

**This is Donna who...**

**This is Donna who**

is Claire Johnson's research assistantship supervisor.

**This is Donna who**

has had many experiences as a research assistant.

**This is Donna who**

had a research assistant supervisor who was a mentor and continues to be one.

**This is Donna who**

had a research assistantship supervisor who organized the environment to connect Donna with other students who became mentors and engaged in mentoring relationships with her.

**This is Donna who**

tries to provide some of the same kinds of support and welcoming to incoming research assistants that Donna's student mentor had provided for her.

**This is Donna who**

believes that the interactions and research learning should not just be with the individual faculty member, but in a community setting.

**This is Donna who**

was at the university every day interacting, particularly with the rest of the research team, but also being part of the community and conversations in the hallway.

**This is Donna who**

was always treated as a colleague and an important part of the research team.

**This is Donna who**

attended a conference in her first year of graduate school, although she didn't present anything.

**This is Donna who**

began writing and working on papers with her research team where intellectual engagement resulted.

**This is Donna who**

was always treated as a key part of the research team and actually engaged in all of it.

**This is Donna who**

was rarely asked to photocopy.

**This is Donna who...**

**This is Donna who**

had a research assistantship supervisor who really believed that graduate students needed to engage in the whole research projects from the beginning to end, all of the components.

**This is Donna who**

had a research assistantship supervisor who always pushed all of the other faculty members to match the teaching assistant wages for research assistants so that no students would make a choice between teaching assistantships and research assistantships for financial reasons.

**This is Donna who**

was able to live off of what she received as a research assistant and as a teaching assistant where she could engage in the opportunities that were available to her.

**This is Donna who**

took extra time to complete her degree because of the many opportunities available to her to engage in research.

**This is Donna who**

had a number of conference presentations, publications, and had been engaged in several different research projects as a student.

**This is Donna who**

had a research assistantship supervisor who would introduce her to everyone in the field during conferences.

**This is Donna who**

had very positive research assistantship experiences overall, but had some really challenging experiences as well.

**This is Donna who**

knows others who had more negative research assistantship experiences.

**This is Donna who**

didn't want to be the kind of academic that one of her research assistantship supervisors was.

**This is Donna who**

wanted to be a good teacher, be a good researcher, and be engaged in service.

**This is Donna who**

would like to think that she involves her students in the same ways that her research assistantship supervisor involved her.

**This is Donna who...**

**This is Donna who**

is continually concerned about the kinds of financial compensation that she is allowed to provide for her students.

**This is Donna who**

does the best that she can to involve students in all capacities to try and support them.

**This is Donna who**

learned from both the positive and the negative experiences of being a research assistant.

