


BARRINGER-BROWN MASTERS

NOMINATION SIGNATURE PAGE 2022-2023 Virginia Outstanding Faculty Awards

Please include this as the cover page of the nomination package PDF submission*

Name of Applicant:	Charletta H. Barringer-Brown
Institution:	Virginia State University
Category (choose only one): <ul style="list-style-type: none">• Baccalaureate Institution• Masters/Comprehensive Institution• Research/Doctoral Institution• Two-Year Institution• Rising Star	Masters/Comprehensive Institution
Signature of President or Chief Academic Officer:	 Donald E. Palm Digitally signed by Donald E. Palm Date: 2022.09.26 21:02:39 -04'00'
Printed Name of President or Chief Academic Officer:	Donald E. Palm, Ph.D.
E-mail address of President or Chief Academic Officer:	dpalm@vsu.edu
Telephone number of President or Chief Academic Officer:	804-524-5654

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MISSION STATEMENT (EXCERPTED)

Virginia State University, a public, comprehensive 1890 Land Grant institution and historically black college/university, is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals.

OUR VALUES:

- **Student-Centered** – Promoting the intellectual, physical, social, and emotional development of students in all facets of University life.
- **Integrity** – Displaying highest degree of ethical commitment in the pursuit of knowledge.
- **Engagement** – Developing civically engaged citizens who value all persons and demonstrate the desire to positively impact their immediate surroundings, nation, world.
- **Customer Service** – Creating an atmosphere of respect, collegiality, and responsiveness to provide excellent service to our internal and external constituents.
- **Excellence** – Utilizing a balanced approach to create high expectations of achievement, awareness, and intellectual development among students, faculty, and staff.
- **Scholarly Research** – Conducting scholarly activity is at the forefront of our disciplines and applying translational discoveries and intellectual pursuits to benefit the community.
- **Global** – Preparing globally aware citizens that respect and appreciate cultural differences of all people through service and disseminating knowledge to the world.
- **Teaching** – Providing learning environments and activities consistent with best educational practices to create a framework where scholarship is intentional, transformational, and deepens understanding in the preparation of future leaders.
- **Diversity** – Fostering a community that identifies, values, and respects differences of all people by creating a positive experience for students, faculty, staff, and the community.

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SUMMARY OF ACCOMPLISHMENTS

Dr. Charletta Barringer-Brown is a professor in the Department of Political Science and Public Administration and the Faculty Director of General Education at Virginia State University. She serves integral roles in the department, the College of Humanities and Social Science, the university, and the community. A policy analyst, she constantly strives to create a pathway for her students to gain the knowledge, access the tools, and to develop the skills necessary for success in today's complex working, educational, and political policy initiatives.

TEACHING: Dr. Barringer-Brown is a highly accomplished professor who has been able to advance the study of humanities through political policy theory to convey the interconnectedness of Federal, state, and local governmental operations to her students through Face to Face (F2F), hybrid blended (F2F and online), asynchronous-online, and synchronous-online instruction. She has maintained a focus on the integration of robust scholarship and content in her courses. Dr. Barringer-Brown has employed inquiry-based, and equity minded assessment of pedagogy combined with emerging technologies to assist her students along their educational journey of course content discovery. Throughout her teaching experience in higher education (VSU, Fayetteville State University, Virginia Commonwealth University, Johnston County Community College, and Walden University) she has taught a range of courses that have included but are not limited to Planning and Implementing Instruction for Diverse Learners, Advanced Studies in Human Development and Learning Communities, and Public Policy and Political Issues in Education. She has developed 6 online courses for the Licensure in Special Education, Initial A-Level License certification program. She developed three online courses for the Master of Arts in Teaching program in Special Education and 1 Birth-Kindergarten (B-K) program (non-teaching) online program at Fayetteville State University. Currently, she is writing a curriculum proposal for a fully online Bachelor of Arts degree program in Political Science at VSU beginning fall 2023.

