



2026 Health Professions 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 Health Professions 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. Which type of institution applies to your school?

- Allied Health School
- Dental School
- Medical School or Medical Health Center
- Nursing School
- Osteopathic School
- Pharmacy School
- Veterinary School
- Health Sciences Center
- School of Public Health
- School of Optometry
- Other

4. What is your full-time student enrollment?

- Less than 1,000 students
- 1,000 - 2,999 students
- More than 3,000 students

5. What is the percentage of your 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/Native Alaska
<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 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/Native Alaska
<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"/>	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 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"/>	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

9. What is the percentage of your **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"/>	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

10. What is the percentage of your 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"/>	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

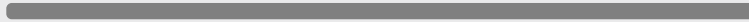
11. How well do the staff (not administrative leadership) in the following offices reflect the diversity of the students they serve? Use the comment box to tell us about any efforts in place to explain or improve any disparities.

	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"/>
Clinic staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 institution's admissions process is?

Least competitive

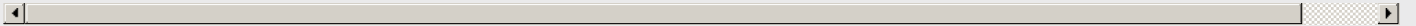


Highly competitive

Comments

13. What are your graduation rates for full-time 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 students in each group below that were in the 2020 cohort graduated in 2025 (assuming you are using 5-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	Unl
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 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 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. What 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
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>

Comments

17. Tell us about any student recruitment and/or retention efforts for any of the groups included in the previous 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.

18. 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 matching the backgrounds of the students they serve
- Mental health and well-being resources for students are listed on our website
- Other

Comments

19. Indicate which of the following are included in your curriculum.

	Yes	No
Community health	<input type="radio"/>	<input type="radio"/>
Cultural competency	<input type="radio"/>	<input type="radio"/>
LGBTQ health issues	<input type="radio"/>	<input type="radio"/>
Global health	<input type="radio"/>	<input type="radio"/>
Health disparities	<input type="radio"/>	<input type="radio"/>
Interprofessional studies	<input type="radio"/>	<input type="radio"/>
Health issues for underrepresented populations	<input type="radio"/>	<input type="radio"/>
Women's health issues	<input type="radio"/>	<input type="radio"/>
Religious beliefs affecting healthcare	<input type="radio"/>	<input type="radio"/>
Linguistic diversity	<input type="radio"/>	<input type="radio"/>
Social determinants of health	<input type="radio"/>	<input type="radio"/>

Comments

20. Which of the following strategies does your school use to recruit 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"/>
Diversity-themed postdoctoral fellowships	<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"/>
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

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

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

23. 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
- Other

Comments

24. Describe any **new** diverse 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.

25. Describe any **new** diverse 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.

26. 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.

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

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Ensures that resources (financial and staffing) are available to drive these	<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"/>

Comments

28. 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 has 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

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

Yes No

We apply for federal diversity-focused grants (NSF, NIH, Department 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 a qualified inclusive excellence endowment fund	<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

30. Which of the following branding and communication techniques does your health profession school use to communicate 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

31. 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 Yes No
- Our procurement office page encourages minority-owned, veteran-owned, disability-owned, and women-owned businesses to submit bids Yes No
- Our disability services office page links to our career services page Yes No
- Our student demographics are posted on our website Yes No
- Sections of our website are translated into other languages Yes No
- Link to other pages discussing our inclusive excellence and belonging commitment is on our website homepage Yes No
- Our human resources pages have information on employee demographics, employee resource groups, mentoring opportunities Yes No
- Links to organizations and support offices for underrepresented students (LGBTQ+ office, Hillel, disability office, etc.) Yes No

Comments

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

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

- Reports to the dean Yes No N/A
- This position is an executive-level or cabinet position Yes No N/A
- Has input into their budget Yes No N/A
- Is actively involved in student recruitment efforts Yes No N/A
- Is actively involved in faculty and staff recruitment efforts Yes No N/A

Comments

33. Which of the following affinity/employee resource groups do you have at your health profession school?

	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

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

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

- When did you administer (month and year)?

- Unit or individual college/department campus climate survey - which survey instrument did you use?

- When did you administer (month and year)?

Comments

35. 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

36. Which of the following accommodations does your health profession 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

37. How did you hear about the Insight Into Academia Health Professions 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

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

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

40. 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

41. Please provide contact information for your senior diversity officer or the person we should contact if your institution is selected as a 2026 Insight Into Academia Health Professions 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"/>

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

Name	<input type="text"/>
Title	<input type="text"/>
Email address	<input type="text"/>

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

Name	<input type="text"/>
Title	<input type="text"/>
Email address	<input type="text"/>
Phone number	<input type="text"/>

Review and Print/Save Your Health Professions HEED Award Application

44. 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 Health Professions HEED Award application

Submit Your Completed Application

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

Our Health Professions HEED Award application is complete.