# Roopa Raman
# Curriculum Vitae

Assistant Professor (tenure track)
University of Dayton
Department of MIS, Operations Management, and
Decision Sciences
School of Business Administration
Dayton, OH 45469

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## PROFESSIONAL PROFILE

Experienced Assistant Professor in Management Information Systems (MIS). Active interdisciplinary researcher spanning Analytics, IS, Organizational Behavior (OB), and Healthcare. Primary teaching interests in a variety of MIS courses, including introductory Management Information Systems, elective MIS courses, like Systems Analysis and Design, Systems Implementation, and Databases, and other courses, like Business Analytics, Business Intelligence, Data Mining, Data Warehousing, Social Media, and eCommerce. Research interests focus on healthcare analytics, social network analysis in technologically-enabled work contexts, and the role of information systems in organizational work practices, organizational behavior, and multi-level performance primarily in healthcare contexts. Additional teaching interests in inter-disciplinary subjects spanning MIS, OB, and Healthcare, such as Healthcare Analytics, Organizational Impacts of IS, etc. Collegial, collaborative, celebrates diversity, passionate teacher, self-starter, deep thinker, strong writer, great presentation and interpersonal skills.

## ACADEMIC APPOINTMENTS

**University of Dayton** — Fall 2017 –
ASSISTANT PROFESSOR (tenure-track)

**Clemson University** — 2008 – Spring 2017
ASSISTANT PROFESSOR (tenure-track)

**Emory University** — 2004 – 2005; 2006-2008
**University of South Carolina** — 2000-2002
GRADUATE RESEARCH ASSISTANT

**Emory University** — 2005 – 2006
**University of California Los Angeles** — 1998-2000
GRADUATE TEACHING ASSISTANT/ ASSOCIATE

## RESEARCH & SCHOLARSHIP

Solid publication record, including peer-reviewed scholarly publications in 'Organization Science,' 'Communications of the AIS,' and 'Health Systems Journal.' Paper accepted at prestigious and highly selective International Conference on Information Systems 2016 (ICIS 2016). In addition, multiple papers under advanced-stage review in high-quality journals, including AIS Senior Scholars' Basket of 8 journals, namely Journal of the Association for Information Systems (JAIS), Information Systems Journal (ISJ), Journal of Information Technology (JIT), and Journal of Management Studies (JMS). Fluid in the use of multi-method research techniques, including qualitative, quantitative, primary field studies, "big data" techniques, computational methods, surveys, hierarchical linear modeling, econometric methods, and social network analysis.

### Publications & Acceptances

**Raman, R.** and Bharadwaj, A. 2012. "Power Differentials and Performative Deviation Paths in Practice Transfer: The Case of Evidence-Based Medicine," *Organization Science*, 23 (6): 1593-1621.

Grover, V., Raman, R. and Stubblefield, A. 2014. "What Affects Citation Counts in MIS Research Articles? An Empirical Investigation," *Communications of the AIS*, 34: 74.

**Raman, R.** and Green, K. 2017. "Multi-level Factors Affecting Timely Electronic Documentation of Medication Administration: A Hierarchical Linear Modeling Approach," *Health Systems Journal*, 6 (2): 171-185.

Green, K. and **Raman, R.** 2014. "Innovation Hit Rate, Product Advantage, Innovativeness, and Firm Performance." *International Journal of Innovation Management*, 18 (5): 1-34.

**Raman, R.** 2011. "Evidence-Based Medicine and Patient-Centered Care: Cross-Disciplinary Challenges and Healthcare Information Technology-Enabled Solutions," *International Journal of Person-Centered Medicine*, 1 (2): 279-294.

Grover, V., Sabherwal, R., **Raman, R.** and Gokhale, R. A. 2014. "Information Politics: Strategies and Counterstrategies." *International Journal of Information Systems and Management*, 1 (1/2): 3-36.

**Raman, R.** and Grover, V. 2005. "Communicating the Value of Uncertain Information Technology Investments Using an Options Approach," *International Journal of Business Information Systems*, 1 (1/2): 129-148.

## Manuscripts in Progress

**Manuscripts in the Review Process:**

**Raman, R.** and Green, K. "Evidence, Exploration, and Knowledge Creation in Practice Transfer."
*Invited for Second-Round Review: Journal of Management Studies*

**Raman, R.** and McClelland, L. "Bringing Compassion into Information Systems Research: A Research Agenda and Call to Action."
*Invited for Third-Round Review*: *Journal of Information Technology*

**Raman, R**. and Grover, V. "Multi-level Examination of IT-related Change in Healthcare Service Provision: Psychological Safety and Social Interaction Structure"
*Invited for Second-Round Review: Information Systems Journal*

**Raman, R**., Grover, V. and Roberts, N. "Making IT-enabled Organizational Routines Work through Push Versus Pull Knowledge Sharing Mechanisms"
*Under Second-Round Review: Journal of the Association for Information Systems*

**Soon-to-be-Submitted Manuscripts:**

**Raman, R.** and Grover, V. "Seeking to Learn versus Seeking to Teach: Network Position and Timely Electronic Documentation in Healthcare Practice"
Target Journal: *MIS Quarterly*
Intended submission by: November 2017

**Raman, R.** and Bharadwaj, A. "The impact of social structure on psychological safety: Adapting Organizational Behavior to the Technology Versus Adapting the Technology to Organizational Behavior."