Dr. Barringer-Brown fosters intentional learning partnerships with her students. Her continuous track record of success in teaching and curricular development is overwhelmingly evidenced through her teaching evaluations, student and professional colleague testimonies, service, and active research agenda. The most critical component of Dr. Barringer-Brown's teaching philosophy is promoting student engagement. As a lifelong learner she knows the importance of a dynamic and collaborative exchange between students and teachers. It is said, "to teach is to learn twice over." To facilitate high levels of student participation, As a supplement to textbooks, Dr. Barringer-Brown has incorporated free web-based materials in her classes such as open educational resources (OER) reading and activity materials, which help to reduce costs and allow for 24/7 access for her students. Collaborating with and learning from students is the most rewarding part of her professional life. Her success in engaging students in the classroom over the past two decades is reflected in the overwhelmingly positive student evaluations, averaging a 4.5 to 4.9 out of 5, the highest possible score. As one student writes, "I'm grateful for all your assistance as my program advisor. Saying you are the best professor that ever taught me might be an understatement." In addition, Dr. Barringer-Brown's efforts have been recognized through invitation to serve as a member of (4) highly coveted national boards for those who have demonstrated teaching excellence in the humanities. She has served on the Educational Testing Service Psychology Praxis Board (2014-2017), Educational Testing Service Visiting Scholar's Program (2014 and 2019), and the National Humanities Center Teacher Advisory Council (TAC 2022-2023).

Dr. Barringer-Brown is committed to preparing current and future public policy majors for the complex roles they will fulfill as practitioners, leaders, and scholars. Embracing VSU's mission regarding civic engagement and service, she understands that student internships can provide valuable work experience by learning from more experienced professionals. She strives

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to give her students an awareness through participation in community-based service learning and membership in professional political science organizations. For example, Dr. Barringer-Brown has her students partner with Virginia21, which is a policy action group to complete a class project in the POLI 102-State and Local Government course that assists with voter registration efforts on VSU's campus. Dr. Barringer-Brown also has her students in POLI 150-U.S. Government class to form a non-partisan watch dog group that gives well researched background on political candidates, individual voting history, associations, and affiliations, to help voters make a fully informed decision. Through acts of service, students gain an understanding of how social inequalities may affect political outcomes and learn how to develop strategies to support their communities' engagement in the political process through acts of service.

DISCOVERY: Dr. Barringer-Brown has maintained a significantly active research agenda, including securing external and internal grant opportunities during her work with the Virginia Department of Health under the U.S. Department of Health and Human Services, the Department of Correctional Education, the Department of Juvenile Justice, Fayetteville State University, and Virginia State University. Her research interests are primarily related to program management and evaluation methods and public policy analysis. She has published over 141 research articles over the past 10 years, including fifty-seven articles in peer reviewed journals (54 as first/second author) within the last 5 years, and published 3 book chapters. Her writing has appeared in such publications as the *Virginia Social Science Journal*, *International Journal of Current Research*, *International Journal of Development Research*, *International Journal of Contemporary Research and Review*, and the *Journal of Research Initiatives*, for which she has served as a peer reviewer. Broadening her knowledge base, Barringer-Brown pursued a second doctoral degree. Her dissertation, *An Alignment Between the Choosing the Best Life Curriculum and Title V Program Guidelines* (Walden University, 2017), involved an analysis of the Federal Title V Maternal Child Health Grant, which focused on determining the cost benefit analysis effectiveness of participation in the Abstinence education program. Her passion for lifelong learning has extended to supervising and mentoring both students and colleagues completing graduate theses (6) and dissertations (7) while completing professional development certifications and courses in online teaching, data analysis, social services.

Dr. Barringer-Brown has been fortunate to support her educational pursuits and her research interests through external and university-sponsored grants. For example, as Director of Adolescent Education with the Virginia Department of Health, she supervised Title V grant programs in over 81 of the 100 local health districts in the Commonwealth of Virginia, which served over 256,000 children and youth between the ages of 11-14. In addition, she secured a grant continuation for \$1.2 million per year (\$6.1 million total) for the period of five continuous years from the U.S. Department of Health and Human Services. As the Director of Research and an associate professor at Fayetteville State University, she also received two professional development grants to conduct research sanctioned by the University of North Carolina System for the study of Student Evaluations of African American Faculty at a Historically Black College and University (HBCU) and research on the Faculty Perceptions of Teaching Courses in Correctional Education College Programs in 2015, 2017 and 2018. Overall, Dr. Barringer-Brown has secured \$6.6 million in multiple funding opportunities, grants, and continuing contracts for her work as a researcher and Principal Investigator (PI) over the past 10 years. Additionally, these grants have helped to support her independent research and second dissertation, which has continued to extend her conceptual work to empirically test some of her research hypotheses. Additionally, according to GOOGLE Scholar her research has been cited more than 378 times in 2022, an h-index of 41.

