



Graduate School

Developing Your Well-being Strategic Plan

JANNA LAMEY: So what we're going to be doing is we're going to be talking about a well-being strategic plan in the next, like I said, 50 minutes or so. And what I'd like to do is just to start off-- why this is important. And so I just want to note that we know that stress is an opportunity for growth. This isn't necessarily a bad thing. However, folks tend to have a strong opinion about stress being a negative kind of event. But it's inevitable, and it's a prerequisite for a life well lived. And so we know that. We know that we need to routinely bolster both our internal and external resources to be able to manage stress. And we also know that we need to learn how to recognize the first signs of stress if it's too high or overwhelming. Our bodies know what stress looks like. And so if you think about your own experience of when you have a lot of stress going on in your life or when things are getting perhaps unmanageable, what happens? You tend to-- you may sleep more. Sleep less. You may not be able to focus or concentrate. You may eat more or eat less. You may turn to other people you may disconnect and disengage. So that's when our body is often telling us that, hey look. Our stress levels may be too high or may be overwhelming. And I would just say, please make sure that you listen to them. I want to also note that you'll talk about or you'll hear about the stress continuum. This is something that our Cornell Health folks have put together. And what it acknowledges that I like is that our performance is actually really high when the stress level-- there's a little bit of stress level there. And so, again, it's not necessarily the goal of to get rid of stress. That's never what it is. But it is important to know that we need to balance this and we need to manage it well. We don't want to get to the other side of this stress continuum when we collapse or we have burnout and exhaustion. And so we can do things to help keep us at this peak performance. And so that's the piece of this. I also want to note that there's a website here. I'll be able and happy to share my slides afterwards. But there's a whole lot of writing stuff about managing stress or the stress continuum here at Cornell. And so I'd like you to check that out if you'd like to. So what I'd like you to do is, if you could add to the chat some of the stressors that you are currently experiencing, I hope that we can you start to see some similarities as far as what our stressors are, especially as we're thinking about moving. Starting a new chapter in our lives. Trying to figure out what it is that's going on for us. So please add some of the stressors that you're currently experiencing. Rent. Absolutely. How to prepare for grad school. Absolutely. OK, give me some more. What else are we thinking? Moving countries. Absolutely. Situation with family, my health issues, balancing. What classes to do. Something very logistic. Group meetings change. Getting enough sleep. He says deadline, taxes. How to chat with others as a non-native speaker. Finances and knowing what to expect. Preparing for a new culture. Absolutely. Absolutely. Keep thinking about that as far as what stressors are you experiencing right now, especially because you're starting something new here in a couple months. I want you to know that these are some of

the graduate student stressors that Olivia and I will be listening to and talking to. Not all of them are necessarily negative, and I think that's really important to note as far as that this should be a fun and exciting experience. And that be stressful as well. But some of the other things that-- as I said, we meet with students all the time. We talk to them about being overwhelmed. Life experiences. Physical health. Mental health. The. Curriculum. Publication. Research. Microaggressions. Sometimes bias. Xenophobia. Academic assessment. Food. Persistence. All these kind of things that could be part of your student life experience. And so just keep that in mind as far as, this is important because this will be a time of stress. It tends to be. And there may be some other things that you need to think about. As I mentioned earlier, this is a huge transition and I want to normalize that transitions can be stressful. Can be exciting. But I want to give this to you for some context. I'm hoping if you can give me a thumbs up or something some feedback that'd be great. I'm hoping that you're all starting with this little smiley face today so give me a thumbs up if you're feeling like, yep, I'm happy to be starting this experience. And I can't see everybody on my, I don't know, 21 inch screen. So I see one. So we're going to go with it. So I want you to know that-- a student life experience or a life experience is that hopefully, over time, it's expected that you might be smiley today, but you're going to be more smiley after something is done. And so give me a thumbs up if that seems reasonable or what your expectation is about the next few years that you'll be here. Or maybe even a year or two. OK. So the idea is that, hey, look. You start today. You're happy. But when you're done, you're going to be happier. Correct? So I'm going to go with that. But what I want to know-- and like I said, this isn't specific to being a graduate student. But it does speak to transitions and what the reality of life experience tends to be. And that is that there's highs and lows in this. And that's just the reality of life. And I could do one thing further, which is that at some point, and that may be really now, that you may be feeling really hopeful. You're starting a new chapter. You're thinking, gosh, this is going to lead to something great, and you're feeling pretty high. And that's great. I hope that that's what you're experiencing. I really do. But it may come a time when you're like, my goodness, what have I done? I'm overwhelmed or I'm confused. I don't even where to go. And that's absolutely normal. I would say students that are starting a new program-- I don't know, in week two or three are like, my goodness, what did I do? Where is this at? And it can sometimes take a couple minutes where you're like, whew, I did it. I know what I need to do. And I got some direction. And, gosh, that's where my class is. Or, hey, this is the expectation of the readings or this is where I need to go physically to the lab. But then sometimes, gosh, you might get some feedback that, wait, your ideas weren't that great. What do I do? Where do I go? And so in time-- and we'll talk about some of the things, because your strategic plan is going to be talking about how to get you from the lows to back up to the highs. And so anyways, you might come out feeling like, OK, I got this I'm good. And want to point out this last phase which is like, gosh, I may become sick. And that's a real, just, life experience that doesn't stop just because you're a graduate student. And so you may need to adjust to get back on that trajectory of more happiness. But you may need to learn to live with and try to cope with and figure out how to go from the lows and highs. I hope that makes sense to everybody. And I'm just trying to assert that, hey, look. Starting something new is a time of transitions. That you may feel

