

COLLEGE OF NATURAL & AGRICULTURAL SCIENCES

ADJUNCT PROFESSOR (APM 280)

<input checked="" type="checkbox"/> APPOINTMENT: (Complete A-B, D-F)	<input type="checkbox"/> REAPPOINTMENT: (Complete C-F)
Department Contact: Naudia Samuels Johnson	Phone: 951-827-527

Name of Candidate: Paul Nabity	Employee ID #: 10010448	Dept: Botany and Plant Sciences
Visa Type <sup>a</sup> : N/A <b>For Non-Represented ONLY: If HIB, attach from ISC re: prevailing wages.</b>	Visa Expiration: N/A	Visa Request ID#: N/A
Dept. Misc. Notes: N/A		

**A. APPOINTMENT** - Please include the following documents:

- approved affirmative action waiver of search (WAIVED) OR  affirmative action compliance report (WAIVED)  
 APSU Bio/Bib, signed  three letters of recommendation (WAIVED)  teaching evaluations, if available  CV, optional

Title: Adjunct Professor FY (TC 3259)	Step: WOS	% of Time: 100%
Appointment Dates: 1/1/2024 to 12/31/2025 (end date <i>cannot</i> surpass funding end date) Length of appt. 2 years or more? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>If yes, recruitment must be processed before appt. can be made.</b>		Annual Salary: \$ 0 (use Professorial Series)

**B. NEAR RELATIVE WAIVER REQUEST (if applicable)**

I am requesting permission to hire N/A, the N/A of N/A, who is also employed in the Department of N/A. In accordance with Academic Personnel Policy 520-16, N/A will not participate in the processes of review and decision-making on any matter concerning N/A's appointment, promotion, salary, retention or termination.

**C. REAPPOINTMENT** - Please include the following unless a current merit or promotion action is pending:

- updated/signed APSU Bio/Bib (one per year)  teaching evaluations  CV, optional

Title: Select one:	Step: Select one:
Reappointment Dates: to (end date <i>cannot</i> surpass funding end date)	% of Time:
Current Annual Salary: \$	
Current M/P Action Pending:	YES <input type="checkbox"/> NO <input type="checkbox"/>

**D. FUNDING** - As a minimum, one half of the funding for the base salary of an Adjunct appointment shall come from funds other than State funds (APM 280-16-b).

Full Fund Number	% of Time	End Date
1511-69993-a01082-500480-000-0000000000-0000000000-00000000	100%	No end date

**E. JUSTIFICATION FOR APPOINTMENT/REAPPOINTMENT**

Address 1) description of proposed research, 2) service (Professional Competence and Activity; University & Public Service), 3) teaching course load (at least one course per year OR evidence of significant contributions to the graduate or undergraduate instructional program), 4) a brief evaluation of the candidate's qualifications.

I am seeking adjunct appointment to serve as coadvisor of Conner Lay (EEOB). I will also be on the guidance committee of Nate Collison (BPSC). I will advise the newly transferred UCR PD (Dr. Niels Groen) on a current USDA-NIFA Award that expires August 2024 (but will seek NC extension in support of students). I will also maintain access to the HPCC (paid through June) to analyze and disseminate data related to student projects.

**F. VOTE**

DEPT. VOTE	DATE:	POSITIVE:	NEGATIVE:	ABSTAIN:	UNAVAILABLE:
ADVISORY VOTE	DATE:	POSITIVE:	NEGATIVE:	ABSTAIN:	UNAVAILABLE:

Department Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please allow 5 – 7 business days for approval.*

updated: 04/06/22

## Academic Personnel Services Unit (APSU) Biography Form

**TO BE FILLED OUT BY DEPARTMENT AP**

Department: <b>Botany and Plant Sciences</b>	Position Title (include Rank and Step): <b>Adjunct Professor; WOS</b>
--	---

**TO BE FILLED OUT BY THE EMPLOYEE**

<b>Last Name, First Name and Middle Initial (exactly as it appears on your Passport or Social Security Card):</b> Nabity, Paul D			
Business/School E-mail: <a href="mailto:pauln@ucr.edu">pauln@ucr.edu</a>		<a href="mailto:pnabity@gmail.com">pnabity@gmail.com</a>	
Current Address, City, State, and Zip Code: <b>3975 Beechwood Place, Riverside, CA 92506</b>		Permanent/Foreign Address, City/Province, State/Country, and Zip/Postal Code:	
Business/School Phone Number: <b>951-827-3927</b>		Preferred Phone Number: <b>402-203-1547</b>	
US Citizen: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No      Birthdate: <b>07/17/1979</b>		Visa Type:	Visa Expiration:
<b>Do you have any family members employed by UCR?</b> <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No		Name: <b>Nicole Rafferty</b>	Relationship: <b>Spouse</b> Department: <b>EEOB</b>

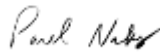
**Educational Background:** Please list in chronological order, beginning with the most recent degree first.

Degree	Date Awarded (MM/DD/YYYY)	Institution: <b>University of Illinois</b>
<b>PhD</b>	<b>8/01/2012</b>	Specialization: <b>Plant Biology</b>
Degree	Date Awarded (MM/DD/YYYY)	Institution: <b>University of Nebraska</b>
<b>MS</b>	<b>12/31/2005</b>	Specialization: <b>Entomology</b>

**Previous Applicable Employment:** Please show a full account of your time from the date of your first **academic employment** up to the present with most recent position first. **Please include all previous UC experience.** If needed, please insert more rows, or attach an additional page.

Dates (MM/DD/YYYY)	Institution, Organization and Location	Rank, Title or Position
FROM: <b>07/01/2023</b> TO: <b>12/31/2023</b>	<b>University of California at Riverside, Riverside, CA, 92521</b>	<b>Associate Professor of Plant-Insect Ecology</b>
FROM: <b>01/02/2017</b> TO: <b>06/30/2023</b>	<b>University of California at Riverside, Riverside, CA, 92521</b>	<b>Assistant Professor of Plant-Insect Ecology</b>
FROM: <b>01/01/2015</b> TO: <b>12/31/2016</b>	<b>Washington State University, Pullman, WA, 99164</b>	<b>Assistant Professor of Entomology</b>

Research Specialization: **Plant ecology, plant parasitism, physiological ecology**

Signature 	Date <b>Nov 1 2023</b>
---	------------------------

## Paul David Nabity

---

University of California  
Department of Botany and Plant Sciences  
900 University Ave, Riverside, CA 92521

e-mail: paul.nabity@ucr.edu  
website: www.nabitylab.org

### **Academic Appointments**

- Senior Lecturer in Biosecurity, January 2024 – onward, School of Biosciences, University of Melbourne
- Associate Professor of Plant-Insect Ecology. July 2023-December 2023. Department of Botany and Plant Sciences.
- Assistant Professor of Plant-Insect Ecology. January 2017-Jun 2023. Department of Botany and Plant Sciences.  
Cooperating Faculty Member. Department of Entomology, and Department of Evolution, Ecology, and Organismal Biology, University of California, Riverside.  
Affiliate, Graduate Program in Genetics, Genomics, and Bioinformatics
- Assistant Professor. 2015-2016. Department of Entomology. Washington State University.  
Affiliate, Molecular Plant Sciences Program

### **Professional Preparation**

- USDA-NIFA Postdoctoral Fellow. 2012-2014. University of Arizona. Department of Ecology and Evolutionary Biology. Mentor: Noah K. Whiteman.
- Doctorate of Philosophy. 2012. University of Illinois at Urbana-Champaign. **Plant Biology**. Advisor: Evan H. DeLucia.
- Organization for Tropical Studies: Ecology of Plant-Animal Interactions. 2010. La Selva Biological Station. Coordinators: Katja Poveda, Andre Kessler.
- Master of Science. 2005. University of Nebraska, Lincoln. **Entomology**. Co-advisors: Leon Higley and Tiffany Heng-Moss.
- Bachelor of Science. 2002. University of Nebraska, Lincoln. **Majors: Environmental Studies, Water Science**. *Minors: Diversified Agriculture, Insect Science, Forestry/Fisheries and Wildlife, Mathematics*.

### **Grants, Fellowship, & Awards (Research Total = \$1,029,905; Education Total = \$279,247)**

- 9/01/2021-8/31/2024 USDA-NIFA-SCRI \$789,141. Threat Assessment and Resistance Characterization of a Novel Ecotype of Woolly Apple Aphid
- 12/01/2021-4/30/2023 University of California Office of the President (UCOP)-HBCU Initiative \$52,247. UCR-VSU Summer GRaPEs: Graduate Research and Preparation Experiences
- 7/01/2021-6/30/2023 California Department of Food and Agriculture (CDFA-IAB) \$33,014. Development and validation of virulence markers for vineyard phylloxera
- 4/25/2021-12/31/2023 California Conservation Genetics Project (<https://www.ccgproject.org>) \$42,763. Genomic diversity of the manzanita gall aphid across California
- 2021-2022, Extra Funding Opportunity Preparation Award, UCR, \$23,856
- 1/1/2018-12/31/2019. University of California Office of the President (UCOP) Instructional Learning Technology Initiative (ILTI) \$227,000. Ecology and Conservation Biology; Global Change Ecology
- 3/1/2016-2/28/2019. Washington Tree Fruit Research Commission. PI. \$164,987. Assessment of apple immune responses to woolly apple aphid saliva
- Omnibus Travel and Research Awards, UC Senate 2020-2023, \$900/year
- 2012. AFRI-USDA-NIFA Postdoctoral Fellowship. \$130,000

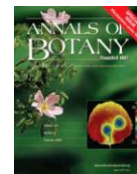
### Notable awards during graduate and undergraduate school

- 2012. Ecological Society of America Physiological Ecology Section: Billings Award (for best presentation)
- 2012. New Phytologist Trust Travel Award
- 2010. University of Illinois Robert Emerson Memorial Award (top biology award)
- 2010. American Society of Plant Biologists Travel Award
- 2007. University of Illinois Plant Biology Departmental Fellowship
- 2007. University of Illinois John R. Laughnan Travel Award
- 2001-2002. University of Nebraska Agricultural Research Division (ARD) Honors Undergraduate Thesis Grant for independent research. \$2500

