

EXCELLENCE IN TEACHING AWARD APPLICATION

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Letter of Nomination



UNIVERSITY OF
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Franklin College of Arts and Sciences
Department of Linguistics

January 14, 2025

Dear Committee:

I write to highly recommend Meg Fletcher for the Excellence in Teaching Award from the Center for Teaching and Learning. I have primary experience with Meg's teaching as the instructor of record in the classes for which she was a Teaching Assistant, and I know of her independent teaching work through my role as her PhD supervisor. When Meg was my teaching assistant, she was an excellent resource inside and outside the classroom, and many of my students reported back to me how helpful she'd been in individual meetings. Meg also handled multiple lectures in my class with confidence and poise, and I had confidence that she could handle any material in my absence.

However, the focus of this award is on contributions outside of these duties, and Meg has taken the skills and competence I have observed in the classroom and applied them throughout our department and the broader university community. As a case in point, Meg is one of the instructors for our Introduction to Linguistics (LING 2100) course, for which our graduate students take a pedagogy training course. The training course focuses mostly on the content of the class rather than pedagogy broadly construed, so Meg, on her own initiative, developed a training seminar for new TAs as a companion to the existing course. Her new workshop focuses on issues like classroom management, technology incorporation, and diversity of learning strategies—all practical components that have helped to prepare our TAs to be better classroom instructors. The initial version of her seminar was offered this Fall, and she plans to make it into an annual workshop.

To give another example of her contributions above and beyond the expected, Meg originated an entirely new course on Forensic Linguistics for the department, offered in the summer of 2024. This was not a topic we had covered before in the department, so Meg—once again, on her own initiative—proposed and developed this course. She chose the source texts, developed lectures and assignments, and executed a new offering completely on her own, and by all accounts, the course went very well. No student has ever fully developed a course like this in my memory, and it's a testament to Meg's capabilities that she was able to execute it so well.

Lastly, Meg is consistently looking to develop and refine her pedagogical skills. In the Fall of 2024, she was part of the Center for Teaching and Learning's Future Faculty Fellows program—a program which she, again, found on her own initiative and wanted to join. She has recently completed the program and gained a great deal more pedagogical training, which she has been happy to share with the UGA community. As part of 3FP, she has led a number of workshops on teaching-related topics through CTL, passing on the knowledge she's gained. She's also a touchstone in our own department for teaching strategies or problem solving, and she is happy to use what she's learned to assist anyone who needs help. The diffusion of that knowledge has had a noticeable impact on the confidence and capability of our other TAs.

Meg has many other teaching accomplishments, and these examples only give an overview. In short, I can't think of anyone more deserving of a teaching award, and I give her my highest recommendation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jon Forrest', with a stylized, cursive script.

Jon Forrest
Assistant Professor, University of Georgia

Personal Statement

I am honored to apply for the Excellence in Teaching Award through the Center for Teaching and Learning at the University of Georgia. As a fourth-year PhD student in the Department of Linguistics, my time in academia has been shaped by a passion for teaching and a commitment to fostering student engagement and understanding.

My teaching career began during my master's program at UNC-Chapel Hill. There I was a Teaching Assistant and instructor of record for the introductory linguistics class along with developing and co-teaching an innovative course on forensic linguistics. Since then, I have taught at the high school level in North Carolina and higher education in NC and Georgia. At UGA, I have been a TA for several classes including sociolinguistics, phonetics and phonology, and the introductory linguistics class, and an instructor of record for the introductory linguistics class, and phonetics and phonology. I also designed and taught a course in forensic linguistics, where I prepare students to be forensic linguist consultants and expert witnesses for agencies like the FBI and the CIA. I have also given invited lectures on African American English at the Universidade Federal de Alfenas in Brazil and a lecture on the Importance of Preservation and Revitalization of Indigenous Languages at West Brunswick High School.

Despite my extensive teaching experience, I am committed to continuous improvement and have actively sought out opportunities for professional development to enhance my effectiveness as an educator. One of the most impactful experiences in my teaching journey has been participating in the Future Faculty Fellows Program (3FP), a year-long interdisciplinary professional development program for experienced graduate teaching assistants. Through 3FP, I honed my teaching strategies, embraced innovative approaches to student engagement, and cultivated a deeper understanding of evidence-based teaching practices. Additionally, I am pursuing the Certificate in Diversity and Inclusion and have attended numerous workshops and seminars offered by the Center for Teaching and Learning, including the Active Learning Summit, to expand my pedagogical toolkit.