highs and lows. And one of the reasons why we're talking about a strategic plan for well-being is that this can help you be able to cope with some of the highs and lows that come with being a graduate student or, quite frankly, just being a human being in life. Thumbs up please if that makes sense. And feel free to use the chat if you have any questions or thoughts or just want to chat about this some more. OK, [? Elena ?] Brock, I appreciate your feedback. And quite frankly-- oh, I got a couple on my little screen. So not so many. I also want to note that, especially for the doctoral students, that this is a marathon, not a sprint. And so I put these beautiful pictures there from last year graduation. And I'm assuming that everybody wants to get to graduation, and that's fine. But it's a marathon and not a sprint. As a student, trying to come up with what your well-being practices are today to support you as a graduate student in the long-term is really worthwhile-- your time and energy because these well-being strategies will likely last you professionally and keep you consistent. Keep you consistently moving on the upward trajectory. And so that's something that you will want to give it some thought and some time and consideration. I often tell students that it's fantastic that you're learning and becoming an expert in your field of study. That's fantastic. We need that. We need that in our economy. We need that for society. We need that for other people. And that's great. But you also need to learn how to take care of yourself in that process. And so coming up with some well-being strategic plan, coming up with time management tactics and strategies is crucial. And being a student allows you to play with some things. There's not really a silver bullet to this. You need to figure out what works with you. And I want to acknowledge that you change over time. So what may work for you today or what may worked for you as an undergraduate may be really different than what today is or what your future is, and that's OK. Let's figure out what that baseline is for today, and keep improving on it and keep trying out some other things that may work for you later on. So in sum, I just want to note that stress is real. That's why this is important. And being a graduate student-- you're not going to get out of being a graduate student without some stress, OK? Good stress and perhaps some bad stress or distress. And that's fine. That's to be expected. We also know that, hey, look graduate student stressors are real. And we also know that this is a time of transition. You're starting something and that can be really stressful as well, along with the idea that, hey, look. This is a marathon and not a sprint. And so this gives you an opportunity right from the beginning to be thinking about, OK, how am I going to support my well-being in the future? So, OK, I played with this last night and I hope this works really well. I want you to hear that you've got this. You're a Cornell graduate student. You've done a lot of things right to be able to get here. Absolutely. And you've probably had to play with as far as, OK, how am I going to take care of myself? And I just want to remind us of this. So there's a Padlet. It's my first time trying this, so bear with me. But there's a code here and then there's also the website below so you can link to it. And, Zenobia, thank you so much. She's put the website into the chat function. So I just want you to name out, what is it that you've done in the past intentionally and purposely to take care of yourself? And want you to see what other people have written as well, because I think that this is really helpful. You're not the only one. And you've been doing this, OK? You've been doing this. You really have. So I'm going to shut this off and please take a couple of minutes to write in that and then I'll show you what others have to say. So I'm not going to belabor this because I think you already know this. But I

