

Graduate School Primer Series: Maximize Your Every Minute

[TONE] JANNA: So let's get started here because I just want to make sure that we go over the content, and what it is that you're thinking about today. So Sarah, if you could advance it, that'd be great. So you already named some of this stuff, as far as what time management benefits bring to an individual. Reduce stress, get more done, less waste of time having to rework, more free time, and ease life frictions and problems, improves your reputation, and more time where it matters. And so a lot of folks think that when you're balancing life, you have good time management so that you can do the things that you want to do, which is some truth to that. So what we're going to be doing today is I have seven different points as to what time management techniques that people often use. And as I said in the beginning, there's no one great way. There's no silver bullet, as far as how to best by management. But it is about trying new things. And so I'm hoping to give you a few ideas as to what you can try. And to encourage you to, as you're starting your graduate program, that you spend some time thinking about how you want to manage your time here as a student, but also as a professional beyond this. And so hopefully, this will give you an opportunity to also figure out how you're going to do your time best. The second part of the talk, we're going to be going into about, how do you say no in a professional setting, and what does that look like? And so I don't have an answer or an easy answer for everybody. But again, hopefully, to start you thinking about when and how you can say no professionally as you're starting to be a graduate student. And so those are the two pieces that we're going to be talking about in the next 45 minutes or so. And we're going to leave some time for questions. And hopefully, for you all to be talking to each other about what are some tools and strategies that you've used to help better manage your time. So go ahead, Sarah, the next one. So the first thing that I want to point out is that when we start talking about time management, the best thing that you can do is start talking about how-- or start understanding how you best spend your time. And so this is something from the Stephen Covey kinds of work. And basically, what he talks about is understanding the time matrix. And so you can look at the time that you cast that you're doing into these four different quadrants. And so they're organized by important and non-important work, and then also urgent and not urgent. And so as you're thinking about spending your time, starting to record it as to what it is that you're actually doing is one way that you can manage your time a little bit better. Or at least understand how you're managing your time. And so in this quadrant, you'll see quadrant A, which is when you are working on urgent and important work. And so this is often managed. We want you to be able to manage these kind of activities. They're often crises, pressing problems, deadline-driven projects. For a graduate student, this often comes to the form of a mentor asking you to do something. They may think it's very urgent, and you likely, in the beginning, will think that this is very urgent and important. And so the problem with this kind of quadrant is that if you spend too much of your time here, it leads to high level of stress and burnout. And so I think for an incoming student just to be aware of, this is really helpful. And hopefully, as you're here a little bit longer, you may not be in this quadrant A, important and urgent all the time, but you move your energies around a little bit more. And so just know that managing the crisis is a quadrant that you can be in. And this is how you may be spending some of your time as you're starting. The other one, B, is important things and not urgent. And this is

where we discover that you can do your best work. So this is where we focus, we can plan, we can prepare, we can recognize new opportunities, we can be creative. And we're spending time relationship building. And this is where you can have vision, and balance, and control. And so this is where it's really important work that you're doing, but it's not urgent. And when you think about, if you're in a PhD program, or even in a master's that has a thesis-- whatever that writing project is-- that's likely where you're going to need to be. That's important work, but hopefully, you're at the space where it's not urgent so that you can focus. And if you talk to anybody that knows Stephen Covey, they often talk about quadrant B. Sometimes the name quadrant 2. This is the space where you can do your best work. So I just want to emphasize that. The other two quadrants, C, is things that you really want to avoid. These are urgent things but are really not important to you. Again, sometimes students don't really know what is urgent, like important or not. But if somebody is coming at you with some deadlines, it may all feel urgent to you. And that's OK. But these are interruptions, some meetings and emails, pressing matters. Other people coming to you and say, hey, you got to come to this meeting. Maybe, maybe not. A mentor coming to you and saying, hey, could you do an extra of this? Well, it may not feel important, but, wow, it's urgent because your mentor is telling you that. And so this is a quadrant where you're controlled by others, and sometimes will lead to feeling like you're victimized about your time. And so again, we want you to avoid these kind of behaviors that are associated with quadrant C. And then finally, quadrant D. Again, we want you to avoid