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*Social  
Sciences &  
Professional  
Schools*

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## Position #26; Glenn Adams

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**Mentor name:** Glenn Adams, Psychology

**Job/project title:** Cultural Psychology Research Group: Ecological Foundations of Love and Care

**Project description:**

The Cultural Psychology Research Group (CPRG) is a collection of researchers who are interested in the study of "mind in context": the idea that the foundation of mind is not limited to brain architecture, but also extends to structures for mental experience in everyday human ecology. Members of the CPRG conduct research on many topics: the relationship between historical knowledge and policy support, the experience of personal relationship in West African settings, and conceptions of family in Guatemala, to name only a few. The particular topic associated with this position concerns the comparative study of the cultural-psychological foundations of love and care among participants from West African and U.S. settings.

**Potential student tasks and responsibilities:**

The student will work on one project within this general research program, under the day-to-day supervision of Ph.D. student Darlington Atakere. The project will consist of 2 different investigations. One is a paper-and-pencil questionnaire study examining decisions about elder care by participants from West African (Ghana and Nigeria) and U.S. settings. The student will perform tasks related to entry and analyses of these data. The second investigation will be an interview study concerning beliefs about love and care among Ghanaian and U.S. participants. The student will perform interviews of U.S. participants, transcribe these interviews, and collaborate on design and implementation of a coding system for analyzing transcribed interviews. The student will present results of the work in a regular weekly meeting of the CPRG. We will encourage the student to present the work in the annual KU undergraduate research symposium or the annual KU Symposium for Undergraduate Psychology Engagement and Research. Besides work on research project, we expect the student to attend weekly meetings of the CPRG, for which I (Glenn Adams) serve as faculty supervisor. These meetings typically feature critical discussion of written work and/or (graduate) student presentations of research.

**Student qualifications and characteristics:**

The position requires no specific qualifications or characteristics beyond intellectual curiosity and a passion for learning how to do social science research.

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## Position #27; Alesha Doan

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**Mentor name:** Alesha Doan, School of Public Affairs & Administration and Political Science

**Job/project title:** Project Diane

**Project description:**

Male– dominated professions and organizations have become increasingly gender integrated both voluntarily and with cultural, legal, and political pressure. In the U.S., limited gender integration into combat units in the US military has already started, and more is on its way. This represents a significant departure from traditional military policy, which is the basis of our research. Here we analyze barriers and potential benefits to gender integration in the U.S. Army Special Forces. Along with co-author Shannon Portillo, I am in the process of analyzing 24 focus groups with 198 men in Special Forces and women in Special Operations, and a large-scale survey. This project has already resulted in an academic publication as well as engaged scholarship. During the 2017-2018 academic year we will be working on a book project from these data.

**Potential student tasks and responsibilities:**

Students will assist with reference management for the book project. All participating students will be trained on reference management software. Students will also assist with basic data management, and may be asked to review coded data.

**Student qualifications and characteristics:**

Students must have strong communication and organization skills, but do not need prior experience with research. Our research team meets weekly to or bi-weekly throughout the academic year. Meetings function as time to check in (we work around group schedules), so students must be able to work independently.

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## Position #29; Robert Fiorentino

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**Mentor name:** Robert Fiorentino, Linguistics

**Job/project title:** Examining the role of cognitive abilities in language processing in native speakers and in second language learners

**Project description:**

This project is a collaboration between two laboratories in the Department of Linguistics: the Neurolinguistics & Language Processing Laboratory and the Second Language Acquisition Laboratory. The project is co-supervised by Dr. Robert Fiorentino and Dr. Alison Gabriele. In a series of experiments, we examine whether adult second language learners are able to process language similar to native speakers. We also examine the factors that may explain variability in language processing, in both native speakers and learners. Our experiments use a range of measures, including behavioral reading studies and the brain-imaging technique EEG (electroencephalography).

**Potential student tasks and responsibilities:**

The student will assist in various tasks, including constructing stimuli, assisting in the preparation of experiments, data collection and data processing.

**Student qualifications and characteristics:**

We are seeking a student with the following qualifications:

1. Has strong organizational skills and is detail-oriented
2. Is available to work in blocks of 3 hours
3. Has some flexibility to work during weekdays and weekends
4. Is able to attend regular meetings with supervisors
5. Is comfortable learning new technology

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## Position #31; Dola Gabriel

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**Mentor name:** Dola Gabriel, Work Group for Community Health & Development

**Job/project title:** Undergraduate Project Assistant/Undergraduate Research Assistant

### **Project description:**

This position would assist in supporting community-level projects that promote positive change and improvement in addressing issues related to youth violence prevention, adolescent substance abuse prevention and positive youth development projects. Tasks may include supporting the administration and use of several web-based platforms including an online data reporting and evaluation system, the Community Check Box (CCB) Evaluation System and a shared online workspace, the Community Workstation. The CCB supports may also include reviewing and analyzing activities documented in the Community Check Box Evaluation System; collecting and reviewing data, graphs and maps; helping administer, analyze, and prepare data reports; and providing related technical supports including customizing online communication portals, and contacting community representatives as needed. The position also supports data collection and programs supports for a community-based youth development project, PLAY, which is supported through the research center in partnership with the Full Circle Youth Program at Edgewood Homes. Additionally, administrative and program development and communication supports will be provided to assist with the LEAD UP Youth Achievement Program. The position also includes general office work, such as copying, filing, data entry, typing, editing, document production, phone answering, running errands, mailings, writing newsletters, internet articles and miscellaneous other duties as required. The Work Group provides the job training for all job duties.

