

Ashlyn C. Walden (née Williams)



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Education

Clemson University, Department of Interdisciplinary Studies, Clemson, SC

Ph.D. Candidate in Rhetorics, Communication, and Information Design, degree expected May 2026

Dissertation: *Collective Access Approaches to Course Modality in Higher Education: Liberating Pedagogies for Accessibility and Inclusion*

Committee: Dr. Aga Skrodzka (chair), Dr. Lisa Melonçon, Dr. Clare Mullaney, and Dr. Cat Mahaffey

UNC Charlotte, Department of English, Charlotte, NC

Master of Arts in English, Concentration in Rhetoric and Composition, August 2009

Thesis: *The Dialogue of Response: Teacher Commentary and Student Interpretation*

Committee: Dr. Tony Scott (chair), Dr. Cy Knoblauch, and Dr. Lil Brannon

Western Carolina University, Department of English, Cullowhee, NC

Bachelor of Arts in English, Concentration in Professional Writing, May 2007

Honors Diploma: Magna Cum Laude

Research Interests

- Critical Pedagogy
- Composition Theory
- Contemporary Rhetorical Theory & New Media
- Accessibility, Universal Design, & User-Centered Design
- Disability Rhetorics
- Digital Design
- Writing to Learn

Ongoing Research Projects

Year/Role	Title of Project	Research Scope & Purpose
Fall 2023-Current Sole Researcher	Collective Access Approaches to Course Modality in Higher Education	Mixed methods IRB-approved research study investigates how different course modalities (in-person, synchronous online, asynchronous online, hybrid, and hyflex) can be leveraged to create collective access educational opportunities for both disabled and non-disabled students and faculty in higher education.
Fall 2025-Current Co-Researcher w/ Patrick J. Payne	Owning Care: Transitions and Trajectories in Informal Caregiving	The research study employs a mixed-methods sequential explanatory design to investigate the extent to which an informal caregiver's lack of self-identification predicts adverse outcomes, including chronic stress, isolation, and low use of support services, while also exploring the psychological and cultural factors that influence the crucial transition into the caregiver identity.

Publications

Co-Authored

Mahaffey, C., & Walden, A. (2025). ACCESS: Accessible course construction for every student's success. Routledge. <https://doi.org/10.4324/9781003485476>

Walden, A., & Rand, M. (2023). A series of design(ed) tensions: Reclaiming space for faculty agency in curriculum development. In C. D. M. Andrews, C. Chen, & L. Wilkes (Eds.), *Computers and Writing Conference Proceedings*. <https://doi.org/10.37514/pcw-b.2023.1862.2.07>

Mahaffey, C., & **Walden, A.** (2019). #teachingbydesign: Complicating accessibility in the tech-mediated classroom. In K. Becnel (Ed.), *Emerging technologies in virtual learning environments* (pp. 38–66). IGI Global. <https://doi.org/10.4018/978-1-5225-7987-8>

Sole Author

Walden, A. (2023). Play—Not necessity is the mother of invention: A reflection on accessibility research. In R. Stringfield & A. Hatcher (Eds.), *Futures & fantasies* [Special Issue]. *Journal of Multimodal Rhetorics*, 7(2). <https://journalofmultimodalrhetorics.com/7-2-walden>

Walden, A. (2022). Necessity is the mother of invention: Accessibility pre, inter, & post pandemic. In E. A. Monske, L. Cadle, & C. S. Harris (Eds.), *Blurred boundaries: Post-pandemic perspectives of digital writing pedagogies* [Special Issue]. *Computers & Composition*, 66. Elsevier Ltd. <https://doi.org/10.1016/j.compcom.2022.102740>

Walden, A. (2022). "Be flexible." In V. Manivannan & R. Osorio (Eds.), *Carework & writing during COVID* [Special Issue]. *Journal of Multimodal Rhetorics*, 6(2) <https://journalofmultimodalrhetorics.com/6-2-walden>

Walden, A. (2016). iPhone, iMac, iQuit: Computers are for work, smartphones are for play. In J. Cook & A. Walden (Eds.), *RE: Composing: A writing studies journal* (pp. 138–147). Fountainhead Press.

Williams, A. (2008). Literature in today's classroom. *North Carolina English Teacher*, 64(2), 25–32.

Selected Conference Presentations

Forthcoming. "Navigating Conversation Across Difference." Invited Plenary Speaker, *Annual Meeting in the Middle Conference for the Carolinas Writing Program Administrators*. Location TBD: February 2026.