this as well. But this is the not urgent and not important quadrant. So this is trivia, busywork, time wasters, Facebook, emails, things that you escape. And so in a healthy balanced kind of way, this may not be a bad thing sometimes to be doing. But this can lead to being irresponsible and dependent on others as far as what your tasks are. So again, when you think about managing your time, first, to understand how you're spending your time. Starting to look at understanding this-- or this [AUDIO OUT] best. SPEAKER: Interview. JANNA: So I'm going to put you on mute, OK? Anyway, so that might help you as a first step to figure out how it is that you're spending your time. Has anybody used this before, or would like to add anything about the time matrix for the benefit of the group? I'm not hearing more, so I'm going to go through the next seven points that I have. And then we'll stop and pause and see what folks think. So the second thing about time managing is really thinking ahead and planning backwards. And so this is a key to planning any major project. Coming from undergrad, you knew projects that were semester-based. So you knew in four and a half months or so that you'd be finished with something that was due. Where when you think about your dissertation, you can be starting to do something today for your dissertation, which is four or five years from now. And so how do you plan such a big project like that? And so often students ask us in the beginning, and what we tell them is to know the external deadline, but set an internal one for you. And so that external deadline for a PhD student is likely when your funding is going to run out. And so you probably want to be done before that. So you have a five-year commitment, OK, maybe in four and a half years, that's your internal deadline as far as what your dissertation is going to be completed and submitted. And so the idea about thinking ahead, planning backwards is knowing that external and then internal deadline. And then breaking each large task into some actual items on a monthly basis. And then to separate that out on a weekly basis. And then ideally, to a daily basis. And so these tasks as to what you're going to do in your dissertation, I would encourage you to be talking to other students, a faculty member, or your DGS to figure out where you

should be. But often, in the first year or so, you're just doing a lot of reading. You might be writing some things down, but you're really just taking it all in. And those are good activities to do in the think ahead and plan backwards. So you can see that the work that you're doing is going to be actually related to the project that's going to be done here. So the idea is that this big project we can take down, and then we can actually get it to a day-by-day as to what it is that you need. And because you have a plan backwards, you can adjust it as needed. And so if you discover it after year one, you're onto a different project and you haven't really gotten into what it is that you need, then we adjust this. And then we work on a new timeline. And so it really is about planning a major project. And this is one strategy that most folks in time management talk about as far as thinking ahead and planning backwards. The next key is about scheduling effectively. I hope everybody has a calendar system in here. It's rare that somebody says that they don't. And I really don't have a preference if it's online or if it's paper copy, but just make sure that you're having a calendar system. So in this, to make a calendar effective, I'm just going to give you a couple of tips as far as what works best. One is when you use a calendar system, write down the routine things that you need to do. And I kid you not, as a graduate student, you may be so busy and so excited to be here that you may forget simple things like, hey, look, I need to go and do lunch. I need to wake up at 8:00, or I need to go to bed at 10:00. Whatever it is, OK? But if it's a routine thing that needs to be done. Make sure that you're calendaring it. Make sure that you're scheduling it. You want to schedule things that you're committed to. So it's the same idea it's about routine, but if it's so important to you that you do this, then make sure it's in your calendar. So you're making a commitment by setting aside time so that you can be able to do the task. Often, graduate students ask, especially in the beginning, how do you estimate the time that things are going to take you? And so when I think about coursework and problems sets, you may not have any idea as to how long things are going to take. An often tip is that when you're starting, you want to double the time estimate. So if you think something's going to take an hour, you may want to do it for two hours. And be conscious of that as you schedule your time. Another tip about using your-- schedule your calendar effectively is to put first things first. And what that means is you're trying to figure out what's the most important thing to you, and then putting that in your calendar. Being really specific about that. And so related to commitment, but a little bit different as far as what is the first thing that you're going to do, and how long is it going to take for you. This time versus task focus is really something that graduate students may not be familiar with. It's just basically the idea that you probably got away with spending all day Saturday on a task. And actually, what you should be doing to schedule effectively is taking that thing that needs to be done and coming up with a time. And so, hey, look, I'm going to spend two hours writing that paper. I'm not going to spend