

[Add/Edit
RAT50](#)

[Queued
RAT50](#)

[Enter
Dependents](#)

[Complete
RAT50](#)

The RAT50 cannot be edited once it is queued.

Traveler	Destination(s)	Arrival Date	Departure Date	Review in Progress	Show Travel Information
Hinman, Tierney	UNITED KINGDOM-W,SC,N IR,EN-1S	06/24/2025	07/05/2025	Crystal Gullledge	Show Travel Information

Travel Approved

Paul Fitchett

NAME:

College:

Tierney Hinman

College of Education

AU Email:

Department:

tbh0028@auburn.edu Curriculum & Teaching

Cell Phone:

Title:

9105240912

Faculty/Staff

Date of Birth:

Gender:

08/24/1983

Female

Passport Country of Issue:

Passport Number:

Expiration Date:

UNITED STATES

A60645450

02/19/2035

Emergency Contacts

Last Name

First Name

Relation to Traveler

Phone 1

Phone 2

Email

Hinman

Matthew

Spouse

3526133656

7045346733

mhinman@epri.com

Purpose of Trip: (must choose at least one)

Conference

Conference

ISATT

Travel Information:

**Business Trip
Departure Date:**

06/24/2025

Business Trip Return Date:

07/05/2025

**International
Country**UNITED KINGDOM-
W,SC,N IR,EN-1S**Travel
Advisory
Level 3 or
4?**

N

**Arrival
Date**

06/25/2025

**Departure
Date**

07/05/2025

**Accompanied by
Dependent(s)
(spouse/child)**

Y

Funding Sources for Travel:**Type of Funding****Fund
Source****ORG****Program****Days Traveled****AMOUNT****Travel Insurance**

101002

126327

2050

CONFRC

12

\$30

Dependent Travel**Dependent Name****Travel
Destination****Begin
Date****End Date****Date of
Birth****Gender****Passport
Country
Of Issue**

Ashlynd Hinman

UNITED
KINGDOM-
W,SC,N
IR,EN-1S

06/24/2025

07/05/2025

12/02/2015

Female

UNITED
STATES

[EXT] Registration Confirmation

From CPD and Event Services (no reply) <cpdservices@eventsair.abdn-online.ac.uk>

Date Thu 1/30/2025 1:21 PM

To Tierney Hinman <tbh0028@auburn.edu>

 1 attachment (65 KB)

ATT00001.bin;

CAUTION: Email Originated Outside of Auburn.

Registration Confirmation



Commercial & CPD Services

University of Aberdeen, University Office,
Regent Walk, Aberdeen. AB24 3FX
Tel +44 (0) 1224 272523
email: cpdservices@abdn.ac.uk

VAT Reg No: GB267-3290-44

Your Information

Tierney Hinman,

Auburn University

United States

ISATT 2025

Registrations and Functions Booked:

Registration Type	Early bird registration (non member)
Amount Paid	365.00
Function	Free ticket to the Glasgow City Council Reception
Number of Tickets	2
Amount Required	0.00

Amount Outstanding	0.00
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Payment Details

Date of Payment	Thursday, Jan 30, 2025
Currency	GBP
Payment Description	Online credit card payment
Amount	365.00

Total (GBP)

Subtotal Amount Required	365.00
Tax	0.00
Total Amount Required	365.00

Subtotal Amount Outstanding	0.00
Subtotal Tax	0.00
Total Amount Outstanding	0.00

Contact Details

If you have any further questions please contact: cpdservices@abdn.ac.uk

CPD and Event Services Team

DUPLICATE INVOICE AFUS0026152129 dated 2025-04-29

Societe Air France, DBA Air France
1450 Broadway

24th Floor
New York
NY 10018
UNITED STATES OF AMERICA

TIERNEY HINMAN

2110 Greene Way

36801 Opelika
UNITED STATES

AIR FRANCE IATA N°: 33993120

ISSUING DATE	DOCUMENT NUMBER	PASSENGER NAME	REFERENCES	TRAVEL DATE	TYPE OF SERVICE	QTY	EXCLUDED TAX AMOUNT	VAT		CARRIER SURCHARGE	OTHER TAXES	GROSS AMOUNT
								RATE	AMOUNT			
2025-03-12	0572334408754	HINMAN TIERNEY MS		2025-06-24	International Air Ticket ATLANTA / LONDON / GLASGOW / AMSTERDAM / TAMPA / ATLANTA	1	436.00	0.00	0.00	600.00	253.71	1289.71
2025-03-12	0572334408752	HINMAN ASHLYND MS		2025-06-24	International Air Ticket ATLANTA / LONDON / GLASGOW / AMSTERDAM / TAMPA / ATLANTA	1	436.00	0.00	0.00	600.00	137.61	1173.61

Tax references	VAT amount	Tax base

Legal mentions
Invoice payable upon receipt.

