

A Suggested Rubric for Understanding Change in Theological Education

	Beginner	Intermediate	Mature	Distinguished
Faculty Leadership	Only one faculty “champion,” less than 15% of faculty active in curricular integration	At least two faculty “champions,” 15-33% of faculty active in curricular integration	At least four faculty “champions,” 33-50% of faculty active in curricular integration	Majority of faculty active in curricular integration
Institutional Support	Less than 15% of deans, administrators, board, etc. support making <i>oikonomia</i> issues a priority	15-33% of deans, administrators, board, etc. support making <i>oikonomia</i> issues a priority	Majority of deans, administrators, board, etc. support making <i>oikonomia</i> issues a priority	Almost all leaders support making <i>oikonomia</i> issues a priority
Curriculum	1-3 courses have <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; no creative/experiential learning opportunities	Growing # of courses have <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; 1-2 creative/experiential learning opportunities	At least 33% of courses w/ <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; 3-4 creative/experiential learning opportunities	Over 33% of courses have <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; 5 or more creative/experiential learning opportunities
Extracurricular	1-2 special events (such as reading groups, events, chapel presentations); the faculty champion “infects” thru informal mentoring, etc. but has little formal platform for school-wide influence	Observably increasing # of initiatives w/gradually increasing participation by faculty & students	Observable initiatives give faculty champions real & growing institutional “voice”	Multiple, consistent, ongoing emphases thru faculty training, chapel, student formation efforts, special events, visuals, alumni communications, informal mentoring, student internships etc.
Institutional Partnerships	School discussing new emphasis on serving & partnering with local churches, other institutions	School engages modest, temporary partnerships/activities that serve & partner with local churches, other institutions	School engages increasingly robust & sustainable partnerships/activities	School leadership prioritizes support for multiple, sustainable partnerships/activities

Note: This rubric is a general suggestion based on recent experience. It may not fit at every school, and we are all still learning together what the Lord has in store!

Adapted for the Oikonomia Network from a rubric prepared by Amy Sherman and Greg Forster for the 2016 Faith at Work Summit