my time just writing a paper. And that's key for a lot of things. One is that allows you to help judge as far as how long something's going to take you so that you can get better at judging your own time. You want to know, hey, look, I only got the introduction written. That's fine, but it did take you two hours to do that. So it's not about like spending a huge amount of time, but being very structured with your time. They also talk a little bit more in this blocks of time that your ability to be able to focus will expire in about 90 minutes, two hours. And so instead of making sure that you're bouncing from one thing to another, that you are really there and working on the time of the task, not the task on a certain time. Related, one thing at a time is really-- we tend to think that we're multitaskers, but we can't be. Every time you switch your

mind into something else, you've lost some energy there. And so the idea is that, OK, if things come at you, you may need to write it down. So you get to it, but really just make sure that you're doing one task at a time. And that's focusing on everything that needs to be done. And the other thing about flexibility-- this relates as far as when making a commitment and trying to figure out how much time you should spend. A lot of folks will put Friday afternoon as far as nothing to be scheduled. So that as you're going through your week, you can determine, OK, I need another two hours on something. So maybe Friday afternoon is my afternoon. That's going to fill up, but it's going to fill up with things that are going to take more time. And so trying to juggle and actually write out what part of your calendar can be flexible so that you can be able to do this. There's a learning strategy centers here at Cornell, and you can check out-- they have some things written about this as well about how to effectively schedule. So you can check that out at a later time. So that's my third tip as far as how to schedule effectively. And I hope many of you have a to-do list. And so sometimes these to-do list can be like three, four, or five pages. I would say that's probably not helpful as far as-- you really want to have it to do this by the day. And hey, what are your five most important things that need to be done? And you can write them out as far as what's most important. And then you identify the time to spend on each task. So still going back to that other idea about time versus task. So these five things, I got three hours. I'm going to give each 40 minutes to be able to do something. You're going to want to make sure that you work the most important task first, and then when you're completed with that task, you go on to the next. And then you reward yourself at the end of this. I like this to-do list as far as that you may want to determine what is your energy need and schedule it appropriately. For example, when I call faculty, I always do it in the morning. I know that I'm going to be much more alert, I'm going to be more present. And so I will give myself 15 minutes to call different people in the morning because I know that that's where I need to be much more present and much more available to speak with folks. So you may want to think about in your to-do list like, what is the best time to do things? Maybe you do email late at night. Maybe you do other kinds of activities as you have more energy or not more energy. So that's another thing to think about with a to-do list. And I would go back to say that, if it's so important for you to be on a to-do list, it should be on your calendar. And so they should be working together as far as that how do you effectively use your to-do list by putting it in scheduling it on your calendar. The number five one is about rethinking time. And so this is the FranklinCovey system. I'm not sure if anybody has read their book, but I think it's interesting as far as what one can do. And so Stephen Covey has said how different our lives are when we are-- when we really know what is deeply important to us. And keeping that picture in mind, we manage ourselves each day to be and to do what really matters most. And so it's like, hey, look, you're going to do what's most important to you. What I like about FranklinCovey is that it acknowledges that. And so what he does is he has a system as to how you would schedule your time. But it starts with developing your mission statement. And I've done a session with graduate studies before a few times about developing a mission statement. And it's actually really nice as far as to pause and to come up with why it is what you're doing, and what it is that you're looking to do in the future. And so you can go to this website, and you can actually-- they ask you a bunch of questions, and then you get an email sent back to you that says, here's your mission statement. So it's fun to do, but it may help to center you as far, OK, as you're starting a new chapter in your life as a graduate student, what is your mission statement? And from there, you can use

