

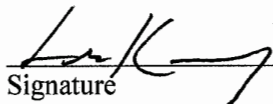
INFORMATION COVER SHEET
UF/IFAS
THIRD-YEAR PROGRESS ASSESSMENT

Name: Lisa S. Krinsky

Department/Center/County: Cooperative Extension Service - Miami-Dade County

Current title: Extension Agent II - Sea Grant

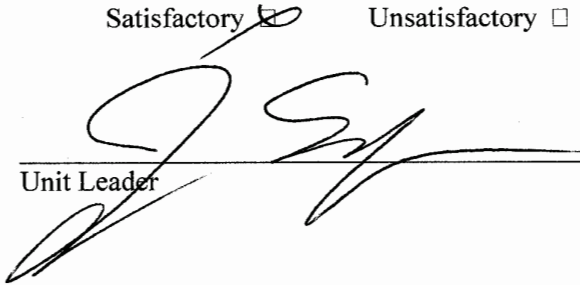
I HAVE REVIEWED THIS PACKET AND BELIEVE THAT TO THE BEST OF MY KNOWLEDGE IT IS COMPLETE.


Signature

6/2/11
Date

The faculty member is proceeding toward Tenure/Permanent Status as noted below:

Satisfactory Unsatisfactory


Unit Leader

6/2/11
Date

2. BRIEF DESCRIPTION OF JOB DUTIES

The Sea Grant Agent is responsible for providing educational programs to the public to enhance sustainable ecological and economic coastal and marine resources in Miami-Dade County. This involves developing, implementing and evaluating educational programs, including but not limited to: workshops, seminars, publications, and informal teaching events. Program topics may include sustainable fisheries, marine ecosystem restoration, responsible and ethical angling, and environmentally responsible marine industries. Clients may include youth, teachers, local businesses, stakeholders, boaters, anglers, and general public.

Specific duties by percentage of FTE

Improving marine and coastal ecosystem health	35%
Enhancing marine and environmental literacy and stewardship	35%
Promoting safe and sustainable seafood	25%
<u>4-H and Other Extension Activities</u>	<u>5%</u>
Total	100%

3. AREAS OF SPECIALIZATION

Marine science – specifically marine ecology, marine biology and environmental education.

4. ASSIGNED ACTIVITY SINCE LAST PROMOTION (NOT TO EXCEED TEN YEARS), OR SINCE UF EMPLOYMENT, whichever is more recent -

Year	2010-2011	2009-2010	2008-2009
Teaching	0%	0%	0%
Research	0%	0%	0%
Service	0%	0%	0%
Extension	100%	100%	100%
Clinical	0%	0%	0%
Total	100%	100%	100%

5. EDUCATIONAL BACKGROUND

Institution	Field of Study	Degree	Year
University of Delaware	Marine Biosciences	Ph.D.	2008
University of Maryland	Environmental Science and Policy	B.S.	2002

6. EMPLOYMENT

Institution	Position	Dates
UF/IFAS/Miami-Dade County Sea Grant Extension	Program Extension Agent II Non-accruing	2008-present
University of Delaware	Graduate Research Assistant	2003-2008
University of Maryland	Faculty Research Assistant	2001-2003

7. YEAR TENURE/PERMANENT STATUS WAS AWARDED BY UNIVERSITY OF FLORIDA – N/A

8. TENURE AND PROMOTION CRITERIA:

The university’s criteria for granting tenure, promotion, or permanent status shall be relevant to the performance of the work that the faculty member has been employed to do and to his/her performance of the duties and responsibilities expected of a member of the university community. These criteria recognize three broad categories of academic service as follows:

- (A) Teaching – Instruction, including regular classroom teaching and distance/executive/continuing education, direction of theses and dissertations, academic advisement, extension education programs, and all preparation for this work, including study to keep abreast of one’s field.
- (B) Research – Research or other creative activity including peer-reviewed publications.
- (C) Service – Public and professional.

Extension contributions in academic service may be inclusive of the three broad categories described above.

In most cases, tenure and promotion require distinction in at least two areas, one of which shall be that of the faculty member’s primary responsibility, and those areas should be teaching and research unless the faculty member or extension faculty member has an assignment that primarily reflects other responsibilities, such as the Florida Cooperative Extension Service. Merit should be regarded as more important than variety of activity.

IFAS AND DEPARTMENTAL DISCIPLINE-SPECIFIC CLARIFICATIONS OF THE UF CRITERIA

Faculty are expected to perform at an outstanding level in their assigned areas of responsibility with productivity that is proportional to their assignment. Regardless of the number of functional areas of assignment, it is expected that the faculty member will meet the professional responsibilities normally expected for service.

College of Agricultural and Life Sciences (Teaching):

For faculty with a teaching assignment, evidence of distinction as an educator for that portion of FTE assigned to teaching is necessary. Distinction may be evidenced in a number of ways, including course and curriculum development and improvement, student and peer evaluations of instruction and advisement, and involvement in counseling students in programs of study and research including service on graduate committees and supervision of masters' theses, doctoral dissertations and other student research. Other indicators of distinction include the development and use of innovative teaching methods, teaching contracts and grants, relevant publications, software and other creative activities (the scholarship of teaching), as well as teaching awards and the faculty member's involvement in professional development opportunities designed to enhance teaching proficiency and service to students.

Florida Agricultural Experiment Station (Research):

For faculty with a research assignment, distinction in the scholarship of discovery, innovation and applications based research is necessary for tenure and/or promotion. There must be evidence of an organized, significant and long-term research program proportional to the percent of FTE assigned to research. Demonstration of competence in design, conduct and interpretation of original research must be documented. Research distinction may be evidenced by scholarly work published in refereed journals, development of or contributions to publications for use by producers and other clientele, and scholarly products and activities such as books, patents, cultivar releases, software and other creative works. Other indicators include extramural support, interdisciplinary or cooperative research efforts, and scholarly presentations at professional meetings and conferences. Service on graduate committees and supervision of masters' candidates and doctoral candidates to degree completion is required.

Florida Cooperative Extension Service (Extension):

For faculty with an extension assignment, effective contribution to the planned non-degree educational programs of UF/IFAS for that portion of FTE assigned to extension is necessary for promotion and tenure. Distinction in this area may be evidenced by effectiveness in obtaining, integrating and organizing educational resources into programs directed to meet the needs of extension clientele (general public, producers, industry groups, families, youth and other relevant audiences); the design and implementation of educational experiences (the scholarship of application) appropriate to priority needs identified; the packaging of research based information into program materials such as bulletins, fact sheets, newsletters, mass media messages, electronic publications, distance education, and public displays; and the development and utilization of result demonstrations and other teaching methods as a part of the educational process.

Other indicators include participation in professional development and training opportunities to remain current with scientific and methodological developments, extramural funds received, and recognition by peers and clientele as a leader in the assigned areas of responsibility.

9. TEACHING, ADVISING, AND INSTRUCTIONAL ACCOMPLISHMENTS- None

10. TEACHING EVALUATIONS- None

11. GRADUATE FACULTY STATUS- No

12. GRADUATE COMMITTEE ACTIVITIES -

2011 Mallory Watson, University of Miami Rosenstiel School of Marine and Atmospheric Studies. Master's thesis committee for the Division of Marine Affairs and Policy.

13. CONTRIBUTION TO DISCIPLINE/RESEARCH NARRATIVE - None

14. CREATIVE WORKS OR ACTIVITIES

Exhibits and displays: Total 14

2011: 1

2010: 9

2009: 4

7 posters on topics such as: Florida seafood, ethical angling, and invasive species.

