



Graduate School

Right From the Start: Valuing Your Time

JANNA SHINE LAMEY: So this is what we're talking about now. We're talking right from the start how to value your time. I want you to know that there's a two sections to this talk. One is probably what you would think about as far as tips and techniques and how to manage your time better or what things that you'll read about and what to do. And then the other part of this talk is really talking about how to say no in a professional kind of setting. And so often, our graduate students say that, oh, gosh, when they get here, there's so many opportunities that they can take part in, and that's fantastic. However, you can't say yes to everything. And so we're going to just talk a little bit about that just so you can start thinking about, what does that mean for you? And so-- OK. So before we get going real into this, I want to know what do you think are the benefits to time management? What do you experience when things are going well when you're managing your time? So again, just use the chat function and tell us what you think. What happens when you manage your time well? Less stress. Thank you. Thank you. Yeah. [LAUGHS] More opportunities to do things you enjoy, happy graduate student life, you're in good spirits, get the important work done. Yep, be talking about that. I'm able to feel flow, stay calm, and get what I need to be done done. I like that-- the flow perspective. Less guilt, better work-life balance, better grades, more productive. Absolutely. These are all things that you know. And so you're coming to us from another program. And you know how to do this, and you know what the benefits are. So basically, reduce stress, like y'all said. Get more done. Less waste of time having to rework things. More free time. Ease life friction and problems. Improves your reputation. And you have more time-- you can spend more time where it matters to you. So keep those things in mind. So I'm going to go through five little tipsy kinds of things, as far as how you can better manage your time. The first one-- and this might be a little dense. But the first tip that they often talk about is trying to figure out how do you spend your time? And so over the years, students have done this lots of different ways. One is actually recording how they have spent their time and that there's some good exercise in that, as far as that want to make sure you know what this looks like. So this is from Stephen Covey years ago. It's *The Seven Habits of Highly Effective People*. So if you want, you can check out that book and see what it is. But he often talks about the time matrix. And so when you think about this, on the y-axis it's about urgent and not urgent kind of activities. And then on the x-axis, it is important and not important kind of activities. And so he breaks this down into quadrants-- quadrant I, II, III, and IV. And so basically, if you're in quadrant I, you're just trying to manage. And so this is unscheduled work, rework, last-minute changes, project due today, last-minute preparations and crisis and emergency. And the problem with quadrant I-- and none of these, you can't-- you do a little bit of everything all the time. But the problem is if that you're always in urgent and important, you tend to burn out and have a lot of stress as a result. So that's not necessarily where we want to be as graduate

students. Where you do want to be is you want to be working in the not urgent but very important kind of work. And this is where you can focus, and you can do thoughtful, creative work, high-quality output, relationship-building, exercise and health, planning your time, and setting goals. And so this quadrant is often thought of as vision, balance and control. And again, this is where you want to be at, especially in something important-- writing a big dissertation or thesis project. Something that requires a lot of your focus, you want to be working in important but not urgent kind of category. The other two about urgent and not important, the quadrant III, we want to avoid. These are low-value but required reports and presentations, some interruptions, some emails, and some meetings. And so this quadrant III that we want to avoid-- we tend to be controlled by others or victimized. And so the idea being that this may come at a mentor saying, hey, this really needs to be done. And you're thinking, well, this isn't really important, but it does need to be done. It is quite urgent. And so, again, we don't want to be in that space. We want to be avoiding that. And then we also have the not urgent and not important quadrant, which is really avoidance as well. Or we want to avoid this. And this is where we do a lot of the excessive TV, social media, pointless web surfing, time-wasters, self-indulgent perfectionism, and overanalysis. And so this, they say, is most of the irresponsible behaviors, but we become dependent on others as well. And so, again, we want to avoid quadrant IV and quadrant III. And we want to manage that quadrant I. But we really want to get to the focus of quadrant II. And so again, this is just one tip in thinking about how you're going to manage your time is really answering the question of where do you spend your time, and trying to understand, where does this work? And so I'll never forget one of our first-year students came through and she said she really wanted to try this. And so what she was doing in her schedule is she was writing out all the things that she wanted to do, and then she was going back and reflecting on what quadrants she was spending time on every 15 minutes. And it seemed like a lot of work. But the idea was that she really wanted to understand where was her time going? And what she found was that there wasn't a lot of quadrant II kind of activities that were going on. So she was trying to reassess that to make that be a priority for her. So again, there's power in knowing where your time is spent. And this is one way that folks can do that, or even just understand how we spend our time, which is this idea of the time matrix. So I hope that makes sense and is good. Anybody have any questions about that, just please feel free to put it in the chat or just raise your hand. OK. We're going to move on to my tippy number 2, which is the idea of thinking ahead and planning backwards. And this is a key to planning any major project. And basically, the steps are we know what the external deadline is, but we're going to set an internal deadline. So let's say-- I'm hoping that everybody here today knows, when they want to graduate. And so if you want to graduate one semester, you might be thinking that the internal deadline might be the semester before that. And that's good. That's legitimate. Absolutely. And so the idea is that after you have this internal deadline, that you'll be able to break down some large task into what action you should be doing on a weekly basis. So OK. What can you do this week to help advance you to closer to that goal or that internal deadline that you've set? And then one step further, can you then set that to what it is that you're going to do on a daily basis, as far as that, OK, I know that this big written project needs to be done. I'm going to set it maybe a semester before or a