that to center yourself. And he calls it the choose the big rocks in our roles. And so he's very big about that we can talk about time management as being a worker, but understanding that as a worker, as a graduate student, you're much more than that. And so you may choose big rocks depending on the roles that you have. So I'm a mom, and so some weeks, I have to spend more time picking out the big things like making sure that I have a birthday cake for my daughter. And that still takes time. And that's OK, but it's really thinking about what is the most important thing that you can do in this role right now to be just much more holistic as to how we view our time. And so that's why I like it. I think it's important for graduate students to understand that. You're students, absolutely. And we think that you're fantastic or excited about you being here. But you're much more than students. And I think this framework acknowledges that a lot more. And so what you would do is you would schedule your week around those big things that you need to do. One for your roles that you play, and then also the rocks-- the biggest thing that you can make a contribution to yourself in that week. And then you plan daily and realistic list with priorities. So it's just another way to think about time. And like I said, I think it's worth considering as you start in your new frame-- or your new start of your life here, which is good. So the next one-- So we're getting good at this. And I'm not going to show you this right now. Oh, you got it up. That's fantastic. Can you play that? Does it work on yours? Super. I don't think we can hear it. That's OK, Sarah. Let me just-- I'm going to send out these slides afterwards so you can check them out on your own time. But I just want to-- this is just another example as to how you can rethink time. And so this is from the Stanford Center for gender equity. And what she talks about is that, hey, look, we can talk about the power multipliers. And so if you have two goals that are equally important to you, what tasks can you do that would really satisfy two goals? And so the idea is, hey, look, it's really-- one of my goals is to be physically active. And another goal of me is to make friends. Well, maybe I join a gym that helps me make friends. Or as a student, hey, look, it's really important that I'm social, and I really want to do school-- I want to do well in school. Well maybe then you would spend some time signing up for study groups or something like that. But acknowledging that our time can be multipurpose, or we could have two goals. And she actually shows an example of four goals-- or four multipliers that can be a really good investment of your time because you are able to meet more than just one goal. And so again, just a different kind of way to look at time as you're starting a new chapter in your life, and trying to think about how you want to be, or how you want to spend your moments here as a graduate student. So we're going to go on to the next one. And so this is-- we're part of what's called the National Center for Faculty Development and Diversity. And this work is really taken from Joy Gayles, a PhD. And her talk was "The Art of Saying No." And so I think because you're incoming students, I just want to say this out loud as far as that there is a tactic for communicating professional boundaries. And we could do it in an effort to make sure that we're spending time where we want it to be spent. I totally understand that, look, as an incoming student, you're probably going to be like, yes, yes, yes, yes, yes. And that's fine, but I just want you to think about this. Because the more we say, yes, we're actually, in essence, saying no to other things. And so I think that's why it's important to talk about this before you even start your programs. And so Sarah, go ahead. What's the next one? So why do you need to say no? It will help you to negotiate your most valuable resource, you're time, empower you. And I think for my advice, supporting your health and well-being. So that's absolutely important for being a graduate student. And like I said, as we're saying, yes, yes, yes, yes, yes, we're saying

no to something. And it often is our health and well-being. And so that's what tends to happen. But we don't have boundaries, or we haven't thought about what it is that we're going to say yes or no to. So this is what could happen if we say yes to everything. I think I just said it, but the mentor says, I don't understand why you're not making progress on your thesis. You need to stop getting distracted and focus exclusively on your research. By the way, did you finish that side project I assigned you? Also, you need to fix the lab equipment, upgrade the servers, and prepare your slides. And then wait. Which part do you not understand? The part that you're still here wasting time. Go, go, go, go, go. Indicating that, wow, there's all this stuff that's going on as far as expectation. And obviously, this student hasn't even had a chance to say, hey, look, now. So what happens when you say yes too often? You probably spend extra hours that keep you from meeting your goals. Your projects do suffer as far as they may be late, not reliable, or low quality. And often, what we do-- and this is what I meant about health and well-being-- is we sacrifice sleep, exercise, and time with people. And absolutely necessary to be a well-rounded graduate student, and successful graduate student. And in doing so, when you're saying yes too often, you feel overwhelmed, inadequate, guilty, frustrated, and oftentimes resentful. And so it is significant as far as when we say yes to everything that comes our way. Go ahead, Sarah. So there can be different kind of barriers. And I'm just going to talk about two here. One is psychological. You might be compelled to say yes because you're a pleaser, you're trying to be a superstar, you're a perfectionist, you're overcompensating, or trying to prove that you belong. Or you believe everything will fall apart with you, or you always put other people's needs before your own. What I see with graduate students-- like I said in the beginning, I meet with students a lot just to talk about their experience as such. And I would say out of the two things that come to mind is that