

**Non-Traditional
Rutgers Students:
Providing Resources
for Self-Care and
Success**

By Madeline Hehir

December 7th, 2017



Institute for Women's Leadership

The Leadership Scholars Certificate Program is a two-year selective, interdisciplinary certificate program that prepares Rutgers undergraduate women to be informed, innovative, and socially responsible leaders.

Leadership Scholars design and implement social action projects to expand their understanding of issues and problems and to develop leadership skills.

This project gives Scholars the opportunity to apply the theoretical knowledge they have gained about leadership, advocacy, and social change with the practical and experiential knowledge they have developed about a particular policy issue or problem through the field site placement. It also further develops leadership skills by giving undergraduates the opportunity to *practice leadership through* action.

To find out more please visit the Institute for Women's Leadership's website at <http://iwl.rutgers.edu>.

My Project

- Created a resource directory for non-traditional Rutgers students
- Features various resources oriented towards:
 - Creating a college community
 - Self-care and wellness
 - Providing academic support
- Brings together resources from Rutgers, Douglass Residential College, the Institute for Women's Leadership (IWL), as well as state and county services
- Online version available as well
- Goal: to create a sustainable resource to empower non-traditional students

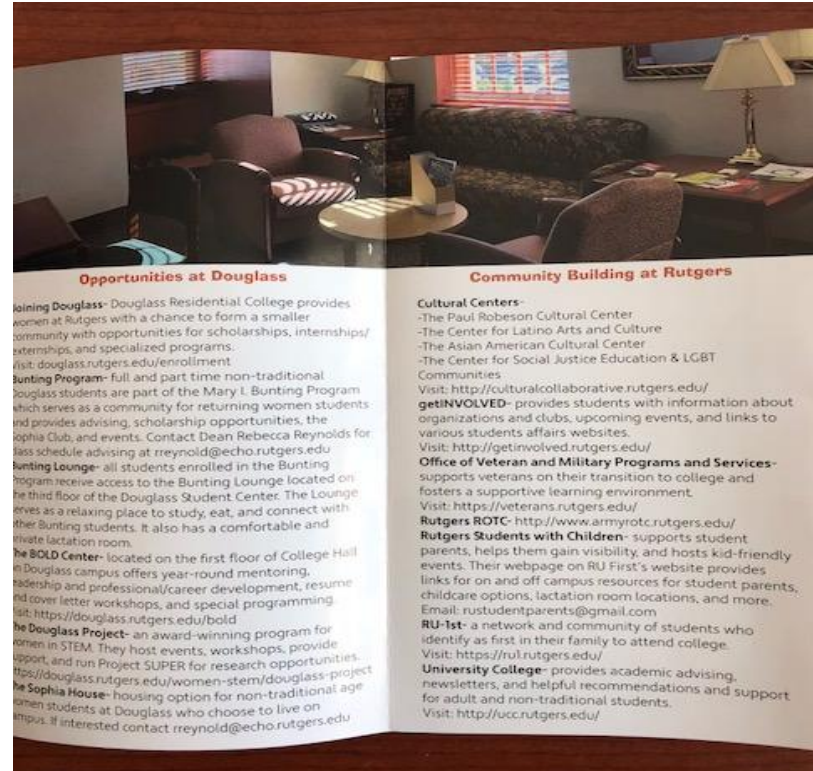
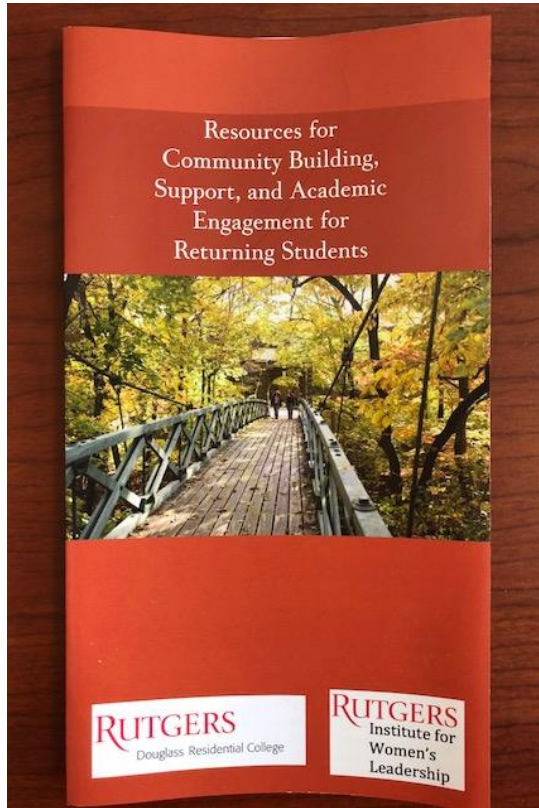
My Advisor