Beyond personal development, I have made a concerted effort to share my knowledge and experiences to support my peers. I regularly mentor fellow teaching assistants by sharing course materials, substituting for their classes when needed, and providing constructive feedback on teaching practices. Recognizing the need for additional preparation for new instructors, I collaborated with a colleague to develop a workshop specifically tailored for instructors of our introduction to linguistics (LING 2100) course. This workshop addresses critical topics such as classroom management, accommodating diverse learners, and navigating required technologies like eLC, filling a gap not covered by the existing pedagogy course. The pilot workshop was well-received, and we have since established it as a recurring program offered before the start of each semester.

My contributions extend beyond individual mentorship. I actively promote the linguistics major through departmental events and classroom visits, lead TA Cafés on teaching-related topics through 3FP, and served as co-chair for the Linguistics Conference at UGA (LCUGA). Additionally, during my time teaching at the high school level, I facilitated a professional development seminar on language biases for fellow educators. These experiences reflect my dedication not only to teaching but also to fostering a collaborative and inclusive academic community.

Teaching Philosophy

I am committed to cultivating a learning environment that goes beyond content knowledge and places emphasis on engagement to provide students with the necessary foundation for connecting and understanding the subject of linguistics. I believe the most important step in fostering a classroom that is fully engaged is having relationships with my students that involve empathy and understanding along with providing real-world application to the material. Focusing on these core principles in my teaching has made my students more engaged in the material and in the long run gain a deeper understanding of linguistics as a science.

Engagement is the cornerstone of effective learning because when students are genuinely interested in the material, they are more likely to participate and retain knowledge. By actively involving students in learning, their curiosity is piqued, and they may even explore enrichment topics independently. To foster this, I employ active learning activities and start each class with an engaging hook that sparks curiosity about the day's topic. While teacher-led instruction is an essential component of learning, activities that promote student-driven exploration are vital for maintaining interest and deepening understanding. For example, in my introductory linguistics class, (LING 2100), I replaced a more traditional lecture on the International Phonetic Alphabet with a scavenger hunt activity. This hands-on approach transforms what was once a passive experience into an engaging and memorable learning opportunity that students thoroughly enjoy.

Building strong relationships with students is integral to fostering engagement. When students feel that I care about them as individuals, they are more likely to invest in the course. I prioritize learning students' names and details about their lives early in the semester to create a sense of connection. At the beginning of the term, I have students fill out index cards with their preferred names, pronouns, and other personal information, such as where they're from, their year in school, and a fun fact. I attach their pictures from Athena to these cards and study them until I know each student by name. Additionally, I begin each class with a daily question, which not only helps me learn their names but also shows that I value their unique perspectives. By becoming familiar and developing relationships with my students, I notice when they are absent or struggling. This reinforces the message that they are an important part of the classroom community, and prevents them from feeling like they could just disappear if they are struggling and entices them to engage with the material and participate in class.

Empathy is a critical factor in creating an engaging classroom, as external challenges can often prevent students from fully participating. When students sense that I am empathetic and understanding of their situations, they feel supported and are more likely to stay engaged when they can. I demonstrate empathy through activities like end-of-class surveys and exam wrappers, which provide students with opportunities to express their concerns and reflect on their learning. The end-of-class surveys allow shy students to voice opinions and questions they might otherwise withhold, while the exam wrappers give students with test anxiety a chance to recover some points and reflect on how external factors impacted their performance. These activities not only enhance engagement but also create a classroom culture where students feel valued and understood.

To keep students engaged, it is essential to show them how the material connects to their lives outside the classroom. When students see the **real-world application** and relevance of a course, they are more motivated to participate and learn. I ensure that each lecture includes a

“Why does this matter?” slide, explicitly linking the content to the real world. For instance, my forensic linguistics course – one of my most ambitious endeavors – is entirely centered around real-world scenarios. In this class, students work on projects that mirror the tasks they would undertake as professional forensic linguists. By demonstrating the practical value of what they are learning, students stay engaged and are better able to appreciate the significance of their coursework.

Engagement lies at the heart of my teaching philosophy, and I believe my effectiveness as an educator improves when my students are engaged. By fostering engagement through active learning, building meaningful relationships, showing empathy, and emphasizing real-world applications, I create a classroom environment where students feel inspired, and supported, and therefore more invested in their learning. These strategies not only enhance the educational experience but also empower students to take ownership of their learning journey. My goal is to ensure that students leave my class not only with knowledge but also with the confidence and skills to apply it in meaningful ways, both academically and beyond.

Description of Courses Taught at UGA

As Instructor of Record:

Study of Language (LING 2100)

7 Sections total, 30-32 students each section

Semesters Taught: Spring 2022, Fall 2022, Fall 2023, Fall 2024

Course Description: Introductory course on the scientific study of language for majors and non-majors. A prerequisite for other LING courses and fulfills general education requirements.

Responsibilities: I developed all lectures, activities, and assessments and executed these in class. I was also responsible for all grading and managing the eLC page. I developed new active learning activities for this class and implemented reflection strategies for my students (see *Innovations* section).

