

# Mack T. Hines III, Ed.D.

Prosper, Texas 75078

832-585-2731 | hines1971@yahoo.com

[\[www.mackthines.com\]](http://www.mackthines.com)

<https://www.linkedin.com/in/mack-t-hines-064a2950/>

## *Curriculum Vitae*

Over 20 years of multi-faceted experience in higher education, research, K-12 education/administration, and private consulting. Engaging and invested professor, whose courses are regularly ranked highly by students. Subject Matter Expert on race-conscious K-12 educational methods, with significant experience studying and executing models to better engage African American students. Prolific researcher having published and reviewed numerous books, chapters, and articles. Public servant devoted to fostering student success. Record of service on numerous department and university committees.

## **Education**

### **Doctor of Education in Educational Leadership (Ed.D.), 2003**

*South Carolina State University, Orangeburg, South Carolina*

### **Master of Education in Educational Leadership (Ed.S.), 2000**

*Winthrop University, Rock Hill, South Carolina*

### **Master of Arts in Teaching in Elementary Education (M.A.T.), 1995**

*Winthrop University, Rock Hill, South Carolina*

### **Bachelor of Arts in Social Studies (B.A.), 1993**

*Morris College, Sumter, South Carolina*

## **I. HIGHER EDUCATION EXPERIENCES**

### **SAM HOUSTON STATE UNIVERSITY, Huntsville, Texas**

**2005-Present**

*Associate Professor of Educational Leadership (2010-Present)*

*Assistant Professor of Educational Leadership (2005-2010)*

### **UNIVERSITY OF ARKANSAS AT MONTICELLO, Monticello, Arkansas**

**2004-2005**

*Assistant Professor of Educational Leadership (2004-2005)*

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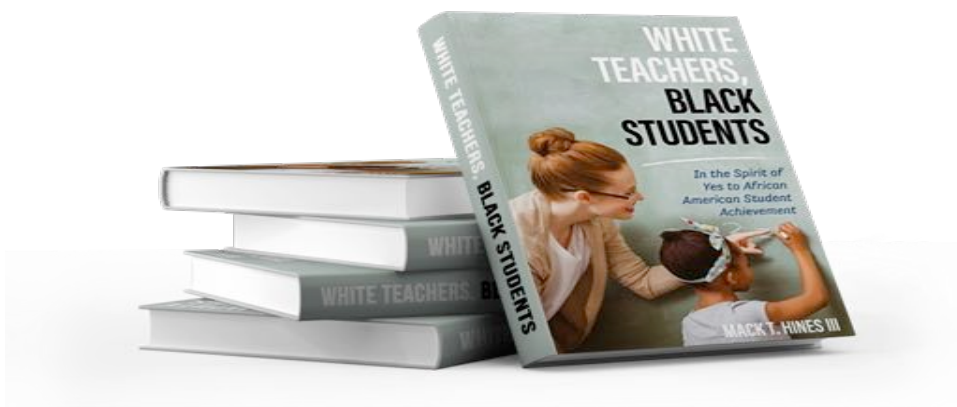
## – COURSES –

- *Cultural Proficiency for School Leaders*
- *Administration and Organization of Public Schools*
- *School Law*
- *Role of the Principal*
- *Instructional Leadership for Teaching & Learning*
- *Societal Factors Related to School Leadership*

## Publications & Presentations

### – BOOKS –

**HINES, M. (2017).** *White teachers, Black students: In the spirit of yes to African American student achievement.* Lanham, MD: Rowman & Littlefield Publishing



Hines, M. (2009). *Black kids and classroom management: The teacher's guide to building positive behavior within African American students.* Temecula, CA: The AlexisAustin Group.

Hines, M. (2004). *First In flight: Helping children to soar in middle school.* Indianapolis, IN: First Books Library.

Hines, M. (2003). *20/20: An inspirational look at 20 of South Carolina's most notable African-American women.* Florence, SC: MTB Publishing Company.

### – BOOK CHAPTERS –

West, P., Hines, M., Lunenburg, F. (2014). Teacher Quality Variables and Efficacy for Teaching Minority Students. The National Council of Professors of Educational Administration

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(NCPEA) Yearbook of Doctoral Research. (P. 40-59). Lancaster, PA: Pro Active Publications.

