

CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION

Date: 1/23/2022

The university job title classification will be determined in accordance with the Position Classification Process.

Please refer to Preparing the Staff Position Description prior to completing this document.

Current Incumbent, if any: _____	Position #: _____
University Job Title: <u>Extension Support Specialist I</u>	Pay Band: <u>E</u>
Working Title (if different): <u>Urban Agricultural Education/FFA Specialist</u>	Exempt: X Nonexempt: <input type="checkbox"/>
Department Name: <u>Horticulture Section in School of Integrative Plant Science</u>	Dept Code: <u>0122</u>
Immediate Supervisor's Name and University Job Title: <u>Shari Lighthall, Director Agriculture Education Outreach</u>	

POSITION SUMMARY and PREFERRED QUALIFICATIONS are combined for any associated posting.

POSITION SUMMARY: Explain the purpose for the position and summarize the responsibilities.

New York Urban Agricultural Education/FFA Specialist

Cornell University's College of Agriculture and Life Sciences (CAL S) is a pioneer of purpose-driven science and works across many disciplines to tackle the challenges of our time through world-renowned research, education, and outreach. CAL S seeks an Urban Agricultural Education/FFA Specialist to join the Agricultural Outreach and Education team at Cornell University.

The Urban Agricultural Education and FFA Specialist is responsible for identifying, marketing, and establishing comprehensive school based agricultural education programs and FFA Chapters to ensure that we have students from diverse backgrounds pursuing careers or postsecondary education in agriculture. Specifically, this position will provide support services to school administrators and educators with immediate emphasis on the greater NYC Metro Area. This Agricultural Education/FFA specialist will work closely with the current Agricultural Outreach and Education Staff and New York State Education Department (NYSED) to develop and disseminate statewide programs to expand the reach of New York Agricultural Education and FFA through workshops, educator and administrator trainings, and onsite school visits. This position will be responsible for supporting schools and providing them with agricultural education curricula resources, classroom and laboratory instruction techniques, Agriculture Food, and Natural Resources (AFNR) work based learning information, grants, and assistance with starting FFA student leadership chapters. This Urban Agricultural Education/FFA Specialist will work with racially, ethnically, and socioeconomically diverse communities promoting agricultural education, FFA, and supervised agricultural experiences.

Cornell University is a bold, innovative, and inclusive teaching and research university of academic distinction and public service where staff, faculty, and students alike are challenged to be active citizens of the world. New York Agricultural Education outreach prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Through agricultural education, students are provided opportunities for leadership development, personal growth, and career success.

This position is full-time and will be located in one of the five boroughs of New York. This is a one-year appointment with possible extension depending on funding and performance. Moderate travel (about 60%) will be required throughout New York State.

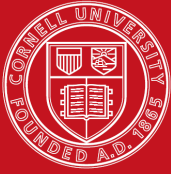
Cornell University embraces diversity and seeks candidates who will contribute to a climate that supports students, faculty and staff of all identities and backgrounds. All Cornell hires, regardless of work location, must be fully vaccinated with an FDA- or WHO- authorized or approved COVID-19 vaccine.

REQUIRED QUALIFICATIONS: Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

- Bachelor's degree in agricultural education, or similar field. Two to four year's experience with teaching or the equivalent combination of education and experience
- Agriculture teaching skills and experience.
- Proficiency with Microsoft Office required (Word, Excel, Outlook, and PowerPoint).
- Experience with Zoom, Microsoft Teams, Google Drive, and Dropbox
- Must be able to work with diverse audiences and partners.
- Must be a self-motivated service minded individual that demonstrates accountability in all work responsibilities.
- Enjoy working independently and as part of a team to accomplish tasks.
- Excellent verbal and written communication skills.
- Demonstrate strong time management skills, highly organized and detail oriented
- Experience that demonstrates sound judgment, creativity, and problem-solving skills.
- Knowledge and understanding of NYS education system, secondary agricultural education, FFA, and Supervised Agricultural Experiences.
- Ability to work well and establish effective working relationships with schoolteachers and administrators
- This position requires in-state travel in NYC and surrounding boroughs.
- Must be able to meet the travel requirements of the position, including having reliable transportation or having and maintaining a valid New York State driver's license.
- Must be able to meet the travel requirements of the position, 60% travel responsibility.
- Ability to work well with a diverse group in a professional and respectful work environment.
- Must exercise sound and ethical judgment when acting on behalf of the University
- Experience working with people from diverse racial, ethnic, and socioeconomic backgrounds

PREFERRED QUALIFICATIONS: Specify preferred specialized education, field and/or certifications.