Target Journal: *Management Science*
Intended submission by: November 2017

**Raman, R.** "Aligning Psychological Safety and Network Position in Seeking to Adapt to IT-enabled Change."
Target Journal: *Organization Science*
Intended submission by: December 2017

**Raman, R.** and Bharadwaj, A. "The social positions of high-performers versus low-performers of IT-enabled patient-care work: A correlational analysis"
Target Journal: *MIS Quarterly*
Intended submission by: December 2017

**Raman, R**. and Bharadwaj, A. "Network Centrality and Perceptions towards IT-Enabled Evidence-based Routines: The Case of Healthcare Information Technologies"
Target Journal: *Information Systems Research*
Intended submission by: January 2018

**Raman. R.** "All Good Things in Moderation: The Curvilinear Impact of Perceived Psychological Safety on Performance"
Target Journal: *Organization Science*
Intended submission by: February 2018

**Manuscripts in Preparation:**

**Raman, R.**, Grover, V. and Minor, A. "What's in it for me? When Unsolicited Knowledge Contribution Benefits the Contributor"
Target Journal: *Management Science*
Intended submission by: Spring 2018

**Raman, R**. "Knowledge Utilization Networks and Perceived Usefulness: The Case of Healthcare Information Technologies"
Target Journal: *Information Systems Research*
Intended submission by: Spring 2018

**Raman, R.** and Green, K. "Network Centrality and Perceived Psychological Safety"
Target Journal: *Journal of Management Information Systems*
Intended submission by: Summer 2018

**Raman, R.** and Sterling A. "Is Perception Everything? Accuracy of Self-Perceptions of Job Performance, What Shapes it, and how it Relates to Actual performance over time."
Target Journal: *Administrative Science Quarterly*
Intended submission by: Fall 2018

**Raman, R.** and Prietula, M.J. "Preferential Attachment and Organization Science"
Target Journal: *Journal of Organizational Design*
Intended submission by: Fall 2018

## Ongoing Research Projects

"The Impact of Electronic Medical Record (EMR)-Enabled Communication and Coordination of Work on Operational Processes and Quality Outcomes in the Emergency Department" (Working Title) (with Dr. Varun Grover, Dr. Matthew Bitner, and Dr. Michael Ramsay)

Status: Qualitative Data Collection and Analysis
Target Journals: *MIS Quarterly, Information Systems Research, Management Science*
Intended submissions: Fall 2018-Spring 2019

"Understanding, Assessing, and Alleviating Provider Burnout in the Emergency Department: Influencing Factors, Processes, and Outcomes" (with Dr. Marissa Shuffler, Dr. Thomas Britt, Dr. Bob Sinclair, and Ms. Gargi Sawhney)

Status: Theoretical Model Building, Preliminary Data Collection
Target Journals: *Journal of Applied Psychology, Management Science, Administrative Science Quarterly*
Intended submissions: Fall 2018-Spring 2019

"Health Information Technology and Avoidable Medical Errors: A "Big Data" Perspective." (with Dr. Seth Li and Mr. Daniel Pienta)

Status: Theoretical Model Building, Preliminary Data Collection
Target Journals: *MIS Quarterly and Management Science*
Intended submission: Spring-Summer 2019

"A Taxonomy of Perceptions Towards Electronic Medical Records: Using Text Mining to Understand Provider Perceptions, What Drives Them, And How They Relate To EMR-Enabled Performance Outcomes" (with Dr. Seth Li)

Status: Data Analysis
Target Journals: *Information Systems Research and Organization Science*
Intended submissions: Spring-Summer 2019

"Predicting the Emergence of Massive Online Communication Network Structures from Localized Dyadic Interaction Choices" (with Dr. Seth Li)

Status: Data Collection
Target Journals: *MIS Quarterly and Administrative Science Quarterly*
Intended submissions: Summer-Fall 2019

"A Taxonomy of Perceived Compassion and Exploring the Consequences of the Perceived Versus Intended Compassion Gap in the Digital Age"

Status: Conceptualization, Research Design and Data Collection Instruments
Target Journals: *Administrative Science Quarterly and MIS Quarterly*
Intended submissions: Summer/Fall 2019

"Learning and Creativity through Information Technology: Intended Outcomes and Unintended Consequences"

Status: Qualitative Data Collection and Analysis
Target Journals: *MIS Quarterly and Administrative Science Quarterly*
Intended submissions: Spring-Summer 2020

"Social Media and Patient Compliance"

Status: Conceptualization
Target Journal: *MIS Quarterly*
Intended submission: Summer 2020

"Electronic Medical Records and Inter-Organizational Health Information Exchange"

Status: Conceptualization

Target Journal: *MIS Quarterly*
Intended submission: Fall 2020

## Conference Presentations

Raman, R. and Grover, V. 2016. "Seeking to Learn versus Seeking to Teach: Network Position and Timely Electronic Documentation in Healthcare Practice" accepted for presentation at *2016 International Conference on Information Systems (ICIS 2016)*, Dublin, Ireland.

