

Offering cutting-edge diversity & inclusion training with practical application.

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Dr. Krishauna Hines-Gaither is the Director of the Multicultural Education Department at Guilford College in Greensboro, NC. In her former position, she was the first Director of Diversity and Inclusiveness at Salem College. Dr. Hines-Gaither has championed diversity and inclusion initiatives since 2004. She works collaboratively with all sectors of industry to offer cutting-edge diversity and inclusion programs with practical application. Speaking three languages, Dr. Hines-Gaither is well versed in the local and global implications of her work.

Dr. Hines-Gaither received her Bachelor's degree in Spanish from Salem College and a Master's degree in Spanish Education from Wake Forest University. She is also a graduate of the Middlebury College (Vermont) French Language School. Dr. Hines-Gaither received her Ph.D. from UNC-Greensboro in Educational Studies with a concentration in Cultural Studies along with a post baccalaureate certificate in African-American and African Diaspora Studies. She has published on Afro-Latinx culture, and she specializes in intergroup dialogues. Dr. Hines-Gaither resides in Winston-Salem, NC with her husband, Julián and son, Giovanni. She is available for presentations, public speaking, and training at all levels related to her Afro-Latinx research or diversity and inclusiveness.



Students pictured in front of Salem College's Office of Diversity and Inclusiveness.

Testimonials



(l) Dr. Hines-Gaither (center) invited to Ohio Wesleyan University, (r) East Chapel Hill High School, NC

I wanted to personally thank you for the time that you spent with the Alumnae Board last Friday. In my time serving on the Board, we have never received such rave reviews on our meeting evaluations. Every person in attendance, in person and via telephone, felt that your presentation left a lasting impression and a desire to continue to support efforts to increase diversity and inclusiveness in all aspects of the institution.

Stratford N. Kiger, JD

I believe this is the first opportunity I've had to attend [a diversity] session. This one was wonderful and so enlightening. It would probably be really great if future sessions could occur more often...not just a one-time session; and now that Salem has specific personnel to address the issue of diversity and inclusion, I'm expecting to see these types of sessions much more often in the future. College staff member, NC

I believe it's the first such formal training I've received. I could only find 2.5 U's (categories denoting *underprivileged*) for myself on the handout's diversity wheel, which could explain why I probably didn't fully understand why we would even need diversity training. I believe I'm starting to understand what all the fuss is about. You did a good job in an hour and a half of covering a lot. I appreciated your approach, and I'll look forward to when this ongoing discussion continues. Thanks! Professor, NC

Krishauna's manner is warm, disarming, informative and very professional.
Jenny Stokes, Director of Alumnae Relations, Salem College, NC

This is the third diversity training I have attended at Salem. Having a trainer who knows our community made the training extremely relevant. I enjoyed Krishauna's positive energy and positive spirit. College staff, NC

Description of Presentations: All presentations can be modified to meet the needs of the institution. Presentation style combines multimedia, lecture, and audience participation. Dr. Hines-Gaither strikes the perfect balance between theory/research findings and practical application. Equally balanced is the contrast between historical context and contemporary life. The audience is engaged throughout via a lively presentation style and the incorporation of a variety of visual aids and activities.

Audience: Presentations can be given to all sectors of business, healthcare, non-profits, religious institutions, classrooms, schools, and districts. To access a wider audience, presentations are typically given in English. Upon request, presentations can be given exclusively in Spanish. French and Afro-Francophone cultural heritage may also be included upon request.

Presentation Description

(Topics can be combined or customized)

DIVERSITY AND INCLUSION: Thought-provoking training/workshop on race, class, gender, LGBTQIA+, religion, and other identities. Training may include discussion of equity vs. equality, macroaggressions, strategies for engaging and managing difficult conversations through socio-cultural and intergroup dialogues, ideas for celebrating difference, ideas for community partnerships, ideas for addressing social media/pop culture sensitivities, and much more. This session gives practical examples for building inclusive communities and for challenging the status quo.

