

**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>Agricultural Education Program 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>Katie Carpenter, Director NY Agriculture in the Classroom</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 Agriculture in the Classroom Educator**

The School of Integrated Plant Science seeks an Agriculture in the Classroom Educator to join the Agricultural Outreach and Education Team at Cornell University. They will assist with statewide programs to expand the reach of New York Agriculture in the Classroom through facilitation of educator workshops, program implementation, and workshop planning. The position will require program and workshop development, clerical work, communication with teachers and program partners, processing training registrations, and regular evaluation and reporting. The Agriculture in the Classroom Educator will also work to build community and networks in their region for the hope of educator collaboration and access to resources.

This position works closely with the current Agricultural Outreach and Education Staff. 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 Agriculture in the Classroom helps teachers use food and agriculture as an authentic learning experience to teach core academic concepts while increasing the agricultural literacy of students and teachers. Agricultural education and literacy prepares students for successful careers and a lifetime of informed choices. Agriculture in the Classroom envisions a world where all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being.

**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.*

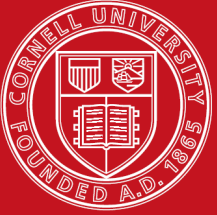
**REQUIRED QUALIFICATIONS:** Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

- Bachelor's degree in education, agricultural education, or similar field, and Two to four years' relevant experience with teaching, or the equivalent combination of education and experience
- Agriculture teaching skills and experience.
- Experience with adult learners.
- Proficiency with Microsoft Office required (Word, Excel, Outlook, and PowerPoint).
- 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.
- Ability to organize community and organizational resources and partnerships for classroom teachers.
- Excellent verbal and written communication skills.
- Excellent organizational skills.
- Ability to think and problem-solve creatively.
- Experience with budget development and monitoring; highly organized and detail oriented.
- Knowledge and understanding of the Pre-K through 12 education system, agriculture, agricultural literacy, and food systems concepts.
- This position requires in-state travel.
- 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.
- This position has a 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

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

- Masters in education, agricultural education, or similar field
- Ability to present to diverse audiences, specifically racially, ethnically, and socioeconomically diverse communities



## Skills for Success

*(The following skills are essential for individual and organizational success)*

### SKILLS

### EXAMPLES OF DEMONSTRATED BEHAVIOR

#### Inclusiveness

- Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs in reference to areas such as ethnicity, race, gender, creed, and sexual orientation
- Promotes cooperation and a welcoming environment for all
- Works to understand the perspectives brought by all individuals
- Pursues knowledge of diversity and inclusiveness

#### Adaptability

- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations and demands
- Handles multiple tasks and priorities
- Modifies one's preferred way of doing things

#### Self Development

- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunities for continuous learning
- Seeks and acts upon performance feedback

#### Communication

- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

#### Teamwork

- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

#### Service-Minded

- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one's external and/or internal customers
- Is diplomatic, courteous, and welcoming

#### Stewardship

- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting on behalf of the university
- Exercises appropriate confidentiality in all aspects of work
- Shows commitment to work and to consequences of own actions

#### Motivation

- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve individual, unit, and university goals

**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
<p><b><u>Project Implementation and Management:</u></b></p> <ul style="list-style-type: none"> <li>• Assist with the scheduling, planning, agenda development for New York Agriculture in the Classroom (NYAITC) educator trainings.</li> <li>• Develop and analyze educator trainings and evaluations.</li> <li>• Write agricultural literacy program content as needed and not found on the National Agriculture in the Classroom Curriculum Matrix.</li> <li>• Assist with data collection involving, but not limited to training registrations, Agricultural Literacy Week, grant evaluation data, etc.</li> <li>• Assist with educator conference planning, development, registration, and evaluation.</li> <li>• Take an active role in planning and implementing programs to support classroom engagement opportunities, such as Virtual Field Trips and other programming.</li> <li>• Effectively communicate with teachers, stakeholders, university staff, and Agricultural Outreach and Education team members.</li> <li>• Participate in planning the delivery and/or development of short – and long-range educational programs within an assigned subject matter.</li> <li>• Develop and market appropriate teaching aids and materials for and with community partners.</li> <li>• Travel to schools primarily within the New York City metro area to promote agricultural literacy and train educators, and upstate as needed.</li> </ul>	40%
<p><b><u>Outreach &amp; Education:</u></b></p> <ul style="list-style-type: none"> <li>• Serve as the Educator for New York Agriculture in the Classroom (NYAITC).</li> <li>• Facilitation of professional development trainings for teachers, extension educators, and volunteers.</li> <li>• Update content for the NYAITC website.</li> <li>• Facilitate educator conference registration and implementation</li> <li>• Develop and lead station-based activities for educational field days, outreach activities, and industry events.</li> <li>• Serve as a host and engage with teachers at conferences, trainings, and outreach events.</li> <li>• Oversee specialized education programs; facilitate and provide training to building local and regional networks for program promotion.</li> </ul>	50%
<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Actively participate in required training, in-service education; staff meetings, both locally and in other locations as required.</li> <li>• Develop and pursue a self-development plan that will enhance efforts within the program.</li> <li>• Program related duties and special projects as assigned.</li> </ul>	5%

**Other Duties as Assigned:**

- Work closely with the existing Agricultural Education Outreach Team and support all program goals and initiatives.

5%

**TOTAL**

**100%**

- **ADDITIONAL COMMENTS: USE EXTRA PAGES IF NECESSARY.**

**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