8. SPECIAL PROGRAMS AND ORGANIZATIONS

ENGINEERING DIVERSITY PROGRAMS (EDP)

The School of Engineering believes strongly in encouraging all students to succeed in engineering. Indeed, one of the great strengths of any educational system lies in having a student body that is both highly qualified and diverse in terms of culture, class, race, ethnicity, gender, background, work and life experiences, skills, and interests. Because of its strong belief in the value of diversity, the School especially encourages women, African Americans, Mexican Americans, Native Americans, Puerto Ricans and other Latinos, as well as others whose backgrounds and experience provide additional dimensions that enhance learning and equity, to utilize the Engineering Diversity Program services and resources.

To underscore its dual commitment to excellence and the value of diversity, the School of Engineering provides a wide range of resources and services through the Engineering Diversity Programs (EDP), which are available to all Stanford students:

- Academic and general advising for undergraduate and graduate students, which includes academic skills development, creating four-year undergraduate plans, Ph.D. academic and professional development support, identifying summer internships, and creating self-directed study groups.
- Accelerated Calculus for Engineers (ACE) introductory mathematics series for additional credit units and added rigor.
- Outreach to and recruitment of graduate EDP students.
- Fellowships, teaching and research assistantships for Ph.D. EDP students and selected
- Support and sponsorship of Society of Women Engineers (SWE), Society of Black Engineers and Scientists (SBSE), American Indian Science and Engineering Society (AISES), and Stanford Society of Chicano/Latino Scientists and Engineers (SSCLES).
- Stanford Summer Engineering Academy (SSEA), a one-month residential program for entering freshmen that allows them to explore various engineering and science fields. Taught by faculty, students are involved in hands-on and minds-on learning.
- Recruiting students for corporate EDP scholarships.
- Tutoring is offered in collaboration with the Center for Teaching and Learning. See the SoE website

http://soe.stanford.edu/edp/programs/tutorial.html for more information.

- Engineering and Science Opportunity Job Fair, and diversity job and internship search support, which supplements that offered by the Career Development Center.
- Graduate Environmental Support Seminar, Graduate Seminar on Teaching and Advising Methods, Graduate EDP Orientation, and Graduate Diversity Admit Weekend.
- Graduate Peer Advisor Program, which matches interested undergraduate students with graduate students, faculty, alumni, deans, and corporate representatives in specific engineering fields.

TECHNICAL COMMUNICATIONS PROGRAM

The Technical Communications Program offers a variety of courses and tutorial services designed to help engineering students improve their writing and speaking skills and to prepare them to communicate effectively when they become professionals.

Each quarter the program offers several elective courses in technical/professional writing and public speaking/presentation development. These courses are specially designed for engineering students and stress regular individual tutorial instruction.

- **ENGR 202W—Technical Writing** (3 units). How to self-edit for clarity, cohesion, focus, and conciseness. Emphasis on improving the readability of technical/scientific material. Lecture/practicum.
- **ENGR 202S—Writing: Special Projects** (1 to 5 units depending on the amount of work). Designed to help students who are working on non-course-related material (journal articles, dissertations, theses, etc.) to improve their writing. The course consists of weekly one-on-one tutorials.
- **ENGR 103—Public Speaking** (3 units). Introduces students to the full range of speaking activities, from impromptu talks to carefully rehearsed formal presentations. This practical course helps students develop confidence in their speaking ability through weekly practice in class, rehearsals in individual tutorials, and videotaped feedback.

The Technical Communications Program also provides **non-credit writing and speech tutorials**. Students can meet with a writing tutor who will help them draft or revise reports or papers, concentrating not on technical content, but on organization, style, and mechanics. Students can meet with a speech tutor who will help them plan presentations, design visual aids, and improve delivery. NOTE: These non-credit tutorials are not an editing service.

For further information on TCP courses and services, see **http://soe.stanford.edu/tcp/**

STANFORD TECHNOLOGY VENTURES PROGRAM

The Stanford Technology Ventures Program (STVP) is the entrepreneurship center within the Stanford University School of Engineering, hosted by the department of Management Science and Engineering. STVP's mission is to build a world-class center dedicated to accelerating high technology entrepreneurship research and education for engineers and scientists worldwide. STVP's believes that engineers and scientists need entrepreneurial skills to be successful at all levels within organizations, and prepares students for leadership positions in industry, universities, and society. STVP consists of courses, conferences, online resources, and scholarly research on high technology entrepreneurship. More information can be found at the program's web site at **`http://stvp.stanford.edu`**.