think it's really helpful that we remind ourselves as a collective group as far as that-- that we have been taking care of ourselves purposely and with intention. And so schedule a regular chat with family. Meditation. Taking photos. Exercise. Getting enough sleep and saying no to too many events. If I know that I won't feel well the next day. That's a fantastic one. I also talk about time management, and that's really good as far as knowing how to say no to too many things that are going on. And I'll just say that Cornell-- you're coming into an environment that there's a lot of things going on. And so learning how to do that is really quite key. Acupuncture. Spending time in nature. There's a lot of research that talks about the value of spending time in nature, so please-- and you're coming to a great place that has a lot of nature here. Going birding regularly. We have the Ornithology Lab here on campus, so please take advantage of that. Reminding myself of achievements. That's really good as far as being able to measure your worth about your past as far as what you've done and to remind yourself that, hey, look. That was hard before and you did well. And so how to move forward. So obviously, I haven't had a chance to look at all these but I just wanted to remind you there's a great, I think, a video here. So I'll look at these later, and I'm happy to share this with others later. But again, we how to do this. So this shouldn't be you a surprise to anybody as far as, with intention and purpose, we can continue to take care of ourselves. So I'm going to stop share there and I'm going to go back to the talk piece of it. Excuse me. So everybody can see this, I hope? I'm assuming that we're looking at the Your Well-being Strategic Plan. So I just want to give you a couple thoughts about this, and then I want you to think about what your strategy may be or either reinforce something that you've done, or thinking about new ways that you can take care of yourself. And perhaps using the resources that are here in Ithaca. I want to talk to you first about what kinds of things that I've normally talked about with graduate students in the past. And some of this may be silly as far as reminding you something that you already know, but I am hoping that if you hear from it from the graduate school, maybe it'll stick. Maybe it'll tell you that, look, this is really important stuff that you need to think about. So we know about moving your body and regular exercise. Don't think that's anything too unusual. I think folks have included some of those ways in the first padlock Padlet. So please keep that in mind. The second one is about eating foods that make you feel well. And I'm not talking about necessarily a diet per se, or-- I am talking about a balanced meal. But I just want to point out that Ithaca can be a hard community to find food that may be not what you're used to. And so I always say this purposely as far as, make sure that you eat food that makes you feel well, and understand that you may need to travel or you get food that makes you feel well from other places. So know that. Adequate sleep or rest. I am going to ask you in the chat, tell me how many hours you slept last night. So just put in roughly how many hours you slept. OK. I haven't been sleeping well, but I do my best with nine hours. I hear you. Whoever said that, it's going through my screen. OK. Seven, eight hours. OK. Well, I'm doing this before you start here. I can tell that, which is fine. So I just want to note that the average amount of sleep time that we need every night is between seven and nine hours as an adult. And I also want to tell you that as your body is under stress, you need more sleep. And so I also want to point out there's a refresh, it's called. It's Cornell's Sleep Program. You can go online and check it out. I think it's about 20 minutes. But it talks about the value of sleep. There was an actual whole year that Cornell decided to talk to all

students about sleep because it's so important. And so it wasn't necessarily about seeking help. It wasn't necessarily about eating right or movement. It was about the value of sleep. Because we learned over time that, look, our students aren't sleeping. And so it's the first thing to go. And so if I can reinforce the value of sleep, please let it be known that I'm validating that sleep is so important, and to know that Cornell actually has an online course that you can take. Please consider going to it. And I love-- these hours are fantastic as far as what you're sharing with me now. I'm going to guess in a few weeks that sleep is probably the first thing to go, and will probably be a challenge for most of you. Sleeping in a new place and sleeping perhaps not a lot because the stressors as being a graduate student may come. Another one is control what you can and getting organized. And so what that really means is that students often have a hard time figuring out what they can control and what they can't. And so trying to get organized in what needs to be done and what it is that you can do can be really helpful as far as supporting your health and well-being. So keep that in mind. I want to note about practice mindfulness. And so it's not just meditation. Over the years I've heard about journaling, I've heard about students doing yoga, and some other kinds of things that help them be present in the moment. And that's what mindfulness is about. Let's Meditate is one strategy as far as to practice mindfulness. Cornell has two every day where you just go for 20 minutes, and they do a mindfulness meditation. And so a lot of our students do do that. Some of them are online and some of them, you can physically go to a place. But it may be something that you want to check out. Again, using the resources that are already available at Cornell Health and to validate that, yeah, a lot of our students do take advantage of that. Minimize toxins. So what I mean by that is obviously alcohol and drugs, perhaps. And then also people. And so when you're stressed and you're trying to take care of yourself, sometimes minimizing the toxins that you come in contact with can be really helpful. And then finally, reaching out for help when you need it. My advice to you is that there's a lot of help available for you at Cornell. Sometimes finding out where is the right place to go exactly when you need it can be the challenge. And so please use Olivia and I as a resource. Talk to your DGS and GFA. And so there's a lot of folks that have been here a long time that could probably point you where you need to go. But you really may not know what you need until you need it. And so don't let that be a barrier to making sure that you can seek out some help. A couple of these last four I just want to note, because I think that this is more specific to graduate students. But this idea of being self-compassionate, and the self-talk piece. And so a lot of students over time, they may be really hard on themselves. And they may be turning the self-talk into something really negative that actually sort of spirals into not feeling about yourself. And then not even being able to do your work well or even not being able to do your work. And so how do you express some compassion to yourself? How do you how do you say, OK, that was a mistake? Maybe I can learn from it and move on. Or the self-talk about how you explain what happened. Is it something that's really been negative, or is it something that, OK-- they often say to talk to yourself like you would a younger sibling or somebody who's just new to life. And trying to figure out what would you say? Then you say it to yourself. Growth mindset is something that you hear a lot about with Cornell Health. And that's really just this concept of, instead of being fixed-- like, your whole worth or your whole talents is a fixed thing-- like, you can't learn and grow, can be really