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KNOWLEDGE INTEGRATION: Dr. Barringer-Brown's research has been innovative and significantly meaningful not only to her students but also to her colleagues and profession, reflecting an intentional integration of her knowledge and expertise. Her primary goal is to investigate and support the holistic wellbeing of at-risk youth and under-represented minority groups who experience cumulative and convergent risks to their mental and physical well-being, and access to quality health care and other services. Specifically, Dr. Barringer-Brown has explored how social group memberships, including race/ethnicity, socioeconomic status, and gender, impact at-risk youths' health risk behaviors and educational outcomes. As one student in her Administrative Law class commented, "One of the most important take-away messages from your class is that research is useful and powerful in helping to shape public policy; but if it is not used in the right ways, research can also be really misleading... This class has improved my ability to do a comprehensive research paper on human trafficking and it has been accepted to the William V. Moore Student Research Conference. I'm from South Carolina and this will give me an opportunity to present my research during this summer."

Since 2002, Dr. Barringer-Brown has been an invited speaker at over 17 national conferences and 4 international conferences. Her research topics range from teen pregnancy and violence prevention to open-source curriculum models. As Dr. Linda Wilson-Jones, Editor of the *Journal of Research Initiatives* has attested, "Her scholarly research has drawn attention from those in the academy both nationally and internationally [and]...has highlighted some significantly neglected areas of need within the Black, Indigenous, and People of Color (BIPOC) community". Evidence of her commitment to fostering critical thinking in how academics approach community partnership is an invited presentation "A Study of Food Insecurity on Minority and Economically Disadvantaged Children" at the Center for Health Outcomes and Population Research Center for American Indian Health. The study found that Native American health policies are not based on sound research evidence and recommended that the research findings be used to inform policy. Consideration must be given to pertinent cultural, social, political, and economic truths. Further study on this topic needs to address specific approaches to prepare findings that are user-friendly. Additional attention needs to be directed to the barriers inhibiting informed evidence and how academic health centers can take steps to advance and transform and examine and address health disparities that affect Native Americans, within smaller communities in Albuquerque, New Mexico and Lumberton, North Carolina. In October 2022, Dr. Barringer-Brown will submit a grant proposal with the goal to fund a CDC Traditional Food Sovereignty and Tribal Workforce Development initiative that will coordinate cover topics such as chronic disease prevention, Indigenous evaluation methods, policy, and community-clinical linkages.

Dr. Barringer-Brown's program of research is grounded in her practical clinical experience and interdisciplinary training that serves to inform the development of place-based interventions with a lens on at-risk youth who experience multiple forms of marginalization (social and economic). For example, another research project examined the role of cumulative stress, bullying, and adversity on adolescent physical health, psychosocial functioning, and academic success among selected LGBTQIA youth and adolescents in a Southeastern North Carolina School District. The study found that LGBTQIA youth at the secondary education level were at an increased risk for bullying, chronic depression, and thoughts of suicide. Dr. Barringer-Brown collaborated with three intradisciplinary colleagues to present the results of her study to the school board and public constituents in November 2021. These examples illustrate how impactful her research has been in potentially shaping public policy that impacts the well-being of youth while grooming a generation of public policy makers who value research-based evidence.

Service: Dr. Barringer-Brown's service can best be summed up with one word: Activism. She has served as faculty advisor for the VSU chapter of Pi Sigma Alpha, a national political and