Hines, M. (2008). Preservice principals' perceptions of culturally proficient school leadership. In R. Papa, C. Achilles, & B. Alford (Eds.) *Leadership on the frontlines: Changes in preparation and practice*. The National Council of Professors of Educational Administration (NCPEA) Yearbook. (P. 209-217). Lancaster, PA: Pro Active Publications.

Hines, M. (2007). The doctoral dissertation of educational administration. A knowledge based compass of moral development. In T. Creighton, C. Mullen, S. Harris, and F. Dembowski's *The NCPEA handbook of doctoral programs in educational leadership: Issues and challenges*. Houston, TX: Connexions Project.

Hines, M. (2007). The impact of age on the postdoctoral use of the educational administration dissertation to promote a just and democratic society. *The Center for Research in Lifelong Learning (CRL) yearbook*. Edinburgh Scotland: The University of Stirling Press.

Hines, M. (2007). The effect of principals' leadership styles on preservice principals' concerns about becoming a principal. *The Southern Regional Council of Educational Administration Yearbook*, 61-74.

## **– REFERREED ARTICLES –**

### **SELECTED SAMPLE**

#### **(AUTHOR OF OVER 70 ARTICLES)**

Hines, M. (2016). White principals' perceptions of blackness as a sign of giftedness. *Contemporary Issues in Educational Research*, 9(1).

Hines, M. (2016). The embeddedness of white fragility within white pre-service principals' reflections on white privilege. *Critical Questions in Education*, 7(2).

Hines, M. (2016). White gifted and talented education coordinators' perceptions of blackness as a sign of giftedness. *International Journal of Education and Human Developments*, 2(1).

Hines, M. (2014). White preservice principals' perceptions of white privilege as a barrier to cultural proficiency. *Focus on Colleges, Universities, and Schools*, 8(1).

Hines, M. (2014). Leadership perceptions and responses to the dehumanization of black children in schools. *National Forum on Educational Administration and Supervision*, 32(4).

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- Hines, M. (2013). The interactive effects of race and gender on preservice teachers' perceptions of African American principals' culturally proficient school leadership. *National Forum of Teacher Education Journal*, 23(1-2).
- Hines, M. (2013). A comparative analysis of the dissertation self-efficacy of Black students at historically black universities and predominantly White universities. *International Journal of Education*, 1(1).
- Hines, M. (2012). An in depth analysis of African American students' schooling experiences: A rural school district in review. *National Forum of Applied Educational Research Journal*, 25(3).
- Hines, M. (2011). Adolescent adjustment to the middle school transition: The intersection of gender and years in divorce in review. *National Forum of Teacher Education Journal*, 22(6): 25-50.
- Hines, M., & Kritsonis, W. (2010). The interactive effects of race and teacher self-efficacy on the achievement gap in school. *National Forum of Multicultural Issues Journal*, 7(1): 1-14.
- Hines, M. (2009). The academic disidentification Black boys in Texas: The fourth grade syndrome in review. *National Forum of Teacher Education Journal*, 20(1): 20-27.
- Hines, M. (2009). Having their say: Black women's lived experiences in predominantly white doctoral programs of educational leadership. *National Forum of Educational Administration and Supervision Journal*, 26(3): 90-121.
- Hines, M. (2008). The interactive effects of race and gender on in-service teachers' perceptions of Caucasian American principals' culturally proficient school leadership. *The International Journal of Diversity in Organisations, Communities, & Nations*, 8(2): 209-219.
- Hines, M. (2008). Preservice principals' post internship concerns about becoming a principal: America and Scotland in review. *Educational Considerations*, 36(1): 1-5.
- Hines, M. (2008). African American children and mathematical problem solving in Texas: An analysis of meaning making in review. *National Forum of Applied Educational Research Journal*, 21(3): 1-17.
- Hines, M. (2008). The kupanga project: Using a graphic organizer to improve the mathematical problem solving skills of African American students. *Texas Association of Secondary School Principals (TASSP) Journal*, 17(2) 35-38.

