



Teaching Assistant Manual

October 2022

LICENSURE: Teaching assistants must be graduates of a CCE-accredited college and hold an active Oregon or Washington chiropractor's license.

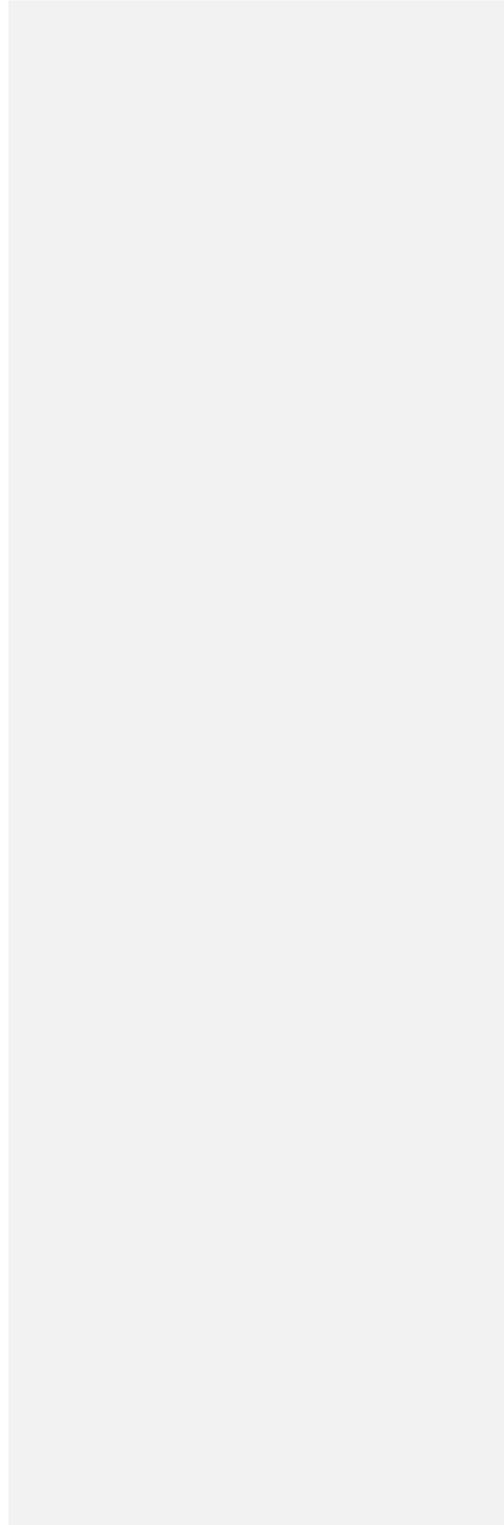


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Human Resources - HumanResources@uws.edu, 503-251-2819
Hiring, HIPAA, FERPA, sexual harassment training, worker's compensation

Payroll - Payroll@uws.edu, 503-251-5746
UKG, paychecks, direct deposit, tax forms

DEPARTMENTAL CONTACTS:

- Dean, College of Chiropractic: Martha Kaeser, mkaeser@uws.edu, 503-857-2598
- Coordinator, Academic Scheduling: Jordan Elston, jelston@uws.edu, 503-251-2839
- Associate Dean, College of Chiropractic: Stan Ewald, sewald@uws.edu, 503-251-5717

INTRODUCTION

A teaching assistant (TA) is a part-time, quarterly assigned employee who works on an at-will basis. As an 'at-will' employee, either the TA or the university may choose to discontinue the employment relationship at any time, for any reason, with or without notice. Teaching assistants should contact the Office of Human Resources with questions regarding the conditions of employment.