paralyzing. So instead thinking about, OK, I didn't learn that, and then put the word "yet." And then trying to figure out, OK, how can I grow from it? A little bit similar to self-talk, but I think it's more intentional to be able to understand that your value, your worth can indeed grow. You just haven't learned that yet. Or you haven't done something or had that experience yet to be able to do that. And so there's a lot in the literature about growth mindset if you want to check that out. But it really is something that a lot of our graduate students struggle with as far as learning that they can indeed grow. And that's part of the process. You're not expected to know everything. Otherwise, you wouldn't be here, quite frankly. There's other ideas about persistence over perfection. And over and over and over, I see students that get really stuck on this as far as that, OK, I need to do everything perfectly, not understanding that maybe you need to work on things persistently. And what I mean by that is-- really, in the writing stage we see this a lot as far as students making sure that they have perfect drafts before they share this over. But I'm going to extend this to your first year experience, which is that I see a lot of students struggle that, OK, everything needs to be perfect. All the papers that you need to read, all the problem sets that you need to do, all the courses that you're taking, your performance in lab, or trying to-- everything needs to be perfect. And maybe that's not true. And so maybe there's a level of, I can read this maybe at a 5, but this I really need to read at a 10. Or maybe this problem set-- maybe I don't need to do this as much. I'm not saying that you don't need to be good or do good job at it. But I am saying that-- how do you gauge as far as what can be done in a persistent kind of way versus to perfection kind of way? And I'm going to say that really nothing needs to be perfection. And how do you get that in your first year is really hard. And so talk to other students, talk to your DGS, talk to the instructors to try to figure out, OK, how much effort do I need to put into this? understanding that your effort will be different than somebody else's effort. Again, this comes up a lot in my time management session because we're talking about how do you plan for time to be able to do this? And that can be confusing. But as a first blush at this as far as how to take care of your well-being, understanding where your time goes in this persistence or perfection can be really helpful. The same with reconsidering time as far as that. We're hoping that you want to be here, and so hopefully this is an exciting experience. But the time that you spend on it may be really different than what you're used to. And so just be open to that, is what I would say at this point as far as taking care of yourself and well-being and being open to how time works. And at the bottom here I have another website. And this is some of the other programming that's available through Cornell Health that you may really find helpful. They have some nutrition programming, they have some exercise programming, and things like that. And so you may find that helpful. I've pulled out the sleep because that's so important. And this meditation-- just over years, students have talked about the value of that. So check that out if you'd like. So this next piece-- I just want to talk about your individual wellness because I'm going to have you write out some things that are specific to each of these components. And you can look at different wheels. Health and well-being. There's 10 different. Or you can talk about just three. But I picked out the seven that tend to be most relevant to graduate students. So emotional, intellectual, physical, social, environmental, financial, and then also spiritual. And so there's some good descriptions here. Emotional being that you're-- you can stay emotionally healthy by managing your