"Access N Action: Rethinking Accessibility in Course Design." Conference Presenter, *Quality Matters Summit*. Durham, NC: September 2025.

"Access In Action or Access (In)action: Collective Access Approaches to Course Modality in Higher Education." Conference Presenter, *Computers & Writing*. Athens, GA: May 2025.

"In Search of Interstitiality: Finding Peace in Dissonance." Conference Presenter and Session Chair, *Conference on College Composition and Communication*, Baltimore, MD: April 2025.

"ACCESS in Action: Accessible and Inclusive Design Strategies." Workshop Leader, *Conference on College Composition and Communication*, Baltimore, MD: April 2025.

"The Space Between: Balancing Accessibility and Labor." Conference Presenter and Session Chair, *Conference on College Composition and Communication*, Spokane, WA: April 2024.

"Community-Centered Approaches to Accessible Pedagogy: Teachers and Learners Come Together to Design an Inclusive Classroom." Workshop Leader, *Conference on College Composition and Communication*, Chicago, IL: February 2023.

"A Series of Design(ed) Tensions: Reclaiming Space for Faculty Agency in Curriculum Development." Conference Presenter, *Computers & Writing*. Greenville, NC: May 2022.

"Ecological Disturbance & Recovery: Re-Imagining Accessibility in Tech-Mediated Classrooms." Conference Presenter, *Digital Humanities Institute of North Carolina*. Charlotte, NC: April 2022.

"One Step Forward and Two Steps Back: Accessibility and Conflicting Implications of Remote Learning Triage During COVID-19." Conference Presenter, *Conference on College Composition & Communication*. Chicago, IL: March 2022.

"If Necessity is the Mother of Invention, Then Pandemic Teaching is That Relative Everyone Keeps Hoping Won't Come to the Family Reunion: Re-Imagining Accessibility Post-Pandemic." Conference Presenter, *Carolinas Writing Program Administrators' Meeting in the Middle*. Charlotte, NC: March 2022.

"Take That to the Bank: The Checks and Balances of Participatory Course Design." Conference Presenter, *Global Society for Online Literacy Educators*. Norfolk, VA: January 2022.

"Pedagogy Take the Wheel: It Ain't About the Tools." Conference Presenter and Session Chair, *Global Society for Online Literacy Educators*. Norfolk, VA: 2021.

"#teachingbydesign: Enhancing Inclusivity Through Accessible Course Design." Conference Presenter, *Conference on College Composition & Communication*. Chicago: 2020. **NOTE:** Accepted, but was unable to present due to the COVID-19 Pandemic.

"The Cart Before the Horse: One Program's Missteps in Shifting to OWI." Conference Presenter and Session Chair, *Global Society for Online Literacy Educators*. Norfolk, VA: 2019.

"Performing Disciplinary Identity through Undergraduate Degree Programs in Independent Writing Programs/Departments." Conference Presenter, *Conference on College Composition & Communication*. Pittsburgh, PA: 2019.

"#teachingbydesign: Cultivating Critical Digital Literacy." Conference Presenter, *International Critical Media Literacy Conference*. Savannah: 2019.

"From the Ground Up and Through the Weeds: Independence, Contingent Faculty, and Growing a Program on Collaboration." Conference Presenter, *Conference on College Composition & Communication*. Kansas City, MO: 2018.

"The Dreaded Assignment Sheet." Conference Presenter, Johnson C. Smith University's *The Best Lessons Conference*. Charlotte, NC: 2015.

"Re-Envisioning Grammar Instruction: A Method of Socio-Cultural Inquiry." Conference Presenter, Virginia Tech's *Reenvision, Recreation, Reformation*. Blacksburg, VA: February 2012.

"Divide the Power: Share the Benefits: Tutors and WRC Committee Work." Conference Presenter, *North Carolina Symposium on Teaching*. Raleigh, NC: February 2012.

"Learnin' Y'all Some Grammar: Metalinguistics and Grammar Instruction." Conference Presenter, *North Carolina English Teachers Association Conference*. Winston-Salem, NC: September 2011.

"Dialogue in Motion: The Study of 'Talk' in the Teaching and Learning of Writing." Conference Presenter, the University of North Carolina at Charlotte's *Dialogue in Motion Conference*. Charlotte, NC: January 2010.

"Layers of Language: Untangling Narratives Racial and Gender Bias." Conference Presenter, The University of North Carolina at Charlotte's The Machine in the Garden 2.0 Conference. Charlotte, NC: January 2009.

