



Graduate School

Navigating Key Graduate Milestones and Expectations

OLIVIA HOPEWELL: Thank you so much for taking the time to be here. If you've been to other sessions, you already know that the Primer series is something that the team at the Graduate School puts together to help incoming first-years kind of acclimate themselves and transition into the role of being a Cornell graduate student. So I'm going to add really quickly a link in the chat just so you can see other-- like what other Primer sessions are coming up and sign up for those. So far, we've had sessions on topics like imposter syndrome and kind of cultivating well-being as a grad student. And today, we're going to talk about navigating key graduate milestones and expectations. So before I turn things over to Dr. Martell, though, I have a couple of notes. First, I want to make sure to introduce myself. My name is Olivia Hopewell, and I recently started here as the Graduate School Life Advisor, Graduate Student Life Advisor. And I am here for you all, all graduate students, as a resource for anything kind of student experience related, so advice on working with a mentor, getting connected with campus resources, navigating a milestone like we're going to be talking about today, basically, anything. You can reach out to me or my colleague Janna Lemey, and we are happy to chat. I also want to thank Zenobia Lee-Nelson and Sarah Day, who have been in charge of setting up this whole series. It's been a lot of work, and they are doing a wonderful job. So thank you to them. And then, finally, I want to note that at the end of the session, I'll be dropping a survey in the chat. So if you have a chance, and you're sticking around for the whole thing, please fill that out and give us some feedback on today's session so we can take things into account going forward and make sure that we're serving what students actually need from these sessions. And then, also-- sorry, one last note-- we are recording today's session, so I just want to make sure that everyone's aware of that. And we do have closed captioning available if that is something that is helpful for you. Yeah, so that's everything from me. And with that, I will turn things over to my colleague, Dr. Josephine Martell, Associate Dean for Academics, to talk to us about navigating key graduate milestones and expectations. JOSEPHINE MARTELL: Thanks, Olivia. Good morning, everybody. Thank you for joining us today. As I'm sure you've heard many times now, welcome to Cornell. Congratulations on your admissions here. And now, it's your role to make the most of your graduate program. So as Olivia said, obviously, I'm Josephine Martell. I'm the Associate Dean for Academics. What that means is that I oversee our academic programs and policies here in the Graduate School, as well as academic integrity and the student grievance process, as well as our graduate program registration across the university. I'm also a research professor in the Public and Ecosystem Health Department in the vet college. I study how communication tools and tactics can be used to advocate for vulnerable human and nonhuman communities. And I do a lot of work at the human wildlife interface and also in collaboration with the Gayogoho:no community around Indigenous language revitalization and reclamation here in the Finger Lakes region

and then up at Six Nations and across the diaspora. So I hope that the information that I share with you today about navigating your milestones and the additional orientation that you'll be getting at the field level and in departments as you get on campus will help you embark on what should be a rewarding and very challenging but ultimately successful path to your graduate degree. So today, I'm going to talk about some general expectations as a graduate student. Go over the key milestones that you're required to meet in order to graduate. And then talk about additional considerations around each one that may not be as obvious. We'll have some time for questions as a group. You can pop your questions in the chat or raise your hand. We'll try to check them every few slides, but we'll definitely have time after the presentation to address them. And then after that, we'll go into some breakout rooms by discipline where you can talk to each other in smaller groups, reflect on some of the things that you've heard, and share what your current understanding is of your field milestones. And then we'll come back as a group to reflect on what you discussed, and I'll share some additional suggestions with you on how you can make the most of your time as a graduate student. That's an outline for how our time will look today. So to begin, I just want to take a few minutes to go over some-- to step back a little bit and take, you know-- and go over some of the general expectations of what it means to be a graduate student at Cornell and specifically, a doctoral student. A lot of this advice also applies to funded research master's students. So doctoral students are fully funded through internal and external fellowships and research and teaching assistantships, generally, like that is our general funding package at Cornell, one of those options. Funding packages include tuition, fees, health insurance, and then a living allowance or what's called a stipend, so that you can focus on your studies and ultimately make progress on your degree. But as a doctoral student on an assistantship, you'll be dividing your time between your assigned assistantship responsibilities, like as a TA or a teaching assistant or a research assistant. And then you'll also be dividing your time toward making progress towards your degree, which is like the uncompensated part of your time. Your graduate assistantship may involve work responsibilities, like I said, such as teaching or research or administrative tasks. And you will receive compensation for that work in the form of the stipend so that helps you pay your expenses while you pursue your studies and your degree, but that's separate from your time towards your degree. So your degree-focused time is going to be dedicated to coursework and independent research, data collection, analysis, writing. And it's really important to understand, as I keep saying, that this is the time that you spend on your degree progress that's not compensated. This time is directed towards your degree, which deepens your knowledge of your subject, your critical thinking skills, and your grasp of the methodologies that are appropriate to your research. The PhD is the most difficult graduate degree to complete, and it requires years of dedicated study and research, especially for excellence. So as you're working towards your degree, you may dedicate the equivalent time of full-time hours or more to your scholarship. And this isn't in service to the university. It's like in-- it's time that you're spending towards your degree. And it's important to remember that in addition to being-- in order to be competitive on the job market after completion, which is highly selective, you not only have to achieve the minimum to graduate from Cornell, but you also want to achieve excellence in your scholarship. And