Raman, R. and Grover, V. 2016. "Multi-level Examination of IT-enabled Change in Healthcare Service Provision: The Interplay between Social Structure and Psychological Safety" accepted for poster presentation at 2016 *INFORMS Conference on Information Systems and Technology (CIST)*, Nashville, TN.

Raman, R. and McClelland, L. 2016. "Bringing Compassion into Information Systems Research: A Research Agenda and Call to Action" accepted for presentation at *2016 Academy of Management Annual Meeting*, Anaheim, CA.

Raman, R. and Grover, V. 2016. "Seeking To Learn Versus Seeking To Teach: Impacts On Timely Task Performance" invited for 20 minute oral presentation at *INSNA 2016 Sunbelt Conference*, Newport Beach, CA.

Raman, R. and McClelland, L. 2012. "Who Am I: Caregiver or Data-Pusher? The Role of Informal Leaders in Shaping the Impact of Healthcare Information Technologies on Professional Identity," Poster, *AcademyHealth Annual Research Meeting*, Orlando, FL, June 2012

McClelland, L. and Raman, R. 2012. "Compassion Routines: An Instrument Development and Validation Study," *Academy of Management Annual Meeting*, Boston, MA, August 2012

Raman, R. and Grover, V. 2011. "Multi-Level Examination of IT-Enabled Change in Healthcare Service Provision: A Social Interaction Perspective," *2011 Workshop on Health IT and Economics*, Washington, D.C., October 2011

Raman, R. and Bharadwaj, A. 2010. "Network Position and Attitude towards Health Care Information Technology-Enabled Change: Knowledge Utilization Networks," *2010 Workshop on Health IT and Economics*, Washington, D.C., October 2010

Raman, R. 2010. "Social Networks and Adaptability to IT-Enabled Change: The Case of Healthcare Information Technology," *2010 INFORMS Annual Meeting*, Austin, TX, November 2010

Raman, R. 2010. "The Power to Change: The Social Structures of Knowledge Demand versus Knowledge Supply in Adaptability to IT-Enabled Process Change in Healthcare," Poster, *Sixteenth Annual Organization Science Winter Conference*, Steamboat Springs, CO, February 2010

Raman, R. and Prietula, M.J. 2010. "Preferential Attachment and Organization Science," *2010 Academy of Management Annual Meeting*, Montreal, Canada, August 2010

Raman, R. 2008. "Sub-Optimal Assimilation of Clinical Information Systems in Healthcare Organizations: Antecedents," *2008 INFORMS Annual Meeting*, Washington, D.C., October 2008

Raman, R. 2008. "Social Networks and Adapting to IT-Enabled Change: The Case of Healthcare Information Technologies," *2008 INFORMS Annual Meeting*, Washington, D.C., October 2008

Raman, R. and Prietula, M. J. 2008. "Preferential Attachment and Organizational Science: Toward a Dynamic Theory of Social Network Emergence," *Sunbelt XXVIII International Social Network Conference*, St. Petersburg, FL, January 2008

Thomas, D. and Raman, R. 2007. "Redefining Voluntary Turnover: A Typology of Retention from *In Situ* to Distal," *2007 Academy of Management Annual Meeting*, Philadelphia, PA, August 2007

Raman, R. 2007. "Adaptability to Hospital Information Systems: The Missing Link in Healthcare Quality Improvement?" *2007 INFORMS Annual Meeting,* Seattle, Washington, November 2007

Raman, R. and Prietula, M. J. 2007. "Preferential Attachment and Organization Science," *2007 North American Association for Computational Social and Organizational Sciences (NAACSOS) Conference*, Atlanta, GA, June 2007

Raman, R. and Prietula, M. J. 2007. "Why Foresight Is Not 20/20 And What We Can Do About It: Preferential Attachment and Organizational Science," *Thirteenth Annual Organization Science Winter Conference*, Steamboat Springs, CO, February 2007

Raman, R. 2006. "Role of the Environment in Knowledge Creation: A Social Networks Perspective," *2006 Academy of Management Annual Meeting*, Atlanta, GA, August 2006

Raman, R. 2005. "Role of the Environment in Knowledge Creation: An Organizational Networks Perspective," *2005 JAIS Theory Development Workshop*, Las Vegas, NV, December 2005

Raman, R. 2005. "Stickiness in Best Practice Transfer: Opportunity in Disguise?" *2005 Queen's University Knowledge Management Doctoral Consortium*, Kingston, Ontario, October 2005

Raman, R. 2005. "Knowledge Creation for Competitive Advantage: An Organizational Networks Perspective," *Proceedings of the Americas Conference on Information Systems*, Omaha, NE, August 2005