### **Potential student tasks and responsibilities:**

1. Assist in reviewing data documented in the Community Check Box to evaluate efforts of community coalitions and programs
2. Assist in collecting and reviewing data to support evaluation of community and youth program activities through the PLAY program.
3. Provide administrative and program support to the LEAD UP Youth Achievement Program, including maintaining social media efforts, developing blogs, and supporting online communications with youth participants.
4. Update and maintain online tools used to support evaluation efforts (e.g., Goggle maps).

5. Contribute to team research and writing efforts by helping to gather and review literature to support conducting literature review.
6. Participate in team research and project meetings.

**Student qualifications and characteristics:**

1. Student must be available to work in blocks of at least two hours.
2. At least a two semester commitment to work with the team
3. Interest in youth development, particularly with minority populations and groups,
4. This position requires excellent and accurate typing skills, excellent oral and written communication skills and the ability to complete projects independently with attention to detail.
5. Basic experience with general office work and use of Microsoft Office programs (e.g., Excel).
6. Attention to detail and ability to review and input data with accuracy.
7. Adaptability and flexibility to new tasks, settings, and opportunities. Willingness to learn new skills and work in new areas to support team efforts.
8. Ability to take initiative and work both as a team and independently based on the task.

**Additional comments:** Lead Up website:1) PLAY (<https://chdprdaplayap.cc.ku.edu/index.php> )and the LEAD UP Youth Achievement Program (<https://www.myctb.org/wst/communityresearch/leadup/SitePages/Community%20Home.aspx> ).

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## Position #33; Larry Hoyle

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**Mentor name:** Larry Hoyle, Institute for Policy & Social Research

**Job/project title:** Data documentation assistant

### Project description:

When it comes to research data, just having a table of numbers is not enough. In order to make data usable they must be accompanied by information that describes the data. Consider the number “42”. Is it the “Answer to the Ultimate Question of Life, the Universe, and Everything”, Jackie Robinson’s jersey number, the atomic number of molybdenum, or something else? Without this information it is not clear how to interpret the number. [https://en.wikipedia.org/wiki/42\\_\(number\)](https://en.wikipedia.org/wiki/42_(number)). Information (data) about data, in this case the number 42, is called metadata.

This project involves the development of a new version of a metadata standard called DDI (the Data Documentation Initiative). This structure for metadata allows for better searches for data, for software to be able to import data more easily, and for users to better understand the data. The standard provides a vocabulary for describing the kinds of information needed to describe a dataset well.

One of the main activities of the student on this project would be to help produce documentation for this metadata standard. The initial work would involve copying information about existing datasets into a type of outline or template that is defined by the standard.

### Potential student tasks and responsibilities:

The first extended task of the student would be to help produce some examples of DDI version 4 structured metadata. The task would involve copying information from existing descriptions of known datasets into a type of outline or template that is defined by the new DDI version. It would involve learning some new concepts and vocabulary as well as learning to use a few software tools.

### Student qualifications and characteristics:

This work will require the ability to pay careful attention to detail. An interest in, and a willingness to learn about, this notion of how data are described would also be important. Computer programming experience is not necessary, but would be useful.

We can offer a flexible schedule within our regular office hours.

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## Position #34; *David Jarmolowicz*

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**Mentor name:** David Jarmolowicz, Applied Behavioral Science

**Job/project title:** Research Assistant

### **Project description:**

Our research explores the reasons people make choices that aren't in their best interest. Why do people with addiction continue to use drugs, even after experiencing negative consequences? Why don't people exercise, even though it promotes health? Why do people have risky sex, potentially exposing themselves to STIs and unplanned pregnancies? To answer these types of questions, our lab uses methods from behavior analysis, psychology, and neuroscience with both human participants and animal models. Each semester, our lab completes 3-5 research projects. Recent projects have included

- assessing how drugs impact impulsive versus self-controlled choice in rats
- predicting college students' sexual risk and alcohol use
- improving long-term decision-making through exercise
- identifying neural correlates of problem gambling using fMRI

### **Potential student tasks and responsibilities:**

Research assistants in our lab begin by completing simple tasks that are essential for conducting behavioral sessions: preparing data collection sessions on the computer, greeting human participants, and putting rats into experimental chambers. As students make progress, additional research activities can include data entry, data analysis, literature searches, substance administration, and helping develop experimental questions and study designs. The types of additional tasks and activities students undertake are determined by their interests and motivation.