stress levels. Staying on top of schoolwork. Getting eight hours of sleep. Asking for help and seeing a therapist at the counseling center. That would be things that you can do to help support your emotional health and well-being. I like the intellectual. Obviously that's why you're here. But I don't want to suggest that just because of your schoolwork is the only way that you need to be able to stay curious and engaged in learning new things. And so some of the most-- I don't know if they're most successful, but most interesting-- I'll say that-- graduate students are often like, look, I got my stuff down in my academic space. But I'm also very curious and very engaged in different kinds of ways. And so I'm thinking about the student that was a Arts fellow years ago and just really enjoyed art. And I think it was really good. I'm not an artist. I don't really know. But my point is that he was engaging intellectually in a creative avenue that was purposely different than what his academic work was. And so I think that's a really good point. Physical-- I think that's what folks think of when they think about well-being. Eating, exercise, sleep, receiving preventative medical care absolutely would be part in that physical realm. Social wellness. We're going to talk a little bit more about that. But it's so incredibly helpful. And especially as you're starting a new transition, who's in your social network, and who's going to give you some support and guidance when you need it? And so we'll talk a little bit more about that. But that is absolutely a valid individual wellness or health and well-being component. Environmental. You're taking care of the global environment and your personal surroundings. And so how does that impact your wellness? Well, declutter your room. Contribute to something better for all-- your environment around you. And so we can talk a little bit more. There's, I think, some specific things for graduate students in that environmental piece. Financial. So those that are PhD students, this may be-- and I don't want to assume, but I often speak to students that this is often a big step as far as living financially independent completely. And so some of you may not be or you have done that already. But what do you do to live within your financial means? And how do you plan for your financial future, and what does that look like? And so that's absolutely impacting a lot of our well-being when we think about the finances, especially going up as far as cost of living and all those kind of things. And then, finally, spiritual. This is where you are trying to understand your beliefs, values, and ethics that help guide your life. And so whatever the preferred approach is, asking these big questions can be really important to your well-being. And I will acknowledge that a lot of students have been in that space as far as starting something new. What's the meaning of life? Why am I doing this? Is this something that I really wanted to do? May become part of your experience now or perhaps at some point during your graduate program. And that's absolutely fine. But how do we think about that, and what do we do? So I want to go to another Padlet, so bear with me here. But I would like you to each just pick one of these and try to come up with what your goal may be in this area. And so I'm hoping you can pick one. And then just try to think about what it is that you'd like to see as a goal for this coming, let's say, year or semester as far as what you could do to support your strategic well-being plan in this one component in the next year. So I'm going to give you some things with that. So here is-- I think Zenobia is going to put in the chat function the website to go to. And here's the QR code so you can check it out. And let's just give it a couple minutes to think about just one. And this may be something that you want to write down to do later. Or I'm going to send out these slides

afterwards so you can check that out as well. OK, let's see what we get. |, so here's what some folks wrote. I'm just reading. I'm just going to give you a couple of thoughts. And there was one that was listed-- not sacrificing physical well-being for my academics. And then the other one is, figure out hobbies that don't relate to graduate school. And I'm going to say yes and yes as far as that. I do think that, like I said, probably the most well-adjusted and happy graduate students are those that do have other interests or are being very mindful about not sacrificing their health and well-being in the name of academics. Sure, there may be times where everybody's all hands on deck and moving forward. But that's not anything that can be extended for a long period of time. It's not sustainable for sure. And that's where I go back to, it's a marathon, not a sprint. And so sometimes we need to remind ourselves of that. And to be aware, I guess, there's mini sprints within it. But to get back on homeostasis as far as what this looks like. The other one that I want to point out - and I haven't had a chance to read them all, but thank you. And keep writing them. They absolutely are really good. The other one is about making new friends and learning to go out and inviting others and that kind of stuff. I just want to say that starting in a new place can be really difficult. And making friends is-- often what I hear is a very challenging part of being a new graduate student in a new environment. And so whatever you can do to push through some of that uncomfortableness, especially-- I know this is going to sound funny. But especially when you get here through the month of October, everybody's excited about the new students that are coming on board. So this is a good time to create those networks. I'll also say that there's over a thousand clubs here at Cornell. So if there's a hobby or something that you want to participate in, go for it. And if there's something that you want to create, that's another way that we can do this as well. And so my point is that-- push through that. We do have a session coming up on social networking or-- I forgot what we ended up calling it. But something about social connectedness. And so-- where we're going to bring in some students to talk about their experiences. And come to it. I think it just takes time. Being the new person can really take some time to be able to find your groove and such. So I would say to you, don't give up, and push. And if you have a really hard time, let's say by the end of the first semester, come see Olivia or I, and we'd be happy to just talk that through. Because this is a-- it's a transition and what you're starting here for sure. And so, anyways, here's some other things that folks had to say about-- folks, we have a session coming up on financial well-being, so please come to that. It'll be not necessarily about your individual budget, but what to think about or consider when you are budgeting. And so that's something we've heard a lot from students in the past, of a need right from the beginning. And so please feel free to check that out. So I'm going to stop my share, and then I'm going to go back to the sharing of the other. Sorry. So my point of doing that was really just to get you thinking about what your wellness goals could be, and the areas that you'd want to work on or an area that you'd want to work on. I'm going to also tell you that there's a smart method to doing goals. And I didn't want to push this right away because I think it's a little dense right now. But when you think about real goals and a well-being strategic plan, you really do want to think about your goals being specific, measurable, adjustable, realistic, and timely. And so, like I said, it might be a little too deep right now. But think when you think about what it is that you want to accomplish in this one area, it is much better to be thinking about, hey, I want to make sure that I'm exercising