this is what requires the additional hours of hard work and dedication and a true commitment to your success. I don't know what's going on here. OK. So in these next few slides, I'm going to go over some of these key milestones that we need to reach in order to eventually graduate. And we're going to talk about each one of these things. I apologize for the laptop glitching. So one of the first milestones that you'll need to achieve is forming your committee. The Graduate School requires at least three faculty for a doctoral student and two for a master's student. However, your field may require additional members or members representing specific disciplines. So typically, you have an advisor who represents your major subject, an additional faculty who represent your various minor concentrations. Your committee must be fully formed and submitted to the Graduate School by the end of your third semester as a doctoral student and by the end of your second semester for a master's student. For many PhD programs, students already have an advisor identified at the time of admission, but in other fields, you may be assigned a temporary chair and then need to identify an advisor within a certain time frame. For professional students, advisors are typically assigned by the field. But in a few exceptions, you do select an advisor and then your committee. So if your advisor is not already assigned, make sure you understand whether you have a temporary advisor, or whether you need to identify an advisor within the first few weeks. Your DGS, your director of graduate studies, which is a faculty member who's taken on an additional role in your department to advise graduate students, is a great person to ask these questions to. And typically, most questions will be best answered at the field level in your graduate program. Ask your GFA, your graduate field administrator, or ask your DGS. Another great place to look for these answers is in your field handbook. Every field is supposed to have a field handbook. Most of them do. And hopefully, it's online. If your handbook doesn't have some of these answers, bring it up with your DGS and ask them to update and clarify their handbook. This is another initiative that we've been working on over the past couple of years, so I would appreciate everybody's help in reviewing their handbooks and making sure they have all the information they need. The questions you should be asking or finding out the answers to include, are rotations expected in your field? If so, how are they structured? When are you required to form a full committee? Sometimes fields have different deadlines than the Graduate School, like earlier deadlines than the Graduate School. Do special committee members have to represent specific areas of expertise within your field that are required by the department or by your committee? How many members does your field require? And then, is there a process if you have trouble identifying an advisor? And is your funding linked to having an advisor by a certain deadline? During the first two to three years of your program, you'll also be focusing on completing the relevant coursework for your degree. And this is how most people spend those first few years. So the courses may be required as part of your program, where they're set, and you already coming in like what classes you'll be taking. Or they may be identified and set by you and your committee. During these years, you also want to focus on developing strong relationships with your advisor, with your minor mentors, other mentors, and other people. You should be communicating early and often with your advisor about your classes and how you're doing and continuing to identify gaps in your knowledge, and how you can best fill those gaps. You know, sometimes it will be a formal course. Other times it might be TAing a

