

ARIANA CANTÚ

PROFILE

26 years working with diverse populations to address issues of justice, equity, diversity and inclusion, as well as access to basic needs, housing, jobs, and education. I am guided by a community-centered ethic, both for my profession in social justice work and in all project endeavors, to be engaged in activities that cultivate well-being while acknowledging power, privilege and the harm done within systems of oppression. My role as an activist leader is to prepare colleagues and institutions for critical inclusivity through the major challenges of our time by cultivating strengths in values-based relationships, anti-oppressive practices, and policy implementation.

ACADEMIC EXPERIENCE

Faculty Associate, Arizona State University 2020 - PRESENT

Lecturer, University of Washington School of Social Work 2016 - PRESENT

Adjunct Faculty, University of Washington College of Built Environments 2019 - PRESENT

Adjunct Faculty, University of Washington Honors Program 2021 - PRESENT

Lead and design curriculum, content and learning objectives for courses focused on generalist practice, administration and policy advocacy, oppression and privilege, social justice, mezzo and macro practice with communities and organizations. Provide mentoring and guidance to students enrolled in graduate and undergraduate programs, including career counseling for emerging professionals. Research, analyze and implement curricular changes based on a multicultural adult education praxis. Responsible for providing guidance on assignments, lectures and versed in online coursework.

CLASSES TAUGHT

BE 405A/505A Designing for Authenticity: Cultural Placekeeping in Seattle WINTER 2021

This interdisciplinary studio + seminar works closely with the Duwamish Tribal Services and a team of professionals to understand tribal priorities and develop planning and design strategies focused on preserving and amplifying the living and vibrant culture of the Duwamish peoples. Interdisciplinary teams of College of Built Environment Students and Social Work students have the opportunity to work together to develop project goals and narratives that work towards collective liberation and indigenous sovereignty. The course provides a framework for addressing colonialism, environmental justice issues and centering community in practice.

SOC WF 495/URDP 598 Gentrification + Pandemic: An Exploration of Community Inclusion + Equity in the Changing Public Realm SPRING 2021 / SPRING 2020

Utilizing a framework of social justice, inclusion and equity, this course examines the underpinnings of urban place making/place-keeping in local communities. The course will bring together small interdisciplinary teams of students from the fields of social work and design + planning to conduct place based research and create digital documentation of their findings. Several site visits led by community organizations will help to connect

CONTACT

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EDUCATION

MASTER OF SOCIAL WORK

University of Washington
June 2007

B.A. SOCIAL WELFARE

University of Washington
June 2006

ACADEMIC SERVICE & HONORS

University of Washington
Honors Program Community &
Curriculum Innovation Scholar
2021-2022

University of Washington
Distinguished Teaching Award
Nominee 2020-2021

University of Washington Global
Innovation Teaching Fund &
Curriculum Award July 2020

University of Washington MSW
Students Choice Teaching
Award 2019

University of Washington
Distinguished Teaching Award
Nominee 2019

Curriculum Lead, University of
Washington, School of Social
Work 2019- Present

Off-Site Field Practicum
Instructor,
University of Washington 2008-
Present

students to contemporary challenges faced in both fields. This course will demonstrate how to communicate research and recommendations using a hands on, project based approach. This course seeks to unpack and examine neighborhood change in the present context to support collaborative equity and inclusion efforts in Seattle.

SOC WF 315 Community Service Learning SPRING 2021 / SPRING 2020 / SPRING 2019

Community Service Learning (CSL) is a required, two-quarter, sequenced course (2 credits per quarter) in the junior year of the BASW Program. CSL provides students with an opportunity to explore a community service experience, at a local community-based agency or nonprofit, in the context of social justice, community, and professional identity development. Service and social justice are core values of the social work profession and are central themes of this course and for student analysis of their experiences within the community. Though not a professional social work practicum, this field experience is intended to provide students with the opportunity to observe and learn about local social service and community-based agencies, community needs and strengths, and a range of social worker roles within the larger community. Students will utilize their experiences in the community to engage in classroom activities that promote understanding of the student's professional self, thinking critically about the community context the student works within and social justice issues that impact this work.

