To Whom It May Concern,

We write to you as Stanford community members of all genders, majors, races, and creeds; as advocates, as experts, as voters, and as survivors asking that you hear our thoughts on your proposed regulation. We are the ones who will feel its weight.

We write to you, recognizing that sexual assault and harassment is an epidemic on college campuses that affects each and every student – including survivors, those accused, and their friends and families. We know there is no simple solution to this problem. We believe that Title IX should ensure fairness, equality, and safety for students regardless of gender. We believe all students deserve equal access to educational opportunity and it is laws like Title IX that ensure this equality. The new Title IX regulations, proposed in the Notice of Proposed Rulemaking (Docket ID: ED-2018-OCR-0064) (hereinafter: proposed regulations), include several provisions which we find incompatible with their stated purpose and with Title IX’s goal to eliminate gender discrimination in access to education:

1. On page 18, section 106.44(a) of the proposed regulation holds schools liable for responding to sexual harassment only if an employee who can take corrective measures has actual knowledge of the harassment. Shifting away from the previous ‘constructive notice’ standard to ‘actual knowledge’ decreases the likelihood that schools will investigate incidents. As a result, schools will not be obligated to respond to cases of serial sexual harassment or assault which are “open secrets” among faculty and staff in which a direct report has not been filed. This is not an unsubstantiated fear – under the proposed changes, schools like Michigan State and Penn State would have had no obligation to investigate Larry Nassar and Jerry Sandusky, respectively, because victims reported their experiences to school employees who didn’t have “authority to institute corrective measures.” This is an unacceptably low standard, which exempts universities from the responsibility of dealing with serial perpetrators of sexual violence on their campuses.

   We ask that this proposed requirement be removed and that the constructive notice standard be reinstated. Stanford follows the constructive notice standard, meaning that faculty and staff are mandatory reporters, which ensures that incidents of harassment and assault are brought to the attention of an employee who can institute corrective measures. Due to these changes, the school would still have plausible deniability if faculty or staff, such as Residential Assistants and Teaching Assistants, did not report cases of harassment that they were aware of.

2. On page 18 of the proposed regulation, section 106.44(e)(1) defines sexual harassment as “conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct; or unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively
denies a person equal access to the recipient’s education program or activity; or sexual assault as defined in 34 CFR 668.46(a).” **Requiring the harassing behavior to be both severe and pervasive is overly restrictive.** A single event of unwelcome conduct, such as a physical assault of a sexual nature, can be detrimental to the victim’s education even without being pervasive. Limiting the definition of sexual harassment in such a way would allow many instances of sexual harassment to go unaddressed on campuses in a way that would create gender discrimination in access to education. Furthermore, for the purposes of Title VII of the 1964 Civil Rights Act, behavior must be either “severe or pervasive” to be considered harassment.¹ **To adopt the definition of harassment specified in section 106.44(e)(1) would be inconsistent with pre-existing, accepted standards in the United States.** Rather, the Department should adopt a standard that harassing conduct creates a hostile environment “if the conduct is sufficiently serious that it interferes with or limits a student’s ability to participate in or benefit from the school’s program.” This standard more appropriately encompasses Title IX’s purpose of eliminating sex-based discrimination in education. This anonymous Stanford student speaks to the effect of this change in saying,

“The Title IX office, after implying that they could investigate what was happening to me, had me go through the interview of the investigative process. After all that I had been through, I was almost certain that there would finally be an investigation and I would be able to attain some peace of mind. I had undergone 2 years of abuse. I told them everything. Only at the end, for the office to say that they do not have jurisdiction over cases of emotional abuse. Is 2 years of abuse not a “most extreme form of harassment”? It is deeply terrifying that the Department of Education is seeking to further bottleneck what Title IX can, and cannot investigate. If 2 years of abuse is not enough to be investigated, then what will qualify under the proposed Title IX rule?”

3. On page 24 of the proposed regulation, section 106.44(a) is proposed as limiting a school’s responsibility to violations of Title IX that occur within a school’s “program or activity” which are defined as “all of the operations of” a recipient school. **Limiting a school’s responsibility to address Title IX violations that occur off-campus will enable sexual harassment leading to gender discrimination.** For example, a student who is groped by a professor at a professional conference might be unable to pursue a Title IX complaint against their assailant, greatly harming the student’s education. Similarly, an individual who is victimized by another student at an off-campus venue (such as a bar or residence) could be forced to interact with their assailant on campus – and **the school would have no requirement to intervene.** The possibility of an off-campus assault is not an edge case – the College Board reports that, depending on the type of institution, between 42% and 95% of American undergraduate students live off-campus² – and the effects of such an assault can have pervasive and effects on a victim’s access to education. As an anonymous Stanford student told us,

“One of the most vivid memories I have of my abuser, is being in bed with him at his off-campus apartment, as he guilt tripped me into having sex with him. I have still more memories, of being in San Francisco with a group, where he tried to intimidate and bully not only me, but people I was with. While Stanford allows for housing for a large proportion of undergraduate and graduate students, there are still students that live off campus. Said students can still harm/be harmed by other students/members of the school at those off-campus residences like I was. For those experiences to be discounted by Title IX is an injustice to the survivors.”

