HEALTHY CAMPUS WELL-BEING PROGRAMS GRADUATE ASSISTANTSHIP

Job Title: Healthy Campus Well-being Programs Graduate Assistantship  
Department/Office (if different than above): Healthy Campus, Student Health Services  
Division/College: Division of Student Affairs  
Supervisor: Jennifer Goree  
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: 9-2 p.m. (in office) and 6-8 p.m. (at educational sessions)  

Overview:  
The primary function of this role is to support the educational activities of Healthy Campus. This could include but is not limited to:  
- Coordinating, creating and presenting educational modules and workshops on well-being, alcohol and substance use, mental health, suicide prevention, sexual health, and bystander intervention to campus groups and organizations  
- Support the instruction, grading and student support for Assessment in College Student Health Creative Inquiry Team  
- Support the coordination of awareness week activities for Healthy Campus-led programs and awareness activities with campus partner programs  
- Assist in the creation of safety and well-being marketing and communication projects, including Celebrate Safely  

This role is a key component to the Healthy Campus team and provides the ability to share education directly to the Clemson Community. This role is key to maintaining relationships across campus and embedding health education in all aspects of University life.  

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:  
- Provide trainings as requested from the Program Request Form (evening/weekend work required)  
- Create training content as needed  
- Participate in all Student Health Services and Healthy Campus staff meetings
• Assist with new student orientation tabling
• Assist with Creative Inquiry class
• Assist with AlcoholEdu and Mental Health trainings, the online training modules for incoming undergraduate students

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.