Raman, R. 2005. "Stickiness in Best Practice Transfer: Opportunity in Disguise?" *2005 University of Georgia MIS Workshop*, Athens, GA, April 2005

## Research Grant Activity

Raman, R. "Perceived Psychological Safety, Social Network Structure, and IT-enabled Work Practice Performance"

Clemson University Summer Research Grant
**Awarded:** 2013
Amount: $15,000

Raman, R. "Social Structures of Coping versus Influencing and IT-Enabled Practice Outcomes: The Case of Healthcare Information Technologies"

Clemson University Summer Research Grant
**Awarded:** 2012
Amount: $15,000

## Awards and Honors

Best Associate Editor Award, Health IS track, International Conference on Information Systems 2016

Invited to Aarhus University, Denmark as a 'visiting Associate Professor' for a 3-month stay to continue pursuing health research collaborations, 2013
*Funded by Aarhus University, Denmark*

Sponsored Invitation to visit Aarhus University, Denmark to conduct collaborative research on healthcare issues spanning the US and Denmark, 2012
*Funded by Joint Initiative of European Union and Clemson University*

Organization and Management Theory (OMT) Doctoral Consortium, *Academy of Management Annual Meeting*, Atlanta, GA, August 2006

Organizational Communication and Information Systems (OCIS) Doctoral Consortium, *Academy of Management Annual Meeting*, Atlanta, GA, August 2006

Sheth Doctoral Student Fellowship, Goizueta Business School, Emory University, 2007-2008

"MBA Distinguished Student Award for Academic Excellence," Moore School of Business, University of South Carolina, 2002

Beta Gamma Sigma honor society, South Carolina Chapter, 2002

"Darla Moore Fellowship," Moore School of Business, University of South Carolina, 2000-2002 (merit-based award to top 3 incoming students)

University Topper ("First Class First"), University of Calcutta, India, 1995 (ranked first in my University upon graduation from Master of Science program in Biochemistry)

## EDUCATION

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|---|---|
| **Emory University**<br>Goizueta Business School<br>Atlanta, GA | **PhD in Business**, 2008<br>PhD Dissertation: "Social Networks and Adaptability to IT-Enabled Change: The Case of Healthcare Information Technologies"<br>*GPA: 3.9* |
| **University of South Carolina**<br>Moore School of Business<br>Columbia, SC | **Master of Business Administration (MBA)**, 2002<br>Darla Moore Fellow<br>*GPA: 4.0* |
| **University of California Los Angeles**<br>Department of Molecular and Medical Pharmacology<br>Los Angeles, CA | **Master of Science (MS) in Pharmacology**, 2000<br>Master's Thesis: "Possible Mechanisms by which Androgens Mediate Proliferation of an Androgen-Dependent Prostate Cancer Cell Line, LNCaP.FGC"<br>*GPA: 3.8* |
| **University of Calcutta**<br>Department of Biochemistry<br>Calcutta, India | **Master of Science (M.Sc.) in Biochemistry**, 1995<br>*Ranked first in the University ("First Class First")* |
| **University of Calcutta**<br>Calcutta, India | **Bachelor of Science (B.Sc.) in Chemistry**, 1993 |

## TEACHING

Passionate about teaching and highly effective in the classroom; excellent quantitative student evaluations, and glowing qualitative feedback from students and fellow educators. Experienced and interested in teaching MIS courses, like introductory Management Information Systems, Systems Analysis and Design, Systems Implementation, Database, Business Analytics, Social Media, eCommerce, Healthcare Analytics, and others at undergraduate and graduate (MBA) levels. Also skilled at teaching social network analytics at all levels. Familiar with R and Python. Adaptable to future evolving teaching needs due to wide range of complementary and interdisciplinary teaching and research experience and interests. Amenable to teaching at the undergraduate and graduate levels and in a variety of formats – day/evening, online/on-site/hybrid/solo-taught/team-taught. Equally at ease teaching small and large class sizes.

## Teaching Experience

| | |
|---|---|
| **Instructor** | **Systems Analysis and Design (6 semesters)** |
| Clemson University | Undergraduate |
| **Course Evaluations:** | 4.9 out of 5.0 |

**Course Responsibilities:** The course teaches students how to identify and analyze business problems and develop and design technology solutions to overcome these problems. In addition to the Systems Development Life Cycle (SDLC), this course provides students with a broad understanding of many other available methodologies for developing technology solutions to business problems, such as iterative, incremental, spiral, and agile methodologies. The course emphasizes a balance between interactive lecturing and immediate application of the content from these lectures through hands-on student projects.

