

Process Book

Dean Khurana's Crusade Against Harvard Undergraduate Social Groups

By ZiZi Zhang, Tessa Muss, Kelly Luo

Project Abstract

For our final project, we plan to create an interactive website outlining the history of sanctions for single-gender social organizations at Harvard. Similar to the sexual assault example demonstrated in class, we envision this as a narrative series of panels, each depicting a different stage of the sanctions starting from the initial proposal to each round of modifications. We would get quantitative demographic data from articles posted by the Crimson, e.g. “Class of 2017” Senior Surveys (<http://features.thecrimson.com/2017/senior-survey/lifestyle-narrative/index.html>), etc. as well as web sources about college populations more broadly. Qualitative data would come from general student knowledge and the full-text PDFs of the accompanying documents from the sanction announcements.

A few potential visualizations:

1. Timeline of events
2. Breakdown of all-male, all-female, co-ed organizations
3. Harvard students involved in organizations, bracketed across income, region, financial aid, other demographics
4. Node map for faculty involved in social sanction decisions
5. “Peer institution” statistics, e.g. Williams, Amherst, etc.
6. FAQs
7. Sexual Assault Survey

Storytelling:

- Note how the committee referenced the **sexual assault survey** as reason for sanctions and visualize sexual assault data to see if that lines up
- Note how the committee referenced **peer institutions** as reason for sanctions and visualize how harvard stacks up and speculation on if it is a fair comparison

Project Plan Requirements (11/6)

Presentation Slides:

<https://docs.google.com/presentation/d/1WyW1DoUfI57PcyoGEKJYzIl8yuqGdhUwRdguRla01C4/edit?usp=sharing>

Names of all students involved: ZiZi Zhang, Tessa Muss, Kelly Luo

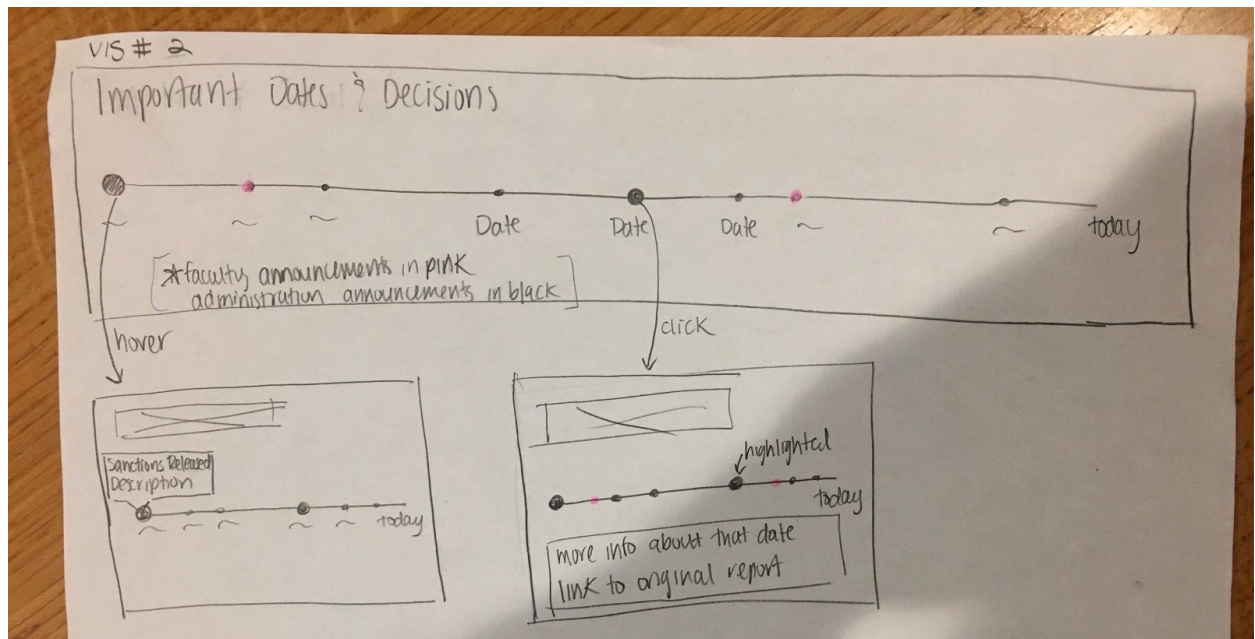
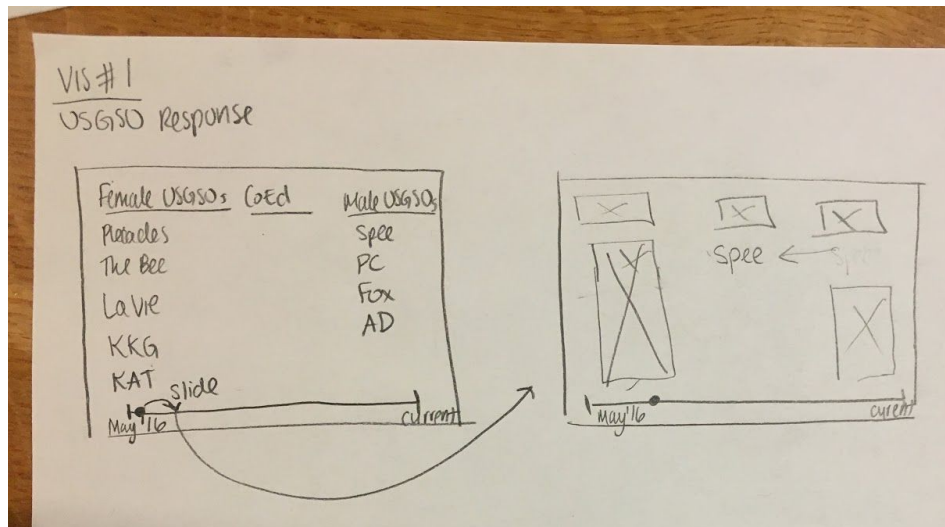
Definition of goals and tasks of the final project:

- Goals:
 - Goal 1: To visualize the history of social sanctions for Harvard College's undergraduate single-gender social organizations (USGSOs), including final clubs and Greek life
 - Goal 2: To tell the story behind motivation for these sanctions, implementation possibilities, and possible effects on campus life
 - Goal 3: To accurately represent the organizations, and by association students, at Harvard that will be actively affected by sanctions
 - Goal 4: To contrast similar policies at peer institutions and understand their effect on the student populations
- Tasks:
 - Quantitative Data Collection: To source and collect our own data regarding this topic, since large datasets are not currently publicly available, and to collect data regarding other school population sizes, presence of social organization life, etc.
 - Qualitative Data Collection: To present qualitative data about what constitutes as an "unrecognized single-gender social organization" (USGSO) at Harvard, and distinguish between organizations that are affected and those that aren't
 - Visualization 1: To create an overview of how USGSOs have responded to the sanctions and changes they have adopted since sanctions were introduced
 - Visualization 2: To create an interactive timeline summarizing major social sanction policy releases, offering more detailed information about exact policy consequences, student body response, etc. upon mouseover / click
 - Visualization 3: To create a radar chart of Harvard versus peer institutions in terms of undergraduate population, tuition, presence of social organization

Description of your and potential sources:

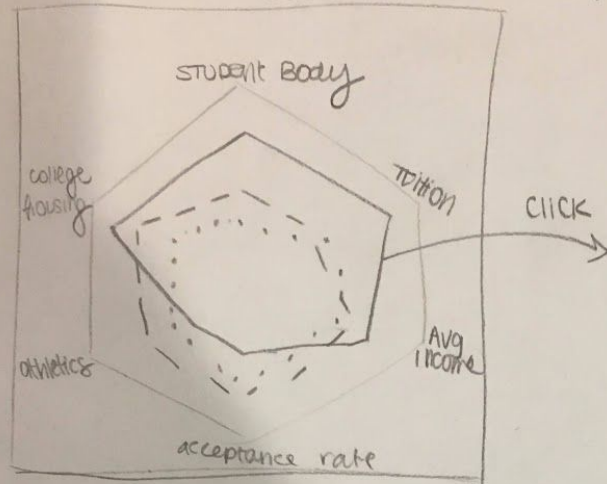
- [Data folder](#)
- Visualization 1: How USGSOs at Harvard have responded to the sanctions
- <http://osl.fas.harvard.edu/files/osl/files/implementationcommitteeefinalreport.pdf>
(pg 39)
 - Sororities: Kappa Alpha Theta, Kappa Kappa Gamma, Delta Gamma, Alpha Phi
 - Fraternities: Sigma Chi, Kappa Sigma (coed as KS), Sigma Alpha Epsilon, Alpha Epsilon Pi (becomes club aleph - coed)
 - Female Final Clubs: Pleiades, *The Bee*, La Vie, IC, Sabliere
 - Male Final Clubs: AD, *Spee*, Fly, Fox, Owl, Porcellian, PSK, *Delphic*
 - Coed: Oak, Spee, Sab, Fox (went back), Delphic-Bee
- Visualization 2: timeline from Crimson
 - <http://www.thecrimson.com/widget/2017/5/23/sanctions-timeline/>
 - <http://www.thecrimson.com/image/2017/3/7/sanctions-update-timeline/>
 - <http://www.thecrimson.com/article/2016/11/22/referendum-reveal-student-opposition-college-sanctions>
 - Potentially add: Female Group protest?
 - Sab goes Co-ed
 - Fox goes Co-ed
 - Delphic and Bee merge
 - AEPi disaffiliated from national
 - Kappa Sig becomes a club
 - Faculty votes
 - Even stricter sanctions introduced
 - Faculty: names of everyone on committee, how they voted
 - Faculty, Administration, Official Surveys (UC)
- Visualization 3: Peer institutions dataset exists for Harvard, Amherst, Williams, and Bowdoin (already have csv)
 - Student body
 - Tuition
 - Percent of students in on-campus housing
 - Athletics
 - Acceptance rate

