

Service Statement

Dustin Tingley

Department of Government, Harvard University

August 17, 2014

I believe that a crucial part of my job as a faculty member is the facilitation of teaching, learning, and research within my department, university and discipline. Doing so takes time, time that could be spent writing another paper. But helping the communities I work in makes me enjoy my job more, makes me better at my job, and hopefully helps others learn more and be more productive. In what follows, I describe my departmental service in Section 1, University service in Section 2, and service to the political science discipline in Section 3.

1 Service to the Department

To date, my departmental service includes serving on search committees and policy committees; advising undergraduate and graduate theses; running workshops on job talks and campus visits; recruiting Government concentrators at special recruitment events; and teaching about best practices for Department teaching fellows. More generally, I try to support a variety of undergraduate and graduate level efforts.

In addition to these “bread and butter” services I have made other efforts to institutionalize a cohesive intellectual and social environment.

These include:

- Inaugural organizer of Harvard Government Department Graduate Student Poster Session, 2011. Event featured over 20 posters and 50+ spectators across all sub-fields in the Government Department. I ran the event again in 2012 and will do so again in 2014.
- Organized an impromptu APSA @ Harvard when APSA annual meeting was cancelled due to hurricane Isaac in 2012.
- Funded (through personal research account) in the spring of 2014 a set of female graduate student/female undergraduate research assistance pairings in response to department wide conversation about gender issues. Collected feedback on purpose and process. Aim is to provide early stage opportunities for women at multiple levels.
- Co-organized several junior faculty dinners (with Ryan Enos) so new faculty and their families can get to know one another. In fall 2014 expanding this to be a joint Government, HKS political scientist function.

- *Regular* attendance at a variety of faculty/graduate student research workshops.
- Designed and proposed to full faculty meeting a mechanism for optimal teaching fellow/instructor pairing that parallels what many other political science departments use. Not yet implemented.

2 Service to the University

Moving beyond the Department, I created the Program on Experience Based Learning in the Social Sciences (PEBLSS) in December of 2011 to support innovative teaching techniques in the social sciences. This program has several projects that basically are me with student support in some cases.

The center piece project has been ABLConnect, which has been financially supported by HILT and is now a joint Bok/HGSE partnership. Through extensive interviews with faculty and graduate students, we have collected a broad range of innovative teaching materials, curated and coded them, and made them available publicly alongside a wealth of additional “how to” resources.

Contributions include:

- Mounted over 300 innovative teaching activities across nearly every discipline.
- Written, produced, and filmed several short “how to” videos utilizing a Harvard based acting trip, as well as a series of other tutorial and testimonial videos.
- Run competitions for graduate teaching fellow to submit their innovative ideas. At the end of the fall semester of 2013 we had teaching fellows submit examples of their own activities. From a pool of nearly 40 submissions we selected five, and put video interviews with the winners on ABLConnect.
- In January 2014 we formally established a connection with the Harvard Bok Center for Teaching and Learning and have begun linking up with partners at several area universities.
- In January 2014 the project was featured at a US Department of Education event where I presented ABLConnect to over 750 educational professionals and technology innovators.
- Beginning in the summer of 2014 we began an active collaboration with the Harvard Graduate School of Education. This has resulted in a set of accessible research reports on different types of active learning techniques.
- Worked with the OpenScholar team extensively to suggest and design features for that community, such as an automated recommendation system that for ABLConnect suggests activities based on the current activity you are looking at.
- In fall 2014 we plan to hold a multi-university/college conference on adoption and assessment of active learning.

Since its inception and as of mid-August 2014 the project has received over 6,295 unique visitors and over 35,165 page views according to Google Analytics.

In December of 2011 I was appointed Director of the IQSS Undergraduate Research Scholars (URS) program. After taking over the program, PEBLSS overhauled a number of program features, with the goal of highlighting the acquisition of research skills, collecting a database on the types of research projects and skills they help develop, and reducing the costs of doing research via the Resource Reservoir. This website breaks out the research process into 5 stages (Know It, Code It, Write It, Present It, and Manage It), and compiles curated links and resources on how to do tasks in each of these stages. In FY13 we awarded 38 URS grants and in FY14 that number increased to 45. The total funding was \$84,027.39 and \$91,847.00 respectively. In total, there were 18 faculty award recipients in FY13 fiscal year supporting 65 undergraduates and 21 award recipients in FY14 supporting 56 students. Additionally, the URS program holds semi-regular lunch time seminars where faculty and students present their research, or generous faculty discuss their approach to research. In the spring of 2014 we held our first poster session, featuring over 10 projects and attended by over 100 people. URS appears to be the largest undergraduate RA program at Harvard that runs during the school year.

