HEALTHY CAMPUS ASPIRE TO BE WELL ASSISTANTSHIP

Job Title: Healthy Campus Aspire to Be Well Assistantship
Department/Office (if different than above): Healthy Campus, Student Health Services
Division/College: Division of Student Affairs
Supervisor: Chloe Dixon
Annual Stipend: $14,616
Tuition Remission: YES
Length of Employment: 12-month
Required Start and End Dates: June 24, 2024 (per requirement of 2 months prior to first day of classes) through May 2025 (with goal of continuing through May 2026, graduation)
Avg. Hours Per Week: 28
Typical Work Hours: 9-12 p.m. (in office) and 4-8 p.m. (at Aspire sessions)

Overview:

The GA will assist with all aspects of the Aspire to Be Well Program including the selection, hiring and training of Aspire facilitators and the planning, implementation and evaluation of the program. The GA will assist with Health Campus Creative Inquiry (CI) teams, provide guidance for Aspire facilitator mentorship, provide campus community education and training, represent Healthy Campus at new student orientations, attend and serve on various committees and attend weekly departmental meetings. The GA must be a positive representative so that Healthy Campus may fulfill the purpose statement (below).

Healthy Campus strives for Clemson University to be a national model of health, safety and sustainability and for our students to experience a way of life at Clemson University that contributes to their lifelong health and well-being. Healthy Campus achieves this by providing exemplary:

- Leadership and advocacy for public health policies and structures intended to improve health
- Engaged learning activities – creative inquiry teams, internships, class projects
- Partnerships and networks of collaborators to achieve Healthy Campus objectives
- Population-level interventions

Duties and Responsibilities:

- Assist with staffing Aspire sessions (evening work required)
- Facilitating Aspire sessions (evening work required)
- Facilitating well-being education/trainings (evening/weekend work required)
- Participating in all Student Health Services and Healthy Campus staff meetings
- Assist with new student orientation tabling
- Assist with the Aspire Creative Inquiry class (managing the Canvas page, creating class content, grade work, schedule guest speakers)
- Assist with recruiting, hiring and training Aspire facilitators

Required/Preferred Qualifications:

- Interest in health and well-being education/promotion
- Interest/experience in facilitating well-being sessions
- Interest in training/mentoring undergraduate students
Professional Development Opportunities:

- GA may utilize work hours to participate in on campus or virtual professional development opportunities
- No funding is provided

Additional Remuneration and Benefits:

- Work laptop
- Workspace in Healthy Campus

Expectations around Vacation and Breaks:

- Supervisor and GA will communicate any vacation days prior to leave. GA will abide by the University academic calendar for breaks (annual holidays, spring/fall break, Thanksgiving and winter break)

COVID Expectations/Accommodations:

- Healthy Campus follows University COVID-19 guidelines and abides by any Student Health Services special accommodations.

Department/Office Information

- Mission or vision/annual reports
- Inclusion statements
- Healthy Campus website

For all assistantships:

Per Clemson University Office of Human Resources: Clemson University is an AA/EEO employer and does not discriminate against any person or group on the basis of age, color, disability, gender, pregnancy, national origin, race, religion, sexual orientation, veteran status or genetic information. Clemson University is building a culturally diverse faculty and staff committed to working in a multicultural environment and encourages applications from minorities and women.

The College of Education is committed to providing all candidates with purposeful, challenging and diverse experiences. It is through a range of diverse, carefully constructed and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families and communities.

To support the academic program’s integration of the ACPA/NASPA professional competencies throughout its courses, assistantship providers also integrate them and ones outlined by their respective functional area associations into their experiences. This intentional partnership helps students become:

- Informed Practitioners who apply research and scholarship to individual contexts and broader learning environments.
- Active Practitioners who engage in service and professional development at the campus, local, state, regional and national levels.
- Introspective Practitioners who make ethical and critical decisions in pursuit of just and equitable experiences and environments.
- Collaborative Practitioners who create, implement and support equitable opportunities and environments to address emerging issues in community with others.