

Year 1 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher

**Stanford University**

**Infographics Explaining Resources & Procedures**

**This Action Applies to Rubric Item(s): 15**

**Description of Work:**

The 2020 Title IX Regulations required substantial revisions to Stanford's sexual harassment/assault policy, and they required the development of new procedures to address reports. Though every effort was made to craft procedures that are trauma-informed, clear, and accessible, in order to comply with law and policy, the procedures are lengthy. In order to make the procedures more accessible to students considering their options, Stanford undergraduate ASSU Senator Jonathan Lipman approached Provost Drell and asked for funds supporting an effort to create visual infographics regarding the new procedures. Working with Institutional Equity & Access staff, the project expanded, and students Jenna Wang, Mariana Giraldo, Elena Shao, and Jonathan Lipman created two infographics, which were released in fall 2020. The **resources infographic** provides information about accessing help and resources both within the university and in the community. The resource infographic is available [here](#). The **process infographic** provides an overview of the university's procedures for responding to and investigating acts of sexual harassment and sexual/relationship violence. The process infographic is available [here](#).

The innovations here were two-fold and had positive outcomes for both substance and process. Foremost, the Stanford community was being presented with new procedures that shared similarities with one another and, as a result, were the source of confusion as to which procedure applied to a particular situation. Without an in-depth knowledge of each, it was difficult for the average community member to discern how the processes differed and which would be used in any particular situation. The task, then, was simplifying these procedures in a manner that was readily understandable and more user-friendly; and the ultimate development of these infographics captured not only the essence of the procedures but also enough detail that the nuances amongst them were not lost in the interest of simplification. The infographics have been used in many of presentations and have become a handy quick reference for those who are considering filing a complaint.

The other reason why we find this work to be noteworthy is the collaboration that Stanford staff had with various student leaders. The feedback that the students shared about the complexities of the procedures affirmed the need for these infographic solutions; but also the specific design work and insights that the students had about what were the most important aspects to highlight and to profile was helpful in enabling Stanford to communicate these changes to the broader community more effectively. The collaboration that produced these infographics was really positive and has provided a blueprint for and contributed to a stronger foundation in our working relationship with student government, our activist leaders, and students more broadly.

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