**Student Comments:**

- There are few professors at the 4000 course level that have the ability to teach as well as Dr. Raman. Although the course material was abstract, she still took the time to be organized and effective.
- I couldn't imagine someone else teaching this course.
- Excellent professor. I feel like I learned a lot in her class.
- Professor Raman is a very effective teacher and clearly explains the concepts that we need to learn. Her class lectures really help in understanding what is going on and she is very personable and easy to talk with.
- Very willing to help inside the class room or outside of it. She was really nice, and wanted all of her students to do well.
- Knew the material well and had experience with it so it was easier to understand.
- One of the nicest professors I have ever had.
- Roopa was very concerned with getting students involved so she would encourage students to participate in activities during class.
- Passionate about what she teaches and about her students. She is encouraging, she takes all the time that might be needed to explain a concept to make sure no one is lost. Really wants her students to succeed. As long as students show some goodwill, they'll do great.
- Dr. Raman really does an incredible job teaching to the different learning styles that her students have. She also structures the tests in a manner that accommodates all students. I have thoroughly enjoyed the class.
- Cares about her student and works hard to interact with them personally and professional.
- She put a lot of effort into preparing for class and communicating with the class. She was very open to student input and flexible to change things in order to best accommodate everyone. She showed that she genuinely cared about the students and about us understanding the class.

- I liked the variety of the course. There was lectures but also class discussion and activities so it wasn't just all just sitting and listening. The test review sheets were helpful.
- The course was very informative and had a lot of information to gain from it. The instructor was very nice and one of the best people and professors I have had here at Clemson.
- Dr. Raman takes the time to get to know each student. She cares about them in a really neat way.
- This is my second class with this instructor. I have recommended her a lot already. She is a great teacher and the open discussion helps to grasp the material and fully understand it.
- She was very accommodating and got me to rethink professors at Clemson!
- Very good communcation skills with the class
- Really cares about whether or not the students understand the material.
- Experience in the workspace, great orator, she breaks the material down so all the students understand it clearly. Very organized and was always available if we had any questions.
- Professor Raman was very prepared for class. I was very thankful for her ability to teach abstract concepts in a very effective manner.
- I found the interactive environment to be the most helpful part of the course.
- I found the diagrams she would write on the board very helpful. The visual diagrams give a greater understanding of how different concepts interact.
- Very open and helpful. Sheds new light on the way business works. And she really gets to know her students
- She's very informed on data analysis, and she excelled at teaching the technical topics to less technically savvy students.

**Instructor** — **Systems Implementation (3 semesters)**
Clemson University — Undergraduate
**Course Evaluations:** 4.4 out of 5.0

**Course Responsibilities:** Developed a new course that focuses on the second half of the process for developing technology solutions, namely implementation of the technology solutions. Content areas include developing technical designs, conversion and implementation of functional and operational systems, business continuation planning, and disaster recovery planning. The course combines interactive lecturing with hands-on work to give students a comprehensive understanding of how to implement information systems in organizations.

**Student Comments:**

- You're a great professor and you truly care about you're students well-being.
- I'm really glad I decided to take your class because I learned a lot and it helped me to decide to pick the IS emphasis… thank you so much for inspiring me to choose this major.
- I would like to thank you for a great semester in your information systems class. I have to say I enjoyed your class more than a few of my others.

**Instructor** — **Management of Information Systems (11 semesters)**
Clemson University — Undergraduate
**Course Evaluations:** 4.7 out of 5.0

**Course Responsibilities:** This course focuses on enabling students to manage and deal with information systems in their role as managers in organizations in a way that would be useful to them regardless of the functional department (manufacturing, marketing, etc.) in which they work. The course is lecture-based, but draws heavily

on real-world examples and hands-on exercises to provide students a thorough understanding of how they must manage information systems in organizations. Many of these examples are drawn from a health care context.

**Student Comments:**

- Thanks so much for all your time and consideration Professor Raman, You've been nothing but a big help all semester, always looking to assist students when needed.
- Thanks for a great semester! I learned a lot from your class!
- You have done an excellent job teaching us… and I would certainly recommend you to my classmates. You have also always responded to my emails promptly and thoroughly, and have always helped me out whenever I ask you anything. You have done a great job. Thanks for everything, I have learned a lot in your class, and I hope I get to take one of your classes again in the future. Thanks!
- I would definitely recommend this instructor to another peer or friend because she truly enjoys teaching and cares about her students and if they really understanding the material.
- Dr. Raman is a good professor and she cares about her students. Can't ask for much more.
- Professor Raman was in constant communication with the class and sent out a quick email before every class providing students with all of the information necessary to be prepared for class. She is an awesome teacher who makes boring material much more bearable. I would take her again in a heartbeat.
- The lectures were done well. Her powerpoints were organized and she did not just read from them, but provided more information on top of that so you had to listen. I always felt it was useful and not a waste of my time to come to class. This course is in my minor and not my major but was required and I felt that I learned a lot.
- She really did a great job of spending enough time on the material to make sure that everyone in the class understood before moving on to a new topic.
- Dr. Raman encouraged everybody to participate. Even if somebody said something that was clearly wrong she would find a way to teach that student and the rest of the class what was wrong and she tried to understand how the student got to that answer. This resulted in more class participation which was helpful for everybody.
- Great communicator and good at making complex concept easy to wrap your head around.
- Really knows what she is talking about and can explain it multiple ways
- Great professor. Student oriented and willing to help, very flexible with meeting times for extra help if needed.
- Professor Raman used Blackboard better than any of my other teachers and constantly updated students on how we were doing.

