

NOMINATION COVER SHEET
2008 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Bridget LeAnn Anderson	Preferred First Name: Bridget
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: Old Dominion University	Academic Discipline: English, Linguistics
Rank/Position Title: Assistant Professor	Specialization/Field: Sociolinguistics
Year Rank/Title Attained: 2005	Type of Terminal Degree: Ph.D.
Years at Institution: 2	Year Awarded: 2003
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Please check only one box

RESEARCH/DOCTORAL INSTITUTION NOMINEE:
MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:
TWO-YEAR INSTITUTION NOMINEE:
RISING STAR NOMINEE:
TEACHING WITH TECHNOLOGY NOMINEE:

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President or Chief Academic Officer

Signature: 

Printed Name: **Thomas L. Isenhour, Provost**

Mission Statement

Old Dominion University

The Mission of Old Dominion University is as follows:

“Old Dominion University promotes the advancement of knowledge and the pursuit of truth locally, nationally, and internationally. It develops in students a respect for the dignity and worth of the individual, a capacity for critical reasoning and a genuine desire for learning. It fosters the extension of the boundaries of knowledge through research and scholarship and is committed to the preservation and dissemination of a rich cultural heritage. Old Dominion University is old enough to value tradition yet young enough to facilitate change. In a spirit of creative experimentation, innovation, and technology, the University is ready to meet the challenges of the twenty-first century.”

The Mission Support section of the mission statement describes in detail the principles and practices that underlie the University’s undergraduate and graduate teaching, research, and service missions: a sound general education program; critical thinking; diversity; academic freedom; serving the needs of the local, national, and international communities, including military members and their families; and collaborating with government, industry, and alumni. Finally, the Major Goals of the University are described under the following headings: Students; Faculty; Academic Programs; Teaching; Research, Scholarship and Creativity; Distance Learning; Lifelong Learning; Community Service; Student Life; Alumni; and Quality.

A complete statement of the Old Dominion University mission may be found at:
<http://www.odu.edu/ao/affairs/catalog/catalog.htm>

Summary of Accomplishments

Teaching

Dr. Bridget Anderson's teaching reflects the Mission of Old Dominion University. In the classroom, she pushes the boundaries of her students' knowledge through the incorporation of research and scholarship into her pedagogical practices; she encourages her students to think for themselves and to pursue truth; she values the dignity and worth of every individual voice; and she includes students as researchers, teaching them skills beyond the classroom. Dr. Anderson includes her vision statement as part of the syllabus for every course she teaches:

I want my classroom to be characterized by creative excitement and creative thinking. We are all students, and we are all teachers. I am committed to fostering an enthusiasm for learning. My goal, both in and out of the classroom, is to cultivate understanding of the needs and opportunities in the fields of linguistics and English language studies. I seek to communicate their relevance to the larger academic community and to society and I hope that my students will choose to do the same... What matters is not what we get out of the course. What matters is *what we become* during our time together. ...; You will never again view language as a passive observer. I also hope to motivate and inspire you to use what we learn together to solve "real world" problems involving language. I believe that my students will use their linguistic skills and awareness to make positive contributions to society long after our time together is over.

Students who evaluate Dr. Anderson's teaching style attest to the way she brings her mission and vision to each of the classes she teaches. Some of the students in her fall '05 English and Linguistics courses noted that "She really relates everything to everyday life..." and that (she has an) "ability to make all of the course material seem interesting and important in relation to everyday life." It's her reminder to her students that they are "living right within the laboratory of language" that seems to resonate with them. One of her fall '06 Linguistics students wrote that "Dr. Anderson brings linguistics to everyday life. She can make the most gruesome technical material fun, enjoyable, and easy to understand." Another student noted that "everything she taught us related to the real world and could be used or observed in almost every conversation we participate in." It's that real-world application of her teaching that students seem to appreciate. One commented on the way that "Dr. Anderson brought us all out of our shells and sent us into the world to do real life activities which were priceless."

Students also describe Dr. Anderson's enthusiasm both for linguistics and for teaching. Students in her American English and Introduction to English Linguistics courses in Fall '06 noted that "her passion and love for teaching comes across each class. It's as if she never gets tired of teaching" and that "her laughter and enthusiasm and passion are outright contagious!" One even commented that "every day in class I learn something new, and for the first time in my 5 years at ODU I feel like I truly take away a lot from the class on a DAILY basis." While she is thrilled to be able to imbue her Introduction to English Linguistics students with the same enthusiasm for linguistics as a tool in the real world that her early professors were able to offer her, it is her graduate Phonology and Sociolinguistics students whose comments, perhaps, best reflect on her passion as a professor. One wrote in Spring '06, "The most positive thing about the instructor is her enthusiasm for the subject of phonology/phonetics and linguistics in general. She has no trouble keeping the class engaged in the discussion and excited about the class."

Taking advantage of Old Dominion University's location is in what is coming to be known as "the historic triangle," Dr. Anderson invites her students to learn more about the uniquely-

structured local dialects, many of which have long-time, deep American roots. The students participate in her Tidewater Voices Community Language Study, whose goal is to allow the people of the Tidewater region to tell their own stories, in their own words and in their own language, thus providing a living cultural and linguistic history that captures what makes this historical region distinctive from all of the other parts of Virginia and the rest of the nation. Students are trained to create archival-quality recordings, to conduct linguistic analyses, and to write descriptions of Tidewater dialects (which are unique among varieties of American English). Several of her graduate students have gone on to present their research on Tidewater dialects at the top conferences in the field.

In Dr. Anderson's view, it is vital that students be (and feel that they are) part of the knowledge production that defines the University. Students report on their pride at being part of a large community project: "Dr. Anderson's emphasis on fieldwork combined with readings made this course a productive learning experience." Another noted that "the focus on the actual work of linguists was extremely important. There is no substitute for learning by doing, and the emphasis on that practice was very helpful."

It is their pride, both in their own dialect and in their work to investigate and describe other dialects, which Dr. Anderson's students most often mention in their evaluations of her courses. One of her graduate Sociolinguistics students reported, "I love how Dr. Anderson believes in us, encourages us in original research and has faith that we will publish. Even the belief that we can accomplish these things is highly encouraging in doing our work. To believe that your work matters, makes you want to do the best you can possibly do."

