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Report Title: CRLT Narrative Report for Nadia Karizat

## Overview

This report synthesizes student evaluation data collected across multiple semesters of teaching by Nadia Karizat, spanning from Fall 2018 through Fall 2024. The purpose is to provide a narrative interpretation of her pedagogical performance, grounded in quantitative ratings and qualitative feedback from ten distinct course sections in the Department of American Culture and the School of Information. The longitudinal evidence shows a consistent record of pedagogical excellence, particularly in the domains of instructional clarity, student respect, and classroom inclusivity. More recent feedback highlights the challenges of adapting to new disciplinary contexts and course formats but continues to affirm Nadia’s exceptional effectiveness as an instructor.

## Quantitative Summary

Across all courses reviewed, Nadia’s evaluations reveal a pattern of outstanding teaching performance. Her scores for overall instructional quality, clarity, preparation, and respect routinely fall between 4.6 and 5.0 on a five-point scale. In the 2019 American Culture 311 courses, for example, students rated her a perfect 5.0 for overall teaching quality, clarity, and respect, while also noting timely and helpful feedback on assignments. In Fall 2020, during the pandemic’s transition to online instruction, she maintained equally high ratings in the American Culture 215 sequence, with medians of 4.6 to 5.0 across all instructor-related metrics. Her preparedness and clarity were both rated 5.0 in multiple sections, and “treated students with respect” reached 5.0 in every evaluation.

These high evaluations persisted into Fall 2024 when she taught SI 482: Interaction Design Studio for the School of Information. Despite a shift in disciplinary expectations and a more practice-oriented student cohort, Nadia’s instructor ratings remained uniformly high, ranging from 4.6 to 5.0 for clarity, preparedness, and overall teaching excellence. While the course-level medians for “advanced understanding of subject matter” and “increased interest” dipped slightly (4.0 and 3.8–4.1, respectively), this variation reflects differences in student expectations in applied design courses rather than any decline in instructional quality.

## Qualitative Themes

The written comments across all terms show remarkable consistency in the language students use to describe Nadia’s teaching. The most recurrent descriptors include “prepared,” “respectful,” “helpful,” and “kind.” In every course, students emphasize her ability to create an intellectually engaging and emotionally supportive learning environment. She is routinely praised for being accessible outside of class and for responding to student questions with patience and insight.

Students also highlight her ability to explain complex materials in a way that feels both rigorous and approachable.

Students in the 2018 and 2019 American Culture sections describe her as a “fantastic GSI,” “thoughtful and engaged,” and “one of the nicest people” they have met at the university. They commend her structured approach to discussions, her command of course content, and her attentiveness to different learning needs. Many note that she was especially effective at facilitating dialogue on politically or culturally sensitive topics, maintaining an atmosphere of respect and open inquiry. By Winter 2019, when Nadia was leading upper-division sections, students described her as “amazing,” “respectful,” and “the best GSI I have ever had,” emphasizing her intellectual curiosity, fairness, and skillful moderation of discussions on difficult material.

In 2020, during remote instruction, students continued to express strong appreciation for her teaching, even amid the challenges of online learning. They identified the use of Zoom breakout rooms, interactive presentations, and synchronous discussions as particularly effective. Students noted that Nadia’s ability to preserve engagement and connection was exceptional given the constraints of pandemic teaching. Her sections were described as “organized,” “interactive,” and “the only course that didn’t make me unnecessarily stressed or overloaded.” The few challenges mentioned—such as the difficulty of connecting over Zoom or maintaining focus during asynchronous lectures—were attributed to the format rather than to the instructor.

In her 2024 Interaction Design Studio evaluations, students again affirmed Nadia’s excellence as an instructor, describing her as “always prepared,” “helpful and kind,” and “an incredible instructor who created a wonderful space for students to engage.” They appreciated her lab-based approach and valued the opportunity to receive feedback on team projects. Some students, however, suggested that certain assignments—particularly those involving user personas—felt less relevant to professional practice. A few requested clearer assignment descriptions and more structured feedback mechanisms. These comments suggest a need for further adaptation of teaching strategies to the expectations of a professional, project-driven curriculum.

### **Longitudinal Interpretation**

Taken together, these data depict Nadia as an instructor with exceptional consistency and adaptability. Over six years, across disciplinary settings and pedagogical formats, she has maintained excellence in the fundamental dimensions of good teaching: clarity, organization, respect, and accessibility. Students perceive her as both intellectually capable and emotionally attuned, a balance that has allowed her to succeed in both humanities and design-based courses.

The only recurring pattern of critique concerns assignment clarity and feedback specificity, which emerges intermittently in later years. This theme appears first in the 2020 online evaluations, where one student noted a lack of detailed feedback on essays, and again in the 2024 design-studio reports, where a few students described assignment descriptions as unclear or overly long. These concerns are modest in scale and do not detract from her overall excellence

but point to an opportunity for improvement through greater transparency in grading and deliverable expectations.

Another minor theme involves pacing and repetition. A small number of students—mostly in large or discussion-heavy sections—commented that class time occasionally revisited material already covered in lecture. These observations suggest that Nadia’s deep commitment to ensuring comprehension could be complemented by more differentiated in-class activities designed for students who already grasp core material.

## **Recommendations**

Future iterations of Nadia’s courses would benefit from reinforcing assignment transparency through the consistent use of explicit rubrics, annotated exemplars, and brief in-class “expectation walkthroughs.” Providing concise narrative feedback—summarizing one or two key strengths and one improvement point—would address students’ desire for more personalized comments without adding a heavy grading burden. In design-studio settings, she might consider reframing certain exercises, such as user personas, by emphasizing their conceptual purpose and limits, or replacing them with shorter, application-based challenges. These adjustments would align course activities more closely with students’ professional orientations while maintaining her pedagogical integrity and emphasis on reflection.

It would also be beneficial for Nadia to continue refining her pacing in longer sessions by balancing discussion segments with structured application or synthesis tasks. Short reflective writing exercises or small-group problem-solving activities could serve to anchor discussion and prevent fatigue. Finally, she should continue to cultivate her already exceptional classroom climate—her strongest and most enduring teaching trait—by preserving the openness, empathy, and mutual respect that define her approach.

## **Conclusion**

Across six years of student evaluations, Nadia Karizat emerges as a deeply effective, reflective, and compassionate instructor. Her students consistently describe her as prepared, knowledgeable, and committed to their learning, and her numerical ratings confirm a pattern of sustained excellence. While she faces new pedagogical challenges as her teaching portfolio expands into design-based curricula, her underlying strengths in organization, inclusivity, and student engagement position her well to meet them. The overall picture is of an instructor who not only meets but surpasses institutional expectations for teaching quality and who exemplifies the best practices encouraged by the Center for Research on Learning and Teaching.