couple months before. And I'm going to be able to translate that into, OK, today, what am I going to do? I'm going to read a paper. OK, that counts. What is it that you're going to do on a day-to-day basis to be able to help to advance so that you make your goal. It's the whole idea of thinking ahead, but you're going to be able to plan it backwards. And so once you do that, you check in with your calendar daily, and then you adjust as needed. And so the nice thing is that if you start today, or maybe next week, or whenever you get here. But the idea is that hopefully every day you'll be able to accomplish something towards your goal. Because there's no way, especially in the writing project, that you're going to be able to get that done in a week and a month, maybe even two months. And so how are you going to get that going today? What could you be doing or should be doing as you get here to be able to meet that goal? There was a student years ago that she was terrified in writing. And so what she thought she would do is when she got here is that her goal was every day to be able to write one page. And so when she got done with three years, she had almost 1,000 pages, and she never really used them for her dissertation. But she gained some confidence in her writing to be able to do that. And so that was something that she was working on towards her own goal of improving writing that she can contribute towards getting her-- making her goal happen. And so that was really a neat idea. You all know how to manage your time. You hopefully have tried some of these tactics and strategies, but to be able to frame it into the graduate student experience, that's where the challenge is right now. And so this is a tool to think about what it is that you need in the future to what it is that you could be doing today as it relates to what that future goal is. So number 3 is about scheduling effectively. I hope everybody has a calendar. Could you please put thumbs up or something if everybody's using a calendar? OK. Please. I don't care if it's electronic or paper. Please make sure that you go out and get a calendar. So that's baseline here. How to use a calendar effectively tends to come up. And so what I'm going to do is just tell you a couple things, routine kinds of things make sure you put in your calendar. And sometimes students will struggle with, especially in the first semester, hey, look. I know I need to eat, but I'm not writing it in my calendar, and it's not happening. That's a routine thing that you need to do. And I know it sounds really basic, but routine-- lunch every day. It doesn't really matter to me when. But make sure that those routine things that need to be done are put in your calendar. The next thing is if you're committed to it, if it's a commitment that you're making, again, use your calendar. OK? Write it down. As far as that-- things may not happen if you're not writing it down and using your calendar. And so please, make sure that you're trying to figure out how to use your calendar appropriately. Now, when students are starting, it's often really hard to judge how much time things are going to take. And so you may have a commitment to reading on some papers, but you may not have any idea of how long it's going to take you to be able to do that. And so often, what they say is that when you're starting, you may want to double your time estimates. So something that you think is going to take an hour, you may want to put two hours in until you get a good sense of how long things can take you to do. But again, it's the same idea as far as if you're committed to it, you're going to write it down. And if you're going to write it down, you may need to judge or estimate how much time things are going to take. And go long. Go double, and that's fine. Another tool for using a calendar is to put first things first. And that's just the idea that, hey, look, what's most important to you, you're going to put it down. So it's the same kind of