three times a day with a friend of mine that lives down the hall. I'm going to measure this by knowing that I've met-- gotten up three mornings a week for the one semester. It didn't work because I took another course, so I had to adjust it to something at night. It is worthwhile and realistic because, hey, I need this exercise to be able to do. And it's timely. So I'm going to do this by the end of the fall semester. It allows you to monitor your behavior and allows you to monitor your goals to see if you're meeting them, and give you some feedback as you're doing that. So just think about that. Like I said, we're not going to do anything with that right now. But I want to give you that as you're thinking about what your well-being goals could be or your strategic plan. It should include these well-being goals. OK, I want to pull out one specific piece. So we've talked a lot about, really, self-care kinds of things and financial health and spiritual and some other kinds of things. But I want to pull out social connectedness, because over and over and over, we know in the literature that forming and maintaining social relationships that are grounded in trust, respect, and acceptance is one of the strongest factors in well-being. And so all the other stuff is strong, too. But it's social connectedness-- how we feed and support one another that is so critical to success in our well-being. So often when I say this, students are like, oh yeah, you want me to get 800 different friends. And that's not at all what I'm suggesting. So I want to give you this construct to be able to think about your own networks as to what types of connection and support do you need? Or, what should you be thinking About Because it's really not about having tons of people in your life. And it's really not about having everybody that can serve everything to you all the time. And so what I wanted to do is I want to give you this real example, which is a first year student, first semester, receives critical feedback in your class during their first semester. So let's say you get a paper back and it's too many red lines, or-- I don't what they use. But anyways, some negative feedback. Maybe you didn't do something that was seen as basic in the lab, or maybe you participated in a scholarly discussion and really didn't know what you were talking about and felt like, gosh, this isn't working. And so those things will happen, I promise you, as far as that there may be a time where you've received critical feedback. So the construct when you think about your social networks-- you may want somebody that gives you emotional support. This is somebody that has some empathy. Some love and trust. And this may be a close family or friends that provide some hope and a listening ear. Absolutely. Love the emotional support structure. So this may be somebody that is really important to you. And I hope as I'm telling you this, you may be thinking about who in your network can help you. Let's? Say this happened. Who would you go to receive some emotional support? The next one in this example is instrumental. This is somebody that can give you tangible aid and service. Now these folks may not know everything that's going on, but gosh, they can help to alleviate some pain or alleviate some conflict as to what it is that you need to do. This may be the faculty member that provides some support to another person in the lab to give you some extra attention. This may be a roommate who decides to cook meals every day to allow you to spend more time in the lab making progress or whatever it is that needs to make progress. Again, they may not know all that's going on. But they may be able just to fit something in that will give you some relief. That roommate may not need to know anything except, hey, you got some bad feedback. And they say, well, I'll cook meals this week. You cook meals that way. Faculty member may be like, OK, that didn't go so well, so let's figure

