



**Curriculum Vita
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EDUCATION

- 2003 South Carolina State University**, Orangeburg, SC
Ed.D., Educational Leadership
- 2000 Winthrop University**, Rock Hill, SC
B.A., Social Studies
- 1995 South Carolina State University**, Orangeburg, SC
M.A.T., Elementary Education
- 1993 Morris College**, Sumter, SC
B.A., Social Studies

TEACHING EXPERIENCE

- 2023-Present Assistant Professor**, Texas A & M University, Commerce, TX
- 2022-2023 Associate Professor**, Educational Leadership, *Fairfield University*, Fairfield, CT
- 2019-2020 Associate Professor**, Educational Leadership, *Tennessee State University*, Nashville, TN
- 2005-2019 Associate Professor**, Educational Leadership, *Sam Houston State University*, Huntsville, TX
- 2004-2005 Assistant Professor**, Middle Level Education, *University of Arkansas-Monticello*, Monticello, AR

PUBLICATIONS

PUBLICATIONS (2004-2011)

Hines, M. (2004). Self-adjustment to the middle school transition. *Tennessee Association of Middle Schools (TAMS) Journal*, 31: 43-44.

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. (2006). More to the middle: How to move pre-collegiate students into middle school teaching. *Texas Middle School Association Journal*, 13(2): 32-35.

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. (2006). A gender analysis of the learning style preferences of principal preparation students. *The Journal of Adult and Continuing Education*, 12(1): 76-97.

(Cited in 5 Publications)

Hines, M. (2006). A day at the SPA (Successful Practices of Andragogy): How to use the ELCC standards and adult learning theory to sustain a "Self-As-Principal" voice in principal preparation students. *AASA Journal of Scholarship & Practice*, 3(1), 44-50. **(Cited in 4 Publications)**

Hines, M., & Harris, A. (2007). Pedagogy or andragogy: Which "gogy" reflects Septima Clark's use of instruction to enhance the prosperity of Black people? *The National Journal of Urban Education & Practice*, 1(2): 198-209.

Hines, M. T. III. Reed, D. (2007). Educating for social justice: The life and times of Septima Clark in review. *Advancing Women in Leadership Online Journal*, 22. **(Cited in 4 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 NCEA handbook of doctoral programs in educational leadership: Issues and challenges*. Houston, TX: Connexions Project. **(Cited in 5 Publications)**

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: Stirling Press.

Hines, M. (2007). The effect of principals' leadership styles on pre-service principals' concerns about becoming a principal. *The Southern Regional Council of Educational Administration Yearbook*, 61-74. **(Cited in 11 Publications)**

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). 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. **(Cited in 8 Publications)**

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. **(Cited in 79 Publications)**

Hines, M. (2007). The effect of leadership style on pre-service concerns about becoming a principal. *The Annual Journal of the California Association of Professors of Educational Administration*, 19: 105-116. **(Cited in 3 Publications)**

Hines, M. (2008). Pre-service 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*. (pp.209-217). Lancaster, PA: Pro Active Publications.

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). Pre-service principals' post internship concerns about becoming a principal: America and Scotland in review. *Educational Considerations*, 36(1): 1-5. **(Cited in 7 Publications)**

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. **(Cited in 36 Publications)**

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.

Hines, M. (2009). The academic disidentification of Black boys in Texas: The fourth grade syndrome in review. *National Forum of Teacher Education Journal*, 20(1).

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.

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Hines, M. (2010). Gender-based differences in family and work predictors on pre-service principals' concerns about becoming principals. *Educational Administration and Supervisors Journal*, 27(1): 61-88.

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.

(Cited in 79 Publications)

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.

(Cited in 10 Publications)

PUBLICATIONS (2012-2024)

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).

(Cited in 7 Publications)

Hines, M. (2012). Pre-service middle school teachers' concerns about differentiated instruction with African American students: The intersection of race and teacher self-efficacy in review. *The Forum of Multicultural Issues Journal*, 9(1). **(Cited in 1 Publication)**

Hines, M. (2013). A comparative analysis of the dissertation self-efficacy of Black students at historically black universities and predominantly white institutions. *International Journal of Education*, 1(1).

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). 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).

West, P., Hines, M., & Lunenburg, F. (2014). Teacher quality variables and efficacy for teaching minority students. *The National Council of Professors of Educational Administration (NCPEA) Yearbook of Doctoral Research*. (40-59). Lancaster, PA: Pro Active Publications. **(Cited in 12 Publications)**

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

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

Hines, M. (2016). The embeddedness of white fragility within white pre-service principals' reflections on white privilege. *Critical Questions in Education*, 7(2).
(Cited in 67 Publications)

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

Hines, M. (2016). The prevalence of white privilege in school systems: Preservice principals' perceptions in review. *Journal of Social Sciences Research*, 1(1), 32-45.

Hines, M. (2017). White principals' perceptions of blackness as a sign of giftedness. *Contemporary Issues in Educational Research*, 9(1).

Hines, M., Reed, D., Nero, R., & Fontenot, C. (2018). White teachers' perceptions of giftedness among African American students. *The Journal of the Texas Alliance of Black School Educators*, 3(1): 58-70.

Hines, M. (2021). Black lives matter: An African-American experience. *International Journal of Multiple Research Approaches*, 13(1): 1-10. **(Cited in 2 Publications)**

Reed, D, Fontenot, C., Peltier-Glaze, B., Hines, M., Parker, C., & Washington, K. (2022). Nobody knows the troubles that I see: Perceptions of African American women professors regarding their lived experiences in the academy. In J. Butcher (Ed.), *Black female leaders in academia: Eliminating the glass ceiling with efficacy, exuberance, and excellence* (pp. 121-163). Hershey, PA: IGI Global Publishing.

Hines, M. (2022). The development of a culturally responsive leadership scale. *Academy of Educational Leadership Journal*, 26(5): 1-10.

White, T., Reed, D. Spencer, L., Fontenot, C, & Hines, M. (2024). And still we rise...An examination of the perceptions of African American women's lived experiences regarding barriers faced American women's lived experiences regarding barriers faced during their journeys to executive leadership positions at HBCUs. *Tapestry: Journal of Diversity, Equity, Inclusion, and Belonging in Education* (1-51)