Payment period mentions
Invoice payable upon receipt.

	USD
Total VAT excluded	872.00
Total VAT	0.00
Total carrier surcharge	1200.00
Total other taxes	391.32
NET TO YOUR DEBIT	2463.32
Payment	
VISA Card	2463.32
Total Paid Amount	2463.32



ISATT 2025

21st Biennial Conference of the International Study Association on Teachers & Teaching

30 June - 4 July 2025

University of Glasgow, Scotland



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Conference Time: 29th Apr 2025, 03:28:40pm BST

Conference Agenda

Overview and details of the sessions of this conference. Please select a date or location to show only sessions at that day or location. Please select a single session for detailed view (with abstracts and downloads if available).

Show Metadata	Authors	Table with No Column Limit	hinman
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Presentations including 'hinman'

1:50pm - 2:10pm

How do we recognize the complexity and the layers with identity to engage in difficult conversations?

Nance S Wilson¹, Wendy L. Gardiner², Amy Tondreau³, Kristin White⁴, Tess Dussling⁵, Elizabeth Stevens⁶, Tierney B Hinman⁷

¹State University of New York, Cortland, United States of America; ²Pacific Lutheran University, United States of America; ³University of Maryland, Baltimore County, United States of America; ⁴Northern

Michigan University, United States of America; ⁵St. Joseph's University, United States of America; ⁶Roberts Wesleyan University, United States of America; ⁷Auburn University, United States of America

The aim of this research is to understand how teacher educators can engage in complex conversations about race in literacy education settings. Reviewing multiple data points on our self-study research dealing with anti-racist teaching has demonstrated that for multiple reasons, including socialized niceness, power structures at institutions, and norms of white supremacy culture, we often are challenged by the difficult conversations necessary to move toward justice. This research follows 7 cis-female-white teacher educators as they engage in a critical reading of *Uncomfortable Conversations with a Black Man* (2022) to both learn new perspectives and to better understand the structures of these conversations for their own classrooms. We use the lenses of critical racial literacy, sociocultural perspectives on learning and intersectional positionality to help us to uncover the complexity of socialized niceness in this self-study. Data includes journal entries, recordings of zoom meetings for book discussions, and common assignments/discussions in our teacher preparation courses. Preliminary findings indicate that we are making progress with initiating these conversations, but continue to work on sustaining and/or deepening them and giving teacher candidates (TCs) more access points to join us in the work. We had to get comfortable with our own discomfort to engage in these conversations and the self-study group was a significant support for moving from conceptual understanding and intentions to concrete enactment. We found that examining the world beyond education through the eyes of someone else's experiences aided in identifying why the conversations were often uncomfortable and thus gave a structure for these conversations with TCs. We entered, negotiated, and retreated from conversations related to justice and inclusion. The group, coupled with the readings, provided simultaneous sources of support, problem solving, knowledge construction, and accountability. Interrupting niceness and whiteness to engage in uncomfortable conversations built critical racial literacy.

Session Details:

Session 2.4 - S-STEP Studies

Time: 01/July/2025: 1:30pm-2:50pm · Location: JMS 639*

9:30am - 9:50am

Navigating Faculty Identities in Instructional Decision-Making: When Service takes a Front Seat

Nance S Wilson¹, Tierney Hinman²

¹SUNY Cortland, United States of America; ²Auburn University, United States of America

Prevailing notions of scholarship in the academy position the work of faculty within the three general categories of teaching, research, and service. In terms of promotion and tenure across the ranks of assistant to full professorship, a cohesive agenda that links faculty research and teaching is expected, particularly in teacher education where research and teaching are co-constitutive. However, service is often an additional requirement that carries little weight in faculty evaluations. What faculty members do for service is often marginalized within the traditional power structures of the institution and, thus, faculty receive few resources (e.g., funding, mentoring) that support development in service positions. This exclusion is particularly problematic for faculty engaged in service that centers their social identities. This self-study, conducted jointly with a critical friend, draws on social identity theory and Archeology of the Self to examine one faculty member's experiences navigating the tensions between her social identities and expected academic identities in relation to service work. Findings unpack how the specific context of the academy shaped how the focal faculty member worked to reconcile tensions between social and academic identities and in relation to the degree to which those identities were visible and/or invisible in service work. As a faculty member who centered the social identities of students in teaching, this reconciliation led to a (re)imagining of instructional practices supporting preservice teachers' thinking about the relationship between their identities and instructional decision-making. Understanding how social identities visible in faculty work beyond teaching and research shape faculty agendas can more fully acknowledge and value who faculty are in relation to their whole selves, thus contributing to the construction of a new social contract in education that (re)envision how faculty identities shape teaching practices within academic institutions.

Session Details:

Session----- 8.2 - S-STEP Studies

Time: 04/July/2025: 8:50am-10:30am · Location: JMS 507

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