Phonetics and Phonology (LING 3060)

1 section, 33 students

Semesters Taught: Spring 2024

Course Description: Required class for the linguistics major discussing the basic principles of speech sounds and patterns in languages. Also gives a credit for cognitive science majors.

Responsibilities: I developed all lectures, activities, and assessments and executed these in class. I taught students how to use the software Praat and had my students utilize the linguistics lab for recordings. I was also responsible for all grading and managing the eLC page. One of the only PhD students to be an instructor of record for a 3000-level course.

Special Topics in Linguistics – Forensic Linguistics (LING 4940)

1 section, 12 students

Semesters Taught: Summer 2024

Course Description: A novel course for UGA that I developed. This course introduced students to the field of forensic linguistics and gave a broad survey of linguistic techniques with a focus on practical application with a case study approach.

Responsibilities: I developed everything from course objectives to final projects for this course. This was a hands-on case-study course so many of my responsibilities were making case studies and teaching students methods to analyze forensic sound clips, texts, and present these findings as an expert witness in a trial.

As Graduate Teaching Assistant:

Phonetics and Phonology (LING 3060) – Under Dr. Jon Forrest

Fall 2021

Responsibilities: I graded all assignments and provided feedback and assistance for students that needed additional help. I also taught class when the instructor was absent.

Sociolinguistics (LING 4860) – Under Dr. Jon Forrest

Fall 2021

Responsibilities: I graded all assignments and provided feedback and assistance for undergraduate students that needed additional help. I also taught class when the instructor was absent.

Study of Language (LING 2100E) – Under Dr. Vera Lee-Schoenfeld

Summers 2022, 2023

Responsibilities: For this online course, I helped with course design (eLC components), and assessment development. Also hosted office hours, and graded materials. There were 6 TAs assigned to this course.

Explanation of Innovative Teaching Projects and Roles

Forensic Linguistics Class (LING 4940)

There has been a shift in the field of Linguistics to prepare students for careers outside academia. Having this in mind, I developed and taught a novel course, forensic linguistics, to help prepare those interested in jobs as consultants and expert witnesses for government agencies, like the FBI and the CIA. This subfield of linguistics is a special interest of mine, and after surveying students' interests, I proposed the course to our department head, and it got approved for a summer course for summer 2024. I had 12 students (including auditors). I created everything from course objectives to the final project. The course was a hands-on, case-study-based class outlining the different components of the field from analyzing acoustics, to analyzing forensic texts, to presenting their findings as an expert witness in a mock trial. The course was a success, and all the course evaluations mentioned that it should be a semester-long course. Therefore, it is in the works to become a permanent class in the department.

Sample of Student Work

I would consider the most unique aspect of this class were the projects for each section. They were real-world application projects that had students analyzing data as they would if they were in the field as forensic linguists. For the first section, acoustics, the students each recorded two friends to develop a pool of "suspects" and then I chose and edited one of the recordings so then the students had to use their acoustic analysis skills to determine which person from the pool was in the recording. For the second section, textual

- Document One – Known Text Message from Kerri

The messages on the first document include mention of doing well on a test "My test went well" and knowledge of the reason that she would be visiting home "Are you ready for your speech" and "it's going to be great" in reference to the speech.

- Document Two – Suspected Text Message from Thomas (not Kerri)

The text on the second document contains features atypical of Kerri Wilson's writing style. This text has the word "mom" not "mama," "Hi dad-" instead of "Hey" offset by a dash, "Hey" is an informal greeting, and "Hi" is not, so it is abnormal for Kerri to switch to a more formal greeting (grammarhow). Phone conversation is the least formal kind of communication (see Appendices 1), which makes it more abnormal that Kerri Wilson switches from a less formal greeting to a more formal one (Heylighen). This text also features longer sentences than Kerri's messages, averaging 13 words per sentence. Another important and unique phrase that the text contains is "to sort my life out." According to Google Ngrams data this is a less common expression of the phrase (see Appendices 2.)

- Document Three – First Ransom Note

Document three is the first ransom note. It contains an introduction, "Wilson family -" offset by a dash. The dash is an uncommonly used punctuation marker, "The use of the dash increased after 1750, then reached its peak (about 0.35%) in 1860, but afterwards continued to drop up until the 1950s before starting to fluctuate between 0.25% and 0.275%." (Sun and Wang), and it is a recurring feature of writing I suspect is Blackwell's (as it is also present in the text). The rarity of the dash means its presence at the end of greetings is distinct. The ransom note has long sentences averaging 8 words per sentence and addresses the following topics in the listed order: Kerri, money, location, and a threat. This note also contains the same unique phrase "she need to sort her life out" as the text message.