RESPONSIBILITIES OF TEACHING ASSISTANTS

- Support the course instructor and reinforce course objectives.
- Communicate frequently with the lead instructor in the course to ensure that expectations and instructions are clear.
- Help the instructor maintain class order by minimizing conversation between students when the instructor is presenting.
- Provide supervision, instruction and evaluation according to the needs and direction of the instructor.
- Log-in to Canvas to obtain and be familiar with course syllabi and notes.
- Be present and available five (5) minutes before class starts to meet with the instructor and discuss any additional expectations outside of what was discussed during regular meetings with lead instructor.
- Introduce and reinforce only those skills and concepts taught by the lead instructor. Introduce to students adjustive set ups and techniques only. Demonstration of actual adjusting procedures is not permitted.
- Do not discuss or demonstrate any information, procedures and techniques that are not taught at UWS.
- Reinforce and remind students of Manual Therapy rules:
 - Any non-simulated manual therapy provided by students in the classroom must be supervised by a licensed DC.
 - Non-simulated manual therapy may be applied only at anatomical regions/joints that are asymptomatic and associated with palpatory evidence of joint restriction/dysfunction. (Asymptomatic means that the recipient is unaware of having any local symptoms and has no local complaint.)
 - The student receiving manual therapy must not have any contraindications to the application of therapeutic level force.
 - The recipient of the manual therapy must give permission and all parties, including the supervising instructor and the student delivering the procedure must be aware of the purpose and intention. The *intention* is to practice the manual therapy in a safe area of the body and not to treat symptomatic areas.
 - Students are not allowed to practice any procedures or techniques that are above their level of classroom instruction. TAs are required to strictly enforce this rule through intervention or by notifying the course instructor. Failure to do so may result in disciplinary action, up to and including termination of employment. In cases where the student has a complaint needing treatment, the student should go to the clinic or see their chiropractic physician.
- Be informed of, adhere to, and assist the instructor in enforcing the policies on room organization, safety, cleanliness and hygiene. (See Appendix 2 for a full description.)
- Document and notify the instructor of all injuries and/or equipment failures.

PROFESSIONALISM

- Maintain a professional appearance and demeanor in interactions with the UWS community at all times. See the “Dress Code” section.
- Prepare appropriately for each class to ensure continuity of instruction and accuracy of assessment, as assigned by the lead instructor.
- Provide individualized student training and formative feedback on established course content congruent with the instructor’s guidance.
- Help students prioritize and *focus* on what is being presented. Avoid conversing with students and other teaching assistants when the instructor is lecturing to the class.
- It is inappropriate to be engaged with your cell phone or other electronic device during class. Please turn them off or place them on silent mode. If an emergency situation requires you to be available, please notify the course instructor that you will be checking your phone.
- Inform course instructor(s) of any personal relationships you have with students in your assigned class(es).

ATTENDANCE

- Absence due to illness or other emergencies should be communicated as soon as possible to the Academic Scheduling Coordinator AND the Associate Dean. ***See the “Sick Leave Protocol” section for detailed instructions.***
- For upcoming planned absences or conflicts, you are required to notify the Academic Scheduling Coordinator and the Associate Dean in a separate email, with as much notice as possible. A request will be sent out to applicable TAs and coverage will be confirmed once faculty members give input and coordination is complete. ***Please do not arrange your own coverage.***
- Commit to being present for alternative scheduling during finals week. Final exams are included in course assignments and participation is required. Please plan accordingly.
- In order to minimize disruptions, be on time for all classes, including *returning from breaks*. It critical to set a professional example for students and demonstrate the importance of the course material.
- Quarterly assignments include ten (10) weeks of classes and one (1) week of final exams.

CANCELLATION EXPECTATIONS

- On rare occasions UWS may cancel classes/events. In such cases, we reserve the right to cancel without compensation to TAs when at least 6 hours’ notice is given. If you are given less than 6 hours’ notice, you will be paid for your scheduled time. Our program anticipates this situation will be rare.

TEACHING TIPS

- ***Take initiative to interact with students.*** Ask questions to test their understanding of course material. Provide appropriate feedback often and respectfully. Try to emphasize what students do well, challenge them to improve their performance by making specific, clear suggestions. Be sure to summarize their overall performance, identify mistakes, and reinforce positive habits.
- Engage the students in practicing and participating actively and completely. Make a conscious effort to ensure that more passive students are not allowed to avoid activities.