### Publications <http://www.nabitylab.org/publications.html>

35. Aguilar JM et al. *The evolution of herbivory in Scaptomyza (Diptera: Drosophilidae)*
34. Li Z, Allen Z, Maeda GP, Li Y, **Nabity PD**, Moran NA. 2024. *Phylloxera and aphids show distinct features of genome evolution despite similar reproductive modes*
33. Peláez JN, Gloss AD, Goldman-Huertas B, Kim B, Lapoint RT, Pimentel-Solorio G, Verster KI, Aguilar JM, Nelson-Dittrich AC, Singhal M, Suzuki H, Matsunaga T, Armstrong EE, Charboneau JLM, Groen SC, Hembry DH, Ochoa CJ, O'Connor TK, Prost S, Zaaijer S, **Nabity PD**, Wang J, Rodas E, Liang I, Whiteman NK. 2023. Evolution of chemosensory and detoxification gene families across herbivorous Drosophilidae. *G3 Genes/Genomes/Genetics*, Volume 13, Issue 8, August 2023
32. MacWilliams JR, **Nabity PD**, Mauck K, Kaloshian I. 2023. Transcriptome analysis of aphid-resistant and susceptible near isogenic lines reveals candidate resistance genes in cowpea (*Vigna unguiculata*) *BMC Plant Biology*. <https://doi.org/10.1186/s12870-022-04021-w>.
31. MacWilliams J, Chesnais Q, **Nabity P**, Mauck K, Kaloshian I. 2022. Cowpea aphid resistance in cowpea line CB77 functions primarily through antibiosis and eliminates phytotoxic symptoms of aphid feeding. *J. Pest Science*. <https://doi.org/10.1007/s10340-022-01529-w>.
30. Zhao C, Miao S, Yin Y, Zhu Y, **Nabity P**, Bansal R, Liu C. 2021. Tripartite parasitic and symbiotic interactions as a possible mechanism of horizontal gene transfer. *Ecology and Evolution*. DOI: 10.1002/ece3.7550.
29. **Nabity PD**, Barron-Gafford G, Whiteman NK. 2021. Intraspecific competition for host resources in a parasitic plant. *Current Biology* 31:1344-1350.
28. Krey K, **Nabity PD**, Blubaugh C, Fu D, Van Leuven J, Reginald J, Berim A, Gang D, Jensen A, Snyder W. 2020. Organic farming sharpens plant defenses in the field. *Frontiers in Sustainable Food Systems* 4:97
27. Rispe C, Legeai F, **Nabity PD** et al. 2020. The genome of the grape phylloxera provides insights into the evolution, adaptation and invasion routes of an iconic pest. *BMC Biology* 18:90.
26. Rafferty NR, Agnew L, **Nabity PD**. 2019. Parasitism modifies the direct effects of warming on a hemiparasite and its host. *PLoS One*. [doi.org/10.1371/journal.pone.0224482](https://doi.org/10.1371/journal.pone.0224482)
25. Zhao C, Rispe C, **Nabity PD**. 2019. Secretory RING finger proteins function as effectors in a grapevine galling insect. *BMC Genomics* 20:923
24. Zhao C, **Nabity PD**. 2017b. Phylloxerids share ancestral carotenoid biosynthesis genes of fungal origin with aphids and adelgids. *PLoS One* <https://doi.org/10.1371/journal.pone.0185484>

23. Zhao C, **Nabity PD**. 2017a. Plant manipulation through gall formation constrains amino acid transporter evolution in sap-feeding insects. BMC Evolutionary Biology 17:153. DOI: 10.1186/s12862-017-1000-5
22. Rafferty NE, **Nabity PD**. 2017. A global test for phylogenetic signal in shifts in flowering time under climate change. Journal of Ecology. DOI: 10.1111/1365-2745.12701. *Editor's Choice, cover photo*
21. **Nabity PD**. 2016. Insect-induced plant phenotypes: Revealing mechanisms through comparative genomics of galling insects and their hosts. American Journal of Botany 103:979-981.
20. **Nabity PD**, MJ Haus, MR Berenbaum, EH DeLucia. 2013. Leaf-galling phylloxera on grapes reprograms host metabolism and morphology. PNAS 110:16663-16668.
19. **Nabity PD**, JA Zavala, EH DeLucia. 2013. Herbivore induction of jasmonic acid and chemical defenses reduces photosynthesis in *Nicotiana attenuata*. Journal of Experimental Botany 64:685-694.
18. Zavala JA, **PD Nabity**, EH DeLucia. 2013. An emerging understanding of mechanisms governing insect herbivory under elevated CO<sub>2</sub>. Annual Review of Entomology 58:79-97.
17. Zangerl AR, S Miresmailli, **PD Nabity**, A Lawrence, A Yanahan, CA Mitchell, KJ Anderson-Teixeira, MB David, MR Berenbaum, EH DeLucia. 2012. Role of arthropod communities in biofuel crop litter decomposition. Insect Science 20:671-678.
16. DeLucia EH, **PD Nabity**, JA Zavala, MR Berenbaum. 2012. Climate change: resetting plant insect interactions. Plant Physiology 160:1677-1685.
15. Donovan MD, **PD Nabity** EH DeLucia. 2012. Salicylic acid mediated reductions in yield in *Nicotiana attenuata* challenged by aphid herbivory. Arthropod Plant Interactions 7:45-52.
14. **Nabity PD**, S Miresmailli, R Orpet, MR Berenbaum, EH DeLucia. 2012. Silica-based defenses of crops selected for biofuel production. Journal of Economic Entomology 105:878-883.
13. **Nabity PD**, ML Hillstrom, RL Lindroth, EH DeLucia. 2012. Elevated CO<sub>2</sub> interacts with herbivory to alter chlorophyll fluorescence and leaf temperature in *Betula papyrifera* and *Populus tremuloides*. Oecologia 169:905-913.
12. **Nabity PD**, AR Zangerl, MR Berenbaum, EH DeLucia. 2011. Bioenergy crops *Miscanthus x giganteus* and switchgrass (*Panicum virgatum*) reduce growth and survivorship of *Spodoptera frugiperda* (Lepidoptera: Noctuidae). Journal of Economic Entomology 104:459-464.
11. De Freitas Bueno A, de Freitas Bueno RC, **PD Nabity**, LG Higley, OA Fernandes. 2009. Photosynthetic response of soybean to two-spotted spider mite (Acari: Tetranychidae) injury. Brazilian Archives of Biology and Technology 52:825-834.
10. Zavala JA, CL Casteel, **PD Nabity**, MR Berenbaum, EH DeLucia. 2009. Role of cysteine proteinase inhibitors in preference of Japanese beetles (*Popillia japonica*) for soybean (*Glycine max*) leaves of different ages and grown under elevated CO<sub>2</sub>. Oecologia 161:1432-1439.
9. **Nabity PD**, JA Zavala, EH DeLucia. 2009. Indirect effects of arthropod herbivory on leaf-level photosynthesis. Annals of Botany 103:655-663. (Cover photo)
8. DeLucia EH, CL Casteel, **PD Nabity**, BF O'Neill. 2008. Insects take a bigger bite out of plants in a warmer, higher carbon dioxide world. PNAS 105:1781-1782.
7. Spomer SM, **PD Nabity**, ML Brust. 2008. Larval description of *Cicindela (Dromochorus) pruinina* (Casey) (Coleoptera: Carabidae: Cicindelinae) with notes on habitat and adult behavior Coleopterists' Bulletin 62:37-41.



6. **Nabity PD**, LG Higley, TM Heng-Moss. 2007. Light-induced variability in development of forensically important blow fly, *Phormia regina* (Diptera: Calliphoridae). Journal of Medical Entomology 44:351–358.
5. **Nabity PD**, TM Heng-Moss, LG Higley. 2006. Effects of insect herbivory on physiological and biochemical (oxidative enzyme) responses of the halophyte *Atriplex subspicata* (Chenopodiaceae). Environmental Entomology 35:1677–1689.
4. **Nabity PD**, LG Higley, TM Heng-Moss. 2006. Effects of temperature on development of *Phormia regina* and use of development data in determining time intervals in forensic entomology. Journal of Medical Entomology 43:1276–1286.
3. **Nabity PD**, KD Hoagland. 2006. Seedbank viability of potential saline wetland restoration sites in agro-ecosystems. Great Plains Research 16:173–180.
2. Brust ML, WW Hoback, SM Spomer, WJ Allgeier, **PD Nabity**. 2005. New county records for Nebraska tiger beetles. Cicindela 37:37–58.
1. Spomer, SM, WJ Allgeier, **PD Nabity**. 2004. A fall collecting trip to southwestern and western Nebraska and a new state record for *Cicindela decemnotata*. Cicindela 36:57–59.

### Teaching

**Teaching Interests:** Plant-Insect Interactions, Global Change Biology/Ecology, Field Ecology

**Teaching Experience (Instructor ratings UCR & WSU out of 5):**

- Fall 2023, University of California-Riverside, Freshman Seminar, NASC 093, 2cr.
- Spring 2023, University of California-Riverside, Plant Ecology, BPSC 146, 4cr, undergraduate upper-level Plant Biology major course. Co-instructor.
- Winter 2021, University of California-Riverside, Colloquium, BPSC 250, 1cr. Rating 4.33
- Winter 2018-2020, 2022; Spring 2021, 2023, University of California-Riverside, Senior Seminar in Plant Biology, BPSC 193, 2cr, undergraduate capstone course for botany majors. Co-instructor. Rating 4.6, 4.67, 3\*, 4.6\*, 4.3 \*Covid online version
- Fall 2017, 2019-2020, Winter 2022-2023, University of California-Riverside, Foundations of Plant Biology, BIOL/BPSC 104, 4cr, undergraduate student course on plant form and function. Rating 4.07, 4.12, 3.61\*, 3.12\* \*Covid online version
- Spring 2017, University of California-Riverside, Plant Biology Core, BPSC 200B, Co-Instructor, 2cr, graduate student course on professional development. Rating 4.43
- Fall 2016, Washington State University, General Entomology (Entomology 343), Co-Instructor: Dr. Nicole Rafferty. 3cr, upper-level undergraduate, **writing intensive** course required by majors related to agriculture, 65 students; Overall Instructor rating (mean/median) 4/4.4, Overall Course rating 3.7/4. Response ratio 55%.
- Fall 2015, Washington State University, General Entomology (Entomology 343) 3cr, upper-level undergraduate, **writing intensive** course required by majors related to agriculture, 67 students; Overall Instructor rating (mean/median) 3.6/4, Overall Course rating 3.2/3. Response ratio 86%.

