

# TIERNEY B. HINMAN

Department of Curriculum and Teaching • Auburn University • Auburn, AL 36849  
Phone: (910) 524-0912 • Email: tbh0028@auburn.edu

---

## EDUCATION

---

- May 2020**                      **University of North Carolina at Greensboro**, Greensboro, NC  
Doctor of Philosophy in Educational Studies, Specialization in Literacy  
*Dissertation:* Journeying into Darkness: Spatializing Latinx Students' Literacy Narratives in the In-Between  
*Chair:* Colleen M. Fairbanks  
*Committee:* Ye He, Amy Vetter, Melody Zoch
- August 2006**                **University of Florida**, Gainesville, FL  
Master of Education in Reading Education (K-12)
- May 2005**                    **University of Northern Colorado**, Greeley, CO  
Bachelor of Arts in Interdisciplinary Studies  
Concentration in English  
Certification in Elementary Education

---

## PROFESSIONAL EXPERIENCE: HIGHER EDUCATION

---

### AUBURN UNIVERSITY, AUBURN, AL

- 2020 – Present**              **Assistant Professor in Reading Education**  
Language and Literacy in the Content Areas (undergraduate, graduate)

### UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, GREENSBORO, NC

- 2014 - 2020**                **Instructor**  
Child and Adolescent Development and Learning (online, undergraduate)  
Clinical Experience in Teaching: Middle Grades (MAT)  
Community Literacies and Adult Learners (under/graduate, field experience)  
Internship I – Inquiry into Teaching and Learning (middle grades, undergraduate)  
Internship II – Inquiry in Teaching and Learning (middle grades, undergraduate)  
Internship III – Inquiry into Teaching and Learning (middle grades, undergraduate)  
Reading Education in the Middle Grades (course designer, undergraduate)  
Student Teaching and Seminar: Middle Grades (undergraduate)  
Teaching English Learners with Diverse Abilities (online, undergraduate)
- 2014 – 2020**                **University Supervisor**  
Middle Grades Teacher Education Program – English Language Arts, Mathematics, Science, and Social Studies (undergraduate, MAT)
- 2017**                            **Teaching Assistant**  
Literacy and the Content Area (online, under/graduate, K-12)

2017 Literacy II: Language Arts Instruction (elementary, MAT)  
 2017 Literacy I: Reading Instruction (elementary, MAT)  
 2017 Introduction to Equity Education (online, under/grad, doctoral)  
 2015 – 2016 Literacy II: Reading & Writing in the Intermediate Grades (elementary, MAT)  
 2015 – 2016 Literacy I: Reading and Writing in the Primary Grades (elementary, MAT)  
 2014 Reading Education (elementary, undergraduate)

2014 - 2017 **Coordinator**  
 Village/Spartan Tutoring Project

2019 - 2020 **Community and Family Engagement Liaison**  
 Project EnACTeD

2014 – 2019 **Graduate Assistant**  
 Funded Under T4

---

**PROFESSIONAL EXPERIENCE: K-12 EDUCATION**

---

**WEST BRUNSWICK HIGH SCHOOL, SHALLOTTE, NC**  
**BRUNSWICK COUNTY (NC) PUBLIC SCHOOLS**

2014 District ELA Professional Development Trainer  
 2013 – 2014 Teacher (English & Reading - Grades 9 & 10)

**CEDAR KEY SCHOOL, CEDAR KEY, FL**  
**LEVY COUNTY (FL) PUBLIC SCHOOLS**

2013 Professional Development Trainer (K-12 Literacy)

**CRYSTAL RIVER HIGH SCHOOL, CRYSTAL RIVER, FL**  
**CITRUS COUNTY (FL) PUBLIC SCHOOLS**

2006 – 2013 Teacher (English, Reading, Creative Writing, & AVID - Grades 9 – 12)  
 2009 – 2013 Program Coordinator – Advancement Via Individual Determination (AVID)  
 2008 – 2009 Staff Development Teacher and Reading Department Chair

---

**PUBLICATIONS**

---

**REFEREED JOURNAL ARTICLES:**

**Hinman, T. B.**, Stevens, E., Dussling, T., Wilson, N. S., Tondreau, A., White, K., Gardiner, W., & Degener, S. (2023). Committing to anti-bias/anti-racist teaching: From activity to habits of mind. *Excelsior: Leadership in Teaching and Learning*, 15(1), 3-20.