we have a lot of graduate students that are often a perfectionist. They thrive in trying to do the most perfect. And so you may be more compelled to say yes because you're trying to do things perfectly. The other thing that I see is that-- especially, incoming students, you're trying to prove that you belong here. And that doesn't mean that you're overcompensating, you're selling your mentor and your peers. Hey, look, I belong here. I know what to do. And yeah, I'm going to say yes more because I'm trying to prove to you that I belong here. And so those may be some reasons as to why one would say yes to a lot. But there's also the second piece-- go ahead, Sarah-- which is a barrier, which is we lack skill. And often, we haven't really thought about this. And so it's so easy to say yes as the default. If somebody says, hey, look, you want to go here? We often say, yes, not a problem. And I shouldn't use that example as far as this is really in a professional setting. Hey, look, can you help me with this? Sure, yes. I'm new here. I want to do well. And so that becomes a default. Oftentimes, a barrier could be that you have no idea how long-- how much time yes takes. And so, yeah, sure. I'll help you write a paper. And not understanding that might be a three-year process. Or wow, I going to do a lot more experience to get to that paper. Or wow, I've only one small section. My point is, you don't know how much time your yes is going to take. And in doing so, what you haven't recognized is that the time that it takes to fulfill that yes commitment means that you may be missing on more important activities or opportunities. And so again, that's part of it. And then you don't have a clear way to help decide when you should say yes or no. And that's fine. That's what we're going to talk about a little bit here as far as how do we get through some of these barriers that may be a result of lacking skill. So go ahead, Sarah. Yep. And this is pretty dense, and so I apologize. But I did want to make it as relevant and helpful as possible. So if the barrier

is that always you say yes, something that you could try is to make no your default and to never say yes on the spot. We're going to talk about this a little bit. But only accept a confirmed request by email, and wait before deciding. These are strategies that people use. And Joy Gayles talks a lot about this, as far as how do you address lacking skills. The second one that I mentioned, you don't know how much time yeses take. And so you may want to start thinking about yes as a unit of time, and then actually start tracking your time for each yes. And this could be really helpful because it will help you be able to judge time in the future, and that you can plan out each task to a new project that require time, but it may not be in the whole. So you may say to somebody, well, yeah, I'm happy to contribute to the discussion section when you're ready. And I could give you four or five hours. We don't talk like that, but my point is that you can say yes to a smaller piece of the whole project. And like I said, you can start to estimate the time that it takes on these tasks. The third one is you haven't recognized-- oops, sorry. Sorry, Sarah. I got two more to go. The third one is you haven't recognized the time required to fulfill a yes, and the time that you're missing for more important activities. And so a solution to try it might be to hold a weekly meeting with yourself to plan out your time. And to track your time to see if they align with your priorities. So you can say every Friday or Saturday, you can sit down and look through and plan out your goals for the week. And then you're going to reflect monthly to evaluate how is your time actually spent. And this last one I like because it does give you some agency in this, which is don't have a clear way to decide when to say yes or no. And so what you can try is to develop a filter for all requests, and then have an accountability buddy. So it will allow you to ask, will this help me develop x, y, and z? Will this help me advance in my career it? Will help me create a better relationship with mentor? Whatever it is. But to know why you are saying yes, or why you're going to say no to request can be really helpful. And then to talk to other people, like run it by a friend. Does this make sense? Wow, this seems like a really big commitment. Should I or should I not do this? So the next slide is about creating that filter. And so how do you say no. Or I guess the better question is, what do you say no to. And so the first question you do is, does this align with my priorities? Is this relevant to my academic future goals? And does this help me get where I want to be? So making sure that there's some sense of, OK, this is what I should be doing. Or what I want to do because this is my priorities in my future. And then the second question is really, what is the time commitment involved? And if you don't know, look to your calendar, talk with others. Identify the impact that this might have on others as far as if you say no. And then I think the third one, especially for incoming students, is really helpful. What is the context of this request? Who's asking for it? What is the power weight of this request? What is the impact of saying no to this request? And how does declining this request impact others and your relationships? And so at least if you're saying yes and that you're doing it to help promote your relationship with your mentor, at least that's why what you can say yes to. But this may be a reason why you can say no. Maybe this is a faculty member's area of interest that is way not aligned with yours. Well, maybe that makes sense that you would say no to that request. And then what you could do in this filter system is determine other questions. What makes sense? Can I do this in the summer? Or whatever is important to you, there may be other questions that you can create or develop to be able to help create this filter that you have so that when to say no. The next slide, Sarah. So I want to say that the language is really important. And this is the barrier still is, what do we say? And so I'm hoping you all can take ourselves off of mute. And what I want you to do is that, hey, look, I'm going to