**Graduate Teaching Assistant** — **Information, Technology, and Operations (1 semester)**
Emory University — MBA

**Course Responsibilities:** This is a core Operations and Information Technology Management course, offered at the MBA level, providing an exposure to key concepts in Operations Management and Information Technology Management as integrally related issues in Management. As a teaching assistant to Professor Eve Rosenzweig, I participated in syllabus development, exam preparation, and grading activities. I also co-conducted the "Beer Game" (a supply chain management simulation used to illustrate the bull-whip effect) as part of this course.

**Graduate Teaching Associate** — **Decision Tools & Data Visualization (1 semester)**
Emory University — Undergraduate and MBA
**Course Evaluations:** 4.2 out of 5.0

**Course Responsibilities:** As a teaching associate to Professor Elliot Bendoly, I co-taught a module of this course, dealing with Excel-based analytical tools, informational frameworks and visual interfaces for managing and analyzing large volumes of data, such as those encountered by managers. In this teaching environment, I combined instruction of new analytical concepts with training in practical applications of these concepts using computerized decision-support tools.

**Student Comments:**

- Good knowledge and willingness to field a lot of answers were impressive.
- I really enjoyed her teaching style. She was very thorough in her explanations.
- I really felt that cluster analysis is something I will use in my job after graduation. I enjoyed the guest lecturer and felt she was an effective instructor.
- I thought the lecturer was very effective and appreciated the way she encouraged questions and took the time to answer them.

**Multivariate Statistics Tutor** — **Multivariate Statistics Research Seminar (1 semester)**
Emory University — PhD
**Course Evaluations:** 5.0 out of 5.0

**Course Responsibilities:** Tutor PhD students in Multivariate Statistics (course taught by Professor George Easton)

**Student Comments:**
Roopa was a very helpful and patient instructor. She was quite thorough and very engaged in the learning process. She was able to answer questions in multiple ways, this was especially helpful when one way of explaining a multivariate concept didn't make sense. She would try a different approach so as to help me understand the material and continue to not only make progress in the current stage of the course, but to also learn material again that was never really properly learned in the earlier stages under a different instructor. In general, Roopa is an engaging instructor who is excited by the learning process.

**Guest Lecturer** — **Computational Modeling Research Seminar (1 semester)**
Emory University — PhD
**Course Evaluations:** 5.0 out of 5.0

**Course Responsibilities:** This course is offered to first year PhD students to provide an overall understanding of agent-based computational modeling as a research approach in organizational studies. As part of this course, students are expected to complete an independent research project, where they use agent-based computational modeling methods to make a new contribution to existing organizational research. My role, as a guest speaker, was to help students better understand the research project assignment by exposing them to existing examples of such research and how these were conducted (course taught by Professor Michael J. Prietula).

**Student Comments:**
A great presentation overall! Speaker presented material in a very clear and straightforward manner. Very nice presentation style; the speaker was very confident and composed and gave very good response to questions. Presentation was very well prepared and easy to read and follow. The presentation was very helpful for me to give me ideas of possible projects for the course.

**Graduate Student Instructor** — **Introductory Course in Pharmacology (2 semesters)**
University of California Los Angeles — Undergraduate

**Course Responsibilities:** I had the rare distinction of being the only discussion session leader invited by the course instructor to serve in this role for two successive years. Graduate students typically were only allowed to participate in this invitation-only opportunity once in their program, by rotation. These seminar discussion sessions complemented a core course in Pharmacology, and provided undergraduate students an early exposure to research and thinking in Pharmacology. I led two discussion sessions, comprising 10-15 students each, exposing them to scientific research in pharmacology in a research seminar format. I was responsible for selecting the topics, designing the reading lists, coordinating and leading class discussions around assigned articles, and evaluating student presentations of selected research articles.

**Graduate Student Instructor** — **Virology Laboratory Course (1 semester)**
University of California Los Angeles — Undergraduate

**Course Responsibilities:** I conducted two weekly classes comprising 24 students each, in a laboratory setting, and holding weekly office hours. The labs were designed as supplements to a theory course that was taught by faculty instructors in class sizes of over 300 students. I combined theoretical instruction, which reinforced and clarified material taught in the faculty lectures, and experimental instruction, which extended faculty lectures by providing hands-on training in experimentation. I graded weekly labs, assignments, and exams, and also assisted in exam design and grade distribution. I also provided one-on-one instruction and advice to students during weekly office hours, and conducted review sessions before midterm and final exams.

**Graduate Student Instructor** — **Biology Laboratory Course (1 semester)**
University of California Los Angeles — Undergraduate

**Course Responsibilities:** I conducted two weekly classes comprising 20 students each, in a laboratory setting, and holding weekly office hours. The labs were designed as supplements to a theory course that was taught by faculty instructors in class sizes of over 300 students. I engaged in all aspects of teaching in this course, from designing my lectures to conducting and evaluating lab sessions, advising students during office hours, designing and grading weekly assignments, midterms and final exams.