Dr. Anderson's research and teaching work in tandem to benefit both the community and her students. She involves her students in her community language studies and works with them so that they can become researchers themselves. One student mentioned that "she manages to be both student-focused and research-focused at the same time." Another graduate student noted that she "was incredibly accessible both intellectually and personally. It was obvious that student success was very important. [She] strived to assist us in any way possible so that the final product of our semester-long project would be equal to anything else in the field." It is her belief that encouragement and support open doors and offer her students further education and a life of continued learning. As one of her Graduate Sociolinguistics students commented, "She encourages her students to reach high and achieve, and she always shows great faith in her students' abilities to do so."

Discovery

Dr. Anderson's scholarship also embodies the spirit of Old Dominion's Mission. It promotes the advancement of knowledge and pursuit of truth about the nature and patterning of vernacular dialects of American English and proposes a set of principles that Dr. Anderson argues governs language variation and change in sound systems. Her commitment to ethnographic fieldwork demonstrates her respect for the dignity and worth for the individual. Archives of oral histories in each of the communities, in which she and her students work, helps preserve rich cultural heritage.

Professor Anderson is nationally and internationally recognized for her work in the sociophonetic analysis of vernacular dialects of American English, including Detroit African American English, Southern migrant speech in Detroit, Southern English, Smoky Mountain English, and Cherokee English. Her research investigates the social meaning of the fine-grained acoustic phonetic detail (voice characteristics and pronunciation features) present in everyday, conversational speech, as speakers use subtle pronunciation features in order to situate

themselves in social worlds. Dr. Anderson's research demonstrates the ways that acoustic cues carry different social/ideological information over time, space, socially meaningful groups, and for individuals.

Her first book, *Migration, Accommodation, and Language Change: Language at the Intersection of Regional and Ethnic Identity* (Palgrave Macmillan, 2008) examines the linguistic consequences of the "Great Southern Migration," the largest internal migration in US history. In the early decades of the twentieth century, large numbers of African American and White Southerners migrated from the rural South to the urban Midwest to work in factories. Although these two migrant groups are separated by ethnicity, they share a regional affiliation with the South as homeland and they maintain rural cultural characteristics and traditions.

This situation provides a unique opportunity to examine the myriad ways in which the interaction of ethnicity and regional affiliation give rise to systematic patterns of language variation and change as a result of language contact. The acoustic analysis indicates that both the African American and Southern White speaker groups – even Detroit-born third generation speakers – are participating in the sound changes which are currently in progress in the South, rather than sharing in the pronunciation patterns characteristic of Midwestern speech. This dramatic pattern is situated within the context of an ethnographic analysis of oral histories of these participants, in which they discuss their cultural ties to the South.

These oral histories revealed that the relevant social opposition for contemporary Detroit African Americans is with Midwestern White speakers. Detroit is legendary for being the most residentially segregated city in the nation, and the African American participants discussed the effects of residential segregation at length; it makes sense, then, that African American speakers would index a strong linguistic boundary with Midwestern Whites but would show similar pronunciation features to the Appalachian White Southern migrants, whom several of the African American participants described as being the only White people living in the inner city area. Dr. Anderson argues that the patterns of language use revealed in the acoustic analysis can only be understood within the ethnographic context of the oral histories of the participants.

Her second book, *Smoky Mountain English: Appalachian English in the Great Smoky Mountains of the American South*, (Dialects of English Series, Edinburgh University Press, anticipated release date in 2008) is based on data she collected during extensive fieldwork conducted from 1998-2000 in the rural Smoky Mountains of far western North Carolina. The book explores speakers' motives for using Smoky Mountain English (Dr. Anderson's native dialect), which is highly stigmatized, despite adverse social consequences. The book describes the historical and linguistic aspects of the dialect, carefully relates relevant facets of the local culture, and provides a comparison of Smoky Mountain dialect features with the features of other American dialects. The speech characteristic of the rural Southern Highlands in the American South is understudied. The book provides a much-needed description of *contemporary* Smoky Mountain English. There have been a few descriptions and qualitative analyses made of earlier Smoky Mountain English, but prior to Dr. Anderson's work, in-depth contemporary descriptions of the dialect have been notably absent from the literature. This book will provide the first and only quantitative analysis of features in the sound system of Smoky Mountain English.

The combination of laboratory-standard acoustic phonetic methods of analysis with qualitative, ethnographic fieldwork methods applied by Professor Anderson is unusual and is truly innovative in the field of linguistics. Most acoustic phoneticians collect and analyze scripted speech in tightly controlled laboratory conditions; in other words, in their work, it is the pronunciation features themselves, rather than the social factors which influence speech, which

are studied. Most sociolinguists collect unscripted conversation in the field but do not conduct laboratory-standard acoustic analysis on that data; in the sociolinguistic approach, the social factors, rather than the fine-grained acoustic detail in speech, are of primary importance.

Dr. Anderson's work illustrates that fine-grained acoustic detail is socially meaningful. She has proven herself to be a researcher who can straddle the line between experimental scientist and anthropologist, using the skill sets inherent in each discipline to create a seamless whole, and in so doing, develop a new model for variation and change in sound systems.

Integration of Knowledge

If we consider "knowledge integration" to be the process that one uses to convert original ideas and theories into one coherent structure, it is clear that Dr. Anderson's body of work – in both academic and community realms – achieves a level of integration that is exceptional. She uncovers an idea that opens a new way of thinking about an issue or a problem, works to reconcile conflicts between that idea and the current literature or thinking on the issue, and then works to connect her ideas to create a new and eminently valuable theoretical model. And she makes these connections not only in a theoretical or academic realm, but so that they will have real-world applications.

While she has been saluted for completing very thorough and detailed academic work which makes important theoretical contributions, Dr. Anderson is also known for her community outreach and for her work with law enforcement agencies in the area of forensic phonetics. Her ability to combine two heretofore disparate linguistic fields – laboratory-standard acoustic phonetics and qualitative ethnographic fieldwork – has opened new discussions in her field.