**Teaching experience as a graduate student:**

- Spring 2010 and 2009, University of Illinois, Field Ecology (Integrative Biology 447)
- Fall 2009 and 2007, University of Illinois, Ecology (Integrative Biology 203)
- Spring 2007, University of Illinois, CSI Biology (Integrative Biology 199)
- Spring 2007, University of Illinois, Introductory Plant Biology (Integrative Biology 103)
- Spring 2005, University of Nebraska, Forensic Entomology (Distance 414/814)
- Fall 2001 & 2004, Spring 2004, University of Nebraska, Insect Identification (Entomol. 116)
- Fall 2003, University of Nebraska, Aquatic Insect Identification (Entomol. 402/802)

### Select Presentations

**Invited Talks (Bold venues are Departmental Seminars)**

- Host defense manipulation as an extended parasite phenotype. 8<sup>th</sup> International Plant Gall Symposium Plant galls July 13, 2023, Chico, CA.
- *Evolutionary ecology of host parasite systems*. Plants3D retreat. Lake Arrowhead, Nov 19, 2022. **University of California-Riverside**
- *Deconstructing a complex, induced plant phenotype*. **Department of Plant Biology, Michigan State University**. Nov 12, 2021.
- *Insect effector evolution and function*. Center for Infectious Disease and Vector Research (CIDVR) annual meeting, Apr 5, 2019, University of California-Riverside
- *Molecular mechanisms underlying function and evolution of insect extended phenotypes*. Pacific Branch Entomological Society of America. San Diego, CA. Apr 3, 2019 (JW Presenting)
- *Mechanisms underlying insect-induced phenotypes in plants*. **Department of Entomology, University of Georgia**. Mar 18, 2019.
- *Manipulation of plant primary metabolism by a galling insect, grape phylloxera*. Entomological Society of America. Vancouver, BC. Nov 11-14, 2019.
- *Competition for resources between desert mistletoe on mesquite*. Ecological Society of America, New Orleans, LA. Aug 11-16, 2018.
- *Discovery and validation of plant-manipulating effector proteins in grape phylloxera*. Entomological Society of America and International Aphid Genomics Consortium meeting. Denver, CO. Nov 5-8, 2017. (CZ presenting)
- *Understanding how insects manipulate plant resources: Implications for resource use under climate-change*. In the symposium: Insect-plant Interactions in a Changing Climate: Effects on Populations Dynamics and Biological Control, International Congress of Entomology, Orlando, FL. Sept 25-30, 2016.
- *Mechanisms underlying insect-induced phenotypes in plants*. **Department of Botany and Plant Science, University of California-Riverside**. Jun 27, 2016
- *Genes underlying insect-induced phenotypes in the Phylloxeridae*. **Department of Entomology, North Carolina State University**. Apr 18, 2016.
- *How do the Phylloxeridae co-opt plant form and function?* Pacific Branch Entomological Society of America. Honolulu, HI. Apr 5, 2016
- *Defining the Cecidome: Mechanisms underlying insect-induced phenotypes in plants*. Molecular Plant Science Recruitment Weekend, WSU. Mar 5, 2016
- *Mechanisms underlying insect-induced phenotypes in plants*. **Molecular Plant Science Program, Washington State University**. Feb 17, 2016.
- *Genomic basis of insect-induced phenotypes within the Phylloxeridae*. IN Insects, Pathogens, and Plant Reprogramming: From effector molecules to ecology. Tours, France. Oct 4, 2015.
- *Genomic basis of insect induced phenotypes*. Pacific Branch Entomological Society of America. Coeur d'Alene, ID. Apr 13, 2015.
- *Reduced antagonism by a galling parasite through a novel induced phenotype*. Entomological Society of America. Portland, OR. Nov 19, 2014.
- *The extended phenotype of grape-phylloxera interactions*. **Department of Entomology, University of Arizona**. Oct 3, 2013.
- *The extended phenotype of gall forming insects*. **Department of Ecology and Evolutionary Biology, University of Arizona**. Sept 25, 2012.

#### **Presentations as a graduate student**

- **Nabity PD**, MR Berenbaum, EH DeLucia. 2012. *Testing the extended phenotype hypothesis as phylloxera induce stomata and reorganize metabolism in grapes*. Ecological Society of America. Portland, OR.

- **Nabity PD**, MR Berenbaum, EH DeLucia. 2011. *The galling parasite Daktulosphaira vitifoliae induces novel morphological change in Vitis*. Entomological Society of America. Reno, NV.
- **Nabity PD**, JA Zavala, EH DeLucia. 2011. *Herbivore induction of jasmonate-dependent defenses reduces photosynthesis in Nicotiana attenuata* Ecological Society of America. Austin, TX.
- **Nabity PD**, M Hillstrom, R Lindroth, EH DeLucia. 2008. *Herbivory induced spatial patterns in plant physiology and gene expression under predicted future climate conditions*. Entomological Society of America. Reno, NV.
- **Nabity PD**, JA Zavala, IT Baldwin, EH DeLucia. 2007. *Guild-specific herbivory alters physiology and the induction of plant defenses in Nicotiana attenuata*. Ecological Society of America. San Jose, CA.

#### **Posters**

- Miller D, **Nabity PD**. *Tamalia* gall aphids and their host plants, *Arctostaphylos* spp., as part of California's landscape: The California Conservation Genomics Project (CCGP). 8<sup>th</sup> International Plant Gall Symposium Plant galls July 10-15, 2023, Chico, CA.
- **Nabity PD**, Zafar SA, Zhao C. *Host defense manipulation as an extended parasite phenotype*. (Poster) Gordon Research Conference. Plant Herbivore Interactions Feb 26-Mar 2 2023. Ventura, CA.
- **Nabity PD**, RT Lapoint, NK Whiteman. 2014. *How do insect herbivores live inside their plant hosts: genomic architecture underlying the transition to endophagy*. Pacific Branch Entomological Society of America. Tucson, AZ.
- **Nabity PD**, MR Berenbaum, EH DeLucia, RT LaPoint, NK Whiteman. 2013. *Physiological and genomic basis for herbivore induced phenotypes in plants*. Gordon Research Conference on Plant-Herbivore Interactions. Ventura, CA.
- **Nabity PD**, MJ Segura, MR Berenbaum, EH DeLucia. 2012. *Insect-induced stomata attenuate sink strength and enhance parasite fitness*. New Phytologist Symposium on Stomata. Manchester, England.

#### **Post Doctoral Researcher and Visiting Scientist Mentoring**

- Jasmine Taite, October 2022 – July 2023, plant parasite macroecology and climate change
- Dr. Adeel Zafar, January 2021 – April 2023, functional analysis of insect effector genes
- Dr. Liming Cai, 2020 – 2021, comparative genomics of insect herbivores
- Dr. Mohamed Ali, January 2020 – 2022; functional analysis of insect effector genes
- Jiri Skorepa, summer 2019, genes underlying plant hormone synthesis by insects
- Dr. Chaoyang Zhao, 2015-2019: aphidomorph effector functional genetics and evolution
- Lindsey Agnew, 2018-2019; plant parasite ecology under climate change
- Wenhua Tian, 2017-2018: aphidomorph effector functional genetics
- Eva Morton, 2016-2017: molecular ID of hosts and insects, and pollinator-herbivore-phenology studies

#### **Graduate Student Mentoring**

- Rajesh Nupane, PhD student in EEOB, began Fall 2022-Fall 2023 (committee member)
- Andrea Romero, Rotation Student BPSC, 2022
- Nate Collison, PhD Student BPSC, Fall 2021-Fall 2023 (advisor)
- Conner Lay, PhD student in EEOB, Fall 2021-current (co-advisor)
- Miranda Buckley, PhD student in EEOB, Fall 2021-Fall 2023 (advisor)
- Ryan Traband, Rotation Student BPSC, 2020
- Fatma Celikli, MS in Botany & Plant Sciences 2020-2022 (committee member)



- Alex Valenzuela, PhD in Botany & Plant Sciences 2019-2023 (committee member)
- Alex Borowsky, Rotation Student BPSC, 2018
- Patrick Thomas, PhD in Botany & Plant Sciences 2017-2022 (committee member)
- Joshua Wemmer, MS in Entomology, 2016- 2019 (advisor)
- Karol Krey, PhD in Entomology, 2015-2017 (committee member)
- Léa Fléchon, PhD student in Entomology 2015-2016, left program.

### **Undergraduate Mentoring**

- Gabrielle Shen, mentee for Graduate Student Conner Lay, SEEDs Program, 2023
- Makayla Drew, Kyra Harvey, Ebenezer Faidoo, Summer GRaPEs program 2022-2023
- Brandi Lofton – REU student, CEPCEB: Center for Plant Cell Biology, 2022
- Jacob Jauregui – molecular biology of effector genes, 2021-2023
- Jenni Kao – gene family evolution, 2020-2021
- Kaitlin Chau-Giang – plant care and histology of *Vitis* leaves, 2019-2020
- Ashil Koranne – *Buchnera* genome analysis of a galling aphid, 2018-2019
- Marakee “Rocky” Tilahun – REU student, CEPCEB: Center for Plant Cell Biology, 2018
- Tamara Taylor – Phylloxerid effector identification and validation *Honors Thesis*, 2017-2019
- Timothy Dang – DNA extraction and sequence phylogenetics, 2017-2018
- Emmanuel Cuevas, REU student, CEPCEB: Center for Plant Cell Biology, 2017
- Rachel Maughan – plant care and DNA extraction, 2017
- Skyler Kim – Bioinformatics: transcriptome analyses, 2017
- Richard Ellis – carotenoid gene characterization and bioinformatics pipeline development, 2016
- Sierra Gallaway – woolly apple aphid proteomics, 2016
- Madison Armstrong – natural history of *Vitis* species and COI primer design. 2016
- Angel Marquez (high school student) – tested hypotheses on insect-induced phenotypes on grapes. 2013-2014
- Robert Orpet – silica-based defenses in crops selected for biofuels. 2010-2011 (co-authored manuscript)
- Michael Donovan – completed Honors project with Distinction on aphid-induced defenses in *Nicotiana* species. 2009-2011 (first-authored manuscript)

### **Professional Experience**

#### ***Manuscript and Proposal Reviews:***

**2023:** Annal Bot

**2022:** NSF ad hoc, Austral Ecol

**2021:** NSF panel, Molecular Ecology, OENO

**2020:** NSF panel, New Phytologist, Molecular Ecology, Arthropod-Plant Interactions

**2019:** Insect Molecular Biology, PLoS Genetics, **Israel Science Foundation**

**2018:** Journal of Economic Entomology, Environmental Entomology, Current Biology, Frontiers Plant Science, Genome Biology & Evolution, Molecular Plant Microbe Interactions, PLoS Genetics, *Vitis*, **NSF ad hoc (2)**, **Israel Science Foundation**

**2017:** Environmental Entomology, Journal of Economic Entomology, Journal of Insect Science, Oecologia, Biological Control, Annales Botanici Fennici,

#### ***Previously Reviewed for:***

- American Journal of Botany, Arthropod-Plant Interactions, Basic and Applied Ecology, Climatic Change, Ecological Entomology, Environmental Entomology, Global Change Biology, International Journal of Plant Science, Journal of Experimental Botany, New

Phytologist, Oecologia, Photosynthesis Research, Plant, Cell & Environment, Plant Physiology, Plants, PLoS Biology, PLoS One, Scientific Reports