This provision may also limit schools’ responsibility to address online harassment and cyberviolence,3 which is increasingly pervasive among students: a 2011 study by the American Association of University Women found that the 2010-11 school year, 36% of girls, 24% of boys, and 30% of all students in grades 7-12 experienced sexual harassment online.4 Finally, a vague standard of a school’s “program or activity” will disincentivize victims from reporting, fearing their complaint might get dismissed on a jurisdictional technicality.

Instead of implementing this regulation, the Department of Education should require schools to provide services to students whose access to education is being mitigated as a result of sexual violence. Schools should also be required to discipline perpetrators of sexual violence who are employees, students, or similarly affiliated with the university.

4. According to section 106.45(b)(1)(iv) on page 42 of the proposed regulation the accused party in a Title IX process will be presumed innocent going into the hearing process. Since the Title IX process is not a criminal procedure, it is inappropriate to create an assumption the complainant is lying. Victims who feel they may be disbelieved entering the process are unlikely to report their assault. This will result in the silencing of victims and discouraging them to report. Even now, before these regulations have gone into effect, sexual assault is the least reported crime and survivors often cite the fear of not being believed as a primary reason for not coming forward. This proposed regulation will only increase the silence.5 We recommend that each party is instead treated equally entering the hearing process without an assumption of innocence or guilt for either party.

5. On page 49 of the proposed regulation, section 106.45(b)(2) is proposed as requiring that schools “provide written notice to the parties of the recipient’s grievance procedures and of the allegations. Such notice must include sufficient details (such as the identities of the parties involved in the incident, if known, the specific section of the recipient’s policy allegedly violated, the conduct allegedly constituting sexual harassment under this part and under the recipient’s policy, and the date and location of the alleged incident, if known) and provide sufficient time to prepare a response before any initial interview.” This regulation would make it more difficult to collect accurate, unbiased

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4 https://www.aauw.org/research/crossing-the-line/
5 https://projects.fivethirtyeight.com/sexual-assault-victims/
testimony from accused parties.

Title IX cases often rely on testimonies from individual witnesses. Without subpoena power, a school’s ability to corroborate testimonies with physical evidence is limited. As such, the accuracy of testimonies is vitally important to provide fair Title IX proceedings. Giving involved parties notice of the details of an alleged incident before the initial interview may give them the ability to manipulate their testimony to affect the outcome of the case. Not giving either party advanced notice of allegations before an initial interview ensures an equitable and accurate adjudication process. We suggest that the information required by section 106.45(b)(2) should instead be provided to parties simultaneously with the notice of charges.

6. On page 52, section 106.45(b)(3)(vii) of the proposed regulation requires colleges to hold live hearings and provide the right to cross-examination. Rather than allowing a trained investigator to conduct an objective proceeding and raise the necessary questions regarding credibility, this proposal disproportionately disenfranchises those who do not have the financial resources to procure a skilled lawyer. **Demanding that parties of sexual assault cross-examine each other in the same room, unless the student is aware of the option to request the accused student be removed, is unnecessarily retraumatizing.** Furthermore, on page 52, section (vii), the regulation requires the invalidation of any testimony given by a witness or party who does not submit to cross-examination. **Even with the option for students to request cross-examination by video, a finding of responsibility is essentially dependent on retraumatizing the victim.** Burdening victims with retraumatization will also have a chilling effect on reporting rates. The Association of Title IX Administrators predicts around a 50% drop in reporting rates due to live cross-examinations.

While we recognize the need to assess credibility, we ask that you remove this requirement. We suggest instead that institutions of higher learning be allowed to implement a written submission model where parties submit written question regarding credibility to the hearing panel. This model allows for the credibility of evidence to be tested without the risk of retraumatizing the victim.

7. On page 53, section 106.45(b)(3)(viii) of the proposed regulation requires that schools provide both parties with all evidence gathered during the investigation. This includes evidence that the school does not intend to rely on when making findings of responsibility, such as previous sexual history. **Providing access to all evidence serves no procedural purpose and is a gross intrusion upon the privacy of all parties.** This will strongly discourage victims from filing complaints out of fear of having their assailants getting access to intimate information, and, combined with page 50, section (iii), which disallows schools from restricting the discussion of allegations and evidence, fear of facing public humiliation.
8. On page 60 of the proposed regulation, section 106.45(b)(4)(i) proposes that institutions may only apply the preponderance of the evidence standard “only if the recipient uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. The recipient must also apply the same standard of evidence for complaints against students as it does for complaints against employees, including faculty.” This proposed regulation however conflicts with California law, which states in California Education Code 67386(a)(3) that each California postsecondary school must have: “A policy that the standard used in determining whether the elements of the complaint against the accused have been demonstrated is the preponderance of the evidence.” As such, if the proposed regulations are solidified, California schools such as Stanford will be required to use the preponderance standard for all disciplinary measures in order to abide by both federal and state law. Furthermore, by making the standard of evidence the same for disciplinary charges against faculty and students, it implies that it is equally plausible to bring forward a successful case in which a faculty member is one party as it is when both parties are students. However, the inherent power imbalance between students and faculty members means their believability should not be treated as equal by the standard evidence used.