Professor Anderson publishes her articles in top peer-reviewed journals and her books in highly ranked academic presses. Dr. Daniel Schreier, a linguist in the English Department at the University of Zurich, describes her contribution to theoretical models as demonstrating the ability to "transcend the traditional division between regionality and ethnicity" yielding "new insights into how these two factors interact and give rise to language variation, contact and change." He then continues, describing the scientific merit of her theoretical work:

...Her work is challenging, innovative, scholarly and of the highest quality. It is of utmost importance to current sociolinguistic theory as it incorporates insights from disciplines as diverse as accommodation theory, role of identity and ideology, etc., thus addressing some of the most intensely debated issues of our time; to name but some, the recent development of African American English (convergence or divergence with white varieties), the formation and reshaping of identity under dialect contact conditions, (and) the perpetuation of regional differences in American English...

He also commented on Dr. Anderson's community outreach, including archival oral history collections, public lectures, and the development of dialect awareness programs:

Moreover, Dr Anderson has at all times been keen to share her insights with the communities with which she worked, thus adopting a pro-active role in preserving and disseminating the rich cultural histories of the speakers studied (her community outreach includes, among others, Smoky Mountain Cherokee English, Detroit African American English, and ...Virginia Tidewater English). This is truly exceptional and sets a shining example for her colleagues in the field.

Dr. Timothy. Powell, a Senior Research Scientist at the University of Pennsylvania

Museum of Archaeology and Anthropology, who worked with Dr. Anderson on an oral history project involving the Eastern Band of the Cherokee in North Carolina, comments that:

Dr. Anderson's rare mixture of academic excellence and social conscience had a profound effect on my own career. ...I owe a great debt to Dr. Anderson in that she sparked my interest in ethnography and working in Native American communities by taking me and my class up to the Cherokee reservation to meet leading members of the Snowbird Cherokee. It was an exhilarating experience and, quite literally, a turning point in my career for which I will be forever grateful ...

In addition to community outreach such as oral history projects, Dr. Anderson's research also has applied value in the area of forensic phonetics. She uses her knowledge of acoustic phonetics and dialect diversity in American English to work with the United States Secret Service, as well as city and county police offices, in order to solve voice crimes. She is working with the Secret Service forensics team to develop voice recognition software that is dialect sensitive. Reva Schwartz, who leads the Secret Service forensics team, reports:

I have worked with Dr. Anderson on issues relating to dialect, acoustic phonetics and linguistics, and forensic phonetics. She has been a qualified and highly contributing member of research teams I have put together for federally-funded research into American dialects. She has also served an important role as counsel in forensic phonetic casework. I look forward to continuing to receive her qualified and exemplary input in these scientific fields.

Dr. Anderson also works with police departments to analyze voice crimes such as bomb threats and harassing phone calls by comparing the acoustic details of recorded phone calls with the acoustic details present in the speech of recorded interviews with suspects in order to determine matches. Detective Gregory F. Hayest, Brunswick, Ohio Police Department expresses his appreciation of Dr. Anderson's forensic work in a recent email:

I contacted you about assisting our agency with two bomb threats that were called in to Brunswick High School. We developed a suspect quickly and requested your expertise in helping determine if it was the same individual who made both threats. Within twenty-four (24) hours, you were able to determine that the suspect's voice could not be ruled out from the two bomb threat calls. We arrested the suspect and after interviewing him, he admitted to making the calls. ...Today, the suspect was given two years in prison for his crime.

The challenge in knowledge integration is taking highly specialized technical ideas and testing how they work, not only within the isolation of a particular discipline, but in the increasing complexity of the everyday world. Dr. Anderson has proven herself as a scientist who is able both to theorize and to realize real-world application of her ideas. She uses her theoretical constructs and concrete research to achieve a real-world benefit for the greater community, via her oral history and dialect awareness projects and her use of forensic phonetics both to solve voice crimes and help to create new forms of voice recognition software.

Service

Bridget Anderson doesn't just teach linguistics; she encourages her students to become linguists in their own right. On each copy of Dr. Anderson's syllabus, her students read "The world needs linguistics!" She believes that linguistics is vital because language is vital; it is the glue that holds together relationships of all kinds, a key vehicle to both culture and science, and an essential aspect to any institution's success.

Professor Anderson finds it ironic that the general public knows so little about the scientific study of language. (In fact, she notes, linguistics is unparalleled among the sciences because misinformation and myths about language are actually institutionalized.) Most teacher training programs and speech pathology programs, for example, do not require students to take classes in basic linguistics. Old Dominion is unique in that it requires its teachers-in-training to take an introductory class in Linguistics. Dr. Anderson capitalizes on this opportunity, believing that her time with these students can have great social impact. Upon learning that all dialects (even those that are socially stigmatized) are patterned and are regular language systems in their own right, Dr. Anderson's students leave her classes with the potential to work more effectively with their own future students as well as to raise consciousness in their professional worlds about the nature and value of linguistic diversity.

Service is required in all of Dr. Anderson's classes. Each student must complete a project in which he/she uses linguistics to address a social problem or to provide a specific social benefit. In recent semesters, students have written letters to the editor about dialect discrimination, designed an ad campaign, written books for children, produced educational t-shirts, designed and produced brochures on linguistic diversity, filmed an educational video, and assisted Dr. Anderson with dialect education programs. Comments on Dr. Anderson's teaching evaluations indicate that her students find that their service learning has been one of the most rewarding aspects of their coursework.

Learning that all dialects are equal linguistically, though not socially, is startling information to most students and seems to make a lasting impression on them. Two of Dr. Anderson's former students have written feature articles for Old Dominion's newspaper (see Additional Materials) covering basic linguistic facts that they felt a need to share with the community at large. Another group of Dr. Anderson's graduate students started a student organization, The Linguistics Awareness Club, which holds events to raise awareness about linguistic diversity. One such event was a Panel Discussion in Fall 06 about dialect discrimination. The LAC invited scholars and community members to participate, and the event was open to the general public.

Dr. Anderson is committed to educating the general public about the nature and value of linguistic diversity. For example, her second book, *Smoky Mountain English*, is written for a non-specialized audience. *Smoky Mountain English* can be used to familiarize community groups, students, and educators with the structure and systematic patterning of community language, as it serves to strengthen a belief in the cultural value of language as a symbol of regional and ethnic identity. The book explains the concept of "dialect" and its social and linguistic importance.

Dr. Anderson has served Old Dominion University in a number of ways. In addition to her regular committee work, she has also served on the Faculty Senate, the Ph.D. Advisory Committee, and the Faculty Council.

She has also developed dialect education programs for the general public in the Smoky Mountain region of Western North Carolina, in Roswell, GA, and in Tidewater, VA.