I: A students Final Write-Up for Case Study

analysis, the students each got a different case study with a forensic text (based on real cases) and they had to analyze the data as they had been taught in class. Then, for the last section (expert witness training), they had to defend their findings from their case study at a mock trial. The mock trial was led by myself (the “judge”) and two law students (the “prosecutor” and “defense”) from UGA who had volunteered to help me during the class. Each case study was presented, and the students used their training from class to act as expert witnesses for the “case”.



2: Students participating in the Mock Trial

Sample of Teaching Materials

To prepare students for their projects, many of the homework assignments and in-class activities were also hands-on and case-study based. I needed a fairly large number of case studies for in-class activities and there were not enough real cases. Therefore, I used Chat GPT to create some of the cases for the students to analyze. I also recorded many friends and family for my students to analyze during the acoustics section. To prepare the class for a mock trial, I had my students watch court testimony from several expert witnesses and prepare their court memos based on the questions they had seen asked in the videos.

Instructions: As students walk in, give them slips of paper with a case (by Chat GPT) and have four corner of the room marked with:

1. Speaker Comparison (if suspect is cooperative or have recordings)
2. Voice line-up
3. Speaker profiling and/or presentation of unknown speaker voice in media
4. Regular Witness Statement

Have students examine their cases and determine which analysis would be best suited for their case. Then, have them stand in the appropriate corner.

Cases: Print the first half for the students and the second half for me (and can give them after they choose and explain correctly)

Speaker Comparison: **The Mystery of the Midnight Marauder**

****Incident:**** A series of break-ins occurred in a quiet suburban neighborhood, always at midnight. During the last incident, a hidden home security system captured a voice recording of the perpetrator issuing commands to an accomplice.

****Evidence:****

- ****Perpetrator's Recording:**** The security system recorded a deep voice with a southern dialect, saying, "Quick, grab the valuables and let's get out of here!"

- ****Suspect's Previous Recordings:**** The police have several voice recordings of a suspect, Carl Lassiter, from his local radio show. His voice is also deep, and he has a similar regional accent.

****Outcome:****

3: Sample of the ChatGPT- generated case studies and activity

Please take a few minutes to make an objective evaluation of your instructor's teaching. Your instructor will not see your evaluation until after your grade has been recorded by the registrar.

[Excellent]

Meg was an excellent teacher who explained material in an understandable and engaging way. She kept the class consistently engaged, and provided valuable feedback on assignments.

The only reason this class suffered at all was because it was not given enough time to expound deeply on all of the information that was covered. This course should be a semester-long course.

[Excellent]

The way she teaches is so incredibly interactive and fun! Not only was this class a pleasure to attend and participate in. The only problem with the class is that it was not a full-semester course. My whole class adores Meghan and I think that no one could ever teach this topic as well as she did!

[Above Average]

Meg does a wonderful job at making this course engaging. I wish the course was longer so we would have more time to intake the information and get everything out of the content. The forensic phonetics section was kinda hard and I would have like more time to ask questions and see more examples

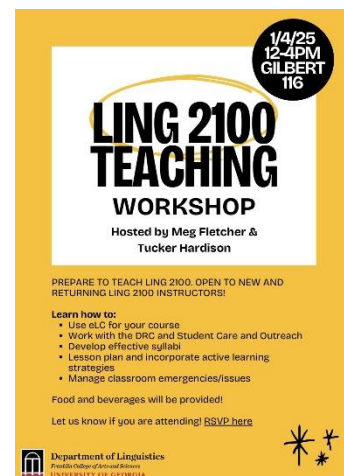
Student Course Evaluations: The course was a success, and all the course evaluations mentioned that it should be a semester-long course. Therefore, it is in the works to become a permanent class in the department.

LING 2100 Workshop

Me and a colleague (Tucker Hardison) developed a workshop for new LING 2100 TA's. Several TAs had expressed feeling underprepared for their teaching responsibilities, often lacking

specific training on areas like course planning, eLC management, accommodating students with diverse needs, and managing crisis situations in the classroom. While the department GRSC course provides valuable *content* knowledge for LING 2100, it did not cover these teaching concerns. We had also personally mentored multiple TAs who had expressed a need for additional guidance. We believed a workshop before classes started could help address those issues. We proposed this workshop and got approved to run the first one in January (before the 2025 spring semester).

This workshop, now a recurring and mandatory event for new 2100 TA's, gives instructors tips on how to build an eLC page, how to create a good syllabus, how to accommodate students through the Accessibility and Testing services (formerly DRC), how to lesson plan, and how to deal with any crises or difficulties in the classroom. During the workshop, teachers had time to create these materials and have us look them over or troubleshoot. We also provided a scenario section where we provided difficult things that had happened in our teaching and had the instructors brainstorm what they would do, then we talked about how we handled things and how they could have handled them. The reviews for the workshop were overwhelmingly positive and we will be hosting the workshop again before the fall semester.



