table of contents

WELCOME ........................................................................................................................................................................ 3
ABOUT THE INSTITUTE .................................................................................................................................................... 4
OUR MISSION ................................................................................................................................................................... 4
WHERE WE ARE LOCATED ........................................................................................................................................... 5

AAI CENTERS .................................................................................................................................................................. 6
ACCESSIBLE TEACHING, LEARNING & ASSESSMENT SYSTEMS (ATLAS) ................................................................. 7
ASSESSMENT & TECHNOLOGY SOLUTIONS (ATS) .......................................................................................................... 7
CENTER FOR CERTIFICATION AND COMPETENCY-BASED EDUCATION (C3Be) ......................................................... 8
CENTER FOR EDUCATIONAL OPPORTUNITY PROGRAMS (CEOP) .................................................................................. 8
CENTER FOR MONTESSORI RESEARCH (CMR) ............................................................................................................... 8
CENTER FOR PUBLIC PARTNERSHIPS AND RESEARCH (CPPR) .................................................................................. 9

AAI POLICIES ................................................................................................................................................................. 10
AAI GRAS AND GAs ....................................................................................................................................................... 11
WORKSTATION .............................................................................................................................................................. 11
KITCHEN FACILITIES .................................................................................................................................................. 12
COPYING ......................................................................................................................................................................... 12
SUPPLIES ....................................................................................................................................................................... 12
AAI LIBRARY ................................................................................................................................................................. 12
GRA/GA TRAINING & EXPECTATIONS .......................................................................................................................... 12
EMPLOYMENT EXPECTATIONS ..................................................................................................................................... 13
PAYROLL SYSTEM AND TIME OFF ................................................................................................................................ 14
WORKPLACE ................................................................................................................................................................. 15
STUDENT INSURANCE ................................................................................................................................................... 15

FINANCIAL BENEFITS .................................................................................................................................................... 16
TUITION (GRA ONLY) ...................................................................................................................................................... 17
IN-STATE RATES AND ELIGIBILITY .................................................................................................................................. 18
COMPENSATION ............................................................................................................................................................. 18

RESEARCH POLICIES ..................................................................................................................................................... 19
DATA OWNERSHIP .......................................................................................................................................................... 20
AUTHORSHIP OF RESEARCH PROJECTS ....................................................................................................................... 20
PATENTS ........................................................................................................................................................................... 21
CONFIDENTIALITY .......................................................................................................................................................... 21
HUMAN SUBJECTS .......................................................................................................................................................... 22
COMPLIANCE ................................................................................................................................................................. 22

TIPS FOR SUCCESS ....................................................................................................................................................... 23
SHARED INTERESTS ............................................................................................................................................................ 24
PERSONAL INTERESTS ...................................................................................................................................................... 24
WORK ETHIC .................................................................................................................................................................... 24
INVOLVEMENT ................................................................................................................................................................. 24
COLLABORATION ............................................................................................................................................................ 24
GRA/GA STUDENT AND ADVISOR AFFIDAVIT .................................................................................................................. 25
WELCOME

to the Achievement & Assessment Institute
About the Institute

The Achievement & Assessment Institute (AAI) is organized into six strategic centers. These centers are expected to have strategic plans ensuring their long-term viability. There are also a varying number of tactical centers contingent upon faculty research agendas and funding. Our centers, both strategic and tactical, represent a diversity of services, and projects.

Unless specified otherwise, this handbook only covers GRAs employed in strategic centers. Our strategic centers include Assessment & Technology Solutions (ATS), Accessible Teaching, Learning, and Assessment Systems (ATLAS), Center for Educational Opportunity Programs (CEOP), Center for Montessori Research (CMR), Center for Public Partnerships and Research (CPPR), and the Center for Certification and Competency-Based Education (C3Be).

AAI was established in 2012 through the merger of CETE (established in 1983) and the Institute for Educational Research and Public Services (established in 1997). Both organizations had long track records of successfully building partnerships and programs that supported the achievement of young children, school-aged children, adults, and publicly funded agencies. Effective July 1, 2013, AAI was recognized by KU’s Office of Research and Graduate Studies as one of only 12 designated research centers at KU.