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social science honor society. As the faculty advisor, she draws upon her community-service focused vision to work collaboratively to recruit and support initiates to the organization, while seeking innovative methods to engage members. For example, she is working with her students on creating Twitter, Tic Tok, Instagram, and Facebook accounts for the Pi Sigma Alpha chapter as a means of student recruitment, retention, and chapter updates. Dr. Barringer-Brown is active in the VSU Faculty Senate, where she has chaired both the Pay Equity Committee and the Curriculum and Academic Issues Committee. She was appointed by the administration as Faculty Director of General Education in 2021 and chairs the General Education Committee. In that leadership role, Dr. Barringer-Brown works collaboratively with various committees, faculty groups, and other university constituents to ensure the achievement of student learning outcomes across disciplines. Additionally, Dr. Barringer-Brown has continued to serve on multiple committees in the department, college, and the university. She has assisted the department's Executive Speakers Series since 2019 by inviting guest speakers to share their professional experiences with students at VSU. This series is an effective vehicle to explain contemporary problems and issues in policy making; to analyze options for policy reform; and ultimately, to help students become more informed citizens. Dr. Barringer-Brown has also served as the departmental faculty sponsor for the National HBCU Pre-Law Summit & Law Expo and the department's VSU Legislative Day at the State Capitol since 2018. Eighteen out of 39 students who applied to regional law schools were fully admitted after being provided with these service-learning activities and internships. She was elected as the President of the VSU Chapter of the American Association of University Professors (AAUP) in 2021 and has helped advance collaborative efforts between its members and the university's administration to strengthen shared governance.

Dr. Barringer-Brown's service reaches beyond VSU's campus to establish collaborative community partnerships across the Richmond/Petersburg metro area, the Commonwealth, and the nation. She has worked with the Richmond City Police Department in partnership with Officer Kimberly Cheatham and Tammie Mobley, founder of the R.E.A.L Girlz Empowerment Program. The R.E.A.L Girlz Empowerment Project serves girls between the ages of 11-19 in Chesterfield County Public Schools, James River Detention Center, Bon Air Youth Detention Center, Richmond City Public Schools, and Henrico County Public Schools. The work that Dr. Barringer-Brown, Officer Cheatham, and Ms. Mobley have done has been recognized by Richmond Mayor Levar Stoney through the Project Community Give Back grant program 2021-22. A grant for \$25,000 was received by Tammie Mobley to continue the impact community work with combined research efforts from Dr. Barringer-Brown for the R.E.A.L Girlz program. According to Richmond City Police Officer Kimberly Cheatham, "Dr. Barringer-Brown has ensured that our programs have provided a space where our youth are treated as equal partners and can engage with their communities, schools, organizations, peer groups and families in ways that are both constructive and have fostered productive outcomes for our program participants." Dr. Barringer-Brown was appointed by Governor Glenn Youngkin to serve on the Board of Trustees of the Fort Monroe Authority and the Cemetery Board in the Commonwealth, beginning in 2022. As a Fort Monroe Authority board member, she chaired its Education Committee.

She has secured and provided recommendations for summer employment opportunities with elected officials at the local, state, and Federal levels of government. At the end of an initial internship, 38 of 54 upper-level undergraduate students have had relevant experience to help them to decide to start their career in the field of their internship. Within the past 4 years, 41 of 69 student internship placements have resulted in full-time job offers for her students in the Political Science and Public Administration program after graduation.

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PERSONAL STATEMENT

I am a Black American woman who was born and raised in the Southeastern region of the United States. An only child, I was raised in a single parent home and nurtured by a loving and supportive family that always encouraged me to continue my education. My maternal and paternal grandparents were my “biggest cheerleaders” who each had no more than a sixth-grade education. Yet, they instilled in me a “passion for lifelong learning.” I can remember my mother holding my hand as we went to the elementary school so that I could get enrolled in kindergarten. I skipped down the street as we left, excited about the “new adventure” that my mother had made it out to be. I was too young to understand that the mid to late 1970s were a turbulent time in the City of Richmond. As a result of the challenges regarding local redistricting—or “Gerrymandering,” as it is called—many other children and I would face serious disruptions in our education. Gerrymandering, as I would later discover through my U.S. Government class in high school, is a process that is used to draw maps that add weight to a scale to create election outcomes that are disconnected from the actual preferences of voters. Instead of the voters choosing their representatives, gerrymandering acts to empower selected politicians to choose their voters.

My mother and I moved to Chesterfield County to be closer to her parents, and at my “new school” I was the only student or person of color in my class and grade, at that time. I had no teachers of color from the first through 5th grade. This became more evident by looking back at my elementary school yearbooks years later. I was retained in the first grade due to my inability to read on level, which may have been caused by the disruptions in moving from school to school and the adjustments to another setting. It was from this experience of being retained in a primary grade that I was determined to “make up” the difference to graduate on time by going to summer school every year from the ninth to the eleventh grade. I feel as though I have been preparing for my career in political science, public administration, law, and public policy analysis from my earliest memories.