Her commitment to service is evident in her teaching and scholarship, in her ability to find practical ways to use theoretical material, and in her encouragement of her students to pursue real-world applications for their linguistic learning.

Personal Statement

I speak with a strong rural Appalachian accent, and it has been both a liability and a great strength in my professional life. When I was growing up, I was unaware of the basic linguistic fact that dialects are language systems in their own right rather than “corruptions” of some “correct” Standard. In fact, all through elementary and high school, I was pressured by well-intentioned (but misguided) educators to abandon my native dialect. My teachers told me that my dialect (specifically, my accent) would severely diminish my chances of obtaining scholarships to colleges which required an interview, and this caused me great anxiety.

Although I was completely ignorant at the time of what is perhaps the most fundamental concept of sociolinguistics, namely that vernacular dialects are symbols of identity, I nevertheless refused to abandon my dialect. My teachers lamented the fact that, although I was a capable and ambitious student, I continued to “talk like that.” I could not understand why sounding like a country girl from the mountains was such a liability.

I began my linguistic research as an undergraduate at Western Carolina University. While taking a *History of the English Language* class, I made the startling discovery that some of the elements of my great-grandparents’ speech were actually relic forms dating back to Old English. Moreover, I learned that there was an official-sounding name for our way of talking -- Appalachian English -- and that it was studied by linguists and anthropologists (my people had always just referred to our speech as “talking mountain”). I interviewed members of four generations of my family and provided a grammatical analysis of the data for a paper which I presented at the *National Conference on Undergraduate Research* in Kalamazoo, Michigan in April of 1994. My undergraduate professors changed the trajectory of my professional life by encouraging me in these early stages of linguistic scholarship. By age twenty, I had formed a very clear vision of myself as a linguist who would focus her scholarship on the social meaning of the sounds of vernacular varieties of American English.

As a speaker of a highly stigmatized dialect, I bring a unique perspective to the academic community. Every time I speak, my Appalachian accent marks me as a member of one of the most stereotyped groups in our nation. As a sociolinguist, I study “everyday” speech collected using ethnographic fieldwork. In essence, my students and I record people’s oral histories and personal narratives. In addition to the Appalachian White speech heard in the Great Smoky Mountains, I have also conducted linguistic analyses on Cherokee English, Detroit African American English, Southern English in Roswell, GA, and Tidewater English (my current project).

First, I analyze speech acoustically. I then situate my acoustic analysis within the oral history from which it was extracted in order to examine the ways in which sounds both reflect and construct identity. My first book describes how both African American and Appalachian White speakers in Detroit are participating in similar contemporary Southern sound changes—even third generation, Detroit-born speakers. It is remarkable that contemporary Southern sound changes appear to be gaining, rather than losing, territory, even in the speech of younger Detroit speakers who have never lived in the South.

My theoretical work develops a model of sound change in which phonetic principles such as coarticulation (the cooperation of articulators such as the tongue, lips, and teeth to achieve efficiency; speech is, among other things, a motor activity) works in balance with perceptual distinctiveness (a sound or word being sufficiently different enough from other sounds or words to be readily understood by a listener) to drive change in sound systems. However, these

changes are subject to intervention by social factors and social perceptions, both conscious and unconscious. For example, the association of particular sound changes with low-status groups can result in the avoidance of such changes by speakers of more mainstream varieties, such as Standard English. Speech is simultaneously physical (the result of acoustic/articulatory processes), cognitive, and cultural; my research investigates the intersection of these three aspects of speech as well as the social meaning of its variability across time, space, and groups.

It is important to me to apply the results from my theoretical work to the solution of real-world problems. I am committed to applied work such as dialect education programs that will educate the general public about the nature of linguistic diversity, and thus combat discrimination based on dialect. Dialect discrimination is tolerated at present in a way that other kinds of discrimination are not. It is overt, and misinformation about language is institutionalized. I have developed dialect education programs in each of my field sites which teach the concept of “dialect” and its importance in language and society. On a scientific level, participants are given data to examine and are encouraged to find systematic patterning. The goal is for the myths that dialects are deficient forms of language to be replaced with factual information about language change and diversity.

Another area of my applied work occurs in the area of forensic phonetics. I work with law enforcement agencies (such as sheriffs’ offices) on bomb threat and harassing phone call cases by using my expertise in acoustic phonetics and American English dialects to solve voice crimes. I have identified two serial bomb threat makers, who both confessed after my report was submitted to law enforcement, and helped to make a felony conviction for a man making death threats by phone to his soon-to-be ex-wife. There are a few other forensic phoneticians who do this sort of casework, but they examine speech features which are above the level of speaker consciousness and are thus possible to manipulate. I have developed a method, which I plan to patent, in which I examine a constellation of acoustic features which are below the level of speaker consciousness, some of them based on acoustic features which reflect physiological information, such as length and mass of the vocal folds and the size of the oral tract (mouth). I then compare these features across speech samples in order to determine if voices are the same or different (for example, a comparison between a recorded phone call and a recorded interview with a suspect).

One of the proudest moments in my professional life was when, as a PhD student at the University of Michigan, I received a fellowship designated for a woman in the humanities whose research demonstrated the potential to make a major social impact. The award is designated as “intended as an award of high distinction...(meant to reward) academic excellence and a potential to make a contribution of exceptional usefulness to society.”

My theoretical research demonstrates the linguistic principles that govern the clearly defined patterns of language use that characterize vernacular speech, thus demonstrating that low-status vernaculars are language systems in their own right which are different (not deficit) when compared to the mainstream, Standard variety. My scholarship allows me to serve ethnic and cultural groups who are routinely denied the right to speak and be heard within the broader context of American English. The oral histories that I and my students collect in the field are rich in cultural and historical information which is presented from the perspective of “everyday” people, in their own voices. My students and I also endeavor to help these voices be heard and to be treated with respect.

Abbreviated Curriculum Vitae

Bridget L. Anderson

Education

B.A. English, Western Carolina University, 1995

M.A. English with concentration in Linguistics, North Carolina State University, 1998

Ph.D. Linguistics, University of Michigan, 2003

Professional Experience

2005-Present Assistant Professor, Old Dominion University

2005-Present U.S. Secret Service, Forensic Linguistics Team

2002-05 Assistant Professor, University of Georgia

Honors and Recognition

2006 Delta Sigma Lambda, Ruth Harrell Favorite Professor Award

2001-02 University of Michigan, Center for the Education of Women, Mary Malcomson Raphael Fellowship (designated for a female in the humanities whose work has potential to make a significant social impact)

1999-00 University of Michigan, Sweetland Fellowship.

