

Rackham Merit Fellowship Rubric



A successful nominee will be excellent in at least one dimension and/or good in two or more dimensions.		4	3	2	1
Category	Where to find evidence in application	Excellent	Good	Poor	Not considered
Sustained commitment to diversity in the academic, professional, or civic realm through their work experience, volunteer engagement, or leadership of student or community organizations	Activities question; CV/resume; personal statement; letters of recommendation	Leadership position within the last four years in one or more in efforts to reduce social, educational, or economic disparities based on race, ethnicity or gender or to improve race relations in the US. Engagement in such activities over a sustained period (> 1 year). Deep engagement in one such effort or substantive engagement in two or more.	Evidence of substantive engagement in one or more activities since graduating high school in efforts to reduce social, educational, or economic disparities based on race, ethnicity or gender or to improve race relations in the US. Engagement in such activities over a sustained period (>1 year).	Nominee belongs to or has membership in an organization or club with a focus on reducing social, educational or economic disparities based on race, ethnicity or gender or to improve race relations in the US. The sustained commitment to diversity efforts is difficult to substantiate or is limited.	Single events and/or minimal participation since graduating high school in efforts to reduce social, educational, or economic disparities based on race, ethnicity or gender or to improve race relations in the US. Short term (<3 months) engagement in such efforts. Commitment to diversity work/volunteering/research is not in the United States.
Financial hardship as a result of family economic circumstances	Personal statement, answer to financial hardship question; student has indicated they are a Pell grant recipient	Multiple, substantive lines of evidence that financial hardship has affected the path to the current educational level. Has participated in one or more of the programs identified on the Rackham application, as well as being a recipient of a Pell, access to generational financial resources, etc.	The student is a Pell recipient (or could not access Pell funding due to administrative limitations - such as DACA) and has had a lack of access to generational financial resources, etc.	Limited evidence in one or more dimension that financial hardship has impacted educational experience/attainment. This might include receiving a Pell with no other indication of financial hardship such as work, challenges to pay for their undergraduate education, or a personal history of lack of financial security.	Minimal to no evidence that financial hardship has impacted student educational attainment. For example, having a job during undergraduate education or having student loans are not on their own evidence of financial hardship that has impacted educational attainment.
Participated in programs in the Rackham application open to students from disadvantaged backgrounds	Participant in activities including SROP, MICCHRS, NAME, McNair, etc.	Nominee identified participation in one or more University-recognized program and reflected on this experience elsewhere in the application and/or through the admissions process.	Nominee identified participation in at least one one University recognized program in the application and/or through the admissions process.	Limited evidence that the nominee participated in any University-recognized programs.	No evidence that the nominee participated in any of the University-recognized programs.
First-generation US citizen	Specific question in application & personal statement	Multiple lines of evidence that first generation status has impacted the path to the current educational level. his might include limited role models or family support for higher educational attainment or other academic experiences, difficulties associated with navigating hidden curricula and expectations in US higher education, significant cultural adjustment.	Substantive evidence that first-generation status has impacted the educational experience of the nominee. This might include limited role models or family support for higher educational attainment or other academic experiences, difficulties associated with navigating hidden curricula and expectations in US higher education, significant cultural adjustment.	Limited evidence that first-generation status has impacted the educational experience of the nominee. This might include situations in which, for example, the student is a first generation US citizen but had substantive access to educational opportunities.	Nominee is not a first-generation US citizen.
First-generation in their families to graduate from a 4 year college	Specific questions in application & personal statement	Multiple lines of evidence that first generation status has impacted the path to the current educational level. This might include limited role models or family support for higher educational attainment or other academic experiences, difficulties associated with navigating hidden curricula and expectations in US higher education.	Substantive evidence that first-generation status affected the educational experience of the nominee. This might include limited role models or family support for higher educational attainment or other academic experiences, difficulties associated with navigating hidden curricula and expectations in higher education.	Limited evidence that first-generation status has impacted the educational experience of the nominee. This might include situations in which, for example, the student is a first generation US citizen but had substantive access to educational opportunities.	Little/no evidence that the nominee is a first generation graduate of a four year college or university.
Come from an educational, cultural or geographic background that is underrepresented in their discipline in the United States or at the University of Michigan	Specific questions in application, personal statement, transcript, CV/resume	Multiple lines of evidence that the educational path of the student was significantly affected by educational, cultural, geographic background. This could include student graduated from a community college, MSI, or single gender college/university; student is a tribal community member; student comes from an under-resourced school system such as a rural, urban environment or from a war-torn community.	Substantive evidence that the educational path of the student was significantly affected by educational, cultural, geographic background. This could include student graduated from a community college, MSI, or single gender college/university; student is a tribal community member; student comes from an under-resourced school system such as a rural, urban environment or from a war-torn community.	The nominee has not answered these questions within the Rackham application.	Comes from a state or university/college where the program has no other admitted students. The underrepresented background is the student's race/ethnicity, sex/gender/orientation. The underrepresented background is around the students disability status.