Visualization Sketch Ideas and Interaction Storyboard:

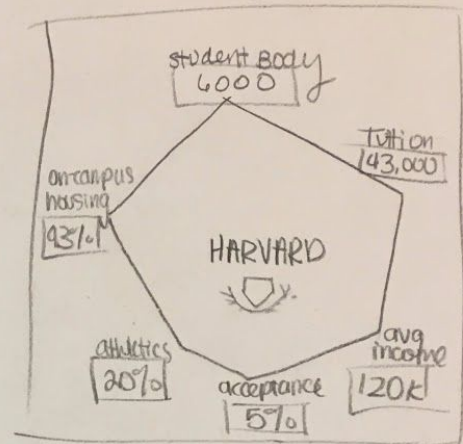


VIS # 3

Harvard vs. Peer Institutions



— Harvard
--- Amherst
... Williams



isolated view of
radar plot

Webpage Layout Sketch:

A History of Social sanctions at Harvard

text: broad overview social spaces at Harvard before the sanctions

text: overview of what the sanctions are and explain who they apply to (USGSO)

text: explanation of what constitutes a USGSO and more in depth analysis of who the sanctions apply to

visualization:
test user → can you identify which ones are USGSOs out of a list of many clubs
after test → reveal answers so that user knows which organizations are USGSOs and are being targeted

text: what have the sanctions looked like since the beginning?

visualization: timeline of sanctions (vis #2)

text: how have the USGSOs responded?

visualization: USGSO response
(vis #1)

text: what are the driving forces behind the sanctions?
bulleted list of main reasons
(one reason is comparison to other peer institutions
who do not have USGSOs or got rid of them)

text: how does Harvard compare to its peer institutions?

visualization: radar plot
(vis #3)

text: discussion of data presented
moving forward → where are we now?

- **Storytelling:** Questions answered by the website
 - What were the state of social spaces at Harvard?
 - What are the sanctions and who do they apply to?
 - What constitutes a USGSO?
 - How many people does this affect?
 - What have the sanctions looked like since the beginning?
 - What are the driving forces behind the sanctions?
 - How does Harvard compare to peer institutions?
 - Where are we now?/What do social spaces at Harvard look like moving forward?

Project Timeline

- Collect data: November 7th
- General website layout: November 9th
- Completion visualization 2 (timeline): November 11th
- Prototype other visualizations: by November 13th
- **Prototype V1: November 13**
- Completion visualization 1 USGSO response: November 16th
- Completion visualization 3 radar plot: November 20th
- Text/paragraph/storytelling prototype: November 23rd
- Enhanced website layout: November 25th
- Prototype additional visualizations: by November 28th
- **Prototype V2: November 28th**
- Finalize all visualizations: December 4th
- Finalize text and draft video: December 8th
- Finalize website: December 10th
- Final checkover and video: by December 12th
- **Due Date: December 12th**

Feature List

- Must-have: 3 visualizations listed above (USGSO response, sanctions timeline, peer institutions comparison), good storytelling, written narrative of sanctions history and overview of how sanctions affect Harvard student population
- Good-to-have: additional visualizations (for example, statistics regarding portion of Harvard population involved in single gender social organizations, filterable by gender, and other demographic attributes depending on what data is available), survey data to reflect current student opinion on sanctions
- Optional Items: links to resources regarding ongoing discussion about USGSOs and sanctions (aligns with our goal of centralizing information), survey visitors to see if their opinion/knowledge of sanctions has changed after exploring the website