INTERGROUP DIALOGUES: As opposed to avoiding challenging topics, learn how to have courageous conversations across differences. Stretch yourself to have a new experience by engaging in meaningful dialogues on diverse topics. Leave your comfort zone to hear, share, and learn from/with individuals from unique backgrounds. This would also be a great session for anyone interested in becoming a facilitator of intergroup dialogues.

CEOS AND LEADERSHIP: Focused on diversity and inclusion in business institutions and leadership roles. Session may incorporate culturally responsive leadership, diverse leadership styles, servant-leadership, organizational models and structures, recruitment and retention, distinctions between consumers and stakeholders, self-care, performance-based measures, accountability measures, and diverse leadership perspectives.

INSTITUTIONAL ASSESSMENT: Assessments, SWOT analyses, and gap analyses can be done to identify and to gauge strengths and challenges related to diversity and inclusion at your institution. Assessments may include focus groups, surveys, narrative analysis, and document analysis.

DIFFERENTIATED INSTRUCTION: Innovative ideas for incorporating culturally responsive lessons into instruction at all levels. Strategies include embodied pedagogy, innovative delivery, incorporating student voices, incorporating multiple perspectives, and incorporating technology. These 21st century lessons are sure to engage, motivate, and captivate your students and staff. Presentations can be adapted for any discipline.

SOCIAL JUSTICE PEDAGOGY: Groundbreaking ideas for incorporating social justice into lesson plans. Focus includes topics of race, class, gender, gender identity, sexuality, religion, and other identities.

GIRLS AND WOMEN: Centers the role of diverse women, both past and present, from around the globe. Includes advocacy for girls' and women's empowerment. Includes women's wellness along with self-care. Examines pressing social concerns. Gives strategies for building networks of solidarity amongst women.

AFRICAN DIASPORA, AFRO-LATINO AND/OR AFRO-FRANCOPHONE CULTURAL HERITAGE: Overview of various African cultures in Latin American and Francophone communities. Communities may include Cuba, México, Panamá, Perú, Dominican Republic, Puerto Rico, France, Belgium, Senegal, Haiti, and many more.

PERFORMANCE PEDAGOGY: Great ideas for incorporating the body as central to instruction and learning. Participants will learn how to engage the body as an active tool throughout the learning process. Strategies will serve all learners, but especially kinesthetic and diverse learners.



T H E K I N K A I D S C H O O L

November 5, 2008

Dear Krishauna,

Our day with you at the Kinkaid School has FAR surpassed our expectations. We realize how difficult it must have been for you to squeeze us into your schedule during the middle of the week.

On top of that, you managed to make our students think about issues many of them had not previously considered. Several of them have reported back to me that you held their interest better than any speaker we have ever invited onto campus! The warmth you exuded to our students both in the small group meetings and the larger settings seemed to captivate them. This is undoubtedly an experience that many of them will remember for a long time.

I have also heard nothing but positive feedback from teachers and administrators who also found your presentations fascinating. We especially appreciate the way you bent over backwards at the end of the day to accommodate all those extra requests from teachers anxious for their students to hear more from you.

I hope that we have the opportunity to work together again in the future. If we can ever be of service to you, please feel free to contact any of us at the Kinkaid School. ¡Estamos muy agradecidos!

Sincerely,

A handwritten signature in dark ink, appearing to read "Dan Miller", written over a horizontal line.

Dan Miller



Honorarium & Fees



Testimonial (below) from presentation (above) on immigrants' experiences with race, class, & gender.

I applaud you for an unbelievable presentation! You not only had standing room only, but furthermore you managed to keep the audience completely engaged with your information, but also with your sense of humor, and interaction with the audience. Dr. Ana León-Távora, Salem College, NC.

Te felicito por tu presentación inconmensurable! No solamente has tenido un aforo repleto, sino que además, has conseguido mantener al público totalmente interesado con tu información pero también, tu sentido del humor y la interacción con la audiencia.

Contact Dr. Hines-Gaither to receive the most up-to-date listing of her fees. See contact information on page 1.

Dr. Hines-Gaither appreciates each invitation, and makes every effort to meet the needs of her audiences. All presentations are highly informative, energized, fully participatory, and tailored to meet the needs of the institution. Dr. Hines-Gaither welcomes interdisciplinary audiences and collaborations with local agencies and institutions.

