

CORNELL UNIVERSITY
STAFF POSITION DESCRIPTION

Date: May 2016

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: Temporary Position in Albany (June 2016-May 2017) Position #: _____
University Job Title: Legislative Associate Pay Band: _____
Working Title (if different): State Relations Associate Exempt: Nonexempt:
Department Name: University Relations – State Relations Dept Code: _____
Immediate Supervisor's Name and University Job Title: Charles J. Kruzansky, Associate VP- State Relations

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

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

With direction from Associate Vice President, work on various projects as outlined below:

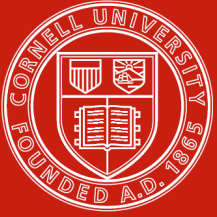
- College Affordability Report
Using various Cornell sources, collect data to be used in a new report required by the NYS Legislature.
- First Annual Legislative Research Day
Work with Universities across NYS to organize a day for legislators to visit nearby campuses to learn more about research. The goal is to develop legislative advocates for research and to familiarize as many legislators as possible with this one-day event. Coordination and communication will be a key element to the success of this day.
- Educational Tours
Organize several tours for legislators and their staffs to learn more about what Cornell does in various locations throughout the State.
- Lobbying
Assist with lobbying efforts that begin in the fall and continue through April until the budget is passed.
- Intern recruitment
Assist with the recruitment and placement of Cornell students to work in NYS government from January-May. Day-to-day interaction is necessary to ensure successful student experiences.
- Research
Collect, analyze, and synthesize data on other states' support for higher education, their higher education policies, and new programs to limit student debt.

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

Bachelor's degree and work experience in coordinating events, meetings and other motivational activities. Excellent written and communication skills. Excellent organization skills and the ability to anticipate and identify key opportunities that arise and act swiftly on them. Proven research and written skills. An interest in higher education policy and advancing Cornell University's agenda with the State.

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

Understanding of Cornell priorities and programs and interest in the state, federal and local governments.



Cornell University

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>Special Projects (outlined in position summary and others that arise during the course of employment)</p> <p>Research, analyze and produce well-written summaries and reports for special projects.</p>	30%
<p>Research Day and Educational Tours</p> <p>Coordinate, plan and contribute to the success of informational and educational tours and events to be attended by public officials.</p>	30%
<p>Lobbying</p> <p>Advocate, lobby and help develop strategies on matters of importance to the higher education community and in support of Cornell's educational, research and public service mission.</p>	30%
<p>Intern Recruitment</p> <p>Develop a strategy to be used to increase the involvement of Cornell students in NYS internship opportunities. This will involve working with campus placement centers and faculty to support this program.</p>	10%

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TOTAL 100%

ADDITIONAL COMMENTS: USE EXTRA PAGES IF NECESSARY.

This position is temporary while Zoe Nelson is on maternity leave.

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