- Master's in education, agricultural education, or similar field
- Experience advising an FFA Chapter
- Knowledge or working experience with supervised agricultural experiences
- Ability to flex communication style to multiple cultural environments
- Ability to present to diverse audiences, specifically racially, ethnically, and socioeconomically diverse communities



Skills for Success

As a member of the Cornell Community I . . .

Interact with integrity . . . so people feel respected and engaged.

- Be honest and trustworthy, demonstrate high standards of personal conduct.
- Have a positive attitude.
- Involve others as appropriate when outcomes impact their work.
- Be diplomatic in your interactions with customers and stakeholders.
- Admit your mistakes and learn from them.
- Acknowledge the support and contributions of others.

Contribute positively to an inclusive environment . . . so people feel like they belong.

- Be honest and trustworthy, demonstrate high standards of personal conduct.
- Have a positive attitude.
- Involve others as appropriate when outcomes impact their work.
- Be diplomatic in your interactions with customers and stakeholders.
- Admit your mistakes and learn from them.
- Acknowledge the support and contributions of others.

Support the organization's shared vision and mission . . . I am trusted to move university and team goals forward.

- Show commitment to unit and university goals in delivering results.
- Anticipate, embrace, promote and implement change.
- Balance short-term gains with long-term vision.
- Be open and receptive to new information, ideas and approaches.
- Be adaptable, modify your preferred way of doing things when it benefits the whole.
- Support ideas, solutions and changes to processes to ensure high quality outcomes.

Communicate clearly and consistently . . . people feel informed and heard.

- Seek to understand and then to be understood.
- Demonstrate active listening skills.
- Express thoughts clearly, both verbally and in writing.
- Share knowledge and information.
- Give, receive and act upon helpful and timely feedback.

Act and take initiative . . . I take ownership of my work and results.

- Adopt a culture of sustainability and efficiency.
- Strive to develop and implement best practices.
- Take responsible risks to innovate seeking advancements in products, processes, services, technologies or ideas.
- Identify opportunities in challenges and show initiative.
- Reach out in a timely and responsive manner to resolve problems and conflicts.
- Anticipate and adapt to changing priorities and additional demands.

Display sound judgment in problem solving . . . people seek me out to find solutions to deliver results.

- Exercise sound judgment to make decisions and meet deliverables.
- Assess environmental, economic, compliance and social impacts in decision-making.
- Demonstrate innovative, creative and informed risk taking.
- Apply analytical thinking, data and metrics to synthesize complex information.
- Anticipate obstacles and generate alternatives.
- Negotiate to find and orchestrate win-win solutions.

Proactively seek self-development and coaching opportunities . . . people see my commitment and passion to continuously develop

- Be self-aware; Work to continuously learn and improve.
- Take measures to ensure personal well-being and balance.
- Seek and act upon performance feedback.
- Apply learning to evolving assignments.
- Actively manage your career.
- Encourage others to develop themselves.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS: List the position’s assigned responsibilities and estimate percentage of annual time spent on each responsibility. Include only the essential functions that are fundamental and necessary to the position.

Approximate % of time, Annualized

40%

Project Implementation and Management:

- Grow and identify the number of schools teaching courses in agricultural education
- Develop, disseminate, and evaluate statewide programs to expand the reach of New York Agricultural Education and FFA through workshops, educator and administrator trainings, and onsite school visits.
- Effectively communicate with teachers, administrators’ stakeholders, university staff, and Agricultural Outreach and Education team members.
- Travel to schools primarily within the New York City metro area promoting and supporting agricultural education, work-based learning, and FFA.
- Provide technical one-on-one (on-site and virtual) assistance to 6-12 teachers and administrators interested in teaching agricultural education in their schools.
- Identify collegiate partners for NYC Professional Development surrounding agricultural content
- Research New York State Education Program Data collect data on new schools, and identify schools that already teach agricultural education for secondary credit. Add these schools to NYS Directory of Agricultural Programs.
- Marketing the establishment of a middle school programs teaching the 1 ¾ credit for agricultural education in New York City schools.
- Program Urban Incentive Grants to schools interested in starting a comprehensive agricultural education program with FFA Chapter.
- Create and identify pathways to certify Career and Technical (CTE) Agricultural Educators in our Urban Schools
- Partner with NYC Department of Education regarding pathways to certification for secondary CTE Agricultural Educators.
- Cultivate Partnerships with Harvest NY, NY Cornell Cooperative Extension .NYC Agriculture and Markets, Grow NYC, Teens for Food Justice, and identify other similar organizations to connect with schools and students interested in educating students about our food systems.