Special thanks to my advisor
Dean Rebecca Reynolds

Partnerships

- The Mary I. Bunting Program for Non-Traditional Women Students
- Douglass Residential College
- The Institute for
_____ Women's Leadership

Finished Product



Finished Product



Foundations

- The inspiration and foundation for my project was my internship experience at the Bunting Program for Non-Traditional Women Students
- Non-traditional students are growing in numbers including student parents and veterans (Miller Brown 67)
- Large and diverse community of students returning to school at different ages, life stages, and with various roles and responsibilities (Merrill)
- Therefore, I wanted my resource directory to be useful to all the different demographics of non-traditional students

Research Reflections

- Non-traditional students are an extremely motivated group (Fairchild 11)
- Additionally, a study on veterans in higher education found them to be highly motivated after returning home from active duty (Rumann and Hamrick 442).
- This inspired me to connect returning students to academic support, as well as academic opportunities for growth such as the Douglass Project and Project SUPER and IWL programs
- My resource highlights useful phone numbers and websites, to help make navigating Rutgers easier

Theory to Practice

- Due to their varying schedules and responsibilities, it can be difficult for non-traditional students to get involved on campus (Schuetze and Slowey 316)
- I highlighted multiple ways to forge communities at Rutgers including information on cultural centers, clubs/organizations, veteran-oriented groups, & joining Douglass
- Joining Douglass allows for returning women students to be a part of the Bunting Program and have access to their own lounge, so they can meet with other students
- Additionally, many returning students, women in particular, face the stress of balancing multiple roles (Brown and Adansi 28), (Dill and Henley 26)
- I included outlets to help them distress and resources for support/intervention

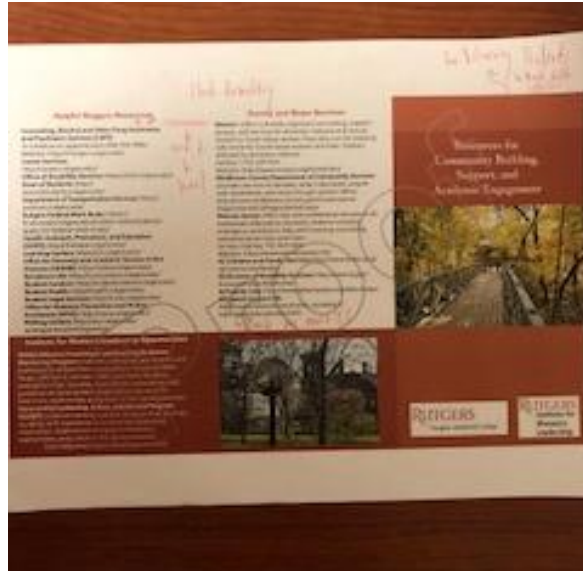
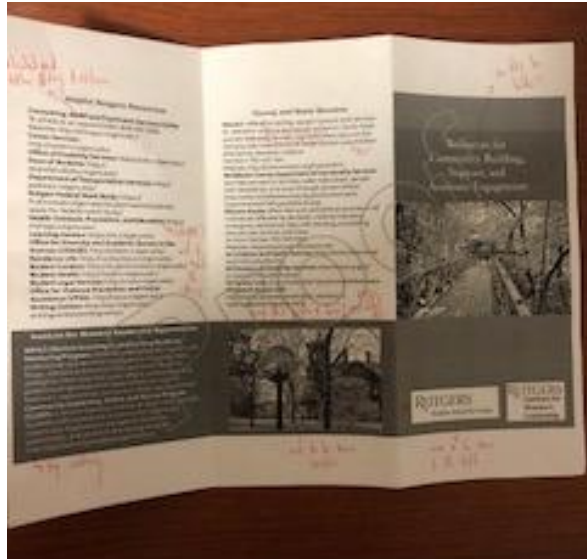
Women's Leadership