7 traveling displays on topics such as: marine debris, climate change, and health and ecosystems of Biscayne Bay.

Instructional Multi-Media Presentations: Total 20

2011: 5 PowerPoint presentations

2010: 7 PowerPoint presentations

2009: 7 PowerPoint presentations

2008: 1 PowerPoint presentation

20 PowerPoint presentations (5-52 slides) on topics such as: an introduction to Miami-Dade Sea Grant, identification and biology of Florida's mangroves, safe and sustainable seafood, invasive species of South Florida.

Plays, Games: Total 2

2011: 1 game

2010: 1 game

Two games including an interactive PowerPoint game on sea turtles and a fish identification bingo game.

Web-based communication and teaching: Total 9

2011: 4

2010: 2

2009: 3

Web-based communications include an interactive online webinar series on Florida seafood, five web-streamed interviews on topics such as: climate change, the Kids, Let's Go Fishing! program, and Miami-Dade County and the Deepwater Horizon oil spill.

Krimsky, L.S. 2009-2011. Miami-Dade County IFAS Extension.

http://miami-dade.ifas.ufl.edu/environment/sea_grant.shtml. Website administrator for Sea Grant, 4-H, FCS and EFNEP programs.

Other: Total 2

2010: 1

2009: 1

Krimsky, L.S. 2010. Spiny Lobster Fishing Ruler. Developed an FWC regulation spiny lobster fishing ruler. This two-sided ruler was created as an educational tool for recreational lobster fishermen. In addition to being used to use to measure legal size lobsters, one side includes all of the FWC regulations for lobsters and the other side includes information on how to identify and report the invasive lionfish.

Krimsky, L.S., P. Sweeney, and C. Troy. 2009. Marine and Coastal Ecosystems Workshop Curriculum CD. CD contained presentations on seagrass, coral reef and mangrove ecosystems, classroom activities, and sample lesson plans.

15. PATENTS AND COPYRIGHTS- None

16. PUBLICATIONS

- a. Books, Sole Author- None
- b. Books, Co-authored – None
- c. Books, Edited- None
- d. Books, Contributor of Chapter(s)- None
- e. Monographs- None

f. Refereed Publications- Total 2

Krimsky, L.S. and Epifanio, C.E. 2010. Growth of juvenile stone crabs, *Menippe mercenaria*, reared in the laboratory. *Journal of Crustacean Biology* 30(2): 336-338.

Krimsky, L.S., Gravinese, P.M., Tankersley, R.A. and Epifanio, C.E. 2009. Patterns of larval release in the Florida stone crab, *Menippe mercenaria*. *Journal of Experimental Marine Biology and Ecology*: 372, 96-101.

g. Non-refereed Publications

County Fact Sheets: Total 10

2011: 2

2010: 4

2009: 4

Fluech, B., Krimsky, L.S., and Theberge, S. 2011. "Why Local Seafood? The Environmental and Socio-economic Benefits of Eating Florida Seafood", UF/IFAS/Miami-Dade County Extension. 2 pp.

Fluech, B., Krimsky, L.S., and Theberge, S. 2011. "Florida Grouper: Getting the Real Deal", UF/IFAS/Miami-Dade County Extension. 1 pp.

Krimsky, L.S. 2010. "Florida's Seafood after the Gulf Oil Spill", UF/IFAS/Miami-Dade County Extension. 2 pp.

Krimsky, L.S. 2010. "Tarpon DNA Tagging Program: How can you help?", UF/IFAS/Miami-Dade County Extension. 2 pp.

Krimsky, L.S. 2010. "The Deepwater Horizon Oil Spill and Miami-Dade County", UF/IFAS/Miami-Dade County Extension. 2 pp. 15 Issues of Fact Sheet Updated from May 5- 2010 to July 15, 2010.

Krimsky, L.S. 2010. "Marine Invaders: The Lionfish", UF/IFAS/Miami-Dade County Extension. 2 pp.

Krimsky, L.S. 2009. Coral Reefs: An Overview. UF/IFAS/Miami-Dade County Extension. 2 pp.

Krimsky, L.S. 2009. Florida's Mangroves: An Overview. UF/IFAS/Miami-Dade County Extension. 2 pp.

Krimsky, L.S. 2009. Seagrasses in Florida: An Overview. UF/IFAS/Miami-Dade County Extension. 2 pp.

Krimsky, L.S. 2009. Safe and Sustainable Seafood Facts. UF/IFAS/Miami-Dade County Extension. 2 pp.

Educational Brochure: Total 2

Krimsky, L.S. 2010 (revised from 2002) Turtle Tracks, Sea Turtle Conservation in Miami-Dade County. Florida Sea Grant Communications Department, Gainesville, FL. SGEF-141. 2 pp.

Krimsky, L.S. 2010. "Kids, Let's Go Fishing", UF/IFAS/Miami-Dade County Extension. 2pp trifold brochure.

Newsletter Edited- Total 3

2011: 1

2010: 2

Krimsky, L.S. Extension Connexions. 2009-2010. Miami-Dade County Extension Quarterly Newsletter (for all program areas). 3 Issues. http://miami-dade.ifas.ufl.edu/Pubs_NL.shtml

Newsletter Articles- Total 4

2010: 4

Krimsky, L.S. 2010. "Restoring Mangrove Habitat", Extension Comings and Goings, November 2010.

Krimsky, L.S. 2010. “Invasives for Dinner?”, Extension Connexions Newsletter, Fall 2010.

Krimsky, L.S. 2010. “Invasives for Dinner?”, Florida Association of Natural Resource Extension Professionals Newsletter, Fall 2010.

Krimsky, L.S. 2010. Miami-Dade Sea Grant Activities, Florida Sea Grant Marine Extension Newsletter, 2 Issues.

h. Bibliographies/Catalogs- None

i. Abstracts-None

j. Reviews- None

k. Miscellaneous- Total 1

Krimsky, L.S. 2011. Southeast Florida Coral Reef Initiative, Maritime Industry and Coastal Construction Impacts. Invited Informational Meeting Survey. 7 questions.

17. LECTURES, SPEECHES, POSTERS, PRESENTED AT PROFESSIONAL CONFERENCES

a. International- None

b. National- 1

Krimsky, L.S. and Epifanio, C.E. (Invited) Florida stone crab nursery habitats: Effect on megalopal metamorphosis and intra-cohort cannibalism. National Shellfisheries Association. 101st Annual Meeting. Savannah, Georgia. March, 2009.

c. Regional- None

d. State- 1

Krimsky, L.S. (Selected) The Kids, Let’s Go Fishing! Program. Extension Professional Associations Meeting 2010 Professional Improvement Meeting. Lake Buena Vista, FL Aug 30 – Sep 2, 2010.

e. Local- None

f. Other- None

18. CONTRACTS AND GRANTS SINCE THE LAST PROMOTION (NOT TO EXCEED TEN YEARS) OR FROM UF EMPLOYMENT FOR TENURE NOMINEES, whichever is more recent.

a. Funded Externally

Years (e.g, 2005-2010)	Contractor or Grantor	Project Title	Grant Amount	PI, Co-PI or Investigator	If Co-PI, Specify %
2011	Yamaha Contender Miami	Miami-Dade County Derelict Fishing Gear Identification and	\$500	PI	

	Billfish Tournament Conservation Grant	Removal Program			
2010	Yamaha Contender Miami Billfish Tournament Conservation Grant	Expanding the Kids, Let's Go Fishing! Program	\$1000	PI	
2009	Yamaha Contender Miami Billfish Tournament Conservation Grant	Monofilament Recovery and Recycling Program in Miami- Dade County	\$1000	PI	
Total			\$2500		