Gardiner, W. L., **Hinman, T. B.**, Degener, S., Wilson, N. S., Tondreau, A. L., Dussling, T., Stevens, E., & White, K. (2022). When “nice” isn’t: Confronting niceness to center equity in literacy teacher education. *Action in Teacher Education*, X(X), XXX-XXX.

Tondreau, A., Gardiner, W., White, K., Stevens, E., **Hinman, T.**, Dussling, T., Wilson, N., & Degener, S. (2022). (Be)coming critical teacher educators: Collaborative self-study across contexts. *Studying Teacher Education*, 18(1), 61-79.

**Hinman, T. B.**, He, Y., & Bagwell, D. (2021). Developing teacher educators' hybrid identities by negotiating tensions in linguistically responsive pedagogy: A collaborative self-study. *Studying Teacher Education*, 17(3), 330-349.

**Hinman, T.**, & He, Y. (2017). Hybrid practices in the alternative learning spaces of community-based heritage language programs. *New Waves Educational Research & Development*, 20, 1-22.

UNDER REVIEW:

**Hinman, T. B.**, Peltier, M., Baumann, J., Kang, G. Y., & Lemley, S. M. (under review). Pre-service teachers as *nepantleras*: A cartographical analysis of teacher candidates' conceptualizations of community. Submitted to *The Teacher Educator*.

Mercier, A. K., & **Hinman, T. B.** (under review). Investigating pre-service teachers' noticing of the cultural foundations of children's scientific explanations. Submitted to *Journal of Science Teacher Education*.

Tondreau, A., Gardiner, W., **Hinman, T.**, Dussling, T., Stevens, E., White, K., Degener, S., & Wilson, N. (under review). Disrupting niceness in literacy teacher education: Non-linear trajectories toward culturally relevant pedagogy. Submitted to *Journal of Teacher Education*.

White, K., **Hinman, T. B.**, Stevens, E., Dussling, T., Wilson, N., Tondreau, A., Gardiner, W., & Degener, S. (under review). Collaboratively cultivating critical racial literacy practices for teacher education. Submitted to *Literacy Research: Theory, Method, and Practice*.

IN DRAFT:

Brown, S., **Hinman, T. B.**, & Smith, A. (in draft). Navigating conversations around DEI: Applying Gee's discourse analysis approach to adults and children.

Collett, J., & **Hinman, T. B.** (in draft). Agency, equity, and literacy development: A qualitative synthesis on the intersection between teacher and student agency.

**Hinman, T. B.** (in draft). Tight and loose spaces as change agent in literacy teaching and learning.

**Hinman, T. B.**, Gardiner, W., Tondreau, A., Wilson, N. S., Dussling, T., Stevens, E., & White, K. (in draft). Tight and loose spaces in collaborative interactions: Sustaining the intellectual work of longitudinal self-studies.

**Hinman, T. B.**, & Kirkman, C. (in draft). Dilemmatic tensions in the development of literacy conceptualizations: A dialogic approach to teacher education.

**Hinman, T. B.**, & Mercier, A. K. (in draft). An anti-deficit approach to constructing discourse: Expanding preservice teachers' noticing of students' scientific explanations.

Mercier, A. K., **Hinman, T. B.**, Sharma, M., & Steele, D. (in draft). Using design-based research to support preservice teachers' shift toward anti-deficit noticing: Implications for teacher education.

White, K., Gardiner, W., Tondreau, A., Degener, S., Stevens, E. R., Dussling, T. M., **Hinman, T. B.**, & Wilson, N. S. (in revision). Nice girls like us: Confronting White liberalism in teacher education and ourselves.

#### **BOOK CHAPTERS:**

Stevens, E., White, K., Dussling, T., Wilson, N. S., Tondreau, A., Gardiner, W., **Hinman, T. B.**, & Degener, S. (accepted). Collaboratively cultivating critical racial literacy practices for teacher education. In A. Cameron-Standerford, B. Bergh, & C. Edge (Eds.), *Pausing at the threshold: Opportunity through, with, and for self-study of teacher education practices* (XX-XX). Equity Press.

