Undergraduate Advising and Research

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Undergraduate Advising and Research upholds the mission, standards, and requirements of the University, introduces students to the full intellectual richness of undergraduate study at Stanford, supports students in their academic and intellectual pursuits, and instills within them a sense of identity within and belonging to our community of scholars at Stanford.

This process begins with the pairing of each freshman with two advisers: a Pre-Major Adviser and a UAR Academic Director. Freshmen are assigned to Pre-Major Advisers (faculty and academic staff) according to their preliminary academic interests and residence. Pre-Major Advisers are well-suited to help students understand the university and are the first of many mentors students will find at Stanford. The UAR Academic Directors in the undergraduate residences complement the role of the assigned Pre-Major Advisers with a comprehensive understanding of the curriculum; they advise students broadly on their courses of study and long-term goals. The UAR advising staff also includes professional advisers in Sweet Hall who specialize in research, fellowships, and pre-professional advising, and advisers in the Athletics Academic Resource Center (AARC), who support varsity athletes.

UAR functions include:
- overseeing the transition of freshmen/transfers into the university
- assistance with curriculum planning
- consultation on choosing a major
- advice on integrating research into an undergraduate program of study
- support for students considering and applying for merit-based scholarships and national fellowships
- practical advice on how to prepare for and apply to graduate and professional schools
- academic and personal advising related to academic performance
- guidance on policies and procedures concerning academic standing
- assistance with interpretation and application of academic rules and regulations
- referrals to campus tutoring resources and counseling offices

See the Advising (https://undergrad.stanford.edu/advising) web site for more information about academic advising, programming, and support for undergraduate students.

Scholarships and Fellowships, and Post-Baccalaureate Studies

Together with advisers at the Overseas Resource Center (http://stanford.edu/dept/icenter/orc) and the Haas Center for Public Service (http://studentaffairs.stanford.edu/haas), UAR advisers help prepare students to compete for nationally competitive fellowships. UAR also administers the campus nomination process for several U.S.-based fellowships. See the Fellowships (https://undergrad.stanford.edu/opportunities-research/fellowships) website for more information on fellowship opportunities.

UAR offers workshops and individual consultations on planning for graduate or professional studies (e.g., business, education, law, and medicine) and on general application procedures, including how to write personal statements, how to solicit letters of recommendation, and how to prepare for interviews. See the Planning for Graduate and Professional School (https://undergrad.stanford.edu/opportunities-research/steps-planning-graduate-and-professional-school) website for more information.

Undergraduate Research

UAR encourages undergraduates to work with faculty on independent projects in research, the arts, and senior synthesis. UAR facilitates these close relationships by providing advising and funding to undergraduate students across all disciplines and at all stages of developing an idea. See the Research and Independent Projects (http://undergradresearch.stanford.edu) website for more information.

Student Grant Programs

UAR offers Student Grants for faculty-mentored independent projects in research, the arts, and senior synthesis. Grants are typically used to pay for project supplies and travel expenses. Full-time summer projects may also use grants as a stipend.

The application for any Student Grant is centered on:
1. a student-authored project proposal, including a line-item budget
2. a letter of support written by a qualified member of the Stanford faculty

Proposals are judged on intellectual significance, rigor and feasibility of project design, and evidence of student preparedness. The program is competitive, and not all good proposals can be funded.

For current deadlines, grant types, and program details, see the Student Grants (http://studentgrants.stanford.edu) website.

Departmental and Faculty Research Opportunities

Departments, interdisciplinary programs, research centers, and individual faculty use VPUE funding to support programs that provide undergraduates with mentorship and training in scholarship and research. Typically, students are paired with a faculty member or faculty-led research group according to their mutual scholarly interests. Students conduct substantive, directed research on a particular aspect of the faculty member’s research project, and they meet frequently with their faculty mentors to discuss progress and future directions for the project. Students should consult directly with the departments and programs of interest to learn about these opportunities.

Faculty or departments interested in applying for this funding can learn more at the For Faculty (https://undergrad.stanford.edu/opportunities-research/faculty) page of the Research and Independent Projects website.

Courses

UAR 10. Intellectual Journeys. 1 Unit.
Stanford speakers share their research as well as their intellectual and life paths, including how they chose their undergraduate major, how they found mentors, and what their field offers undergraduates.
UAR 42A. LSP First Year Seminar. 1 Unit.
For freshmen who participated in the Leland Scholars Program. This seminar supports LSP students in the first year in the areas of institutional engagement, academic empowerment, their sense of belonging to Stanford, and builds their cohort identity.

UAR 42B. LSP First Year Seminar B. 1 Unit.
For freshmen who participated in the Leland Scholars Program. This seminar supports LSP students in the first year in the areas of institutional engagement, academic empowerment, their sense of belonging to Stanford, and builds their cohort identity.

UAR 46. Challenges Facing First-Gen Students In Their Transition To College. 2 Units.
This course will focus on the multiple perspectives relating to why women and first generation students experience challenges to successfully navigating paths in Science, Technology, Engineering, and Mathematics (STEM) professions and majors. Students will explore how such constructs as power, privilege, and identity play a role in their academic and future careers. Connections to theoretical works of stereotype threat, cultural capital, and belonging will also be emphasized. Throughout the course, students will learn and enhance foundational skills aimed at supporting their trajectory in STEM majors and ultimately, STEM careers.

UAR 56. Building a Successful Academic Career. 1 Unit.
For freshmen in expanded advising programs. Techniques for honing academic skills for college, and applying those skills to better define intellectual identity in academic pursuits. May be repeated for credit.

UAR 60. Engaging, Exploring, and Reflecting on Alumni Career Worlds. 1 Unit.
This course helps students access and navigate the professional world with tools such as e-Portfolios, Strengths Quest, and alumni shadow visits. Assignments and discussions will encourage deep reflection on the values, philosophies, and backgrounds that can help shape each student's long term goals.