Summary of External Grant Funding, 2009 - Present

ROLE	TOTAL	Direct Costs	Indirect Costs
Principal Investigator	3	\$2,500	\$0
Co-Principal Investigator			
Investigator			
Sponsor of Junior Faculty			
Totals	3	\$2,500	\$0

b. Funded Internally

Years	Contractor or Grantor	Project Title	Grant Amount	PI, Co-PI or Investigator	If Co-PI, Specify %
2011	Florida Sea Grant	Southeast Florida Boating and Waterways Workshop	\$4,500	Co-PI	50%
2011	Florida Sea Grant	Understanding the Impacts of the Gulf Oil Spill on Seafood Consumption Patterns	\$3,112	Co-PI	50%
Total			\$7,612		

Summary of Internal Grant Funding, 2011

ROLE	TOTAL
Principal Investigator	
Co-Principal Investigator	\$7,612
Investigator	
Sponsor of Junior Faculty	
Totals	\$7,612

c. Submitted – Pending Decision

Years of Contract or Grant	Contractor or Grantor	Project Title	PI, Co-PI, or Investigator	Grant Amount
2011-2016	National Oceanic and Atmospheric Administration	Learning in Florida’s Environment (LIFE): Scaling up an Environmental Literacy Model	Investigator	\$1,381,946
2011-2013	Environmental Protection Agency (EPA)	Miami-Dade County Marine Engine Repower Rebate	Co-PI	\$1,956,539

	National Clean Diesel Funding Assistance Program	Program		
2011-2012	National Oceanic and Atmospheric Administration	Marine Debris Identification and Removal: Biscayne Bay, FL	PI	\$39,325.00
2011-2012	National Fish and Wildlife Federation	Marine Debris Identification and Removal: Biscayne Bay, FL	Co-PI	\$14,775.09
2011	Department of Environmental Protection Coastal Partnership Initiative	Lionfish Outreach and Control Programs in Southeast Florida	Co-PI	\$29,200

d. Submitted - But Not Funded

Years of Contract or Grant	Contractor or Grantor	Project Title	PI, Co-PI, or Investigator	Grant Amount
2010	The William Bingham Foundation	M.A.N.A.T.E.E.: Merging Academics and Nature Awareness Through Environmental Education	Co-PI	\$17,746
2009-2010	UF/IFAS Enhancement Grant	Lionfish outreach materials for divers	Co-PI	\$9,339
2009-2010	UF/IFAS Enhancement Grant	Keep a clear head	Co-PI	\$14,352
2009-2010	UF/IFAS Enhancement Grant	Enhancing maternal, fetal and child nutritional and developmental health through the promotion of safe and healthy seafood choices.	Co-PI	\$5,808
2009-2010	UF/IFAS Enhancement Grant	Climate change toolbox: Sea level rise module	Co-PI	\$5,712
2009-2010	NOAA	Recovery Act - Restoration of Seagrass in Southeast Florida	Investigator	\$936,770.32

e. In-kind Contributions

<u>Year</u>	<u>Type</u>	<u>Donor</u>	<u>Amount</u>
2011	Program Supplies	Publix	50.00
2010	Program supplies	Florida Sea Grant	2,140.00
	Volunteer time	65 hours x \$18.20/hour	1,183.00
	Program supplies	Fish Florida, ARC Dehooker Inc, National Football League (NFL)	5,800.00
2009	Program supplies	FDEP, Crandon Park	550.00
	Volunteer time	613.5 hours x \$17.78/hour	10,908.03
Total			20,631.03

“Calculation of economic value of trained volunteers’ contribution to extension programs: According to 2008 Florida data from the Independent Sector (http://independentsector.org/programs/research/volunteer_time.html) the estimated dollar value of a volunteer hour is \$18.20 (this includes estimated fringe benefits, update this value yearly and the values used for each year should be reported individually). In Extension, trained volunteers are contributing to Extension programs by dedicating their time, skills, talent, and expertise under supervision or guidance by faculty.”

f. Monetary Contributions

<u>Year</u>	<u>Donor</u>	<u>Amount</u>
2011	PBS & J	300.00
	Florida Inland Navigation District	300.00
	Florida Master Naturalist Program- instructor fees	238.00
2010	Florida Master Naturalist Program- instructor fees	185.00
	Local clientele donations	424.00
Total		1,447.00

19. UNIVERSITY GOVERNANCE AND SERVICE

a. University- None

b. College

2010-2011 Member of Goal 7, Focus Team 3

2010 Grant reviewer for the UF/IFAS Extension Professional Development Mini Grants

2010 Panel representative at the UF/SFRC Natural Resource Extension Specialist Retreat

2009-2011 Member of Goal 2, Focus Team 3

c. Department/Center

2010-2011 Member of the Florida Sea Grant Fisheries Work Action Group
2009-2011 Member of the Florida Sea Grant Climate Change Work Action Group
2009-2011 Member of the Florida Sea Grant Boating and Waterways Work Action Group

20. CONSULTATIONS OUTSIDE THE UNIVERSITY- None

21. EDITOR OF SCHOLARLY JOURNAL, SERVICE ON EDITORIAL ADVISORY BOARDS, REVIEWER FOR SCHOLARLY JOURNALS-

- a. Editor- None
- b. Editorial Advisory Boards- None
- c. Reviewer for Scholarly Journals- None
- d. Book Manuscripts Reviewed- None

22. INTERNATIONAL ACTIVITIES

- Invited by NOAA Atlantic Oceanographic and Meteorological Laboratory to meet with the president of the Dominican Republic's ANAMAR agency. The newly established agency will be responsible for all of the country's maritime affairs. The agent discussed the National Sea Grant program, possible partnership opportunities, and the potential to develop a Sea Grant program for the Dominican Republic. 2010.
- Co-hosted delegation from the Indonesia Sea Partnership Program (National Sea Grant Program Equivalent) visiting the United States to learn about Sea Grant Extension. 2009.

23. EXTENSION PROGRAMS (for IFAS only)

Role and Activities of Your Advisory Committee:

This agent's advisory committee consults the agent on the need and rational of Sea Grant programming and provides advice to make extension activities more effective in the county. As of 2011, the committee consists of 12 members (5 female, 7 male; 1 Hispanic, 11 Caucasian). The committee meets twice annually and minutes get sent to both the CED and DED.

The Sea Grant Agent, while involved in all aspects of marine and coastal outreach and education activities has a focused program in the following areas:

- I. Improving marine and coastal ecosystem health
- II. Enhancing marine and environmental literacy and stewardship
- III. Promoting safe and sustainable seafood and fisheries
- IV. 4-H and Other Extension Activities

I. **Improving Marine and Coastal Ecosystem Health**

SITUATION:

Florida's coastline extends 1,350 miles and includes four ecological areas: sandy beaches, mangroves, shallow bays, and the coral reef tract. These areas are each environmentally distinct but interconnected. Changes to any one of these habitats will impact the entire coastal ecosystem. Florida residents and visitors appreciate and use these unique coastal ecosystems. Seventy-two percent of Florida's population live or work near coastal areas; and this co-location has caused tremendous negative impacts on these fragile ecosystems. For example, marine debris is impacting fragile habitats, mangrove forests have been plowed and invasive organisms are threatening native species. Furthermore, the population of south Florida is expected to double in the next fifty years and it is projected that 7 million acres of natural and rural land will be converted to urban areas to accommodate this influx. In order to protect these coastal ecosystems, Floridians must first understand the importance of these areas to our livelihood- socially, economically, and ecologically. The primary focus of this educational program will be to sustain or enhance south Florida's coastal ecosystems by increasing awareness, reducing impacts, and improving restoration of these valuable resources.