- Challenge students to improve. Provide feedback—to both validate and test students' performance in lab. Students should consistently receive feedback on how to improve. Even if they are doing very well, they can always use suggestions to move closer to mastery of the lesson(s).
- Review the procedures to be covered in lab and discuss any areas of concern or confusion with the instructor.
- It is helpful to briefly discuss the day's class objectives before and between classes. To be effective, the instructor and teaching assistants must share the same learning objectives for each class meeting.
- Note trends or student weaknesses during each class and *inform the instructor* at the end of class. The course instructor and teaching assistants form a team that works together to help and track *every* student in the course. Be alert to identify specific individuals who may require additional work or tutoring to address marginal skills or poor comprehension of course materials.
- Do not develop groups in class that exclude other students.

EVALUATION

- End-of-the-quarter evaluations of teaching assistants will be performed by the course instructor and students. Student evaluation results about instruction will be shared with the TA as a part of their evaluation. Course instructors and the Associate Dean will also receive copies of student evaluations.
- An Evaluation Response form will also be provided to the TA for comment and self-evaluation.

It is the expectation that teaching assistants will receive feedback, consider constructive criticism, and make efforts to improve, if necessary. (See Appendices for evaluation forms.)

OPEN LABS

Open labs serve the purpose of providing additional time for students to practice and refine examination and treatment skills taught at UWS. Open labs should not be used as a venue for giving a second opinion or consultation. A detailed sign-in sheet is provided to track student attendance; at the end of every open lab, the TA is required to return this sheet to the mailbox of the Associate Dean.

- **Do not discuss or demonstrate any information, procedures and techniques that are not taught at UWS.**
- **Students are not allowed to practice any procedures or techniques that are above their level of classroom instruction (see Appendix 1). TAs are required to strictly enforce this rule through intervention or by notifying the Associate Dean. Failure to do so may result in disciplinary action, up to and including termination of employment.**

For example, it is unacceptable for a teaching assistant or student peer to demonstrate or assist Q3 students with cervical spine manipulative procedures since they have not been officially exposed through the DCP curriculum. It is incumbent upon the TA to intervene and stop inappropriate activity.

When working in the open technique labs, students who have symptomatic musculoskeletal problems should not receive manual therapy in that area. They should be seen in the Connected Whole Health clinic by a caregiver of their choice outside the UWS system. Refer to "Responsibilities of Teaching Assistants" section for more details about manual therapy procedure.

SICK LEAVE PROTOCOL

In accordance with Oregon law, teaching assistants receive 40 hours of paid sick leave each year which is reflected on each paystub. Employees are eligible to use Oregon sick leave after 90-days of employment. Leave is used in 1-hour increments and **employees must follow call-in and email policies in order to be eligible**. We want employees to stay home if they are ill for the health and safety of everyone. In order to utilize sick leave, please follow the procedure outlined below:

1. With as much notice as possible, leave a voicemail for the Academic Scheduling Coordinator (ASC), accompanied by an email to the Associate Dean, and all faculty members involved. This must be repeated for every shift missed unless different arrangements have been made with the Academic Scheduling Coordinator or instructor. Failure to follow these notification procedures or an absence that goes unreported 24-hours may be regarded as a voluntary resignation.
2. Submit the “Leave Request Form” within 24-hours (unless prior arrangements have been made due to extraordinary circumstances) to the Associate Dean. Once received, the form will be given to Human Resources for approval and to Payroll to enter into UKG.
3. If there is an illness that will cause a TA to miss more than 3 consecutive days of assigned work, supporting documentation from a physician for sick time approval may be requested.

As a reminder, sick time is not vacation time and abuse of this benefit is grounds for termination. Timesheets are legal documents and it is essential they are accurate. If TAs utilize paid sick time but fail to follow the protocol, they will receive a written warning. Failure to comply is a performance issue with grounds for disciplinary action.

TIME MANAGEMENT - UKG

- Hours worked are to be accurately recorded in UKG before the end of the month:
 - <https://ew13.ultipro.com>
- Failure to submit timesheets timely is a performance issue and grounds for disciplinary action and possible termination.
- Special attention needs to be given to the department being charged. Most teaching assistants work in two departments: Clinical Education and Chiropractic Science. When you enter your hours in UltiPro, please make sure you select the correct department to charge. You need to keep scrolling to the right until you find the “Department” drop-down.

