The University of Kansas Achievement and Assessment Institute (AAI)

Graduate research assistant/graduate assistant

HANDBOOK

2021

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WELCOME

To the Achievement and Assessment Institute

The Achievement and Assessment Institute (AAI) at the University of Kansas (KU) exists to help improve the performance of students, adults, and public agencies throughout local, state, and national communities.
Our Mission

AAI and its centers partner with numerous agencies to improve the lives of children and adults through academics, employment, career advancement and building healthy environments. We supply the tools to enhance the capacity of organizations that help children, adults and communities succeed. AAI also provides KU faculty support and encouragement related to research in improving the performance and enhancing the achievements of students, adults, and public sector agencies.

AAI’s mission is accomplished by:

- Partnering with local, state, national, and global communities to apply scholarship to implement programs with direct public impact and to serve the greater good.
- Developing and publishing generalizable knowledge that allows leveraging of the solutions developed so that 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 experiences vital to their professional development.

AAI was established in 2012 through the merger of the Center for Educational Testing and Evaluation (CETE) and the Institute for Educational Research and Public Services. Both organizations set the Institute’s foundation to successfully build partnerships and programs that support the achievement of children adults, and publicly funded agencies. In 2013, AAI was recognized by KU’s Office of Research and Graduate Studies as a designated university institute.

The Institute and its centers provide opportunities for undergraduate and graduate students to obtain valuable research and on-the-job employment experience while at KU.

For more information, please visit the AAI website.
## Where We are Located

<table>
<thead>
<tr>
<th>Number</th>
<th>Location</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1515 St. Andrews Dr. Lawrence, KS 66047</td>
<td>St. Andrew’s Office Facility (SAOF) is home to AAI, ATLAS, and ATS</td>
</tr>
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<td>2</td>
<td>1617 St. Andrews Dr. Lawrence, KS 66047</td>
<td>St. Andrew’s Research Facility (SARF) is home to CPPR.</td>
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AAI CENTERS
**Accessible Teaching, Learning & Assessment Systems**

**ATLAS** promotes learning by creating accessible and academically rigorous technology-based learning and assessment systems. The center serves students with disabilities, struggling learners, and teachers through several projects focused on improving student outcomes.

ATLAS’s learning map models, assessment design, and teacher resources are informed by the center’s research projects and by innovations in psychometrics that support the measurement of map-based learning. ATLAS fosters partnerships with diverse organizations that share our focus and commitment.

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

**Agile Technology Solutions**

**ATS** helps public agencies develop high-volume, highly scalable, and multi-device-compatible Software as a Service (SaaS) web applications to meet public needs. We are a team of experienced IT professionals with many years of high-volume software product development experience that analyze a client’s technology needs and then design, develop, test, host, and provide post-production support for all web applications that we develop.

Our flagship program is the Kite® Suite, a cross-platform/multi-device, SaaS-based testing platform used by numerous state departments of education. Incorporating the latest innovative software technology solutions, the Kite Suite delivers a variety of test items, including custom simulation and technology-enhanced item types, in multiple ways so that students with a wide range of skills and abilities can complete the assessments and their related content.

ATS partners with four other centers in AAI to meet their technology needs, including the Center for Public Partnerships and Research (CPPR) on DAISEY™, another SaaS-based data-collection and reporting application.

For more information, visit the [ATS Website](#).
**Center for Certification and Competency-Based Education**

**C3BE** provides unique support to organizations and people to:

- Gather and organize competencies to develop learning maps,
- Design and implement assessments leading to micro-credentials; and
- Build community through developing maps and assessments with diverse stakeholders to undertake, certify, and disseminate competencies that matter.

Our goal is to make sure learners and their learning (knowledge, skills, and abilities) don’t get lost in the fast-pace and dynamic landscape of modern education and work. C3BE builds upon AAI’s previous work using learning maps as an organizational structure that charts a course toward a desired outcome. Simply put, the center helps universities, businesses, and students better meet each other’s needs.

The center supports organizations to assess the competencies that learners gain through university coursework and other experiences by providing a framework to gather information that employers desire from workers in particular occupations and professions. C3BE’s framework will be used to help operationalize certifications known as micro credentials. The center’s research focus will be on the innovation and implementation at scale to support diverse forms of learning and certification.

For more information, visit the [C3BE website](#).

**Center for Creativity and Entrepreneurship Education**

**CCEE** an interdisciplinary project providing research, training, consultation, and service related to the development of creative talent and entrepreneurship in individuals and organizations.