Target audience(s): K-12 students, residents, recreational divers, anglers and commercial fishermen

OBJECTIVES:

Mangrove Restoration

Objective 1- At least 80% of students participating in the Propagules in Schools program will increase their awareness of the importance of mangrove ecosystems by 20% as determined by a Likert-Scale evaluation tool.

Objective 2- Trained students participating in the Propagules in Schools program will collect and plant a minimum of 1,000 mangrove propagules.

Objective 3- At least 20 people will attend a Mangrove Maintenance Short Course for landscape architects. 75% of attendees will increase their knowledge of mangrove ecosystems and county regulations by 25% upon completion of the course as determined by a pre-post test. 95% of participants will receive CEUs upon completion of the course.

Marine Debris

Objective 4- 50 children and residents will increase their understanding of the dangers of marine debris on the environment by 20% as determined by a Likert-Scale evaluation *or* the final score from the Marine Debris game.

Objective 5- 20 trained volunteers will collect at least 500 lbs of marine debris during organized coastal cleanup events.

Invasive species

Objective 6- At least 30 program participants will increase their awareness on the dangers of invasive species and their ability to identify local marine invasive species by 30% as determined by a pre-post test.

Objective 7- 20 trained volunteers will increase their ability to identify local marine invasive species by 30% and spend 5 field hours removing invasive species from the environment.

Objective 8- As a result of agent facilitation, at least 15% of participants in an in an inter-agency lionfish workshop will make behavior changes that allow them to adopt practices that work towards regional lionfish management.

EDUCATIONAL METHODS AND ACTIVITIES:

Mangrove Restoration

The agent partnered with The Reclamation project to teach K-12 students about the importance of mangroves and to allow them to participate in hands-on county-wide mangrove restoration activities.

Marine Debris

The agent taught children and residents about the impacts of marine debris on the environment and organized coastal cleanup events. The agent is also the Miami-Dade County program coordinator for the statewide Monofilament Recovery and Recycling Program.

Invasive species

Through a series of workshops, removal events, and presentations the agent taught residents, recreational and commercial anglers about the impacts and identification of local invasive species.

Program type	Number of Events	Number of Participants
Coastal cleanup events	5	81
Marine debris presentations and displays	4	311
Invasive species removal events	2	65
Invasive species presentations and displays	3	68
Mangrove presentations	5	440
Mangrove seedling collections and plantings	5	151
Total	24	1,116

2010 data only

field consultations	12
office consultations	5
telephone consultations	103
group teaching participants	586
e-mail consultations	222
Web site visits	11,701

Support Materials Produced

- PowerPoint presentations (4)
- Fact sheets (4)
- Newsletter articles (3)
- Displays and exhibits (2)
- Other (2)

ACCOMPLISHMENTS:

Mangrove Restoration

Objective 1- At least 80% of students participating in the Propagules in Schools program will increase their awareness of the importance of mangrove ecosystems by 20% as determined by a Likert-Scale evaluation tool.

Outcomes-

In 2010, 73 students were educated about the importance of mangrove ecosystems. Topics taught include: mangrove identification, mangrove habitat, and the importance of mangroves as coastal buffering from storms. Students increased their knowledge by 96% as determined by a pre-post test.

In 2009, 212 students were educated about the importance of mangrove ecosystems. Topics taught include: mangrove identification, mangrove habitat, and the importance of mangroves as coastal buffering from storms. Students increased their knowledge by 45% as determined by a pre-post test.

Objective 2- Trained students participating in the Propagules in Schools program will collect and plant a minimum of 1,000 mangrove propagules.

Outcomes-

In 2010, 45 trained students and teachers planted 600 red mangrove seedlings in county restoration sites. These volunteers also collected 1,900 red mangrove propagules. The seedlings were placed in eco-art exhibits throughout the county and will be planted next year once mature.

In 2009, 103 trained volunteers collected nearly 2,500 mangrove propagules to be placed in eco-art installations and planted in 2010. 1,100 propagules from the 2008 installations were planted in Department of Environmental Resources Management (DERM) restoration locations in the county.

Impacts- Economic assessments of mangrove habitats estimate their value at approximately \$18,000 per acre due to their roles in coastal storm protection and critical habitat for commercial fisheries species. There are approximately 1,500 mangroves per acre. To date 3,600 seedlings (2.4 acres of mangrove seedlings) have been planted as part of this project resulting in approximately \$43,000 worth of coastal improvements since 2009. (2.4 acres x \$18,000 = \$43,200)

Objective 3- At least 20 people will attend a Mangrove Maintenance Short Course for landscape architects. 75% of attendees will increase their knowledge of mangrove ecosystems and county regulations by 25% upon completion of the course as determined by a pre-post test. 95% of participants will receive CEUs upon completion of the course.

Outcomes- In 2010, 53 landscape architects, arborists and horticulturists attended a 5-hour Mangrove Maintenance Short course. The agent presented information on mangrove biology, identification, distribution and community structure. The agent taught the same topics at an annual Landscape Inspectors Association of Florida workshop to 127 professionals. 180 total participants increased their knowledge by 88% as determined by pre-post tests. 95% (50) of attendees received CEUs.

Marine Debris

Objective 4- 50 children and residents will increase their understanding of the dangers of marine debris on the environment by 20% as determined by a Likert-Scale evaluation tool *or* the final score of the Marine Debris game.

Outcomes- In 2010, 291 children and residents increased their knowledge by 93% about the impacts of marine debris, such as the dangers that debris causes to marine organisms and the effects of pollution on water quality. 20% (58) of program attendees indicated that they were 86% more likely to recycle their recyclable garbage.

Objective 5- 20 trained volunteers will collect at least 500 lbs of marine debris during organized coastal cleanup events.

Outcomes-

In 2010, 42 trained volunteers participated in 3 coastal cleanup events removing 35 garbage bags of garbage and 15 garbage bags of recyclables from the coastal environment.

In 2010, 3 new monofilament drop-off locations were created within Miami-Dade County.

In 2009, 39 volunteers participated in two coastal cleanup events. Nearly 1,500 lbs of marine debris and 375 lbs of recyclables were collected off of the ¼ mile expanse of beach.

In 2009, 5 new monofilament recycling bins were installed at two new locations within Miami-Dade County. 12 trained volunteers helped to build and install the bins at these

new locations. An additional 7 monofilament recycling bins were provided by the agent to marinas within the county to help fulfill their clean marina designation.

Impacts- Based on Florida Fish and Wildlife Conservation Commission data, one full bin equals 5 lbs of monofilament fishing line. If each of these bins gets emptied only once a year, the addition of new bins and drop-off locations will result in the collection of 75 pounds of monofilament line. Monofilament fishing line is non-biodegradable and can remain in the marine environment for over 600 years. Annually, seabirds, sea turtles, manatees, and dolphins are rescued for injuries caused by monofilament fishing line.

Invasive Species

Objective 6- 20 trained volunteers will increase their ability to identify local marine invasive species by 30% and spend 5 field hours removing invasive species from the environment.

Outcomes- In 2010, 65 volunteers learned to identify 2 out of 5 invasive coastal plant species (30% knowledge gained) and 40% were more confident in their ability to identify the invasive lionfish. These trained volunteers also spent 6 hours in the field removing invasive plant species in 0.5 acres of county restoration sites.

Objective 7- As a result of agent facilitation, at least 15% of participants in an inter-agency lionfish workshop will make behavior changes that allow them to adopt practices that work towards regional lionfish management.

