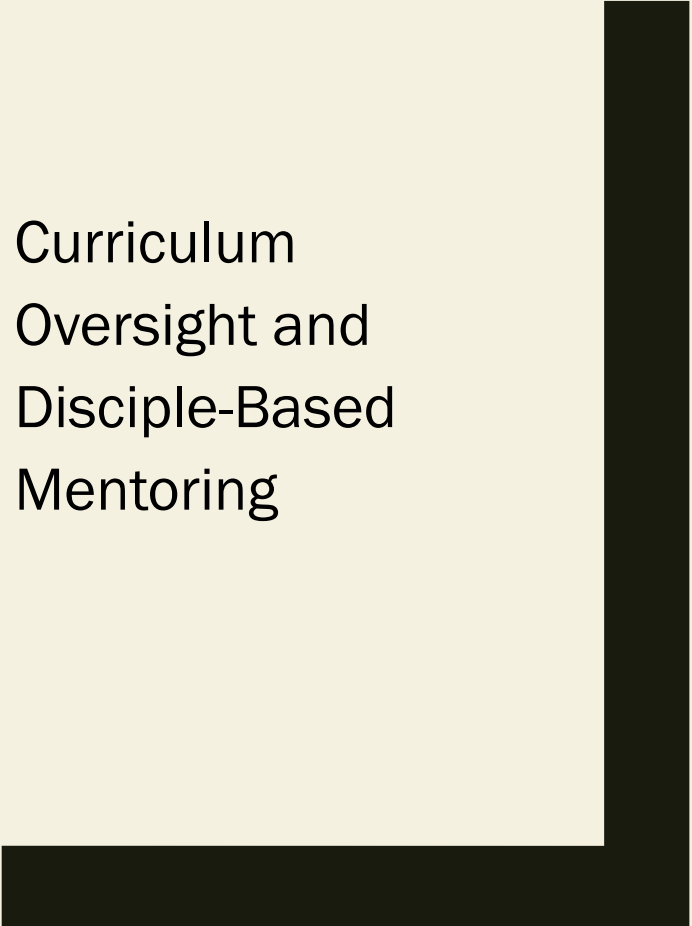


SUBJECT MATTER EXPERT MODEL

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Curriculum
Oversight and
Discipline-Based
Mentoring

Learning Objectives and Audience

Learning Objectives

1. Introduce The Subject Matter Expert (SME) Model as a response to key challenges in addressing accreditation standards.
2. Define the roles and responsibilities of discipleship-based faculty mentoring by Subject Matter Experts.
3. Describe the oversight of the faith-based curriculum managed by Subject Matter Experts

Targeted Audience

The content in this workshop was designed by and for a CSWE accredited MSW program but is also applicable to BSW programs.

What are the Current CSWE Standards?

“CSWE’s Commission on Accreditation (COA) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs.

Currently, CSWE accreditation standards for baccalaureate and master’s program faculty recognize the master’s degree in social work as a qualification for teaching in a social work program:

- **B3.2.4** The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- **M3.2.4** The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

CSWE (2018). *Guidance to programs related to faculty qualifications and regional accreditation*. Retrieved from https://www.cswe.org/Accreditation/RegionalAccreditors_GuidancetoPrograms-April-16-20.aspx

What do Regional Accreditors say?

- Regional University Accreditors:

“The primary issue raised by programs is regional accreditors’ responses to master’s level social workers teaching courses at the graduate level that do not have a doctoral degree.”

- Guidance from CSWE:

- *“More important than the actual degree, however, is the **expectation that institutions justify the decision to have specific persons teach specific courses.**”*

and

- *“...**when responding to accreditation standards, social work programs must provide a clear link between faculty qualifications and the courses assigned to each person, both full- and part-time faculty.**”*

- With this guidance in mind, there is a greater need to identify subject matter experts to provide instruction within the learning community.

Guidance to Programs related to Faculty Qualifications and Regional Accreditation

(CSWE, 2018) https://www.cswe.org/Accreditation/RegionalAccreditors_GuidancetoPrograms-April-16-20.aspx

**But what qualifies
an instructor to
teach a specific
course in the
curriculum?**



**OBJECTIVE 1:
INTRODUCE THE SUBJECT MATTER EXPERT (SME) MODEL AS
A RESPONSE TO KEY CHALLENGES IN ADDRESSING
ACCREDITATION STANDARDS.**

SME Defined

A **subject matter expert** (SME) is an individual who has real-world experience and the most current knowledge on related topics (Trautman & Klein, 1993).