Faircloth, B. S., **Hinman, T. B.**, Marhatta, C., McDaniel, D., Vetter, A., & Zoch, M. (2021). Community voices: Belonging narratives of youth recently arrived in the United States. In B. Faircloth, L. M. Gonzales, & K. Ramos (Eds.), *Belonging: Conceptual critique, critical applications* (pp. 199-224). Lexington Books.

**Hinman, T. B.**, He, Y., Wilson, S., Paschal, A., & Nelson, J. (2021). Challenges and strength-based strategies for cultivating a sense of belonging in a heritage language program. In B. Faircloth, L. M. Gonzales, & K. Ramos (Eds.), *Belonging: Conceptual critique, critical applications* (pp. 173-198). Lexington Books.

Tondreau, A., White, K., Stevens, E. R., Dussling, T. M., Wilson, N. S., **Hinman, T. B.**, Gardiner, W., Degener, S., & Cullen, K. (2020). Strength in numbers: A collaborative self-study of critical literacy across teacher education contexts. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), *Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing*. EdTech Books. [https://edtechbooks.org/textiles\\_tapestries\\_self\\_study/chapter\\_36](https://edtechbooks.org/textiles_tapestries_self_study/chapter_36)

Fairbanks, C. M., & **Hinman, T.** (2018). Teacher and institutional beliefs, vision, belonging and identity. In J. Leontis (Ed.), *TESOL Encyclopedia of English Language Teaching*. John Wiley and Sons.

---

#### **REFEREED CONFERENCE PRESENTATIONS**

---

#### **INTERNATIONAL/NATIONAL CONFERENCES:**

Mercier, A., & **Hinman, T. B.** (2023, April 18-21). Working to hear diverse ways of knowing: Development of skills for enacting justice-centered science pedagogy. [Paper presentation]. National Association for Research in Science Teaching. Chicago, IL.

**Hinman, T. B.**, Gardiner, W. L., Tondreau, A. L., White, K., Stevens, E., Wilson, N. S., Dussling, T., & Degener, S. (2023, April 13-16). Tight and loose spaces in collaborative interactions: Sustaining the intellectual work of longitudinal self-studies. [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL.

Mercier, A., & **Hinman, T. B.** (2023, January 11-14). Do you hear what I hear? Preservice teacher framing and noticing of elementary students' thinking. [Paper presentation]. Association for Science Teacher Education International Conference. Salt Lake City, UT.

Dussling, T., Wilson, N. S., Stevens, E. Y., White, K., Gardiner, W., Tondreau, A., & **Hinman, T. B.** (December 2022). Interrogating literacy assessment practices and policies. [Problems court]. American Reading Forum Annual Conference. Sanibel Island, FL.

**Hinman, T. B.**, Baumann, J., Kang, G. Y., Lemley, S. M., & Peltier, M. (2022, November 30-December 3). The potential of tender geographies: A cartographical analysis of teacher candidates' conceptualizations of community. [Paper presentation]. Literacy Research Association Annual Meeting, Phoenix, AZ.

**Hinman, T. B.**, Smith, A., & Brown, S. (2022, November 30-December 3). Navigating conversations together around DEI: Applying Gee's discourse analysis approach to adults and children. [Alternative session]. Literacy Research Association Annual Meeting, Phoenix, AZ.

Mercier, A., & **Hinman, T. B.** (2022, November 30-December 3). An anti-deficit approach to constructing discourse: Expanding preservice teachers' noticing of students' scientific explanations. [Paper presentation]. Literacy Research Association Annual Meeting, Phoenix, AZ.

White, K. L., Dussling, T., Tondreau, A., Stevens, E. Y., Wilson, N. S., **Hinman, T. B.**, Gardiner, W., & Degener, S. C. (2022, November 30-December 3). Critical incidents that cultivate critical racial literacy practices for teacher education. [Paper presentation]. Literacy Research Association Annual Meeting, Phoenix, AZ.

Tondreau, A., Gardiner, W., **Hinman, T. B.**, White, K. L., Dussling, T. M., Stevens, E. Y., Wilson, N. S., & Degener, S. (2022, November 17-20). Being a light for one another: Forming a self-study community of practice. [Paper presentation]. National Council of Teachers of English Annual Convention, Anaheim, CA.

Tondreau, A., White, K., Stevens, E. Y., Dussling, T. M., **Hinman, T. B.**, Gardiner, W., Degener, S., & Wilson, N. S. (2022, August 7-12). Revising and (re)imagining methods courses through a critical racial literacy lens [Paper presentation]. Castle Conference, Herstmonceux Castle, East Sussex, England.