## Teaching Evaluation from Classroom Observation by Peer Instructor

# CLASSROOM OBSERVATION

**Conducted by Dr. Linda B. Nilson, OTEI Director**

**Professor: Roopa Raman, Assistant Professor, Management**
**Course: MGT 318: Management Information Systems**
**Place: 332 Sirrine Hall**
**Date: Thursday, January 23, 2014, 12:30-1:45pm**

You made excellent slides available to your students in advance – excellent in that they have massive blank areas in which students must take notes on your lecture. Note-taking facilitates learning and memory tremendously because taking notes, if done correctly (not like taking dictation), requires active listening, determining what is important, and putting the material into one own words and symbols.

Since you arrived a few minutes before class, it would have been a good idea for you to make small talk with some of your students during that time, preferably about something unconnected with the class or

the material. Students want to be recognized as people with real lives and want to look at you that way as well.

It would be best to phrase the learning objectives as things that students will be able to do after class, not as questions.

Excellent to remind your students to take (good) notes during the class. (I hope they know how!)

You displayed very strong questioning techniques, and your students responded. Your opening question, What is a system?, was excellent; it was open-ended and had multiple respectable answers. You waited patiently for students to respond, and they did. The next question, asking for examples of systems, was just as good a question, and you got high-quality answers. You, too, gave excellent examples to illustrate scale, setting boundaries, etc. The next question (doctor treating cold) was also good. Maybe you should have gone through the example, visit-doctor-with-a-sore-throat, a little more quickly. Students didn't seem to relate to it very well. (They're too young!)

Very good to see you recording class contributions (answers to your questions) and learning your students' names with name badges and questions. Students knew that you were grading their participation systematically and fairly and that you really want to learn their names.

Your lecture was very well prepared and organized, very well delivered, full of good examples that students could relate to, and peppered with student questions. Your explanations were very clear and expressed with everyday words.

You displayed strong public speaking skills. You speak beautiful English. You maintained excellent eye contact with the class. You moved freely around the front of the room, used gestures to complement your verbal messages (as much as you could with one arm), varied your facial expressions, and seemed relaxed, earnest, deeply involved, and interested in the subject matter and teaching it. You demonstrated excellent vocal variety in intonation and pace as well as animation and dynamism.

My only recommendations for improvement in this area are 1) to smile more, so you look like you're enjoying yourself; 2) to speak a little more slowly more of the time, just to optimize your vocal variety in your speaking pace; and 3) try to display your sense of humor.

You had excellent attendance. Your rapport with your students seemed a bit formal, but your students were very responsive. You showed them in subtle ways that you cared, but I wonder if you shouldn't be more obvious in displaying how much your care about them and their learning. This, as well as making small talk with some students before class, would warm up your relationship with them. Actually ***say*** how much you want them to learn and excel as a manager in the future. One truly valuable remark you made was how they will have to practice systems thinking as a manager. Students can relate to a career-related comment like this. Make this kind of comment whenever you can. Look for more examples of systems in companies, especially companies that students interact with (e.g., smart phone company, bookstore, restaurant, electronics store). Your bank examples were excellent.

Excellent and well-timed small group activity. The small group presentation at the board had good content and displayed strong comprehension. Good concluding question: What did you learn from this

group activity? Your students delivered complex, insightful answers. They discovered principles of systems on their own. Very exciting!

The pair-and-compare exercise at the end was very useful. It builds in review, too.

You used top-quality teaching methods and moves today. It was a pleasure to watch. Your students must be learning a great deal!

## Training in Teaching

**Teaching Workshops, Office of Teaching Effectiveness and Innovation (OTEI), Clemson University**

- "Taking Command of Your Classroom with Kindness"
- "Student Evaluations: What Factors Affect Them and How You Can Improve Them"
- "Course Design and Development Made Easy and Logical"
- "Responding Wisely To Student Incivilities"
- "Flipping your Classroom"

**Master Teacher Workshop, Emory University**
3-day intensive workshop on "how to be a teacher," taught by Professor Harvey Brightman, Georgia State University

**Teaching Assistant Training and Teaching Opportunity (TATTO), Emory University**
Teaching development course organized by the Graduate School at Emory University, where teachers from all over the university provided training and shared tools and tips helpful in the classroom. This was followed by a five-week 'Course on Business School Teaching & TATTO Teaching,' tailor-made to the unique needs of teaching in the business school.

## PROFESSIONAL SERVICE, MEMBERSHIPS & ASSOCIATIONS

Dissertation Committee Member for Clemson IS PhD Student.