Mayfield Fellows Program

The Mayfield Fellows Program (MFP) is a key component of the Stanford Technology Ventures Program. MFP provides juniors, seniors and co-terminal masters students in engineering and the sciences with a nine-month work/study program focusing on entrepreneurship. This includes all three courses in the "Management of Technology Ventures" series (ENGR140A, ENGR140B, and ENGR140C). These courses use a multidisciplinary approach to teaching entrepreneurship, including small seminar-style classes, a paid summer internship at a start-up company, and off-site meetings with leaders in the entrepreneurial community. In addition, each student is matched with three mentors including their summer employer, a venture capitalist, and a MFP alumnus.

MFP runs from March through December of each year (spring, summer, and autumn quarters). Completed applications are due by February 1. A dozen students are admitted each year. Additional information is available at the program's web site at **`http://mfp.stanford.edu`**.

STANFORD CENTER FOR PROFESSIONAL DEVELOPMENT

The Stanford Center for Professional Development (SCPD) makes it possible for working professionals worldwide to become a part of the spirit of innovation and openness at Stanford University. Master of Science degrees, graduate and professional certificates, individual courses, workshops, and seminars are delivered online, on campus, and at the work site. (Conferral of a Bachelor's degree is required for admission to these programs.) Additional information is available at **`scpd.stanford.edu`** or by calling 650.725.3000..

The Honors Cooperative Program

The Honors Cooperative Program (HCP) enables students who are employed full-time in SCPD-member companies to pursue graduate degree study on a part-time basis through the Stanford Center for Professional Development. HCP students are admitted to graduate degree programs through the regular Stanford graduate admissions process, receive the same course materials, assignments, and examinations, and are held to the same academic standards as on-campus students. Call 650-725-3016 for more information.

ENGINEERS AND OVERSEAS STUDIES

> *"The (study abroad) perspective has been, for me, the most interesting, life-changing, and valuable effect of studying abroad. It is also something that cannot be easily achieved without studying abroad—the way that the abroad experience immerses you in a rich and realistic life, though temporary, provides you with an experience that cannot be achieved later as a traveler." Paris Alum*

For many years the School of Engineering and the Bing Overseas Studies Program (BOSP) have worked together to provide outstanding opportunities for engineering majors to study, work, and experience life in other countries. Careers in engineering frequently have an international component—whether through working as a consultant in another culture, transferring for a period of time to another country, or establishing an enterprise and developing contacts in other areas of the world. Achieving cultural literacy in another country provokes reflection on the differences and similarities among societies and prepares students to work in an international context.

With careful planning, most engineering students can fit study at one of Stanford's overseas centers into their academic plans. BOSP encourages students to talk with their advisors early on, as early as freshman year, about planning for one or more quarters abroad. By starting early, students can strategically plan for required engineering courses and language acquisition and then be able to study and work abroad while making progress toward their Stanford degrees. Several

programs require minimal language study prior to enrollment. Most programs include courses that satisfy two or more University General Education Requirements (GERs) so prospective engineering majors can plan to fulfill one or two GERs abroad. In addition, one or more engineering fundamentals courses are offered as tutored video courses by some overseas programs; courses fulfilling the Technology in Society requirement may be offered at some locations; and, for many engineering majors, participation in the Kyoto-SCTI program itself fulfills the TIS requirement.

The Associate Dean for Student Affairs in Engineering as well as advisors in Undergraduate Advising and Research, and staff and Student Advisors in the Bing Overseas Studies Program can help students understand how to integrate coursework taken overseas into their overall academic planning.

Information about Stanford's programs, including courses offered, is available on the Web at **`http://osp.stanford.edu/`**. Students are also encouraged to stop by the BOSP office on the ground floor of Sweet Hall. The following program information highlights opportunities that might be of special interest to engineers.

AUSTRALIA

> *For me, one of the greatest parts of my study abroad experience was the opportunity to interact with brilliant, interesting, and fun professors and graduate students from another university. If I had known how awesome the people would be in Australia, I would have been even more sold on the program than I was already.*
>
> –BOSP Australia Alum

During Autumn quarter, the BOSP Australia program sends students along roughly two-thirds of the eastern coastline emphasizing topics related to Australian coastal studies. This program has been established in collaboration with the Centre for Marine Studies at the University of Queensland. Up to 48 students are enrolled in four required academic modules: Coral Reef Ecosystems, Coastal Zone Management, Coastal Forest Ecosystems, and Australian Studies. Civil and Environmental Engineering has approved credit for the first three of these four courses. In addition, students complete Targeted Research Projects, under the supervision of University of Queensland instructors, on selected topics. This opportunity to do hands-on research will greatly enhance students' research skills and their appreciation of issues Australia faces as it deals with ecotourism and protection of the Great Barrier Reef.