idea about routine and commitment. But it really is, OK, what's the most important? What are the first things that you should be doing, not necessarily in the day. But what's most important to you? What are you going to prioritize, and put that down. I like the time versus task focus because I think what I remember as a student a while ago, is the idea that, hey, look, I can do something in a weekend. And I was just going to focus in on whatever that task was and get it done in a weekend. And so the idea of this is just the reverse as far as that. When we're using our calendar, we should start thinking about it as blocks of time to be put towards something versus a task that needs to be done. And so we want to get it to OK, I'm going to spend two hours working on this problem set. And then I'm going to move on to something else. I need to move on to something else. Again, when you're starting, you may not be able to really judge how much time that's going to take. And so you may need to double the estimates as far as what that's going to look like for you. But the idea basically is, hey, I'm going to work two hours on this. And then I'm going to move on to another time chunk that I'm going to have to work out. I'm not going to save my whole task to be able to do it one time. That's not going to work for you in the long run. So we're going to look at our time that we have as blocks of time, and we're going to schedule to that block of time, not on to the task. The other thing is about one thing at a time. And so I'm sure most folks have heard about multitasking, that it doesn't work. So our brains-- by the time we think that it's going to take lower because I'm thinking about other things or there's going to be less time involved, it really isn't, as far as it actually takes a brain some time to be able to switch gears to something even personal versus academic. So focus in on one thing at a time. If some things pop up, some people will actually write it down so they don't forget it. But keep on the track of what it is that you're doing. During that time block of time that you're using, keep it on one thing that you're actually doing. And then this last piece is about flexibility. And that may help a little bit more when you start-- how do you start to estimate how long it takes you to do something? And it really is just this idea that, hey, look everybody's calendar may be on Friday afternoons, maybe on Wednesday afternoon, whenever it is, there may be nothing planned purposely, so that you know that, OK, if I misjudge how long something's going to take, I know that I have Friday afternoon to do something about it. And when you look at executives and such, that's often what they do, as far as they have a block of time that is purposely nothing because they know that other things are going to take up their time and that they're going to have to schedule some time to do that. So be mindful about your own calendar, and try to schedule some flexibility in it so that you can, too, be able to judge and move things if need be. OK? So that's our tip number 3 about how to schedule and how to use calendar. Again, if you don't have a calendar, please go get one. As far as of anything, please make sure you hear that from me today. Another tip-- I'm sure everybody does "to-do" lists. Give me a raise of hands or a thumbs-up if everybody is doing some "to-do" list here, some form of it. So I'm going to argue-- and this is just my personal belief. But if it's on a "to-do" list to get it done, it probably should be on a calendar. So I'm just going to say it out loud. However, "to-do" lists are nice because it keeps us in mind and on track of what it is that needs to be done in a more local or micro kind of level. But anyway, so to make the "to-do" list most effective, you want to list the five most important things that need to be done. So I said five-- not 800, but five things that need to be done. We're going to rank these tasks in order of importance. And

then we're going to identify the time to spend on each task-- same what we said about blocking a time. And then we're going to hopefully work with the most important task first. And then when we complete it, we go on to the next. And normally, when you talk about things to do or "to-do" lists, that you reward yourself at some point. So OK, I got through this. So I'm going to do that. And then I'm going to go back to my "to-do" list. I like the idea about high energy and low energy and being able to schedule appropriately. And this can be really helpful when you think about your "to-do" list. And I'll be honest with you. When I talk to faculty, when they call, I normally call them in the morning. I have a harder time functioning at 2:00, 3:00 in the afternoon and being really on my game. And so those kind of tasks-- hey, look. My high-energy time is in the morning, and so that's when I do it. So as you're thinking about your next year or years here, be thinking about, OK, when can I-- when do I have the most energy? And when should I be scheduling things to do that may be a little bit easier for me than other times, and so that you can come up with your own rhythm for this. So finally, I just want to leave you with a couple other thoughts that I think are worthwhile. And this is a quote from Stephen Covey. And basically, "How different our lives 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 time management-- this sort of goes into this idea of life management and more about values and goal-setting and that kind of thing. I want to point out that Franklin Covey-- they've put together a mission statement. And so sometimes when students are starting or have something happen, it's really helpful to-- what is your mission statement in life? Because if you know where you're going, it makes the daily decisions much easier, basically. And so this website is sort of cool. It asks you some questions, like seven or eight kind of questions. And then it spits out what your mission statement will be. But again, something to reflect back on so that you can decide, OK, what are my priorities? What do I need to make time for as you're working through this world or in your graduate program. The other thing that I think is sort of interesting and is a different way to look at time is called the power multipliers. And this is through the Stanford's Women's Leadership Innovative-- Innovation Lab. Excuse me. And there's a five-minute video clip, is where this goes. And it really is just talking about, as a high performer, to be able to think of your time as to can you do two things at once? And so it normally is talking about, hey, look, if I value friendship, and I value that I get my homework done on time, maybe I can make friends and do my homework at the same time. And they would call that a double. Just this idea that you're meeting two goals at once, and that you may want to think about where those multipliers in your life exist and to really capitalize on that. And so it might be another way to think about as you're thinking about your work, especially if-- and what I often hear from incoming students is that the connections are important and really building friendships are good and along with academic performance. And so that may be some natural intersection where you can do two things at once and be able to keep on track with your academics and opportunity to make friends and such. So anyways. So I'm going to pause here because I think that-- you all got this. And sometimes the best lessons or the best learners are those that have done this before. And so I did not talk about any electronic kinds of ways to manage your time. And so there's a lot of tools out there that you may want to share. So what I'm asking you to do is to go to this Padlet right now-- and so there's a QR