Technical Reviewer, Maryland Industrial Partnerships (MIPS) grant proposal, University of Maryland

Discussant on a paper titled, "The shadow of Goliath: Scientific discovery and the abandonment of technology" [Authors: Brad Greenwood, Ritu Agarwal, Anand Gopal, and Rajshree Agarwal], *2012 Workshop on Health IT and Economics*, Washington, D.C., October 2012

PhD Comprehensive Examination, Clemson University, 2008-'14

'Taskforce for the Review of the MGT Undergraduate Curriculum,' Clemson University, Fall 2011

Member, Departmental Curriculum Committee, Department of Management, Clemson University, 2012-'15

Leader, AACSB and SACS accreditation-related responsibilities for core course on Management of Information Systems, Department of Management, Clemson University, 2010-'14

Discussant on a paper titled, "Organizational Challenges in the Implementation and Integration of Vendor-Supplied Electronic Health Record Systems" [Authors: Susan A. Sherer, Shin-Yu Chou, Mary E. Deily, Donald Levick, Michael Sheinberg], *2011 Workshop on Health IT and Economics*, Washington, D.C., October 2011

Discussant on a paper titled, "Patterns of Technological Search: Institutional and Behavioral Triggers of IS Investment" [Authors: Torsten Oliver Salge, Rajiv Kohli, Michael Ian Barrett], *2010 Workshop on Health IT and Economics*, Washington, D.C., October 2010

Chair, "Process Efficiency and Quality Improvement in Healthcare: The Role of Information Technology," *2008 INFORMS Annual Meeting*, Washington, D.C., October 2008

Chair, "Information Systems and Healthcare Practice," *2007 INFORMS Annual Meeting*, Seattle, Washington, November 2007

Organizer, *2007 North American Association for Computational Social and Organizational Sciences (NAACSOS)* conference, Atlanta, GA, June 2007

Chair, "Organizational Studies of Innovation and Creativity," *2006 Academy of Management Annual Meeting*, Atlanta, GA, August 2006

Organizer, 'ICIS Women's Breakfast,' *International Conference on Information Systems (ICIS)*, December 2005 and December 2006

Associate Editor:

*International Conference on Information Systems 2013, 2014, 2016*

Reviewer:

*MIS Quarterly*
*Information Systems Research*
*Journal of Management Information Systems*
*Journal of Strategic Information Systems*
*Journal of the American Medical Informatics Association*
*Decision Sciences Journal*
*Communications of the Association for Information Systems*
*Academy of Management Meeting*
*International Conference on Information Systems*
*Americas Conference on Information Systems*
*Hawaii International Conference on System Sciences*
*Computational and Mathematical Organization Theory*

Member:

Association for Information Systems
Academy of Management:
- Health Care Management Division (HCMD)
- Organization and Management Theory (OMT) Division
- Organizational Communication & Information Systems (OCIS) Division

Institute for Operations Research and the Management Sciences (INFORMS)
Decision Sciences Institute (DSI)
International Network for Social Network Analysis (INSNA)
Healthcare Information and Management Systems Society (HIMSS)

Institute for Healthcare Improvement (IHI)
Organization Theory in Health Care (OTHC) Association

## INDUSTRY EXPERIENCE

**Atlanta Biotechnology Network** (Atlanta, GA) 2003-2005
TEAM LEADER
Led teams of graduate students and post-doctoral fellows from healthcare, business, and allied disciplines to provide consulting services to various healthcare organizations.

**R-Smart Group** (Phoenix, AZ) 2002-2003
CONSULTANT
Provided business planning and development services in support of entrepreneurial venture as a technology solutions provider in Higher Education.

**American Red Cross** (South Carolina Chapter, Columbia, SC) 2002-2003
CONSULTANT
Led business planning efforts for one of the divisions.

**Systems & Computer Technology (SCT) Corp. (now Indus International)** (Columbia, SC) 2001-2002
MARKET RESEARCH ASSOCIATE
Provided market research and business intelligence in support of strategic initiatives of the Director and Vice President for the Energy Services business unit.

## VOLUNTEER WORK

**Children's Healthcare of Atlanta** (Atlanta, GA)
*School Program*, 2003-2005
Worked with in-patient children, at the bedside and in the school room, to help them keep up with school work and to keep them engaged through developmental play activities

**University of South Carolina** (Columbia, SC)
*Executive Committee Member*, *MBA Student Association,* 2001-2002
Led the 'MBA Philanthropy Committee'
Organized a blood drive at the University of South Carolina in association with American Red Cross
Organized teams of MBA students to participate in Junior Achievement initiatives across K-12 schools

## OTHER

Familiar with R and Python

Raman, R. 2008. "Social Networks and Adaptability to IT-Enabled Change: The Case of Healthcare Information Technologies," **PhD Dissertation**, Department of Information Systems and Operations Management, Goizueta Business School, Emory University.

Raman, R. 2000. “Possible Mechanisms by which Androgens Mediate Proliferation of an Androgen-Dependent Prostate Cancer Cell Line, LNCaP.FGC,” **Master’s Thesis**, Department of Molecular & Medical Pharmacology, University of California Los Angeles.

## REFERENCES

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|---|---|
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| Dr. Heshan Sun | sunh@clemson.edu |