This SME Model requires faculty to demonstrate expertise in a specific content area through:

- attained education,
- social work practice experience,
- university teaching experience,
- experience with learning management systems (for online teaching),
- certifications/licenses, and
- Christian profession of faith and service*.

An individual is considered a subject matter expert in one or more content areas in order to guide other professionals within their expertise.

**As a religious educational institution operating under The Wesleyan Church, Indiana Wesleyan University is permitted under the exemptions set forth in Title VII of the Civil Rights Act of 1964 to prefer employees on the basis of religion.*

Faculty Examples

■ Marcie Cutsinger: SME for Policy & Theory

- attained education
- practice experience
- university experience
- specialized trainings
- certifications & licenses
- research endeavors
- faith testimony

■ James Long: SME for Field Education

- attained education
- practice experience
- teaching experience
- specialized trainings
- certifications & licenses
- research endeavors
- faith testimony

SME Purpose

➤ Provide Structure

- ✓ “Attach” faculty members operationally to courses and adjuncts
- ✓ Improve administrative effectiveness through a specific scope of practice

➤ Enhance Communication

- ✓ Increase communication channels between faculty and adjuncts
- ✓ Connection as part of the larger team

➤ Conduct Oversight

- ✓ Provide mentoring guidance and faith-based support
- ✓ Performance evaluations, feedback and selection to teaching

Overview of Subject Matter Expert Model

Indiana Wesleyan University's online MSW Program created a Subject Matter Expert Model for full-time faculty to supervise specific curriculum and mentor part-time faculty within their areas of expertise.

This model involves faith-infused social work curriculum content managed by Subject Matter Experts based on their expertise.

SME Primary Roles:

1. Curriculum Oversight and Revisions
2. Resource Person for Learners
3. Faculty Collaboration and Mentoring
4. Resource Person for Instructors

Subject Matter Expert Course Assignment List

Advanced Field Education	Practice/Clinical (Individuals, Families & Groups)	Research/Data	Macro/Theory/Policy	Field Education
SWK 666 - Advanced Field Placement and Seminar I	SWK 555 – Social Work Practice I (Individuals)	SOC 582 – Social Research	SWK 542 – Human Behavior and Social Environment	SWK 560 – Social Work Field Placement and Seminar I
SWK 667 - Advanced Field Placement and Seminar II	SWK 556 – Social Work Practice II (Families and Groups)	SWK 661 – Research Proposal I: Problem Formulation Process	SWK 543 – Social Welfare and Policy	SWK 561 – Social Work Field Placement and Seminar II
SWK 668 – Advanced Field Placement and Seminar III	SWK 655 - Advanced Interpersonal Practice	SWK 662 – Research Proposal II: Research Methods Write-Up	SWK 557 - Generalist Practice with Communities and Organizations	SWK 562 – Social Work Field Placement and Seminar III
SWK 669 - Advanced Field Placement and Seminar IV	SWK 656 – Advanced Practice with Families and Groups		SWK 660 - Social Welfare Policy and Program Development	SWK 563 – Social Work Field Placement and Seminar IV
	SWK 650 - Mental Health and Psychopathology			

Adjunct Course Assignment Using Justification Codes

- Upon hiring*, Instructors are assigned courses based upon this model:
 - attained education
 - social work practice experience
 - university teaching experience
 - experience with learning management systems (for online teaching)
 - certifications/licenses

Justification codes are assigned to each course based on these criteria to determine eligibility to teach the course content and an SME is assigned as Mentor. The Mentor is assigned based on the most similar qualifications.

*All Instructor must demonstrate a Christian profession of faith and service to be hired.