- My resource is geared towards returning women students, and lists various pathways for them to feel more empowered and a closer sense of community
- I was guided by the idea of intersectional feminism, as students have multiple, interlocking identities
- Rutgers, Douglass, and the state and county all provide beneficial resources and information on their programs, but they all do so separately from each other
- My resource helps bring them all together, to make that information more accessible to students

Lessons Learned

- Through my research, I got to learn more about returning students both domestically and globally
- I learned to be honest about my worries and struggles, and the value of asking for help
- The process of creating this resource helped teach me the importance of flexibility and being open to change
- Gained insight into the world of layout and design

Evolution



Impact

- My resource directory impacts the non-traditional student community
- It is sustainable
 - Available both in print and online
 - Can be updated and re-printed
 - New information can always be added
- Highlights IWL programs, allowing for more non-traditional students to join IWL programs and potentially create their own social action project

Bibliography

- Brown, Rita L., B.A., and Adansi A. Amankwaa PhD. "College Females as Mothers: Balancing the Roles of Student and Motherhood." *ABNF Journal* 18.1 (2007): 259. *ProQuest*. Web. 3 Oct. 2017.
- Brown, Sherry Miller. "Strategies That Contribute to Nontraditional/Adult Student Development and Persistence." *PAACE Journal of Lifelong Learning*, vol. 11, 01 Jan. 2002, pp. 67-76. EBSCOhost, [login.proxy.libraries.rutgers.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ642469&site=eds-live](https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ642469&site=eds-live).
- Dill, Patricia L., and Tracy B. Henley. "Stressors of College: A Comparison of Traditional and Nontraditional Students." *The Journal of Psychology*, vol. 132, no. 1, 1998, pp. 25-32, *ProQuest Social Sciences Premium Collection*, <https://search.proquest.com/docview/213833883?accountid=13626>.
- Fairchild, Ellen E. "Multiple Roles of Adult Learners." *New Directions for Student Services*, vol. 2003, no. 102, 16 June 2003, pp. 11–16., doi:10.1002/ss.84.
- Freeman, Amanda. "Colleges Aren't Very Kid-Friendly". *The Atlantic*. N.p., 2017. Web. 18 Sept. 2017. <https://www.theatlantic.com/education/archive/2016/10/completing-a-degree-raising-a-child/503894/>

Bibliography

- Hans G. Schuetze, and Maria Slowey. "Participation and Exclusion: A Comparative Analysis of Non-Traditional Students and Lifelong Learners in Higher Education." *Higher Education*, no. 3/4, 2002, p. 309. EBSCOhost, login.proxy.libraries.rutgers.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsjrs&AN=edsjrs.3447490&site=eds-live.
- Merrill, Barbara. "Determined to Stay or Determined to Leave? A Tale of Learner Identities, Biographies and Adult Students in Higher Education." *Studies in Higher Education*, vol.40, no. 10, 01 Jan. 2015, pp. 1859-1871. EBSCOhost, login.proxy.libraries.rutgers.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1076568&site=eds-live.
- Nelson, Bethany, et al. *College Students with Children Are Common and Face Many Challenges in Completing Higher Education. Briefing Paper #C404*. Institute for Women's Policy Research, Institute for Women's Policy Research, 01 Mar. 2013. EBSCOhost,
- Rumann, C.B. (1) and F.A. (2) Hamrick. "Student Veterans in Transition: Re-Enrolling After War Zone Deployments." *Journal of Higher Education*, vol. 81, no. 4, 01 July 2010, p. 431-458. EBSCOhost, doi:10.1353/jhe.0.0103.
- Stewart, Jennifer. "The Mommy Track: The Consequences of Gender Ideology and Aspirations on Age At First Motherhood." *Journal of Sociology and Social Welfare* 30.2 (2003): 3- 30.