### **Student qualifications and characteristics:**

The ideal student for our research is reliable, can complete assigned tasks independently, and shows interest in human or animal behavior. A consistent schedule from week-to-week is required, but hours are flexible across weekdays and weekends. Participants must be willing to handle (friendly!) rats. No prior experience is necessary because we'll teach you what you need to know, but motivation is important! Previous research assistants in our lab have presented at conferences, won

KU Undergraduate Research Awards, and co-authored peer-reviewed papers. A car is helpful for some research activities, but not required.

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## Position #35; Kathleen Lane

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**Mentor name:** Kathleen Lane, Department of Special Education

**Job/project title:** Lane Supporting School Success for K-12 Students

**Project description:**

This project involves being a part of fast-paced, highly-committed, productive research team dedicated to designing, implementing, and evaluating comprehensive, integrated, three-tiered models of prevention (see [www.Ci3T.org](http://www.Ci3T.org) to learn more about this exciting work). The team includes professors, project coordinators, doctoral students, masters students, undergraduates, and practitioners in local schools. Emerging scholars would help prepare materials for school-site teams to use in professional learning experiences dedicated to learning more about Ci3T – tiered systems of support to meet PK-12 students’ academic, behavior, and social needs. In addition, emerging scholars would assist with behavioral screening studies including: research packet construction, data entry and reliability, and general office tasks.

**Potential student tasks and responsibilities:**

DUTIES:

20% - Materials preparation (e.g., power points, handouts, website development, and data-summary reports)

20% - Research packet construction

20% - Achenbach Teacher Report Form Computer Scoring

20% - Data entry and reliability

10% - Filing, organizing information, printing, scanning, and faxing

10% - Other duties as assigned

**Student qualifications and characteristics:**

REQUIRED QUALIFICATIONS:

1. Positive attitude and desire to learn

2. One-year experience with Microsoft Office including Word, PowerPoint, Excel, and Outlook
3. Experience with general office skills
4. Available during school hours (meaning when K-12 schools are in session)

PREFERRED QUALIFICATIONS:

1. Interest in education
2. Punctual, organized, and detail-oriented
3. Willingness to learn

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## Position #36; Tracey LaPierre

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**Mentor name:** Tracey LaPierre, Sociology

**Job/project title:** Medical decision making, informal caregiving and grandparents raising grandchildren

**Project description:**

This job involves work assisting with three different research projects in different stages of development. The first project is about pregnancy decisions among women with chronic physical or mental health conditions. Data from focus groups will be used to inform the development of a quantitative survey that will then be administered to a small group of women to test and refine the survey. Audio recordings of the focus groups will also be reanalyzed looking at patterns of interactions between participants. Findings will be incorporated into a grant proposal to the National Institutes of Health (NIH) and written up for publication. A second project will investigate informal caregiving networks of older adults using data from a nationally representative sample that spans many years. Of particular interest are patterns in the composition of caregiving networks and factors that influence how they change over time. Findings from this project will be submitted to conferences and for publication. The final project is a follow-up study about grandparents raising their grandchildren. Grandparents who participated in a study in 2008 will be re-interviewed and new grandparents recruited for in-depth interviews exploring the experiences of grandparent caregivers and changes in relationships over time. Of particular interest are the dynamics surrounding legal, biological, and social relationships. The student assistant will receive human subjects training and bibliographic software training, and provide support for various stages of research including finding and organizing current research in these areas, facilitating the development and testing of survey questions, preparing interview data for analysis by transcribing audio recordings, and assisting with grant applications and preparing findings for dissemination through conference presentations and publications.

**Potential student tasks and responsibilities:**

Student tasks and responsibilities may include updating literature searches, scanning and downloading research articles, entering data from research articles into a bibliographic software program, pulling information out of research articles, organizing research articles by key variables, transcribing focus groups and individual interviews, and comparing variable measurement across surveys. Toward the end of the program the student assistant will be encouraged to think of their own research question that might be answered with the data available to them from these projects

and be given the opportunity to collaborate on a proposal or conference presentation related to their ideas.

**Student qualifications and characteristics:**

This position requires strong organization, writing and typing skills. The student must be comfortable working on multiple projects. A love of puzzles, self-motivation to seek answers, being a fast learner, and personal or professional interest in the subject matter is preferred. This position would be ideal for someone who wants to learn how to investigate complex social dynamics and their relationships with health and well-being using a variety of methodological approaches.

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## Position #39; Cecilia Menjivar

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**Mentor name:** Cecilia Menjivar, Sociology

**Job/project title:** Depictions of Immigrants and Immigration in the Media: A Comparison of State-Level Contexts

**Project description:**

The aim of this project is to analyze how the printed media (e.g., newspapers) depict immigrants and immigration in two states, one (Arizona) that has passed several immigration laws to restrict immigrants' access to social goods and the other (New Mexico) that has not passed similar laws. The states are comparative but differ in some important respects, such as media depictions of immigrants and immigration.