Our Mission

The work of the AAI and its centers is guided by one simple principle: improving the lives of children and adults. This is accomplished through academics, research, direct-impact programming, developing healthy environments, community engagement, and more. We provide innovative tools to enhance the capacity of organizations that help children, adults, and communities and we offer support to KU faculty whose research relates to key areas of our mission.

AAI’s mission is accomplished by:

- Partnering with local, state, national, and global communities to apply scholarship to implement programs with direct public impact.
- Developing and publishing generalizable knowledge that allows leveraging of the solutions developed so the success of the first part of our mission is magnified.
- Providing faculty with the support and encouragement they need to generate resources for research and development in support of enhanced achievement of individuals and organizations.
- Providing students with work experience vital to their professional development.
As part of its mission, AAI also provides KU faculty support and encouragement related to research that improves the performance and enhances the achievements of students, adults, and public-sector agencies. The AAI centers also provide opportunities for undergraduate and graduate students to obtain valuable research and employment experience while at KU.

For more information, please visit the [AAI website](#).

Where We are Located

<table>
<thead>
<tr>
<th>Building</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. St. Andrews Research Facility (SARF)</td>
<td>1617 St. Andrews Dr. Lawrence, KS 66047</td>
</tr>
<tr>
<td>2. St. Andrews Office Facility (SAOF)</td>
<td>1515 St. Andrews Dr. Lawrence, KS 66047</td>
</tr>
<tr>
<td>*Joseph R. Pearson (JRP) Hall</td>
<td>1122 West Campus Rd. Lawrence, KS 66045</td>
</tr>
<tr>
<td>*Regnier Hall (KU Edwards Campus)</td>
<td>12610 Quivira Rd. Overland Park, KS 66213</td>
</tr>
</tbody>
</table>

*Not Pictured: JRP Hall and Regnier Hall*
Accessible Teaching, Learning & Assessment Systems (ATLAS)

ATLAS promotes learning and improved outcomes for all students. We create technology-based learning and assessment systems that are accessible and academically rigorous. Our center serves all students, including students with disabilities and struggling learners, as well as their educators.

We specialize in map-based learning systems that are informed by research on skill development, assessment design, and teacher professional development. Our grant-funded research includes writing instruction, science professional development, support for teacher trainers, and science assessment design. We also foster partnerships with diverse organizations that share our focus and commitment to quality learning experiences for all students.

Our center develops and delivers state assessments. The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses students with the most significant cognitive disabilities in English language arts, mathematics, and science. We also offer custom social studies alternate assessments. Our broader state assessments include the Kansas Assessment Program, the Career Pathways Assessment System, and the Kansas English Language Proficiency Assessment.

For more information, visit the ATLAS website.

Assessment & Technology Solutions (ATS)

ATS helps public agencies deliver services to their constituents through innovative technology developed using agile software development methods. ATS develops high-volume, highly scalable, and cross-platform web applications.

Our flagship application is the Kite® Suite, a comprehensive assessment system designed to support content development, educator management of students, and delivery of assessments through a secure, web-based system. Kite can deliver a variety of test items, test forms, surveys, questionnaires, and observations. It has cross-platform, multiple-device usability, which enables students with a wide range of skills and abilities to access assessments and related content.

Where ATS excels is in our business model, focusing on our diverse public and private partners, bringing their ideas to fruition through iterative design and continual enhancement. As leaders in developing technology solutions, we proudly ensure our products have everything a client needs to successfully deliver.

For more information, visit the ATS Website.
Center for Certification and Competency-Based Education (C3Be)

The broad mission of C3Be is “Making Learning Visible”. The Center was established within the Achievement & Assessment Institute at the University of Kansas in January 2021. C3Be partners with diverse stakeholders including educational institutions, businesses, and organizations to make learning visible through an array of innovative and design-based approaches; the development of innovative maps for teaching and learning, processes for issuing stackable micro-credentials, alignment of systems to allow for credit for prior learning and transforming the measurement of learning through authentic outcomes-based assessments.

For more information, visit the [C3Be website](https://www.c3be.org).

Center for Educational Opportunity Programs (CEOP)

CEOP is building a legacy of learners and leaders through a commitment to educational equity. CEOP is home to educational access programs that provide support to students, families, adult learners, and veterans in their academic, financial, social, and career goals. CEOP programs partner with school districts and communities in Douglas, Franklin, Leavenworth, Shawnee, Wyandotte counties, and communities throughout Missouri. In addition to federally funded programs, CEOP’s Department of Research, Evaluation and Dissemination advocates for and improves the visibility of CEOP programs and partners by equipping clients and partners with the skills and resources to successfully navigate their data and share the impact of their program.