say, hey, do you to do something. And I want you to avoid saying yes on the spot. And one good thing that you can say and learn to say is, let me check with my calendar and I'll get back to you. So why don't we all take ourselves out of mute? And I want to hear you say that, because I think that this may be the first time that you're saying, let me check with my calendar and I'll get back to you. You're not saying yes, and you're not saying no. You're just saying, hey, look I need to check with my calendar. Set the boundary that I can see what other time things I have going on. And then I'll decide if I can or cannot accept this request. So on the count of three, take yourselves off from mute. One, two, three. GROUP: Let me check my calendar, and I'll get back to you. JANNA: It's beautiful. Let's do that again. Ready? One, two, three. GROUP: Let me check my calendar, and I'll back to you. JANNA: Absolutely. I'm not advocating that you necessarily say no to everything. But I am advocating that you try to be more conscious about what the no's are that you're saying in an effort to be able to manage your time. And that's what I'm saying. And so by having something like this in your brain as far as, let me check with my calendar, and I'll get back to you, just gives you time and space to be able to make this decision. Another thing that you could say is when a request comes in last minute, hey, this sounds great. But I just can't take on any additional commitments at this time. When you're given a short deadline, you can say, hey, look, I know this is a high priority for you. And if necessary, I can make it happen. But if I could have a few more days, I could deliver something of higher quality. Is that possible to have more time to be able to get back to you? Again, this may be a perfect thing for a mentor. Mentor says, hey, I need this by Monday. Oh, wow. I know that this is really urgent and important to you-- and hopefully, it's important to you. Maybe not urgent, but you can negotiate, is what I'm saying. You can negotiate your most precious resource, which is your time. And so you're asking, hey, look, can I have more time? So let's say somebody asks you to do something-- when asked to do something instead of directly contacting the appropriate person. I don't know how many people I've been involved-- or you've been involved with, but I know I've been involved in this. That's not my area of expertise, but I'm happy to connect you with so-and-so who can best help support you, or support this problem. That's another kind of way to say this. And when someone starts talking about a problem that you could help with but you don't have the time, and it's really not your responsibility, wow, I can understand how hard this would be. Say nothing more and just nod and smile. Like I said, I'm not saying that these are always the best ways to think about time. But I do think having some language and some skills to be able to sort this out through your filter to understanding why you may say yes. And understanding that, hey, look, you can have a system in place to give you some more authority over your own time can be really helpful in the graduate program. So what we're going to do right now is I want to make sure-- the primer series is designed that you have an opportunity to chat. And so what I'd like to do-- and there's 39 of you. So why don't we break out in four different groups? And stay on, because I think that the best thing you can learn about time management is from each other. And what I'd like you to do is spend some time just introduce yourself quickly. What your field is. If you're in town yet or not. Some basic kinds of things. And then what I'd like you to do is share what helps you to better manage your time, like what did you use. We didn't talk about any technology help. We didn't talk about some of the other tools that are out there that maybe have helped you in the past to manage your time. And so share that with each other. And then I want you to talk about when have you learned to professionally say no, and how that'd go, and what the outcome was. And what new strategies are you

wanting to try based on what we talked about. So Sarah, do you mind splitting us up? Does that sound OK? SARAH: Yes. I got it. So five rooms? Is that what you were saying? Sorry. OK. JANNA: What we're going to do is we're going to get back in 10 minutes-- 8 minutes, let's say. And then we'll ask some questions and have some more conversation. But I do want to make sure that you have an opportunity to meet one another in this session. For those of you that have come back, that's great. I hope you had some good conversation in your groups. Hello. I see the cameras on. Thank you so much. It's nice to see everybody. So I'm going to ask you, do you mind taking off the-- yeah, thank you. And if you're comfortable, it'd be nice to see everybody's face. I hope you don't mind me asking that. But I want to hear from you all. So what kind of conversations did you have? Or what kind of-- let me ask you this, what