this out-- not ignoring or not really caring about the emotional impact that it may have. And that's fine. They're giving you tangible aid and service. So these people may come up later in your life as you're thinking about the graduate student experience. But you be looking for them as far as that these are folks that care enough or care, and they want to see you do well. And so they're going to give you something. Informational. I'm going to say Cornell has tons of informational constructs, OK? These are people that give advice, suggestions, and information. Your job is going to be to weigh that out. But anyways, we got lots of folks that can help you in this regard. So let's say this happens. A faculty member talks about the strengths and weaknesses and how this fits into the overall project. You come to talk to Olivia or I and we say, OK, well how can you talk to your faculty member about that? Those are just two ideas. But you go to your peers. You go to other people in the class. You go to the instructor. I mean, all these people are going to give you some suggestions and advice and information, and that's good. You need people in that construct of informational. The last one is appraisal. And what I find is that students, especially when they come here-- they forget how important this is. This is information. These are the people that give you information that is useful for self-evaluation. As I said, you're going to go down in that line or-- it's highs and lows. You're going to have a low, and that's fine. But you may want to think about who's in your network that can give you some information that you can evaluate yourself on. And so let's say you didn't do so well in this class. And maybe your previous mentor that helped you get into graduate school or helped provide a letter of recommendation-- maybe you reach out to them and say, gosh, I didn't know about this. But wow, I don't know if graduate school is right for me. This is the person that's going to say, well, yeah. You're fine. Or maybe you need to do this instead. Or you have a close friend from home that says, you know what? You did some hardship beforehand, and you will get over it. And guess what? Your value as a worthy person is still there. So these are the people that likely knew you before you got here. And what I would say to you at day one is, don't forget them. I have a lot of students that are like, I don't really have anybody. I let those relationships go. Keep those relationships, because they know you before being a graduate student, and they're likely know you after. So use them. Try to figure out-- hey, look what they can provide for you. So that's just an example of why connection and support is so important. And so as you're thinking about your networks right now, you might want to think about, OK, I need some more people in this area. Or, wow, who's going to help me there? And so you can build some of your relationships based on that and try to figure that out. So I want to pause there and look at my little sheet to make sure I'm in the right spot. So I'm going to pause there. Oh, no, I forgot it. I want to pause there and want to make sure that we spend some time-- because like I said, building connection is part of your graduate student experience. And I want to give you that experience to do that. So what I'm going to do is I'm going to break you out in rooms, and we're going to do this for eight minutes. So not very long. And I think what I'm going to do is put four people in a room. And what I want you to do is introduce yourself to everyone in the room. And then I want you to identify what you're doing well and you're going to continue to do well from a well-being perspective. And then I also want you to name one thing that you're going to be doing intentionally in the future. So those are the only two things I want to do. Zenobia, do you mind putting that in the chat so everybody can see that? And then I'm going to break you

out. And, like I said, eight minutes, and then we're going to come back. So I hope that sounds good. So I'm going to finish up here in a couple minutes. I think we got another-- yeah. So those that are waiting, I would love for you to go through the chat and think about who you just spoke with. And if there's somebody that you think you want to connect with please, send them a direct comment to the chat and see if you can make a connection there as far as-- exchange emails and say, hey, when you get back, I'd like to meet up with you, or whatever you want to do. But I do want you to-- maybe somebody's in the same program as you. Maybe somebody's in the same city, or maybe somebody likes the same things you do. Or maybe you had a conversation in the breakout room that seemed exciting to you. Whatever it is, please exchange an email so that you can get to somebody from this session which is about well-being. And we know that social connections is just so important. So please do that while we're waiting. Just a couple of seconds. I think we got just-- yeah. While we're waiting. I think we got just a couple seconds. Thank you very much. Moriyah? Am I saying your name correctly?

MORIYAH KLEIMAN: That was perfect.

JANNA LAMEY: Super, Moriyah. Canadians, message her please. Fantastic. OK, so as you're thinking about putting yourself out there and doing some of that exchange, I'm just going to go through a couple last things in my PowerPoint. I just want to go over some resources just so you have an idea of what's available. And so counseling and psychological services-- this is what we call CAPS. And this is our counseling center here in Cornell. One, they do individual counseling which is I think what your expectation would be. So keep that in mind. But a couple other programs that I think is more-- not more relevant, but is typically used by graduate students is what's called Let's Talk. These are morning and afternoon 10 times-- or morning and afternoon every day of the week, Monday through Friday. And what they do is they have a provider somewhere, and you just go in. So it's anonymous. You don't schedule an appointment. You just show up. And in doing so, you're getting a quick consultation to problem-solve or what to do. Or a lot of graduate students are like hey, look, do you think that this is something that I can work on with a therapist? So that's how a lot of our graduate students use it. But it's called Let's Talk. And it's hugely helpful and incredibly used by our graduate student community. They also do group therapy. And so we'll be doing another session shortly about what group therapy is all about. And basically, it's students getting together around the same kind of issue. And so they have graduate student group therapy sessions. They do one on the imposter syndrome every year. They do one on depression. Anxiety. How to cope with OCD. How to navigate microaggressions, and some other kinds of topics. And so if those kind of topics sound good, know that you're going to be sitting around with other graduate students that are sharing that same topical concern. And a lot of our students find it really helpful and build a network differently through that. And then CAPS also does workshops. And so they do perfectionism, procrastination-- which tends to be really popular with our graduate students, and some other kinds of topics. It's just one hour session that you can hear from it from a clinical perspective. So know that it's available. Some other resources that are available that our graduate students tend to use is Student Disability Services. And so if

