

For each of the two cases, answer:

- 1. Identify what is going wrong here.**
- 2. What boundaries should you set and how?**

Pushy Professor. You're a second-year graduate student. A faculty member whose interests are closely aligned with yours has taken a real interest in your work, which you are excited about. At the same time, they keep asking you to do work for them. You are currently grading for them, and have met with some of the undergraduates in their class at their request. You have taught their class a couple of times while they were away at a conference. They have also sent you two of the papers they are working on and asked you for comments on them, as well as for help with referencing and copy-editing. The requests keep coming, and you feel overwhelmed. At the same time, you feel flattered that they trust you, and really want to keep a positive relationship with them.

Departmental chit-chat. In your department, graduate students share a large office with cubicles. You are in the habit of working there, and appreciate having a separation between home and your workspace. Recently, more students have started using this space to work. Because you're a gregarious person and others often come to you for advice or help, you find that you spend a large proportion of your day talking with others, and get interrupted regularly with questions, jokes, or by overhearing conversations around you. You feel it would be rude and unfriendly to not engage, but you are struggling to get much focused work in at all.

For each of the two cases, answer:

- 3. Identify what is going wrong here.**
- 4. What boundaries should you set and how?**

Doing-it-all. You have diverse philosophical interests and enjoy going to talks and the receptions that follow. Though you've finished coursework, you are sitting in on two graduate seminars that are relevant to your dissertation, attending a couple of work-in-progress groups, and going to all the department colloquia. The seminars are helpful to your project; as for the other events, graduate students in your department have a habit of criticizing and shunning students who don't always attend. You feel under a lot of pressure to keep going to everything. At the same time, you are making little progress on your dissertation, and find yourself panicking and binge-writing so that you have anything to send to your advisors.

Rigid writing. You have a set rule that you write every day after lunch, between 1 and 2 pm. This Thursday, one of your close friends in the department, who works in your subfield, is giving a practice talk before their first big conference presentation at the same time. They ask you to go, but you tell them that that's your scheduled writing time, so you can't make it. They seem hurt by your behavior.

For each of the two cases, answer:

5. Identify what is going wrong here.

6. What boundaries should you set and how?

Constant e-mailing. You pride yourself on being conscientious, responsible, and never letting others down. As part of this, you refresh your email all the time, and obsessively inbox-zero. Checking your email is the first thing you do in the morning and the last thing you do before going to sleep, and you never go to bed without replying to everything you received that day. This means you often interrupt your writing to reply to people, and constantly feel like you're running through your to-do list internally. But you think it's part of respecting others' time, and find it frustrating that others don't hold themselves to the same standards, and feel hurt when peers or advisors take several days to get back to you.

Braggers and worriers. Having moved to a new city for graduate school, departmental life is a big part of your social life, and you are friends with many of your peers. However, you have noticed that you feel anxious and worried after drinks nights or hanging out in the department. The conversation in these contexts tends to veer in two directions. First, there is a lot of talk about conference and journal submissions and acceptances. Though you often feel happy for your peers, you also tend to leave these conversations feeling inadequate. Second, people often talk about the job market, emphasizing how stressful it is, and how some of your peers with great CVs failed to get academic jobs. You have started dreading departmental hang-outs, but you really like your peers and fear you would be lonely and isolated if you stopped going to these events.