<p><u>Outreach & Education:</u></p> <ul style="list-style-type: none"> • Reinforce the urban continuation of the New York FFA, Agricultural Educators, and Agriculture in the Classroom programs to provide a continuum of food and agriculture-based education from Pre-K through 12th grade. • Educate schools surrounding the services, programming, and support available through Cornell Agricultural Education and Outreach • Develop, deliver, and evaluate rigorous and relevant STEM in-service and professional development programs, trainings, and workshops for 6-12 educators and administrators. • Partner with NYC Department of Education regarding pathways to certification for secondary CTE Agricultural Educators. • Communicate with each NYC school and share information about programs and services available to them through New York Agricultural Education and FFA. • Support schools by providing them with agricultural education curricula resources, classroom and laboratory instruction techniques, Agriculture Food, and Natural Resources (AFNR) work based learning information, grants, and assistance with starting FFA student leadership chapters. • Work with comprehensive schools teaching agriculture to start FFA Chapters, acting as a supplemental external chapter advisor • Promotion and Marketing of agricultural education and NY FFA in NYC (Social Media, News Articles). 	50%
<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • Actively participate in required training, in-service education; staff meetings, both locally and in other locations as required. • Develop and pursue a self-development plan that will enhance efforts within the program. • Program related duties and special projects as assigned. 	5%
<p><u>Other Duties as Assigned:</u></p> <ul style="list-style-type: none"> • Work closely with the existing Agricultural Education Outreach Team and support all program goals and initiatives. 	5%

TOTAL 100%

FOR EACH FACTOR BELOW, CHECK THE PHRASE THAT BEST FITS THE CHARACTERISTICS OF THIS POSITION

Please double-click the appropriate box and then choose the option "Checked".

MINIMUM EDUCATION EQUIVALENCY:

- High School Diploma
- Training 6 months to 1 year, technical trade-no degree
- Associate's Degree
- Bachelor's Degree
- Training beyond Bachelor's, less than Master's Degree
- Master's Degree
- PhD/EdD/JD/ or LLB
- MD/DVM

MINIMUM JOB-RELATED EXPERIENCE:

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- 3 to 4 years
- 4 to 5 years
- 5 to 7 years
- 7 but less than 10 years
- More than 10 years

ACCOUNTABILITY THROUGH SCOPE OF IMPACT:

- Limited; immediate group/department
- Moderate; beyond the department
- Substantial; beyond college/admin unit
- Significant; beyond university

INTERACTION WITHIN UNIVERSITY:

- Receive/provide information
- Assist others; provide/obtain cooperation
- Provide guidance/coordinate activities/contribute to work groups
- Coordinate major activities/sensitive situations
- High level interaction; considerable diversity, highly sensitive and/or confidential

INTERACTION WITH STUDENTS:

- None to limited
- Occasional; provide information
- Frequent; provide advice on complex issues or provide instruction on more complex equipment

INTERACTION OUTSIDE UNIVERSITY:

- Limited
- Conduct straightforward business; provide information
- Conduct complex business; provide/receive/analyze/develop guidance and advice
- Develop/make presentations and negotiate

DIRECTING OTHERS:

- No responsibility for others
- Occasional guidance to co-workers
- Supervises others who perform similar work
- Supervises, assigns and reviews work of others
- Manages supervisors
- Broadly directs managers

COMPLEXITY OF WORK / DECISION-MAKING:

- Predominantly follows established procedures, practice, policy; makes routine decisions within prescribed limits
- Occasionally adapts procedures to resolve unusual cases; make some decisions requiring consideration of criteria
- Frequently adapts procedures to resolve questionable cases; often makes decisions requiring consideration of criteria
- Occasionally develops practice, suggests policy changes to resolve difficult cases
- Often develops practice, assists/influences decisions, recommends policy changes to resolve difficult cases and address emerging organizational change
- Regularly develops policy to address organizational change; regularly makes policy-setting decisions

SCOPE OF DECISION-MAKING ACTIVITY:

- Functional area within department or minimal student/employee effect
- Multiple functional areas with limited student/employee effect
- Entire department or moderate student/employee effect
- Several departments or significant student/employee effect

DIRECTION RECEIVED:

- Detailed instructions or guided by standard policy/procedure
- General Supervision
- Very general direction
- Little guidance; considerable latitude for exercising judgment and self-direction

SUPPORT SKILLS-WRITING

- Limited writing required
- Usually issues standard responses
- Frequently writes non-standard responses
- Frequently writes extensive, non-standard responses based on specialized knowledge, interpretation of data and/or research

SUPPORT SKILLS-COMPUTER

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology, and data infrastructures.

WORKING CONDITIONS

ESSENTIAL PHYSICAL REQUIREMENTS*

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs

VISUAL

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

HAZARDS

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals

* Check applicable level after considering reasonable accommodations.

Revised 1/22