course, or it might be taking a short course at the library or a virtual course at another university or like a weekend colloquium. So there's lots of ways sometimes to get the skills that you need, and you should be like having those conversations early and often. I also encourage you to find a lab group for collaboration and support. That's also a great way. And it's something that will really support you as you go through your program. In many of the life sciences, an advisor were just typically have a lab group that you'll automatically join when you join the program. In the social sciences and humanities, that's less common to have a lab group. And so in that case, like you might have a minor committee member that's affiliated with a lab group that would invite you to, or there may be an adjacent type of lab or peer group that you can join just through networking and speaking with your peers. But in this case, in terms of your coursework, some of the additional things you should be thinking about and asking is make sure you understand that the courses are required by your department, whether substitutions are allowed, what is the process for these things. If you've taken comparable courses at other-- comparable graduate courses at other institutions, is there a process for swapping those out or getting credit for them? This doesn't always happen, but if it does apply to you, it's worth asking. Always, of course, know by when you need to take the classes, the minimum number of credit hours required. And finally, if your special committee is the one that advises you on your required courses, make sure you know who helps you choose your courses during the first three semesters if you haven't yet identified a special-- a primary advisor. In many fields, that's the DGS, or you're given a first-year temporary advisor. But you'll really want that guidance, especially in that first year as you're setting out on this program. During these years, in addition to taking additional short courses and filling in extra research gaps, you should really also be attending department seminars, focus on setting good study habits for yourself. That's something that will, obviously, bear with you-- bear out throughout the program. And then, also, just really work on figuring out a work-life balance that works for you and allows you to make the progress you need to make in your program. Some fields also have what's called a qualifying exam or a Q exam. Not all fields have this, so find out if it's applicable in your field. Typically, fields that have a really core and required set of classes also have a Q exam. These are also called concentration exams. And these are required in the first or second year of your doctoral study. And they're designed to determine a student's ability to pursue your doctoral studies. Requirements for Q exams vary very widely by field, but typically, students who pass the Q exam continue in their doctoral studies. Your field handbook should articulate how the exam is structured and what types of content may be included. If it doesn't, again, please ask your DGS to update this and clarify it for you. You should be talking to your advisor about identifying what those subjects and topics will be early on. Is it an exam? Is there also a qualifying paper required? You can also ask if you can see past practice exams and past papers to help you prepare for that exam as it comes. And typically, that's something you do want to spend at least a semester preparing for. So again, if you have Q exams in your field, make sure you understand how they work, and ask some of these key questions. Who determines the outcome? Is it your committee? Is it the DGS? Is there a field-appointed member required at that exam? How will the results be communicated? What happens if the exam is not passed? Do you have an opportunity to retake the test? Are conditional passes

allowed? If you're going to be dismissed because you didn't pass the Q exam, do you have an opportunity to earn a master's degree at that program? That can vary by field. And then it's always a good idea to understand, like what is the pathway for dismissal at these different milestones. And it's better to know early in your program if you're not going to succeed, as this allows you to pivot and choose a different path going forward. However, if you have successfully moved through your program and passed your Q exam, if that was something relevant in your field, you'll eventually come to the A exam. And so in order to advance the doctoral candidacy, doctoral programs are required by the Graduate School to have an A exam, which can be completed after two semesters of registration and must be completed before the seventh semester. Some fields require completion sooner, so make sure, again, that you check with your advisor and your field handbook to know when that's expected in your field. This exam has varying formats. It can be oral. It can be written and oral. And depending on what the requirements are, are set by the field or set by your special committee. In some fields, the format of the A exam is entirely up to your major advisor and your special committee. But this exam must be scheduled with the Graduate School and announced to the field at least one week before the exam, but you should be aware that you need to schedule that date with your committee long before that deadline. Your committee members will be incredibly busy faculty. Sometimes they need months in advance to get all of them together. I've known many of my own colleagues who've scheduled exams like literally one semester in advance just because it's so hard to get multiple people together for that amount of time. But once-- if you do pass this exam successfully, it certifies that you're then eligible to present a dissertation to the graduate faculty. Additionally, if you don't pass your A exam, you will be likely withdrawn from your program, but then also have an opportunity to earn a master's degree at that time. So like the Q exam, it's better to pivot early and choose a different path at that stage in your program rather than later on. So this kind of provides-- these are like forks in the road where you can see how you're progressing in your field of study. But as you approach your A exam, you should also be understanding similar things to the Q exam, and ask your advisor, other committee members, and your peers these questions. So what are the requirements of the exam and the format in your field? Is there a field component or a public component? Many fields you actually give an oral presentation to your field, or that can be opened up more widely. Again, is there a field-appointed member required at the A exam? Some of the fields require that. How will the results be communicated? Again, what happens if it's not passed? Can you retake it in your field? Is a conditional pass possible? And then, what are the steps to reach a successful outcome? And again, if a student has failed the A exam, what is the pathway to earn that master's degree? And what is the pathway for dismissal? So it's important for you to arm yourself with that knowledge so you understand going in what the different possible outcomes are. Once you've passed your A exam, you'll be entering the research stage of your dissertation program, which can last anywhere from one to three years. Typically, a thesis or dissertation is required in your major area of study, so whatever your primary advisor represents, and under the supervision of the chair of your special committee. In some cases, if you-- depending on how your research is evolving, it can become apparent that a minor member maybe better represents where your research has evolved. And you can get an exception to have your dissertation