In its initial years, CCEE has hosted training and masterclasses to local and international audiences, tailoring programs, and offerings to participant needs. The center seeks to follow its own philosophy, continually innovating through creative collaboration and endeavors and seeking options for certificates, programs, and grants that will prepare and support learners and educators in personalized, creative, and entrepreneurial development.

For more information, visit the [CCEE website](#).
Center for Educational Opportunity Programs

**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 Kansas school districts and communities in Douglas, Franklin, Leavenworth, Shawnee, Wyandotte counties, and communities throughout Missouri, Nebraska, and Iowa.

The research, evaluation, and dissemination arm of CEOP 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 while collaborating and engaging them throughout the process.

For more information, visit the [CEOP website](#), or follow on them on Twitter [@CEOPmedia](#).

Center for Montessori Research

**CMR** contributes to a robust body of knowledge so that Montessori education and philosophy will benefit all children. CMR collaborates with scholars throughout the Montessori community and within the fields of education and psychology, with particular emphasis on fostering connections across disciplines and areas of expertise. The center conducts high-quality research related to Montessori education with a critical perspective on philosophy, practices, and outcomes. This research informs educational practices, improves educational environments for all children, and explores opportunities for unique applications of Montessori principles.

In addition, the center engages in rigorous, independent evaluation of Montessori-related programs at the local and national level. Finally, the center disseminates Montessori-related research information and resources to educators, school leaders, policymakers, and scholars to inform the Montessori community and provide a Montessori voice in the broader field of education.

For more information, visit the [CMR website](#).
Center for Public Partnerships and Research

CPPR partners with organizations and communities—like state agencies, non-profits, coalitions, and local service providers—to optimize the well-being of children, youth, and families. Our partners turn to us for backbone support, help navigating complex realities, and a cross-discipline approach to problem solving.

We are educators, social workers, scientists, psychologists, and sociologists and our work lies at the intersection of research, policy, and practice. With expertise in grants management, program evaluation, systems change, data science, and both large- and small-scale social impact work, CPPR knows how to get things done. We impact social change...for good.

For more information, visit the CPPR website, or follow them on Twitter @CPPRmedia.

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 Advisor Affidavit (see Appendix), 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).
AAI POLICIES
Working in an environment without clear rules can be difficult, inefficient, and anxiety provoking. To avoid such problems, AAI strives for clear policies.

AAI prides itself on being a great place to work. It is important to us that all staff and students have a positive work experience. The following sections provide key pieces of information.

**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.

Given the cramped workspace in the office, please be considerate of those working around you and keep long conversations and cell phone usage to a minimum. If a cell phone conversation is necessary, it should take place outside the building and not in areas directly outside offices. 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 Ronda Consolver; she will
provide you access to these materials. Additional journal articles are found on the S Drive in the End Note Project folder. AAI searches continuously to scan hard-to-find articles that may be of use to students in their class work and/or research.

**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, and 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 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 Ronda Consolver 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 Ronda Consolver (rcon@ku.edu) 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 **Ronda Consolver** to confirm that you have a schedule entered in the HR Pay system.
- 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.
- In the drop-down menu, 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.

If issues arise, contact **Ronda Consolver** by email or by phone at 785-864-9690.
**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](#), or by contacting Mary Karten.
FINANCIAL BENEFITS
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 6 hours. If your advisor approves, then you can enroll in less than 6 hours.

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

<table>
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<tr>
<th>Appointment</th>
<th>Hours per week</th>
<th>Sponsored Tuition</th>
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<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>
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</table>

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.

*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 Ronda Consolver as to why AAI would benefit from covering additional hours.

Decisions will be made on a case-by-case basis and will be based on the pertinence of the coursework 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>
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<tbody>
<tr>
<td>GRA I</td>
<td>$19</td>
<td>$760</td>
</tr>
<tr>
<td>GRA II</td>
<td>$21</td>
<td>$840</td>
</tr>
<tr>
<td>GRA III</td>
<td>$23</td>
<td>$920</td>
</tr>
<tr>
<td>GRA IV</td>
<td>$26</td>
<td>$1,040</td>
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Your first paycheck from AAI will come approximately 3.5 weeks after your first day of work. The pay cycle runs from Sunday–Saturday over a two-week period. For example, if September 11–September 24 is a pay period, then the check for that pay period is issued on Friday, October 7. Payday is every other Friday. KU uses direct deposit to deposit your check directly into your bank.
**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.

- Defend 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)