- Israel Science Foundation, Austria Science Foundation

**Select Service, Outreach, & Extension:**

*Internal*

- 2022-2023 Community Ecology faculty search committee, **departmental**
- 2022-2023 University of California, **UC Senate** Committee on Memorial Resolutions, Riverside Division. Charged with drafting memorial essays for colleagues
- 2022-2023 Graduate Recruitment Committee, **departmental**
- 2021-2022 Non-Senate Reappointment Committee, **departmental**
- 2020-2023 Diversity, Equity, and Inclusion Committee, **departmental**, inaugural member charged with climate survey, action plan, developing infrastructure to improve climate.
- 2019-present Greenhouse & Environmental Facilities Academic Advisory Committee, **CNAS**, charged with developing use guidelines, troubleshooting problems, and reviewing space proposals.
- 2018-2021 University of California, Riverside Division Committee on Memorial Resolutions, **UC Senate**, Charged with drafting memorial essays for colleagues
- 2018-2021 Undergraduate Education and Advisory Committee, **departmental**,
- 2018- Merit review committee; Coordinator/Scientist seeking advancement, **departmental**
- 2017- 2018 Awards committee, **departmental**
- 2017 Merit review committee; Specialist seeking advancement, **departmental**
- 2017-2023, annually, Adhoc Merit review for faculty seeking advancement, **departmental**

*External*

- 2016 Co-organized (NK Whiteman, UC Berkeley) Pacific Branch ESA symposium *Strategies underlying the evolution of herbivory*
- 2015, 2016 WSU Showcase for Undergraduate Research Creative Activities (SURCA), Judge.
- 2013, UA Ecology and Evolutionary Biology Undergraduate Poster Session, Judge.
- 2009-2010, UIUC Plant Biology Association of Graduate Students, Chair.
- 2008-2009, UIUC Plant Biology Association of Graduate Students, Instructional Committee.
- 2009, National Pollinator Week in Champaign-Urbana, Co-organized all events, presented seminars and nature walks.
- 2008, UIUC Pollinatarium, Panel designer and editor.
- 2008, National Pollinator Week in Champaign-Urbana, Led nature walk identifying prairie plants and pollinators.
- 2007, UI Day at Chicago Public Schools, Presented four interactive lessons on forensic entomology to 7<sup>th</sup> and 8<sup>th</sup> grade students.
- 2005. Nebraska State Fair, Helped judge insect collections for various ages and skill levels of participants in the 4-H program.



## UC RIVERSIDE - Faculty Instruction Evaluation (iEval) Winter 2023

Course: BIOL 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

Instructor: Paul Nabity Cross Course: BPSC 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

**Question # 19:** Please comment on how the instructor's teaching helped your learning of the material in this course. Please give serious thought to your comments. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used in changing future offerings of the course. In addition, these comments are placed in the instructor's file and may be used for purposes of evaluating the instructor's teaching. The information collected will remain anonymous.

- I have to say this was a very difficult class and required a lot of memorization. However, Professor Nabity adjusted to the struggles and efforts of his students and gave us many opportunities to help our grade if we did not do well on exams. Lectures were interesting and the activities helped to keep on track. Very attentive to students and helpful/understanding. (Hopefully) Passing this class felt like I won an award for all the work that had to be done to do so.
- Professor Nabity was super helpful and went into depth for every concept. He was super clear and knowledgeable about all the stuff he was teaching. I really enjoyed the in class activities, it motivated me to stay on track and up to date with all the lectures and show up. I also really like the lecture question assignments you provided on elearn before every exam because it narrowed in to the important topics and what I need to focus on more to study.
- There was a lot of course content, the extra questions were helpful for preparing for the exam but I felt like I needed more materials. The videos helped a lot but that was only for a few lectures.
- I really enjoyed this class and the lab portion as well. While the class felt like it was heavily memorization based, the material was still interesting and makes me want to learn more about plants.
- I like the hybrid format you had towards the last section of the course, where the course was in-person but there were also videos for each lecture that gives the students more flexibility on how they want to learn. It would have been good to have these videos provided for every lecture. The practice questions and study guide were also very important in guiding me through the material. The activities scattered throughout the course were also good for reviewing material. However, I would prefer it if the activities were graded based on participation rather than accuracy, and in turn more specific questions could be asked to better prepare us for the material you would like us to know. When giving specific examples during lecture, it would be good to emphasize that the examples themselves could be tested on and are not just provided to enhance understanding of a general process. I think germination and secondary metabolites are topics that should be given more attention. I think it could be possible to condense the plant symbioses, classification and systematics, and embryogenesis topics. I would appreciate more opportunities for bonus points if going off of a strict grading scale where 93% would be considered an A, since one could only miss 35 points out of 500, which includes material from the lab sections, especially with this being a foundations course. With there being many assignments in this course and many areas to lose points on, I find the 35 point threshold to be a bit steep. I also wish we were able to receive our first exam since it could have aided our study for the final.
- Instructor provided the class with study guides which were helpful throughout the course and helped understand material from the slides. Encouraged students to take advantage of text.
- First & foremost, I want to thank you, Professor Nabity. You are enthusiastic about plants & it shows. You are kind & never make your students feel stupid for asking questions. I also appreciate that you added chapter quizzes because there is so much reading to do from the book that I just gave up on reading the chapters. I will skim for answers to the study guide questions. Realistically, no one can read all that if they have any other classes (which I'm taking 5). I also appreciate that you saw that we were all struggling with absorbing the material. Making the exam online as well as open note/open book, alleviates a lot of stress. Giving us the points for the activities also really helped. I know that it's not something you had to do but it REALLY helped relieve some anxieties. Please keep in mind that I have ADHD & low working memory so these suggestions may only apply to others like me. While lecturing, sometimes students ask questions that are unrelated to what is being discussed or quite obviously won't be on the exam. For example, yesterday someone asked about farmers raising prices for crops, another about "the cost of transgenic plants???" & something about inhibiting rhizomes. It's great that you still want to answer their questions but is there a way you can clearly indicate that it isn't something we are expected to know for a test? Or maybe even give them a quick answer or tell them you'd be happy to discuss it with them after class. I feel like there is so much material we have to retain & questions like this are distracting & a waste of lecture time. When this happens too many times, I stop listening. I've found that in the past, I'm able to retain information better when the lecturer speaks clearly & connects their topics seamlessly. There is no jumping around. Also, please understand that you are speaking to us at a very high level & sometimes I cannot grasp all the concepts you are trying to relay. If you can break things down in layman's terms, I think that will go a long way. I feel that you probably have a good idea of what concepts you really students to understand by now & if that is true, you may also know what questions you want on exams. I don't think there is anything wrong with clearly pointing out something you want us to remember. When you say something "may or may not be on an exam", it frustrates us. With all due respect professor, you probably should know what you want to test us on by now. Some professors might say "what I want you to know..." & only that exact phrase every time. As soon as we heard that, we knew for sure what to focus on. Another biology professor had a study guide for every lecture. They were long but they had every single thing they talked about listed in order & we could make notes. If we missed something during lecture, it was fine because we could easily look into it later. Even if we eventually found out it wasn't covered on the exam, it was fine because we were able to study it anyways. I feel that there are some professors who worry so much about cheating or they don't want to make things "too easy" for us. I don't believe that you want to make things difficult but you did say that you won't just list answers to questions on slides & that we have to come to class to hear you describe things in lecture that will be on the exam but there is so

much talking, we don't know what is important because there is no clear list. We will come to class. We want to learn but we start to feel defeated when we can't grasp a subject because we were given too many things to remember or look for possible test questions for. It makes me sad because I remember hearing everyone talk about how much they love plants & that's why they took this class. Weeks later they say how much they hate trees & how they couldn't care less about flowers. I do believe you will take our suggestions to heart & I know your next class will be in a much better spot than we are now.

- The supplementary material was extremely helpful in digesting this course's large amount of content. Posting old lecture recordings was also extremely helpful so that I could listen to the lectures multiple times, pausing and rewinding when needed. I would have liked to have recordings for all of the lectures, not just the later ones. The in-class activities (and the preparation of the note card we were allowed) were very helpful for reviewing key concepts. The main thing I would have liked changed was the PowerPoint slides. Having more advanced access to them would have been helpful in preparing for lecture. The slides themselves often had little to no information with the image and many times were duplicated making for necessarily large files that made finding information difficult.
- The activities and the exams were not a reflection of each other and was very difficult to know what exactly was going to be on the exam.
- I enjoyed learning about our history and the reasons why agriculture has affected our environment. I believe the active learning questions helped by giving the incentive to go over previous lectures. I thought the lecture questions on canvas were very helpful and would have liked if it was done throughout the course (from the beginning). I learn through examples, scenarios, and practice. Overall, I enjoyed this course more than I thought I would.
- I liked the activities every week because it pushed me to review the material more often.
- Professor Nabity is great. He provided great resources both in class on and CANVAS. He very much wanted everyone in the class to succeed. I enjoyed his class greatly.
- Professor Nabity is a very sweet man who is extremely passionate about plant science! He really cares about the information he provides and wants everyone to keep up with the material. Some complain about his quizzes, but they have honestly really helped me stay on top of the material and I have been performing well in the class in turn! He understands that we are all people and not perfect, just as he. He's very understanding and very approachable. I would take any course of his. He is one of the best professors I've ever had during my entire undergraduate study.
- Professor Nabity was easy to follow along with the lecture topics, he was very easy to approach with questions and attentive to students. The class activities were a good way to test my knowledge and practice for the written portion of the exam. My favorite topic was learning about plant anatomy and how the vascular systems worked. The best lab was cell biology and leaf anatomy because we were able to look at slides and use the microscopes which is my personal favorite thing to do in lab. The worst lab was the transpiration lab, it was a bit too much and I felt like it was scrambled since we had to break up in groups to work on it, at the end of the lab I was not sure of the data from everyone else work. My TA, Angela was very helpful and knowledgeable with all the labs and she was able to give us in depth explanations on questions we had.
- Professor Nabity has been one of the best professors I've had since my arrival at UCR, the material is hard, but he did do his best make all students comfortable with it. As someone who does not plan to go into further courses for plant biology, it would be a good warning to give since it was a very hard and time consuming class for me, but none the less, I was able to enjoy the vast majority of it thanks to the passion shown about the subject.
- In my opinion Dr. Nabity is a pretty good instructor. The only real down side to his class is the minute details that he asks during his exams. He is very engaging with the class and his in class activities are a great way to enforce different things being taught. Solid and consistent would recommend.
- Do not make this an online class. I did struggle initially with this class on content for midterm one, it was a lot of information and went by very quickly. Luckily I was able to grasp the main topics such as the anatomy and tissue types that help me with the remainder of the course but I do draw a bit of a blank when it comes to the cellular topics. Overall the class format is fair. Prof. Nabity has made modifications for us to regain points lost in the exams. Since it is a lot of information for M1, one suggestion would be to give a "hint" on what we should focus on regarding the activity. Something that helped students in our physics class would be that our professor gives us a weighted 2.5% for participating in the lecture activity and 7.5% for correctness. My favorite topics were learning about the different types of photosynthesis, hormones, and how plants transport water. Plants are amazing! The labs were good.
- Overall I felt that the course had a lot of interesting material but I did not enjoy the class activities. I felt like they did not help me study but instead forced me to learn in a certain way that I was not used to. Also I felt like the exams were not very fair because they were extremely detail oriented and often times asked on topics that were mentioned in class but not written on the slides making it even more difficult to study.
- I enjoyed the class. The professor seemed like he really wanted us to know and understand the material. The assignments were fair and so were the tests. Overall, this professor made the class enjoyable for me and the rest of the students.
- A LOT of supplementary material that honestly I didn't even open, I just didn't have the time so that's my bad. Maybe that would have boosted my high 80s to 90s ;) The blocked off set of questions for lectures helped immensely. When it was just one huge set of questions it was scary. Would help if you explained some figures in the ppts more, like using a pointer or something. Posting video lectures would help some people for independent study, a lot of people would still attend class and use the videos for extra learning. I like attending class and then playing lectures in the background while I'm doing other stuff honestly.
- The class topics and lessons were entertaining. The way it was presented made it hard to stay focused and alert during the class. To no fault of the instructor, the lectures could drone on and force students to lose interest.