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- Hines, M. (2007). The pride and privilege of the NCPEA professorship: A junior faculty perspective in review. In B. Alford, R. Papa, & J. Coleman's *20 years of NCPEA: Looking back through the years: 1987-2006*. National Council of Professors of Educational Administration.
- Hines, M. (2007). Adolescent adjustment to the middle school transition: The intersection of divorce and gender in review. *Research in Middle Level Education Online*, 31(2): 1-15.
- Hines, M. (2007). The interactive effects of gender and leadership style on post internship concerns about becoming a principal. *AASA Journal of Scholarship & Practice*, 4(3): 42-48.
- Hines, M. (2007). The effect of leadership style on preservice concerns about becoming a principal. *The Annual Journal of the California Association of Professors of Educational Administration*, 19: 105-116.
- Hines, M., & Harris, A. (2007). Pedagogy or andragogy: Which "gogy" reflects Septima Clark's use of instruction to enhance the academic and social prosperity of African American people? *The National Journal of Urban Education & Practice*, 1(2): 198-209.
- Hines, M. (2006). More to the middle: How to move precollegiate students into middle school teaching. *Texas Middle School Association Journal*, 13(2): 32-35.
- Hines, M. (2006). A gender based analysis of the learning style preferences of principal preparation students. *The Journal of Adult and Continuing Education*, 12(1): 76-97.
- Hines, M. (2006). The impact of teacher certification on middle school teachers' concerns about the middle school transition. *Current Issues in Middle Level Education*, 12(2): 21-27.
- Hines, M. (2006). Noticing the newbies: New middle school teachers' concerns about the middle school transition. *The Journal of the New England League of Middle Schools* 17(1): 32-35.
- Hines, M. (2005). Who's concerned? The impact of teacher certification on new middle school teachers' concerns about the middle school transition. *Transescent*, 4(1): 8-12.
- Hines, M. (2005). A straightforward approach to reaching gay middle school students. *Association of Illinois Middle School Journal (AIMS)*, 17(1): 26-28.
- Hines, M. (2004). Self-adjustment to the middle school transition. *Tennessee Association of Middle Schools (TAMS) Journal*, 31: 43-44.

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Hines, M. (2004). Eyes wide shut: What we fail to understand about the middle school transition. *Tennessee Association of Middle Schools (TAMS) Journal*, 30: 11-12.

Hines, M. (2004). Change from within: An introspective look at the middle school transition. *Tennessee Association of Middle Schools (TAMS) Tidbits Newsletter*, [www.tams.net](http://www.tams.net).

## – REFERREED PRESENTATIONS –

Hines, M. (2016, February). *White teachers' perceptions of African American culture as a sign of giftedness*. Paper presented at Nat'l Association of African American Studies Conference, Baton Rouge, LA.

Hines, M. (2016, March). *Advancing while Black: Increasing African American enrollment in advanced placement*. Paper presented at California Association of African American Superintendents and Administrators (CAAASA) Conference, Sacramento, CA.

Hines, M. (2016, September). *Lifting the white veil for preservice principals to find themselves in culturally relevant leadership*. Paper presented at the Academic and Business Research Institute Conference, Albuquerque, NM.

Hines, M. (2016, October). *Preparing white teachers for teaching non-white student populations*. Paper presented at Critical Questions in Education Conference, Salt Lake City, UT.

Hines, M. (November, 2015). *Preparing white preservice principals for leading non-white student populations*. Presentation delivered at International Organization of Social Sciences and Behavioral Research, Boca Raton, Florida. **Best Conference Paper Award Recipient.**

Hines, M. (October, 2015). *Developing the race consciousness of white preservice principals*. Presentation delivered at The International Academic Business Conference, Las Vegas, NV. **Best Conference Paper Award Recipient.**

Hines, M. (November, 2013). *A culturally responsive approach to creating student instructional engagement with African American middle school students*. Presentation delivered at Annual Middle Level Education Conference, Minneapolis, MN.

Hines, M. (October, 2013). *Are teacher education programs effectively preparing white teachers for culturally responsive teaching?* Presentation delivered at the Critical Questions in Education Conference, San Antonio, TX.

Hines, M. (December, 2012). *Race matters and why we must explore the skin we're in*. Presentation delivered at Nat'l Advancement via Individual Determination (AVID) Conference, San Diego, CA.