Description of Team Roles

- Kelly: Point person for vis 1, point person for text regarding vis 1, point person for general website design
- ZiZi: Point person for vis 2, point person for text regarding vis 2, point person for data wrangling
- Tessa: Point person for vis 3, point person for text regarding vis 3, point person for evaluation
- All: as visualizations are added past must-haves, we will evenly distribute roles

Project Re-design: Prototype V1 (11/13/2017)

By: Kelly Luo, Tessa Muss, Zizi Zhang

Data

<https://drive.google.com/open?id=1Ko8HP5odiMpm13OGXM0PqHRbyq8D-0ZM>

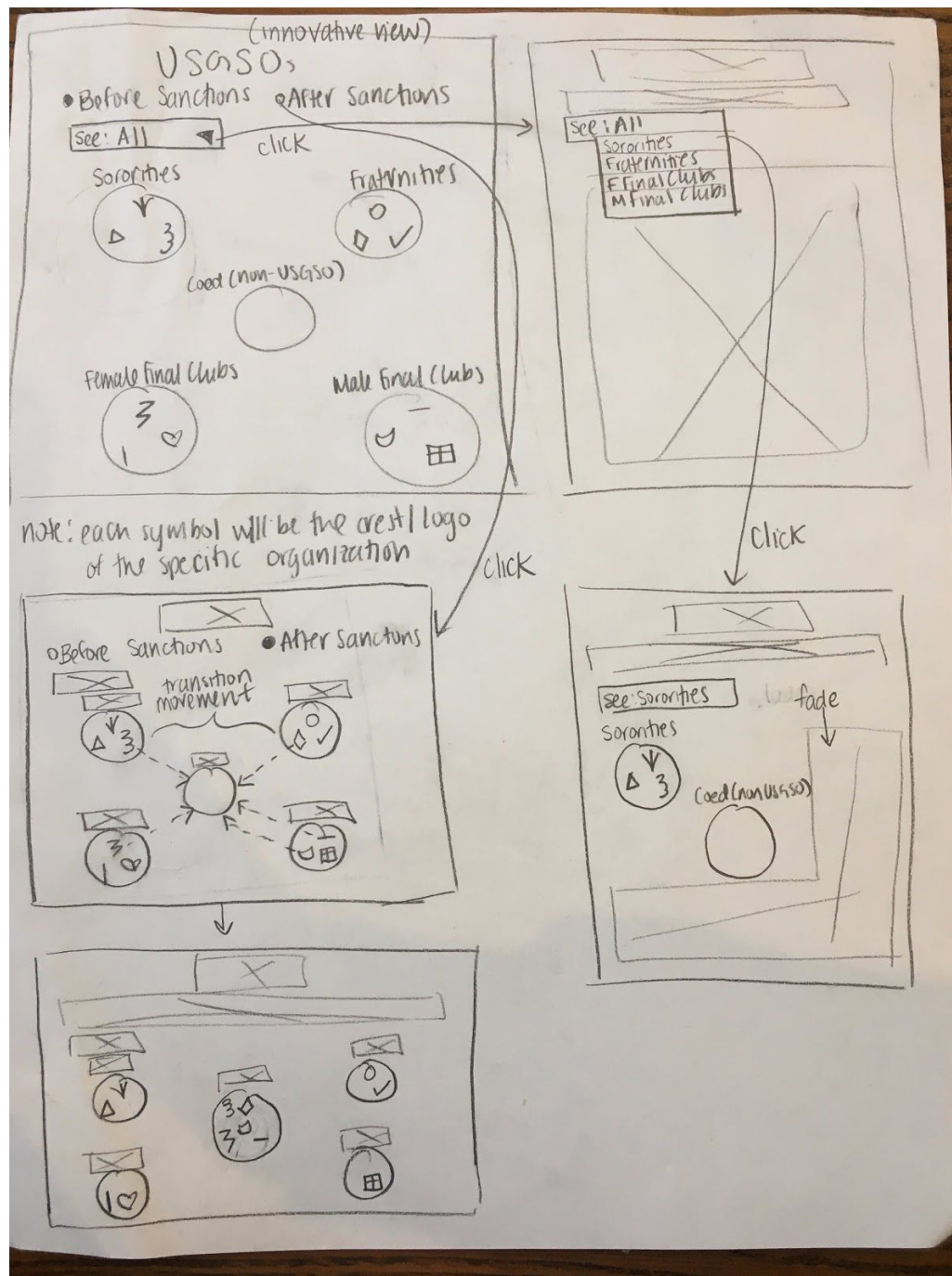
Implementation of Visualizations

- partially implemented: radar chart
- draft: timeline
- draft: USGSO response (innovative visualization view)