**Hinman, T. B.**, & Fairbanks, C. M. (2022, April 21-26). The potential of loose spaces: Operationalizing critical disciplinary literacy for English language arts [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA.

Gardiner, W. L., **Hinman, T. B.**, Degener, S., Wilson, N. S., Tondreau, A. L., Dussling, T., Stevens, E., & White, K. (2022, April 21-26). When "nice" isn't: Confronting niceness to center equity in literacy teacher education. [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA.

Mercier, A., & **Hinman, T. B.** (2022, March 27-30). Investigating pre-service teachers' noticing of the cultural foundations of children's scientific explanations [Paper presentation]. National Association for Research in Science Teaching Annual International Conference, Vancouver, British Columbia, Canada.

Mercier, A. & **Hinman, T.** (2022, January 5-8). Investigating pre-service teachers' noticing of the cultural foundations of children's scientific explanations [Paper presentation]. Association for Science Teacher Education Conference, Greenville, SC.

- Hinman, T. B.** (2021, December 1-4). Complicating narrative tellings: Student-generated critical incidents as frames for pedagogical change. [Paper presentation]. Literacy Research Association Annual Conference, Atlanta, GA.
- Tondreau, A., Gardiner, W., Wilson, N., **Hinman, T.**, Degener, S., Dussling, T., Stevens, E., & White, K. (2021, December 1 – 4). Disrupting niceness in literacy teacher education: Non-linear trajectories toward anti-racist anti-bias pedagogy. [Paper presentation]. Literacy Research Association Annual Conference, Atlanta, GA.
- Wilson, N., **Hinman, T.**, Stevens, E., Dussling, T., White, K., Tondreau, A., Gardiner, W., & Degener, S. (2021, November 18-21). Building the habits of mind for anti-bias/anti-racist teaching [Paper presentation]. National Council of Teachers of English Annual Convention, Louisville, KY.
- Hinman, T. B.**, & Mercier, A. (2021, August 30 – September 3). Expanding learning by supporting preservice teachers' noticing of non-normative knowledge in students' scientific explanations [Paper presentation]. European Science Education Research Association, Portugal, Spain. (Virtual conference)
- Hinman, T. B.**, He, Y., & Bagwell, D. (2021, April 9-12). Developing teacher educators' hybrid identities by negotiating tensions in linguistically responsive pedagogy: A collaborative self-study [Paper presentation]. American Educational Research Association Annual Meeting. (Virtual conference)
- Tondreau, A., Gardiner, W., White, K., Degener, S., Dussling, T. M., **Hinman, T. B.**, & Wilson, N. S. (2021, April 9-12). (Be)coming critical teacher educators: Collaborative self-study across contexts [Roundtable presentation]. American Educational Research Association Annual Meeting. (Virtual conference)
- Hinman, T. B.** (2021, March 24-27). Critical incident reflection to inform instructional decision-making for diverse learners [Paper presentation]. TESOL International Convention & English Language Expo. (Virtual conference)
- White, K., Stevens, E., Gardiner, W., Tondreau, A., Degener, S., Dussling, T. M., **Hinman, T. B.**, & Wilson, N. S. (2020, December 2-5). Critical friends fostering culturally responsive pedagogy [Symposia]. Literacy Research Association Annual Conference, Houston, TX. (Virtual conference)
- Tondreau, A., White, K., Stevens, E. R., Dussling, T. M., Wilson, N. S., **Hinman, T. B.**, Gardiner, W., Degener, S., & Cullen, K. (2020, June 14-15). Weaving critical literacy and social justice: A collaborative self-study of transformative teacher education practice [Paper presentation]. Castle Conference, Herstmonceux Castle, East Sussex, England. (Virtual conference)
- Tondreau, A. L., Wilson, N. S., Dussling, T., Gardiner, W. L., Degener, S., White, K., Cullen, K., Stevens, E., & **Hinman, T.** (2020, April 17-21). Balancing critical literacy and literacy practice: A self-study of literacy teacher educators across contexts [Roundtable presentation]. American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- Hinman T.** & Bagwell, D. (2020, March 31-April 3). Negotiating tensions for supportive writing instruction with newcomer students [Paper presentation]. Doctoral Research Forum of the TESOL International Convention & English Language Expo, Denver, CO. (Conference canceled)

Wilson, N., White, K., Boggs, G. L., Tondreau, A., Stevens, E., **Hinman, T.**, Gardiner, W., Dussling, T. M., & Degener, S. (2019, December 9-12). Critical literacy as classroom practice [Problems court]. American Reading Forum Conference, Sanibel Island, FL.