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- Hines, M. (December, 2012). *Fostering a climate of racial diversity inclusion for racially excluded students*. Presentation delivered at NAIS People of Color Conference, Houston, TX.
- Hines, M. (December, 2011). *Racially relevant instructional strategies for teaching African American male students*. Presentation for Nat'l Advancement via Individual Determination (AVID) Conference, Orlando, FL.
- Hines, M. (2010, December). *Black males and classroom management: The teacher's guide to "De-Maskulating" African American male students through positive behavior building strategies*. Presentation delivered at Nat'l Advancement Via Individual Determination (AVID) Conference, Grapevine, TX.
- Hines, M. (2010, November). *Culturally sensitive classroom management strategies for African American students*. Presentation delivered at Nat'l Alliance of Black School Educators (NABSE) Conference, Fort Worth, TX.
- Hines, M. (2009, November). *Using African American culture to mentor inner city African American males across the middle school transition*. Paper presented at The Nat'l Middle School Association's (NMSA) Conference & Exhibit. Indianapolis, IN.
- Hines, M. (2009, October). Classroom management strategies that facilitate African American male students' academic achievement. Paper presented at The Texas School Improvement Conference. Austin, TX.
- Hines, M. (2009, March). *How to develop culturally sensitive lesson plans to teach African American children*. Paper presented at The Texas Alliance of Black School Educators (TABSE) Conference. Houston, TX.
- Hines, M. (2008, November). *Racial differences in the middle school transition of adolescents who live with grandmothers in single mother families*. Paper presented at Annual Nat'l Council of Family Relations (NCFR) Conference. Little Rock, AR.
- Hines, M. (2008, November). *Using black parental professional development to increase the mathematical achievement of African American students*. Paper presented at School Science and Mathematics Association Convention. Raleigh, NC.
- Hines, M. (2008, October). *M.A.L.E. CALL: Motivating African American males to learn and excel in middle school*. Paper presented at The Nat'l Middle School Association's (NMSA) Conference & Exhibit. Denver, CO.
- Hines, M. (2008, July). *A qualitative analysis of what influences doctoral students' selection of topics for the dissertation*. Paper presented at the Annual Conference of the Nat'l Council of Professors of Educational Administration, San Diego, CA.

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- Hines, M. (2007, November). *The dissertation self-efficacy of American and Scottish doctoral students*. Paper presented at the Annual University Council of Educational Administration (UCEA) Conference. Alexandria, VA.
- Hines, M. (2007, June). *The impact of age on the postdoctoral use of the educational administration dissertation to promote a just and democratic society*. Paper presented at the Seventh International Center for Research in Lifelong Learning (CRLL) Conference. Edinburgh, Scotland.
- Hines, M. (2007, February). *Leaping towards educating for social justice: The life and times of Septima Clark in review*. Paper presented at the 59<sup>th</sup> Annual American Association for Colleges and Teacher Education (AACTE) Meeting & Exhibits Conference. New York NY.
- Hines, M. (2006, June). *And justice for all: Using the educational administration dissertation to inspire just and democratic educational communities*. Paper presented at the Thirteenth International Conference on Learning, Montego Bay, Jamaica.
- Hines, M. (2006, November). *Have you looked into my lens?: Andragogical insight into the recognition and inclusion of self-as-principal voices in principal preparation classrooms*. Paper presented at the Annual Convention of the University Council of Educational Administration, San Antonio, TX.
- Hines, M. (2006, July). *From practicing pedagogy to embracing andragogy: How to switch gogys to create a self-as-principal voice in today's principal preparation students*. Paper presented at the Annual Conference of the National Council of Professors of Educational Administration, Lexington, KY.
- Hines, M. (2006, January). *And justice for all: A community minded approach to democratizing preservice middle school teachers*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) Conference, San Diego, CA.
- Hines, M. (2005, November). *More to the middle: A community-minded approach to recruiting preservice teachers into middle school teaching*. Presentation delivered at the Nat'l Middle School Association (NMSA) Conference, Philadelphia, PA.
- Hines, M. (2005, March). *The Great Conversation: An Interchange between the Mystery of Wonder and the Mastery of Wisdom*. Presentation delivered at The Nat'l Paideia Conference, Charleston, SC.



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## **– STATE & REGIONAL PRESENTATIONS –**

Hines, M. (October, 2012). *Racially diverse & equitable framework for translating teacher quality into teacher effectiveness for student achievement*. Presentation delivered at Advancing Improvement in Education Conference, Austin, TX.