- no comment
- The professor taught the material well, and the organization of the slides along with many diagrams and pictures were helpful to see what exactly we were learning. The exam material was covered throughout the slides and labs which was helpful. The weekly activities were a bit much since they were mostly quizzes just not called that, it was a little much having a lab quiz on Wednesday then the activity (quiz) on Thursday. This also required more time put into this class weekly, and even more study hours than other of my upper div classes. Other than that the course was taught well, it would be nice if there were several options of online learning offered in different quarters.
- I love the enthusiasm that Dr. Nabity brought to every class. Plant biology did not originally resonate with me, however this class changed that. What I would suggest is that Dr. Nabity be more transparent with the depth of knowledge of the material in the exams.
- I liked how accommodating Professor Nabity was to the class and that the exams were very straightforward and relevant to the course material.
- Overall, the class was taught very well. I did find it difficult to catch up on missed classes while being out sick, as the slides did not feel like they had enough information to go through without supplemental materials, and that the lecture was not recorded / old lectures were only posted when Dr. Nabity was out sick. I don't believe the classroom was equipped with recording capabilities, which should be considered unacceptable in the post-COVID learning environment we are now in, and is not Dr. Nabity's fault whatsoever.
- I really appreciate how the professor taught the course and how enthusiastic he is about the content. I learned a lot in this course. I do wish he would give students a bit more notice before cancelling lectures last minute, particularly if he is actually going to hold a remote lecture in place of the in-person one; it can be logistically rocky having to enter into a lecture that's abruptly been switched to Zoom if one has already arrived at campus and didn't bring along devices required to access emails or zoom links. If the switch has to be on last minute notice, it'd be better to just cancel lecture. Overall this professor is an effective instructor and made the content interesting.
- I really enjoyed Professor Nabity's class! You can tell he's really enthusiastic and passionate about plants which translates seamlessly into his lectures as he makes them very informative yet animated and fun. He also takes the time to provide extra study materials and works with students who have unforeseen circumstances to allow everyone in his class an equal opportunity to succeed. Professor Nabity's one of the best professors at UCR!
- Although I think the class was very well organized and easy to understand, I wish the professor office hours were more diverse.
- Was very thorough and helpful throughout. Also was understanding to student's circumstances.
- I have struggled in this course however the Professor is very passionate about this subject and always strives for us to do our best and successful in this class, and for that I am grateful.
- The overall course was great but my main issue was just with how the course goes into detail while also covering many topics so it's a lot to take in.
- The chance you gave us to earn bonus points was really helpful to my grade. The bonus questions for the lectures really helped as well. The study guides also contributed to my learning. The lab however was harder especially due to the practical and the quizzes. The quizzes were extremely hard in lab.
- The activities were very informative and the extra credit points helped a lot. However, the lab portion was stressful especially the practicals. Overall the lecture portion was very engaging and allowed me to understand new topics.
- Paul was a good professor, I just wish he did zoom lectures as an option as it would be a hassle to get to class. Especially because of the rain.
- I enjoyed how structured this class was it was always very clear what we had to learn. The only issue I had was the amount of testing in this class. Having a lab quiz and a lecture quiz every week was continuously more taxing and stressful. I appreciate that the teacher made them extra credit for the last couple of in class assignments.
- Some questions were worded confusingly, and having a general idea of what the activities would be about was extremely helpful when it happened towards the end of the quarter
- I really enjoyed coming to lecture and all the information was thoroughly explained. The professor is really understanding and made sure students are learning in a timely manner. Course was well organized and would take it again.
- Paul was a very good professor. He tried his very best to be available and helpful. He was also very understanding throughout this entire quarter.
- He was a good prof overall
- I love how excited our professor was to share his knowledge of plants. He clearly has a passion for the outdoors and for teaching. I really enjoyed the in class activities, as opposed to quizzes, because it really helped me to stay on track with the course and evaluate my understanding periodically without the stress of a formal assessment.

- Overall the professor seemed very passionate about what was being taught. In-class activities were a bit difficult sometimes simply because there was too much info to try to fit in a notecard. I learned a lot and enjoyed the class.
- The inclass activities were really helpful since it made me go over diagrams more. I think implementing the lecture questions after each class was more helpful than one long study guide before the midterm.
- This course was very material heavy. There was a lot of information I had needed to memorize for this class in order to perform adequate on exams. I studied really heavily in order to not get as much points as I wanted. I would prefer if this class were to be online, because there is so much material that was needed to memorize in order to get a good grade for the class. The professor was very kind and a great teacher, but the structure of this class needs to be re-evaluated since it is very difficult to retain all this information within 10 weeks.
- The teacher was enthusiastic of his course. A good person overall. I just feel like he expects too much out of a laboratory course. He tries to fit too much information into a laboratory course and makes the grading really difficult.
- No comment



## UC RIVERSIDE - Faculty Instruction Evaluation (iEval) Winter 2023

Course: BIOL 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

Instructor: Paul Nabity Cross Course: BPSC 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

**Question # 19:** Please comment on how the instructor's teaching helped your learning of the material in this course. Please give serious thought to your comments. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used in changing future offerings of the course. In addition, these comments are placed in the instructor's file and may be used for purposes of evaluating the instructor's teaching. The information collected will remain anonymous.

- I have to say this was a very difficult class and required a lot of memorization. However, Professor Nabity adjusted to the struggles and efforts of his students and gave us many opportunities to help our grade if we did not do well on exams. Lectures were interesting and the activities helped to keep on track. Very attentive to students and helpful/understanding. (Hopefully) Passing this class felt like I won an award for all the work that had to be done to do so.
- Professor Nabity was super helpful and went into depth for every concept. He was super clear and knowledgeable about all the stuff he was teaching. I really enjoyed the in class activities, it motivated me to stay on track and up to date with all the lectures and show up. I also really like the lecture question assignments you provided on elearn before every exam because it narrowed in to the important topics and what I need to focus on more to study.
- There was a lot of course content, the extra questions were helpful for preparing for the exam but I felt like I needed more materials. The videos helped a lot but that was only for a few lectures.
- I really enjoyed this class and the lab portion as well. While the class felt like it was heavily memorization based, the material was still interesting and makes me want to learn more about plants.
- I like the hybrid format you had towards the last section of the course, where the course was in-person but there were also videos for each lecture that gives the students more flexibility on how they want to learn. It would have been good to have these videos provided for every lecture. The practice questions and study guide were also very important in guiding me through the material. The activities scattered throughout the course were also good for reviewing material. However, I would prefer it if the activities were graded based on participation rather than accuracy, and in turn more specific questions could be asked to better prepare us for the material you would like us to know. When giving specific examples during lecture, it would be good to emphasize that the examples themselves could be tested on and are not just provided to enhance understanding of a general process. I think germination and secondary metabolites are topics that should be given more attention. I think it could be possible to condense the plant symbioses, classification and systematics, and embryogenesis topics. I would appreciate more opportunities for bonus points if going off of a strict grading scale where 93% would be considered an A, since one could only miss 35 points out of 500, which includes material from the lab sections, especially with this being a foundations course. With there being many assignments in this course and many areas to lose points on, I find the 35 point threshold to be a bit steep. I also wish we were able to receive our first exam since it could have aided our study for the final.
- Instructor provided the class with study guides which were helpful throughout the course and helped understand material from the slides. Encouraged students to take advantage of text.
- First & foremost, I want to thank you, Professor Nabity. You are enthusiastic about plants & it shows. You are kind & never make your students feel stupid for asking questions. I also appreciate that you added chapter quizzes because there is so much reading to do from the book that I just gave up on reading the chapters. I will skim for answers to the study guide questions. Realistically, no one can read all that if they have any other classes (which I'm taking 5). I also appreciate that you saw that we were all struggling with absorbing the material. Making the exam online as well as open note/open book, alleviates a lot of stress. Giving us the points for the activities also really helped. I know that it's not something you had to do but it REALLY helped relieve some anxieties. Please keep in mind that I have ADHD & low working memory so these suggestions may only apply to others like me. While lecturing, sometimes students ask questions that are unrelated to what is being discussed or quite obviously won't be on the exam. For example, yesterday someone asked about farmers raising prices for crops, another about "the cost of transgenic plants???" & something about inhibiting rhizomes. It's great that you still want to answer their questions but is there a way you can clearly indicate that it isn't something we are expected to know for a test? Or maybe even give them a quick answer or tell them you'd be happy to discuss it with them after class. I feel like there is so much material we have to retain & questions like this are distracting & a waste of lecture time. When this happens too many times, I stop listening. I've found that in the past, I'm able to retain information better when the lecturer speaks clearly & connects their topics seamlessly. There is no jumping around. Also, please understand that you are speaking to us at a very high level & sometimes I cannot grasp all the concepts you are trying to relay. If you can break things down in layman's terms, I think that will go a long way. I feel that you probably have a good idea of what concepts you really students to understand by now & if that is true, you may also know what questions you want on exams. I don't think there is anything wrong with clearly pointing out something you want us to remember. When you say something "may or may not be on an exam", it frustrates us. With all due respect professor, you probably should know what you want to test us on by now. Some professors might say "what I want you to know..." & only that exact phrase every time. As soon as we heard that, we knew for sure what to focus on. Another biology professor had a study guide for every lecture. They were long but they had every single thing they talked about listed in order & we could make notes. If we missed something during lecture, it was fine because we could easily look into it later. Even if we eventually found out it wasn't covered on the exam, it was fine because we were able to study it anyways. I feel that there are some professors who worry so much about cheating or they don't want to make things "too easy" for us. I don't believe that you want to make things difficult but you did say that you won't just list answers to questions on slides & that we have to come to class to hear you describe things in lecture that will be on the exam but there is so

much talking, we don't know what is important because there is no clear list. We will come to class. We want to learn but we start to feel defeated when we can't grasp a subject because we were given too many things to remember or look for possible test questions for. It makes me sad because I remember hearing everyone talk about how much they love plants & that's why they took this class. Weeks later they say how much they hate trees & how they couldn't care less about flowers. I do believe you will take our suggestions to heart & I know your next class will be in a much better spot than we are now.