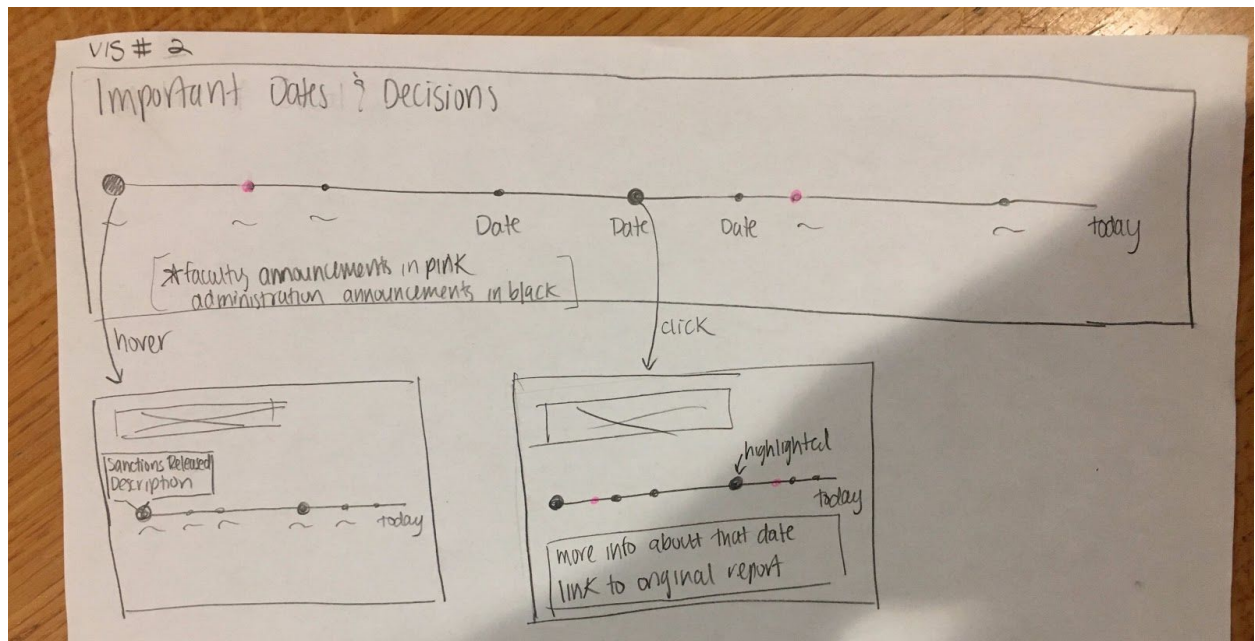
Webpage Design/Storytelling

See index.html (attached files)

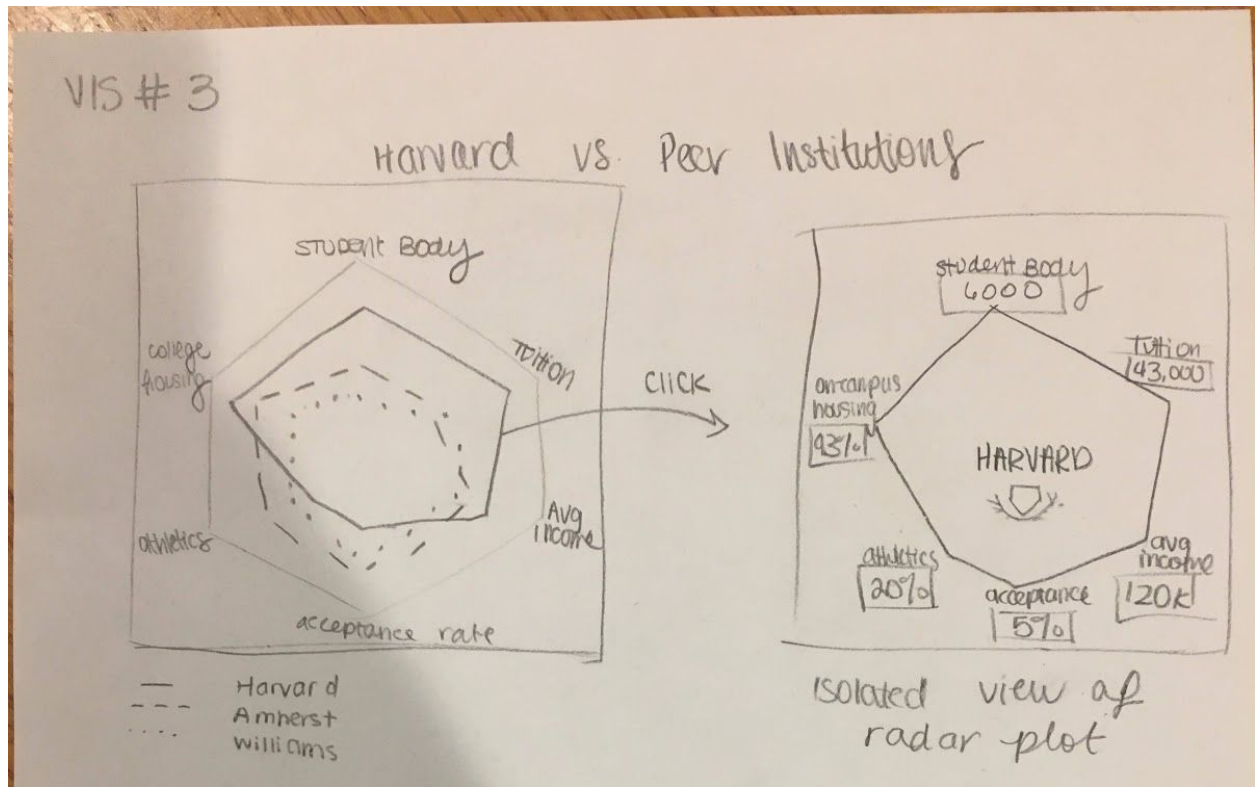
Interaction Storyboard and Innovative View