Hines, M. (July, 2012). *A racially relevant instructional design for empowering African American students to achieve*. Presentation delivered at Access to the General Curriculum (AGC) Institute Conference, Houston, TX.

Hines, M. (July, 2012). *Dismantling the deficit thinking that derails African American student achievement*. Presentation delivered at Access to the General Curriculum (AGC) Institute Conference, Houston, TX.

Hines, M. (2011, October). *Racially relevant instructional strategies for teaching African American students*. Presentation delivered at the annual School Improvement Resource Center Conference, Austin, TX.

Hines, M. (2011, October). *Racially relevant instructional strategies for teaching African American students*. Invited presentation for the High Schools That Work Conference, Austin, TX.

Hines, M. (2005, May). *Change From Within: The First Step To Multi-Coloring The Multicultural Diversity Within The Workplace*. Presentation Delivered at The Southeast Arkansas Human Development Center's "Open Horizons" Conference, University of Arkansas at Monticello.

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## **SERVICE**

### **SERVICE TO UNIVERSITY & DEPARTMENT**

- NCATE/ELCC Committee, Chairperson
- Educating Diversity-Ready Students Committee, Member
- Faculty Senate, Senator
- Educational Leadership Search Committee, Member
- Faculty Awards Committee, Member
- Distinguished Educator of the Year Committee, Member
- Professional Concerns Committee, Member
- Professional Development Committee, Member
- Assessment Committee, Member
- NCATE Standard I Committee, Member
- Principal Improvement Committee, Member
- Renaissance Coursework Revision Committee, Member
- DPTAC Post-Tenure Review Committee, Member
- Office Hours Committee, Member

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## -DISSERTATION APPOINTMENTS-

### Dissertation Chairperson

- A. Benjamin Petty-*Socioeconomic differences in African American parental involvement in schools.*
- B. Christina Hinkson-*Perceptions of the relevance of adult education practices in community colleges' continuing education programs.*
- C. Joffery Jones-*African Americans' perceptions of their teaching experiences in urban schools primarily consisting of Hispanic students.*
- D. Mary Cue-*Media images of African American women and African American adolescent girls' self esteem and body esteem.*
- E. Helen White-*Media images of African American women and African American adolescent girls' racial identity and ethnic identity.*
- F. Porcia West-*The impact of teacher efficacy on teacher effectiveness in urban secondary schools.*

### Dissertation Committee Member

- A. Brian McDonald-*A comparative analysis of two groups of middle school mathematics teachers with high and low student gains.*
- B. Rhonda Johnson-*The relationship between attitude and academic achievement among seventh and eighth grade African American males.*
- C. Cedric Stewart-*Selected African American teachers and their Latino students: Perceptions and attitudes of race and ethnicity on student academic performance.*
- D. Hilton Lasalle III-*An exploration of urban African American males' postsecondary life-pathway choices: Ecological experiences.*

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## **SERVICE TO PROFESSION**

- Associate Editor, Journal of African American Learners (2015-Present)
- Program Reviewer, Nat'l Council for Accred. of Teacher Educ. (NCATE) (2005-Present)
- Book Reviewer, Choice Academic Libraries (2005-Present)
- Program Review Team Member, Council for the Accreditation of Educator Preparation (CAEP) (2015-2016)
- External Reviewer, Tenure and Promotion Process-Dr. Jessica Garrett (UT-Permian Basin) (2015)
- Manuscript Reviewer, Middle School Journal (2006)
- Conference Proposal Reviewer, American Association of Colleges for Teacher Education (AACTE) (2005)
- Conference Proposal Reviewer, American Educational Research Association (AERA) (2005)
- Manuscript Reviewer, Nat'l Council of Professors of Educ. Administration (NCPEA) Yearbook (2005)
- Ad Hoc Reviewer, Journal of Adolescent and Adult Literacy (2004 – 2005)
- African American Male Mentor, North Forest Independent School District (2008)
- Lead Trainer, The Gurian Institute, Atlanta, GA (2007)
- Mentor, Barbara L. Jackson Scholars Program, University Council of Educational Administration (UCEA) (2005 – 2006)
- Scorer, School Leaders Licensure Assessment. Educational Testing Service (2004)

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## **SERVICE TO COMMUNITY**

### **University-Schools Partnership**

Worked with over 300 schools to promote strategies for racial and cultural diversity and inclusion for students of diverse backgrounds. Conducted diversity needs assessments of school districts and created an equity plans to match the specific characteristics and needs of schools.

