

**Ben Littlepage, Ed.D.**

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Postsecondary Education Administration

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Implemented retention initiatives targeted at new students, readmits, prospective nursing students, academically underprepared, and student athletes  
 Assisted with QEP implementation and provided data for Fifth-Year Impact Report  
 Tracked and reported Advising Center and Career Counseling service numbers  
 Served on Administrative Council, Registration Taskforce, Retention Taskforce, Student Success Advisory Committee, Diversity Action Committee and PreK-16 Education Council  
 Co-taught required transitions course to first-time students

### Accomplishments

Improved quality of advising as evidenced by:  
 Student satisfaction improved from an average of 2.8 points in 2008 to 4.3 points in 2012 on a 5-point Likert-scale using an in-house survey  
 Ranked higher than 2011 Survey of Entering Student Engagement (SENSE) Cohort on 3 of 4 questions  
 Contributed to  
 Reduced the number of student purges by 68% over a three-year period  
 Served 25% of student population with a career counseling service  
 Created a 3-year strategic plan for academic advising and career counseling - implemented first and second-year objectives meeting all baseline measures  
 Developed an advising model targeting accountability, training, communication, and evaluation  
 Developed a job shadow and internship placement service for students  
 Selected to participate in 2nd Annual Tennessee Board of Regents Research Conference  
 Master Advisor Program was spotlighted in *Academic Advising Today*, September 2010 issue, as a faculty professional development best practice.

*American Cancer Society*  
 Income Development Officer

Jackson, TN  
 September 2008 - December 2009

### Responsibilities

Recruited, trained, and counseled fundraising committee members and Relay team captains for 5 territories in northwest Tennessee  
 Served as project manager for fundraising events varying in size  
 Steward teams, individuals, and corporate sponsors  
 Entered and maintained constituent records through the Siebel data management system  
 Secured sponsorships, in-kind donations and matching campaigns with businesses and industries  
 Promoted and marketed the mission and goals of the American Cancer Society through civic



Wrote an approved \$7,500 grant program for campus beautification  
Received Alumni Board approval to create a legacy program for lifetime alumni members

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**PROFESSIONAL EXPERIENCE, ACADEMIC AFFAIRS (continued from p. 1)**

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**SCHOLARLY ACTIVITY (continued from p. 1)**

\* *Denotes collaboration with student*

**Publications in National Refereed Journals**

Strawn, T. & Littlepage, B. (2021). Impact of the QEP process on the advising culture. *Educational Research Quarterly*, 45(2), 49-62.

Martin, S., Littlepage, B., Bloomdahl, S., & Wilson, R. (2019). The effect of community in retaining underrepresented minorities in engineering. *Journal of Quality Management Systems, Applied Engineering, and Technology Management*, 7(3), 1-30. [Journal no longer in circulation]

Hepworth, D., Littlepage, B., & Hancock, K. (2018). Factors influencing university student academic success. *Educational Research Quarterly*, 42(1), 45-61.

\*Littlepage, B., Clark, T., & Stout, L. (2018) Preparing for Promise: A case study on proactive change. *Journal of College Orientation & Transition*, 25(2), 59-75.

\*Littlepage, B., Clark, T., Wilson, R., & Stout, L. (2018). Tennessee Promise: A response to organizational change. *Community College Journal of Research and Practice*, 42, 379-388. DOI: 10.1080/10668926.2017.1324826

Littlepage, B., & Clemson, C. (2018). Transitional challenges for students with disabilities during a period of systemic imbalance. *Journal of Postsecondary Education and Disability*, 31(2), 149-159.

Littlepage, B., & Hepworth, D. (2016). Influence of social integration on class success. *Journal of Continuing Higher Education*, 64(3), 162-171. DOI:10.1080/07377363.2016.1229112

Littlepage, B. (2015). Influence of academic goal commitment on late registrant success

Littlepage, B. (2016, August). Tennessee Promise. *College of Education and Human Services Scholarly Product Course Release Grant* (Grant funded a course release in Fall 2016).

Littlepage, B., & Hepworth, D. (2015, January). Gateway to completion: Influences affecting academic success in CRJ 140 Introduction to Criminal Justice. *College of Education and Human Services Collaborative Grant*. (Grant funded at \$3,000).

National and International Refereed Presentations

\*Littlepage, B., & Gullett, M. (2018, February). *Financial aid as a recruitment tool for transfer students*.



Littlepage, B. (2012, April). *Empowering students today for tomorrow: Intrusive career advising*. Presentation at the Mid-south National Academic Advising Association regional conference, Memphis, TN.

Littlepage, B. (2011, April). *The A team*. Presentation at the National Academic Advising Association Region III annual conference, Knoxville, TN.

**PROFESSIONAL SERVICE (continued from p. 1)**

University

University Judicial Board (appointed by Provost) 2015 present

University Academic Council 2016 2019  
Vice Chair of Graduate Studies sub-committee





**TEACHING EXPERIENCE (continued from p.1)****ADM 630: Methods of Research**

A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.