We ask that you remove this stipulation-- so schools may choose to use a preponderance of the evidence standard of evidence, regardless of the standard used for other disciplinary procedures.

9. On page 69 of the proposed regulations, section 106.45(b)(6) will establish a process of mediation for Title IX complaints without limitations on the seriousness of the allegations which can be resolved through an informal process. This may cause victims of sexual violence to be coerced to enter a mediation process in which they would have to face their assailant and will be pressured to compromise.\(^6\) Forcing a victim to negotiate with their perpetrator is never appropriate and will create gender discrimination in access to education. This pressure and emotional distress is captured by the quote of an anonymous student who says,

“As part of the process of attempting to remove my abuser from my space, I was offered an informal mediation from the Title IX office. Even as I was reeling from all of the pain that he bestowed on me, I did not want my abuser to be hurt, I just wanted him out of my life. After the mediation letter was sent out, he said he accepted it. Then he met with Title IX. Then he rejected it. If I had chosen to use the mediation process under Devos’ new Title IX ruling, I would have been back at square 1, and with absolutely no other office at Stanford to turn to.”

Mediations do not require either individual to take responsibility for the harm that they have caused. As a result, facilitators engaged in a mediation proceeding (as opposed to restorative justice), may engage in conduct implying that survivors and perpetrators are

\(^6\)https://www.nap.edu/catalog/24994/sexual-harassment-of-women-climate-culture-and-consequences-in-academic
equally at fault for experiences of intimate partner or acquaintance violence. Consigning serious sexual assault cases into mediation will prevent perpetrators from being held accountable, thus making campuses less safe. Data show that around ⅔ of college rapists are repeat offenders and that this accounts for over 90% of rapes on campus.\(^7\)

The Department of Education projected that that under the new rule, colleges and universities would investigate an average of 0.72 investigations per year, a decline of 39 percent. It was projected that this decrease would further save colleges around $19 million.\(^8\) This proposed regulation, therefore, benefits institutions and not individuals. In turn, these institutions may be more likely to pressure a complainant into mediation in order to save money.

We suggest that instead of encouraging a mediation process, the Department of Education investigate alternative forms of restorative justice OR don’t allow the university to be involved in a complainant’s choice to seek formal or informal resolution. We, the signatories of this comment, believe that the proposed Title IX regulations cannot be reconciled with the statute’s stated purpose of eliminating sex-based discrimination in education. We trust that the Department of Education will take our comment under careful consideration, modifying the proposed regulations in order to eliminate their expected negative impact on students across the country.

Sincerely,

\textbf{1159 members of the Stanford Community:}\n
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Krithika Iyer, 2021
Julia Paris, 2021
Annabel Conger, 2021
Charlie O'Donohue, 2021
Masha Gorkovenko, 2019
Richa Gupta, 2021
Olivia Mitchel, 2021
Clara Bradley, 2021
Aprotim Cory Bhowmik, 2018
Austin Ray, 2021
Julia Milani, 2022
Alyssa Fuentes, 2022
Trent Gilbert, 2021
Fateemah Faiq, 2022