you have a disability, or maybe you're not even sure if you have a disability or you're not even sure what I'm saying right now, come see me, OK? So sometimes when our health impacts our ability to perform and it causes a barrier, the federal laws require all higher education institutions to make sure that we mitigate that barrier. And so, again, if you're having a health concern-- that's probably the easiest way to categorize this-- and you experience a barrier-- you're not able to complete the requirements of the program, we don't get rid of the requirements. We just try to figure out another way so that you can meet those requirements. And so that's working with our Student Disability services. So if you have any questions, Olivia and I are absolutely happy to talk about that. We also-- for our international students, there's a lot of opportunities through the Office of Global Learning. And so that is our immigration center. And they do some programming as well, so that may be of use to some of you. And we also have what's called an Office of the University Ombuds. And so they are a confidential resource. And we tend to work with them-- just meaning that we know about their work. They know about ours. Not individuals, but just generally as to what we do. And it's another safe place to be able to talk to about university policies, or you're just not sure about your experience and don't know where to go. So that's another place. We also have our DGS and GFAs and academic advisors. Those are other people that you can go to. I think-- Sam, are you here again today?

SAM: Yeah, I'm here. Hello.

ANNA LAMEY: Super. Super. So I just want to call out Sam. She's a GFA-- Graduate Field Administrator-- in one of our fields. And so she's come in today to learn as much as she can, and is a great resource for you to have. So, Sam, thank you very much. And if there's another GFA, I apologize. And we'll go from there. So I just want to note that the graduate school-- we have some graduate student organizations. These are graduate students only that promote diversity and inclusion on our campus. And so we have over 14 of them. I think I have all 14 of them named. And so if this identity is something that you'd like to meet with students, one does not need to share this identity to be a part of it. But one may be concerned with or want to help support these identities. And so it can be really lonely to be the only Black student in a group within the field. And so coming together creates community and connection. And so please be looking out for some information about that if that sounds really helpful to you. And I would encourage you to think about it. The other thing is about the Big Red Barn. Give me a thumbs up if you know about the Big Red Barn. I'm hoping. OK, I don't see a lot of thumbs, so we'll just go from there. Anyways, the Big Red Barn-- this is a Graduate Professional Student Center. That's an image of what we have essentially on campus, and there's a lot of activity going on. We have over 500 events per year. And so this place is happening. And so you'll be put on the newsletter automatically. And this is a great way for you and a small group or you to come as solo and just trying to meet and greet with other graduate students only across campus. And so this is a really special place for a lot of our graduate professional students. Finally, I want you to know that mental health has gotten a lot of attention. I didn't go through the definitions of mental health and well-being, but regardless, mental health on campus has a lot of attention right now. And so if you want to know about what's going on there or want to know

about other resources, this is a great way to go to. So it's mentalhealth.cornell.edu. And so you can learn about our history. You can learn about other offices that may be able to support you and to try to find things like that. So I'm going to leave you with thank you. With a smiley face, because that's what I hope you see us as. And then, more importantly, there's a QR code and then there's a website link. Please send me some evaluation. I want to know if this is meeting what your needs are. And hopefully this served as a really nice introduction to coming up with your strategic well-being plan, and at least giving you some permission to be able to think about this intentionally before you even start. I'm happy to stay on for-- I have about 5, 10 minutes, so I'm happy to stay on to folks to chat with them if they'd like. And then, like I said, just give me some feedback if you can about the session. And that's what that QR code is for-- so we can continuously improve our primer series. So thank you very much. Zenobia, can you put that link in the chat so folks can have it and I can shut this down? And, like I said, I'm happy to chat.