For more information, visit the [CEOP website](https://www.ceop.org), or follow on them on Twitter @CEOPmedia.

Center for Montessori Research (CMR)

CMR is committed to building a robust body of knowledge so that Montessori education and philosophy will benefit all children. CMR will accomplish this mission through a five-part strategy: Collaboration—collaborate with scholars throughout the Montessori community; Research—conduct high-quality research related to Montessori education with a critical perspective on philosophy, practices, and outcomes; Evaluation—engage in rigorous evaluation of Montessori-related programs; Leadership—advance high-quality research in the field with resources developed within a major research university; and Dissemination—disseminate Montessori-related research information to a wide audience of educators, school leaders, policymakers, and scholars.

For more information, visit the [CMR website](https://www.montessori-research.org).
Center for Public Partnerships and Research (CPPR)

CPPR partners with communities, government, and nonprofit organizations across the country to optimize the well-being of children, youth, and families.

CPPR brings a multidisciplinary team of researchers, data scientists and systems-thinkers, to catalyze change and make measurable improvements. In addition to depth of experience, CPPR is valued for contributing a broad array of unique resources and for applying strategic foresight in areas like early childhood care and education, public health, youth development, child and family well-being, and future-focused leadership. CPPR empowers people to overcome systemic challenges through innovation and sustainable partnerships.

For more information, visit the CPPR website, or follow them on Twitter @CPPRmedia.
AAI POLICIES
AAI GRAs and GAs

Several weeks before the semester begins, AAI issues an announcement regarding available positions for graduate research assistants (GRAs) for the upcoming semester. The number of positions varies based on the current projects and workload. Students must submit their resume and indicate the position(s) for which they are applying.

Consistent with KU policy, AAI is committed to providing an equal opportunity for all qualified individuals to be considered for employment, benefits, conditions of employment, educational programs, and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status, parental status, gender identity, or gender expression.

GRAs typically work 20 hours a week in exchange for tuition and fees. Assistantships are renewable each semester based on need, available funding, the assistant’s performance at AAI, and satisfactory progress toward the assistant’s degree.

Eligibility requirements for becoming a GRA necessitate that students “perform research that is in their fields (or a closely related field) of study and integral to the student’s education (e.g., dissertation topic). See the GRA appointment eligibility policy for more information. Each semester before being appointed, students’ advisors must complete and sign the AAI GRA/GA Student and Advisor Affidavit, which also must be approved by the Director of the AAI center in which the position resides.

Students who are not eligible to be GRAs might be hired as Graduate Assistants (GAs).

It is important to us that all staff and students have a positive work experience. AAI prides itself on being a great place to work and an environment without clear rules can be difficult, inefficient, and anxiety provoking. To avoid such problems, AAI strives to set clear policies that promote a positive environment. The following sections provide key pieces of information on workplace policies.

Workstation

When space allows, GRAs/GAs have their own workstations. GRAs/GAs can log in to their workstation using their KU online ID and password.

GRAs/GAs are given a key to their wing/office space. In general, building keys are not distributed, but if a time arises when you need to work on the weekend (for school or work), alert your supervisor; the supervisor will look into temporarily checking out a key to the building.

GRAs/GAs are expected to be considerate of those around them; avoid making personal phone calls, wearing cologne/perfume/lotions, and burning candles/scent machines. If a conference room is needed for project meetings or private conversations, work with your center’s administrative assistant to schedule a time.
Kitchen Facilities

A coffee pot, microwave, full-sized refrigerator, and water cooler may be available for GRA/GA use. Each employee is responsible for cleaning the kitchen area after use, including wiping spills in the microwave, and disposing of old items in the refrigerator. Also, please make sure to leave your work area clean at the end of each day.

Copying

A copier and printer are available for GRA/GA use for work-related purposes. Students may also print materials for class but not in excess (e.g., documents over 75 pages, jobs that require a lot of color ink, notes for classmates, etc.). Printers should not be used for personal use. Be careful when using the equipment: Beverages should not be placed on the copier, and care should be taken when using paper clips or staples because they can fall into the machine.