It is from these early experiences that I am sensitive to the challenges that some racial and ethnic minorities face in the pursuits of K-12 education and academia. Thus, over the past twenty years I have become determined to work deliberately to create an environment that is more engaging and supportive for underrepresented racial and ethnic minorities, women, LGBTQIA persons, and socioeconomically underprivileged students. My commitment and dedication have been in addressing the values and benefits that diversity can bring to research, service, policy study, and workforce initiatives. My teaching, research, and project management experience have been focused on studying, reviewing, and maintaining policies and procedures, which will allow for a broad structure of talented and dedicated individuals whose skills and backgrounds reflect the diverse nature of the environment in which these policies and procedures truly operate.

My experiences from undergraduate through post-doctoral studies have benefited from opportunities for women in political science, public policy, and education, at both the department and university level, as well as supportive and academically challenging mentors. I had no Black American women instructors or university mentors in my Public Policy and Law and/or Administration and Supervision doctoral studies. Thus, I understand the value of educators and mentors who promote an atmosphere of inclusion and empower all students to access the tools and images they need to be successful in their prospective field. I have used my professional influence to enhance students’ experience in my classes by providing an equal-opportunity environment that fosters respect and communication across gender, racial or other cultural communities. In addition, I have been dedicated and committed to enabling a collaborative and innovative platform of networks through research and grant development, leadership, service, and participation on local, state, and federal boards, committees, and associations of which many of my students, peers, and professional colleagues have benefited.

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During my graduate, postdoctoral, and professional careers, I participated in and sponsored campus chapters of Pi Sigma Alpha Honor Society, Kappa Delta Pi Honor Society, Women Impacting Public Policy (WIPP) and the Association for Public Policy Analysis & Management (APPSM) at Virginia State University, Walden University, Fayetteville State University, and Pembroke State University with campus collaborations with UNC-Charlotte, UNC-Chapel Hill, and Virginia Polytechnic Institute and State University (Virginia Tech). These programs provided an avenue for discussions about gender-related challenges in public policy, and related fields, as well as outreach to the community to encourage undergraduate and graduate students to become interested in Political Science and Public Policy activism.

During my career in higher education, I have mentored over four hundred students in undergraduate, graduate, and doctoral research. At the start of their experience, they had a limited perspective on opportunities in Public Policy, Political Science, and or Public Administration; however, forty-three former undergraduate and graduate students have pursued doctoral degrees in these related fields. I have served as chair and dissertation committee member to thirty-eight students within the last seven years. My role and service to the community, state, and nation through participation on various boards, associations, and committees, and councils often present valuable opportunities to recruit both undergraduate and graduate students to my departmental programs of study and the university to further their educational opportunities.

Additionally, I have been able to create instructional opportunities for students and faculty at several different universities. I discovered early in my career in higher education that effective collaboration plays an important role in the model for developing new online courses, programs, and degrees. I began working with faculty members from other universities to create a shared curriculum, leveraging significant weight, resources, and faculty expertise, in the process. This collaboration of resources and faculty effort provided better options to potential students, and it has avoided some internal competition and unnecessary duplication of online courses and degrees.

I believe academia must strive to recruit and retain students using a more inclusive approach, which would act to welcome and embrace different socioeconomic, ethnic, gender groups. This inclusivity would serve to create a broader consortium of thought processes and worldviews. I am grateful to have had many opportunities to inspire students to pursue studies in education, Political Science, Public Policy, and Public Administration fields, whether through community outreach in service, or through my roles as a professor and research advisor. With these opportunities, I strive to actively support my students as I contribute to the overall cross-cultural and innovative campus atmosphere of VSU, the Commonwealth of Virginia, the nation, and the global academic community through collaboration with interdisciplinary colleagues.