NOTE: February (in particular) and September-October are often booked quickly due to Black History Month and Hispanic Heritage Month respectively. Please contact Dr. Hines-Gaither in advance for these months.

PUBLICATIONS

- 2017 Hines-Gaither, K. (2017). Enacting agency: From culture shock to cultural broker. In R. Williams-Davis & A. Patterson-Masuka (Eds.), (2017). *Intercultural communication for global engagement (in press)*. Dubuque, IA: Kendall-Hunt.
- 2016 Hines-Gaither, K., Knapp, N., Ruscitti, M., (in press). Mastering Spanish Through Global Debate. Georgetown University Press: D.C.
- 2016 Hines-Gaither, K, Knox, H., Neuroth, K. (2016). *Educator's Guide: They are We*. Center for Latin American Studies: Vanderbilt Univ., TN.
- 2014 Glynn, C., Wesely, P., Wassell, B. (2014). Words and actions: Teaching languages through the lens of social justice. Alexandria: The American Council on the Teaching of Foreign Languages
- 2007 Hines, K.L., Engaging African-American Students in Language Study the Language Educator: American Council on the Teaching of Foreign Languages
- 2007 Hines, K.L. Languages for All: Bridging the Retention Gap for African-American Students through Multicultural Instruction. The Catalyst: Foreign Language Association of North Carolina

FEATURES

- 2013 Featured in the Winston-Salem Chronicle
Garms, L. (2013, February 09). PhD student gathers experiences of Black women from around the world. *Winston-Salem Chronicle*, p. A1 & A8
- 2013 Featured in the Winston-Salem Chronicle
(2013, October 30) Spanish professor receives statewide honor. *Winston-Salem Chronicle*
- 2007 Featured in The Wake Weekly
Golden, D (September 20-26, 2007). Cultural Influences: Using language to unlock history at Wakefield High, The Wake Weekly, IC

WEBINARS

- Mar/2017 Hines-Gaither, K.
Incorporating the African Diaspora across Disciplines
Center for Latin American Studies, University of South Florida
- Oct/2016 Hines-Gaither, K.
Afro-Latino Heritage for the World Language Classroom
Foreign Language Association of NC
- Jan/2016 Hines-Gaither, K.
Afro-Latino Cultural Heritage
American Council on the Teaching of Foreign Languages

COLLEGE/UNIVERSITY PRESENTATIONS

- 2015 Hines-Gaither, K. Negotiations of Race, Class, and Gender among Afro-Latina Women Immigrants to the Southern United States. Salem College.
- 2013 Hines-Gaither, K. Afro-Mexican Presence in Winston-Salem, NC. Winston-Salem State University.
- 2013 Hines-Gaither, K. Afro-Hispanic Contributions and Cultural Heritage, Ohio Wesleyan University.

PROFESSIONAL CONFERENCE PRESENTATIONS

- Nov/2016 Hines-Gaither, K.
Impact African-American Students through Culturally Responsive Lessons
American Council on the Teaching of Foreign Languages
Boston, MA
- Oct/2016 Hines-Gaither, K.
A is for Africa: Incorporating Afro-Latino Heritage into the World Language Classroom
Foreign Language Association of NC
Durham, NC
- Oct/2016 Hines-Gaither, K, and Short, A.
Am I my Sister's Keeper?: Supporting African-American doctoral candidates.
Women in Educational Leadership Symposium.
Appalachian State University, NC
- Apr/2016 Hines-Gaither, K.
Afro-Garifuna Women: Stories of Resistance and Pride
College Language Association
Houston, TX
- Jun/2015 Hines-Gaither, K.
Negotiations of Race, Class, and Gender Among Afro-Latina Women Immigrants to the Southern United States
2015 Conference on Second Languages and Cultures: Theory, Practice, and Instructional Strategies, Advanced Placement Conference, Cincinnati, OH
- Mar/2014 Hines-Gaither, K.
Afro-Cubans, African-Americans, Creoles and Cajuns: An Afro-Cubana's journey from Cuba to New Orleans
College Language Association, New Orleans, LA