"Blogs, Wikis, Websites: How Do You Choose What is Write for You?" Conference Presenter, The National Writing Project's Integrating Technology in the Teaching of English/Language Arts Conference. Charlotte, NC: October 2008.

"iStudent 2.0: A Writing Classroom for the Modern User." Conference Presenter, Georgia State University's New Voices Conference, Atlanta, GA: September 2008.

Selected Lectures & Workshops

Forthcoming. "Working with Neurodivergent Community Members." Invited Lecture & Workshop for Huntersville Police Department, Traffic and Patrol Division. Huntersville: Fall 2025.

"The Rhetorical Situation: Collective Access Considerations in Argumentation." Invited Lecture First Year Writing Courses, Clemson University, Clemson: Summer 2023, Fall 2023, Spring 2024, Summer 2024, Fall 2024, and Spring 2025.

"Access N Action: Designing the Accessible, Not Accommodations Driven Course." Invited Lecture. Rhetorics, Communication, and Information Design Ph.D. Studio Course, Clemson University, Clemson: Spring 2024.

"Trusting the Process: The Visual Rhetorics of Film Production." Invited Lecture. Rhetorics, Communication, and Information Design Ph.D. Studio Course, Clemson University, Clemson: Fall 2023.

"Designing Brief Instructional Videos: Screencasting & Animated Videos." Workshop Series for the Writing, Rhetoric, and Digital Studies Department, The University of North Carolina at Charlotte. Charlotte: Spring 2021.

"Modeling Effective Online Instruction: Preparing Your Courses for Online Instruction." Workshop Facilitator with Dr. Cat Mahaffey for the Writing, Rhetoric, and Digital Studies Department, The University of North Carolina at Charlotte. Charlotte: Fall 2020.

"Best Practices in Online Writing Instruction." Course Facilitator for Faculty Development with Dr. Cat Mahaffey for the Writing, Rhetoric, and Digital Studies Department, The University of North Carolina at Charlotte. Charlotte: Spring 2019-Spring 2020.

"#teachingbydesign: Modeling Digital Literacy Through Canvas Course Design." Workshop Facilitator with Dr. Cat Mahaffey for The University of North Carolina at Charlotte's Center for Teaching and Learning. Charlotte: Spring 2018.

Teaching Experience

2016-Current **Senior Lecturer.** Writing, Rhetoric and Digital Studies (WRDS) Department, The University of North Carolina at Charlotte. Taught general education lower division and upper division required courses across various modalities, including face-to-face, synchronous online, asynchronous online, hybrid, and HyFlex formats, demonstrating adaptability and expertise in designing accessible learning environments for diverse platforms.

Upper Division Required Courses for the WRDS Major

- **Information Literacy and Digital Composing (Equivalent to Writing for Electronic Environments):** Applied methods for researching digitally enabled social networks and adapting traditional rhetoric to better address digital culture, accessibility, and portability in various professional and academic contexts.
- **Writing Research Methods (Equivalent to Empirical Research Methods):** Surveyed diverse qualitative and quantitative composition research methods to analyze how people create, use, and empower texts, culminating in students implementing their own primary research studies.
- **Senior Internship Practicum (Equivalent to the Writing Internship):** Facilitated professional internships where students analyzed complex organizational communication, power structures, and the performative role of texts.
- **Senior Research Capstone (Equivalent to Fundamentals of Teaching Composition):** Introduced theories in composition pedagogy and practices for designing courses in academia, culminating in designing and completing an article-length research paper using empirical research methods.

General Education Courses

- **Advanced Writing, Research, and Critical Analysis (Equivalent to an Writing in the Disciplines):** Taught strategies for writing across academic majors and professions by focusing on advanced research, critical analysis of materials, and using credible evidence.
- **Accelerated Writing and Inquiry in Academic Contexts (Equivalent to First-Year Composition):** Guided students through a multi-genre inquiry project, teaching them to analyze rhetorical contexts, engage with diverse sources, and use digital technologies for composition and critique.
- **Writing and Inquiry in Academic Contexts with Studio (Equivalent to First-Year Composition):** Instructed students in analyzing and composing texts, and developing strategies for crafting logical arguments for specific audiences and contexts. Included a one-hour asynchronous online studio for extra writing practice.

2011-2016

Lecturer. Writing, Rhetoric and Digital Studies (WRDS) Department, The University of North Carolina at Charlotte. Taught mostly lower division general education courses. Classes were taught exclusively in-person.