Cullen, K., Degener, S., Dussling, T. M., Gardiner, W., **Hinman, T.**, Stevens, E. Y., White, K. L., & Wilson, N. (2019, December 4-7). Critical literacy in community: A self-study of teacher educators across contexts [Roundtable presentation]. Literacy Research Association Annual Conference, Tampa, FL.

**Hinman, T. B.** & Kirkman, C. (2019, December 4-7). Dilemmatic tensions in the development of literacy conceptualizations: A dialogic approach to teacher education [Paper presentation]. Literacy Research Association Annual Conference, Tampa, FL.

**Hinman, T. B.** (2019, April 5-9). Cultivated gazes and historical literacy: The acculturation of secondary Latinx students into a disciplinary culture [Poster presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.

**Hinman, T. B.**, & He, Y. (2019, April 5-9). Promoting bilingual and bicultural well-being: Application of positive education in a heritage language program [Roundtable presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.

**Hinman, T. B.** (2019, February 9). Shared space: Developing a bilingual and bicultural learning community [Paper presentation]. TESOL Applied Linguistics Graduate Student Conference, Greensboro, NC.

**Hinman T. B.** (2018, November 28-December 1). Latinx learners' (re)imaginings of literacy spaces in a secondary history class [Paper presentation]. Literacy Research Association Annual Conference, Indian Wells, CA.

**Hinman, T. B.** (2017, November 29-December 2). Negotiating moments of tension for expansive learning in a heritage language program [Roundtable presentation]. Literacy Research Association Annual Conference, Tampa, FL.

**Hinman, T. B.**, & He, Y. (2017, April 27-May 1). Hybrid practices in the alternative learning spaces of community-based heritage language programs [Roundtable presentation]. American Educational Research Association Annual Meeting, San Antonio, TX.

**Hinman, T. B.** (2016, November 30-December 2). Exploring literacy learning through space in an alternative education program [Roundtable presentation]. Literacy Research Association Annual Conference, Nashville, TN.

#### **STATE CONFERENCES:**

Stevens, E. Y., Dussling, T., Wilson, N. S., **Hinman, T. B.**, Gardiner, W., & White, K. L. (2022, October 27-28). Self-study community of practice: "Team relay trail run" rhizomes to equity. [Paper presentation]. New York Association of Colleges for Teacher Education-New York State Association of Teacher Educators, Saratoga Springs, NY.

Wilson, N., White, K., Tondreau, A., Gardiner, W., Stevens, E., Dussling, T., **Hinman, T.**, & Degener, S. (2022). Interrogating ourselves to (trans)form beliefs into actions for anti-racist teaching. SUNY Cortland Annual Literacy Conference, Cortland, NY. (Virtual conference)

## LOCAL CONFERENCES:

Mercier, A. & Hinman, T. (2023, March 31). Do you hear what I hear? Preservice teachers' framing and noticing of elementary students' ideas. [Paper presentation]. The Education Summit, University of Wyoming, Laramie, WY.

Stevens, E. Y., Dussling, T., Wilson, N. S., **Hinman, T. B.**, Gardiner, W., & White, K. L. (2022, October 27-28). Self-study community of practice: "Team relay trail run" rhizomes to equity. [Paper presentation]. New York Association of Colleges for Teacher Education-New York State Association of Teacher Educators, Saratoga Springs, NY.

Wilson, N., White, K., Tondreau, A., Gardiner, W., Stevens, E., Dussling, T., **Hinman, T.**, & Degener, S. (2022, April 29). Interrogating ourselves to (trans)form beliefs into actions for anti-racist teaching. SUNY Cortland Annual Literacy Conference, Cortland, NY. (Virtual conference)

**Hinman, T. B.** (2019, February 9). Shared space: Developing a bilingual and bicultural learning community [Paper presentation]. TESOL Applied Linguistics Graduate Student Conference, Greensboro, NC.