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Ryan Reeves, 2022
Grace Young, 2018
Jordan Payne, 2020
Megha Parwani, 2021
Amelia O'Donohue, 2021
Anissa Vera, 2021
Ann Marie Abraham, 2021
Anika Sinha, 2021
Elizabeth Lindqwister, 2021
Lena Han, 2022
Joshua Pe, 2022
Kayla Constandse, 2020
Anne Vesey, 2020
Elaine Park, 2021
Anna Ekholm, 2021
Celine Gandingco, 2019
Lizzie Dowdle, 2022
Jack Foster, Sophomore
Camila Hayashi, 2019
Grace Wallis, 2020
Anna von Preyss
Scarlett Guo, 2019
Sharon Du, 2022
Lara Spencer, Grad student
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Aye Chan Moe, 2020
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Simone Wilcox, 2020
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Rozy Eastaugh, 2021
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Komal Kumar, 2020
Addie Petersen, 2019
Samantha Dore, 2019
Mackenzie Larsen, MSPA 2020
Alexandra Young, 2019
Ariel Kaufman, 2019
Ryan Treves, 2022
Mayuka Sarukkai, 2019
Heidi Hirsh, PhD Candidate
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Emilie Kono, 2022
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Julia Simon, 2022
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Riley Seow, 2022
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Sung (Rachel) Kim, 2022
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Ying Chow, 2020
Leya Elias, 2021
Bit Lee, 2021
Kendall Beache, 2021
Shannen, 2021
JR Ereyi, 2022
Jin Woo Yu, 2019
Rachael Lee, 2022
Khuyen Le, 2021
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Arlene Aleman, 2019
Madeleine Seitz, 2020
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Lindsey Hasak, Graduate School of Education Ph.D. Student
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Marcela Cisneros, 2021
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Siyi Tang, PhD student
Grace Woods, Ph.D. Student in Applied Physics
Zoe Brownwood, 2022
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Alexandra Crew, 2020
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Brooklynn LiCastro, 2022
Courtney Payne, 2nd year PhD Student
Eleanor Schroeder, 2022
Natasha Ong, 2022
Chenxuan Luo, 2022
Kexin Li, 2018
Elisa Lupin-Jimenez, 2019
Elisabeth Meyer, PhD Student in Biochemistry
Frank Mondelli, PhD Candidate
Tyler McDaniel, Graduate Student (1st Year)
Imron Saddozai, 2019
Carmelle Anne Cabaron Millar, 2019
Anna Krakowsky, 2019
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Zaed Blotner, 2021
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Aneeqa Abid, 2022
Fátima Ptacek, 2022
Willa Collins, JD '20
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Alexa Ramachandran, 2022
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Catherine A. Aster, Staff
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Mythili Sridhar, Stanford Mother
Peter Broadwell, Stanford University Libraries
Naomi Dushay, Staff Member
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Sarah Brophy, PhD program philosophy
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Vijoy Abraham, Staff
Meagan K Trott, Stanford University Libraries staff
Rand Duarte, 2019
Serena Chang, Postdoc
Caroline Young, 2019
Melissa Mavers, Instructor of Pediatrics
Bradley Ross Brockbank, 1981
Sarah Traxler, Staff
Dana Kralicek, Grad Student 2021
Madeline Bryant Chosy, 1st year PhD student in Chemistry
Javier de la Rosa, Research Engineer at the Stanford Libraries
Pablo Haake, 2019
Benjamin Gaiarin, 2019
Lucia Simpson, 2020
Emma Spellman, 2020
Henri Stern, 2021
Lauren Schlansky, Student
Brennecke Gale, 2022