Supplies

AAI provides paper, pens, and various office supplies for work-related projects. If you need something specific for a project, speak with your center’s administrative assistant to get it ordered.

AAI Library

AAI provides several research materials and resources that are available for students’ use. To check out journals, such as Applied Measurement in Education, Applied Psychological Measurement, Journal of Educational Measurement, Psychometrika, or various textbooks on educational and psychological measurement and research, statistics, and data analysis topics, email Tara Campbell, AAI Executive Associate, and she will provide you access to these materials.

GRA/GA Training & Expectations

GRAs and GAs work under the direction of a research team member on all projects; however, more experienced graduate students often take the lead on various projects that involve guiding and organizing less experienced students with project-related activities and goals.

Specific activities and tasks designated to students depend on each student’s individual background, experience, and interests. Students can expect to be involved in various research-based projects that help to develop the skills necessary to become independent researchers. Research projects are usually based on faculty members’ ongoing research agendas. However, students are encouraged to develop and propose their own research ideas for potential projects. As a student progresses toward a degree, the level of involvement and expectations for a given project may change to coincide with the developing skills and abilities of the individual student.
Examples of student activities and tasks:

- Collecting and maintaining annual state assessment psychometric data
- Assisting with standard-setting activities, technical advisory meetings, conference support, and educational workshops
- Performing research activities related to the efficacy, features, or utility of different types of assessments, test development, accommodations, as well as quality and measurement issues
- Administering surveys and assessments and participating in data collection
- Coding and interpreting research materials
- Writing literature reviews and contributing to publications
- Developing presentation materials
- Contributing to proposal preparation

Employment Expectations

GRAs are legally considered Exempt employees. This means that GRAs are not paid by the hour but are instead expected to work a reasonable number of hours to accomplish necessary tasks in a timely fashion. Nonetheless, GRA appointments account for a percentage of time that the student is expected to work on projects each week. Typically, 50% appointments (20 hours per week) are designated; however, appointments can be adjusted to fit a students’ particular needs and availability. KU policy states that students work no more than 29 hours a week across all appointments. Some weeks extra hours may be required to meet a deadline. This should neither occur regularly nor be allowed to interfere with the GRA’s academic obligations. Work concerns should be discussed with your direct supervisor. If you are not comfortable discussing the issue with your supervisor, please contact Georgianna Correll, Associate Director for Finance and Administration, or your center’s director.

While it is not necessary for GRAs to work a typical 8am – 5pm day, GRAs should provide their supervisor with a schedule of days and times that they will be working. This information is helpful for faculty, project coordinators, and GRAs who may be collaborating on research projects, as well as for the assignment of regular work tasks.

If issues arise regarding a GRA/GA not performing at the level expected, a meeting will be arranged with the supervisor, GRA/GA, and AAI’s HR contact. A plan will be created to establish goals to correct the performance issues, and weekly follow-up meetings will be scheduled to ensure that progress is being made toward these goals. If the GRA/GA continues to not meet the expectations of the position and that the specified issues are not improving, the assistantship will be withdrawn. Depending on the circumstances, the tuition sponsorship may also be withdrawn, and tuition will become the responsibility of the student. These situations are rare, but it is necessary that the GRA/GA act in a professional and responsible manner while employed at AAI.
GAs are legally considered Non-exempt (hourly) employees. GAs are paid by the hour and are entitled to additional compensation if they work additional hours in a pay period that are approved in advance by their supervisors. Alternatively, they may receive compensatory time off.

If for any reason you are unable to fulfill your GRA contract because of unforeseen circumstances, please work with your supervisor and Georgianna Correll to discuss contract termination.

AAI is closed on the following national holidays: January 1, Martin Luther King, Jr., Day, Memorial Day, July 4, Labor Day, Thanksgiving, the day after Thanksgiving, and December 25. AAI is NOT closed during KU student breaks (i.e., fall, winter, and spring breaks). As such, GRAs/GAs are expected to work their regular hours during these breaks or take an unpaid leave of absence. GRAs/GAs do not earn vacation time. Please note: If you work 20 hours a week, you are responsible for working those 20 hours even if one of the days in a week is a holiday or if you are sick. Unpaid maternity/paternity leave is allowed if approved by your supervisor.

