

TEACHING STATEMENT

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My earliest teaching experience was during my undergraduate days, when I volunteered to tutor underprivileged children from schools surrounding my campus. At Caltech, I was a *teaching assistant* thrice for my advisor's undergraduate courses. During my postdoctoral position at CU-Boulder, I taught my supervisor's classes when he was away. Following the transition to industry, I made regular visits to the neighboring Indian Institute of Science to lecture and interact with graduate students. In addition, as part of Xerox's academic outreach program, I proposed and successfully *co-organized and taught in an introductory tutorial series* on game theory and optimization for graduate and senior undergraduate students at the Indian Institute of Technology (IIT) Guwahati. I also mentored six student interns across two summers at Xerox/Conduent, including a graduate student in Management Studies at IIT Madras who is currently an assistant professor at the Indian Institute of Management (IIM) Bangalore.

At Cornell, as part of my current co-supervisor's course ([CEE 6620](#)), I *developed and taught a course module* on overcoming the inefficiency due to strategic behavior in urban transportation systems, where I introduced concepts such as price of anarchy, optimal tolling, and basic mechanism design to the class using a simple running example of a network formation game. In addition, this summer, I *mentored an undergraduate project team* of four on designing a mobility simulator for Ithaca. I recently completed a general training workshop on *inclusive teaching* offered by the Center for Teaching Innovation and Center for the Integration of Research, Teaching, and Learning. I am also learning about *case method teaching* by sitting in MBA courses (Retail Operations and Managing Operations) taught at the SC Johnson School of Business. Below, I elaborate on two impactful experiences that have shaped my teaching philosophy.

Graduate Teaching Assistant at Caltech: I was a teaching assistant for two courses, [CS/EE 147: Network Performance Evaluation](#) (introductory stochastic modeling, scheduling theory, and queueing theory) during Spring 2010, and [CS/EE 144: Ideas Behind the Web](#) (introduction to networks and economic concepts that make the Internet work) during Winters 2011 and 2012. My duties included teaching for the instructor when he was away, holding office hours, and grading homework/exams. Being receptive to how the students absorb the lesson, and accordingly adapting the teaching style and pace is an important skill that I developed during this time. The close few-on-one interactions during office hours enabled me to try different approaches (e.g., a series of simple examples vs. abstract reasoning) of explaining the same concept to different students, depending on their individual capabilities and backgrounds. The diverse perspectives I gained as a result further informed my approach to a balanced lesson plan. I received consistently favorable feedback from the students each time, with teaching effectiveness scores of 4.5-4.7 (on a scale of 5.0). My detailed TA evaluations are attached with this statement.

Inclusive Teaching at Cornell: I completed the April 13-14, 2018 session of the [Inclusive Teaching Institute](#), where I learned how my own sociocultural identity affects my teaching, and brainstormed with other participants regarding different ways of actively incorporating inclusive teaching practices (e.g., highlighting scientists with under-represented identities who historically contributed to a core concept/principle). Having realized during graduate school that I myself belong to a disadvantaged minority, and having experienced the accompanying feelings of isolation from other students firsthand, it is important to me that I do my best to ensure that *the classroom is a place where all feel welcome to learn without hesitation or prejudice*. To this end, I proactively seek and participate in opportunities to develop my teaching skills in furtherance of the university's commitment to diversity and inclusion.

POTENTIAL COURSES

Through my industrial experience at Xerox/Conduent, particularly while leading the interaction of my research team with customer-facing business groups (mostly transportation, but also healthcare), I gained a hands-on perspective on the connection between the theoretical concepts that academia taught me and real world practical solutions, that helped me better appreciate a practice-oriented approach to operations research. Therefore, I am well-suited to teach core MBA courses in Operations Management that involve subjects such as stochastic modeling, decision analysis, revenue management, and service operations.

In addition, my core background in *Computer Science* and recent interdisciplinary research experience with Xerox's Machine Learning and Human-Computer Interaction teams would come in handy in teaching certain courses in Information Systems Management that have a strong component related to subjects such as statistics, data analytics, distributed systems, cloud computing, and performance modeling, if necessary.