Hannah Nguyen, 2019
Rebecca Nelson, 2020
Martin Altenburg, 2021
Colin Howe, 2021
David Tattoni, 2020
Madeline Libbey, 2020
Rachel Wallstrom, 2020
Jayne Stevenson, 2021
Andrew Savage, 2019
Motunrolaolu Asebiomo, 2020
Mauricio Tellez-Sanchez, 2022
Motunrolaolu Asebiomo, 2020
Justin Alexander Wilck, 2020
Jennifer DiSanto, 2019
Jen Luo, 2021
Omar El-Sabrout, 2021
Alison Chen, 2019
Zoe Brownwood, 2022
Elena Stalnaker, 2022
Teresa Ortega
Asa Kohrmann, 2021
Chelsea Davis, PhD candidate, English
Amelie Schaefer, Grad Student ME
Nina Wagner, 2020
Preeti Srinivasan, PhD Student
Grace Dong, 2020
Jenna Wang, 2021
Augustine Barry, 2021
Diego Balvin, 2021
Laura Kellman, Graduate Student, Cancer Biology Program
Sonia Giebel, PhD, 2022
Naomi Fa-Kaji, PhD student
Theodore Griswold, MFA Documentary Film and Video Class of 2020
Paiton Gleich, 2022
Kinsey Mead, Grad student
Mansi Jain
Renata Miller
Jeannette Mwaki, Employee
Hannah Zimmerman, 2021
Jordi Montana-Lopez, 2020
Chelsea Sidrane, Graduate Student
Ashley Walters, Ph.D. Candidate, History 2019
Constanza Hasselmann, 2021
Isabel Dibble, 2021
Allison Tielking, 2020
Jessica De Suzza
Sindhu Nathan, PhD candidate
Joseph Gray
Alex Bradfield, 2021
Bless Romo, 2022
Kyle Yu, 2022
Kaitlyn Tang, 2022
Emma Paddon, 2021
David J Florez R, 2022
Abby Taussig, 2019
Joshua Chidike Buchi-Ahiabuiki, 2022
Amelia Stillwell, PhD Candidate
Ali Chassebi, 2019
Gunner Dongieux, 2021
Dhruvik Parikh, 2022
Jennifer Levitt, 2022
Ilinca Maria Popescu, 2022
Tobias Frager, 2022
Isabella Tilley, 2022
Lauren McLaughlin, 2021
Angela Zhao, 2022
Francesca Watkins, 2020
Jordan Lee, 2022
Nathaniel Ramos, 2021
Natachi Onwuamaegbu, 2021
Anne Lee, 2022
Molly Culhane, 2020
Sevahn Vorperian, PhD Student
Nathaniel Braun, 2022
Maddy Belin, Masters student
Emily Swinth, 2022
Brice Jansen, 2022
Latifah Hamzah, Graduate Student
Phoebe Peter Oathout, Masters Coterm
Jacqueline Ennis, 2020
Arnob Das, 2022
Jeremy Marcelo, 2019
Dawn Butler, Alumna
Ian Macato, 2019
Bradley Tolar, Postdoctoral Scholar
Kendra Becenti, 2021
Sarah Saboorian, 2022
AJ Nadel, 2022
Eyob Tsegaye, 2021
Aditya Iswara, 2021
Octavia Zahrt
Ahmed Ibrahim Abdalla, 2022
Julie Fukunaga, 2020
Sara Berg-Love, BS 18, MS 20
Victoria Chiek, 2022
Kory Gaines, 2021
Cathy Dao
Julia M. Briones-Avila
Maggie Schult, 2021
Cha Cha Pillai, 2019
Zoe Wallace, 2022
Zoe Clute, 2020
Andrea Shulman, 2020
Gwyneth Riley Lynch, 2022
Mila Camargo, 2022
Famyrah Lafontune, 2022
Ellie Lammoglia-Morel, 2020
Brooke Tran, 2021
Vamsi Saladi, 2021
Rafael Esteves, 2022
Vickie Wang, 2019
Adia Adeogba, 2022
Ankit Baghel, 2019
Indrawati Liauw, 2019
Leah Lamon, Parent
Amay Aggarwal, 2021
Breanna Sandoval, 2022
Fatima Karim, 2022
Lakshmi Prakash, 2019
Sikata Sengupta, 2022
Alisha Zhao, 2021
Rodolfo Salazar, Jr, 2021
Cynthia Samano, 2021
Avery McCall, 2021
Gabby Conforti, 2021
Caroline Hintzman, 2022
Sabar Dasgupta, 2019
Sophia Lynn, 2021
Caroline Ricksen, 2022
Maria Paula Hernandez, 2021
Sheridan Stephenson, 2021
Grace Cotter, 2021
Amy Wentzel, 2022
Maria Shcherbakova, 2021
Grace McGinley, 2021
Sarah Ondak, 2021
Abby Tarquinio, 2021
Kaitlyn Kynast, 2021
May-Ann Wong, 2021
Nicki Schindler, 2020
Ronald Tep, 2019
Katie Paris, AB 1989
Elizabeth "Betsy" Kim, 2022
Eva Nates, 2022
Sharon Perez, 2021
Sean Roelofs, 2021
Nova Meurice, 2021
Phoebe Richardson, 2021
Vanessa Farley
Pranavi Kethanaboyina, 2022
Edward Barks, Graduate Student ('23)
Hollis Crowder, 2022
John Quinn, 2022
Adrian Costantino, Graduate Student
Sabrina Flemming, 2019
Kiara Dunbar, 2022
Jiayi Li, 2022
Cole Urban, 2022
Maya Ziv, Undergrad