The data for the project consist of 10 years of newspaper articles from the two major newspapers in Arizona and New Mexico, which are being coded for whether they represent immigrants and immigration in a positive, negative, or neutral way. The project primarily codes text but it will also code images and photos. The student would assist in coding articles and images that have appeared in these newspapers during this time period, and would work under the supervision of a doctoral student who is primarily in charge of coding.

**Potential student tasks and responsibilities:**

The student's responsibilities would be:

- (1) assisting in content coding
- (2) assisting in data management of large amounts of qualitative data.
- (3) transferring clipped articles from the Arizona Republic and Albuquerque Journal into a shared folder or analytical software system. This task would involve downloading each saved PDF individually out of the saved articles.

In sum, the student would be assisting in the creation of a data base for social science research of media and immigration.

**Student qualifications and characteristics:**

The student would need to be very attentive to detail, meticulous and organized. In addition, the student needs to be very responsible and work well with others because a doctoral student as well as a professor are involved in the project. It would be a plus if the student is interested in this topic.

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## Position #40; *Utako Minai*

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**Mentor name:** Utako Minai, Linguistics

**Job/project title:** How do young children interpret the meaning of 'hard' words?

**Project description:**

The Developmental Psycholinguistics Laboratory, a research laboratory in the Department of Linguistics, is conducting studies on preschool-age children's understanding of 'hard' words (words whose meaning is abstract, such as "every", "some", "no", and "only"). While children's interpretation of such words is known to be often different from that of adults in a number of domains, research to date has suggested that children are able to comprehend 'hard' words in certain circumstances, despite the abstractness of their meaning. Our studies investigate the similarities and differences between children and adults in a range of aspects of meaning comprehension, particularly focusing on the meaning of 'hard' words. This line of research provides a window through which one can view the development of language comprehension abilities, increasing our understanding of how a child becomes a mature native speaker of a language.

**Potential student tasks and responsibilities:**

If you join our project as an undergraduate research assistant, you will be expected to commit to following duties:

1. Assisting in the recruitment of study participants, by contacting local preschools, community institutes and businesses, and making announcements via social media
2. Assisting in scheduling experiments
3. Assisting in data collection, either at off-campus research sites (e.g., local preschools) or at the lab
4. Assisting in data organization (e.g., entering data into a database)
5. Other general duties assisting in lab management/administration, such as printing, photocopying, checking email, and checking office supplies

**Student qualifications and characteristics:**

We are seeking a student who is enthusiastic about this type of research. We are particularly looking for a student who:

1. Is able to comfortably and confidently interact with young children (having previous experience in interacting with children, such as volunteer work at child care facilities, would be a plus)
2. Is able to work independently
3. Is responsible and reliable
4. Possesses the basic knowledge of Microsoft Word, Microsoft Excel and some Social Networking Systems (e.g., Facebook)
5. Has access to a car (preferred but not required)

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## Position #41; Sanako Mitsugi

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**Mentor name:** Sanako Mitsugi, East Asian Languages and Cultures

**Job/project title:** Research assistant

### **Project description:**

At a dining table, when you hear your friend saying, “Will you pass me...,” you immediately start looking for salt and pepper. Why can we sometimes guess what other people are about to say? The KU East Asian Language Lab conducts research to understand what helps us make predictions in communication. We are interested in finding out whether this predictive ability can be acquired when you learn to use a foreign language. Prospective findings could have applications for language educators and those interested in communication and comprehension. The Emerging Scholar will assist with preparing and conducting language experiments and with scoring and managing the results and data.

### **Potential student tasks and responsibilities:**

- Assisting with preparing data collection materials, such as scanning and organizing picture images and editing audio files (i.e., slicing recorded sentences and adjusting timings).
- Assisting with administering language tasks and interviews to KU undergraduate students who are learning an East Asian language.
- Scoring the language tasks and entering data (i.e., typing responses from interviews into a computer file) and coding data (i.e., reviewing the interview responses and categorizing them into types).
- Completing tasks to support a faculty mentor’s work on project-related scholarly articles (e.g., identifying online articles, scanning materials, assisting with the bibliography).
- Possibly learning how to work with an eye-tracking system to collect data in the Spring.

### **Student qualifications and characteristics:**

The position would be ideal for a student who is interested in the field of cognitive psychology or foreign language learning. We are looking for a student who is able to work in 2–3 hour block at a time. As we deal with millisecond-level timing data, it is crucial that the student be highly organized,

with a strong attention to detail. In addition, the student needs to be responsible and to have good communication skills

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## Position #42; Edward Morris

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**Mentor name:** Edward Morris, Applied Behavioral Science

**Job/project title:** Digital Scholarship: Changing the Future of History

### Project description:

At the University of Kansas, the College of Liberal Arts and Sciences has four divisions, one of them for the Social and Behavioral Sciences. One of this division's departments is Applied Behavioral Science (see <http://absc.ku.edu/>). Its mission is to understand and improve the human condition through a science of behavior and its application (e.g., autism, truancy, organizations). The name of the science and its application is behavior analysis (see, e.g., [www.abainternational.org](http://www.abainternational.org)).