Justification Codes	Definitions
SWK1	Ph.D. in Social Work or DSW MSW with five (5) or more years post practice experience in content area Two (2) years online teaching experience with adult learners in content area Experience with learning management systems Clinical license (LCSW/LISW)
SWK2	Doctorate degree in related field MSW with five (5) or more years post practice experience in content area Two (2) years teaching experience with adult learners in content area Experience with learning management systems Clinical license (LCSW/LISW)
SWK3	Doctorate degree MSW with five (5) or more years post practice experience in content area Two (2) years teaching experience with adult learners in content area Experience with learning management systems LMSW or no social work license
SWK4	Doctorate degree MSW with two (2) years post practice experience in content area Some teaching experience with adult learners in content area Little or no experience with learning management systems
SWK5	Doctorate degree MSW with two (2) years post practice experience in content area No teaching experience with adult learners in content area Little or no experience with learning management systems
SWK6	MSW with five (5) or more years post practice experience in content area Two (2) years online teaching experience with adult learners in content area Experience with learning management systems Clinical license (LCSW/LISW)
SWK7	MSW with five (5) or more years post practice experience in content area Two (2) years teaching experience with adult learners in content area Experience with learning management systems LMSW or no social work license
SWK8	MSW with two (2) years post practice experience in content area Some teaching experience with adult learners in content area Little or no experience with learning management systems
SWK9	MSW with two (2) years post practice experience in content area No teaching experience with adult learners in content area Little or no experience with learning management systems



OBJECTIVE 2:

Define the roles and responsibilities of discipleship-based faculty mentoring by Subject Matter Experts.

This SME Model is based on discipleship-based mentoring using the seven areas identified by Wheeler (1992).

1. Understanding *Christ-centered* institutional roles and expectations.
2. Learning how the institution operates in getting things done.
3. Finding resources.
4. Developing collegiality.
5. Obtaining feedback on professional progress.
6. Improving skills and performance in teaching.
7. Finding a balance in work-life expectations.

Christ-Centered Institutional Expectations

- In Christian Social Work education, providing curriculum content and faculty mentoring must also include being knowledgeable about Biblical truths and discipleship.
- Discipleship is defined here as:
 - *helping others in maintaining a healthy relationship with God through proclaiming and modeling the Gospel;*
 - *shepherding a person toward Christlikeness and Kingdom mindedness, and*
 - *holding each other accountable through sharing, serving and giving of ourselves.*

Mentoring the First Course

The mentor gets paid a small stipend for oversight of the first course.

Payment is contingent upon completion of these requirements:

After receiving your mentoring assignment and mentee information, we ask that you:

- *Contact your mentee prior to the class to go over any questions he/she may have. (We highly recommend a Zoom session or some other face to face meeting if possible).*
- *Observe your mentee for the duration of their course - specifically focusing on the first week of class.*
- *Be available for questions for the entire course (Zoom sessions and phone calls are highly recommended).*

SME Responsibilities for Faculty Ongoing Collaboration and Mentoring

Mentors assigned adjunct faculty:

- ✓ Provide clear guidance for course instruction
- ✓ Serves as liaison regarding course issues
- ✓ Accesses live courses to periodically review teaching methods
- ✓ Discusses possible problem-solving strategies
- ✓ Collaborates with the team to build team unity and harmony
- ✓ Models faith-integration through verbal and written communication with the teaching faculty
- ✓ Provides critical feedback on teaching
- ✓ Interviews and assigns faculty to specific courses based on expertise and experience
- ✓ Annually reviews faculty End Of Course (EOC) evaluations and ranks the level of appropriateness for continuing teaching
- ✓ Provides discipleship of faculty by:
 - *helping others in maintaining a healthy relationship with God through proclaiming and modeling the Gospel;*
 - *shepherding a person toward Christlikeness and Kingdom mindedness, and*
 - *holding each other accountable through sharing, serving and giving of ourselves.*

SME Roles & Responsibilities (handout)

1. Curriculum Oversight and Revisions

- Provides content area expertise
- Assists with instructional strategies including additional materials not included in the course content and/or extra pieces of information to help the students in the course
- Interprets assignment requirements
- Provides training and outline of expectations for assignments in the course
- Available to answer questions that arise about the course content
- Provides assistance in interpreting IWU and MSW policies
- Offers ways of integrating faith into the profession's knowledge, values, and skills
- Reviews content and ensure its accuracy
- Understands, articulates, and implements best practices in the course and program
- Facilitates minor revisions in live courses (broken links, spelling errors, etc.) as identified by teaching faculty or learners and sends to Instructional Designer for immediate change in live course(s) and main course shell.