Ahmed Raihane, 2022
Cole Shepherd, 2020
Amy Fan, 2022
Miles Menafee, 2021
Patipan Pipatpinyopong, Graduate 2nd year
Zhuoran Tao, 2022
Jeffrey Gu
Mikel Daniel-Robinson, 2019
Robert Davis Born, MS 2018
Logan Welch, 2022
Meg Saunders, 2020
Arnaud Autef, 2020
Mary Markley, 2022
Nahla Gedeon Achi, 2019
Sheryl Fuehrer, Community Health and Prevention Research MS, 2019
Stephanie Schneider, Aero/Astro grad student
Heidi Hirsh, PhD Candidate, 2020
Eghosa Amadin, 2021
Suzanne Calhoun, 1st year Phd student
Dorota Kłysz, Postdoc
Alessandra Diaz, 2021
Caroline Hallee, 2022
Healey Montague-Alamin, 2019
Hannah Williams, 2019
Katherine Plummer, Master’s student
Niloufar Hosseini, Research scientist
Karim Aloul, 2021
Sunho Paik, 2020
Eric Bear, 2022
Michelle Sarah Bao, 2022
Leehi Yona, PhD 2023, Knight-Hennessy Scholar 2018
Evan Kanji, 2022
Buddy Myers, 2022
Tashrima Hossain, 2019
Claire Dinshaw, 2021
Kyler Stanion, 2021
Jason Zhao, 2021
Samuel Rogers, 2020
Shirley Cai, 2021
Jay Liu, 2020
Cheng-Ta Kao, 2019
Eva Wang, 2019
Brooke Redington, 2021
George Hulsey, 2019
Joshua Adamson, 2020
Annie Zheng, 2020
Madeline Magnuson, Stanford Law School - 2L
Sarah Zandi, SLS '21
Aditya Sidapara, 2022
Grace Rybak, SLS 2021
Jonathan Burkle, Sophomore
Christina Li, 2021
Chante Cottman, 2021
Emily Penn, Graduate student
Emily Mam, 2021
Katherine Macy Eritano, 2021
Kelsie McKenna, 1st Year Graduate Student
Milan Mossé, BS/BA 2019, MS 2021
Vinh Nguyen, Senior
Sean O'Bannon, 2020
Matthew Baiza, 2018
Ibrahim Bharmal, Alumni, 18'
Allison Pope, 2021
Edward Nugent, JD '19
Brandon Alvarez, 2019
Rachel Sohl, Stanford Law School '21
Marlies Michielssen, 2021
Sabar Dasgupta, 2019
Meagan Matthews, 2022
Jeffrey Rodriguez, 2020
Jessica De Suza, 2021
Lily Zhou, 2022
David Estrada-Arias, 2021
Sarah Taylor, 2020
Caroline Aung, 2020
Chanel Kim, 2020
Maggie Davis, 2019
Will Pittock, 2021
Elizabeth Swanson, 2021
Erik Brockbank, 2013
Natalie Gable, 2019
Celine Margaret Foster, 2021
Emma Tsurkov, Sociology PhD candidate
Alyssa Bautista Romanos, 2021
Leigh Pomerantz, 2019
Elena Press, 2020
Eric Matsumoto, 2019
Zoe Ong, 2022
Ali McEwan Black, 2020
Holly Francis, 2019
Chayne Ball, 2021
Giovanni Rogel, 2021
Lizzie Dowdle, 2022
Naomi Ray, 2022
Lia Knight-Williams, 2021
Seung Hye Choi, 2020
Nadia Segura, 2022
Oluremi Akindele, 2021
Ryan Eberhardt
Justine Victoria Modica, PhD Candidate, History Dept
Krishna Patel, 2019
Janet Diaz
Ezra Olson, English PhD Candidate
Jesse Morris, 2021
Daniella Farah, PhD Candidate
Elizabeth Jacob, PhD Candidate, History
Samuel Maull, Anthropology Doctoral Student
Ioanida Costache, PhD Candidate
Elizabeth Hafner, 2021
Benjamin Wittenbrink, 2021
Amelia Leland, 2020
Miles Menafee, 2021
Allison Kendra, PhD Candidate
Luther Cox Cenci, PhD Student
Hannah Kukurugya, 2021
Vishesh Gupta, ’16, coterm ’19
Reagan Walker, 2019
Calvin Miaw, 2003
Nick Gardner, PhD Student, Classics Dept
Ella Tessier-Lavigne, 2020
Inge Hansen, Staff
Teresa Chen, 2020
Tuheen Manika, 2021
Tule Horton, 2022
Paul Nauert, Graduate Student, History
Neha Sharma, 2021
Krishna Gorrepati, 2020
Monica VanBladel, PhD, 2019
Tim MacKenzie, PhD Chemistry 2018
Alex Eastaugh, Parent
Karem Said, Doctoral Candidate, Department of Anthropology
Alexander Li, 2021
Chandler Mores, 2018
Madihah Akhter, Grad Student
Brian Bethel, Staff
Nicolas Castano, PhD student
Yeji Jung, 2018
Victoria Flagg, Graduate
Yunxin Li, Graduate student
Katie Tich, 2019
Leonardo Brandao Barleta, Graduate Student
Katrina Sturm, 2021
Anna Gibson
Siddharth Patel, Ph.D. 2019 in Civil and Environmental Engineering