**Payroll System and Time Off**

As a GRA, you do not enter work hours into the KU timeclock system; GAs do. All student staff need to report unworked hours if you are planning on being gone for more than one week and will not be able to work the hours you are scheduled, i.e., winter break, vacation, etc. Banking of hours is not allowed, but if you need to work a few additional hours one week in a pay period, those extra hours can be taken off in the next week; however, any adjusting of hours must be approved by your supervisor AND occur within the same pay period. When requesting a Leave of Absence, please follow these steps:

- Contact Georgianna Correll to confirm that you have a schedule entered in HR Pay.
- Log in to the KU HR Pay system with your KU Online ID.
- Navigate to Self Service/Time Reporting/Report Time/Absence Request.
- Use the calendar to select the date(s) you will be gone.
- Choose Leave Without Pay as the reason.
- After the request is submitted, your supervisor will receive an email stating that you have requested the time away; your supervisor will approve or deny the request.
Workplace

The atmosphere at AAI is low-key but professional. Occasionally we have visitors from state agencies and funders, so please keep that in mind. We also try to recognize birthdays of staff and students by providing treats; however, staff members are not allowed to accept significant gifts from students, so if you wish to bring back a souvenir from a trip, etc., make it something small for the entire office to share rather than a significant gift for a specific staff member.

If at any point during employment you have concerns regarding your position, job duties, or treatment by fellow employees, do not hesitate to discuss those with your supervisor. If you have concerns regarding your supervisor, please take those concerns to the center director.

Student Insurance

GRAs can purchase health insurance through KU or from the Affordable Care Act Healthcare Marketplace. For more information, visit the Human Resources page for [graduate student health insurance](#).
Tuition (GRA only)

Sponsorship coincides with the specific GRA’s designated appointment. A table of possible GRA appointments and the corresponding work hours and percentage of tuition sponsorship is presented. In addition to covering actual coursework fees, all required campus fees, international student fees, and differential tuition fees are covered. AAI will not sponsor study abroad courses or electives such as recreation or music courses. Only courses offered at the Lawrence or Edwards campus will be covered. No KUMC classes will be covered. To be considered a GRA, you must enroll in a minimum of six hours each semester (fall and spring) and one hour for the summer semester. Once you reach the master’s thesis or dissertation stage of your program and have completed the required number of hours, you can submit a form to your department to request enrolling in less than six hours. If your advisor approves, then you can enroll in less than six hours.

*Note: If you choose to enroll in fewer hours, the amount you pay in taxes may increase.

<table>
<thead>
<tr>
<th>Appointment</th>
<th>Hours per week</th>
<th>Sponsored Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% or more</td>
<td>16+</td>
<td>100%</td>
</tr>
<tr>
<td>30% but less than 40%</td>
<td>12–15</td>
<td>75%</td>
</tr>
<tr>
<td>20% but less than 30%</td>
<td>8–11</td>
<td>50%</td>
</tr>
<tr>
<td>10% but less than 20%</td>
<td>4–7</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Percentage-sponsored tuition coverage applies for a maximum of 12 credits for fall semester and 12 credits for spring semester. Tuition coverage applies for a maximum of 6 credits in the summer. If you wish to request coverage for additional credit hours, your supervisor must submit a letter of justification to Georghianna Correll as to why AAI would benefit from covering additional hours.

It is imperative that you enroll as early as possible every semester. Deadlines for AAI to submit tuition sponsorships are several months before classes begin.

Decisions will be made on a case-by-case basis and will be based on the pertinence of the course work to AAI interests as well as consideration of the excellence of the student’s work at AAI.
In-State Rates and Eligibility

GRA appointments are applied to in-state tuition rates. For fall and spring eligibility, a GRA must have a salaried appointment starting no later than 10 business days from the beginning of the semester and continuing through the 60th class day of the semester. Summer eligibility for GRA/GAs is determined by either an appointment of 40% or higher beginning no later than the first day of summer classes and continuing through the 30th class day of summer classes or by meeting the eligibility criteria for both the previous fall and spring semesters.