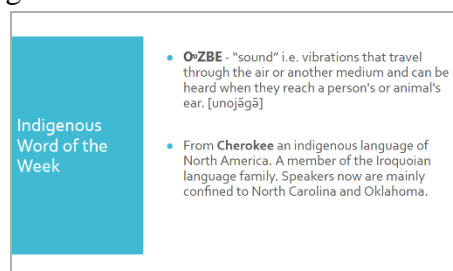
4: Flyer Advertising the Workshop

TABLE OF CONTENTS	
1	Tips and Tricks for eLC
2	Accessibility and Accommodating your Students
3	Building a Syllabus that Saves you from Emails
4	Lesson Planning and Active Learning
5	FAQ for all Issues

5: List of Topics Covered in Workshop

Promoting Social Justice in the Linguistics Classroom (LING2100)

In designing my course for Ling 2100, I wanted to make certain that I included a broader aspect of Linguistics. Most textbooks give a very Eurocentric view of teaching linguistics, and I use data from minority languages to be more inclusive and to spark conversations about these languages. I also included an “indigenous word of the week” in class as part of the International Decade of Indigenous Languages (<https://www.unesco.org/en/decades/indigenous-languages>). This is a fun way to bring up these indigenous and oftentimes understudied languages and discuss linguistic prejudice, linguistic coloniality, and hopefully promote linguistic justice among my students at the very least. Lessons and activities were designed that invited learners to work with indigenous language data anytime we had datasets. For example, the books datasets for the phonology section only had data from English, Spanish, and French. I replaced those with datasets from Inuit, Cree, and even made one for Zulu (since I had studied Zulu as part of the Fulbright-Hays Group Project Abroad). I believe that my course teaching has been commended not only because of the quality of my teaching abilities, but also because of my initiative to promote critical thinking about language in the very first course UGA students take in Linguistics.



6: Sample of Indigenous Word of the Week

Implementing Reflection Strategies

I wanted to implement reflection in my students' learning and study habits. I had two activities in my class that helped my students reflect. The first was an exit ticket/end of class survey. After each class, my students filled out an anonymous google form that had reflection questions and a section where the student could ask any questions they had. The second was implementing exam wrappers after tests. These exam wrappers had the students go through the wrong answers from their tests with other peers and then reflect on study practices for the next tests. These reflection strategies are not only beneficial for the student's learning process, but they allow me to have a bit of insight into their educational understanding as well as their personal well-being. I believe students will be more engaged in a class where they are seen as a person and not just a number on a roster.

Sample of Teaching Materials

The end-of-class survey served two crucial purposes in my class. First, it provided a safe space for students who were too shy to ask questions during class to voice their concerns or inquiries. Second, it encouraged students to reflect on what they had learned and identify areas where they might need further clarification. By reviewing their responses, I could pinpoint any material that was unclear and address additional concerns or feedback raised by the students. For example, early on I received feedback that things I wrote on the board while lecturing were not on the slides, and they would like to go back and look at them, so I made a discussion post section on eLC where I posted pictures of everything I had on the board and students could comment questions if they had them. In other words, the end of class survey has helped me adapt to students' needs in each course.

Sample of student work

The exam wrappers were post-exam activities where students reviewed their incorrect answers, reflected on the reasons behind their mistakes, and considered study habits that could have improved their outcomes. I returned the completed wrappers to the students and encouraged them to revisit them before the next test. Many students reported that this practice significantly improved their test performance. These helped me identify which students were struggling and pinpoint sections of the exams they found difficult or disliked. I believe these activities also benefited students with test anxiety by allowing them to reflect and recognize that they truly did understand the material, even if during the exam they could not recall. Additionally, I offered a few extra points on the exams for completing the wrappers, which helped ease their anxiety by providing a constructive opportunity to improve their grades post-exam.

The screenshot shows a Google Form titled "Exit Ticket/Feedback Form". The instructions say "Please fill this out after class everyday so I know if you have questions/are struggling". The form is associated with the email "mega.meg15@gmail.com" and is marked as "Not shared". It contains three questions, with the first two marked as required (indicated by a red asterisk):

- Question 1: "What did we learn today that you are still unclear about? What will help you become more clear?"
- Question 2: "What did we learn today that you felt good about? Something you really understood."
- Question 3: "Are there any other questions/comments/concerns that you want me to know before next class? Put your name if you would like a follow-up from me!"

7: End-of-Class Survey

The image shows a handwritten "Exam Wrapper" form. It includes a table for tracking study habits and a section for reflection. The table has columns for "Study Habit", "Frequency", and "Percentage". The rows are:

Study Habit	Frequency	Percentage
Studying textbook sections (not for exams)	2-3x	100%
Reviewing homework	1-2x	100%
Studying practice problems	1-2x	100%
Reviewing the Study Guide	1-2x	100%
Other		100%

Below the table, there is a section for "Please specify" with the handwritten word "Coping".