Upper Division Required for Graduate Assistantship in English

- **The Theory and Practice of Tutoring Writing:** Exposed student peer tutors in writing center research, theory, and practice, exploring strategies for one-on-one writing instruction, linguistic justice, and accessibility

General Education Courses

- **Accelerated Writing and Inquiry in Academic Contexts (Equivalent to First-Year Composition):** Guided students through a multi-genre inquiry project, teaching them to analyze rhetorical contexts, engage with diverse sources, and use digital technologies for composition and critique.
- **Writing and Inquiry in Academic Contexts with Studio (Equivalent to First-Year Composition):** Instructed students in analyzing and composing texts, using various technologies, and developing strategies for crafting logical arguments for specific audiences and contexts. Included a one-hour asynchronous online studio for extra writing practice.
- **Supplemental Writing for English as a Foreign Language Learner:** Offered additional writing and communication preparation taken concurrently with First-Year Composition courses.

2009-2011

Adjunct Instructor. English Department, The University of North Carolina at Charlotte. Taught lower division general education courses and co-taught one upper division class. Classes were taught exclusively in-person.

Upper Division Required for Graduate Assistantship in English

- **The Theory and Practice of Tutoring Writing:** Co-taught student peer tutors in writing center research, theory, and practice, exploring strategies for one-on-one writing instruction, linguistic justice, and accessibility

General Education Courses

- **Writing for the Academic Community I (Equivalent to First-Year Composition):** Led students through intensive writing, revision, and reflection, while promoting critical engagement with diverse voices, contexts, and the understanding of their own literacy development.
- **Writing for the Academic Community II (Equivalent to First-Year Composition):** Taught students to develop and execute an extended, multi-genre inquiry project by integrating varied sources, practicing iterative writing processes (writing, revising, editing, and reflecting), and engaging in critical conversation on a chosen topic.

2009-2011 **Graduate Teaching Assistant.** English Department, The University of North Carolina at Charlotte. Taught a total of three First-Year Composition courses.

General Education Courses

- **Writing for the Academic Community I (Equivalent to First-Year Composition):**
Led students through intensive writing, revision, and reflection, while promoting critical engagement with diverse voices, contexts, and the understanding of their own literacy development. Assigned one section.
- **Writing for the Academic Community II (Equivalent to First-Year Composition):**
Taught students to develop and execute an extended, multi-genre inquiry project by integrating varied sources, practicing iterative writing processes (writing, revising, editing, and reflecting), and engaging in critical conversation on a chosen topic. Assigned two sections.

Administrative Experience

2016-2017 **Interim Associate Director of First-Year Composition:** Writing, Rhetoric and Digital Studies Department (WRDS), The University of North Carolina at Charlotte.

Duties

- Built the schedule of FYW courses for Spring, Summer, and Fall semesters
- Tracked statistics of faculty workloads, course releases, and courses taught
- Created and managed the First-Year Composition resource site
- Mentored graduate teaching assistants teaching in FYW
- Served as a representative of the program in various capacities

2009-2011 **Interim Director of the Writing Resources Center:** English Department, The University of North Carolina at Charlotte.

Duties

- Consulted with the English Department Graduate Coordinator on the appointment of graduate assistants in the WRC
- Worked with the university's center for teaching and learning to establish a graduate student focused satellite writing center
- Expanded the student tutoring pool to include tutors from across the disciplines outside of English
- Hired, supervised, observed, and evaluated tutors

2016-2017 **Assistant Director of the Writing Resources Center:** English Department, The University of North Carolina at Charlotte.

Duties

- Developed new workshops for classes based on student needs
- Acted as a resource for writing assistants concerning the day-to-day working of the center
- Built and maintained the schedule for tutoring appointments
- Served as the center director for one summer session each year

Selected Service Appointments

2022-Current **Ad Hoc Service Online Writing Instruction Best Practices:** Writing, Rhetoric and Digital Studies Department, The University of North Carolina at Charlotte.

Responsibilities/Charge

- Developed a flexible best practices pathway to support faculty wishing to teach in online course modalities
- Served as a mentor to support faculty transitioning to online teaching post-pandemic
- Sustained research projects on best practices for online writing instruction, with on-going sharing with the department
- Created accessible templates for course materials that faculty could use in designing their classes

2022-Current **Ad Hoc Service Directed Self-Placement in First-Year Composition (FYC):** Writing, Rhetoric and Digital Studies Department, The University of North Carolina at Charlotte.