Compensation

GRAs are typically hired at the GRA 1 level. During your time at AAI, you may be eligible for rate increases based on availability of funds, longevity, satisfactory performance, and/or increased job responsibilities. The request to move to the next level of the GRA Pay Matrix is initiated by the student’s supervisor with appropriate approvals and then submitted to the payroll office by AAI’s HR officer. Changes in salary usually occur at the beginning of the fall semester after a minimum of one year employment.

<table>
<thead>
<tr>
<th>Pay Categories</th>
<th>Hourly Rate</th>
<th>Bi-weekly Pay (20 hr/wk)</th>
<th>Annualized Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA I</td>
<td>$21</td>
<td>$840</td>
<td>$43,680</td>
</tr>
<tr>
<td>GRA II</td>
<td>$23.10</td>
<td>$924</td>
<td>$48,048</td>
</tr>
<tr>
<td>GRA III</td>
<td>$25.20</td>
<td>$1,008</td>
<td>$52,416</td>
</tr>
<tr>
<td>GRA IV</td>
<td>$27.30</td>
<td>$1,092</td>
<td>$56,784</td>
</tr>
<tr>
<td>GRA V</td>
<td>$29.40</td>
<td>$1,176</td>
<td>$61,152</td>
</tr>
</tbody>
</table>

*These rates include the 5% KU COLA increase effective August 21, 2022.

Employees of AAI are employees of the state of Kansas and as such are paid on a biweekly basis, every other Friday. They are paid for hours already worked. New employees receive their first paycheck approximately four weeks after their start date.

You can view your paycheck through the KU self-service portal located in KU’s HR/Pay system. In addition to viewing your paycheck, this is also the place where you will report your hours (for GAs only), view your leave balances, make changes to your withholdings/direct deposit, and update personal information such as your mailing address.

The payroll calendar can be found on the KU Payroll Office webpage.
Data Ownership

All state-assessment, project-data, and AAI materials are the property of AAI (unless they are contractually the property of another entity); the directors, staff, and graduate students have no independent right to these data. Furthermore, any data collected as part of any research activity within AAI are also considered to be property of AAI.

Data may be requested for research purposes outside of AAI; however, a description of the purpose and planned use of the data should be provided, and permission must be granted by the director of the appropriate AAI research center prior to obtaining such data. Such permission will usually be granted so long as it does not require confidential information (such as student or school identification) to be released. Using AAI data for non-AAI purposes without explicit permission is grounds for dismissal.

Authorship of Research Projects

Opportunities for authorship are critical for both staff and graduate assistants. Determining authorship for studies that involve a team of researchers can be complex. In general, first, and subsequent authorship(s) are determined by weighing significant contributions according to the following criteria:

- Defined the research question
- Created the research design
- Made decisions in executing the research design
- Made decisions in executing the data analyses (as opposed to executing data analyses strictly according to someone else’s plan)
- Wrote sections of the final paper (with the Discussion section getting more weight than other sections)
- Intellectual contribution by way of guidance, advice, and direction should be recognized through authorship when such a contribution was significant to the success of the project

Various factors do not count toward authorship. Such noncontributory factors include the following descriptions:

- Position as director or senior staff
- Collector or recorder of data
- Executing data analysis under explicit direction
- Editing or formatting
These are guidelines. Ultimately, it is the responsibility of the principal investigator to determine authorship. Determinations of authorship should be discussed at the initial stages of a project to avoid miscommunication or conflict in the final stages. An appeal of an authorship decision should be made to the director of AAI, who will serve as arbitrator. Should the director be the principal investigator whose decision is being appealed, then a mutually acceptable senior faculty member outside of AAI will be identified to serve as arbitrator. The questioning of authorship decisions should not be viewed as unusual and will be handled in a nonconfrontational manner. It is expected that any student completing a dissertation will provide the bulk of the intellectual contribution for that piece of research (even if the research is part of a larger project) and thus will be the first author of any articles arising from the dissertation.

**Patents**

Any inventions created as part of staff or student work at AAI will be the property of the KU Center for Research (KUCR). It would be unusual (though not impossible) for a research assistant to provide the necessary contribution to be listed as a co-inventor.

**Confidentiality**

All assessment materials and project-related data are confidential. Student and participant names and information associated with any of the data are not to be disclosed and should not be used in any context outside of AAI. Similarly, assessment materials are not to be, under any circumstance, dispersed or shared with anyone outside of AAI; materials are to always remain within the secured premises of AAI. All staff and research assistants are required to sign a confidentiality statement in which they promise to protect the confidentiality of student test results and testing materials.