- The supplementary material was extremely helpful in digesting this course's large amount of content. Posting old lecture recordings was also extremely helpful so that I could listen to the lectures multiple times, pausing and rewinding when needed. I would have liked to have recordings for all of the lectures, not just the later ones. The in-class activities (and the preparation of the note card we were allowed) were very helpful for reviewing key concepts. The main thing I would have liked changed was the PowerPoint slides. Having more advanced access to them would have been helpful in preparing for lecture. The slides themselves often had little to no information with the image and many times were duplicated making for necessarily large files that made finding information difficult.
- The activities and the exams were not a reflection of each other and was very difficult to know what exactly was going to be on the exam.
- I enjoyed learning about our history and the reasons why agriculture has affected our environment. I believe the active learning questions helped by giving the incentive to go over previous lectures. I thought the lecture questions on canvas were very helpful and would have liked if it was done throughout the course (from the beginning). I learn through examples, scenarios, and practice. Overall, I enjoyed this course more than I thought I would.
- I liked the activities every week because it pushed me to review the material more often.
- Professor Nabity is great. He provided great resources both in class on and CANVAS. He very much wanted everyone in the class to succeed. I enjoyed his class greatly.
- Professor Nabity is a very sweet man who is extremely passionate about plant science! He really cares about the information he provides and wants everyone to keep up with the material. Some complain about his quizzes, but they have honestly really helped me stay on top of the material and I have been performing well in the class in turn! He understands that we are all people and not perfect, just as he. He's very understanding and very approachable. I would take any course of his. He is one of the best professors I've ever had during my entire undergraduate study.
- Professor Nabity was easy to follow along with the lecture topics, he was very easy to approach with questions and attentive to students. The class activities were a good way to test my knowledge and practice for the written portion of the exam. My favorite topic was learning about plant anatomy and how the vascular systems worked. The best lab was cell biology and leaf anatomy because we were able to look at slides and use the microscopes which is my personal favorite thing to do in lab. The worst lab was the transpiration lab, it was a bit too much and I felt like it was scrambled since we had to break up in groups to work on it, at the end of the lab I was not sure of the data from everyone else work. My TA, Angela was very helpful and knowledgeable with all the labs and she was able to give us in depth explanations on questions we had.
- Professor Nabity has been one of the best professors I've had since my arrival at UCR, the material is hard, but he did do his best make all students comfortable with it. As someone who does not plan to go into further courses for plant biology, it would be a good warning to give since it was a very hard and time consuming class for me, but none the less, I was able to enjoy the vast majority of it thanks to the passion shown about the subject.
- In my opinion Dr. Nabity is a pretty good instructor. The only real down side to his class is the minute details that he asks during his exams. He is very engaging with the class and his in class activities are a great way to enforce different things being taught. Solid and consistent would recommend.
- Do not make this an online class. I did struggle initially with this class on content for midterm one, it was a lot of information and went by very quickly. Luckily I was able to grasp the main topics such as the anatomy and tissue types that help me with the remainder of the course but I do draw a bit of a blank when it comes to the cellular topics. Overall the class format is fair. Prof. Nabity has made modifications for us to regain points lost in the exams. Since it is a lot of information for M1, one suggestion would be to give a "hint" on what we should focus on regarding the activity. Something that helped students in our physics class would be that our professor gives us a weighted 2.5% for participating in the lecture activity and 7.5% for correctness. My favorite topics were learning about the different types of photosynthesis, hormones, and how plants transport water. Plants are amazing! The labs were good.
- Overall I felt that the course had a lot of interesting material but I did not enjoy the class activities. I felt like they did not help me study but instead forced me to learn in a certain way that I was not used to. Also I felt like the exams were not very fair because they were extremely detail oriented and often times asked on topics that were mentioned in class but but not written on the slides making it even more difficult to study.
- I enjoyed the class. The professor seemed like he really wanted us to know and understand the material. The assignments were fair and so were the tests. Overall, this professor made the class enjoyable for me and the rest of the students.
- A LOT of supplementary material that honestly I didn't even open, I just didn't have the time so that's my bad. Maybe that would have boosted my high 80s to 90s ;) The blocked off set of questions for lectures helped immensely. When it was just one huge set of questions it was scary. Would help if you explained some figures in the ppts more, like using a pointer or something. Posting video lectures would help some people for independent study, a lot of people would still attend class and use the videos for extra learning. I like attending class and then playing lectures in the background while I'm doing other stuff honestly.
- The class topics and lessons were entertaining. The way it was presented made it hard to stay focused and alert during the class. To no fault of the instructor, the lectures could drone on and force students to lose interest.



- no comment
- The professor taught the material well, and the organization of the slides along with many diagrams and pictures were helpful to see what exactly we were learning. The exam material was covered throughout the slides and labs which was helpful. The weekly activities were a bit much since they were mostly quizzes just not called that, it was a little much having a lab quiz on Wednesday then the activity (quiz) on Thursday. This also required more time put into this class weekly, and even more study hours than other of my upper div classes. Other than that the course was taught well, it would be nice if there were several options of online learning offered in different quarters.
- I love the enthusiasm that Dr. Nabity brought to every class. Plant biology did not originally resonate with me, however this class changed that. What I would suggest is that Dr. Nabity be more transparent with the depth of knowledge of the material in the exams.
- I liked how accommodating Professor Nabity was to the class and that the exams were very straightforward and relevant to the course material.
- Overall, the class was taught very well. I did find it difficult to catch up on missed classes while being out sick, as the slides did not feel like they had enough information to go through without supplemental materials, and that the lecture was not recorded / old lectures were only posted when Dr. Nabity was out sick. I don't believe the classroom was equipped with recording capabilities, which should be considered unacceptable in the post-COVID learning environment we are now in, and is not Dr. Nabity's fault whatsoever.
- I really appreciate how the professor taught the course and how enthusiastic he is about the content. I learned a lot in this course. I do wish he would give students a bit more notice before cancelling lectures last minute, particularly if he is actually going to hold a remote lecture in place of the in-person one; it can be logistically rocky having to enter into a lecture that's abruptly been switched to Zoom if one has already arrived at campus and didn't bring along devices required to access emails or zoom links. If the switch has to be on last minute notice, it'd be better to just cancel lecture. Overall this professor is an effective instructor and made the content interesting.
- I really enjoyed Professor Nabity's class! You can tell he's really enthusiastic and passionate about plants which translates seamlessly into his lectures as he makes them very informative yet animated and fun. He also takes the time to provide extra study materials and works with students who have unforeseen circumstances to allow everyone in his class an equal opportunity to succeed. Professor Nabity's one of the best professors at UCR!
- Although I think the class was very well organized and easy to understand, I wish the professor office hours were more diverse.
- Was very thorough and helpful throughout. Also was understanding to student's circumstances.
- I have struggled in this course however the Professor is very passionate about this subject and always strives for us to do our best and successful in this class, and for that I am grateful.
- The overall course was great but my main issue was just with how the course goes into detail while also covering many topics so it's a lot to take in.
- The chance you gave us to earn bonus points was really helpful to my grade. The bonus questions for the lectures really helped as well. The study guides also contributed to my learning. The lab however was harder especially due to the practical and the quizzes. The quizzes were extremely hard in lab.
- The activities were very informative and the extra credit points helped a lot. However, the lab portion was stressful especially the practicals. Overall the lecture portion was very engaging and allowed me to understand new topics.
- Paul was a good professor, I just wish he did zoom lectures as an option as it would be a hassle to get to class. Especially because of the rain.
- I enjoyed how structured this class was it was always very clear what we had to learn. The only issue I had was the amount of testing in this class. Having a lab quiz and a lecture quiz every week was continuously more taxing and stressful. I appreciate that the teacher made them extra credit for the last couple of in class assignments.
- Some questions were worded confusingly, and having a general idea of what the activities would be about was extremely helpful when it happened towards the end of the quarter
- I really enjoyed coming to lecture and all the information was thoroughly explained. The professor is really understanding and made sure students are learning in a timely manner. Course was well organized and would take it again.
- Paul was a very good professor. He tried his very best to be available and helpful. He was also very understanding throughout this entire quarter.
- He was a good prof overall
- I love how excited our professor was to share his knowledge of plants. He clearly has a passion for the outdoors and for teaching. I really enjoyed the in class activities, as opposed to quizzes, because it really helped me to stay on track with the course and evaluate my understanding periodically without the stress of a formal assessment.



## UC RIVERSIDE - Faculty Instruction Evaluation (iEval) Winter 2022

Course: BIOL 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

Instructor: Paul Naby Cross Course: BPSC 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

**Question # 19:** Please comment on how the instructor's teaching helped your learning of the material in this course. Please give serious thought to your comments. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used in changing future offerings of the course. In addition, these comments are placed in the instructor's file and may be used for purposes of evaluating the instructor's teaching. The information collected will remain anonymous.