SOC WF 513 Practice Change V: Community Change Practice / SPRING 2018

This is the second of a two-quarter course sequence that prepares students for entry-level macro social work practice. Using an anti-oppression lens, students will develop foundational skills in assessment, intervention and evaluation with groups, organizations, and communities. These arenas are viewed as both tools and targets for change efforts. This process is driven by the principles of economic and social justice, multiculturalism, and anti-oppression practice and requires social workers to become critical thinkers and reflective practitioners engaged in and capable of facilitating an action-oriented model that reflects social work's core values.

SOC WF 315 Community Service Learning WINTER 2021 / WINTER 2020 / WINTER 2019

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Field Placement Instructor,
Seattle University 2014-2017

Evergreen State College
Excellence
in Teaching Award 2017

Mary Gates Research Scholar,
University of Washington 2007

University of Washington,
School of Social Work, Student
Conduct Committee Member

University of Washington,
School of Social Work,
Admissions Committee
Member

University of Washington,
School of Social Work,
Scholarship Committee
Member

University of Washington,
School of Social Work, Honors
Research Symposium Mentor
BASW Students 2018-Present

University of Washington,
Undergraduate Program,
Well-Being for Life and Learning
Collaborative Faculty Member
2019-Present

University of Washington,
Landscape Architect
Department, Justice, Equity,
Diversity & Inclusion Trainer
SPRING 2021

University of Washington,
Alliance for Child Welfare
Excellence, Diversity, Equity and
Inclusion Curriculum Developer
2021-Present

SOC WF 552 Financial Management of Human Service Organizations WINTER 2021 / WINTER 2020/ WINTER 2019 / WINTER 2018/ WINTER 2017

Covers key financial management components of human service programs, including development and use of planning, budgets, financial statements, critical analysis of budgeting principles and practices through a social justice lens. Helps students to demonstrate an understanding of financial management through budget preparation, financial statement analysis, new project cost projections, audits, and presentations using computer-based spreadsheets and presentation software. Class sessions include student group activity, discussions, student presentations, short lectures and guest professionals speaking on current financial management topics for nonprofit and public human service organizations.

SOC WF 550 Strategic Program Management and Change Leadership in Human Services FALL 2020 / FALL 2019 / FALL 2018 / FALL 2017

Provides a diagnostic and strategic next step for leadership practice for graduate students, using an adaptive lens. Designed for emerging professionals from diverse backgrounds, experiences and cultures, the course builds upon the extraordinary life and work experience of the students and the leadership capacity that already exists in the classroom. The purpose of the course is to increase one's personal/professional capacity to lead with and without formal authority, across boundaries, and from any political or organizational position. The first of two administrative concentration core methods requirements, this course guides students to diagnose selected administrative systems, management practices, and political landscapes in institutions and organizations of which you are a member (i.e. practicum, school, work, etc.) Based on an adaptive leadership lens, you will learn how to design interventions and strategies to maximize both your learning and change leadership performance in this and other settings. Additionally, students learn to articulate and analyze an organizational and personal/professional perspective from a diversity and inclusion framework, identifying your own implicit biases and how that will impact your leadership, as well as co-creating alternative ways to move differently in our present reality.

SOC WF 504 Social Work for Social Justice: Developing a Personal-Professional Lens FALL 2020 / FALL 2019 / FALL 2018 / FALL 2017 / FALL 2016

SW 504 is a 3-credit course focusing on professional and personal development toward social work practice for cultural diversity and social justice. This course compliments the "Intellectual and Historical Foundations of Social Work Practice" by locating the "self" in a professional and political context. The course employs a critically self-reflective experiential, dialogic, and problem-based learning process to facilitate exploration of collective and personal meaning systems and narratives in the context of professional values of social justice, multiculturalism, human behavior theory, empowerment and globalization. The course is designed to develop self-directed learning, critical self-reflection, and respectful engagement across differences in perspectives, experiences and histories, as well as a preliminary base for multicultural social work practice skill development.