Outcomes- In 2010, the agent, with the Department of Environmental Protection (FDEP) and the Reef Environmental Education Foundation (REEF), hosted and facilitated an interagency coordination meeting for lionfish management along the Florida reef tract. 37 government and agency employees from the 5 Southeast Florida reef tract counties participated. As a result of the facilitation, participants increased their knowledge of lionfish management strategies by 94% as determined by a post-survey.

II. Enhancing marine and environmental literacy and stewardship

SITUATION:

The need to develop and promote an environmentally literate citizenry who understands the relevance of a healthy coastal ecosystem to the quality of their everyday lives and to the economic vitality of the region and the nation is critical to maintaining a healthy sustainable coastal community. Miami-Dade's transient population has resulted in tourists and new residents possessing only a weak connection with and understanding of the surrounding marine environment and what they can do to help minimize these impacts. This marine/environmental education extension program focuses on marine ecology and sustainable coastal living. Workshops, classes, and the dissemination of print and web media help to increase awareness and promote stewardship of marine and coastal resources. These education initiatives are necessary to impart a sense of community pride and ownership to Miami-Dade residents and workers, which are precursors to good stewardship.

Target audience(s): K-12 students, residents, recreational anglers

OBJECTIVES:

Community (Adult and K-12) Educational Programs

Objective 1- Upon completion of the Florida Master Naturalist Program Coastal Module, participants will increase their knowledge of Florida's ecosystems on average by at least 15%, as measured by a pre/post test.

Objective 2- Participants of marine education workshops, events, and seminars will increase their knowledge about the marine environment, organisms and habitats by at least 25% as indicated by a post session test.

Professional/Industry Educational Programs

Objective 3 – Participants attending professional and industry workshops will increase their knowledge of economically and environmentally sustainable approaches in Florida by 30%.

Fishing and Angling Programs

Objective 4- Using a post-survey evaluation, anglers who attend fishing workshops will increase their confidence level in ethical angling techniques by 30%.

Objective 5- Using a follow-up survey, at least 50% of the anglers who participate in the Kids, Let's Go Fishing! program will use circle hooks, dehooking devices, and/or venting tools recommended in the program.

EDUCATIONAL METHODS AND ACTIVITIES:

Community (Adult and K-12) Educational Programs

The agent is the lead instructor within a team of three instructors who co-teach the Florida Master Naturalist Program in Miami-Dade County. The 40-hour module is a combination of classroom lectures and videos, group discussions, and field trips.

Educational programs which included a combination of classroom presentations, hands-on exhibits and field-based experiences are conducted by the agent for various adult and K-12 residential groups to learn about the marine and coastal environment.

Professional/Industry Education, Organization, and Facilitation

With agency and extension partners, the agent teaches, facilitates and organizes industry workshops to increase the cooperative management and learning within the marine professional community.

Fishing and Angling Programs

In partnership with The Fishing and Conservation Trust, the Florida Fish and Wildlife Commission, and extension programs the agent teaches youth and adults responsible angling techniques during workshops, traveling displays and fishing trips. Topics include: proper fish handling and release techniques, how to use circle hooks and dehooking tools, and how to read and understand the Florida Fish and Wildlife Conservation Commission Rules and Regulations.

Program type	Number of Events	Number of Participants
Classroom and field-based teaching activities	11	423
Large community events and festivals	12	1,355
Industry workshops and facilitation	7	347
Fishing trips	7	543
Ethical angling presentations	5	626
Total	42	3,294

2010 data only

field consultations	8
office consultations	3
telephone consultations	69
group teaching participants	1,325
e-mail consultations	148
Web site visits	9,884

Support Materials Produced

- Fact sheets: (2)
- PowerPoint presentations: (9)
- Traveling displays and exhibits: (10)
- Games: (1)
- Other: (3)
- Educational Brochures: (2)

ACCOMPLISHMENTS:

Community (Adult and K-12) Educational Programs

Objective 1- Upon completion of the Florida Master Naturalist Program (FMNP) Coastal Module, participants will increase their knowledge of Florida's ecosystems on average by at least 15%, as measured by a pre/post test.

Outcomes-

In 2011, six students graduated from the Florida Master Naturalist Program, Freshwater Wetland Module. Students increased their knowledge of Florida's freshwater systems by 20% as determined by a pre/post test.

In 2010, twelve students of the FMNP Coastal module graduated with a course satisfaction rate of 4.67 (out of 5) and increased knowledge by 15%.

Impacts- The annual FMNP report consistently reveals that greater than 97% of FMNP graduates share information learned and 67% of participants in 2008 indicated they used FMNP information to develop educational programs and materials in their work thus helping to increase the environmental literacy among coastal citizens, which is an

important component of a sustainable community. Successful appreciation and knowledge gained from these students will help to expand educational and stewardship initiatives throughout the community.

Objective 2- Participants of marine education workshops, events, and seminars will increase their knowledge about the marine environment, organisms and habitats by at least 25% as indicated by a post session test.

Outcomes-

In 2010, approximately 400 participants partook in educational events where the agent taught about the marine and coastal ecosystem. The 309 participants that were surveyed indicated an average knowledge gain of 92% as a result of these teaching events.

In 2009, the agent taught 262 adults and children about marine and coastal environments, impacts, and protection. The 105 people surveyed increased their knowledge by an average of 90% as determined by post-surveys.

Professional/Industry Education, Organization, and Facilitation

Objective 3 – Participants attending professional and industry workshops will increase their knowledge of economically and environmentally sustainable approaches in Florida by 30% as determined by pre/post tests and post surveys.

Outcomes-

In 2011, with the Brevard County Sea Grant Extension Agent, the agent organized and moderated the Southeast Florida Regional Boating and Waterways Workshop. 76 professionals from the boating and waterways industries participated in the workshop. As determined by a post evaluation survey, workshop participants increased their knowledge of economic and sustainable approaches to waterways management by 86%.

In 2010, the agent, with Department of Environmental Protection and Florida Fish and Wildlife Conservation Commission (FWC) staff, organized a Marine Mammal Protection and Rescue Basics Workshop. 22 law enforcement agents completed the classroom and on the water training to help FWC specialists with marine mammal rescues. Participants had a knowledge gained of 16% and 94% (21) said their behavior in responding to marine mammal rescues would change as a result of the training.

The agent was invited by National Geographic to give a presentation for the southeast Florida marine recreational community on conveying environmental information to the public. The 120 people in attendance increased their knowledge by 98% as determined by a post evaluation survey.

In 2009, 15 Miami-Dade County science teachers participated at the teacher workshop on Integrating Marine and Coastal Ecosystems into Your Curriculum. The participants

increased their learning by 95% as determined by a post-survey and every participant said that they plan to use the information they learned in the classroom.

22 UF's Natural Resource Leadership Institute (NRLI) Fellows were taught about the effects that sea level rise and climate change are likely to have on Biscayne Bay and the surrounding areas. Fellows increased their knowledge by 23% as a result of the boat trip, lecture, and discussion.

Fishing and Angling Programs

Objective 4- Using a post-survey evaluation, anglers who attend fishing workshops will increase their confidence level in ethical angling techniques by 30%.

Outcomes-

In 2010, 166 people participated in fishing workshops, clinics, and trips and workshops. The 81 people who were surveyed increased their knowledge of responsible and ethical angling techniques by 88%.

In 2009, 853 kids and adults participated in ethical angling fishing programs about half of which were underprivileged youth. Participants increased their knowledge of ethical angling techniques by 90%.

Objective 5- Using a follow-up survey, at least 50% of the anglers who participate in the Kids, Let's Go Fishing! program will use circle hooks, dehooking devices, and/or venting tools recommended in the program.