fall under that minor member's area. But in general, doctoral students are required to submit a dissertation that's deemed acceptable in the scholarship and literary quality of your field. Master's students are required to submit a thesis or research project report that is appropriate to their program. And acceptance of the thesis or dissertation requires the approval of all your special committee members. So again, it goes back to ongoing communication with all your members, regular meetings, making sure everybody's on board. This is a really important part about being a PhD student and part of the professionalism required of you. Again, when it comes to your dissertation, make sure you understand whether your special committee or your field allows for a papers option. Whether there are any expectations for publishing. Some fields require that you have papers published before you defend your dissertation. You want to know that early on, so you're planning appropriately. And then make sure you just understand any additional requirements around length or format or content. And again, I just want to reiterate that your degree-focused time is dedicated to your coursework and your independent research and your data collection, analysis writing. And that this is time directed towards your degree that deepens your knowledge, your critical thinking skills, and your grasp of your research methodologies. And as I said earlier on, the PhD is the most difficult graduate degree to complete, and it requires years of dedicated study and research. So you're signing up for a bit of a marathon right now. And it's good to have that mindset from the beginning. As you come to the end of your program, all students will take a final examination called the B exam, which is the oral defense of the dissertation. And this is done after all the degree requirements have been satisfied. This can be no earlier than one month before a completion of your final registration requirement. In order to schedule that, a complete draft of your thesis or dissertation must be submitted to all members of the special committee at least six weeks prior to the B exam. And a final draft is due to all members five business days before the exam. The B exam cannot be scheduled until the dissertation is complete and in final format. Additionally-- what did I just do here? Sorry. The B exam must be scheduled with the Graduate School and announced to the field at least one week before the exam. I don't expect anyone to remember that now. But as you are getting close to the B exam, just remember that there are scheduling requirements that have to happen at both the Graduate School level and the field level. And again, to remember that you want to, despite the Graduate School's requirement of one week, you'll want to have scheduled that date with your committee members many months in advance because you want to make sure that you'll have their time for the three or four hours that it will take. Like many of the other milestones, there are some additional considerations. So just like before, what happens if the exam is not passed? Can you retake it? Is a conditional pass possible? If so, what are the steps that you'll need to take in order to successfully pass? If you fail the B exam, is there an additional pathway to earn a master's degree at that time? And then. Finally, the final dissertation or thesis must be submitted to the Graduate School no later than 60 days after the B exam. And it's really important to remember that enrollment in future terms is not permitted once you pass your B exam. So make sure that your status at that point, like if you still have work that you want to do in your advisor's lab, or you maybe have a project you're still involved with, just understand that you can no longer continue as a student once you've taken that B