BEIJING

BOSP's program in Beijing, China is hosted by Peking University (PKU) during Autumn and Spring quarters. The program offers a variety of courses in the humanities and social sciences,

including many that satisfy GERs. The classes in Beijing are taught by Peking University faculty, as well as by Stanford faculty-in-residence. Occasionally, a Stanford engineering professor will teach in Beijing and offer one or more engineering–oriented courses. The PKU professors, many of whom hold graduate degrees from US institutions, teach Stanford courses in English. Although courses are taught primarily in English, students in the Beijing program are required to have some proficiency in Chinese. The minimum requirement for enrollment in Autumn Quarter is one year of college-level Mandarin (CHINLANG 3) and for Spring Quarter is two quarters of college-level Mandarin (CHINLANG 2).

BERLIN

> *My internship experience really complemented what I'd learned in my engineering classes. In fact, I felt that I received two educations for the price of one. I did a long internship, and it was worth it. Doing a long internship means you can learn more, show more effort, and the company gets a better feel for you. They might even hire you back. I'm a very obvious example of staying longer. I'm back in Germany now working for the same company as a permanent employee.*
>
> —BOSP Berlin Alum

The Berlin Center is open for study in Autumn, Winter, and Spring quarters. Students who study in Berlin for one or more quarters and have completed one year of German language (GERLANG 3) are eligible to participate in a full-time Krupp Internship in any succeeding quarter(s). Since 1982 the Stanford Program in Berlin, with support from the Krupp Foundation, has offered paid internships all over Germany to engineering students and others. Internships are available in virtually all fields of engineering. The onsite Internship Coordinator works to place students in internships closely related to their academic and career interests. Internship placements can be in private companies and public institutions: the program guarantees 1000 Euros for a full working month, which covers all living expenses. Internships last at least three months, and in many cases may be extended to six months or longer.

Students without previous German language experience can enroll in beginning intensive German in Berlin during fall and winter quarters, or they can take a minimum of two quarters of German prior to arrival in spring quarter. The equivalent of three quarters of German is required before beginning a Krupp Internship. More advanced German skills broaden possible internship opportunities. Internships tend to be more rewarding for those engineering students – advanced junior, senior, and co-term – who have already taken a number of engineering courses. Past internship hosts have included: BMW, 3M Germany, Volkswagen, and Fraunhofer Institutes for Mechanical Engineers; Deutsche Bank, Siemens, and Yahoo! Deutschland for Computer Science students; Bayer, Max-Delbrück-Centrum für molekulare Medizin Berlin, and Max-Planck-Institutes for Chemical Engineers; LuraTech, Sennheiser Electronic, and Siemens for Electrical Engineers; Hochtief, Senatsverwaltung für Stadtentwicklung Berlin, and Fraunhofer Institutes for Civil Engineers, and Greiner Ingenieurberatung, Robert Bosch, and VCM Venture Capital

Management for Management Science and Engineering students. After returning to campus students can work with the Department of German Studies to reflect on their internship experiences in writing and earn academic credit for doing so.

In some quarters, a Stanford engineering professor will teach at the Berlin Center. During these quarters, one or more engineering–oriented courses are taught in addition to the regular course offerings in German history, culture and economics. ENGR 40 and ENGR 50 are offered as tutored video courses every quarter.

FLORENCE

> *It was the most integrated academic experience I've ever had; I truly felt like I was learning every moment of the day. My classes, almost all about modern Italy, dovetailed with each other, but also dealt with issues I was confronting every day in the newspapers, with my Italian "family," with Italian friends and in movies and music.*
>
> —BOSP Florence Alum

Home to great innovators such as Galileo, Leonardo da Vinci, and Brunelleschi's Dome, the city of Florence provides unique intellectual and visual resources for students studying a variety of subjects ranging from Renaissance History and Art to Contemporary Italian and European Studies. The program is structured to help integrate students as fully as possible into Italian culture through homestays, language partners, and volunteer work during the Autumn, Winter, and Spring quarters. A minimum of one year of Italian (ITALLANG 3) is required; a second year is recommended for participation in courses at the University of Florence. ENGR 50 is offered all three quarters. Students studying in Florence for two consecutive quarters can elect to participate in an academic internship during the second study quarter. Product Design students have found Florence an ideal location of study due to its past and present artistic and architectural riches. Occasionally, the Stanford faculty-in-residence will be from engineering and offer one or more engineering–oriented course.