DIVISION	DEPT	DEPT CONTACT
INSTDC [Instruction - Doctoral-101]	CHIROS [Chiropractic Science-05]	Carrie Ebling
INSTDC [Instruction - Doctoral-101]	CLINED [Clinical Education-01]	Chad Lambert
INSTDC [Instruction - Doctoral-101]	CLINSC [Clinical Science-06]	Melinda Novak
INSTDC [Instruction - Doctoral-101]	DCADM [DC Administration-00] CSA Exams Only	Martha Kaeser

- Any additional non-assigned hours must be pre-approved by the Associate Dean of Chiropractic.
- TA’s must comply with Oregon law requiring meals and rest breaks. Breaks are considered when schedules are finalized. Any questions should be directed to the Associate Dean of Chiropractic or Human Resources.
- You must have pre-approval from the executive director of Human Resources and the Associate Dean to work more than a total of 25 hours per week, **including across multiple divisions/departments (i.e. student services)**. However, assigned hours vary by term and there is no guarantee of hours.
- Changes to personal contact information (address, telephone) can be made within UKG.

BENEFITS

Campus Store: Employees receive a 10% discount on items excluding food and beverages.

Alumni Relations: Visit the Alumni Relations website for more details about alumni benefits and resources.

<https://www.uws.edu/alumni/>

PARKING ON CAMPUS

Teaching assistants are required to purchase parking passes for parking on campus (\$5 per month for part-time, non-benefitted employees). Fees are paid through payroll deduction - the following forms need to be completed during the on-boarding process:

1. Commute Declaration form (on the UWS website: <http://www.uws.edu/employee-commute-declaration/>)
2. Payroll Deduction form

Park in unmarked spaces in either the garage or the surface lot. Reserved and carpool spaces require a special decal. Employees may not park in spots marked as Visitor, Loading or Clinic/Patient Parking at any time. Infraction may result in a ticket.

SECURITY ON CAMPUS

All TA's are required to wear an **ID badge** while on campus. Please make an appointment with human resources to have your photo taken and badge made (new or replacement). humanresources@uws.edu - 503-251-2819.

UWS Safe is the official safety messaging app for all UWS students and employees. Features include emergency contacts, crisis alerts, location services features, in-app tip reporting and much more. Stay connected with UWS campus safety by downloading the UWS Safe app.

[Download the free UWS Safe mobile app](#) to receive notifications about campus safety and security as well as quick and easy access to security services, maps, reporting tools and many other resources. The app sends you push notifications for real-time alerts. Campus alerts sent from UWS Safe keep you informed in the event of campus closures, hazards and other significant, urgent events affecting the university across multiple platforms: UWS Safe app notifications, text message (by subscription), your UWS email, the UWS website and UWS social media accounts.

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DRESS CODE

All UWS employees are expected to exercise good taste and discretion in attire. Appearance and hygiene should be appropriate to the higher education and the health care professional community. It is important to remember that patients, prospective students, their families, potential contributors, and others who represent our constituency visit UWS daily. Additionally, the powerful effect of modeling appropriate conduct to students cannot be overemphasized.

As a representative of the university, it is important to model professionalism in one's daily appearance. The following outline establishes standards for minimal dress code for all employees of UWS. Individual UWS departments (e.g. clinics, laboratories, etc.) may establish and implement dress standards that are more restrictive than this standard, based on the needs of the environment.

UWS Dress Standard

Appearance affects performance, the working environment, and the image of the institution. Employee hygiene, dress, grooming and overall appearance should always be appropriate to the higher education and clinic environments. It is important to remember patients, prospective students, their families, donors, potential contributors, and others who represent UWS constituencies visit the campus and interact with university personnel on a daily basis.

This general dress standard establishes the minimal dress requirements for all employees. Individual departments may establish more comprehensive requirements to meet the needs of the department (e.g., clinics, admissions). Uniformed personnel must follow the requirements established for uniforms.

Clothing worn on the job should be clean, neat, and of proper fit. Attire suitable for social activities may not be appropriate for the work environment. Immodest or suggestive clothing is not acceptable. Clothing material should always be of sufficient thickness/opacity so that neither is inappropriately transparent nor revealing.