Outcomes-

Results of follow-up surveys indicate that 6 months after participating and learning ethical angling techniques during the Kids, Let's Go Fishing! Program 90.5% (37) of 41 respondents always refer to the Florida Fishing Regulations; 32% always use and 60% sometimes use circle hooks; 48% always and 24% sometimes use dehooking tools when fishing.

Impacts- Research shows that proper utilization of circle hooks, venting tools, and dehooking tools can reduce post-release mortality of certain marine fish by up to 90%. By educating and training recreational anglers on the benefit and use of these tools and the fishing regulations, the agent will be contributing to the goal of fisheries management, which is to maintain sustainable populations for future generations.

III. Promoting safe and sustainable seafood

SITUATION:

The United States is the third largest consumer of seafood in the world. Despite this, many people are still concerned and confused with the health benefits and risks associated with consuming seafood, especially in light of the Deepwater Horizon oil spill in the Gulf of Mexico. Numerous consumer surveys continually find that seafood contamination is a top concern for consumers while scientific consensus suggests that the benefits associated with modest seafood consumption far outweigh the risks. Seafood is

high in protein, low in saturated fat, and is an important source of essential omega-3 polyunsaturated fatty acids (PUFAs). The Federal Food and Drug Administration (FDA) recommends eating 12 oz of a variety of seafood a week. However, high consumer demand for specific oceanic species is leading to supply deficits. The nation’s seafood supply is changing and this may have a significant impact on future seafood choices. Thus, educational efforts for this program area will include workshops, presentations, fact sheets and other media that will focus on the health benefits of consuming seafood, proper seafood handling and purchasing, and sustainable seafood choices and fishing practices.

Target audience(s): Seafood consumers

OBJECTIVES:

Objective 1- At least 30% of participants who attend seafood safety and sustainability seminars will indicate they adopted at least two recommended practices when purchasing, handling, and/or consuming seafood as indicated by a three month follow-up survey.

Objective 2- At least 30% of participants who attend seafood safety and sustainability seminars, webinars, and events will indicate an increase in knowledge of 30% as indicated by a survey evaluation.

EDUCATIONAL METHODS AND ACTIVITIES:

Through workshop presentations, displays, and print media, the agent teaches seafood consumers about: seafood supply and demand, sustainable seafood choices, balancing the health benefits and risks of consuming seafood, and safe seafood purchasing and handling.

The agent reaches a webinar series on local Florida seafood in partnership with the Collier and the former Bay County Sea Grant Extension Agents. The agents teach webinars that will educate seafood consumers about sustainability and safety associated with Florida’s vast array of commercial seafood products, and help consumers make more informed decisions about purchasing Florida seafood products.

With the Okaloosa-Walton County Sea Grant Agent, the agent is participating in a research project that examines how the Deepwater Horizon Oil Spill impacted consumer perceptions about the safety of Florida seafood in different regions in the state. The agents hosted focus groups, and will develop and disseminated a survey for seafood consumers. These results will be utilized to address seafood concerns in future programs.

Program type	Number of Events	Number of Participants
Seafood displays and events	3	500
Seafood presentations	4	117
Seafood webinars	4	120
Total	10	737

2010 data only

field consultations	7
office consultations	2
telephone consultations	57
group teaching participants	168
e-mail consultations	123
Web site visits	8,954

Support Materials Produced

- Fact sheets: (4)
- PowerPoint presentations: (2)
- Traveling displays and exhibits: (2)
- Other: (4)

ACCOMPLISHMENTS:

Objective 1- Participants who attend seafood safety and sustainability seminars will indicate they adopted at least two recommended practices when purchasing, handling, and/or consuming seafood as indicated by a 40% behavior change.

Outcomes- 237 seafood consumers have participated in seafood presentations and webinars. 148 participants were surveyed and 85.2% (126) indicated changes in behavior when purchasing, handling and/or consuming seafood.

Objective 2- At least 30% of participants who attend seafood safety and sustainability seminars, webinars, and events will indicate an increase in knowledge of 30% as indicated by a survey evaluation.

Outcomes- 204 seafood consumers have participated in seafood presentations and webinars. 148 participants were surveyed and indicated a knowledge gained of 80% as determined by Likert-scale evaluations.

24. CLINICAL SERVICE OR CLINICAL ACTIVITIES- N/A**25. SERVICE TO SCHOOLS**2011

- Participated as an invited panelist in the MAST Academy Annual Contemporary Issues in Science forum.
- Participated in the 2011 Exploring Marine Science Day. The day targeted 50 6-7th grade girls to teach them about the opportunities for women in science. The day included tours, hands-on experiences, and seminars.

2010

- Participated in 2010 Exploring Marine Science Day. The day targeted 50 6-7th grade girls to teach them about the opportunities for women in science. The day included tours, hands-on experiences, and seminars.
- Taught 18 junior and senior high school students about plankton as part of the Fairchild Challenge's Environmental Immersion Day. Students learned about plankton, made and

deployed their own plankton nets, then got to collect and ID organisms through a microscope.

- Judged science fair projects for the Maritime and Science Technology High School.

2009

- Judged for the National Ocean Science Bowl where 20 regional teams participated.
- Participated in 2009 Exploring Marine Science Day. The day targeted 50 6-7th grade girls to teach them about the opportunities for women in science. The day included tours, hands-on experiences, and seminars.
- Presented to 13 students participating in Fairchild’s Environmental Immersion Day.
- Judged for the 55th Annual South Florida Regional Science and Engineering Fair for Miami-Dade County Public Schools.

26. MEMBERSHIP AND ACTIVITIES IN THE PROFESSION

A. MEMBERSHIPS

- a. International- None
- b. National

2008-Present	National Marine Educators Association	Member
2008-Present	National Association of Resource Extension Professionals (ANREP)	Member
- c. Regional- None
- d. State

2008-Present	Florida Association Natural Resource Extension Professionals (FANREP)	Member
2008-Present	Florida Marine Science Educators Association	Member
2009-2010	Florida Outdoor Writers Association	Member
- e. Local

2009-Present	Miami-Dade Environmental Education Providers	Member
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- f. Other-None

B. ACTIVITIES IN THE PROFESSION

- a. International- None
- b. National- None
- c. Regional- None
- d. State

2011	Florida Association Natural Resource Extension Professionals (FANREP)	South District Representative
2011	Florida Association Natural Resource Extension Professionals (FANREP)	Abstract Committee
- e. Local- None
- f. Other- None

27. HONORS

- a. International- None
- b. National
2010 Environmental Protection Agency Five Star Restoration Award
- c. Regional- None
- d. State- None
- e. Local- None
- f. Other- None

32. **COPIES OF THE LAST FIVE (or since last promoted) ANNUAL LETTERS OF EVALUATION**

Year	Your Overall Rating e.g., Commendable	Scales
2010	Exemplary	Unacceptable – Exemplary
2009	Commendable	Not Acceptable – Exemplary
2008	Satisfactory	Not Acceptable - Exemplary

County Faculty Appraisal Form by CED and DED
PROGRAM YEAR 2010

Name: Lisa Krinsky
County: Miami-Dade

Date of Appraisal: 01/15/2011

Summary Statements for Permanent Status and Promotion: The following comments are our assessments of your progress toward permanent status and promotion as measured according to the UF/ IFAS Promotion and Permanent Status Criteria. Summary comments should be brief bullet statements, not a lengthy reiteration of what is in the ROA.

Program Support: _____(UN) _____(IR) _____(SPP) _____(CO) X (EX)

- You developed a large number and variety of support materials.
- You presented at professional meetings.