In my role as the Faculty Director of General Education, I am able to build on my experience in accreditation, compliance, program management, and curriculum development to help faculty develop courses and quality instruction that assists students toward successful term-by-term progression and completion of graduation requirements. I truly appreciate being able to partner with university leadership and academic support personnel to maintain program viability and staff the classroom with instructors who support the mission of the university. Each of these components helps to provide a high-quality learning experience for our students at VSU. I have the pleasure of engaging with professional associations, businesses and local community partners as necessary to promote the visibility and standing of the General Education program. By recognizing our strengths, I strongly believe we can acknowledge that we are better together. As a Professor in the Department of Political Science and Public Administration and the Faculty Director of General Education at VSU, my overall goal is to create a broader consortium of thought processes and worldviews that encourage discovery, integration, and the application of knowledge through my teaching.

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ABBREVIATED CURRICULUM VITAE

Charletta H. Barringer-Brown

TEACHING EXPERIENCE

Virginia State University, (tenured) Professor, College of Humanities and Social Sciences, 2018-Present; and Assistant Professor, College of Education, 2001-2004

Walden University, Senior Contributing Professor, 2016-2022

Fayetteville State University, (tenured) Associate Professor, School of Education, 2004-2018

Virginia Polytechnic Institute and State University (Virginia Tech), (Doctoral Fellowship-Department of Educational Leadership), 1998-2001

SELECTED AWARDS AND HONORS

National Humanities Center Teacher Advisory Council 2022-2023, Research Triangle Park, NC
Educational Testing Service (ETS) Visiting Research Scholar Program, Princeton, NJ, In residence June 2-27, 2019.

Exemplary Member at Large for Epsilon Pi Tau (Best in the Profession: Technology) Bowling Green State University, November 5, 2019

Directory of Open Access Journals (DOAJ), 2018 Certificate of Excellence in Reviewing Korea Teachers of English to Speakers of Other Languages (Korea TESOL) June 2017

Research Fellow, Center on Reproductive Rights and Justice, University of California-Berkeley, Law School, Berkeley, CA February 2, 2015-January 31, 2016

Educational Testing Service (ETS) Appointed Member Praxis Board for Psychology, Princeton, NJ, 2014-2017.

EDUCATION

Ph.D., Public Policy and Administration (Law), Walden University, 2017

M.Ed., Special Education, Virginia State University, 1998

B.A., Psychology, Virginia Commonwealth University, 1996

CERTIFICATIONS

Post Graduate Professional Licensure in the areas of Administration and Supervision PreK-12, Curriculum and Instruction, Emotional Disturbance, Learning Disabilities, and Psychology

FUNDED GRANTS 2011-2020

Fayetteville State University, UNCFSU Graduate School of Professional Studies Grant, "Rethinking the Core Roles that Assessment Demonstrate to Support Student Attainment of Deeper Learning" (**\$22,500**), June 2018–July 2019 (Principal Investigator)

Virginia Department of Health, U.S. Department of Health and Human Services, "Title V Abstinence Education Grant Program" (**\$28,700**), August 2017-January 2019 (Principal Investigator)

Fayetteville State University, UNCFSU Graduate School of Professional Studies Grant, "A Study of Student Evaluations of African American Faculty at a Historically Black College and University (HBCU)" (**\$16,500**), Spring 2017-2018 (Principal Investigator)

Fayetteville State University, UNCFSU Graduate School of Professional Studies Grant, "Faculty Perceptions of Teaching Courses in Correctional Education College Programs" (**\$8,500**), Summer 2017 (Principal Investigator)

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Virginia Department of Health, U.S. Department of Health and Human Services, “Federal Title V Grant: Abstinence Education Program” (**\$1,223,000 annually**), FY 2010–FY 2015 (**\$6,115,000**), (Principal Investigator)

SELECTED PEER REVIEWED PUBLICATIONS

Out of 141 total, cited >204 times in 2022, h-index of 41 according to Google Scholar