1999 Linguistic Society of America, Language in the USA Fellowship, LSA Summer Linguistic Institute (designated for one student researching language variation in the U.S.)

1998-99 University of Michigan, Department of Linguistics First-Year Recruitment Fellowship

1991-95 Western Carolina University Alumni, Cherokee County Civitan, and Lion's Club scholarships

1991-95 Western Carolina University, Women's Track and Field Scholarship

1995 Western Carolina University, Female Scholar Athlete of the Year (for highest GPA among female athletes)

Publications

Books

In Press *Migration, Accommodation, and Language Change: Language at the Intersection of Regional and Ethnic Identity*. Palgrave Studies in Language Variation series. Palgrave Macmillan Press.

Forthcoming [Expected publication date: 2008]. *Smoky Mountain English: Appalachian English in the Great Smoky Mountains of the American South*. Dialects of English Series. Edinburgh University Press.

Book Chapters

In Press A quantitative acoustic approach to /ai/ glide weakening among Detroit African American and Appalachian White Southern Migrants." *Language and Variety in the South III: Historical and Contemporary Perspectives*. Tuscaloosa: University of Alabama Press.

Invited Forthcoming. (Coauthored with Jennifer Nguyen; I am first author). A Comparison of African American and White Vowel Patterns in America's Most Segregated City." Publication of the American Dialect Society in Honor of Walt Wolfram, edited by Malcah Yaeger Dror and Erik Thomas. Duke University Press.

- 2007 (With coauthors William Kretzschmar, Sonja Lanehart, and Becky Childs; I am third author). The relevance of community language studies to HEL: The View from Roswell." In Christopher Cain and Geoffrey Russom, eds., *Managing Chaos: Strategies for Identifying Change in English*. Studies in the History of the English Language, 3. (Berlin: Mouton de Gruyter, 2007), 173-186.

Journal Publications

- 2002 Dialect leveling and /ai/ monophthongization among African American Detroiters. *Journal of Sociolinguistics* vol. 6.1: 86-98.
- 1999 Source-language transfer and vowel accommodation in the patterning of Cherokee English /ai/ and /oi/." *American Speech* vol. 74.4: 339-368.
- 1997 Adaptive sociophonetic strategies and dialect accommodation: /ay/ monophthongization in Cherokee English." *University of Pennsylvania Working Papers in Linguistics* vol. 4.1: 185-202.

Presentations

14 individual and 16 coauthored papers presented at national and international linguistic and sociolinguistic conferences.

Professional Service

Advise M.A. students in Applied Linguistics and Ph.D. students in English; review manuscripts for linguistics journals; and outside reviewer for the National Science foundation

Public Service

Forensic Phonetic Consulting and Casework: I employ rigorous acoustic phonetic methods and knowledge of the social and linguistic dimensions of varieties of American English to determine speaker identification in forensic phonetic casework involving voice comparisons. Clients: United States Secret Service (forensic dialectology), Medina, Ohio Sherriff's Department (voice comparisons for a bomb threat case), Brunswick, Ohio Police Department (voice comparisons for a bomb threat case), and Detective Tom Dunn (voice comparisons for a harassing phone call case).

Community Outreach

Tidewater Voices: An Oral History and Dialect Project; *Tidewater Voices* and CD (In Preparation, in collaboration with graduate students in Dr. Anderson's American English course); *Roswell Voices* and CD (2004, With coauthors Kretzschmar, William, Sonja Lanehart, and Becky Childs); presentations to civic groups and the general public, development and presentation of dialect awareness curriculum in the Smoky Mountains of NC, Roswell, GA, and (in preparation) Norfolk, VA (a collaboration with the Linguistics Awareness Club, a graduate student organization at ODU established by Dr. Anderson).

Letters of Support (Excerpted)

“Dr. Anderson is an outstanding teacher who has introduced a new dimension to English language and linguistics courses by successful integration of academic work with service learning. In her time at Old Dominion University she has not only received superb student evaluations but has seen her teaching lead directly into the formation of a new student organization. ...The work that she has guided her students to do in the Tidewater Voices Project has won praise in the community and will lead to the production of a CD archive of oral histories and a volume that describes the social and linguistic features of the Tidewater area. The linking of undergraduate students with research projects and service learning is what makes her an innovator. ...Dr. Anderson is well on the way to becoming a nationally known scholar. She has authored a book due to be published in April 2008 and has a contract for another book due to be completed the same year.”

-- *Chandra de Silva, Dean, College of Arts and Letters, Old Dominion University*

“What distinguishes Dr. Anderson’s teaching is that her integration of service learning projects into all of her classes significantly extends the borders of Old Dominion’s community of researchers to include undergraduates and community organizations in the Commonwealth. ... Dr. Anderson has also distinguished herself as a scholar. Dr. Anderson’s record of achievement contains many indicators for her status as a rising star. Her record of accomplishment creates a compelling and powerful vision of the future role of the university as a site where diverse populations collaborate on work that provides real-world data for future pre-professional and professional researchers and empowers local communities to share in the joys of diversity.”

-- *David Metzger, Professor and Chair, Department of English, Old Dominion University*

“The charisma and passion that exudes from Dr. Anderson is absolutely contagious. There are days when college is just a drag and going to class seems to be a burden. However, anyone who takes a class with Dr. Anderson is guaranteed to have a life changing experience that is fun, vibrant, and packed with information. Each assignment that Dr. Anderson gives allows for us to make real world connections between her lecture, the readings in the texts and practical, functional linguistics. Dr. Anderson is not only an effective professor, she is passionate, caring, and makes herself available to her students.”

-- *Judah-Micah Lamar, Student, M.A. in Applied Linguistics, Old Dominion University*

“Last semester, spring 2007, I enrolled in ENGL370, English Linguistics, expecting to be bored out of my mind. I had no idea what exactly linguistics was and I wasn’t all too interested in finding out. However ... Dr. Anderson began her (what I like to call) monologue. She was so animate and attention-grabbing. The class seemed like it was over in five minutes. This continued throughout the entire semester. Dr. Anderson held my attention every class, all class, all semester. I never missed one class, even when I was sick. She made me LOVE linguistics.”