Vis #2



Vis #3



Think-Aloud Study with Section TF Michael (11/16/2017)

what is this website presenting?

- reading about social sanctions at harvard
- temporal - time, before
- expects comparison of what it has been and what is coming
- clarify what undergraduate social sanctions are
- a lot of information at the beginning
- history data set
- radar chart
- has to read a lot before understanding of what it's about
- hard to click onto orange

questions

- behaviors with our visualizations
- What conclusions do they draw from the radar chart?
- how effective is the interaction with the graph?

impressions:

- find spots of a lot of overlap is least overlap
- student body of Harvard is significantly different (noticeable because listed at top)
- similar dimensions (tuition cost, median family income)
- fix the normalization text label
- large variants vs low variants in the data set

radar chart dimensions

- ranking of importance
- student rate
- acceptance rate
- athletics

radar chart interpretations

- nearly the same in housing
- median family income
- (student body is misleading)
- drag points to reorder points
- who was affected least/most

background and audience

- ASSUME BACKGROUND KNOWLEDGE
- ((FILL PEOPLE IN WITH CONTEXT))
- redefine audience

improvements

- did participants have all the information they needed to understand the situation
- less text

Check-In with Nathan (11/17/2017)

how to best contextualize information?

- video
- carousel of general FAQs; to bypass, scroll past

take a position on our topic

- take POV in our narrative
- incorporation into timeline

radar chart

- mention that these peer institutions were defined by faculty as comparisons for harvard
- disclose that this is normalized
- label axes

yes/no visualization (what constitutes a USGSO?)

- hasty pudding theatricals
- AAB
- Crimson Dance Team

Nathan's Comments

use github

hosting it on a live-site (github pages) *do it now*

focus on presentation

Prototype V2 Planning (11/17/2017)

- Please submit only code (and have an up to date process book)!
- All views must be complete and working by this point!
- We will evaluate the progress you made from Prototype V1 to Prototype V2
- You will have two weeks until the final submission. These two weeks are meant for fine tuning, incorporating feedback from the Project Demos, documenting, creating the screencast, etc.

Progress Tracker

Visualizations

- Innovative View: Tessa
 - implementation of before state
 - implement transition to after state
 - filter by USGSO
 - toggle for initializing innovative view
- Radar Chart: Kelly
 - clean up visuals of radar chart
 - fix layering of regions
 - include legend
 - implement more precise and informative tooltips
- ZiZi: Timeline
 - implement timeline with proper timescale and dates
 - embed relevant links to articles of The Crimson
 - implement tooltips with more information

Website

- One Page Scroll
 - js plugin: <https://alvarotrigo.com/fullPage/>
- Style/Design: ongoing

Prototype V2 Milestones :

- finished implementation of all three main visualizations (timeline, innovative view, radar chart)
- set-up webpage and began styling

Carousel Slides:

1. Broad overview of social spaces / social life on campus before sanctions
 - Extracurriculars, house parties, CEB, finals clubs, greek life
 - The undergraduate social life at Harvard College spans a wide range of organizations and interests, encompassing a diverse student body of around 6,700 undergraduates from 50 states and over 80 countries. According to Harvard's website, there are "over 400 official student organizations including extracurricular, co-curricular and athletic opportunities in addition to academics". In terms of the "party scene", many of these groups serve both a practical and social purpose, with various clubs hosting campus-wide parties and social functions. Particularly noteworthy is the College Events Board, which plans annual events open to the entire campus, including YardFest, a Spring concert in Tercentenary Theater (Old Harvard Yard), and Camp Harvard, a Fall back-to-school outdoors BBQ. Certain student dorms which have large, party-friendly suites also host open parties, while unofficial, primarily social organizations, including the unrecognized single-gender social organizations (USGSOs) in question, i.e. final clubs (Harvard-specific) and Greek organizations (affiliated with broader national associations).
2. Definition of a USGSO
 - Unrecognized Single Gender Social Organization. According to the Final Report of the Implementation Committee for the Policy on Membership in Single Gender Social Organizations released on February 17, 2017, "An Unrecognized Single Gender Social Organization is any selective-membership, singlegender organization, whose primary purpose is social, including but not limited to final clubs, fraternities and sororities, that has a membership that is comprised entirely of Harvard students and/or Harvard alumni. This definition does not include Harvard Recognized Independent Student Organizations (ISOs), Sponsored Student Organizations (SSOs)...., or other non-Harvard entities whose membership draws from individuals beyond the Harvard community such as city-wide chapters of national organizations..."
3. Overview of sanctions:

The social sanctions are a faculty-driven initiative to institute penalties on USGSOs, Unrecognized Single Gender Social Organizations. The Committee on the Unrecognized Single-Gender Social Organizations defended the sanctions as part of Harvard College's commitment to non-discrimination, inclusion, and a healthy social climate. Under these sanctions, participants in USGSOs will no longer be eligible for College-endorsed fellowships, leadership positions, and

captaincies. This policy is to apply to students entering Harvard College starting in the fall of 2018 (Class of 2022). All currently enrolled undergraduates are exempt from the effects of this policy for the duration of their time at Harvard. An expansion of the original proposal has called for an outright ban on social groups and phased out from the campus completely by the year 2022.

Motivation Behind Sanctions:

As part of its work, the Committee sought examples from peer institutions who have dealt with similar issues. For example, liberal arts colleges including Amherst, Bowdoin, Williams and Middlebury, have generally decided to ban fraternity and sorority life...Overall, these institutions have consistently viewed social life organized by gender as incompatible with creating an inclusive campus. Those institutions that have had the most success addressing the influence of single gender social organizations and fraternity systems did so by taking bold steps to implement policies that eliminated the presence of such organizations combined with significant investment in alternatives including re-organizing their residential systems to promote and institutionalize inclusive social communities. Those that took half measures or changed course did not realize the same level of positive change in the undergraduate experience. (See Appendix C).

What is a sorority?

- Greek letter organization
- Membership: female-identifying individuals initiated as undergraduates
- Purpose: social and philanthropic
- Level: International/National organization with college chapters

A Greek letter organization comprised of female-identifying individuals for the both social and philanthropic purposes. Members must join as undergraduates to their college chapter. Sororities are international or national organizations that have multiple college chapters.

What is a fraternity?

A Greek letter organization comprised of male-identifying individuals for the both social and philanthropic purposes. Members must join as undergraduates to their college chapter. Fraternities are international or national organizations that have multiple college chapters.

What is a male final club?

A Harvard-specific organization comprised of male-identifying individuals primarily for social purposes. Members must join as undergraduates.

What is a female final club?

A Harvard-specific organization comprised of female-identifying individuals primarily for social purposes. Members must join as undergraduates.

Resistance to the sanctions, groups still holding strong to keep their spaces
Innovative View:

Only ___/___ USGSOs have gone co-ed to avoid penalty

Only ___/___ Fraternities have gone co-ed to avoid penalty

Only ___/___ Sororities have gone co-ed to avoid penalty

Only ___/___ Female Final Clubs have gone co-ed to avoid penalty

Only ___/___ Male Final Clubs have gone co-ed to avoid penalty

All remaining USGSOs are still affected by the sanctions. Any new members that they initiate will be ineligible for ____.

2nd Review Meeting with Nathan (12/6/2017)

STYLISTIC STUFF WE NEED TO GET DONE

- make this look pretty
- pick a color scheme
- fix type (google fonts)
- make title visible
- fix the scrolling thing for the millionth time
- how to present the text in an engaging way

what are the sanctions?