- Barringer-Brown, C.H. & Lynch, P.A. (2022). Developmental college education courses and programs: A review of the literature, *Journal of Research Initiatives*, 6(2), Article 1. <https://digitalcommons.uncfsu.edu/jri/vol6/iss2/1>
- Lynch, P. A., Barringer-Brown, C.H., Brown, D.N., & Brown, T.D. (2022). Telemedicine and healthcare implications for Central Virginia: A systematic review of the literature. *Journal of Research Initiatives*, 6(3), Article 3. <https://digitalcommons.uncfsu.edu/jri/vol6/iss3/3>
- Barringer-Brown, C.H. (2020). *Telemedicine services in Central Virginia: A review of the literature*. *Virginia Social Science Journal*, pp. 56-64.
- Barringer-Brown, C.H. (2019). The framing of a problem through gaming (Mathematics-STEM) subject content areas running. *International Journal of Contemporary Research and Review*, 10(8), 20215-20223. <https://doi.org/10.15520/ijcrr.v10i08.724>
- Barringer-Brown, C.H. (2019). A study of bullying, social acceptance, and social adjustment among selected LGBTQIA adolescents. *International Journal of Current Research*, 11(3). <https://doi.org/10.24941/ijcr.xxxx.01.2019>
- Barringer-Brown, C.H. (2019). A study to investigate the Relationship between household food insecurity and childhood obesity. *International Journal of Development Research*, 9(7). ISSN: 2230-9926.
- Aldridge, P.R., Jeffery, P. Taylor, G. & Barringer-Brown, C.H. (2017). Social skills training for students of color with disabilities through the use of social networking. *Multicultural Education*, 24(Winter), 34-38.
- Barringer-Brown, C.H. (2017). A study of student evaluations of African American faculty at a historically black college and university (HBCU). *International Journal of Current Research*, 9(6), 52329 -52337.
- Barringer-Brown, C.H. (2017). A literature review of retention and recruitment strategies of historically black colleges and universities (HBCUs). *Journal of Advances in Social Science and Humanities*, 3(5) [Special Issue]. <http://www.jassh.in/index.php/jassh/article/view/215>

SELECTED PUBLIC, COMMUNITY, APPOINTED BOARD SERVICE

Appointed Member, Chair, Education Committee Commonwealth of Virginia Fort Monroe Authority Board of Trustees (Unexpired-Term 2022-23)

Appointed Member, Fort Monroe Authority Foundation Board of Directors (Term 2022-2025)

Elected Vice Chair and Appointed Member, Commonwealth of Virginia Cemetery Board of Trustees (Term 2022-2026)

Selected Member, National Humanities Center, Teacher Advisory Council (TAC) (2022-2023)

Elected VSU Chapter President and Secretary, American Association of University Professors

Member, Policy Committee, American Society for Public Administration (ASPA)

Member, Association for Public Policy Analysis and Management (APPAM)

Member, National Association of Black Political Scientists (NABPS)

Former Chapter President, Campus Faculty Advisor, and Member, Pi Sigma Alpha

Former Chapter Vice President, Campus Faculty Advisor, and Member, Kappa Delta Pi

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LETTERS OF SUPPORT (EXCERPTS)

PROVOST

[Dr. Charletta H. Barringer-Brown] has proven to be an excellent professor, and an exceptional asset to our university governance structures. When it comes to the areas of teaching, service, research, the integration of discovery and application of knowledge, one professor rises above the rest - Dr. Barringer-Brown. She serves as a dedicated and committed advocate for our students, faculty, and the health of our curricular programs, at VSU. It has been absolutely amazing to witness the positive changes that are now taking place under her instructional and curricular program leadership.

- **Donald E. Palm, Ph.D., Executive Vice President and provost for Academic Affairs**

ASSOCIATE VICE PROVOST (SUPERVISOR)

Dr. Charletta Barringer-Brown personifies the highest standards of teaching, scholarship, and service. I have become fully aware of what Dr. Barringer-Brown means to the overall success of the undergraduate and graduate programs at Virginia State University. Dr. Barringer-Brown is not only a highly respected and admired professor and program director. She inspires passion, dedication, and commitment from freshmen students to doctoral candidates, statewide, nationally, and internationally. Dr. Barringer-Brown could have chosen to devote much of her energy to research, consulting, and presenting at conferences but she chooses to prepare future generations of students at VSU. This is a true testament to her love of the pursuit of knowledge, discovery, application, and the overall scholarship of teaching.

- **Tia A. Minnis, Ed.D., Associate Vice Provost for Academic Affairs**

COLLEAGUES AND FORMER SUPERVISORS

Dr. Barringer-Brown is a dedicated, skilled, and highly valued professor and administrator. Dr. Barringer-Brown is widely viewed by faculty and students alike as a passionate professor who employs a variety of innovative and emerging teaching methodologies in her instructional program. It has been noted that her students have found Dr. Barringer-Brown to be well informed, knowledgeable, and enthusiastic with respect for student learning and outcomes. Her courses are rigorous, challenging, and reflect an attention to greater depth of understanding.