In 2016, the department established a Center for the History of Behavior Analysis. Its director – Professor Edward K. Morris – was then conducting research on the influence of the first “behaviorist” (J. B. Watson) on the founder of behavior analysis (B. F. Skinner). This required his finding what Skinner wrote about Watson line-by-line in over 250 publications. The task was impossible, but he had an idea: Create a searchable database of Skinner's publications. He wrote a grant to complete four tasks: (a) update Skinner's bibliography; (b) build a hard-copy collection of his publications; (c) digitalize the collection; and (d) make it searchable by keywords (e.g., Watson, biology, humanism, peace). The grant was awarded by the Society for the Experimental Analysis of Behavior (<http://jeabjaba.org/>) and is underway. The four tasks will be among the students' tasks.

The project is limitless. Once Skinner's database has been created, the Center will put it on a website and charge modest fees for searching it. This will fund the creation of other databases, for instance, of the field's predecessors, significant contributors, and KU faculty members. This will advance the quantity and quality of scholarship in behavior analysis locally and internationally by reducing the time and effort spent hand-searching publications and reducing those searches' errors. This will change the future of history.

### Potential student tasks and responsibilities:

The students' tasks will be to (a) update the bibliographies of historically significant behavior analysts; (b) build hard-copy collections of their publications; (c) digitalize the collections; (d) make the collections searchable by keywords; and (e) put the collections on the Center's website and monitor their use.

### Student qualifications and characteristics:

Students must be organized and resourceful in conducting on-line searches and willing to learn about scholarly databases (e.g., Google Scholar), digital file manipulation (e.g., Photoshop), and website management (but not coding). The work schedule is flexible: (a) several one- to two-hour blocks of time a week between 9:00 and 5:00, but consistent across weeks; (b) at least one face-to-face meeting a week with the Center's director; and (c) background reading in behavior analysis.

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## Position #43; Noelle Nelson

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**Mentor name:** Noelle Nelson, School of Business

**Job/project title:** Company Reactions to Twitter Activism Against Breitbart

### **Project description:**

In recent months, the political climate has started to have serious ramifications for businesses. Whereas companies used to be able to stay out of political conflict, consumers are more and more demanding that companies 'pick a side'. For example, when Uber sent drivers to JFK airport during the taxi strike of President Trump's travel ban, consumers began to boycott the brand. Importantly, this boycott was successful in part because consumers used social media, and the hashtag #DeleteUber, to spread the word and encourage the market to boycott the ride service.

We are interested in studying these kinds of political activism toward companies. The current political environment has created a unique situation where consumers are demanding a political stance from the brands that they use, and many questions surround this activism and company response. For example: What affects whether a company responds to consumer pressure? How fast do companies respond? Does the company's size matter? What kinds of consumers affect this change?

To begin to study these questions, we will focus on the recent development concerning advertising in the right-wing media outlet Breitbart News, which has been linked to several political conspiracies. A special Twitter account (Sleeping Giant) was created to alert companies to their ads being placed in Breitbart News, in the hopes that consumers would identify such ads, and tag the company and the activist account. Many companies have already pulled their advertising from Breitbart in response to consumer pressure on social media.

We plan on obtaining a large dataset from Twitter that includes any tweet related to this recent phenomenon. By combining these data with information about each of the 1600 companies involved, we will be able to answer many questions about the relationship between consumer activism online and company response.

Initial work on this project will include working with large datasets and doing research on companies so that all the data necessary for our analysis can be matched with the original Twitter data.

### **Potential student tasks and responsibilities:**

Students involved in this project will conduct searches into several sources that contain information about the companies affected by this phenomenon, as well as matching up company information

with the companies mentioned in the Twitter data. This will likely also involve working with large data sets and data sources. Students will learn how to transform data into usable information and about any relations we uncover in the data obtained.

#### **Student qualifications and characteristics:**

Some of the characteristics we prefer in student workers are attention to detail and creative problem solving. Additionally, the students should be self-starters – able to independently figure out solutions but also able to follow instructions. Much of the work will be done independently, and then reported to the researchers. Attention to detail is essential.

Finally, we prefer a student who is inherently interested in the topic of politics and how it affects business. This is a new and exciting time in business, and we are happy to involve a student who is curious about these developments.