-- *Amber Tennefoss, Undergraduate Education Major, Old Dominion University*

“There is probably no person on the planet more suited for work with oral histories than Bridget Anderson -- because her enthusiasm and earnestness make her the kind of person that other people want to talk to. I can’t overstate the importance of oral history projects because they capture both the story and the voice of a speaker, providing a context for the story that can never be conveyed in writing alone. I can’t overstate my delight that Bridget Anderson has been nominated for this award. She is simply a brilliant researcher and colleague.”

-- *Sheri A. Reynolds, Director of Creative Writing, Ruth and Perry Morgan Chair of Southern Literature, Old Dominion University, and 2003 SCHEV Outstanding Faculty Award Winner*

“During her English 550, American English, course Dr. Anderson detailed the linguistic “facts of life.” One linguistic fact of life is that all forms of speaking (including stigmatized vernacular dialects as well as Standard English) are linguistically equal. ... Another linguistic fact of life is that spoken languages change over time. The implication of this is that the word forms that followed grammatical rules years ago may be different today, and this does not mean that today’s forms are inferior. A third linguistic fact of life is that written language and spoken language are different. Language is used in the construction of identity. The dialect we speak tells listeners to whom our social allegiances are. Because spoken language involves immediate feedback from the listener, if there is any misinterpretation, it can be immediately cleared up. Due to this, when speaking, people are able to communicate effectively even when they are speaking different dialects of English. ... A final [linguistic] fact of life is that languages have a great deal of variation. One person might pronounce a word differently than another. ...If these linguistic facts of life were common knowledge, there would be less discrimination in America. Broadcast media, employment, laws, and the education system would each change if everyone knew the linguistic facts of life.”

-- *Natasha McKellar, Graduate Student and Founder and Spokesperson, Linguistics Awareness Club, Old Dominion University*

“I have known Dr. Anderson since she came to our [English] department in Fall 2005 to teach courses in American and regional American speech ... She made an impact immediately with her colleagues and students by launching a project called Tidewater Voices, meant to document and record the varieties of spoken English in Southeastern Virginia. What impressed me was how quickly she engaged students in her work. She made them see that her work was not just selfish, ‘gotta-get-tenure’ publication research, but research driven by a concern for the social effects of spoken language. As you will no doubt see in her materials, she has first-hand knowledge of the discrimination faced by speakers of dialectal American English, particularly those associated with low-status socio-economic groups. By making people aware of what she cleverly titles “the linguistic facts of life,” Dr. Anderson teaches students that dialect does not signal intelligence but emerges from other features of speech. As a result, her students have taken to the malls and streets to pass out leaflets or cards they make themselves and share these linguistic facts with the general public. That is a model of engaged learning and teaching, where students find that the classroom and street inform each other, and inform them.”

-- *Jeffrey Richards, Professor and Eminent Scholar of American Literature, Old Dominion University*

“Dr. Anderson and I have worked together on issues relating to dialect, acoustic phonetics and linguistics, and forensic phonetics. She has been a qualified and highly contributing member of research teams I have put together for federally-funded research into American dialects. Dr. Anderson has also served an important role as counsel in forensic phonetic casework. I find her work to be of the highest in academic and scientific rigor. It is important to note that Dr. Anderson is committed to carrying out this type of law enforcement casework with the highest ethics – something that is vital in the forensic domain.”

-- *Reva Schwartz, U. S. Secret Service*

“I originally became acquainted with Dr. Anderson as a student in her graduate Sociolinguistics class. She has a unique ability to inspire students to succeed in linguistics and use the skills they acquire in her classes to give back to the communities they live and work in. As part of the course requirements ...we conducted field research, analyzed and presented our findings in the Tidewater community. At the urging of Dr. Anderson, my co-author and I submitted an abstract, which was accepted, to the New Ways of Analyzing Variation conference, one of the top international sociolinguistics conferences.”

-- *David Thomas, former Graduate Student, Old Dominion University*

“Like many English majors, I entered my Linguistics class with a great deal of skepticism. What I expected was a something akin to a grammar boot camp—something to painstakingly endure and hope to God I passed. What I actually experienced was an enlightening journey that has become relevant in my day to day life. I have Dr. Bridget Anderson to thank for changing my perception on the value of studying Linguistics. Her love of subject is infectious—several of my fellow classmates who held the same ‘why do we have to take this course?’ view became Linguistics converts by the end of the semester.”

-- *Mary Rauchfuss, Former Undergraduate Student, currently on active duty with the U.S. Army*

“Dr. Anderson helped to show how linguistics is relevant in everyday life, especially in my chosen area of study, speech language pathology. I have a new outlook on communication and language; it's really a very intimate and beautiful process. People are spendthrifts with words and I have learned although words are not permanent, they are valuable. I have learned to never judge a book by its cover and to appreciate the uniqueness and beauty in every person. I have Dr. Anderson to thank for this lesson.”

-- *Terri Hodnett, Alumna, Old Dominion University*

“As a mentor, she wants her students (linguists and non-linguists alike) to consider all possibilities and implications of what is being taught, and makes herself available in and out of the classroom. She always wants students to perform to the best of their abilities, and accepts no less. She has made my graduate experience a truly rewarding one ...”

-- *Sibley Slinkard, Graduate Student, M.A. in Applied Linguistics, Old Dominion University*

“I could not ask for a better colleague than Bridget Anderson. Even though she is untenured, she does more than her fair share of the thankless tasks that fall to faculty members ... Fortunately, she has so much energy that she can still find time to devote to both her research and teaching. I have read Dr. Anderson's teaching portfolio, and the numerical scores on her teaching evaluations almost always exceed those of the department and college, no small feat in a college where excellent teaching is the norm. Bridget is a wonderful colleague, teacher, and researcher, and richly deserves being designated as a “rising star.”

-- *Janet Bing, Professor of Linguistics and University Professor, Old Dominion University*

“Bridget Anderson represents the prototype of the new wave of engaged scholar. She conducts pioneering research in her field of specialization, sociophonetics, by using a collaborative, inclusive model of student mentorship. Her community outreach program dedicated to “Tidewater Voices” reflects the commitment of a gifted researcher who has embraced the challenge of empowering the local community through the preservation of their rich linguistic and cultural tradition. In effect, her work helps define the “Rising Star” Award.”