code and then the link. And I want you to write out, what have you learned that works well for you. And then we're going to share that with one another because I really want to acknowledge that you know what you're doing. You've done this before. And so what could be helpful to other students as you're thinking about trying to figure out how to manage your time a little bit better. It's all trial and error. And so hopefully, you'll have some other ideas of what you can try this coming semester. So take two seconds to do that. Zenobia, do you have that in the chat function, the-- Yes. Thank you very much. And Jaden, yes-- the Notion for a "to-do" list. Thank you. So keep that going into the Padlet so that we can all see it together, and then we'll share it, OK? And there's some good ones here. So I'm hoping-- keep putting your things in because this is only going to be as good as you add to this. Blocking my time; accountability partner; agenda, cutting my syllabus and pasting on my calendar; alarms on my phone; the pomodoro method. I think there's some ideas about that in a couple places here. Notion-- I have not used that. I'll be honest with you. Does anybody want to talk about what that is? And the crowd goes silent. Anybody use Notion? Want to talk about it? Great. Thank you so much. Thanks. Super. There are some great things out there. So make sure you check this out. What I'll do is afterwards, I'll send this out to everybody to see if there's something in here that you'd like to try that you might not have tried before. Graduate school is a great time to try a lot of different things. And so having a new time management system or something that you've used before like these things may be really helpful, but lean into it. And I'd also say to be willing to try something else-- something else out, as it helps you to be able to progress. So keep this in mind. Thank you very much. OK. We're going to go back, and I'm going to switch the slides a little bit, or the conversation just a little bit, and we're going to talk more about how to communicate boundaries, professional boundaries-- like, when and how you can say no. So I need to credit the National Center for Faculty Development and Diversity. And so Dr. Joy Gayles had done a talk. It was called "The Art of Saying No." So I need to make sure to credit her. So a lot of this is her ideas. But I think they're really valuable, especially as somebody who's thinking about, oh, gosh. I'm starting my graduate program, and I don't know what to say no to because it all seems so good. And so how do you figure this out? And so I want to just start off with, why do you need to say "no?" And one, it'll help you negotiate your most valuable resource, which is your time and can empower you. And I think at the same time, it supports your health and well-being. And so we know over and over and over we'll say "yes" to everything. And what happens to-- what tends to go first is our time taking care of ourselves, or just actually, just sleep. And so this will help you to stay healthy and well. So I'm assuming most of you know about PhD comics. If you don't, please check it out. They're a nice-- they've been around a long time. But anyways, check it out. It's nice comics. So the professor says, I don't understand why you're not making progress on your thesis. You need to stop getting distracted, to focus exclusively on your research. By the way, did you finish the side project I assigned you? Also, you need to fix the lab equipment, upgrade the servers, and prepare new slides. What-- wait which part don't you understand? The part that's still-- you're still here. Go, go, go. Time-- you're wasting time. Go, go, go. So anyways, so we know that this is what can happen. And this gentleman is not even really saying yes. He's just sitting there. And so all the demands keep coming. And so we need to figure out, how do we say "no?" Because if we say "yes" too