Financial Support: _____(UN) _____(IR) _____(SPP) X (CO) _____(EX)

- Obtained funding and worked on submission of the large grant proposal through Miami-Dade County. Please report volunteer hours.

Peer and University Support: _____(UN) _____(IR) _____(SPP) _____(CO) X (EX)

- Your participation on UF committees is appreciated. Look for opportunities to serve as a committee chair

Program Development: _____(UN) _____(IR) _____(SPP) X (CO) _____(EX)

- Your advisory is well organized and actively engaged. Thank you for submitting minutes to CED...
- Good involvement with extension specialists.
- The situation statements and objectives are good. .

Delivery/Contacts and Statistical Report: _____(UN) _____(IR) _____(SPP) X (CO) _____(EX)

- You implemented a variety of educational methods including mass media, web and newsletters. You cooperated with other organizations and agencies in planning, implementing, and evaluating programs. Please make sure numbers of contacts are correctly reported, e.g., include contacts for your volunteers.

Impact and Evaluation: _____(UN) _____(IR) _____(SPP) X (CO) _____(EX)

- You have evaluated and reported appropriate outcomes and impacts for your objectives.
- Great marketing of your program through various media outlets.

Service to Schools, Membership/Activities in the Profess., Honors: _____(UN) _____(IR) _____(SPP) _____(CO) X (EX)

- Great involvement with schools.
- You were appropriately involved in professional associations through memberships and committees.
- Congratulations on your EPA awards.

Essential Extension Skills in Communication and Reporting: _____(UN) _____(IR) _____(SPP) _____(CO) X (EX)

- You are great collaborator with other faculty and staff, and assisted them on various projects. Great Team work skills. Very good communication with CED providing announcements, advisory minutes, newsletters, etc. on regular basis. Your timeliness, accuracy, and completeness of state and county reports are appreciated. Great team work on improving Extension Website. An excellent job as the editor for the "Extension Connexion" newsletter (Great comments about this newsletter)...

IT literacy and Professional Development: _____(UN) _____(IR) _____(SPP) _____(CO) X (EX)

- You have used your advanced computer skills to offer trainings for other faculty and staff. .
- Your participation in in-service training has been appropriate.

Additional Comments:

- .

RECOMMENDED OVERALL RATING: (highlight the recommended rating)

Unacceptable (UN)	Improvement Required (IR)	Standard Professional Performance (SPP)	Commendable (CO)	Exemplary (EX)
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County Faculty Appraisal Form by CED and DED
PROGRAM YEAR 2009

Name: Lisa Krinsky
County: Miami-Dade

Summary Statements for Permanent Status and Promotion: The following comments are our assessments of your progress toward promotion as measured according to the UF/ IFAS Promotion, Tenure, and Permanent Status Criteria.

Program Support:

Good number and variety of support materials. Invited presentation at a national meeting.

Financial Support:

You were involved in an impressive number extramural grant proposals. Your in-kind and monetary contributions are good.

Peer and University Support:

You continued to be active on University committee and became involved in international activities.

Program Development:

You have established a good advisory committee. Great situation statements. Strong start in developing impact oriented programs. You have made some progress with your objectives but can still improve here so they are SMART, i.e., what you expect to happen as a result of your teaching. Great interaction with specialists.

Delivery/Contacts and Statistical Report:

Good number of Individual and Group teaching events. Mass Media was also used appropriately. Educational Program Quality is excellent. You have linked with other appropriate agencies and organizations. Emphasize teaching more in this section of your report. Make sure your parity tables are accurate.

Impact and Evaluation:

Evaluation processes employed. Most outcomes and impacts are good; but make sure to have strong connections between your objectives and outcomes. When reporting outcomes it is good to include some data and examples of what practices were most commonly adopted, etc. Success Stories could be improved by following the formula provide in your edited version of your report. You have marketing your programs well and have been appropriately involved in the 4-H/Youth Program

Service to Schools, Membership & Activities in the Profession and Honors:

Good Service to Schools Other than 4-H/Youth Development; and appropriate membership and activities in your professional associations. Look for opportunities to apply for awards.

Essential Extension Education Skills and Professional Development:

You have been a very good team player and communicate appropriately with the CED and DED which is a challenge due to your office location. Your conduct is always very professional and your reporting has been timely and of good quality. You have attended appropriate professional development trainings and professional meetings.

You have been employed in your current position since October, 2008. Agents of Rank II being considered for permanent status are also considered for promotion to Rank III at the same time. According to the current Promotion and Permanent Status Guidelines, you are scheduled to submit your 3-yr progress assessment packet in Spring 2011 and your promotion and permanent status packet in Spring 2013 and report on your work for 2008, 2009, 2010, 2011, 2012 and Spring of 2013. These are some of the criteria that we need to keep in mind and are listed on a link, Promotion, Tenure, and Permanent Status Criteria and Guidelines, UF/IFAS, found on the IFAS Human Resources web site, <http://personnel.ifas.ufl.edu/TPSP/TPSPCriteria.htm>.

RECOMMENDED OVERALL RATING: (Highlight the recommended rating)

Not Acceptable

Needs Improvement

Satisfactory

Commendable

Exemplary

County Faculty Appraisal Form by CED and DED
PROGRAM YEAR 2008

Name: Lisa Krinsky
County: Miami-Dade

Summary Statements for Permanent Status and Promotion:

Your progress toward permanent status and promotion to Agent III as measured according to the UF/ IFAS Promotion, Tenure, and Permanent Status Criteria is:

- ❖ Identifiable educational programs, reflecting advisory committee input, that:
 - address clientele or societal needs, problems, concerns or issues: *you held your first advisory committee meeting in December and are beginning to obtain their input on emerging and important issues*
 - target definitive audiences through the use of a variety of educational methods: *you have begun to target appropriate audiences for your programs*
 - reflect substantive progress or impact: *Impacts are best shown by reporting outcomes for each respective objective*
 - reflect accountability to requisite stakeholders and interest groups: *accountability, i.e., justification of programs, is best shown with quantified outcomes related to SMART objectives, impacts and success stories*
- ❖ Evidence of involvement in the actual reaching of clientele, i.e. presentation of subject matter content through workshops, short courses, distance education, clinics, meetings, etc.: *you taught a few times after you began your position late last year.*
- ❖ Evidence of writing and developing educational materials in support of planned programs, i.e. fact sheets, pamphlets, news articles, exhibits and radio/TV as appropriate, etc.: *you wrote an abstract and two refereed manuscripts but no extension publications to support your programs*
- ❖ Evidence of effective working relationships with extension clientele: *you have interacted with and have begun to develop and excellent rapport with your clientele*
- ❖ Evidence of contribution to the total county extension program and effective working relationships with other extension faculty: *you have been a great team player and assisted with 4-H and other programming and have collaborated with your peers*
- ❖ Hold a master's degree: *yes*
- ❖ Show promise of establishing a reputation as a leader in his/her field: *you will best establish a reputation as a leader in your field by presenting your successes at professional meetings of your peers, being actively involved in University and professional association service, and obtaining awards/recognition through your professional associations*
- ❖ Have produced creative work, professional writing, or conducted extension applied research: *you produced one instructional multi-media presentation*

You have been employed in your current position since October, 2008. Agents of Rank II being considered for permanent status are also considered for promotion to Rank III at the same time. According to the current Promotion and Permanent Status Guidelines, you are scheduled to submit your 3-yr progress assessment packet in Spring 2011 and your promotion and permanent status packet in Spring 2013 and report on your work for 2008, 2009, 2010, 2011, 2012 and Spring of 2013. These are some of the criteria that we need to keep in mind and are listed on a link, Promotion, Tenure, and Permanent Status Criteria and Guidelines, UF/IFAS, found on the IFAS Human Resources web site, <http://personnel.ifas.ufl.edu/TPSP/TPSPCriteria.htm>.