*Taught: Summer 2012, Summer 2014 - 2016*

**ADM 900 Clinical Practice I: P-20 Leadership**

This clinical experience offers intensive, field-based experiences for P-20 and community leaders. Students become immersed in the field of leadership practice where they have the opportunity to study effective leadership practices first-hand, be mentored by exceptional practitioners, and practice field-based problem solving. Students develop leadership abilities, administrative competencies and executive-level management skills. Field experience required.

*Developed: Spring 2015*

**ADM 910 Clinical Practice II: P-20 Learner**

Course applies teaching and learning theories to practice through the design and alignment of learning outcomes, assessments, and teaching methods at the college level. The clinical instructional experience provides P-20 educational and community leaders an opportunity to explore issues related to P-20 instructions. Field experience required.

*Developed: Spring 2015;*

**CSP 617 Current Issues in Student Affairs**

Current topics shaping the profession of student affairs will be examined. These will include issues involving the relationship between the student and the university, student development, funding and governance, as well as current issues involving the impact of changing social trends

include international student enrollment, orientation, advisement, integration into campus community life, visiting scholar administration, and implications for institutional internationalization.

*Taught: Fall 2013; Spring 2015*

**CSP 633 Internship in International Education** As the culmination of in the international education concentration, this experience is designed to apply course learnings in an actual higher education work setting. Required in a minimum of 200 assignment hours in a unit devoted to any one or combination of study abroad, international student and scholar support services, or international relations responsibilities at a college or university. The assignment includes close supervision by the professional directly responsible for this area of university service.

*Taught: Spring 2015*

### **HDL 625 Legal and Ethical Issues**

Course will present the legal ramifications of work place compliance laws. Plus the ethical -depth examination of current contemporary issues in this area will highlight the course.

*Taught: Fall 2012*

### **HDL 655 Social Intelligence**

Course is an option in of the core of Human Development and Leadership. It helps students to examine and explore the critical area of Social Intelligence, particularly interpersonal processes and effective social competencies.

*Taught: Fall 2013, Spring 2014, Fall 2018*

### **HDL 660 Developing Human Potential**

A course designed to familiarize students with those factors which prevent individuals from reaching their full personal, social, and professional potential. Students will recognize these factors and the skills necessary for positively affecting individual potential.

*Taught: Spring 2013, Fall 2013, Summer 2019*

### **HDL 670 Multicultural & Diversity Issues in Leadership**

The course focuses on the role cultural environment and diversity play in the lives of people and the implications of that role for leaders. There will be an overview of the different micro-cultures to which individuals belong, customs and traditions, diversity issues, with application to self and the role of leader. It is expected that the student will expand his/her multicultural perspective and gain greater knowledge of the understanding and practice of intercultural leadership.

*Taught: Fall 2013, Summer 2018*

### **HDL 692 Individual, Group & Team Dynamics**

A study of the history and characteristics of group and team dynamics. An exploration of how to effectively utilize theories, structures, models and strategies for individual, group and team interventions, development, and the facilitation of growth will be presented.

*Taught: Spring 2017 - 2021*

**PSE 615 Introduction to Student Affairs**

The historical and philosophical development of the Student Affairs profession will be explored and discussed. Major topics include an in-depth study of the departments that typically constitute the division of Student Affairs. This includes history, function, trends, issues and significant personnel.

*Developed: Fall 2014; Taught: Fall 2014 - 2021*

**PSE 616 College Students in the United States**

Characteristics of the contemporary American college student will be examined. Major topics will include an examination of student motivations for entering institutions of higher education, developmental theory related to college students, problems and challenges for making higher education accessible to a large percentage of the population, and the impact of contemporary economic and social trends on the college population.

*Developed: Summer 2014; Taught: Summer 2014, Spring 2015*

**PSE 630 Globalization and Internationalization of Higher Education**

This course serves as the introduction to the principles and practices of globalization and internationalization within the field of higher education.

*Developed: Spring 2018; Taught: Spring 2018 - 2021*

**PSE 700 History & Foundation of American Higher Education**

This course provides a historical overview of the U.S. system of higher education, with an emphasis on the development of colleges and universities, and how these developments have shaped current policies and practices in higher education. Curricular, administrative, and policy issues will be explored.

*Taught: Spring 2016, Spring 2017, Fall 2017 - 2021*

**PSE 710 Higher Education & the Law**

This course examines legal issues relevant to American colleges and universities. The

**PSE 740 Contemporary Issues in Higher Education**

The purpose of this course is to investigate contemporary issues impacting higher education. Current trends and innovations are critical themes for educational leaders to explore. Special topics in higher education explored in the course may include funding, policy, access, technology, learning initiatives, and special populations.

*Developed: Summer 2016; Taught: Summer 2016*

**PSE 760 Organization and Operations in Postsecondary Education**

The focus of this course is the management and planning functions within higher education institutions. Students will examine the competencies and training necessary to address key operational and leadership roles specific to the allocation and management of resources to meet the mission of the institution. Resources other than financial will be included, and special emphasis will be given to maintenance of facilities, institution and community resources, personnel, and time.

*Developed: Spring 2016; Taught: Spring 2016 - 2021*