KYOTO — STANFORD CENTER FOR TECHNOLOGY AND INNOVATION (SCTI)

> *My mentor was the only female engineer and she was terrific. She is still a source of inspiration to me, and we have kept in contact since. I learned more about Japanese companies by being there than you can ever learn in books . . . during everyday experiences like the morning group meeting to the relatively rare like the group "off–site" sleepover party at a hot spring spa.*
>
> —Kyoto-SCTI Alum

Kyoto-SCTI introduces students to the organization of the scientific and advanced industrial sectors of contemporary Japan through a quarter of study followed by an optional, paid internship. The program is designed for students with intellectual interests in the production, management, and politics of advanced economic and technological systems, including engineering majors in all fields of study whose career prospects will be enhanced by knowledge of Japan. During Spring quarter, the academic program focuses on the ways in which culture, institutions, and technology issues are organized in modern Japan. An electronic version of EE 108B is offered with the support of an on-site graduate student from Electrical Engineering, and ENGR 40 is offered as a tutored video course. In some years, a member of the Stanford engineering faculty is resident at SCTI in the spring..

Minimum language requirements for SCTI differ depending on whether a student chooses to complete the optional summer internship and whether an internship is technical or non-technical. Students not intending to complete an internship or those interested in a technical internship must complete two quarters of five-unit JLCC (JAPANLNG 8B). Students proposing internships in non-technical fields are required to take five quarters of five-unit JLCC (JAPANLNG 18B). Beyond the minimum requirements, students will greatly benefit from as much language preparation as they are able to incorporate into their schedule. Returned students and alumni encourage all participants to gain as much language background as possible before entering the academic program and the internship.

The Internship Coordinator in Kyoto works to place all students in paid internships closely related to their academic and career interests. Student interns are expected to participate in the internship in Japan from July to early September. Past internship placements have included internships with ATR, Fuji Soft, Hitachi, Horiba, IBM, Kawasaki, KBMJ, Kyoto University, NEC, NTT, Obayashi, Panasonic, Sharp, and others.

OXFORD

> *My academic work at Oxford reached a level of intensity that was difficult to attain at Stanford because the one on one tutorials forced me to focus my research interest into a coherent investigation of a single question. I have never been so excited to do research in my life because Oxford gave me a brilliant and energetic teacher that met with me individually for two to three hours per week. It was the first time that I ever felt like I had a part in the learning process because the classes were driven solely by my input and interest.*
>
> —BOSP Oxford Alum

The Stanford program in Oxford is offered in Autumn, Winter, and Spring quarters, and each student takes a tutorial as a regular part of the program. As the characteristic pedagogical method for undergraduates at Oxford, the tutorial is a highly personalized, demanding, and rewarding form of instruction that involves weekly meetings between a student (or, occasionally, two

students) and a member of the Oxford academic community. Tutorials on selected topics in Engineering, including architecture, are sometimes possible. The BOSP office in Sweet Hall has binders with past tutorial logs which students can review to see the range and specifics of past tutorials. Occasionally, a visiting Stanford engineering professor will teach one or more engineering–oriented courses in addition to the regular course offerings in British literature, history, and economics.

PARIS

> *Studying in Paris was incredible and I think impossible to completely understand unless experienced. Not only was having classes in French in a French university setting interesting, but it seemed like the entire city acted like a classroom. All academic, artistic, social, and cultural experiences are part of the program.*
>
> —BOSP Paris Alum