often, we may spend extra hours that keep you from meeting your goals. Sometimes your project suffers. You're late. You're not reliable, perhaps low quality. And like I said earlier, sacrifice, sleep, exercise, and time with people. And often, what I see is that students get overwhelmed, feel inadequate, guilty, frustrated, and sometimes have resentment as a result of this. So this is pretty serious, as far as like there's only 24 hours in a day. It doesn't really matter who you are in this world. And so how can you figure out what it is that you should be spending time is often, I think, everybody's struggle. But I think especially as you start a new graduate program. I think there's some details that are associated with that or some things. So why does this happen? There's some barriers as far as why we don't say "no." And some of them may be psychological. You may be a pleaser. You may be trying to be a superstar. You may be a perfectionist. You may be overcompensating or trying to prove that you belong. And you always want to put other people's needs before yourself. So that may be some psychological barriers to being able to say "no" And they're all legitimate. And it doesn't mean anything necessarily negative. It just may be what you're coming into. And quite frankly, yeah, you're coming to Cornell. So you probably are trying to prove that you belong. And that's not necessarily a bad thing. And so that may be what's going on inside of you for it. And then often, when I talk to students, the lack of skill. So "yes" may be your default. It might be a normal that a professor says, hey, you want to do something? And you say yeah, sure. That sounds good. And so you may need some more practice as far as how do you say "no." I also think in the lack of skill, you may have no idea how much the yes takes. And quite honestly, the person who's asking you to do something may have no idea how long the "yes" is going to take as well. But you just say "yes." Related-- as far as you haven't recognized the time required to fulfill the yes. And so-- and you may not connect at the time that you say "yes," you're actually missing some time for some more important activities. And then finally, you don't have a clear way to decide when you say "yes" or "no." And so your default, again, may be "yes." And so something to think about as far as when requests come in because I'm sure that they will come. So this next slide is rather dense. But I just want to give you some ideas because there are some solutions that one can try in figuring out how do you how do you manage this kind of space. And so, for example, if "yes" is your default, you may want to try making "no" your default. And I would just add a little bit-- like, you may never want to say "yes" on the spot. And so you may accept or confirm request by email, and wait 12 or 24 hours before deciding. And so try to slow it down as far as that. When the request comes in, it may not be that you need to respond right away. And it may give you a little bit more time to really evaluate do you want to say "yes" or "no." This next one-- the barriers. You don't know how much time "yes" takes. And so you may want to start thinking of each "yes" as a unit of time. And, again, you may want to start tracking time for each "yes" so that you can better judge in the future what that kind of request is going to take. And so you may plan out each task for a new project, no matter how small, just again, to try to figure out how it takes. And the same idea as far as estimate the time that it takes for these tasks. The other barrier-- you haven't recognized the time requirements to fulfill the "yes" commitments and that you're missing more important activities. So you may want to try to hold a weekly meeting with yourself just to see, OK, what am I missing here? What's not happening as a result of my "yeses?" And you may want to, again, track the time to see if it aligns with your priorities. So

you can plan a professional and personal goals every week on Friday or Sunday. And you may want to reflect the monthly to see, again, how was your time spent? Finally, you may not have a clear way to decide whether to say yes or no. And so you may need to think about a filter or a decision tree to say "yes" or "no" on certain kind of requests. And you may want to have an accountability partner or somebody that said you can say, hey, look, this request came in. Does this make sense? Does this fit what it is that I'm trying to do? So it goes along with, will these skills-- will this help me? That could be the question that you ask and that you can run that by a friend. So those are just some things to think about as far as trying to assess what you do with the requests that are coming in. So this is about creating a filter. And I think it's a new way to think about, how do you say "no," or should you say "no," I think is the better question. And so here are some questions that I've come up with. But you may think about some others that make sense to you. But a request comes in. You can say, hey, does this align with my priorities? Is it relevant to my academic and future goals? And if not, maybe "no." I'm going to suggest that, as a first-year student, you're probably going to still want to say "yes." And maybe that's relevant to your academic future goals. So we'll talk a little bit about it. But a pure filter may be like, hey, look, does this align with my goals? The second one would be, what does this time commitment involve? And if it's unknown, maybe you look at your calendar, maybe you talk to others, maybe you identify the impact on if you say "no," does it impact others? And I think this third one is really important, especially for graduate students. What is the context of this request? Like, who's asking? What is the power and the weight of this request? What is the impact of saying "no" to this person who's asking about this. How does declining this request impact others in the relationship? I think that's incredibly important, especially for an incoming graduate student to think about. But I think to have this filter laid out may help to give you some ideas about it's more than just the context. It is about your actual time, and it's actually about your priorities. But maybe you can start to feel this out to figure out, OK, when do I say "no?" And what is my filter? And there may be some other questions that you want to add to this filter to try to figure out, OK, when do I say "no." That makes sense to everybody? OK. I want to also say that language is so important. And so what do you do if you literally don't know how to say "no?" And so I'm going to suggest that we always need to avoid saying "yes" on the spot. And I'm going to actually do something with you all here right now. And I hope this is OK. I want you to repeat after me. I want you to take yourselves off of mute and say, let me check with my calendar, and I'll get back to you. A perfectly professional, legitimate way to not necessarily say "no," but you're saying, hey, look. I'm going to value and hold my "yeses" close. And I'm going to let me check with my calendar, and I'll get back to you. So on the count of 3, take off your mute buttons. And I want to hear some activity. OK. 1, 2, 3. Go ahead.