RECOMMENDED OVERALL RATING: (Highlight the recommended rating)

Not Acceptable

Needs Improvement

Satisfactory

Commendable

Exemplary

July 7, 2011

Dr. Millie Ferrer-Chancy, Interim Dean and Director
Florida Extension
1038 McCarty Hall, P.O. Box 110210
Gainesville, FL 32611-0210

Dear Dr Ferrer-Chancy:

This is my assessment of Lisa Krinsky's progress towards promotion to Program Extension Agent III. Lisa has performed her duties as a Sea Grant Extension Agent II in Miami-Dade County since September 24, 2008.

Lisa is a very quick learner and developed an applied understanding of Extension programming much sooner than most other agents. Her numerous skills and positive personality have made her a popular collaborator, and she frequently volunteers to help others. An example of her unselfish display of talents is volunteering to edit the quarterly Miami-Dade Extension newsletter, *Extension Connexions*. I have not seen a better quality newsletter. She is also helping to improve the Miami-Dade County Extension website.

Ms. Krinsky has produced a large number and variety of support materials and has presented at professional meetings. She also has been very active in applying for grant funding. She has implemented a variety of educational methods including mass media, webinars and electronic. Her program evaluations have shown positive impacts. Lisa's presentations at professional meetings, refereed publications, involvement with professional associations, her EPA award, and webinar presentations have exemplified her reputation as a leader in her field.

On June 6, 2011, I asked 30 South District faculty with permanent status to review Lisa's 3-yr progress assessment packet and provide me with their written critiques. Fourteen of these provided me with the following comments (duplicates were excluded).

General Comments: Overall: Very Good!!! Well written packet.

14. Creative Works

Strengths: Very good diversity of materials created for program support. Nice Amount with a diversified approach. Totals are presented in a different way, but they make sense and are understandable. Well summarized. Progressively more ppts each year.

Opportunities for Improvement: Suggest expanding titles to allow for more elaboration except on instructional multi-media. List author or we assume Ms Krinsky did them all.

16. Publications

Strengths: 2 refereed publications, good number of fact sheets, newsletters, newsletter articles, and brochures created. Very good distribution, nice additions to County Fact Sheets, she does an excellent job as newsletter editor for eXtension Connection Ok number. 2 refereed journal article good. Great to have 2 refereed publications.

Opportunities for Improvement: Suggest submitting an abstract to associations. An EDIS or trade article would be nice. Good number of fact sheets but underline only the first author. Needs to do abstract for EPAF.

17. Presentations

Strengths: One national and one state presentation. National invited is good,

Opportunities for Improvement: Continue submitting abstracts and delivering presentations. She'll need to add more as she moves through the promotion process. Lisa needs more presentations and posters for her tenure and promotion packet.

18. Financial Support

Strengths: Very good amount of external, internal, in-kind contributions and monetary contributions. Respectable track record to date; excellent submissions; good in-kind contributions. Good effort securing grants and is actively applying for large grants. Keep trying.

Opportunities for Improvement: Low external amount however as P.I.

19. University Governance

Strengths: Very good college and department/center service. Excellent. Reasonable amount of service

Opportunities for Improvement: Look to take on a leadership role. Provide names of focus teams as all readers might not be familiar.

22. International

Strengths: Very good work with foreign visitors. Two important international activities.

Opportunities for Improvement: Include where and when these activities took place and the educational value.

23. Extension Program – Development

Strengths: Active advisory committee providing program direction, shares minutes with CED and DED. Situation statements are good, objectives are measurable and method of measurement/evaluation for objectives is usually stated.

Opportunities for Improvement: I would think 8 objectives as overload. I would be concerned with burnout down the road. I didn't see the a.c details and composition. the number of objectives looks a little high (15). Propagules in Schools program (Is this a UF- Extension program?). Mangrove restoration awareness increase by only 20% and Master Naturalist goal of 15% increase in knowledge seem like a low targets to shoot for. Too many objectives - In first 2 program areas one objective per sub program topic should be fine. Could strengthen the statement to really sell her program. Should include a local situation statement. Needs to explain why teaching how to fish correctly is important. Does NOT address program IV- 4-H.

Situation statement is about all of Florida's coastlines. Needs more specifics about Miami-Dade County. Include why mangrove restoration, marine debris, invasive species are program areas. What's a propagule? Ah! A cutting, seed or spore.

23. Extension Program - Delivery

Strengths: Numerous group activities, very good diversity of delivery methods. Strong programming efforts, very good understanding of clientele needs. Good variety of educational approaches. Nice number of programs plus participants. Excellent programs in an area which has been without an agent for a while. She provided very timely information after the Deep Water Horizon Oil Spill. She has done a very nice job of presenting a lot of information in a very succinct fashion. Excellent, easy to read summaries. Her packet should be used as a model in this respect.

Opportunities for Improvement: A little confusing as to exact numbers, charts state on 2010, other information addresses 2009 and 2011? Need to make reference to which of the activities/programs you presented, i.e. which of the Master Naturalist programs did you teach? Increase field visits. Mangrove restoration and Marine Debris – how many students were taught? I'd like to see a little more detail in what was done. Individual numbers are low, but that's the nature of this position; she's obviously spending her energies on group activities

23. Extension Program – Impact and Evaluation

Strengths: Objectives were accomplished. Evaluation process employed and results delivered, Very good outcomes and impacts. Objectives were clearly stated and accomplished through outcomes. Knowledge & behavioral change data provided. Program Objectives were accomplished with one exception: Program I/Objective 1 stated that 15% of participants in an inter-agency workshop will make behavior changes that allow them to adopt practices that work toward lion fish management. The stated outcome did not address behavior change.

Opportunities for Improvement: Need to be sure the method of evaluation is listed initially with each objective. Objective for cleanup was # pounds and the outcome was stated in # of bags – need to use same measurement. My one suggestion would be to give a baseline of knowledge going into a program since that helps explain why there was only a 15% knowledge gain in some cases – her audience is already quite familiar with the topic. Good but can summarize the years. Need to see behavioral changes not just increase in knowledge. I'd like to see details as to what the knowledge gains were. Some of the statements should be in the activities section and not here. Needs to work towards long-term surveys.

Involvement in the 4-H/Youth Program

Agent doesn't specifically mention 4-H, but has extensive work with youth. Listed as a program, however there was no mention of 4-H activities. I know that Lisa works with 4-H and includes 4-H members in her programs (fishing clinics and mangrove planting) but I couldn't find this information separated as involvement with 4-H/Youth program.

(Progress assessment letter for Lisa Krinsky)

Page 4

July 1, 2011

24. Service to Schools Other than 4-H/Youth Development

Strengths: Demonstrates excellent service to schools. Good progress.

Opportunities for Improvement: MAST Academy Annual Contemporary Issues (What is this?)

25. Professional Membership

Strengths: Very good membership in professional organizations at national, state and local levels. She is very active in professional societies.

Opportunities for Improvement: Suggest taking on a leadership role.

26. Honors

Strengths: Nice beginning. Good to get a national recognition.

Opportunities for Improvement: Look for honors opportunity. One award is good, should seek more from FANREP. NEEDS awards --- I am suggesting some ideas for awards as she is now working with 4-H on a fishing program.

My overall assessment is that Lisa has made terrific progress towards promotion to Program Extension Agent III. She obtained her PhD in 2008.

Sincerely,



Joseph M. Schaefer
Professor and South Florida District Extension Director