The Bing Overseas Studies Program, the School of Engineering, and the Department of French and Italian are working together to provide opportunities for engineering students studying in Paris. The Stanford Program in Paris is located in the Institut Supérieur d'Électronique de Paris (ISEP). ENGR 40 is offered as a tutored video course in autumn and spring and ENGR 50 in all three quarters. Students in these courses meet weekly for tutoring with a member of the ISEP or another engineering school faculty member. One year of college-level French (FRENLANG 3) is required and students with two years of college-level French will have access to additional engineering courses taught in French. Internship arrangements are continuously being expanded in France. One of the newest internship offerings involves participation in an Electronic Engineering Lab during the Winter, Spring, or Summer (excluding August) quarters. To be eligible for this internship, students are expected to have some background in electronics or microelectronics. These new research internships are financed by French companies or hospitals and are excellent ways to pursue research in your field in Paris while getting to know French and international researchers at the ISEP, your host institution. They include research in the field of medical signal and image processing, IHM for Optical music recognition system, and many more. A second network of internships is based on students' specific interests and requests and can accommodate the diverse interests of engineering students. These all require students spend two quarters in Paris, either fall and winter or winter and spring. The first quarter is devoted to gauging students' interests and preparing for the experience, the second, to the internships themselves. In some cases, students can attend the program in spring only and continue internships into the summer. A generous grant covers fees for room and board for students continuing their internships into the summer.

STANFORD UNIVERSITY/ÉCOLE CENTRALE PARIS JUNIOR YEAR ABROAD PROGRAM

Although not formally part of the Overseas Studies Program, Stanford undergraduates in Mechanical Engineering and Electrical Engineering can receive credit for study abroad at École Centrale Paris. École Centrale Paris is one of the best known science and engineering schools in France and Europe. Stanford students are enrolled in engineering program classes with French and International students. Instruction is mostly in French.

Requirements for the program:

- Basic knowledge of French (1 year college level). Spending the summer prior to the study at École in language program in France is an option.
- Excellent academic background.

What the Stanford/ECP Program Offers:

- One year of study during the junior year at École Centrale Paris with credit transfer from ECP to Stanford.
- Immersion in French culture.

Information about the program can be found at **http://www.ecp.fr/study-program/stanford**. Further information about the program for students in Mechanical Engineering can be obtained at **`http://me.stanford.edu`** or from Professor Mark Cappelli, Bldg. 520-520J. Further information about the program for students in Electrical Engineering can be obtained from Professor Brad Osgood, Packard 271.

OVERSEAS SEMINARS

For those students who want to get an initial taste of being overseas, OSP now offers Overseas Seminars. These seminars provide the opportunity for 12-15 students to participate in an intensive, three-week course taught by Stanford faculty. The seminars focus on locally relevant topics and include travel within a particular region to supplement class work. The seminars are offered for two units of autumn quarter credit and will conclude before the start of autumn quarter, allowing students to return to campus before classes begin. Sophomores, juniors, and seniors are eligible to participate. Seminar locations for 2008-09 are in Bhutan, China, France, India, Mexico, Qatar, Russia, and United Kingdom.. Each year, there will be a changing array of seminars offered in a variety of locations.

OTHER BOSP PROGRAMS

In addition to the programs mentioned above, the Bing Overseas Studies Program also offers an Autumn quarter program in Moscow, Russia and full-year programs in Madrid, Spain and Santiago, Chile. Keep in mind that in any quarter of study, Stanford Engineering faculty members may be faculty-in-residence at one of the BOSP programs, thus providing expanded opportunities for engineering students.

For those students who are looking for an overseas opportunity during summer, BOSP now offers a full-time internship program in Asia for qualified students. Currently offered in the People's Republic of China, Japan, and the Republic of Korea, this internship program provides students the opportunity to increase their knowledge and understanding of local language and culture, while gaining practical, international work experience in their given field.

A more complete and up-to-date description of BOSP opportunities and the range of academic options offered overseas may be found at: http://bosp.stanford.edu.

For other overseas opportunities, such as non-Stanford study-abroad programs, scholarships for study and research abroad, and short-term work and internship programs, see the Overseas Resource Center section in "Summer Employment and Career Planning" later in this handbook.

RESEARCH EXPERIENCE FOR UNDERGRADUATES

Engaging in independent research under the direction of a faculty member can be one of the most exciting and rewarding experiences of your undergraduate career. The Research Experience for Undergraduates (REU) program is designed to give undergraduates the chance to work with faculty and their research groups on advanced research projects. The program runs ten weeks, from June (beginning shortly after commencement) through August. The program is coordinated jointly by the Office of the Vice Provost for Undergraduate Education, the Office of Student Affairs in the School of Engineering, and the individual engineering departments.

Students who are accepted into the program will receive a summer stipend. On-campus housing and a meal plan may also be provided through the Summer Research College (SRC) but must be applied for separately. Whether well into your major or still testing the waters, all engineering students are strongly encouraged to consider taking advantage of what the REU program can offer. To find out more about the opportunities and how to apply, contact the Director of Student Services in your major department. The application deadline is typically in early April.

