the last 24 months and their impact to date. Enter N/A if you have no information to share.

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

- Free meals or food programs
- 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
- Accountability requirements reporting student mental health and well-being progress
- Mental health counselors from backgrounds matching the students they serve
- Mental health and well-being resources for students are listed on our website
- Other

Comments

23. Tell us which of the following strategies your institution uses to recruit and retain diverse 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 hiring initiatives are included in your institution's strategic plan	<input type="radio"/>	<input type="radio"/>
Diverse staff hiring initiatives are included in your institution's strategic plan	<input type="radio"/>	<input type="radio"/>
Our senior diversity administrator 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

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

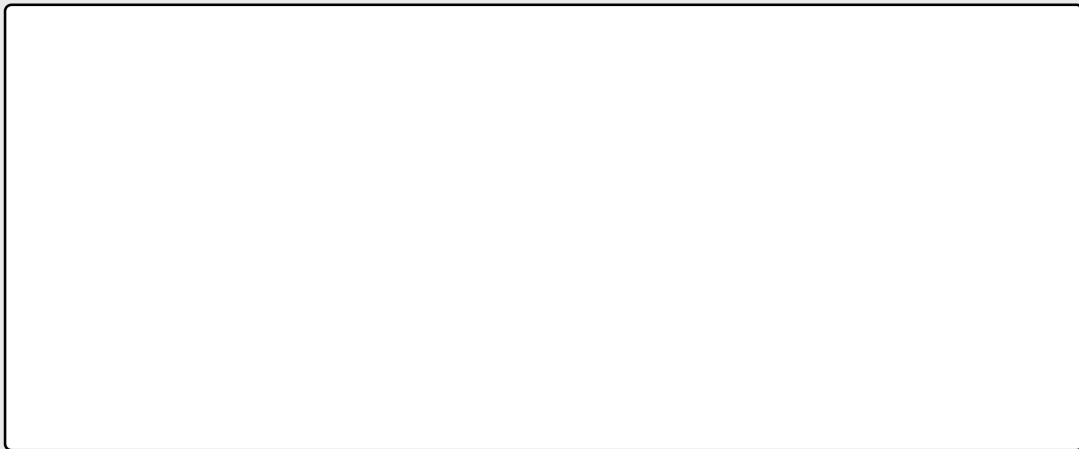
25. How do you communicate your inclusive excellence and belonging values to prospective employees during on-campus visits?

26. 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 policy
- Housing assistance program
- Mental health and well-being resources for employees listed on our website
- Resources for mental health providers for employees
- Clear leadership support for employee mental health and well-being
- Accountability requirements reporting employee mental health and well-being progress
- Other

Comments

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



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



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



30. Indicate the role the president/chancellor plays in supporting your institution's inclusive excellence and belonging strategies and policies. Add any additional information about the president/chancellor/dean's role in ensuring the execution of campus diversity efforts.

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

Comments

31. Which of the following strategies does your institution have in place to ensure inclusive excellence and belonging are part of your mission?

	Yes	No
Our institution'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 institution 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

32. Which of the following financial strategies exist at your institution?

	Yes	No
We apply for federal diversity-focused grants (NSF, NIH, Dept. of Education, etc.)	<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 fund-raising 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

33. Which of the following branding and communication techniques does your institution use to message your commitment to inclusive excellence and belonging?

	Yes	No
Social media	<input type="radio"/>	<input type="radio"/>
Admissions materials and brochures	<input type="radio"/>	<input type="radio"/>
Campus literary magazines	<input type="radio"/>	<input type="radio"/>
Student ambassadors	<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 website	<input type="radio"/>	<input type="radio"/>

Comments

34. Which of the following offices does your campus have?

	Yes	No
International office	<input type="radio"/>	<input type="radio"/>
Veterans' office	<input type="radio"/>	<input type="radio"/>
LGBTQ+ office	<input type="radio"/>	<input type="radio"/>
Religious services office	<input type="radio"/>	<input type="radio"/>
Multicultural affairs office	<input type="radio"/>	<input type="radio"/>
Disability services office	<input type="radio"/>	<input type="radio"/>
Inclusive excellence (or similar title) office	<input type="radio"/>	<input type="radio"/>

Comments

35. Which of the following inclusive excellence and belonging information appears on your 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 office 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 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"/>
Link to pages confirming our inclusive excellence and belonging commitment is on our website homepage	<input type="radio"/>	<input type="radio"/>
Our human resources pages has 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, disability office, Hillel, etc.)	<input type="radio"/>	<input type="radio"/>

Comments

36. Do you have a dedicated supplier diversity manager or office?

- Yes
- No

Comments

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

Comments

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

N/A - we don't have a dedicated person in this role

Yes No

	Yes	No	N/A - we don't have a dedicated person in this role
Has input into their budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position is an executive-level or cabinet position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends governing board meetings and presents the case for inclusive excellence and belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports to the president	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports to the provost	<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

39. How has your institution addressed any violence or hate incidents? Check all that apply.

- 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

40. Which of the following affinity/employee resource groups do you currently have or plan to create within the next year at your institution?

	For faculty	For staff
African American	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>
Asian/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

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

Campus-wide climate survey for students - which survey instrument did you use?

When did you administer (month and year)?

Campus-wide climate survey for staff - which survey instrument did you use?

When did you administer (month and year)?

Campus-wide climate survey for 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)?

Unit or individual college/department (i.e. Engineering School, Business school) - which survey instrument did you use?

When did you administer (month and year)?

Comments

42. Which of the following accommodations does your institution offer for people 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 of 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 buildings (except certified historic ones)	<input type="radio"/>	<input type="radio"/>

Comments

43. 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

44. How did you hear about the Insight Into Academia HEED Award?

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

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

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

47. 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

48. Please provide contact information for the person we should contact if your institution is selected as a 2026 Insight Into Academia HEED Award recipient.

Name

Title

Email address

Office phone number

Cell phone number

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

Name

Title

Email address

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

Name

Title

Email address

Phone number

Review and Print/Save Your HEED Award Application

51. 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 2026 HEED Award application

Submit Your Completed Application

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

Our HEED Award application is complete.