



SOCIAL ANALYSIS FOR INNOVATIVE LEADERSHIP (SAIL)

SAIL Capstone Project Guidelines

Master of Arts in Social Transformation (MAST)

Overview

This e-portfolio project provides a framework for curating and narrating the work students have done across their MAST degree program as a practice of making their work impactful in broader contexts and articulating their contributions to and understandings of the complex intersections of social transformation and spiritual leadership.

The MAST program overall is designed to equip students to think critically about socio-political dynamics and reflect constructively on the role played by religious and theological traditions in movements for social change. To do this, coursework and social change fieldwork contribute to developing and integrating three broad skill sets:

- Methods for social theorizing and ethical analysis;
- Tools for constructive theological reflection and spiritual practice;
- Strategies for adaptive transformative leadership, collaborative community organizing, and network building.

Successful completion of this SAIL capstone project involves producing an e-portfolio project completed in consultation with the student's advisor after students have completed $\frac{3}{4}$ of the degree requirements (see prerequisites below). This e-portfolio will include elements demonstrating the student's engagement with the program's learning objectives.

Capstone Objectives

The portfolio should address a specific sector of social change-making in relation to the student's social change fieldwork and demonstrate the student's ability to:

- Analyze socio-political dynamics for the sake of advancing positive social change;
- Evaluate challenges and opportunities for effective religious/spiritual leadership in contextually specific ways;
- Retrieve critically and constructively key theological and/or religious ideas for advancing social transformation;
- Identify and assess particular professional and vocational skills for religious/spiritual leadership for particular social change venues.
(See the included SAIL Project assessment rubric.)



Summative Portfolio Project

The e-portfolio involves creating and populating an online platform (such as Google Sites, WordPress, or Wix.com) with materials for engaging in social analysis, theological/religious reflection, and vocational preparedness. Each of the key components of this portfolio should be uploaded to distinct “tabbed” sections accessible from the home page of the site. (Google Sites, WordPress, and Wix, among others, allow the creation of a completely private site, an open and public site, or a limited access site; this e-portfolio can thus be shared with as many or as few as desired and also maintained over time for future work beyond graduation).

The e-portfolio should include these elements:

- Vocational statement of professional purpose and goals, as well as a description of the role of and approach to spiritual/religious leadership in this social change sector; (Transformative Leadership; Who Cares?)
- An exposition of the student’s approach to employing theological resources and spiritual practices in the work of social change-making; (Spiritual Formation; Theological Thinking; Rhetorical Use of Texts)
- An illustration of the type of social analysis the student undertakes in this particular sector of social change; (Contextual Thinking)
- A sample research paper or excerpts from such a paper dealing with social analysis and spiritual/ethical reflection; (Introduction to Christian Ethics; Upper-Level Theology course)
- Case studies and/or other relevant materials from coursework, immersive learning, or social change fieldwork sites. (Design Thinking for Social Change; Social Change Field Work)

Proper attribution of ideas and texts is expected, primarily following the same conventions as traditional citations and hyperlinking.

Process

Students should begin the SAIL Capstone project after they have completed $\frac{3}{4}$ of the degree’s required courses, including the prerequisites listed below. This process should occur just before or during a student’s last semester in the degree program.

A successful completion of the SAIL project requires the following:

1. Preparatory conversation with the student’s advisor at the beginning of the semester in which the SAIL capstone project will be completed to develop materials for the project and identify any areas that need to be strengthened for the project to be completed.
2. Preparing and submitting the e-portfolio - the final version of the e-portfolio should be accessible to the advisor through a submitted URL with distinct elements noted appropriately for the sake of assessment and evaluation.

- Engaging in an evaluative conversation with the advisor using the provided rubric and the advisor's comments and assessment.

Prerequisites

Prior to engaging in the SAIL Capstone Project, students should have completed the following courses:

- Spiritual Formation for Leadership
- Contextual Thinking
- Rhetorical Use of Texts
- Introduction to Christian Ethics
- Theological Thinking
- Transformative Leadership
- Design Thinking for Social Change
- Social Change Field Work
- Who Cares
- Upper-Level Theology course

SAIL Project Assessment Rubric

	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
Analyze a Social Change Sector Related to Field Work or Immersive Learning/Clarity of Vision	The social sector is identified clearly and in direct relation to the field work experience.	The social sector is named and is related to the field work experience.	The social sector remains too broadly defined in relation to the field work experience.	Direct links are lacking between named social sector and the field work.
Submit artifact(s) identifying the limits and leading edges of key social theorists or theories related to the given sector	The leading edges of current social theories are clearly outlined in relation to the chosen sector, including the limits and obstacles of current approaches.	Shows an understanding of the limits of social theorizing for the given sector and the gaps to be addressed.	The submitted material exhibits only broad generalizations about social theory related to the sector analyzed.	Clearly identified limits of current theories are lacking or are left implied.
Assess Professional and Vocational Readiness for Leadership for Social Change/Clarity of Formation	The submitted artifacts demonstrate significant awareness of the skills needed for effective leadership, including the student's own	The project includes key elements to address in developing leadership skills and attends well to social location and context.	The project indicates some awareness of vocational strengths and weaknesses, as well as a rather broad treatment	The project lacks evidence of personal vocational assessment and/or areas for improving skills in religious leadership for social change;

	cultural and social location (racial, ethnic, and economic) for engaging effectively in the given sector.		of issues related to social context.	issues of the student's own social and cultural location are missing or insufficiently analyzed.
Submit artifact(s) demonstrating skill in retrieving and/or constructing key theological ideas or religious traditions, or spiritual practices for leadership in social change.	Illustrates with specific examples how approaches to religion / spirituality relate to effective leadership in social change.	Religion / spirituality are related to social change leadership in helpful ways for the sake of mutual interaction.	Religion / spirituality are implied in the social change work but need to be made more explicit for effective leadership.	Religion/spirituality seem vaguely articulated or absent from the approach taken toward social change leadership
Demonstrate an integration of social analysis and theological/ethical reflection for effective social changemaking/Clarity of Vocational Identity	The project illustrates a compelling approach to the integration of insightful social analysis and particular forms of theological/ethical reflection for specific social change outcomes.	Social analysis and theological/ethical reflection are clearly linked in a project that shows how such integration matters for social changemaking.	Social analysis and theological/ethical reflection appear only loosely connected in the project and/or not clearly linked to social change outcomes.	The project does not indicate how social analysis and theological/ethical reflection are related to the goals of social change.
Write and/or Present Ideas and Practices Compellingly, Persuasively, and Accurately	The writing and/or presentation style invites active engagement from the reader or audience, demonstrates substantial rhetorical skill, and attends carefully to the importance of scholarly citation and attribution.	The project is written and/or presented clearly, with evidence of attention to rhetorical style, and the need to engage with methods of scholarly citation.	Some significant gaps appear in the writing style and there are numerous errors in presenting scholarly work with adequate and accurate citation.	The writing and/or presentation style tends to obscure meaning, little evidence of the attempt to argue or persuade, and scholarly methods for citation and attribution are lacking or are not engaged accurately or consistently.