Abercrombie, C., Paschal, A., Rodriguez, C., Brabec, S., He, Y., & **Hinman, T. B.** (2017, May 3). Family stories: A two-generation approach in a heritage language program [Roundtable presentation]. Triad Teacher Researcher Conference, Greensboro, NC.

## INVITED PRESENTATIONS:

Stevens, E. R., Wilson, N. S., **Hinman, T. B.**, Dussling, T. M., White, K., Tondreau, A., & Gardiner, W. (2021, February 6). Building the habits of mind for anti-bias/anti-racist teaching [Workshop]. Live Local Literacy, Rochester Area Literacy Council, Rochester, NY. [Virtual conference]

Call, C., Harris, R., Paschal, A., Abercrombie, C., Rodriguez, C., He, Y., & **Hinman, T. B.** (2017, September 23). Heritage Language Academy (HLA): A university, school, and community collaboration [Breakout session]. Diversity in Language & Culture Conference, Greensboro, NC.

---

## RESEARCH PROJECTS

---

### 2023 – Present **Teacher Identities in Literacy: Implications for Preservice Teacher Education in the Electives**

Stacy Fields, Middle Tennessee State University  
Valerie Gresser, Duquesne University  
Tierney Hinman, Auburn University  
Stephanie Lemley, Mississippi State University  
Alison Mercier, University of Wyoming

### 2022 – Present **Antideficit Noticing in Teacher Education Practices**

Sophia Jeong, The Ohio State University  
Tierney Hinman, Auburn University  
Alison Mercier, University of Wyoming  
Meenakshi Sharma, Mercer University  
David Steele, Adler Graduate School of Education

- 2022 – Present**      **At the Nexus of Teacher and Student Agency in Equitable Literacy Education**  
Jennifer Collett, City University of New York  
Tierney Hinman, Auburn University
- 2022 – Present**      **Trajectories in Applications of Discourse Analysis in Teacher Education**  
Sally Brown, Georgia Southern University  
Tierney Hinman, Auburn University  
Antony Smith, University of Washington
- 2022 – Present**      **Applications of Critical Disciplinary Literacy in the Content Areas**  
Tierney Hinman, Auburn University  
Karley Huddleston, Auburn University  
Hunter Rogers, Auburn University  
JoAnna Arnold, Furlow Charter School, GA  
Kendall Brooks, Hillsboro High School, TN  
Sandy Crow, Dalton High School, GA  
Lindsey Ives, Beauregard High School, AL
- 2021 – Present**      **Expanding Learning by Supporting Preservice Teachers’ Noticing of Non-Normative Knowledge in Students’ Scientific Explanations**  
Alison Mercier, University of Wyoming  
Tierney Hinman, Auburn University
- 2021 – Present**      **Engaging Preservice Teachers in Communities to Support Equitable Literacy Instruction**  
Jennie Baumann, Michigan State University  
Tierney Hinman, Auburn University  
Grace Kang, Illinois State University  
Stephanie Lemley, Mississippi State University  
Marliese Peltier, Ball State University
- 2019 – 2020**      **A Collaborative Self-Study on Experiences with Immigrant and Refugee Students: Implications for Teacher Education**  
Tierney Hinman, University of North Carolina at Greensboro  
Ye He, University of North Carolina at Greensboro  
Dawn Bagwell, University of North Carolina at Greensboro
- 2019**      **Community Voices Summer Workshop for Newcomer Students**  
Beverly Faircloth, University of North Carolina at Greensboro  
Ye He, University of North Carolina at Greensboro  
Pratigya Marhatta, University of North Carolina at Greensboro  
Tierney Hinman, University of North Carolina at Greensboro  
Dominique McDaniel, University of North Carolina at Greensboro  
Jill McClanahan, Guilford County Schools  
Aaliyah Coleman, University of North Carolina at Greensboro  
Kalyn Danner, University of North Carolina at Greensboro
- 2019 – 2020**      **Project Engaging and Advancing Community-Centered Teacher Development (EnACTeD)**  
Ye He, University of North Carolina at Greensboro  
Melody Zoch, University of North Carolina at Greensboro

Scott Howerton, University of North Carolina at Greensboro  
Jamie Schissel, University of North Carolina at Greensboro  
Tiffany Smith, University of North Carolina at Greensboro  
Bryan Hutchins, University of North Carolina at Greensboro  
Grettel Arias Orozco, University of North Carolina at Greensboro  
Dawn Bagwell, University of North Carolina at Greensboro  
Tierney Hinman, University of North Carolina at Greensboro