Responsibilities/Charge

- Filmed, edited, and produced a video articulating the differences between FYC course offerings
- Created an infographic to guide students in choosing their FYC experience
- Developed a survey in Qualtrics for students to take which guided them on their best option for placement
- Managed the statistical data provided by the survey to assist FYC director in scheduling course offerings
- Shared data with faculty to inform teaching practices in FYC

2020-Spring 2025 **Editor of *ROLE (Research in Online Literacy Education)*:** GSOLE (Global Society for Online Literacy Educators) Publication.

Responsibilities/Charge

- Solicited articles for peer-reviewed publication
- Worked individually with potential authors to prepare their work for publication
- Developed new calls for research articles/studies
- Created a new branded version of the journal to streamline transitions for new senior editorial staff
- Developed a more accessible version of the journal that allows assistive technology to more easily engage with articles

2018-2022 **Associate Editor of *ROLE (Research in Online Literacy Education)*:** GSOLE (Global Society for Online Literacy Educators) Publication.

Responsibilities/Charge

- Oversaw copy editing/layout on ePub open access versions of the journal,
- Provided feedback to contributors
- Reimagined design and focus of the journal for my upcoming term as editor effective June 1, 2020

2015-2018 **Associate Editor of *RE: Composing*:** In house publication for FYC courses in the Writing, Rhetoric and Digital Studies Department, The University of North Carolina at Charlotte.

Responsibilities/Charge

- Developed a call for submissions for two volumes
- Co-wrote introductory materials
- Oversaw copyediting/layout
- Provided feedback to contributors

Selected Grants & Awards

Fall 2025

Student Success Grant, *The University of North Carolina at Charlotte*

Funded: \$1000

Spring 2025

Graduate Research Grant, *Clemson University Graduate School*

Funded: \$2000

Fall 2024	PEO Women's Scholars Award , <i>PEO International Woman's Organization</i>	Finalist: \$25000
Spring 2024	Inclusive Excellence Grant , <i>The University of North Carolina at Charlotte</i>	Funded: \$2000
Fall 2023	Love of Learning Grant , <i>Phi Kappa Phi Honors Society</i>	Funded: \$1000
Fall 2023	Diversity, Equity, and Inclusion Grant , <i>The University of North Carolina at Charlotte</i>	Funded: \$2000
Fall 2022	Research Grant , <i>Global Society of Online Literacy Educators (GSOLE)</i>	Funded: \$2000
Fall 2022	Dubois Award for Accessibility Excellence , <i>The University of North Carolina at Charlotte</i>	Award

Professional Affiliations

- Disability Studies Standing Group, Conference on College Communication and Composition (CCCC)
- Online Writing Instruction Standing Group, Conference on College Communication and Composition (CCCC)
- Global Society of Online Literacy Educators (GSOLE)
- National Council of Teachers of English (NCTE)
- Phi Kappa Phi, Interdisciplinary Honorary

References

Dr. Aga Skrodzka Professor of Film & Media Studies, <i>Clemson</i> <i>University</i>	Interdisciplinary Studies 712 Strode 100 Welcome Dr. Clemson, SC 29634 askrodz@clemson.edu (email preferred) 864.376.0439	Current dissertation chair and former professor in Ph.D. coursework.
Dr. Cat Mahaffey Teaching Professor of Writing, Rhetoric, & Digital Studies (WRDS), <i>The University of North</i> <i>Carolina at Charlotte</i>	Cameron Research Center 144 Cameron 9201 9201 University City Blvd Charlotte, NC 28223 chmahaff@charlotte.edu (email preferred) 704.314.5069	Current WRDS colleague, co-author on a recently published academic book, and current member of dissertation committee.
Dr. Lisa Melonçon Professor & Chair of the Department of Interdisciplinary Studies, <i>Clemson University</i>	Interdisciplinary Studies 256 Sirrine Hall 100 Welcome Dr. Clemson, SC 29634 lmelono@clemson.edu (email preferred) 803.370.0008	Current dissertation committee member and graduate advisor.
Dr. Janaka Lewis Professor of English & Associate Dean of Curriculum and Student Success, <i>The University of</i> <i>North Carolina at Charlotte</i>	Dean's Office CHESS Fretwell 430G 9201 University City Blvd Charlotte, NC 28223 jlewi102@charlotte.edu (email preferred) 704-687-7412	Former chair and direct supervisor in UNC Charlotte's WRDS department.