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## Position #16; Lauren Norman

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**Mentor name:** Lauren Norman, Anthropology

**Job/project title:** Assistant zooarchaeologist

### **Project description:**

The Cape Espenberg Birnirk Project (CEBP) is a collaborative archaeology project that is investigating the origins of the ancestors of modern Inupiat in Arctic Alaska. The historic and modern Inupiat populations are direct cultural and genetic descendants of the Thule culture that existed from AD 1200-1750. One of the biggest questions in Arctic archaeology is the origin of the Thule culture. The current hypothesis is that Thule arose from the Birnirk, a cultural group that existed in northwest Alaska from AD 8000-1300. However, archaeologists have only excavated a few sites, and none in the past 50 years. The location of Cape Espenberg has a discrete, undisturbed Birnirk site. In the summers of 2016 and 2017, an archaeological field crew has been excavating two houses at the site to answer the question of Inupiaq cultural origin. A major part of this project is the identification and analysis of faunal (animal) remains from the houses. By using comparative skeletal material at the Biodiversity Institute, a zooarchaeologist is able to determine which animals Birnirk people targeted for subsistence, what the environment was like at the time of occupation, and what technologies the Birnirk people employed to hunt these animals. The student would work on the preliminary identification and analysis of these bones.

### **Potential student tasks and responsibilities:**

Students would work with the zooarchaeologist to organize, separate, and identify faunal material. In the beginning, students would look at fragmented archaeological materials and would separate the bone from wood, charcoal, stone, pottery, and other miscellaneous objects. Under direct supervision, the student would learn the identifying characteristics of bone in relation to other materials. As the student learned more about bone identification, they would start to categorize the bones into marine and terrestrial mammals, and then into different animal species. As the student progressed, they would also learn how to identify modifications of the bones, such as burning, cut marks, gnaw marks, and weathering. The student would be introduced to the working relational database where they would enter their observations.

### **Student qualifications and characteristics:**

A highly organized student who has keen attention to detail is necessary for this position. The student should have interest in either archaeology, anthropology, or zoology. Days and times for this position is flexible. The student should be able to meet for at least 2 hours at a time on a regular weekly schedule. The schedule will be set up in the first meeting for the semester with the zooarchaeologist who is supervising them.

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## Position #19; Jennifer Raff

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**Mentor name:** Jennifer Raff, Anthropology

**Job/project title:** Research assistant in the Laboratory of Biological Anthropology

**Project description:**

The genetics collections of the Laboratory of Biological Anthropology (LBA) represent an important research resource for the University of Kansas and collaborating institutions. The collections consist of hundreds of DNA samples from populations worldwide, collected over decades of fieldwork. To continue research with these collections into the future, they need to be assessed for DNA quality and their associated records digitized and incorporated into a database.

**Potential student tasks and responsibilities:**

During the first semester, students will work primarily on digitizing records associated with collections and entering information into a database. This will comprise approximately 4 hours/week. The remaining 3 hours/week will be spent undergoing laboratory methods instruction from a graduate student.

During the second semester, students will additionally begin working with the collections in the laboratory using a combination of techniques including: DNA quantification with qubit and nanodrop instruments, PCR amplifications of samples, gel electrophoresis, DNA sequencing and sequence analysis. These will provide preliminary results for larger projects for undergraduate independent research into multiple questions, including population history, health and demography.

**Student qualifications and characteristics:**

No specific prior background is needed, as we will provide training in laboratory methods during the first semester. Ideally, students interested in this position will be curious, have patience and an eye for detail, and be interested in questions about human history and genetics. The Raff lab is committed to fostering undergraduate research experience, so students who succeed in the Emerging Scholars Program may be welcome to continue pursuing research throughout the duration of their undergraduate experience at KU. This project would be ideal for a student intending a career in medicine or life sciences research.

Scheduling requirements: Students must be available for weekly training on Wednesdays from 10:00 am-12:30.

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## Position #45; Shannon Portillo

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**Mentor name:** Shannon Portillo, School of Public Affairs & Administration

**Job/project title:** #13percent

### **Project description:**

For over 40 years now, the lack of gender equity and representation in Chief Administrative Officer positions in local government has been an issue that scholars and practitioners of the profession have examined and attempted to solve via task forces, committees, and symposium. In more recent years the movement for balanced representation in local government has taken to social media. #13Percent is a hashtag movement that has become a popular form of communication between mostly women who are practicing scholars and professionals in local government. This research project utilizes the relatively new lens of social media to explore the issue of gender balance in local government. In addition to data collected from social media, we will interview practitioners in local government and professional organizations regarding social equity and social justice at the local level. The goal of this project is to discover whether social media is used as an outlet for expressing thoughts and sharing uplifting messages or if is being used to suggest structural changes that could help solve the problem of gender inequality. To explore this topic, we have collected data in the form of tweets using the hashtag #13percent. Students will help us continue analysis of tweets as well as analysis of interview data. Ultimately, the project aims to work towards increased social equity within local government.

### **Potential student tasks and responsibilities:**

Students would assist with basic data coding and data management. This may include inputting codes into our data management software and compiling coded quotes for specific writing projects. Additionally, they may be asked to assist with reference

management. We use Zotero for reference management. Students do not need experience with the software, as they can attend training through the library. Finally, depending on the number of students, and progress with the project, students may assist with interview transcription and analysis.

### **Student qualifications and characteristics:**

Students must have strong communication and organization skills, but do not need prior experience with research. Our research team meets weekly to or bi-weekly throughout the academic year.