-- *Walt Wolfram, William C. Friday Distinguished University Professor, North Carolina State University*

“Bridget is a talented, well-rounded linguist. ... It should be noted that Bridget's dissertation, and subsequent offshoots of that work, are a valuable contribution to experimental phonetics as well as sociolinguistic theory. Bridget combines her achievements as a researcher, teacher, and departmental citizen with a strong sense of social responsibility, and I am delighted that this commitment to community-based research has continued at Old Dominion.”

-- *Patrice Speeter Beddor, Professor and Chair, Linguistics, University of Michigan*

Additional Documentation

Recent Student Course Evaluation Comments (Selected)

ENGL 350, Aspects of the English Language

Dr. Anderson is extremely enthusiastic about teaching this class. Her assignments were challenging but extremely beneficial and forced you to learn the material.

Dr. Anderson is a very enthusiastic and approachable professor. One thing which I particularly admired about her is that she was bent on making us earn our grades. It is too easy anymore for people to just sit back, in life and expect to succeed by virtue of them being a wonderful person. Unfortunately, this is not the way the world works, and I applaud her efforts to wake the class up to this reality.

ENGL 370, English Linguistics

This woman is PHENOMENAL! There is no other word for it! Her passion and love for teaching comes across in every class. It's as if she never gets tired of teaching. Not only does she give out her home number and cell, she answers and responds (even in the wee hours of the morning). Dr. Anderson gives everything that is needed to succeed in her class and selflessly gives of herself. I am proud to be a student here because of her and the wonder professors like her that I'm honored to have been a student of hers. I love her willingness to be open to new ideas and concepts and not feel threatened. Her laughter and enthusiasm and passion are outright contagious! Dr. Anderson brought us out of our shells and sent us into the world to do real life activities, which were priceless. ...When I grow up and get my Ph.D., I want to have the zeal of Dr. Anderson.

Dr. Anderson is very enthusiastic. She obviously loves linguistics and teaching. She bent over backwards to help the students, even going as far as giving them her phone number if they had questions.

What I liked most about the class is her enthusiasm and passion for linguistics. At times, it can be difficult to find a teacher who really loves what they are doing. You can tell that Dr. Anderson really LOVES linguistics.

ENGL 450/550, American English

I enjoyed the subject material for this class and the way it was presented and discussed. The online discussion helped the learning process. It enables you to discuss ideals openly with other students in the class. We did a critical response paper which made us analyze an academic paper. Much of the course content was somewhat 'controversial' or at least closely linked to people's ideologies, so you were forced to critically analyze another person's ideas on the subject matter.

The instructor's love of the subject matter contributed most to my learning. The entire class helped me think critically.

The instructor was very involved and enthusiastic about the course subject matter. She wanted students to think about language in a new way.

She is extremely passionate and enthusiastic about this course!!!

The class discussion contributed the most to my learning; they were at times controversial and heated but always enlightening. A lot of the things we discussed in class went against what I

had always believed about language. I was forced to really think critically through a lot of what we studied and discussed.

ENGL 671, Phonology

The one aspect of the course that helped me to think critically and taught me new writing skills at the same time was the assignment to write a review of our textbook, the sort of review that a scholarly journal would publish. It caused me to judge the author's data and analysis in a way that I had never done before, and it also helped me learn how to create a review. It has added a goal to my life; now I want to have one of my reviews published. The factor that contributed most to my learning was analyzing real linguistic data. It feels really good to actually analyze data that I gathered myself. I learned much about syntax, semantic, and discourse features. This was a very progressive assignment since most phonology classes only use phonology to describe phonetics. This course caused me to integrate information that I had learned from other linguistics classes into the information I was learning about linguistics in the phonology class.

I loved how accessible the professor is. She actually gave us her cell and home phone numbers and encouraged us to use them. She was always supportive of student endeavors and always understanding. I love how excited she got about teaching and about phonology.

ENGL 678, Sociolinguistics

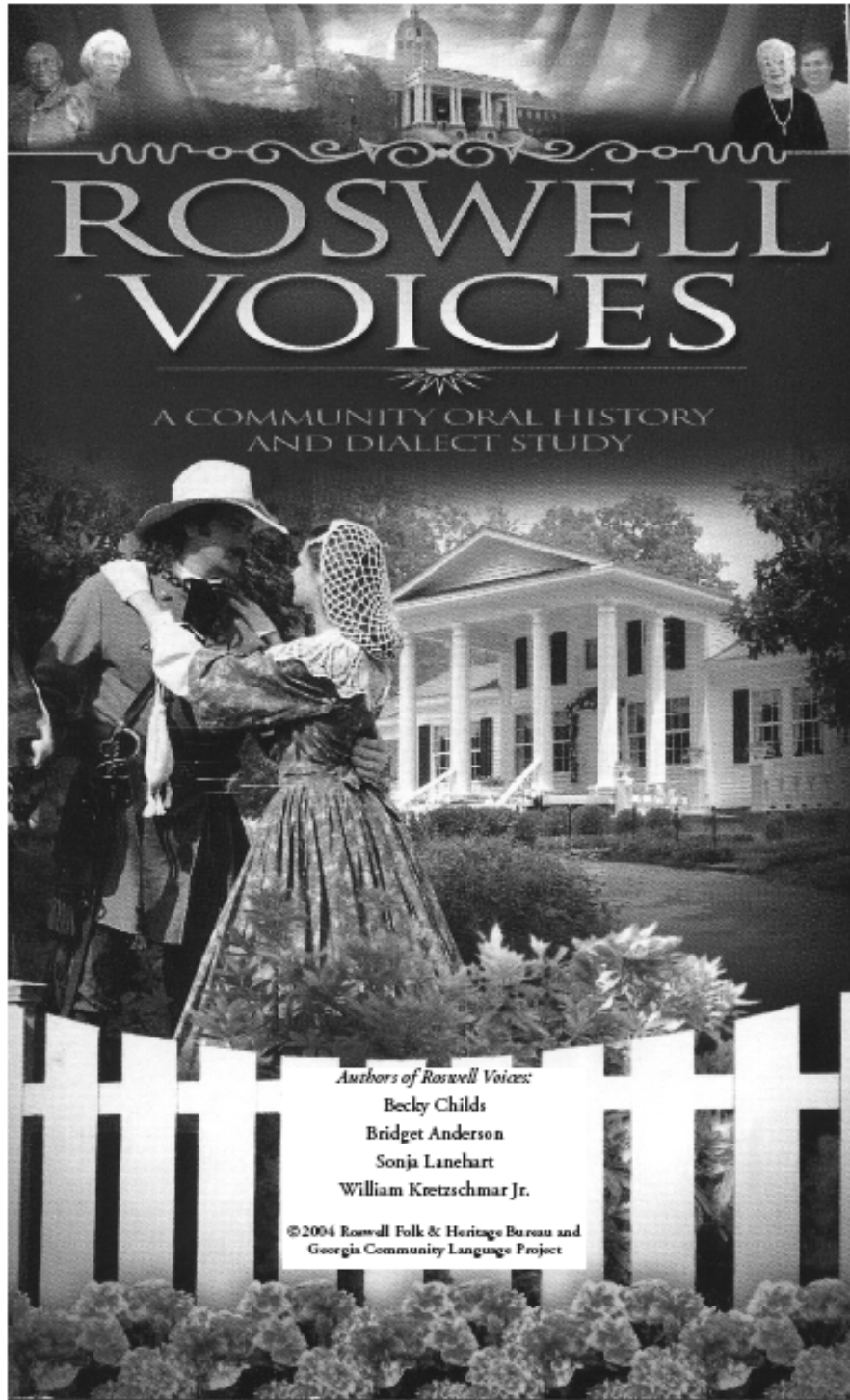
She is a very enthusiastic professor. Her excitement for the material made me excited and pushed me to learn.