helps you better manage your time that you think that the group should hear about? I would encourage you all to be thinking about that, and just trying to note that about yourself. And to know that you're not going to get it right this semester. There may be things that you're like, oh, gosh. I wish I had spent more time. Or wow, I really didn't need to spend this time on it. So I don't know what that answer is going to be, but I think to be conscious about that really makes sense. I'll share a really personal story. When I started here at the graduate school, I was asked to give a talk to our GPSA, which is our student assembly. And I was so nervous. And it was just a 10-minute talk, and I will tell you I spent probably 8 to 10 hours on it. I had people watching me. And I was just so nervous, it was my first time in front of our student assembly. And I got back, and I got done. And I was like, I can't do this. There's no way that I'll be able to sustain this effort and this level of contribution if I take every 10-minute talk to 10 hours. That's not sustainable. And so I've had to learn how to shift that. And so I guess my point is to be aware of what time you're spending, and for what reason. And so as you talk about the diminishing return, absolutely. Absolutely. And I'll add a little bit to this, which is that your faculty may have their own prioritization. Like I've had faculty say, I don't really care what the students in grades. And I've seen other faculty be like, no, this is the class that needs to be done well. And so communication about expectations will be really helpful to you in your time, because then you'll have an idea of the judges as to your academic performance, and what they think you should be spending some time on. And so I'd encourage you to have those conversations soon, because that may make the most impact to what you're going to be doing that first semester as you try to navigate a lot of opportunities-- a lot of opportunities. Anything else as far as any new things that you want to try, or things that resonated, or helps you manage your time that we may not have talked about in a formal group? I'll do that myself, but the idea that then you can look back and see what you've spent your time on is a good strategy as far as assessing where you spend your time. How many of you have done something with a time matrix? Have you thought about your time in that kind of way as far as, hey, how am I spending my time? Or what are the tasks that I'm doing? Does anybody done any of that before? Not getting a lot of head nods. So I'm just going to go with, perhaps not. I will share that we had a student here a few years ago, and she was obsessed with understanding how she spent her time. And she ended up-- I kid you not-- every 15 minutes, writing just real quick, like, this is what I'm doing, to try to get a really nice roadmap of what is she doing. And I think that you may not see that a value today, but in a few months from now when you're like, gosh, where's all that time going? I'm working on good projects. I'm here, but I'm not able to get everything done. To go back to that basic, maybe not every 15-minute block, but to go back to the basic to try to figure out, what are you doing in your day?

How much of your day is on your stuff. And that's what that quadrant 2 reflects as far as these are your real priorities. And so I'm not saying that there's a magic formula, but I am saying that there may be some value to that. Maybe not today, but maybe later on, for sure. What about saying no? Let's go back to that. Has anybody done that with success? In a professional context is what I mean-- is what I would say. Time is your biggest commodity that you have. And so I think what you're talking about is your strategies to negotiate. I think if you have the relationship that allows you to understand the other person, and perhaps, that worked, OK. But I would be open in a new setting, in a new environment that those relationships need to be built. And what worked before may not work for that person. Do you know what I mean? So you may need to get a little bit more nimble about having conversations about the same kind of situation to say, hey, look, if I do this, what happens here? And be very direct about it. I think would make some sense. And so I guess, I'm not saying yae or nay, as far as-- if it worked, that's great. But I think that this is the language piece as far as, how do you negotiate your time? Especially with those that have power. I mean, that's really what it is. I often find students in their first semester-- the overwhelming feeling is real. And so how do you-- you can't make more time, so how can you better manage your time? And it is by communication with others, because those requests aren't necessarily coming from just. And so how do you work through that? Absolutely. So I want to be sensitive. It's 3:00, so this is the time-- right-- that this program is going to go to, I believe. Yeah, 2:00 to 3:00. So I'm happy to stay on if you want to chat some more. That's not a problem at all. And I hope and wish you all the best. And I will see you during the dean's welcome in a couple of weeks, if you're not going to a couple of the other programs that we have scheduled in the next few days. So welcome to Cornell, and thank you all so very much. Sarah, did you have more than you wanted to say or-- SARAH: I did not. That's a good reminder. I forgot to add the don't forget to come to the dean's welcome that all of you are welcome to come to in person at Bailey Hall, August 17th at 9:00 AM. So we would love to see you all there. JANNA: Good luck to everyone. Take good care, OK?