Meetings function as time to check in (we work around group schedules), so students must be able to work independently.

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## Position #46; Emily Rauscher

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**Mentor name:** Emily Rauscher, Sociology

**Job/project title:** When Does Money Matter for School Achievement?

### **Project description:**

This project seeks to identify which types of school funding might hold the most potential to improve equality of academic achievement (test scores) by income and race. School funding types include money from state, local, or federal sources, as well as funding to improve facilities. Most research looks at the relationship between the amount of funding and student achievement. But funding may matter more for low-income or minority students. In addition, school districts distribute the various types of funding differently, with state funding often explicitly aimed at increasing equality. Therefore, state funding could be a powerful tool to improve equality in academic achievement.

Your work would help double-check data accuracy and locate key articles and books relevant to this project. The work will likely be boring or tedious at times.

### **Potential student tasks and responsibilities:**

Potential tasks and responsibilities include: 1) Double-checking accuracy of data, particularly that data from various sources were correctly linked. This will involve tedious comparisons of columns of data to be sure the same school districts are represented in each row. I will create the columns of data for you. Your task would require quick or alert eyes that notice differences between one column and another. 2) Learning how to use KU Libraries and Google Scholar search tools for academic sources. 3) Conducting searches of academic literature using those tools to locate academic articles and books that are relevant to the project. 4) As your expertise progresses over the year and depending on interest, writing short reviews of these academic articles and books could be a possible task in the Spring semester.

### **Student qualifications and characteristics:**

Qualifications and characteristics that could help you on this project include: quick or alert eyes that notice differences; attention to detail; the ability to focus despite boredom; interest in or curiosity about inequality, education, or social science.

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## Position #47; Derek Reed

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**Mentor name:** Derek Reed, Applied Behavioral Science

**Job/project title:** Behavioral Economics of Indoor Tanning: A Framework for Tanning Addiction?

**Project description:**

This project entails the development of a new simulated marketplace approach to assessing indoor tanning beliefs and motivations. Our laboratory is working with world-renowned laboratories in the areas of behavioral addiction and risky health decisions, including labs specifically focused on indoor tanning and skin cancer. The team of labs seek to create a simulated "purchase task" to assess whether extreme motivation for indoor tanning can be classified as an "addiction." The student assistant will assist in all aspects of study (consulting with us on student perspectives on indoor tanning, creating visual stimuli for the surveys, creating surveys, analyzing data, etc.). We aim to first validate the task by assessing a large number of KU undergraduate students. Once validated, we will focus our research on individuals reporting excessive indoor tanning tendencies. Research assistants will be invited to participate in web and tele-conferences with other labs, as well as joining our teams at conferences to present the work.

**Potential student tasks and responsibilities:**

Student assistants will:

Provide college-aged perspectives on wording the task.

Consult with research labs at KU and elsewhere for identifying tanning-specific language and images for use in the surveys.

Identify high quality images related to tanning to include in surveys.

Interact with researchers (at KU and elsewhere).

Assist in cleansing datasets as data arrive.

Assist in preparing data for analysis.

Assist in data analysis and graphing of data.

Assist in creating posters and presentations.

Accompany the lab to conferences to present data.

Work closely with the laboratory director and doctoral students.

### **Student qualifications and characteristics:**

We seek students that must be available for a two-hour lab meeting each week, as well as five hours of lab time each week (flexible scheduling).

We seek students with specific experience or knowledge of indoor tanning.

We seek students with creative visual design skills/interests to help create visual stimuli for our tasks.

We seek creative and outgoing students that are active members of our team, as well as active participants in broader collaborations.

We seek students whom are comfortable learning new computer skills and interested in learning advanced computer tasks.

We seek students with interest in addiction, consumer behavior, economics, health/medicine and/or decision making.

We seek students with professional demeanor since they will be collaborating and communicating with scientists around the country.

We seek students interested in obtaining graduate degrees and/or research experiences.

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## Position #48; Sarah Robins

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**Mentor name:** Sarah Robins, Philosophy

**Job/project title:** Creating a memory error catalog

**Project description:**

This is a project about memory errors. Lots of recent work in psychology and neuroscience shows that our memory can be faulty and in many surprising ways. For this project, we'll be reviewing the extensive scientific research on these errors, with the aim of creating a taxonomy of all of the different kinds of errors that exist. This scientific review is actually part of a project in philosophy (particularly philosophy of mind) where the professor is attempting to give an account of the nature of memory (how it works, what it's good for, etc.). Getting clear on all the ways that memory can go wrong is a very important part of that overall project.

**Potential student tasks and responsibilities:**

(With guidance and training), the student would be expected to search scientific databases for relevant research articles and archive articles that meet our criteria using bibliographic software. The student is also expected to read articles and write summaries of interesting findings. Depending on student preferences, much of this work can be done independently and during flexible hours. I expect that the student and I will have regular meetings (a few times a month) to talk about the findings and brainstorm ideas about how to classify the findings of the studies - and possibly even discuss the kinds of studies that should be done in the future to help improve memory error classification.

