Service Timeline and Checklist

Service expectations for graduate students are low. Search committees understand that grad students' time is often not their own and that opportunities for service are limited. Nonetheless, having at least one active area of service, be it departmental, university, professional, or community, during each year of graduate school sends the message that you are aware of the requirement that faculty contribute service and that you are able to balance service with other activities. Having multiple areas of service is impressive, as long as it augments, rather than replaces, teaching and research excellence. Overall, be strategic in selecting service, but remember that service is not a main determinant of who gets hired for faculty positions. So, you have the freedom explore all types of service as part of your professional development. Find service that you are enthusiastic about and use it to stay engaged in your work.

Year 1

- □ Join relevant professional organizations for graduate students.
- □ Volunteer for graduate-student specific committee work within your department.

Year 2

- □ Volunteer for graduate-student specific committee work within your department that matches your career emphasis.
- □ Volunteer or run for a position in a graduate-student organization or committee at your university.
- □ Volunteer to assist with the organization of a professional conference.

Year 3

- □ Volunteer for graduate-student specific committee work within your department that matches your career emphasis.
- □ Become a campus representative of the graduate-student division of a professional organization.
- □ Volunteer or run for a leadership position in a graduate-student organization or committee at your university.
- □ Engage in a community service activity that matches your professional training and career emphasis.
- □ Obtain opportunities to conduct peer reviews of professional work in your discipline.

Year 4+

- □ Volunteer for graduate-student specific committee work within your department that matches your career emphasis.
- □ Volunteer or run for a graduate-student specific leadership position in a professional organization.
- □ Engage in a community service activity that matches your professional training and career emphasis.
- □ Obtain opportunities to conduct peer reviews of professional work in your discipline.

This material is a companion to *Becoming a Psychology Professor: Your Guide to Landing the Right Academic Job*, by Guy A. Boysen. An overview of the book can be viewed on the American Psychological Association website (https://www.apa.org/pubs/books/4313054).

Additional supplemental material is available on the book's companion website (http://pubs.apa.org/books/supp/boysen/).