Because many individuals have allergies or sensitivities to strong scents, employees are advised to be considerate of others when wearing cologne, perfume, or scented lotions. Employees may be asked to cover body art that seem offensive or inappropriate to co-workers, students, and campus visitors. Hair and fingernails should be appropriately groomed.

Supervisors are responsible for communicating and enforcing appropriate and professional attire for employees under their supervision. Failure to adhere to the dress standard may result in disciplinary action.

CERVICAL MANIPULATION

Therapeutic intervention entails inherent risk, and the risk of serious injury being associated with cervical manipulation is very low. The most serious complication reportedly associated with cervical manipulation is vertebral artery dissection and stroke. Recent literature indicates that the risk of having this event is the same for chiropractors and general (family) practitioners (Cassidy, Spine 2008). This suggests that the association between chiropractic care and vertebral artery dissection may be temporal and not causal. Nevertheless, it is our goal to seek ways to further minimize risk and enhance safety.

There is significant debate regarding the clinical significance of end range cervical rotation and potential stress to the vertebral artery. One study suggests that manipulation may be less stressful to the vertebral artery than normal neck movements (Herzog, JMPT 2001). However, to minimize potentially offending positions please follow the recommendations outlined below when practicing or applying upper cervical spine manual therapy.

Minimize upper cervical pre-adjustive rotational tension by combining rotation with opposite side lateral flexion. For example, in a left rotational adjustment at C1-C2, establish pre-adjustive tension by combining left rotation with right lateral flexion. This will create segmental pre-adjustive tension short of the full end-range potential of C1-2 motion segment.

MANUAL THERAPY

The UWS chiropractic curriculum provides an integrated style of manual therapy which includes utilizing a variety of adjusting procedures, aides and other equipment. For example, "SOT" blocks, speeder boards, drop pieces, traction devices, various types of wedges, percussion/adjusting instruments (such as the J. Tech Adjustor™ or the Activator™) and patient positioning devices are all employed in the process of teaching adjustive techniques at UWS. The UWS curriculum adapts these various materials, aids and other equipment to its biomechanical/clinical approach to treatment without addressing or specifically adhering to any particular system technique (including any specialized system technique evaluation or treatment procedures, or theories). ***Specific system techniques are discussed in the Philosophy and Principles sequence and should not be presented by the TA during class time.***

APPENDIX 1 – Summary of Topics, by Quarter

Please refer to this summary for Chiropractic Science open adjusting labs.

Q1	Surface Anatomy/Biomechanical Palpation
Q2	Spinal Assessment and Psychomotor Skills
Q3	Thoracic Manipulation
Q4	Pelvic Manipulation, Rehab Principles
Q5	Lumbar Manipulation, Tissue Biomechanics
Q6	Cervical Manipulation, Neuro-Ortho Assessment of Spine, Extremity Joint Assessment and Muscle Testing
Q7	Lower Extremity: Ortho Assessment and Taping/Splinting, PT modalities
Q8	Upper Extremity: Ortho Assessment and Taping/Splinting; Spinal Rehab (soft tissue)
Q9	Thoracic case practicum
Q10/11	Cervical / Lumbopelvic case practicum
Q12	N/A

REMINDERS:

- × Do not discuss or demonstrate any information, procedures and techniques that are not taught at UWS.
- × Students are not allowed to practice any procedures or techniques that are above their level of classroom instruction. TAs are required to strictly enforce this rule through intervention or by notifying the Associate Dean.

APPENDIX 2 – Adjusting Room Maintenance and Hygiene Practice

Respect is essential to professionalism!

- **Ensure that the rooms remain organized and neat**
 - Do not move adjusting tables. Maintain proper row alignment and spacing.
 - Do not bring any desk chairs into the rooms.
 - AT THE END OF CLASS:
 - Place items in cabinets: pillows, rolls, blocks, boards and plastic extremity parts
 - Push all stools to the outside of the room

- **Food and Drink**
 - No food is allowed in adjustive technique rooms.
 - Only water is allowed.