- *jquery fade-ins* with the text (pacing)
- too much text for side by side
- pun with finals period and final clubs
- pullquote style for sanctions develop
- fix title image

usgsos

- reformat the categories
- matrix-like design
- hover with an explanation

the more impressive our product looks, the more padding we get
treat the narrative like a visualization

transitions

fade-in, fade-out

who are the major players?

timeline

click on it, have the tooltip stay so you can click on it for more information, and have the article on the tooltip

crimson logo in the box

hyperlink to the title

pullquotes for fade-ins

innovative view

no more button

center the toggles

colors of the circle don't work
change cursor on hover (cursor: pointer)
change circles to squares
does not feel polished

radar chart

put it in the center
blow it up
talk about why harvard is different from these peer colleges
school colors

sources

what is the status now?
resources

engagement with the narration

fade-ins, different sized text, bullet points

Feedback from other groups during in-class sessions:

- <https://puu.sh/yErfS/37141e9d34.png>
- <https://puu.sh/yErgt/dece817978.png>

Process Book Update: The Final Chapter (12/11/2017)

Dean Khurana's Crusade Against Harvard Undergraduate Social Groups

Overview and Motivation: Provide an overview of the project goals and the motivation for it. Consider that this will be read by people who did not see your project proposal.

- Project Goals: To tell a comprehensive story informing the average reader about recent history of sanctions against unrecognized social groups at Harvard, and create a data-driven visual perspective on these policies and their controversy at Harvard.
- Motivation: This issue has been a dominant topic of general importance at Harvard for decades, with tensions coming to a culmination in recent years with the inception of Dean Khurana's sanctions.

Related Work: Anything that inspired you, such as a paper, a web site, visualizations we discussed in class, etc.

- Inspiration: We were primarily inspired by the persistence of female groups and leaders on-campus in ensuring that female voices are still heard, and not simply ignored as collateral damage.

Questions: What questions are you trying to answer? How did these questions evolve over the course of the project? What new questions did you consider in the course of your analysis?

- Questions:
 - a. What are the social sanctions at Harvard?
 - b. Why are they such a big deal, and what, if any, is their broader significance?
 - c. How have the student and faculty be involved in the administration's actions?
 - d. What actions have the various involved parties taken in the past few years?
 - e. How can we best portray the nuances in the current climate on campus?

Data: Source, scraping method, cleanup, etc.

- Most of the datasets were found and curated through our own research. The Crimson's collection of news articles and original documents was extremely helpful.

Exploratory Data Analysis: What visualizations did you use to initially look at your data? What insights did you gain? How did these insights inform your design?

- Not extremely applicable to our project.

Design Evolution: What are the different visualizations you considered? Justify the design decisions you made using the perceptual and design principles you learned in the course. Did you deviate from your proposal?

- Surprisingly, the general structure of our 3 main visualizations did not evolve too much as we progressed; we kept the timeline, radar chart, and innovative view of the different organizations into their respective before-after categories.
- However, we did deviate from our proposal in adding many new visualizations, including the quiz section ("Is this a USGSO?") and the Key Characters page.
- In general, we opted for visual simplicity as a perceptual and design principle throughout our website. By minimized chunks of text and instead represented them in graphical or bullet point form, the entire aesthetic of the website was much cleaner and more elegant.

Implementation: Describe the intent and functionality of the interactive visualizations you implemented. Provide clear and well-referenced images showing the key design and interaction elements.

- As our visualizations did not evolve much from the original proposal, please see above for the images demonstrating our visualization design and interaction elements.

Evaluation: What did you learn about the data by using your visualizations? How did you answer your questions? How well does your visualization work, and how could you further improve it?

- Even the process of learning about the complex events since the inception of the sanctions was extremely interesting. For example, we finally learned the difference between two different committees appointed for the sole purpose of

dealing with the sanctions, and the many many parties and voices involved in the discussion. The visualizations all work extremely smoothly, and I'm very proud of our team for doing such a comprehensive job.

- We also exhaustively addressed the issues brought up during the in-class peer evaluation sessions (images linked earlier in Process book)
- One future area of expansion would be to go even further back in history and look at previous interactions between social groups and administration, possibly even from the 18th century when many of these organizations were formed.

Overall, we hit all of our project milestones and even implemented visualizations beyond our core three that were originally designated as "nice-to-haves." In fact, the website has far exceeded our initial sketch for the project and we are very proud of the final outcome.