There are also two questions with handwritten answers:

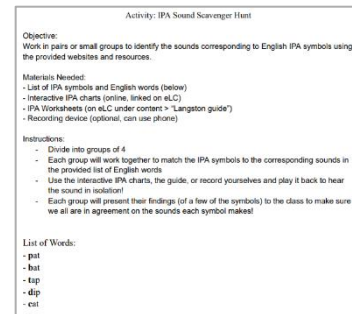
- Question 6: "Did you use the study guide? If so, how?" Answer: "Looking over problems"
- Question 4: "When do you plan to start studying for the next exam?" Answer: "As I learn the material"

At the bottom, there is a question: "About how much time did you spend taking the test? How did you take it? (i.e. all in one sitting? A little bit here and there, etc?)" Answer: "All in one sitting"

8: Sample Page from Exam Wrapper

Active Learning Activities

To keep my classes engaged, I employed active learning in almost every class. I found that when employing active learning strategies, students were more willing to participate, be engaged, and learn. In LING 2100, one of the active learning activities that has truly changed the first two weeks of class, is the IPA scavenger hunt. During the first two weeks of 2100, the students need to learn the international phonetic alphabet. In the past, I had tried teaching the students each symbol and sound and it was not engaging, and I received feedback that students were bored and unhappy with the lecture. Now, I have students work together to discover the sounds for the symbols themselves. I give them each symbol and several interactive websites for the IPA, and they work to find the symbols, hear the sounds from the websites, and then apply what they learned to match the symbols to sounds in particular words. My students have loved this activity, and I have shared it with many of my 2100 instructor peers, who have also had great success in their classes.



9: Sample Page from IPA Scavenger Hunt



10: Students enjoying Active Learning

Evaluation of my Teaching

Quantitative Results

Instructor Rating	LING 2100	LING 3060	LING 4940
Excellent	79% (153 / 193)	58% (14 / 24)	67% (2 / 3)
Above Average	16% (31 / 193)	42% (10 / 24)	33% (1 / 3)
Average	5% (9 / 193)	0%	0%
Below Average	0%	0%	0%
Poor	0.5% (1 / 193)	0%	0%

Student Evaluations

Overall:

- "I was honestly really worried and anxious about taking this course because I had heard linguistics was very difficult and the professors strictly lectured, so it was difficult to learn. After a month of being in linguistics with Professor Fletcher (Meg), I fell in love with learning about linguistics. It's not required for my major but taking this course from Meg made me realize that I for sure want to pursue a career in speech pathology and maybe even add a Linguistics minor. :) Through daily discussions and interesting lectures this was by far one of my favorite classes in college so far (...) - LING 2100, Spring 2022*

- *“If I could choose Meg to teach every class, I would. She is kind, compassionate, and intentional within her teaching. (...) She genuinely cares for each of her student's wellbeing and understands that not only are we taking her class, we are also human beings that have things come up and take other courses. Meg is an angel and if she plans to teach in the future she will be making the future of UGA's Linguistics program so much better.” - LING 2100, Fall 2023*
- *“I enjoyed this course and believe that Ms. Fletcher's teaching is far above average. During lectures she ensures that all concepts and ideas are well understood by everyone. She has no issue re-explaining a concept several times over. (...) One of my top 3 professors that I have had the pleasure of taking here at UGA.” - LING 2100, Fall 2023*

Engagement:

- *“...Meg uses a lot of pop culture references and encourages students to engage. I genuinely loved this class. I was briefly entertaining delving further into Linguistics and I doubt that this will be the last time I entertain that idea. (...) Meg made Linguistics intriguing and fun!” - LING 2100, Fall 2023*
- *“By having the class talk in small groups and having students actively participate in activities and answering questions, she kept the class engagement up. I would highly recommend her to any student wanting to take not just this class but any Linguistics class that she teaches.” - LING 2100, Spring 2023*
- *“I could not recommend Meg Fletcher more. She did an excellent job at teaching the course information while making it engaging and understandable. Meg was always willing to answer questions and reexplain information in a way easier to understand if needed. She implemented engaging activities, videos, and resources to make the material engaging and enjoyable. Going into the class, I did not expect to enjoy it as much as I did, and I credit my enjoyment of the class to Meg and her teaching style.” - LING 2100, Fall 2024*

Empathy:

- *“Best instructor ever like it was literally new to me since I was from India. This class was gonna be tough for me in language and pronounce preferences, but her teaching skill made the environment so easy and comfortable for any student to adapt to the class and learn everything in an easy way.” - LING 2100, Spring 2022*
- *“I genuinely loved this class so much. Meg was really good at describing things in class, and she took the time to listen to our questions. The class wasn't stagnant, and if we were learning things in class and it took longer than anticipated, she would rearrange the schedule to make sure we were all on the same page. She was always offering office hours, and she was flexible if it was out of my availability. Sometimes it's rare to have teachers that genuinely make you feel like they care, and Meg definitely made the class feel alive and important. She took the time to hear us, and her love for linguistics made*

me pick up a minor halfway through the semester. Any class she teaches while I'm at UGA I will definitely be taking.” - LING 2100, Spring 2022

Relationships:

- *“...Apart from teaching, she was an incredibly understanding and caring person that truly showed that to her students. She helped us through personal situations and would always be available to talk about things in person or over zoom. I appreciated that she understood our problems in a very human way and didn't expect us to be perfect with everything.” - LING 3060, Spring 2024*
- *“Meg was incredible! So sweet and kind and caring, and went above and beyond to ensure we learned something. She even instated an anonymous end-of-class survey each day for us to submit things we understood or had trouble with, which was very sweet for those who felt too shy to ask questions out loud. Amazing teacher, consistently went above and beyond, was very accessible via email. Hire this woman.” - LING 2100, Fall 2023*
- *“Ms. Meg was a wonderful professor. She was passionate about the content she was teaching and did her best to keep class entertaining. (...) She also cared deeply for students beyond the academic atmosphere. You could go to her for anything, and she was always willing to listen and give advice. She had a weekly feedback form for us to fill out so she could see what material students were struggling with so she could recover the material the following class period.” - LING 2100, Fall 2024*

Real-World Application:

- *“I loved taking a class from Professor Fletcher. She obviously cared a lot for the course and tried to always make class engaging, always relating back the content to real life.” - LING 2100, Fall 2023*
- *“I very much enjoyed how relatable she made the content. It made the class very enjoyable. It wasn't just theoretical, it was real.” - LING 2100, Spring 2022*
- *“I felt that the instructor was very helpful in how she covered the material. She explained things well verbally, visually, and provided audio samples whenever was necessary. There were a lot of engaging homework assignments which encouraged critical thinking, application of skills and material, and also served as great opportunities for teamwork. The instructor is very lenient and patient overall. The class was a lovely experience.” - LING 3060, Spring 2024*

Faculty, Peer, CTL

Peer Evaluation:

- *"Meg is a dedicated and talented instructor. She has purposefully developed skills that allow her to engage with her students where they are at in their knowledge of language. This ability is particularly helpful in Linguistics 2100, as many of the theories and their applications covered in the course are completely novel to the students. I personally saw*

these skills when she was a guest presenter in two of my courses. Meg helped my students connect linguistics to real-world scenarios, remaining after the class period to answer questions one-on-one. She is a fantastic instructor." Vanessa Swenson, PhD student, Instructor, former 3FP member

Faculty Evaluation:

- *"Meg is an exemplary TA in the Department of Linguistics. Her students always enjoy her teaching style. Her lectures are very informative, engaging and well organized. She makes all the linguistic subjects interesting and fun. Meg has also developed many innovative teaching methods to enhance her teaching. Moreover, she shares her knowledge with other TAs in the department. In the beginning of this semester, she offered a workshop for the new TAs teaching them how to better use eLC, accommodate students, build syllabi, and incorporate active learning in their lectures. She truly is a role model demonstrating a high standard for other students."* – Mi Ran Kim, Senior Lecturer in Linguistics and Evaluator of LING 2100 TAs

Mid Semester Formative Evaluation (2/20/2024):

- *"[students responded that a strength of the instructor was that she] keeps class interesting, encouraging, + enthusiastic (we are engaged in class)."*
- *"[Meg is] kind, and non-judgmental when teaching, providing feedback, and answering questions. [she is] Patient, definitely cares."*
- *"The positive feedback that they gave you was met with 100% agreement in our large-group discussion. You're doing a great job."* (note from Kelly Ford)

Professional Activities, Professional Development, Training, and Experience Related to Teaching at UGA and Outside

UGA Future Faculty Fellows Professional Development- CTL

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|--|---------------|
| • Leadership – TA Café Leader: Managing Hot Topics | 3/25/24 |
| • Leadership – TA Café Leader: Building Your Toolbox for Effective Instruction | 9/4/2024 |
| • Leadership – TA Orientation Panel Speaker | 8/13/24 |
| • Leadership – Spring Teaching Celebration | 4/3/24 |
| • Future Faculty Fellows Professional Development Trainings- CTL- UGA | |
| ○ Final 3FP Reflection: Moving Forward | 12/6/24 |
| ○ Effective Teaching at any Scale (Melissa Landers-Potts and Sabrena Deal) | 11/8/24 |
| ○ Holistic Student Experience (Michelle Cook) | 10/25/24 |
| ○ Overcoming Resistance in the Classroom (Kelly Ford) | 10/11/24 |
| ○ Thriving in Academia (Dean Ann Stenport) | 9/13/24 |
| ○ Cultivating Collaboration and Community Building (Kelly Ford) | 8/30/24 |
| ○ Fall Retreat: Course Design Bootcamp (Kelly Ford) | 8/8/24-8/9/24 |