- **Care of Equipment**
 - Do not remove spines and skeletons from the adjustive technique rooms.
 - Don't detach extremities from skeletons. Extremity plastic models are plentiful and located in the cabinets.
 - Don't place skeletons or spines on tables. The metal components can tear the fabric.
 - Avoid wearing clothing with metal components (e.g. rivets) and remove jewelry/belts that could tear table upholstery.
 - When performing impulse drills on articulated tables, do not thrust or sit on edges of tables or head piece sections.
 - *Please report any adjusting tables, extremity models, spines, or skeletons in need of repair to the course instructor.*

- **Hygiene**
 - If you have a communicable disease, please inform the instructor and do not participate in lab.
 - If you have a skin lesion or rash, avoid exposure or participation in class until it has been determined that it is not contagious.
 - Wash or disinfect hands before and after class, as well as before and after making skin contact with a partner.
 - Use face paper on the headpiece of adjusting tables.
 - Do not put your feet on the headpiece of adjusting tables.
 - Use disinfectant wipes on the adjusting table headpieces and hand rests before and after use (or any surface that has had skin contact).

APPENDIX 3 – TA Evaluation BY STUDENT

TA Name: _____ TERM: _____

Course: _____ Instructor: _____

Please indicate your degree of agreement or disagreement with each of the items below by circling a number chosen from the following scale.

THE TEACHING ASSISTANT:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
--- is accessible and willing to help	1	2	3	4	5
--- consistently arrives to class on time, including after breaks	1	2	3	4	5
--- provides clear, helpful feedback about procedures taught	1	2	3	4	5
--- actively contributes to class and is a valuable resource	1	2	3	4	5
--- comes to class prepared, supports material taught	1	2	3	4	5
--- is effective overall	1	2	3	4	5

What are the strengths of this TA?

What specifically could this TA do to become more effective?

Did the instructor use this TA effectively?

How might this TA have been used more effectively?

APPENDIX 4 – TA Evaluation BY INSTRUCTOR

TA Name: _____ TERM: _____

Course: _____ Instructor: _____

Please indicate your degree of agreement or disagreement with each of the items below by circling a number chosen from the following scale.

THE TEACHING ASSISTANT:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
--- follows policies and procedures outlined in the TA Manual	1	2	3	4	5
--- is punctual (including midterm and final practical exams)	1	2	3	4	5
--- is professional (attire, language, adherence to lab policies)	1	2	3	4	5
--- is willing to work with all students	1	2	3	4	5
--- helps identify students in need of additional instruction	1	2	3	4	5
--- provides clear instructions and feedback to students	1	2	3	4	5
--- supports material taught by course instructor	1	2	3	4	5
--- seeks additional guidance from course instructor as needed	1	2	3	4	5
--- competently assesses psychomotor skills at practical exams	1	2	3	4	5
--- is effective overall	1	2	3	4	5

Cite the strengths of this TA:

Cite specific areas that require development, and suggest a plan for improvement in these areas:

APPENDIX 5 – Evaluation Response BY TA

TA Name: _____

TERM: _____

Course: _____

Instructor: _____

This form is designed to encourage self-evaluation and TA instructional development and improvement. It is not designed to rebut student comments.

After reading student evaluations for this course, list general impressions from the information provided.

Based on these evaluations, what areas of instruction do you think are your strengths?

Based on these evaluations, what areas of instruction do you think need improvement?

Outline your specific plan to address problems that you have identified in the previous question.

PLEASE DISCUSS THIS FORM WITH YOUR SUPERVISOR.

APPENDIX 6 – Teaching Assistant Job Description

1. GENERAL POSITION INFORMATION	
Position Name	Teaching Position I
Classification	Non-Exempt; non-benefitted
FTE	Less than half time
Work Hours	Up to 25 hours per week; varies each term depending on instructional needs
Department/Division	Variable departments/College of Chiropractic
Supervisor	Associate Dean

2. POSITION SUMMARY
Provide 3 to 5 descriptive statements to summarize the overall purpose of the position.
Teaching assistants (TAs) in the doctor of chiropractic program (DCP) assist faculty in providing lab instruction and/or remediation in a variety of courses. Teaching assistants may also monitor and engage in open laboratory or review sessions. Subject areas may include, but are not limited to, biomechanics, palpation, adjustive technique, physical therapy, rehabilitation, history taking, communication skills, physical exam, orthopedic testing, case management, report of findings, taping/splinting, minor surgery, and report writing.