- None
- overall, a great course, dr. naby is helpful and kind.
- He is not so great, his question is hard to understand and when you do understand it, the answer is from correct to correctish to most correct like how are we going to know this if we are barely learning about this material. And the lecture slide doesn't reflex the teacher's words when he is teaching nor doesn't reflex on the test. Although the class material is great and I understand it, when he teaches it, it makes me lose all the knowledge I know about it, and when it comes to exams I feel like I'm pressured to learn other things that he has never mentioned. So overall he is the teacher I have ever seen.
- Interesting class, I enjoy learning about plants. However I feel like "class time" would be better suited if Dr. Naby had spent the appropriate amount of time. For example. there would be a 40 minute video for lecture content. I felt like that is unfair. Class is scheduled for 1 hour and 20 mins. I believe each lecture video would actually use all this allotted time. His videos are very monotone too, and can be confusing at times. I appreciated that he offered discussion time during lecture tho. I just wish the videos accurately covered the amount of content we are expected to know. The professor mentioned how repeating things would be redundant, sure maybe but repeating facts his helpful and beneficial to our learning.
- My main issue with this course was that we started on line and the live lectures were run as an open discussion/office hours type thing since the pre-recorded lectures are what provided the bulk of the course content. Then, when we moved everything back in person, he did not make the in person lectures available remote at all. He said the pre-recorded lectures were enough to do well on the quizzes and exams. I personally found great value in the live discussions but when we moved back to in person, I was sick for about a week and couldn't attend. I felt like this was really unfair especially since even the labs were still fully online. He even began to give answers to the quizzes in person even though we never did that when we were remote. Just felt like he was doing whatever minimized his effort as a professor and didn't feel the need to make accommodations for his students to offer a fair opportunity for everyone. He also did not give a reason for not offering a remote option to tune into the discussions. I feel like it takes no effort at all to just start a screen share? I see no reason other than he just simply didn't want to...After that, I stopped going in person at all because I quickly lost interest in the course since I fell a little behind and everything was self-study anyway. Then he got sick at the end of the quarter...moved the class back to zoom. So zoom was good enough when HE was sick, but not when his students were, I guess. As far as the work load, my only complaint was that the averages for the quizzes were barely 80% and they were open note...no one even got a 100% on any of the midterms which were also open note. He didn't make any adjustments to his teaching style which was obviously not working but just continued the course and gave no reassurance for the students who were concerned about their grades/performance. He even made an announcement because apparently so many people reached out to him asking if there would be a curve since there wasn't a perfect score on any of the exams and he basically just said "read the syllabus" and "study harder". I just feel like this passive aggressive tone was not necessary and I think it further discouraged the students to even reach out to him again. I hope he reevaluates his expectations from students and decides if he even enjoys to teach?
- I really looked forward to taking this course, though I had some mixed feelings when engaging with the material throughout the term. I greatly appreciated the option to study remotely, it allowed me to have a more flexible schedule. I think the lecture recordings are great, they cover all the material necessary. However, as someone who learns a bit more through conversation than presentation, I believe Dr. Naby's come off as scripted, which makes it hard to pay attention for the full lecture. I found myself pausing and rewinding lecture videos a lot, which turned a 30 min video into a 3-hour endeavor. I feel that part of this is also due to inconsistency of material spoken to material that's provided on the powerpoint slides. I feel students would greatly benefit if more of the information discussed were written on the slides. Otherwise, it's clear that Dr. Naby enjoys his subject and wants to share that knowledge with his students.
- Never met a professor that cared less, i totally get that covid makes it hard in person but then he makes lecture times just for questions while we read all the material? I get this is college and we shouldnt have our hands held but what are you even doing there then, we are just teaching ourselves, if anything just open up a piazza so we can help each other. Also why would you not share the same info for your online students like your inperson students, people literally had to share inperson info to finish assignments.
- the online lectures were extremely vague. i attended in person lectures, but they did not provide additional information than what was on the slides. the homework was a disaster. answers that were verbatim to the slides would be marked incorrectly, making me wonder why it was on the slide as one thing and another on the homework. issues like these made me, among many other students, dread attending lectures or even learning the material. the material was interesting, however the delivery of it was not up to par. i hope the next set of students that are taught by professor naby have a much better experience, and that he is much more thorough in his lectures and material

- Professor Nabity's class was an interesting class, and an experience I have not had before at UCR. Definitely not in a good way, I took this class because it was an introductory class and I thought it would be a good way to expose myself to the subject. Yet, it was the total opposite the professor was not fair about grading, questions for his quizzes and tests were very tricky. Some even had 2 correct answers but one was "better correct". I've never had that, his tests were really long considering the time period, overall was a very bad experience.
- I feel that some of the lecture questions were worded in a confusing way. It was also disappointing that all of the labs were virtual.
- The professor was open for questions all the time. He made sure that we understood the material and pushed us to ask questions if we did not. He was very approachable and also cared about our safety. The class was challenging, but the professor did a good job at explaining it, the only thing that was tricky was his reading questions because multiple answers were correct but one of them was most correct. Other than that I feel like what he taught was brought up in the exams as well as the lab.
- The main issue I had with this class was how the slides and the videos never correlated. The slides lacked a lot of vital information that the videos mentioned, but the videos were very bad quality and very disengaging. The lectures were very scripted rather than engaging and I was constantly having to pause because I could not understand what the professor was saying.
- Overall, a great professor who truly cares about their students and their progress within the course
- Professor Nabity is an excellent professor, though the information was difficult he made the class fun and somewhat easy to learn!
- Initially, I was excited to take this course. Although I am not a botany major, I was still looking forward to the material that was to come. However, as the course went on, my interest/passion for the material faded. I believe this was due to the lack of interaction between the professor and the students. I feel that it would have been more effective if the professor did not upload previous quarters recordings and held a live zoom lecture instead. I also felt that it was unfair how some students who were able to attend the optional live lecture on campus, were helped and ahead of the rest of the class that couldn't attend the in-person lecture. By "being helped and being ahead" I mean, other students saying that the professor held Poll everywhere questions in person and not everyone had the access to or didn't even know we had those questions. I understand that our professor was trying to be helpful to those in person students, but I still feel that we could have had a live zoom lecture and went over them together as a whole class. Lastly, I feel that the professor could be more courteous to the students when we overall, as a class, feel like the majority of us are not doing so great. Whether that be asking students on how we can change up the delivery of the class material to be more beneficial and engaging, offering extra credit, holding review sessions, being more specific in lecture slides for the material that will be covered in the exam,.. etc. Overall, I just feel that there could be improvements and maybe having in person lecture would have benefitted the students and our grades overall. However, all of us have our own personal situations and its understandable but I feel the professor should work with the students and not against us
- I found that the lecture questions were often trickier and therefore harder to pick a right answer. The course is filled with a lot of information, and this, along with the demands of the lab section is overwhelming.
- The syllabus was very unclear in the grading and when asked for clarification on what the scale would look like as the averages for the two midterms was 73.5% and 71.1% respectively we were told to use regular cutoffs (70-79% = C) but with averages that low many people have failing grades. By week 9/10 it should be easier to give an estimate of what the grade cutoffs may look like. The lectures were clear for the most part but the exams were too long, asked multiple questions with multiple parts as well as complex free response which made it difficult to put full effort into the full exam as I had to rush through the exams. This class content is very dense and the supplemental items were very helpful to read. The slides could use more detail as I (and many others) have issues with auditory processing and hearing a concept that often ends up on the exams without a bullet point to help make the connection can be extremely difficult. I don't mean like full sentences but even a small bullet point with the word or term to help make the connection to what you said or to solidify the term to memory better.
- This course is quite difficult, and based on all the upper division biology courses I have taken, this one particularly stands out as the most challenging course. However, it is not necessarily difficult because the concepts are complex, but rather that it relies on students' grasp of the English language. I found that the questions were worded oddly and was difficult to understand. Often times he used vocabulary that was different from the lecture or reading material. His lectures were not engaging because they were too long and wordy. It always sounded as if he read from a lengthy script instead of summarizing his points into a more concise manner. His audio usually did not reflect the text that was written on the slides, which meant that you were required to either transcribe or take notes based on over 60% of the audio. His exams were difficult in that the aforementioned methods are a precursor to performing well. Choosing multiple answers from the following or choosing 1 out of 6 choices from fill-in-the-blanks meant that there was no room for error; you either know it or you do not. I also find that there were many ways to earn points, but none of those categories were any easier than the other. The lab, lecture questions, and exams had similar difficulty levels. Usually, difficult exams are balanced with easier homework and assignments. This is not the case for this course. I do not recommend this course to students who are looking for an introduction to plant biology because it is unnecessarily difficult and not effective for students looking to build upon their foundation of plant biology.
- If you could pronounce your words better or edit the captions in the recording that would be great because it was hard to figure out what some of the words were you said pertaining to the material we were learning in the videos that were not in the pdf. Also if you could share the transcript that would be extremely helpful.
- The professor's lecture videos were not that great. There were always sound issues, at times I would have the volume all the way to 100 and still wasn't able to understand what he was saying. He wasn't really accommodating to us in a sense where there was no curve or anything. There were exams where no one got an A and he wouldn't do anything to help us. The announcements he made were very snarky at times.

***This course was offered during the COVID-19 global pandemic in an emergency remote learning environment.***



## UC RIVERSIDE - Faculty Instruction Evaluation (iEval) Winter 2022

Course: BIOL 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

Instructor: Paul Naby Cross Course: BPSC 104 Section: 001 - FOUNDATIONS OF PLANT BIOLOGY

**Question # 19:** Please comment on how the instructor's teaching helped your learning of the material in this course. Please give serious thought to your comments. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used in changing future offerings of the course. In addition, these comments are placed in the instructor's file and may be used for purposes of evaluating the instructor's teaching. The information collected will remain anonymous.

- None
- overall, a great course, dr. naby is helpful and kind.
- He is not so great, his question is hard to understand and when you do understand it, the answer is from correct to correctish to most correct like how are we going to know this if we are barely learning about this material. And the lecture slide doesn't reflex the teacher's words when he is teaching nor doesn't reflex on the test. Although the class material is great and I understand it, when he teaches it, it makes me lose all the knowledge I know about it, and when it comes to exams I feel like I'm pressured to learn other things that he has never mentioned. So overall he is the teacher I have ever seen.
- Interesting class, I enjoy learning about plants. However I feel like "class time" would be better suited if Dr. Naby had spent the appropriate amount of time. For example. there would be a 40 minute video for lecture content. I felt like that is unfair. Class is scheduled for 1 hour and 20 mins. I believe each lecture video would actually use all this allotted time. His videos are very monotone too, and can be confusing at times. I appreciated that he offered discussion time during lecture tho. I just wish the videos accurately covered the amount of content we are expected to know. The professor mentioned how repeating things would be redundant, sure maybe but repeating facts his helpful and beneficial to our learning.
- My main issue with this course was that we started on line and the live lectures were run as an open discussion/office hours type thing since the pre-recorded lectures are what provided the bulk of the course content. Then, when we moved everything back in person, he did not make the in person lectures available remote at all. He said the pre-recorded lectures were enough to do well on the quizzes and exams. I personally found great value in the live discussions but when we moved back to in person, I was sick for about a week and couldn't attend. I felt like this was really unfair especially since even the labs were still fully online. He even began to give answers to the quizzes in person even though we never did that when we were remote. Just felt like he was doing whatever minimized his effort as a professor and didn't feel the need to make accommodations for his students to offer a fair opportunity for everyone. He also did not give a reason for not offering a remote option to tune into the discussions. I feel like it takes no effort at all to just start a screen share? I see no reason other than he just simply didn't want to...After that, I stopped going in person at all because I quickly lost interest in the course since I fell a little behind and everything was self-study anyway. Then he got sick at the end of the quarter...moved the class back to zoom. So zoom was good enough when HE was sick, but not when his students were, I guess. As far as the work load, my only complaint was that the averages for the quizzes were barely 80% and they were open note...no one even got a 100% on any of the midterms which were also open note. He didn't make any adjustments to his teaching style which was obviously not working but just continued the course and gave no reassurance for the students who were concerned about their grades/performance. He even made an announcement because apparently so many people reached out to him asking if there would be a curve since there wasn't a perfect score on any of the exams and he basically just said "read the syllabus" and "study harder". I just feel like this passive aggressive tone was not necessary and I think it further discouraged the students to even reach out to him again. I hope he reevaluates his expectations from students and decides if he even enjoys to teach?
- I really looked forward to taking this course, though I had some mixed feelings when engaging with the material throughout the term. I greatly appreciated the option to study remotely, it allowed me to have a more flexible schedule. I think the lecture recordings are great, they cover all the material necessary. However, as someone who learns a bit more through conversation than presentation, I believe Dr. Naby's come off as scripted, which makes it hard to pay attention for the full lecture. I found myself pausing and rewinding lecture videos a lot, which turned a 30 min video into a 3-hour endeavor. I feel that part of this is also due to inconsistency of material spoken to material that's provided on the powerpoint slides. I feel students would greatly benefit if more of the information discussed were written on the slides. Otherwise, it's clear that Dr. Naby enjoys his subject and wants to share that knowledge with his students.
- Never met a professor that cared less, i totally get that covid makes it hard in person but then he makes lecture times just for questions while we read all the material? I get this is college and we shouldnt have our hands held but what are you even doing there then, we are just teaching ourselves, if anything just open up a piazza so we can help each other. Also why would you not share the same info for your online students like your inperson students, people literally had to share inperson info to finish assignments.
- the online lectures were extremely vague. i attended in person lectures, but they did not provide additional information than what was on the slides. the homework was a disaster. answers that were verbatim to the slides would be marked incorrectly, making me wonder why it was on the slide as one thing and another on the homework. issues like these made me, among many other students, dread attending lectures or even learning the material. the material was interesting, however the delivery of it was not up to par. i hope the next set of students that are taught by professor naby have a much better experience, and that he is much more thorough in his lectures and material