Emily Molins, 2022
Teresa Oppelt Preising, JD, MaEd, BA 1982, MA 1983
Olivia Szabo, 2022
Karina Sanchez, 2020
Miao Gong, 2021
Lilli Carlsen, 2020
Sarah Sterling, 2020
Samuel Walton Reeve, 2018
Armelle Coutant, 2019
Sophia Yen MD, Clinical Associate Professor
Tammy Wu
Noel Martinez-Amador, 2021
Anissa Foster, 2022
Kahlan Martin, 2021
William Mock, 2019
Heidi Verheggen, JD, Class of 2021
Isabel Bogaty, 2020
Sakshi Namdeo, 2020
Kathryn Hanson, School of Medicine PhD Student
Jakob Barrus, 2022
Anna Toledano, Graduate Student
Holly Dinkel, Graduate Student
James A Fahlbusch, 2023
Evelyn Correa, 2022
Lexi Neilan, 2020
Najung Kim, 2019
Matthew Zheng, 2022
India Cox, 2022
Michael Mara, Computer Science PhD Candidate
Amy Tarangelo, Ph.D. Candidate, Graduate Student Council Co-Chair, ’18-’19
Clara Bradley, 2021
Monique Candiff, JD 2021
Sijia Mao, 2020
Alison Kight, BIOE PhD
Aaron Neiman, PhD candidate, Anthropology
Brooke Ferber, 2020
Will Crichton, CS PhD student
Lea Jabbour, 2018
Nina Dewi Horstmann, PhD Student, Department of Anthropology, 2023 (expected)
Vivian Yan, PhD, History
Jeffrey Propp, 2021
Lily Li, 2020
Geoffrey Ivison, Immunology PhD
Marie Payne, 2020
Lauren Pitzer, 2021
Matthew King Bernstein, 2020
Jeff Nagy, PhD Candidate, Department of Communication
Osanna Drake, 2020
Cate Guyman, 2019
Ria Calcagno, 2022
Adrianna Garner, 2022
Madeleine Rowell
Jessica Chen, 2021
Savana Huskins, 2022
Grace Huckins, Neuroscience Grad Student
Anooshree Sengupta, 2022
Weiran Liu, 2020
Elyssa Hofgard, 2021
Brandon Jay Bhasin, PhD candidate, Bioengineering
David Song, Graduate School of Education, Ph.D.
Emma Bates, 2022
Leni Peterson, 2019
Anthony Perez, 2022
Jingyi Li, PhD Student, CS
Isobel Anwyn Nairn, 2022
Colin Campbell, 2011, current staff
Shivonne Logan, 2019
Tom Pritsky, 2020
Sandrene Cassells, Stanford Medicine MS2
Brionna Nicole Bolanos, 2022
Hannah D’Apice, Graduate School of Education, PhD 2023
Annie Hu BS ‘18 MS ‘19
Scarlett Guizhi Guo, 2019
Marisa Willson, 2019
Shravya Gurrapu, 2020
Elliot Miller, 2020
Roland Paris, Stanford parent
Catherine Gaoundergrad, 2020
Annika Mulaney, 2019
Kaila Kim, 2021
Gilbert Bernstein, PhD Student 2019
Erick Fidel Siavichay-Velasco, 2020
Rose Adams, 2020
Charlie Dubach-Reinhold, 2019
Cameron Most, 2022
Justin Xu
Anatole Schneider, 2020
Alexandra Ulmer, 2019
Tselha Moenbook, 2021
Ellen Wang, 2020
Conrad Safranek, 2021
Jordan Cho, 2019
Sean Chang, 2019
Christian Badillo, 2019
Michelle Xing, 2022
Barbara Lyrysa Smith, 1981
Emma Williams-Baron, Department of Sociology
Zach Clayton, 2020
Kate Watkins, 2020
Beata Szymbow, PhD candidate
Ali Alkhatib, PhD student, 2022 (expected)
Gina Lowe Ross, 1982
Grace Barket, 2022
Anushree Thekkedath, 2022
Owen Wang, 2019
Michelle Chang, 2020
Hannah Mueller, 2021
Jennalei Louie, 2021
Danna Gallegos, 2020
Yuchun (Peggy) Wang, 2020
Kari Bull, 2019
Megan Hirsch, 2021
Renad Abualjamal, 2022
Hannah Frakes, 2019
Cristina De La Cruz, 2022
Alka Nath, 2015
Claire Lang-Ree, 2021
Irene Kim, 2019
Sreeroopa Som, 2020
Bryce Johnson, 2021
Grace Connor, 2021
Arvind Subramanian, 2021
Natalie Francis, 2022
Mahima Krishnamoorthi, 2020
Ritika Dutta, 2015
Daniel Martinez-Krams, 2022
Vicki Mathewson Pierce, 1981
Prathik Naidu, 2021
Nathan J. Lilje, PhD student (History)
Charlotte Thun-Hohenstein, 2021
Amy Casselman Hontalas, Sociology Ph.D. Student
Victoria Chiek, 2022
Vivienne Hay, Masters 2020
Nivedha Soundappan, 2021
Annelise Heinz, History PhD, 2015
Brian Nelson, Stanford BSME 1983
Christian Escalante, 2019
Michelle Hull, 2019
Matthias Abebe, 2021