Class discussions were great! Some of the readings were difficult, but the ability to talk them over in class and with the instructor really helped my understanding and enabled me to expand in my own way.

I absolutely loved the class discussions. All aspects of the lecture (it was more like a conversation!) helped me think critically and brought me up to speed with current trends in the field. I feel as though our class coupled with such a wonderful professor can do great things!!!

The focus on the actual work of linguists was extremely important. There is no substitute for learning by doing, and the emphasis on that practice was very helpful.

I love how Dr. Anderson believes in us, encourages us in original research and has faith that we will publish. Even the belief that we can accomplish these things is highly encouraging in doing our work. To believe in your own work matters, makes you want to do the best you can possibly do. ...I love all of the literature that we read. It was current, new, up-to-date, bringing us into the throws of sociolinguistics as it is today. Dr. Anderson is nothing short of wonderful.



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Georgia Community Language Project

NEWSPROFILE

Anderson speaks out against language stereotypes

By Benjamin Weathers
MACE & CROWN

Dr. Bridget Anderson rummaged through a pile on the floor of her uniform University Village cubicle of student projects which she had recently received.

She picked up what looked like an Easter basket filled with the transparent green confetti stuffing that's supposed to look like grass and a handful of plastic yellow eggs.

"Would you like a 'fact of life' egg?" she asked in her heavy Appalachian dialect, her light brown hair falling in curls around her shoulders and oval rimmed spectacles perched on the bridge of her nose.

Inside the plastic egg were tiny jelly beans, a Hershey chocolate Kiss, and a small folded up piece of paper.

Unfolded, the paper reads, "Linguistic Fact of Life #2: All dialects, both stigmatized and standard are equal. Southern, Boston, British and African American sound different, but come from the same place."

The Easter basket is one of Anderson's students' 'Service Learning Projects,' in which students use their knowledge of linguistics to benefit others. She wore another one of the projects around her neck, a lanyard which read, "Ain't Ain't Never Wrong."

"I always love when Service Learning Projects are due," said Anderson. "It's like Christmas day."

The purpose of these projects is to expose widely accepted myths about language and inform others about the linguistic 'facts of life.'

"Most people, most non-linguists, know very little indeed about anything to do with linguistics," Anderson said. "And the reason why is because there is so much misinformation that is actually institutionalized in our society."

Anderson, a native of the Smoky Mountains of far Western North Carolina, grew up being told that there was something wrong with the way she talked.

"I grew up with teachers constantly trying to change the way that I talked," she said. However, Anderson was

unable to change her pronunciation of certain sounds like long drawn out i's partnered with a's.

It always annoyed Anderson that teachers focused on the way she spoke, rather than her near perfect grades. As a 19-year old undergrad at Western Carolina University she was introduced to the science of linguistics.

In a class on the history of the English, Anderson learned that Appalachian English was not an

accent but a dialect, studied by linguists and anthropologists. She also learned that all dialects are equal linguistically.

For the first time in her life she could proudly say that there was nothing wrong with the way she talked.

"I decided right then I was going to be a sociolinguist," Anderson said.

From there, she went straight through school earning her M.A. at North Carolina State University

and her Ph.D. at the University of Michigan. Now as an Assistant Professor of English and Applied Linguistics at ODU, her research is starting to attract attention.

For the past year, Anderson has been directing a project entitled "Tidewater Voices: An Oral History and Dialect Project," in which she and her students go out in the field into people's homes and record their oral history and personal narratives.

"We're interested in things like what it means to be a native of this area," Anderson said. "What are they key historical moments? How has the area changed? Anything about their life experiences that they think should be preserved for future generations?"

The recordings are then archived and analyzed linguistically.

One distinctive feature of Tidewater dialect that Anderson and her students have uncovered is a variation of the 'ow' sound, substituting brain for brown and Dane for down.

Anderson is also the author of two books, one that looks at the dialects of African Americans in Detroit and another which looks at her own dialect of Smoky Mountain English.

On campus, Anderson has become a favorite among students. The Linguistics Awareness Club, which was started as a Service Learning Project in her American English class last semester, is now a recognized student organization.

"I want to know that students are learning and being creative," Anderson said. "I think [students] see me as very accessible."

Indeed, Anderson is one of the few professors to provide students with the number to her cell phone.

The adoration from her students is mutual. She says she is continually amazed at the quality of performance by her students.

"They work very hard, they are very sincere and they are practical," said Anderson affectionately.

Anderson says she is always looking to improve her teaching and treasures the unique feedback she receives from students. She says she hopes that she is able to teach up until she dies and that she wants to "keep" over while giving a lecture.

"I will never retire," said Anderson.



COURTESY PHOTO

Dr. Bridget Anderson is changing language stereotypes one class at a time.



give like her life depends on it...

Emma, age 2

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