exam. But often, in those cases, faculty can work with you to come up with a different type, like a research assistant position or another type of non-matriculated status. Once you've passed your B exam and submitted your final dissertation draft and any outstanding administrative requirements have been complete, then you finally graduate. And you will receive your degree. Sometimes students participate in graduation before their degree conferral if the timing doesn't line up. For instance, if you plan to defend and submit your dissertation in the summer, you may decide to walk in the spring PhD recognition ceremony, which is our biggest ceremony of the year. A lot of students do that even, honestly, if they plan to finish and defend in the fall. We do have a smaller recognition ceremony at the end of the fall semester, which is a really lovely ceremony, but it's not the same big like graduation commencement hoo-haa that happens in May. Finally, I just want to say that some of the key things to thriving academically in graduate school is to take responsibility for your own education and be proactive about your own studies. And I think that is probably one of the most important pieces of advice that I can tell you today, which is just take responsibility for your own education. And so with that, I would say, first, like be informed. Learn about the people and other resources that are available to you. Read our graduate announcements newsletter, which contains information about funding and fellowships, workshops, and lots of other opportunities and events happening on campus and elsewhere. Learn about the Graduate School and your field's policies that provide structure and expectations for your academic activities and protections for your rights as a graduate student. And read your graduate student handbook. Read it. See if there are any gaps. Bring those gaps up with your DGS. Make suggestions for improvements. You want as much clarity as possible about what you're embarking on. Also, ask for guidance. If you don't know something, if you're curious about something, if you feel that you're floundering, ask for help. Your faculty and the other experienced graduate students around you have a lot of wisdom and will have a lot of good advice to share with you, so learn from them. Ask them. Asking for help or guidance is going to help you succeed. Also, make connections beyond your graduate program. Cornell has a lot to offer. We have a ton of resources on this campus. Use many of those different ways to get to know other faculty and other students, other resources. And most of all, through all that, advocate for yourself. Let your faculty know what interests you and what you're accomplishing. Graduate school is not a time for quiet humility. If you really want to succeed, you really need to put yourself out there and be the first person to believe in yourself. So we're going to—

SARAH DAY: [INAUDIBLE]

JOSEPHINE MARTELL: --over in a minute to small groups. But before that, I want to just take a minute to see if people have any questions. I can't really see chat.

SARAH DAY: Yeah, there's one in the chat. I'll read it out to you because I wanted to highlight that for you. It says, what is the major difference between the Q and A exams? It seems both need committee approval, or am I missing something?

JOSEPHINE MARTELL: Yeah, that's a good question. So it depends on your field, first of all, whether or not you'll have Q exams. Not all fields have Q exams. But typically, the Q exams are done after the first one to two years. It's different from the A exam in that a Q exam is really gauging your-- it's gauging your competence and your knowledge in your coursework. So what foundational knowledge, coursework knowledge you've learned about your degree or program. The A exam is what kind of evaluates whether you're ready as a researcher to embark upon your dissertation journey and embark upon independent research. So it's just a slight-- and that's often when you will-- when a student will present their dissertation proposal to their committee is that the A exam stage. So the Q exam is an earlier stage of competency. Again, it's not required in every field. And it's really about measuring your subject matter expertise, primarily measured by the courses that you've taken. Does that help answer the question?

AUDIENCE: Yes, please, thanks.

JOSEPHINE MARTELL: Are there any other questions that people might have that you want to put in the chat or that you feel comfortable speaking up about? Any things that you found surprising or that raised more questions than gave answers to? If not, let's pivot over to going into breakout rooms. So what we'll do is we'll take about, I guess, about 15 minutes. We can put you into breakout-- 10 minutes maybe, Sarah? What do you think is a good amount of time?

SARAH DAY: 10. 10 seems good.

JOSEPHINE MARTELL: OK, we'll give you 10 minutes to go into breakout rooms, and then we'll come back as a group. We'll talk a little bit about your reflections in your breakout rooms. And then I'll share some additional slides for some further suggestions on overarching strategies for succeeding in graduate school. So you might want to take a screenshot of this slide, but I'd suggest that you start with some brief introductions, so your name, where you are affiliated at Cornell. You can start with one of these icebreaker questions if it feels comfortable to you. And then take a few minutes to talk about the milestones in your discipline. What do you know about the expectations in your field already? This is a great opportunity for you to share with each other, like what you already know about your program or field from what you've learned so far from your discussions with advisors and faculty in the field. And so after that, we'll return back as a group to discuss. And what we'll be doing is going into four different breakout rooms. We'll be going by discipline, so we'll do one in the life sciences. We'll do one in the physical sciences and engineering. We'll do one in the social sciences and one in the humanities. Anyone have any questions, or are we ready to go?

SARAH DAY: So while Zenobia is working on breakout rooms, there was a quick question that asked if there are statistics on students who don't make it through the Q or A exams.

JOSEPHINE MARTELL: I'm sure-- are you-- I'm sure we do have statistics about this. I don't have them handy, but can you capture the email? And I can-- we can certainly follow up on that. And I'm happy to share those. I'm sure there are national statistics, but I know we also have those statistics at Cornell.