STUDENT ENGINEERING SOCIETIES

TAU BETA PI

Tau Beta Pi is the only engineering honor society that represents the entire engineering profession. It is the nation's second oldest honor society and was founded at Lehigh University in 1885 to recognize students of exemplary character and distinguished scholarship. There are now active collegiate chapters at 232 US colleges and universities, active alumni chapters in 16 districts across the United States, and a total initiated membership of 492,013.

The California Gamma chapter of Tau Beta Pi at Stanford offers valuable engineering resources. Tau Beta Pi provides peer tutoring services across the engineering disciplines to build understanding and interest in science, mathematics, and engineering. Tau Beta Pi also runs a variety of service and social projects for the undergraduate engineering student community. Please refer to **tbp.stanford.edu** for the most updated information and schedule.

To be officially elected as a member of Tau Beta Pi, you must be a declared engineering major and have placed within the top one-eighth of your class as a junior or the top one-fifth of your class as a senior. Invitations are sent to elected students twice a year, once in the fall and once in the spring. Invited candidates must fulfill the candidacy requirements of the California Gamma Chapter through participation in service and fellowship activities. While it is considered an honor to be elected into Tau Beta Pi, one does not need to be an official member to participate in the activities organized by the society. For more information, please visit our website at **http://tbp.stanford.edu** or e-mail the chapter president, Gary Chang, at **gwchang@stanford.edu.**

INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS

The Stanford Institute of Electrical and Electronics Engineers (IEEE, pronounced "eye-triple-E") is the CS- and EE-department-backed academic, professional and networking society for Computer Science and Electrical Engineering students. IEEE is a professional association of over 350,000 engineers in 150 countries focused on developing technical standards, affecting technology policy, promoting career development, and creating communities of networked technical professionals. At Stanford, the organization provides access to peers, more advanced students, professors, and industry engineers to foster a more complete engineering education experience in and out of the classroom. Stanford IEEE sponsors programming and electronic design competitions, community service, mentorship, research, scholarship grants, as well as ECJ, Stanford's first technical student research journal. Please visit the IEEE website at **http://ieee.stanford.edu** for more information.

BASES

BASES (Business Association of Stanford Engineering Students) is the primary extra-curricular vehicle for students who are interested in technology and entrepreneurship. BASES has evolved to include undergraduate and graduate students, along with faculty members from all schools at Stanford, including Engineering, Business, Law, Medicine, and the Humanities and Sciences. It hosts a collection of programs on campus, including two annual business plan competitions (the E-Challenge and Social E-Challenge), a weekly lecture series with talks by technology and business leaders, a start-up job fair, a research showcase, and many networking activities. For more information about BASES, visit their website at **http://bases.stanford.edu**.

STANFORD UNDERGRADUATE RESEARCH JOURNAL

In September of 2001, the Stanford Undergraduate Research Journal (SURJ) was created as a forum for undergraduates to share their research with the entire Stanford community. Today, SURJ is an established force on campus promoting intellectual curiosity and multi-disciplinary literacy. With an annual publication that accepts around 10% of original research submissions through the peer-review process, SURJ is Stanford's first and only academic journal that features all disciplines, including Natural Sciences & Engineering, Humanities, and Social Sciences. Interested authors should join **surj-infoline@lists.stanford.edu** and have an original research manuscript ready by Winter Quarter. Staff and editor positions are also available if you wish to participate in the peer-review process as part of the Editorial Board, help develop the financial platform for sustaining a major publication, or join the design team that creates the look and feel of the Journal. For more information about how to join or contribute research to SURJ, and to view past editions of the Journal, please visit our website at **http://www.stanford.edu/group/journal/.**

PRODUCT DESIGN STUDENT ASSOCIATION (PDSA)

The PDSA's purpose is to serve the undergraduate Product Design students by fulfilling two missions: 1) Provide a variety of helpful resources such as mentorship; office hours (upper-classmen answering questions regarding coursework, scheduling classes, etc.); a website with online resources, student postings; and internship/job opportunities; and 2) Help build a network between students/alumni/ faculty and businesses. To achieve this goal, we will put on community-building events that serve to bring the PD community together as well as to educate the greater Stanford population about Product Design. Visit **http://www.stanfordpdsa.org** to learn more**.**