In the summer of 2012 I began working with the Harvard University Center for the Environment to help create a similar resource as ABLConnect, but one that was focused on collecting and sharing traditional teaching materials (presentations, syllabi, videos, graphics, etc.) that focus on teaching about the *environment*. The HELP (**H**arvard **E**nvironmental **L**earning **P**latform), platform features over 400 resources from nearly 40 faculty across the discipline. The platform enables easy searching and exploration of resources, and quick ways to upload resources to the community, or download resources. As with ABLConnect, and underlying vision is to reduce transaction costs for access to high quality teaching materials.

The final PEBLSS effort has been a program proposal for the Undergraduate Program in Public Leadership (UPPL) (with Chris Winship (Sociology) and Ryan Enos (Government)). This program will accept highly qualified Harvard undergraduates planning to dedicate their lives to leadership in public and non-profit domains. It will develop their leadership skills and emphasize the importance of ethics in leadership through coursework and a funded summer long experience with carefully selected public or non-profit organizations. This effort is at the program proposal/approval stage. We have received the support of the Center for Public Leadership and had very productive conversations with other key decision makers including the Dean of Harvard College Rakesh Khurana.

In the spring of 2014 I was asked to serve as a Faculty Affiliate for the Education Policy and Program Evaluation (EPPE) Ph.D. program in Education. This request came in part due to my commitment to educational practices, but also expertise in statistical methodology. I look forward to serving in this capacity.

Beyond these more institutionalized activities, I have actively volunteered for a variety of recurring on campus Harvard events and programs. These include:

- Harvard Truman fellowship selection committee (fall 2011-)
- Lecture to the summer BLISS undergraduate RA program about efficient ways to conduct research (summer 2012-).
- Lecture to the Weatherhead Center’s orientation program about the scholarly study of international relations (fall 2011-)
- Lecture for FAS Research Administration Services on data management and security (spring/fall 2013-).

I conclude this section by noting that my efforts at Harvard are simply an extension of a long standing commitment to the educational community I exist within. One of my senior superlatives in high school reflected my community commitment (“most school spirit”). In college, I received the University of Rochester political science department’s Jay F. Birdsall Award (Departmental award for practical politics both on campus and in the community) and designed the Certificate Program in Mathematical Modeling in Political Science and Economics which remains in existence today.

3 Service in Discipline

I am an active participant in the broader political science discipline. I discuss my efforts with respect to conferences, journals, and organized associations.

3.1 Conferences

To date I have organized eight panels at reoccurring political science conferences. One panel that I organized and led was on best practices in refereeing, resulting in a peer reviewed article I co-authored with editors of leading journals and other junior faculty identified as active reviewers for the discipline (Miller et al., 2013). The paper helps PhD students and junior faculty understand the ins and outs of serving as a reviewer. I have also organized topical conferences on international relations and climate change, negotiation and international relations, and causal mediation analysis that each drew participants from across the US, Canada and Europe.

3.2 Journals

I am asked to review a large range of papers given my broad ranging research. As of July 2014 I have served for 26 journals, and for a number of them I have reviewed multiple articles. In January 2015 I will begin serving on the editorial board of the Journal of Politics upon the invitation of the Associate editor in Formal Theory and Methodology. I also try to actively give colleagues feedback on their work, and am thanked in articles spanning an array of sub-fields.

3.3 Associations

For the broader political science community, I was asked by APSA President Jane Mansbridge to co-lead an APSA task force on negotiation in international relations, culminating in a detailed report of how international relations scholarship says about negotiation. This process included

organizing a conference with leading minds on the topic as well as extensive research and writing with my co-author John Odell. The final report is available [here](#).

Finally, I was the founding editor of *The Experimental Political Scientist*, the official newsletter of the APSA organized section on Experimental Research. I solicited contributions, often by proposing ideas that others might write on, and I edited and formatted submissions. Section members were very pleased with the high intellectual quality of the six issues I edited before passing on the reigns to the next editor.

Papers in this Section

Miller, Elizabeth, Jon Pevehouse, Ron Rogowski, Dustin Tingley and Rick Wilson. 2013. "How to be a peer reviewer: a guide for recent and soon-to-be Ph.D.'s." *PS: Political Science & Politics* 46.

4 Conclusion

Some of these service commitments are easy. Others are harder and more time consuming, sometimes because people are not always used to the ideas or everyone is on board but it just takes a lot of work. I have tried to focus on how these services can be institutionalized and self-sustaining. Moving forward, I hope these services will be valued and supported as we continue to enhance the residential teaching and research environment for undergraduates and graduate students into the 21st century. Likewise I look forward to continue to work for my discipline more broadly.