SARAH DAY: I think, and, Josephine, I'm not entirely sure, just generally speaking, I do not have the numbers. But I don't think it's high because you, as the student, schedule that exam, and generally, you work with your committee to schedule that exam when you're ready for it. So anyway, I don't know if that's the right way to put it, but—

JOSEPHINE MARTELL: I think it is. I think that-- I mean, for the Q exam, for instance, like you are required to take it by a certain point. If it is clear going into it that you aren't going to succeed, many students at that point will come up with a plan B. And same with the A exam. If it's clear that the student isn't going to pass the A exam, again, a plan B is often identified up front. An A exam, in most cases, is, at least taking the A exam in most cases, is required to earn the master's degree, whether you pass it or not. So you know, it's a little bit of a self-selection like Sarah said. Like, typically, you and your committee member-- your committee will be preparing you. And they will be recommending you to take these exams when they know that you're ready for them. But also, it's a point that can, you know-- so sometimes people leave the program before they take the exam, I guess, is what I'm trying to say.

SARAH DAY: OK, Zenobia, are we ready with breakout rooms? I see some questions coming in about slides. We can probably send out, assuming Josephine's going to nod. Yeah, we can send out the slides to y'all afterwards if you would like.

JOSEPHINE MARTELL: Yeah, absolutely.

SARAH DAY: We got a thumbs up on the—

JOSEPHINE MARTELL: [INAUDIBLE] with the intention of sharing them.

ZENOBIA LEE-NELSON: Folks can start joining their breakout rooms.

JOSEPHINE MARTELL: Great.

SARAH DAY: All right, so the breakout rooms are open. I think what Zenobia has done is made it so that you can self-select into the different breakout rooms. It looks like folks are already joining, but just if you in your Zoom menu, click on Breakout Rooms, you should be able to click on Join on the various ones. They're titled Social Sciences, Life Sciences, Physical Sciences and Engineering, and Humanities. So it looks like you guys are Zoom experts. So I already see folks joining in. And if you need help, pop in the chat or say something and one of us can help move you into a room.

JOSEPHINE MARTELL: All right. Well, how did that go, you guys? Does anyone have anything to report? What was surprising to you, or what did you learn from your colleagues? And feel free to pop it in the chat. It can be as simple as one word. Or raise your hand. Speak up. Take off-- unmute yourself. Did you learn anything useful talking to each other about milestones in your particular fields or disciplines? Did you talk about different things altogether? You have to go weather.

SARAH DAY: It's beautiful right now.

JOSEPHINE MARTELL: It is lovely right now. Yeah, building support systems and maintaining structure is really important. Goes back to the marathon aspect. You want to set up a really strong support network. People are really chill about writing A exams. What field is that? I'm curious. DGS and [INAUDIBLE] degree. Insert the question.

SARAH DAY: I want to echo this last comment that says your committee, department, and the university want you to succeed. They'll work with you to make sure you have every opportunity to do so. I see Josephine and Olivia are nodding also with me. So we want to say yes to that.

JOSEPHINE MARTELL: Yeah, absolutely. Everybody wants you to succeed. You have a ton of support available for you at the field level, your program level, through the Graduate School, across Cornell. You know, the whole point of admitting you is to support you and help you achieve the best scholarship that you possibly can. So please do use all of us, and we're here to support you. So we're getting short on time. So I'm just going to move on really quickly. I wanted to just end with some really kind of broad and slightly basic set of tips on how to-- overarching tips that are helpful in school as you're starting this quite significant journey. So I always say think ahead and plan backwards. And I know for me, completing my doctorate, this was really helpful. So set achievable goals for yourself in consultation with your chair, possibly other members of your committee. You want to establish really clear PhD aims or questions on the basis of your thesis requirements and within your department guidelines, as well as within the grad school milestones. And just remember that goals, obviously, can change and so can your plan, and they often do. But it's really helpful to have a roadmap. And it will help you maintain focus as you go through your degree. It's also really helpful to have a clear goal for after graduation that also often changes. But are you intending to follow an academic path or go into the private sector or industry or something else? You'll have different goals and expectations for yourself depending on these different paths. And honestly, the requirements of success will be different for each one. So the more you can find out what those expectations are for each of those different paths in your field early on, will help make sure that you're working towards the right goals for where you want to end up. So that's something you should be thinking about from the very beginning. And to that point, I will say don't compare yourself with others. Your PhD is your own unique opportunity to conduct original research in what you're interested in. And you need to do what works for you and your project and your advisor. And so your goals are going to be unique to your project, too. It's really easy to