2. Resource Person for Learners

- Responds to learners concerns within 24 hours
- Provides information for seeking accommodations
- Follows Incomplete Grades to ensure timely completion
- Provides information and referral to advising when needed
- Assists adjuncts in referring acts of plagiarism
- Provides direction for initiating a Performance Improvement Plan
- Provides directions for Incomplete Grade requests
- Provides resources for adjunct faculty to increase the knowledge, values, and skills of the profession

3. Faculty Collaboration and Mentoring

- Mentors assigned adjunct faculty and provide clear guidance for course instruction
- Serves as liaison regarding course issues
- Accesses live courses to periodically review teaching methods
- Discusses possible problem-solving strategies
- Collaborates with the team to build team unity and harmony
- Models faith-integration through verbal and written communication with the teaching faculty
- Provides critical feedback on teaching
- Interviews and assigns faculty to specific courses based on expertise and experience
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- Provides discipleship of faculty by:
 - helping others in maintaining a healthy relationship with God through proclaiming and modeling the Gospel;
 - shepherding a person toward Christlikeness and Kingdom mindedness, and
 - holding each other accountable through sharing, serving and giving of ourselves.

4. Resource Persons for Instructors

- Stays informed of changes in program, LMS, and university policies and disseminates changes as needed
- Creates user guides and training manuals when needed
- Conducts video conferencing with faculty as needed
- Responds to Instructors concerns within 24 hours

Growing Pains!

- The MSW Program admits students three times a year and admissions have increased since completing CSWE accreditation requiring our adjunct pool to grow to meet the course offering demands.
- Evidence has emerged suggesting inconsistency in teaching quality, from concerns stated by students in End of Course Surveys to anecdotal stories passed on from students. A few known examples of low quality instruction had gone unaddressed. In addition, adjunct faculty members had continued to express confusion on a number of critical topics (e.g. timely grading, offering incompletes) despite the fact these issues had been repeatedly addressed. These data points suggested a problem with communication and oversight of adjunct teaching.



What should we do?



Credit For Key Adjunct Model

Developed By The
DeVoe School Of Business
Indiana Wesleyan University

Used With Permission



Integrating Key Adjunct Faculty in the SME Model

(Matthew 16:19a, “And I will give you the keys to the kingdom of heaven....”)



❖ **Structure:**

- ✓ Assist with administrative needs

❖ **Communication:**

- ✓ Facilitate communication between instructors in the same discipline, and between instructors and leadership
- ✓ Close the loop: Ensure critical information is understood, and feedback is returning to leadership

❖ **Oversight:**

- ✓ Complete in-class observations
- ✓ Provide feedback and coaching
- ✓ Identify training needs

Key Adjunct Qualifications

Education:

- *Master's degree in Social Work and a doctorate in Social Work or related field.*

Experience, Knowledge, and Dispositions:

- *A vibrant Christian commitment and willingness to adhere to the standards outlined in the IWU community lifestyle statement*
- *A servant leader's heart in tune with IWU's mission statement*
- *Well-honed problem solving skills and experience in supporting large scale systems*
- *Exposure to a wide range of delivery modalities for teaching and learning*
- *Experience in serving adult learners*
- *Ability to articulate concepts and ideas in written form*
- *Effective written, oral, and interpersonal communication skills and a strong interest in building cooperative relationships*
- *Past stellar experience as an adjunct faculty (excellent observation scores, excellent EOCs)*

Key Adjunct Primary Duties

The Key Adjunct reports to the Program Director and carries out the following primary duties:

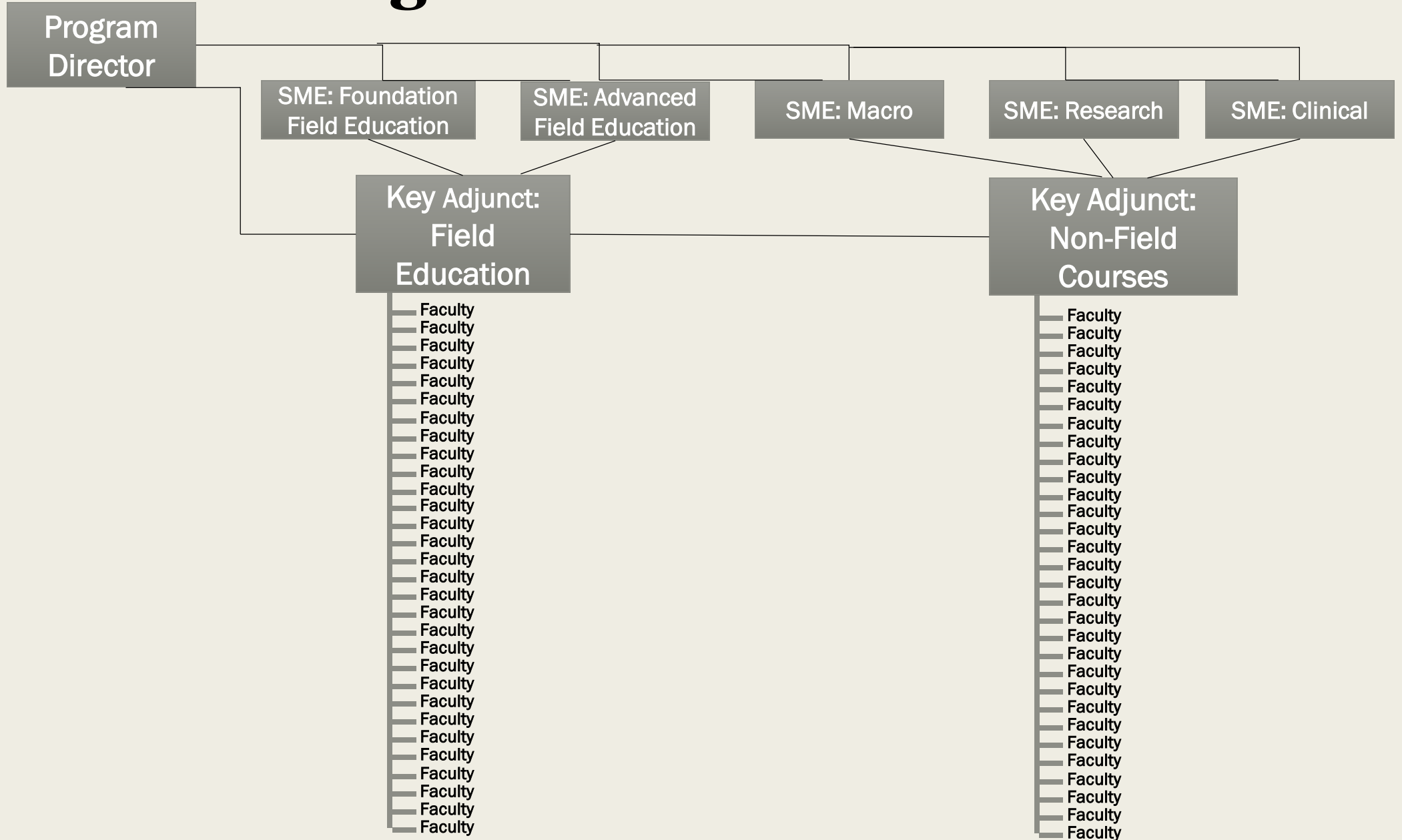
- Assists the Subject Matter Experts on matters pertaining to the adjunct faculty assigned to them.
- Conducts adjunct faculty observations using Online Course Activity Rubric.
- Conducts all adjunct faculty reviews based on the observations completed.
- Supports the adjunct faculty with curriculum concerns as needed.
- Reviews data related to adjunct faculty performance.
- Participate in ranking adjunct faculty for scheduling purposes.
- Partners with SME's and Program Director to implement and monitor personal improvement plans for identified adjunct faculty.
- Serves as MSW liaison to Faculty Support, meeting regularly for project coordination and collaboration.
- Participates in bi-weekly Team Meetings with MSW faculty via Zoom.
- Attends faculty meetings at main campus three times per year during graduation ceremonies via Zoom.
- Other duties as assigned by the MSW Program Director.

General Services Contract

The Key Faculty were selected from current adjuncts teaching for the MSW Program at least one year and who had an exemplary performance record and extensive online teaching experience.

Name	
Start Date	July 13, 2019
End Date	July 12, 2020
Services	Working with the MSW Program Director and Subject Matter Experts, act as a communication hub for 30 assigned adjuncts, disseminating University information, collecting any questions in reply, and providing guidance when appropriate. Conduct faculty observations for assigned adjuncts once per course or more as needed. Provide input on annual reviews of assigned adjuncts. Provide feedback and advice on the effectiveness of this organizational structure for adjuncts.
Total Pay	

Organizational Structure



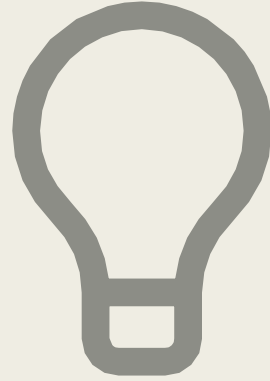
End Of Course (EOC) Evaluation Categories