## UC RIVERSIDE - Faculty Instruction Evaluation (iEval) Winter 2022

Course: BPSC 193 Section: 001 - SENIOR SEMINAR  
 Instructor: Paul Nabity  
 Home Dept.: Botany and Plant Sciences

Enrollment: 4  
 Respondents: 3  
 Response Rate: 75%

Questions	Course						Mean	Med	SD
	<u>5</u> High	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u> Low	<u>N/A</u>			
1 I had a strong desire to take this course	2	-	-	1	-	-	4.00	5.0	1.7
2 I attended class regularly	2	1	-	-	-	-	4.67	5.0	0.6
3 I put considerable effort into this course	2	1	-	-	-	-	4.67	5.0	0.6
4 I gained a good understanding of the course content	2	-	1	-	-	-	4.33	5.0	1.2
5 Instructor was prepared and organized	2	1	-	-	-	-	4.67	5.0	0.6
6 Instructor used class time effectively	2	1	-	-	-	-	4.67	5.0	0.6
7 Instructor was clear and understandable	2	-	1	-	-	-	4.33	5.0	1.2
8 Instructor exhibited enthusiasm for subject and teaching	2	1	-	-	-	-	4.67	5.0	0.6
9 Instructor respected students; sensitive to and concerned with their progress	2	1	-	-	-	-	4.67	5.0	0.6
10 Instructor was available and helpful	2	1	-	-	-	-	4.67	5.0	0.6
11 Instructor was fair in evaluating students	2	1	-	-	-	-	4.67	5.0	0.6
12 Instructor was effective as a teacher overall	2	-	1	-	-	-	4.33	5.0	1.2
13 The syllabus clearly explained the structure of the courses	2	-	1	-	-	-	4.33	5.0	1.2
14 The examinations reflected the materials covered during the course	1	-	2	-	-	-	3.67	3.0	1.2
15 The required readings contributed to my learning	2	-	1	-	-	-	4.33	5.0	1.2
16 The assignments contributed to my learning	2	-	1	-	-	-	4.33	5.0	1.2
17 Supplementary materials were informative (e.g. films, slides, videos, demonstrations, guest lectures, iLearn, web pages, etc)	2	-	1	-	-	-	4.33	5.0	1.2
18 The course overall as a learning experience was excellent	2	-	1	-	-	-	4.33	5.0	1.2

\* The number of N/A is not included in the Mean, Median, and S.D. calculation.

***This course was offered during the COVID-19 global pandemic in an emergency remote learning environment.***

- Professor Nabity's class was an interesting class, and an experience I have not had before at UCR. Definitely not in a good way, I took this class because it was an introductory class and I thought it would be a good way to expose myself to the subject. Yet, it was the total opposite the professor was not fair about grading, questions for his quizzes and tests were very tricky. Some even had 2 correct answers but one was "better correct". I've never had that, his tests were really long considering the time period, overall was a very bad experience.
- I feel that some of the lecture questions were worded in a confusing way. It was also disappointing that all of the labs were virtual.
- The professor was open for questions all the time. He made sure that we understood the material and pushed us to ask questions if we did not. He was very approachable and also cared about our safety. The class was challenging, but the professor did a good job at explaining it, the only thing that was tricky was his reading questions because multiple answers were correct but one of them was most correct. Other than that I feel like what he taught was brought up in the exams as well as the lab.
- The main issue I had with this class was how the slides and the videos never correlated. The slides lacked a lot of vital information that the videos mentioned, but the videos were very bad quality and very disengaging. The lectures were very scripted rather than engaging and I was constantly having to pause because I could not understand what the professor was saying.
- Overall, a great professor who truly cares about their students and their progress within the course
- Professor Nabity is an excellent professor, though the information was difficult he made the class fun and somewhat easy to learn!
- Initially, I was excited to take this course. Although I am not a botany major, I was still looking forward to the material that was to come. However, as the course went on, my interest/passion for the material faded. I believe this was due to the lack of interaction between the professor and the students. I feel that it would have been more effective if the professor did not upload previous quarters recordings and held a live zoom lecture instead. I also felt that it was unfair how some students who were able to attend the optional live lecture on campus, were helped and ahead of the rest of the class that couldn't attend the in-person lecture. By "being helped and being ahead" I mean, other students saying that the professor held Poll everywhere questions in person and not everyone had the access to or didn't even know we had those questions. I understand that our professor was trying to be helpful to those in person students, but I still feel that we could have had a live zoom lecture and went over them together as a whole class. Lastly, I feel that the professor could be more courteous to the students when we overall, as a class, feel like the majority of us are not doing so great. Whether that be asking students on how we can change up the delivery of the class material to be more beneficial and engaging, offering extra credit, holding review sessions, being more specific in lecture slides for the material that will be covered in the exam,.. etc. Overall, I just feel that there could be improvements and maybe having in person lecture would have benefitted the students and our grades overall. However, all of us have our own personal situations and its understandable but I feel the professor should work with the students and not against us
- I found that the lecture questions were often trickier and therefore harder to pick a right answer. The course is filled with a lot of information, and this, along with the demands of the lab section is overwhelming.
- The syllabus was very unclear in the grading and when asked for clarification on what the scale would look like as the averages for the two midterms was 73.5% and 71.1% respectively we were told to use regular cutoffs (70-79% = C) but with averages that low many people have failing grades. By week 9/10 it should be easier to give an estimate of what the grade cutoffs may look like. The lectures were clear for the most part but the exams were too long, asked multiple questions with multiple parts as well as complex free response which made it difficult to put full effort into the full exam as I had to rush through the exams. This class content is very dense and the supplemental items were very helpful to read. The slides could use more detail as I (and many others) have issues with auditory processing and hearing a concept that often ends up on the exams without a bullet point to help make the connection can be extremely difficult. I don't mean like full sentences but even a small bullet point with the word or term to help make the connection to what you said or to solidify the term to memory better.
- This course is quite difficult, and based on all the upper division biology courses I have taken, this one particularly stands out as the most challenging course. However, it is not necessarily difficult because the concepts are complex, but rather that it relies on students' grasp of the English language. I found that the questions were worded oddly and was difficult to understand. Often times he used vocabulary that was different from the lecture or reading material. His lectures were not engaging because they were too long and wordy. It always sounded as if he read from a lengthy script instead of summarizing his points into a more concise manner. His audio usually did not reflect the text that was written on the slides, which meant that you were required to either transcribe or take notes based on over 60% of the audio. His exams were difficult in that the aforementioned methods are a precursor to performing well. Choosing multiple answers from the following or choosing 1 out of 6 choices from fill-in-the-blanks meant that there was no room for error; you either know it or you do not. I also find that there were many ways to earn points, but none of those categories were any easier than the other. The lab, lecture questions, and exams had similar difficulty levels. Usually, difficult exams are balanced with easier homework and assignments. This is not the case for this course. I do not recommend this course to students who are looking for an introduction to plant biology because it is unnecessarily difficult and not effective for students looking to build upon their foundation of plant biology.
- If you could pronounce your words better or edit the captions in the recording that would be great because it was hard to figure out what some of the words were you said pertaining to the material we were learning in the videos that were not in the pdf. Also if you could share the transcript that would be extremely helpful.
- The professor's lecture videos were not that great. There were always sound issues, at times I would have the volume all the way to 100 and still wasn't able to understand what he was saying. He wasn't really accommodating to us in a sense where there was no curve or anything. There were exams where no one got an A and he wouldn't do anything to help us. The announcements he made were very snarky at times.

***This course was offered during the COVID-19 global pandemic in an emergency remote learning environment.***

- Overall the professor seemed very passionate about what was being taught. In-class activities were a bit difficult sometimes simply because there was too much info to try to fit in a notecard. I learned a lot and enjoyed the class.
- The inclass activities were really helpful since it made me go over diagrams more. I think implementing the lecture questions after each class was more helpful than one long study guide before the midterm.
- This course was very material heavy. There was a lot of information I had needed to memorize for this class in order to perform adequate on exams. I studied really heavily in order to not get as much points as I wanted. I would prefer if this class were to be online, because there is so much material that was needed to memorize in order to get a good grade for the class. The professor was very kind and a great teacher, but the structure of this class needs to be re-evaluated since it is very difficult to retain all this information within 10 weeks.
- The teacher was enthusiastic of his course. A good person overall. I just feel like he expects too much out of a laboratory course. He tries to fit too much information into a laboratory course and makes the grading really difficult.
- No comment

## Naudia M Samuels Johnson

---

**From:** Maria A Sedillo  
**Sent:** Tuesday, July 18, 2023 2:13 PM  
**To:** Naudia M Samuels Johnson; April M Meinzer  
**Subject:** RE: General WOS COA's

Hi Naudia,

Please use: 1511-69993-A01082-500480-44-000-0000000000-0000000000-00000000

The account number I selected is for "other academics". I'm not sure if you need additional account numbers, but this should work for most.

Thank you,  
Maria

---

**From:** Naudia M Samuels Johnson <naudia.samuelsjohnson@ucr.edu>  
**Sent:** Thursday, July 13, 2023 8:04 AM  
**To:** April Meinzer <april.meinzer@ucr.edu>; Maria A Sedillo <maria.sedillo@ucr.edu>  
**Subject:** General WOS COA's

Good Morning April and Maria,

I am reaching out to you to obtain a general COA to use for without salary appointments/reappointments in the Department of Botany & Plant Sciences.

Please include the account number in the COA string.

*Thank you,*

*Naudia Samuels Johnson*

Academic Personnel Assistant

[CNAS Academic Personnel Service Center](#) (APSU)

University of California, Riverside

(951)827-5271 | [naudia.samuelsjohnson@ucr.edu](mailto:naudia.samuelsjohnson@ucr.edu)