3. KEY RESPONSIBILITIES	
List key position responsibilities/duties by category and estimate the percentage of time spent on each responsibility. The total percentage of duties must equal 100%.	
Key Responsibilities/Duties	% of Duties
Observe, assist, demonstrate and offer constructive feedback to students in clinical skills development instructional lab sessions. Note: TAs who begin work prior to attainment of an Oregon chiropractic license within 6-months of hire are not permitted to perform chiropractic adjustments for demonstration purposes.	60%
Reinforce course content and instructions that are being taught by course instructor(s) and refrain from introducing outside concepts.	25%
Review course content on WebCampus prior to class or instruction to be adequately prepared for work duties.	15%
Participate in formative and summative evaluation of students' clinical skills competencies as outlined by course instructor(s).	
As appropriate, perform simulations of various conditions which may include having students take histories and perform examination procedures on the teaching assistant.	
As appropriate, perform simulations of various conditions which may include having students take histories and perform examination procedures on the teaching assistant.	
Perform other duties as assigned by the lead instructor, department chair, dean and/or assistant dean.	

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4. UWS CORE VALUES AND ASSOCIATED COMPETENCIES	
The following Core Values are integral to working at UWS. All employees, regardless of their position within the university, are expected uphold the Core Values and demonstrate associated competencies.	
Best Practices	<p>We maintain high standards by using and integrating evidence across multiple disciplines. To accomplish this, We:</p> <ul style="list-style-type: none"> • Seek out and use relevant data to inform our decision-making. • Incorporate peer-reviewed research and professional experiences into academic discourse and patient care. • Promote student learning through excellence in instruction and assessment.
Curiosity	<p>We are innovative, open minded, and forward thinking. To accomplish this, We:</p> <ul style="list-style-type: none"> • Approach our work with curiosity, inquisitiveness and willingness to think outside the box. • Value and consider new ideas and ask, “What if...?” • Remain open to change in order to advance and improve.
Inclusiveness	<p>We are respectful, mindful, and welcoming of different ways of being, thinking, and doing. To accomplish this, We:</p> <ul style="list-style-type: none"> • Actively listen to diverse perspectives and value different viewpoints and experiences. • Promote the equity of ideas, resources, power, and identity for all. • Gather information and input from diverse groups to develop a common vision, improve policies and practices, and advance institutional goals.
Professionalism	<p>We are responsible, respectful, and accountable. To accomplish this, We:</p> <ul style="list-style-type: none"> • Demonstrate civility in all our interactions, especially when there are disagreements or differing opinions. • Take ownership of our speech, conduct, demeanor, and deliverables. • Adhere to established policies, procedures, agreements, and deadlines. • Act as thoughtful stewards of the university and its resources.
Student-Focus	<p>We work for the common good of students’ academic and professional success. To accomplish this, We:</p> <ul style="list-style-type: none"> • Incorporate student feedback to improve academics and university services. • When making university decisions, we ask: What effect will that have on students? • Seek to understand the students’ experience through their eyes.
Whole-Person Health	<p>We promote physical, mental and emotional wellness in all facets of the UWS experience. To accomplish this, We:</p> <ul style="list-style-type: none"> • Intentionally cultivate environments that support work-life balance. • Consider personal and community wellness in decision-making. • Maintain rigorous academic standards while supporting the health and well-being of our students. • Include a range of health modalities in the classroom and clinic.

5. POSITION QUALIFICATIONS		
	Required	Preferred
Education & Training	Graduate of a CCE-accredited Doctor of Chiropractic program	
Certifications & Licenses	Hold an active chiropractic license in good standing, or attainment of an Oregon chiropractic license within 6-months of hire.	
Experience		Minimum one-year clinical practice experience preferred.
Related Knowledge, Skills, & Abilities	Demonstrated proficiency in the clinical skills associated with the instructional assignment.	
Other Qualifications	Have sufficient mobility to move among students engaged in various types of lab activities. Have sufficient visual acuity to accurately identify student psychomotor abilities. Have sufficient manual dexterity to operate adjusting tables and/or equipment as instructional activities demand.	