#### **– KEY PROJECTS –**

##### ***School Districts***

*1. Pulaski County Special School District (2012-Present)*

*2. Pasadena Unified School District (2012-2016)*

##### ***African American Student Success Initiative***

Trained principals and teachers to use culturally responsive school leadership techniques designed to modify disruptive behavior of African American students. Utilized innovative combinations of simulation and workshops. Engaged school teachers and staff in conversations on why race-conscious teaching matters and how altering teaching methods can better engage and support African-American students.

##### **Results**

- Decreased placements of African American students in alternative schools.
- Increased teacher understanding of how race and culture influence African American students' behavior and development.

*3. Huntsville Independent School District (2009-2011)*

##### ***Bridging the Gap with African American Students***

Developed strategies to address specific needs of African American families and students, in conjunction with school administrators. Hosted symposiums to guide African American parents on how to become effective and involved advocates for their children in the public school district. Trained principals on strategic planning techniques designed to better meet the needs of African American students.

##### **Results**

- Increased involvement of African American parents in students' educational experience.
- Increased teacher understanding of how race and culture influence African American students' behavior and development.

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## *4. Commerce Independent School District (2010-2011)*

## *5. Garland Independent School District (2010-2011)*

### *A Culturally Relevant Approach to Building Positive Behavior within African American Students*

Designed and implemented a culturally relevant behavior model to address African American students' behavior problems. Utilized innovative simulation and workshop strategies to model appropriate execution of behavior model in classrooms.

#### **Results**

- Decreased discretionary placements of African American students.
- Increased teacher understanding of how race and culture influence African American students' behavior and development.

#### **Schools**

## *1. Lansberry Elementary School (2008)*

## *2. Lakewood Elementary School (2007)*

### *Mentoring African American Male Students*

Conducted monthly mentoring meetings with African American male students. Provided African American male students with social skills training.

#### **Results**

- Improved social behavior and academic achievement of African American students in the classroom.

## *3. Crockett Elementary School (2009)*

## *4. Anson Jones Elementary School (2008-2009)*

### *A Culturally Relevant Approach to Teaching African American Students*

Designed and implemented methods for education and classroom management, targeting classrooms with high concentrations of African American students.

#### **Results**

- Significant increase in standardized test scores in reading amongst African American students.
- Improved teaching skills on connecting instruction to African American students.
- Improved relationships between African American students and teachers.

## *5. Paul Laurence Dunbar Young Men's Leadership Academy (2012-Present)*

### *Developing Black Male Success in School*

Trained teachers to utilize research-proven strategies on how to educate African American male students and how to model positive behavior and develop positive relationships with their African American students.

#### **Results**

- Improved teachers' ability to connect instruction to African American male students.

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- Demonstrated increase in leadership skills amongst African American males throughout the school.
- Demonstrated increase in the strength of relationships between teachers and African American male students.

## 6. Oakwood Intermediate School (2012-2013)

### *Facilitating African American Student Success*

Trained teachers to use culturally responsive instruction and classroom management techniques, utilizing simulations and professional development workshops. Advised teachers on how to develop positive relationships with their African American male students.

#### **Results**

- Eliminated achievement gap between African American students and White students in mathematics and reading.
- Significantly decreased discipline referrals for African American students.
- Significantly increased standardized mathematics test scores for 5<sup>th</sup> and 6<sup>th</sup> grade African American students.

## **II. K-12 EDUCATION EXPERIENCES**

### **FLORENCE SCHOOL DISTRICT ONE, Florence, South Carolina**

**1996-2003**

- *Associate Principal (1999-2003)*
- Facilitated smooth operations of a public elementary school. Evaluated teacher performance and trained teachers on the most effective and advanced teaching and classroom management techniques. Filled in for the principal in principal's absence. Raised funds for supplemental student programming. Spearheaded new and innovative programs to encourage parent involvement in school activities and to foster student learning and personal growth.
- *Elementary School Teacher (1996-1999)*
- Taught first and second grade students in a public classroom setting. Launched new corporate sponsorships to implement supplemental student programming (mentoring programs, academic tutorials, field trips, etc.). Pulled in Guest Speakers from the community to develop student's ideas of career goals and self-esteem.