**2018 – Present**

**Critical Literacy in Community: A Self-Study of Teacher Educators Across Contexts**

Sophie Degener, National Louis University  
Tess Dussling, St. John's University  
Wendy Gardiner, Pacific Lutheran University  
Tierney Hinman, Auburn University  
Elizabeth Stevens, Boston University  
Amy Tondreau, University of Maryland, Baltimore County  
Kristen White, Michigan State University  
Nance Wilson, SUNY, Cortland

**2018 – 2021**

**Mapping in the Second Space: A Model of Pre-Service Teachers' Development of Literacy Frameworks**

Tierney Hinman, University of North Carolina at Greensboro  
Chris Kirkman, University of North Carolina at Greensboro

**2018 – 2020**

**Journeying into Darkness: Spatializing Latinx Students' Literacy Narratives in the In-Between**

Dissertation Advisor: Colleen M. Fairbanks

**2018**

**(Re)Imagining Writing Spaces: An Exploration of Space, Positionality, and Conflict in a Summer Writing Camp**

Tierney Hinman, University of North Carolina at Greensboro (PI)

**2016 – 2020**

**UNCG-Asheboro City Schools Heritage Language Academy Project: Community-Based Heritage Language Programs**

Ye He, University of North Carolina at Greensboro  
Tierney Hinman, University of North Carolina at Greensboro  
Shameeka Wilson, University of North Carolina at Greensboro  
Candace Call, North Asheboro Middle School  
Adriana Paschal, North Asheboro Middle School  
Claudia Rodriguez, North Asheboro Middle School  
Jennifer Gold, North Asheboro Middle School  
Jennifer Nelson, North Asheboro Middle School  
Josie Roman, North Asheboro Middle School

**2016**

**Youth Disrupting Traditional Notions of Gender and Sexual Orientation through Writing**

Amy Vetter, University of North Carolina at Greensboro  
Brooke Langston-DeMott, University of North Carolina at Greensboro  
Tierney Hinman, University of North Carolina at Greensboro (data collection)

**2014 – 2015**                    **Comprehending Multiple Informational Genres in the Elementary Grades**  
Nicole Martin, University of North Carolina at Greensboro  
Tierney Hinman, University of North Carolina at Greensboro (data analysis)

---

**C E R T I F I C A T I O N S**

---

NC Standard Professional License in Elementary Education; English 9-12; Reading K-12; Middle Grades Language Arts 6-9; English Speakers of Other Languages (expired)

---

**S E L E C T E D   A W A R D S   A N D   H O N O R S**

---

**2021**                    Auburn University, Biggio Center Course (Re)Design Faculty Participant (\$1,000 stipend)

**2019**                    UNCG Summer Research Assistantship (\$1,500 for Summer 2019)

**2018**                    UNCG School of Education Graduate Research Scholar Award (\$500)

**2016 – 2017**                    UNCG Summer Research Assistantship (\$2,000 for Summer 2016 & 2017)

**2014 – 2019**                    UNCG Doctoral Assistantship (\$12,800 for 2014 - 2015; \$12,000 for 2015-2016; \$15,000 for 2016-2017; \$18,000 for 2017-2018; \$18,000 for 2018-2019)

**2014 – 2015**                    UNCG Joyce D. White Scholarship (\$2,200)

---

**G R A N T S**

---

**2021**                    College of Education Seed Grant  
Designing for Critical Disciplinary Literacy in the Content Area through Teacher Action Research: A University-School Partnership (\$5000)

**2018**                    The Coalition for Diversity in Language & Culture  
Promoting Heritage Language through Financial Literacy and Service Learning (\$3000)

**2016**                    The Coalition for Diversity in Language & Culture  
Teacher Action Research to Promote Heritage Language Development (\$3000)

---

**S E R V I C E**

---

**NATIONAL LEVEL:**

**2018 – Present**                    **External Review Board**  
*Journal of Language and Literacy Education*

**Reviewer**  
**2022 – Present** *Journal of Teacher Education*  
**2022 – Present** *Reading & Writing Quarterly: Overcoming Learning Difficulties*  
**2021 – Present** *Multicultural Perspectives*  
**2021 – Present** *Action in Teacher Education*  
**2017 – Present** *Ubiquity: The Journal of Literature, Literacy, and the Arts* (Research Strand)