- Spring Retreat: Generative AI in the Classroom (Meg Mittelstadt) 5/13/24-5/14/24
- Alumni Panel (former 3FP members) 4/12/24
- Teaching Outside the Box Panel (Drs. Stefaniak, Skoba, Seok, Clay) 3/15/24
- Non-Tenure Track/Alternative to Academia Panel 3/1/24
- Active Learning Summit: World Readiness and Active Learning 2/16/24
- Cover Letter Development (Gary Green) 2/2/24
- Mentor Relationships (Anne Schaffer) 1/19/24
- 3FP Kick-Off Retreat: Building your Teaching Persona 1/4/24 – 1/5/24

UGA Center for Teaching and Learning (CTL) Professional Development and Trainings

- Microteach Facilitator (with Kelly Ford) 11/20/24
- TA Café: Classroom Etiquette: Managing Incivility, Disruption, and Distress 2/23/24
- CDI Certificate: Diversity at UGA - Beyond the Numbers 4/21/23
- Graduate Student Writing Retreat 3/19/23
- GradTeach Workshop: Creating a Syllabus for a More Inclusive Class 3/25/22
- TA Orientation 8/17/21

UGA Academic Pedagogy Semester Courses

- GRSC 7770 – Graduate Teaching Seminar (Linguistics pedagogy) Fall 2021
- GRSC 8550 – Responsible Conduct (ethical research and teaching) Fall 2021

Invited Guest Lectures

Dialect Variation in Southern US 11/10/23
Universidade Federal de Alfenas

- Invited to speak to a Phonetics/Phonology class about dialect variation in the South and how this relates to dialect variation in Brazil

Language Bias in the Classroom 2020-2021
West Brunswick High School, NC

- Invited to lead several professional development meetings for high school teachers on how to combat linguistic biases and discrimination in the classroom

What is Linguistics? 1/19/2020
University of North Carolina at Chapel Hill

- Invited to speak to Carolina Honors students during their Food for Thought event. Discussed linguistics, my research, and potential opportunities in the field

The Importance and Preservation of Indigenous Languages 10/25/19
West Brunswick High School, NC

- Invited to speak to six different high school Spanish classes as part of the International Year of Indigenous Languages

UGA Professional Activities Related to Teaching

- LING 2100 Workshop Spring 2025 (and recurring)
 - Developed and led a workshop along with a colleague (Tucker Hardison) that taught new TAs how to use eLC, accommodate students, build syllabi, lesson plan, and handle classroom crises.
- New Course Material Development Summer 2023
 - When the department chose to use a different textbook for the LING 2100 class, I helped develop new materials for the new book including PowerPoints and activities.

- Promoting Linguistics Major Spring 2023 – present
 - I have volunteered to promote the linguistics major in all the 2100 classes by developing and presenting a presentation to highlight the benefits of a linguistics major and promote the different courses being offered.
- Student-Faculty Liaison Fall 2023, Spring 2024
 - Attended monthly faculty meetings and relayed meeting topics to graduate students and brought up any graduate student concerns.

Outside Professional Activities Related to Teaching

- Zoom Series: Race and Racism in the Spanish Language Classroom (FIU) October 2022
 - Discussed colorism in Latino culture and how this is reflected in Spanish language learning materials. Developed strategies for Afro-Latino representation in the classroom and in learning materials.
- Indigenous Knowledge Systems Lectures (University of Zululand) Summer 2023
 - Weekly lecture series during my time in South Africa as part of the Fulbright-Hays Group Project Abroad. These lectures were about how Zulu professors are including “ubuntu” in their teaching. Literally translated, “ubuntu” means “I am because you are,” essentially reciprocal altruism; it is a culture of sharing and helping everyone achieve. This culture is reflected in their teaching methods.

Teaching and Teaching-Adjacent Honors and Fellowship

- *Outstanding Teaching Assistant Award* Spring 2024
- *Future Faculty Fellow* Spring and Fall 2024
- *Recipient of the [Spotlight on Inclusive Excellence](#)* Fall 2023
- *Fulbright-Hays Recipient for Zulu Group Project Abroad (South Africa)* Summer 2023
- *UGA Graduate School’s Presidential Fellowship Recipient* 2021-present
- *Phi-Beta Kappa* 2018-present
- *Marc Adam Eisdorfer award in Linguistics (UNC-Chapel Hill)* 2018



11: Outstanding Teaching Assistant Award

12: Guest Lecture on Indigenous Languages at West Brunswick High School



13: 3FP Cohort