Brexton Pham, 2018
Bryanna Ogochukwu Godfrey, 2022
Kassidy Kelley, 2021
Laura-Sofia Mehta, 2021
Aryan Singh, 2022
Grace Waguespack, 2022
Abigail Taylor, 2021
Ben Early, 2022
Arnob Das, 2022
Patricia Valderrama, PhD 2018
Mia Paulsen, 2021
Sam Panarella, Parent
Jacob Ray, 2021
Jenna Mayer, 2021
Natalie Hampton, 2022
Eric Gustav Ohlund, 1981
Benjamin Harley Davidson, 2021
Kat McNeill
Melissa Daniel, 2022
Erin Cole, 2022
Ashley Song, 2020
Samantha Robertson, 2019
Vicky Le, 2019
Kathryn Bunner, 2018
Eunice Jung, 2021
Vincent Busque, 2020
Jasmine Doan, 2019
Alicia D'Souza, 2019
Phoebe Kimm, 2020
Timothy Karoff, 2022
Emily Cang, 2020
Ellie Dunn, 2022
Grace Cheng, 2021
Maya Ziv, 2020
Yue Hui, 2016
Jahnavi Deb, 2021
Alex Chu, Stanford Biophysics
Cynthia Liang, 2021
Becky Yang, 2020
Briana Berger, 2022
Lucia Zheng, 2021
Natalie Sarmiento, 2022
Ellie Utter, 2020
Bella Carrera, 2020
Lisa Wang, 2020
Paul Christians, PhD Candidate
Kathy Huang, 2021
Kevin Li, 2022
Matthew David Nicodemus, 1982
Heejung Chung, 2021
Christina Yuan, MSCS 2020
Steven F. Jackson, 1981
Miriam Hendler, 2022
Madeleine Yip, 2020
Joanna French, 2019
Elena Berman, 2021
P MOD, Stanford relative
Léa Bourgade, 2020
Tiffany McKenzie, 2019
Grace Alwan, 2022
Deborah Clark Lapp, 1981
Jessica Mi, 2021
Grace Erny, 4th year PhD
Kathleen Remington, Graduate Student in Education
Kevin Multani, 1st Year Physics Grad. Student
Julia Cornacchia, 2021
Philip Graham Montgomery, 2020
Elianna Knight, 2021
Molly Irvin, 2020
Xolotl Cruz-De Jesus, 2022
Neel Kishnani, 2021
Brentley Sandlin, 2022
Lina Fowler, 2022
Jeongeun Park, Alumna
Duncan M. O'Brien, Jr., 1981, 1984
Reyna Hulett, PhD student
Izzy Ampil, 2021
Nicolette Grabiec, 2019
Lois Williams, 2022
Danaë Metaxa, PhD Candidate, Computer Science
Drew Taylor, 2020
Lenny DeFoe, 2021
Ken Whitney, 1981
Nolan Matcovich, 2021
Hannah LeBlanc, History PhD 2019
Teresa Dayrit, 2019
Avery McEvoy, MS 2019
Jenny Hong, 2nd year PhD student
Sierra Kaplan-Nelson, Master's Student, CS
Ella Klahr Bunnell, 2019
Neha Sidhu, 2021
Lauren Pittock, 2019
Eli George Goodman, 2021
Zuyi Zhao, 2021
Lucy Li, 2018
Kelsey Garcia, 2019
Amanda Nicole Jacquez, 2020
Alegria Ruseler-Smith, 2020
Grace Anderson, 2019
Greg Priest, JD 1988, MLA 2011, PhD 2019 (expected)
Nylah DePass, 2019
Neehar Banerjee, 2020
Sarah Panzer, 2022
Michelle Bao, 2022
Kristina Inouye, 2020
Callan Showers, 2019
Sophie Tanner, 2019
Jamie Seney, 2021
Vannessa Velez
Adrian Gonzalez, 2021
Joseph Lim, 2019
Emily Shah, 2019
Emma Hard, 2020
Madison Haley, 2021
Thomas Kennedy, 2019
Civana Kuhlmann, 2021
Aria Fischer
Kiki Couchman, 2020
Sarah Stebbins, 2019
Cindy Wang, 2018
Alessandra Marcone, 2020
Joanna Harber, 2021
Carly Taylor, 2022
Kelsey Urban
Ashi Agrawal
Ariel Yu, 2019
Emma Morgan, 2020
Sarah Verschoor, 2021
Tinuola Dada, 2019
Gabriella Noto, 2021
Vickie Rozell, 1981
Marine Yamada, 2021
Will Sweeney, 2021
Zoe Pacalin, 2019
Danika Lyle, 2021
Gabriel Mukobi, 2022
Michael Swerdlow, 2020
Alexandra Koch, 2021
Jacob Randolph, 2019
Samantha Seaton, 2021
Vanessa Veak, 2022
Maddie Kim, 2020
Lucy Arnold, 2020
Jon Johnson, 2021
Tara Sullivan, Womxn's Coalition member
Aymon Jilani, Womxn's Coalition member
Claire Lund, Womxn's Coalition member
Kaylana Mueller-Hsia, 2020
Katarina van Alebeek, 2019
Natassia Walley, 2021
Melina Solis, 2022
Kiki Velez, Womxn's Coalition member
Claire Dauge-Roth, 2021
Aja Two Crows, 2021
Annamarie Sofranek, Womxn's Coalition member
Gabriela Torres-Lorenzotti, Womxn's Coalition member
Emma Glickman, 2020
Lizzy Ranheim, 2012
Merrell Guzman, 2020
Julia Maurice, 1982