**Proposal Reviewer**  
**2021** Self-Study of Teacher Education Practices Biennial Conference  
**2021** National Council of Teachers of English  
**2020** TESOL International Association  
**2016 – 2022** Literacy Research Association  
**2016, 2020 – 2021** American Educational Research Association

**Conference Session Chair**  
**2022** Literacy Research Association

**STATE LEVEL:**

**2019 – 2020** **Member**  
 North Carolina Literacy Research Partnership (NCLRP)

**UNIVERSITY LEVEL:**

**Spring 2023** **University Core Curriculum Committee**  
 Interim Representative for College of Education, Auburn University

**P&T Working Group: Teaching**  
 Member, Department of Curriculum & Teaching, Auburn University

**2022 – Present** **Equity Taskforce**  
 Member, Department of Curriculum & Teaching, Auburn University

**Fall 2022** **Search Committee**  
 Member, Tenure-Track Assistant Professor Position in Reading Education,  
 Auburn University

**Summer 2022** **Search Committee**  
 Member, Limited Term Non-Tenured Lecturer Position in Reading Education,  
 Auburn University

**2021 – Present** **Faculty Affairs Committee**  
 Member, Department of Curriculum & Teaching, Auburn University

**Graduate Student Committees (Graduated), Auburn University**

<b>Student Name</b>	<b>Degree</b>	<b>Year</b>	<b>Present Position</b>	<b>Role</b>
Lindsey Ives	MEd English Ed	2022	Doctoral Student	Committee Member
Dean Jones	MEd in English Ed	2022	Teacher	Committee Member
Emma McCaghren	MEd English Ed	2022	Teacher	Committee Member
Lauren Ritchie	MS in English Ed	2022	Teacher	Committee Member

**Graduate Student Committees (Current), Auburn University**

<b>Student Name</b>	<b>Degree</b>	<b>Work Candidate has Done</b>	<b>Role</b>
Renee Brown	PhD English Ed	Proposal	Committee Member
Bianca Davidson	PhD Reading Ed	Proposal	Co-Advisor
Karley Huddleston	PhD Reading Ed	Proposal	Major Professor
JoAnna Arnold	PhD Reading Ed	Coursework	Co-Advisor
Cynthia Baker	PhD Reading Ed	Coursework	Committee Member

**2018 – 2020**                    **Member & Grant Committee Member**  
Coalition for Diversity in Language & Culture, UNC Greensboro

**Session Moderator**  
**2018**                    Teacher Triad Researcher Conference, Greensboro, NC  
**2017**                    Diversity in Language & Culture Conference, Greensboro, NC

**2016 – 2017**                    **Coordinator**  
Spartan Tutoring Project, UNC Greensboro & Guilford Elementary

**2014 – 2020**                    **Middle Grades Education Program, UNC Greensboro**  
University Supervisor & BS/MAT Cohort Lead

**LOCAL LEVEL:**

**2023**                    **School Professional Development Workshop**, Loachapoka High School, AL  
*Navigating Content at the Intersection of Vocabulary, Reading, and English Language Development*  
Team: Mary Jane McIlwain, Jamie Harrison, Tierney Hinman

**2022 - Present**                    **Critical Disciplinary Literacy Teacher Collaborative**  
Organizer, Facilitator, & Team Member, Lee County, AL (+ additional districts/states)

**2019**                    **Young Writers Community Voices Camp (Immigrant/Refugee Students)**  
Teacher & Researcher, UNC Greensboro

**2018**                    **District Professional Development Workshop**, Rockingham County, NC  
*Teaching Vocabulary: Using a Disciplinary Literacy Approach to Teach Vocabulary in your Middle and High School Classroom*  
Team: Amy Vetter, Tierney Hinman

**2015 – 2020**                    **Heritage Language Academy**  
Team Member, Asheboro City Schools, NC & UNC Greensboro

-----  
**PROFESSIONAL MEMBERSHIPS**  
-----

Alabama Literacy Association  
American Association of Colleges for Teacher Education  
American Educational Research Association

American Reading Forum  
Association for Science Teacher Education  
European Science Education Research Association  
International Literacy Association  
Literacy Research Association  
National Association for Research in Science Teaching  
National Council of Teachers of English  
TESOL International Association