

CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION

Date: _____

The university job title classification will be determined in accordance with the [Position Classification Process](#).
Please refer to the [Guidelines for Preparing the Staff Position Description](#) prior to completing this document.

Current Incumbent, if any: _____	Position #: _____
University Job Title: <u>Program Aide II - Generic</u>	Pay Band: <u>C</u>
Working Title (if different): <u>Community Educator</u>	Exempt: <input type="checkbox"/> Nonexempt: <input checked="" type="checkbox"/>
Department Name: <u>Cooperative Extension/NYC Programs</u>	Dept Code: <u>309</u>
Immediate Supervisor's Name and University Job Title: _____, Extension Associate, Regional Coordinator	

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

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

Working as a member of the Nutrition and Health Program Area staff plan, implement, document and evaluate nutrition /health educational programs / initiatives for both youth and adults in targeted communities in NYC. This includes recruitment of program participants, teaching of relevant food, nutrition, budgeting, food safety and parenting information and facilitation of skill development. Recruitment and support of volunteers and ongoing documentation of program activities and outcomes. Participation in ongoing in service education and staff meetings in NYC, Ithaca and other locations as required

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

Formal training beyond HS of 6 months-1 year with 1-2 years experience or equivalent combination. Ability to teach in an informal setting, communicate effectively with a diverse audience. Willingness to travel throughout NYC and work out of doors in a variety of weather conditions. Some evenings and weekend work may be required. Basic computer skills. .

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

Associates degree in nutrition preferred. Bilingual desirable

Staff 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>PROGRAM IMPLEMENTATION</p> <p>Establish and maintain contacts with community residents and agency staff as a means of enhancing participant involvement and support expansion of program efforts.</p> <p>Recruit, engage and teach /facilitate learning of limited resource youth, adults and volunteers through interactive group sessions in community-based agencies, institutions, and schools and through community events.</p>	65%
<p>Recruit and work with at least ____ groups of limited resource participants in community-based agencies, schools and other institutions or through direct recruitment at community events.</p> <p>Teach foods, nutrition and health, food safety, budgeting and parenting information and facilitate the development of skills of at least ____ adults graduating a minimum of 75% of program participants.</p> <p>Recruit, and work with at least _____ groups of children /youth in community based agencies and schools. Teach foods and nutrition, fitness and food safety to a minimum of _____ youth</p> <p>Recruit, assist in training and supervision and actively engage ____ volunteers in delivering nutrition and health programming. Maintain liaison with volunteers who support program activities.</p> <p>Provide nutrition education/awareness activities for limited resource participants at the Farmers Markets, schools and other agencies as assigned.</p> <p>Prepare, maintain and demonstrate appropriate use of educational material and lesson plans necessary to conduct sessions.</p>	
<p>PROGRAM DEVELOPMENT AND EVALUATION</p> <p>Participate individually and as a member of a team (s) in program planning and development activities providing input on local /participant needs.</p> <p>Assess program participant's needs, plan educational activities to meet program objectives.</p> <p>Assess progress, and report outcomes.</p>	25%

<p>Obtain, document, compile and maintain program reports and utilize participant data to evaluate, to assess and to plan for the future of program /participant involvement.</p> <p>Participate in development and testing of educational materials, strategies and evaluation tools.</p>	
<p>PROFESSIONAL DEVELOPMENT</p> <p>Actively participate in required training, in-service education; staff meetings, both locally, in Ithaca and in other locations as required.</p> <p>Develop and pursue a self-development plan that will enhance programming efforts</p>	<p>10%</p>
<p>Other duties as assigned.</p>	<p>5%</p>

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 7/03