- **Linda Wilson-Jones, Ph.D., Professor and Department Chair (Former Provost), Department of Educational Leadership, Fayetteville State University**

I cannot sing Dr. Barringer-Brown's praises enough. As a highly regarded member of our College, we have truly benefited from her subject expertise and professional experience. Dr. Barringer-Brown's efforts and passions in preparing students to discover the branch of knowledge that deals with systems of government is amazing to witness. For this reason, I strongly encourage you to consider her application for the SCHEV 2023 Virginia Outstanding Faculty Award, as she has significantly demonstrated a remarkable commitment to research, service, and teaching.

- **Marcia Bessick, Ph.D., Professor and Associate Dean (former Associate Vice Provost-Academic Affairs), School of Public Policy and Administration College of Social and Behavioral Sciences, Walden University**

It is based on my interactions with [Dr. Charletta Barringer-Brown] through these professional and collegial collaborations [over the past 4 years, that] I can attest to her record of superior accomplishments that reflect her scholarly acumen, and her unmatched commitment to Virginia State University's mission and student success. She is an outstanding professor. Her methods of educational discovery, integration of knowledge, and service is worthy of recognition. I have

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been extremely impressed with Dr. Barringer- Brown's positive attitude, collegiality, abilities, research and scholarly activities, teaching, and overall job performance.

- **C. Nana Derby, Ph.D., Professor and Department Chair, Criminal Justice, and Sociology-Virginia State University**

FORMER STUDENTS

Dr. Barringer-Brown has maintained a stellar record of scholarly/research productivity, service to her community, and teaching excellence. She has the excellent ability to assist her students in communicating their written thoughts and ideas. She helped me to frame my study design and research methodology during my dissertation journey. Dr. Barringer-Brown is a champion of her students' cause, as a dissertation chair and senior university research reviewer. Dr. Barringer-Brown inspires the student through intellectual stimulation; Dr. Barringer-Brown motivates her students by pointing out that there is more to completing the dissertation than just the material reward. The only reason that I was able to complete the dissertation portion of my degree program in a timely manner was because of the outstanding encouragement and research direction provided by Dr. Barringer-Brown.

- **C. Benjamin Robinson, Ph.D., J.D., Attorney-JE Law-Walden University Class of spring 2016**

Dr. Charletta Barringer-Brown is highly passionate about her teaching and student advisement. She would share her own life experiences and connect them to the class, making it all relatable. She is the first professor in my Virginia State University student career to immerse me fully in community service-learning projects. Her courses were rigorous and helped to strengthen our APA format writing and researching skills, but she always let us know she was there if, we needed her. Dr. Barringer-Brown is a cutting-edge professor. She offers real-world experience, best practices, and a greater knowledge of research methodology in all her courses. She takes the Political Science department, here at Virginia State University to the next level.

- **Mya Ingram, Virginia State University-Class of fall 2022**

COMMUNITY LEADERS

I have worked with Dr. Charletta Barringer-Brown over the past fifteen years to create positive youth development strategies, which have focused on forging positive relationships; strengthening academic, soft and technical skills; cultivating trustworthy, safe spaces; and offering youth opportunities to succeed in meaningful ways. She has showcased our community-based youth violence prevention programs through specifically developed research studies, which have defined the characteristics of positive youth development. She has ensured that our programs have provided a space where our youth are treated as equal partners and engage with their communities, schools, organizations, peer groups and families in ways that are both constructive and have fostered productive outcomes for our program participants.

- **Kimberly Cheatham, Officer, Community Planning Unit, Richmond City Police Department**

Dr. Barringer-Brown is a noted face in our community. She has a brilliant academic background with lots of achievements. She has done outstanding work over the past ten years with the R.E.A.L Girlz Empowerment Program. She has supported our efforts to increase the awareness of youth violence and pregnancy prevention among girls ages 11-19 in the Metro Richmond area. She has proven that she is soulfully passionate about her work with applied research initiatives, and undoubtedly has a thirst for knowledge that has helped us to achieve positive program outcomes.

- **Tammie Mobley, Executive Director, R.E.A.L. Girlz Empowerment Program**