- ***Faith Evidence*** – The instructor incorporated his/her personal Christian faith and a biblical worldview throughout the course.
- ***Respect*** – The instructor respected me as an adult learner by demonstrating qualities such as patience and kindness.
- ***Helpful*** – The instructor demonstrated a willingness to assist students.
- ***Knowledge*** – The instructor's knowledge of course content was evident in the instruction of the course.
- ***Presence*** – The instructor was active in discussions.
- ***Feedback*** – The instructor's feedback provided direction or encouragement beneficial to my academic success.
- ***Alignment*** – The instructor's grading and feedback aligned with course rubrics, scoring guides, and written directives.
- ***Timely*** – The instructor responded to student questions within 48 hours.
- ***Grading*** – The instructor returned graded work within seven days after the due date.

Online Teaching Observation Rubric

4-Exceeds Expectation
3-Meets Expectation
2-Partially Meets Expectation
1-Does Not Meet Expectation

- ***Instructor Profile Page*** – Bio is well maintained and up to date
- ***Course Welcome*** – Posted in Faculty Forum or announcements during preview week
- ***Student Questions*** – Questions or prayer requests posted in Forums responded to within 48 hours
- ***Faculty Engagement*** – Faculty displays engagement in the Prayer Forum
- ***Faculty Devotional*** – Faculty shares devotional or demonstrates faith integration
- ***Weekly Announcements*** – Faculty posts high-quality weekly announcements
- ***Discussion Forums*** – Faculty is active in Discussion Forums and furthers course learning objectives
- ***Activity in Course*** – Faculty member is active in course, not frequently absent
- ***Grading Timeliness*** – Faculty posts feedback to students no later than last day of next workshop
- ***Grading Feedback*** – Faculty member utilizes scoring criteria and provides robust, actionable feedback
- ***Faculty Attitude*** – Faculty demonstrates an encouraging attitude
- ***Subject Engagement*** – Faculty presents subject matter in an engaging and enlightening manner
- ***Critical Thinking and Application*** – Faculty encourages critical thinking and presentation of multiple perspectives
- ***Adult Learning Principles*** – Faculty uses adult learning principles to elevate learning
- ***Workshop Management*** – Faculty maintains effective control of the course



OBJECTIVE 3:

Describe the oversight of the faith-based curriculum managed by Subject Matter Experts.

Curriculum is Maintained and Revised in Master Course Shells by the SME's

- Course revisions are determined by the outcomes from the MSW's *Annual Program Reviews* that include multiple data points including, but not limited to, student surveys, instructor surveys, identifying outdated content that needs replaced, identifying new best-practices to include, creating a new course, updating Key Assessments, and updating textbook editions (if applicable).
- SME's work with our Instructional Designers to improve the identified course content.
- SME's receive a stipend for course revisions, the amount depends on whether it is a Minor, Intermediate or Major change.

SME's Responsibilities for Their Role in Curriculum Oversight and Revisions

- Provides content area expertise
- Assists with instructional strategies including additional materials not included in the course content and/or extra pieces of information to help the students in the course
- Interprets assignment requirements
- Provides training and outline of expectations for assignments in the course
- Available to answer questions that arise about the course content
- Provides assistance in interpreting IWU and MSW policies
- Offers ways of integrating faith into the profession's knowledge, values, and skills
- Reviews content and ensure its accuracy
- Understands, articulates, and implements best practices in the course and program
- Facilitates minor revisions in live courses (broken links, spelling errors, etc.) as identified by teaching faculty or learners and sends to Instructional Designer for immediate change in live course(s) and main course shell.

Wrap Up

Reminder that our intended audience was announced at the beginning of the workshop:

“The content in this workshop was designed by and for a CSWE accredited MSW program but is also applicable to BSW programs.”

Three Learning Objectives:

1. We discussed the key challenges in addressing accreditation standards and introduced the Subject Matter Expert (SME) Model as a response to meet these challenges.
2. We identified the four roles of the SME Model. We demonstrated incorporation of the seven areas of discipleship-based mentoring identified by Wheeler (1992) into the SME Responsibilities.
3. We described how we use Key Adjuncts to help provide oversight of the faith-based curriculum managed by SME's. We identified the roles, qualifications, and duties of Key Adjuncts. We presented two ways of evaluating adjunct teaching using end of course evaluations and an Online Teaching Observation Rubric.



QUESTION
AND
COMMENTS?



THANK YOU
FOR
ATTENDING!



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