**Student qualifications and characteristics:**

The ideal student for this position would have interest in the cognitive sciences (especially psychology and neuroscience) and also interest in theoretical or philosophical issues. Familiarity with conducting scientific experiments and/or reading scientific articles would be great, but is not required. Curiosity about theories of science or theories of the mind would be a real benefit - and could help to ensure that the student could be engaged with the project long term. Schedule for this position can be flexible, but will require a student who is self-motivated and an independent worker.

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## Position #49; Kathryn Saunders

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**Mentor name:** Kathryn Saunders, Life Span Institute & Applied Behavioral Science (courtesy)

**Job/project title:** Computerized instruction for early reading skills: The alphabetic principle

### **Project description:**

The overall goal of the research program is to develop computerized instruction to develop the early reading skills of phonemic awareness and the alphabetic principle. Phonemic awareness is recognizing that spoken words are made up of smaller sounds, and that the same sounds in different combinations form different words. The alphabetic principle is the concept that, when the same sound occurs in different words, it is represented by the same letter. A child who can sound out words is demonstrating both of these skills. Many children have difficulty learning to sound out words. The goal of this project is to develop procedures that teach the alphabetic principle receptively (via a spelling-like task), as a stepping-stone to the more-difficult skill of sounding out words. The procedures are based on state-of-the-art basic research, and data are quite promising. Children who do not sound out words can be taught to demonstrate the underlying skills of phonemic awareness in a receptive, computerized task. Participants are typically developing nonreading children, and children with autism and/or intellectual disabilities.

### **Potential student tasks and responsibilities:**

Because the procedures are computerized, the student can begin helping to conduct sessions independently after a few days of supervision. As soon as they are able, students will begin learning to use Excell to summarize and graph data. Because we use single-subject research designs, and we are working on an instructional sequence, meaningful data can be generated for individual participants on a weekly basis, and the student will present the data at lab meetings. Opportunities to write are available. We also will read relevant, primary-source articles. If the student participates for the academic year, he/she is very likely to be named as an author on at least one conference-presentation poster.

### **Student qualifications and characteristics:**

The student should have 90-minute blocks of time on most weekdays. Lab meetings are scheduled based on the current schedules of lab members.

Attention to detail and an interest in data are critical. Ability to work one-to-one with children is required. The project is an excellent example of translational research, and has both basic research

and application components. It could be of interest to students who are interested in cognitive development, education, special education, and/or applied behavioral science. (And, of course, reading in particular.)

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## Position #51; Michael Vitevitch

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**Mentor name:** Michael Vitevitch, Psychology

**Job/project title:** Language and Music Cognition

**Project description:**

We are trying to understand how people understand and produce spoken language. We do so by studying naturally occurring speech errors and by doing laboratory-based experiments (or simple tasks that tell us how the language system is built). Given the similarities between language and music we sometimes use non-speech stimuli such as music to induce auditory illusions that also give us insight into how the language system is built. We then use mathematical techniques from network science to map out how the words you know might be organized in memory such that they can be quickly and easily retrieved from memory (or not).

**Potential student tasks and responsibilities:**

Students will: read related research articles that will be discussed at regular lab meetings, be trained in the ethical treatment of human subjects, prepare materials for experiments and other research projects, assist in collecting and analyzing data, and assist in the presentation of the findings.

**Student qualifications and characteristics:**

Students should have: a 2-3 hour block of time available at least once a week, careful attention to detail, good organizational skills, good interpersonal skills, basic experience with computers and various software packages (e.g., Word, Excel, calendars), and an interest in language (e.g., intending to major in PSYC, LING, SPLH, Music, or some other field related to sound, acoustics, etc.).

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## Position #52; *Xan Wedel*

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**Mentor name:** Xan Wedel, Institute for Policy & Social Research

**Job/project title:** Data Assistant

**Project description:**

Curiosity Wanted! The Institute for Policy & Social Research (IPSR) brings together social scientists from a broad range of disciplines to pursue and conduct research at the international, national, regional, state, and local levels. IPSR is also a repository for Kansas data and a coordinating agency in the U.S. Census Bureau's State Data Center network. As such, we are looking for a student to assist in locating, collecting, transforming, and visualizing a wide variety of demographic and socio-economic data. Student will learn how to identify reliable data sources, advanced Microsoft Excel techniques, and potentially GIS or other data visualization tools to bring data to life.

**Potential student tasks and responsibilities:**

Tasks will involve searching for and capturing data from known internet sources and occasionally utilizing Google to search for specific data. Data will be downloaded or copied to Microsoft Excel where it will be cleaned, formatted, and at times transformed for use in the Kansas Statistical Abstract (<http://ipsr.ku.edu/ksdata/ksah/>), Kansas Data Archive (<http://ipsr.ku.edu/ksdata/ksah/portal.shtml>), or other research project.

**Student qualifications and characteristics:**

No experience necessary. Ideal candidate is organized, detail oriented, and able to work independently during office hours.