fall into the trap of comparing yourself to others, and it's probably the most unhelpful thing that you can do. I also recommend that you get organized early on, including your workspace. This will save you time later on and give you space to create balance in your life. So using a clear labeling system for files and a system that you can remember on your computer. Writing everything down that you do. You'll need that for your methods later on. It's really important to document your research process. You never know when something might turn into a publication or a project or go further. So the more you write it down, the easier you make it on yourself. It's really easy to forget things. So write down meeting notes, method details, trial runs, codes, annotations, whatever. I also recommend using your daily and weekly calendar as a tool to reflect your priorities and keep you on track. In addition, of course, to just scheduling your time and meeting your goals. In turn, these goals will help you set and discuss your expectations with your advisor. Everyone works differently and has a different style. Be aware of your own needs. Communicate them with your advisor early on so you can work productively together. Cornell, in partnership with the Graduate School, has been developing a curriculum and various tools around mutual expectations for mentoring called the Faculty Advancing Inclusive Mentoring. That's the link that's here. And again, we'll share these slides, so I encourage you to check them out and use them. There's a couple like tools that help facilitate conversations with your advisor and committee members early on. And sometimes it's even-- the best time to do that is when you're choosing an advisor, right? Before you've selected them, it's really important to have these questions up front to make sure that your expectations align for both what you want to get out of your research degree, but also how it works with what other additional responsibilities you may have in your life. This kind of sounds like a little bit of a platitude of maintaining a healthy work-life balance and remembering that it's hard. But earning a PhD is a difficult and challenging experience under the best of circumstances. I did my PhD working full-time with three kids, so I can tell you that was like really, really hard. But it would have been hard no matter what. And so by the end of your degree, you will be-- the goal is that you'll be the preeminent expert in your field on your specific topic. That takes a lot of hard work, a lot of resilience, perseverance in the face of adversity and barriers, and often really long hours in the lab or in the field or in the library in order to make that academic progress in your degree beyond your classes and whatever TA or RA responsibilities you also have. And because of that, it's important to take care of yourself so that you can show up as your best self. So do all the basics, right? Eat well. Get enough sleep. Try to get some exercise. Carve out whatever amount of time with friends and people that nourish and support you that you can on a regular schedule. If you stay organized and focused, you can always find time for a quick walk or a coffee or a way to connect with someone. And I really encourage you to continue to maintain that. And again, you know, it's a full-time job to achieve excellence in your field and then be competitive in the job market afterwards. And finally, I just want to remind all of you, because the academic market in particular, if you're going in that field, has become so incredibly competitive and selective that it's really important to publish and find your peer networks. So publishing is super field-specific. Talk to your advisor, your committee members early on about what the publication expectations are in your field, especially if you are pursuing an academic career. Find out where you should

publish. Many fields kind of have expectations for where you should publish. Whether you need to be a sole author. Know if you're the first or last author is desirable in your field, like things like that. And of course, always aim for the best journals you can, but aim for realistic journals. And again, that's a conversation to have with your committee members and your co-authors. But also know that not all of your papers are going to be successful or get published. But despite that, the whole process of drafting and submitting art to journals is a really great way to learn new skills, improve your writing and your research. It enhances your CV, and it gives you a deeper understanding of your work. So publishing can be a slog and demoralizing, but rejection is 100% universal in academia at all stages of people's careers. And almost every paper these days is a revision, what we call an R&R. So use those R&Rs, those revisions as a learning experience to produce a better piece of work. So that's it for me today. I just see that we're just a couple of minutes over time. Please reach out to us with any questions. I know Olivia also has a survey for you today about today's program, which she's going to stick in the chat and maybe also will get emailed out to folks that attended. Is that how that works? Thank you all for coming today. We really appreciate you being here, and we're excited to welcome you onto campus when you get here.

OLIVIA HOPEWELL: Amazing. Thank you so much, Dr. Martell. That was great. Yeah, so with that, we are all done. And just a reminder that we do have another session tomorrow on money management, kind of financial literacy as a graduate student. So if you haven't already, do sign up for that. It's going to be really nice. Yeah, so have a great day, everyone.