Specific to AAI, all staff and research assistants who work on assessments must understand that the security of test materials must be maintained at all times. Test materials may not be removed from the secure AAI area, no copies should be made of tests or test items either on paper or electronic media, tests or test items should not be sent via email, and the content of specific tests or items should not be shared with outside parties. All AAI staff should maintain the same level of security for all project-related data. Please use the shredding bins located in the various centers to dispose of test items.
Human Subjects

Any research conducted at AAI must adhere to the APA Guidelines for the Ethical Treatment of Human Participants in Research and must have prior approval from the KU Institutional Review Board and the Human Research Protection Program (HRPP) Campus prior to the conduct of any data collection or contact with prospective participants. To this end, incoming graduate students must complete the University of Kansas Human Subjects Protection tutorial prior to beginning work at AAI.

Compliance

Failure to comply with the Confidentiality and Human Subjects clauses places the laboratory, the department, and the institution at severe risk. Individuals who fail to comply are subject to immediate dismissal from AAI, possible litigation, charges of academic misconduct, and possibly disbarment from conducting future research. GRAs are required to complete the tutorial every three years. Please navigate to the following link and follow the instructions to complete the human subjects compliance training.
TIPS FOR SUCCESS
Shared Interests

When your academic and/or research interests match the work activities that take place at AAI, you, and the Institute both profit. You will develop job-related skills and grow as an independent researcher. Your advisor will take satisfaction in your success, and you will continue to make progress in the field.

Personal Interests

Similarly, when GRAs/GAs develop a sense of ownership for their experience at AAI, that ownership can afford many benefits. For instance, GRAs/GAs are encouraged to develop personal research interests, ideas, and goals while working at AAI. Student-research ideas often lead to a project or paper that can be presented at conferences, published as a research article, or both.

Work Ethic

GRAs/GAs who display a strong work ethic will benefit from a greater potential to develop and learn through experience and advancement toward a leadership role on research projects, as well as future research positions. Making the most of your experience at AAI will involve demonstrating a strong work ethic.

Involvement

Furthermore, you will want to stay involved in AAI activities and strive to learn as much as you can throughout your work experience. This will involve attending GRA/GA meetings, sharing with others the work that you have been doing as well as finding out what others are doing, volunteering to assist and lead research projects, and tackling projects and tasks that are difficult and/or arduous. You will also want to get to know your office mates and co-workers. Each semester AAI tries to have a social gathering or picnic-type event.

Collaboration

Finally, collaborate with your fellow students both professionally and academically. Fellow students can be a great resource for questions and concerns about work-related as well as student-related issues.
GRA/GA Student and Advisor Affidavit

KU policy requires that students in graduate research assistant (GRA) positions “perform research that is in their fields (or a closely related field) of study and integral to the student’s education [e.g., dissertation topic].” The Achievement and Assessment Institute (AAI) interprets this statement to mean that without this experience or a closely similar experience the applicant would not be as competitive in achieving appropriate early career goals consistent with the goals of the student’s program after graduation. Graduation assistant (GA) positions do not require this match between a student’s program of study and career goals. GA positions do not cover tuition.

Position description (to be cut and pasted by student from GRA/GA Announcement of Positions)
Enter position description here.

Student affidavit (check ONE box below and sign in the corresponding box)

☐ I am applying for a GA position.
   My name (printed or typed), signature, and date in the following box indicates that 1) I do not believe this position is integral to my academic program, 2) I am applying to be a GA, and 3) I understand the GA position will not include tuition coverage. (No advisor signature is required.)

Enter your name

☐ I am applying for a GRA position.
   My name (printed or typed), name of academic program, signature, and date in the box below indicates that I believe this position is integral to my academic program and that I am applying to be a GRA. (Advisor affidavit is required.)

Enter your name

Advisor affidavit (You may add rationale if you do not think the match to the student’s program will be obvious.)

Your advisee has applied for a position in AAI; to determine whether s/he is eligible for a GRA position, you must fill out the Advisor affidavit section of this form below.

My name (printed or typed), signature, and date in the following box indicates I believe this position is integral to my advisee’s academic program.

Enter Advisor name and rationale (if necessary)