AUDIENCE: Let me check with my calendar, and I will get back to you.

JANNA SHINE LAMEY: That's beautiful. OK. One more time. I want to hear a couple more folks. Ready? 1, 2, 3.

AUDIENCE: Let me check my calendar. I will get back to you.

JANNA SHINE LAMEY: Absolutely. OK. So if you need more practice at that, please go ahead and do that on your own. Or just know that this may be not what we're taught to say, but it's absolutely legitimate, as far as, let me check with my calendar, and I'll get back to you. I want to give you some other ideas because I think that this comes up a lot throughout your whole careers and probably already has. But what can you say when you receive a last-minute request? You can say something-- that sounds great, but I just can't take on any additional commitments at this time. You can say-- somebody says, hey, look, I need this by Friday. You can say, well, 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 can deliver something of higher quality. Is it possible for me to have more time? I think this is really legitimate for graduate students, even in your first semester, as far as, hey, look, you're given a short timeline, and you don't know, but you think you're going to need more time. So negotiate it, and you can do that through language. And then when asked to do something, instead of directly contacting the appropriate person, you could say simply, that's not my area of expertise, but I'm happy to connect you with so-and-so. They may be best able to help you solve that problem. And then this one, I think, is sort of tongue-in-cheek. But I think it's sort of funny. When someone starts talking about the problem that you could help with, but you don't have the time and it's not your responsibility, you could say, wow. I understand how hard that would be, and say nothing more. So I don't know if I like that last one, but it always makes me smile. The point is, is that our language is really important as to how we say "no" to other people. And so just be thinking about it. And at minimum, I really do encourage you to think about, let me check with my calendar, and I'll get back to you. It creates a pause in your time and to be able to look at your calendar. And you may know that the answer is going to be yes. But at the same time, it gives you a little space to be able to help evaluate and to know what the impact that this is going to have on you if you said "yes." OK. So what I want to do now is I want to-- and I apologize. I went through that really fast. But anyways, what I'd like to do now is take you into a breakout room because this is an opportunity to-- the primary series is really about introducing yourselves to each other and trying to find some connection points here and with other first-year students. But I'd like you to share with each other about have you learned-- have you had to learn professionally how to say "no" What did you do? What was the outcome? And then I also want you to talk about, what do you think about saying "no?" How does it sound to you? What barriers can you identify? And then finally, what new strategies may you want to try? So we're going to put you out there, and I'm going to put you in just for probably eight minutes. And so, Zenobia, if you could send folks out, and that would be great. And we'll do-- let's see. We'll do six groups. OK? OK. Is everybody back? I think so. OK. I'm going to just share my last slide here. I hope that everybody was able just to play with this, or try to think about it perhaps for your first time. Or at least in my group, I think they had been thinking about it, or some of them had been thinking about it, but perhaps not knowing how to do it or when to do it. And I think that's all legitimate here for sure. So I'm going to just share with you-- the graduate school, we always want to know how we can do better. And so, please, if you could fill out this link here. This is rather fast, and I apologize. I sometimes talk fast. So I think I did this a little too quickly. But my point is, is please feel free to go to this link and

give us some feedback. We'd love to know what you think. And I'm happy to stay on for a couple more minutes if folks want to talk. But please, again, give us some feedback. And I hope this was helpful to you as you think about time management and starting your graduate program at Cornell. So thank you so much for joining us today.