PEER-REVIEWED PUBLICATIONS, CONFERENCES & LECTURES

Cantu, A. & Waller, M. (In press, 2021). Pandemic + Gentrification: An Interdisciplinary Pedagogy to Engage the Messiness of Urban Spatial Justice. *Association of Collegiate Schools of Architecture Journal: Expanding the View: 109th ACSA Annual Meeting.*

Architecture, Media, Politics, Society (AMPS) CityTech Cities in a Changing World Conference: Questions of Culture, Climate & Design, New York, NY
Virtual Presenter

Session Titled "Education & Engaged Teaching"

Association of Collegiate Schools of Architecture (ACSA) Expanding the View Conference: Prospects for Educational Futures
Virtual Presenter

Session titled "Pandemic+Gentrification: An Interdisciplinary Pedagogy to Engage the Messiness of Urban Spatial Justice"

University of Washington Pandemic Urbanism Symposium
Seattle, WA

Session titled "Politics, Engagement & Activism,"
Presenter

Title: Gentrification + Pandemic: An Exploration of Community Inclusion + Equity in the Changing Public Realm

Co-Presenter: Mackenzie Waller

How can social work and built environment practitioners work collaboratively to address

English Tutor, Olympic College

2019 - PRESENT

Provide 1-on-1 educational support to students whose primary language is other than English to ensure they meet degree requirements for English courses at community and technical college level, support edits and revision of personal statements and applications for admissions to four-year university programs.

PROFESSIONAL EXPERIENCE

Principal, Cantú Consulting

2013 - PRESENT

Offer consultation and facilitation to non-profit and government-funded organizations and executive leaders on anti-oppression systems change, human resources analyses, curriculum development, strategic planning, and training on mediation, de-escalation techniques, implicit bias, safety planning, effective communication and change management. Provide assessment of organizational culture, community engagement models, program evaluation, policy development and implementation. Facilitation for division staff, leaders, and community on training for diversity, equity and inclusion topics and tactics for organizational well-being and growth.

Student Support Services Director, TRIO, Seattle Central College

2014 - 2018

Wrote and secured a US Department of Education TRIO grant of \$2.5 million. Provided leadership and oversight of federally funded college retention and degree completion programs serving first-generation, low-income college students and students with disabilities, including annual reporting. Co-designed project curriculum and learning objectives with faculty to address student self-efficacy through a series of activities, assignments and dialogue focused on Humanities/Intercultural Communications. Supervised and trained staff of 20, including Faculty/Counselors, Academic Advisors, Academic Tutors and student interns in their field placement. Collected data on performance and outcomes to use in writing of federal reporting requirements.

Disability Services & ADA Coordinator, North Seattle College

2013 - 2014

Provided outreach, education, and advocacy of disability justice issues to promote Student Success and Retention for the post-secondary student population with disabilities at North Seattle College. Worked with various departments, programs and faculty to set up accommodations and academic adjustments for students with disabilities. Implemented curriculum and training for faculty and staff on the Americans with Disabilities Act (ADA) laws pertaining to higher education. Coordinated, prepared, developed and assisted with reporting statistical information on Disability Services student retention, success and access to services. Represented the department and Disability Services in Diversity Initiatives on-campus.

gentrification + pandemic as they impact neighborhood change? We share lessons learned on preliminary investigations of this question through a interdisciplinary course from Spring 2020 that brought together students from social welfare, community-centered integrative practice, architecture, urban planning, and landscape architecture to examine the wicked problem of gentrification +pandemic in the present moment in our City/County. Highlighting interdisciplinary projects that did a preliminary virtual investigation of neighborhood change at five sites throughout Seattle/King County, we will begin to consider how to incorporate a diverse array of policies and programming that support equitable, long-term neighborhood change, driven by community.

Northwest Association of Educational Opportunity Programs Conference Boise, ID, Presenter

Session Titled "Engaging Students in Equity and Inclusion to Increase Retention Among Students of Color"

Conducted analysis on Gates-funded grant examining data on stop-out/drop-out rates, barriers to degree completion and methods for student success at community college. Compiled dataset from raw survey material utilizing Access database and quantitative data collection, led writing of executive summaries to publish findings from projects.

Health Access Department Director, YWCA King/Snohomish Counties

2012-2013

Managed department of 11 health-related programs, hired, coordinated and facilitated on-going training for all health access department staff, including race and social justice work-plan goals. Mentored employees enrolled in graduate degree programs, provided advice on career development goals and annual anti-racism action plans and evaluated staff on a quarterly basis. Prepared/monitored annual departmental budget of \$800,000+. Oversight of government and private foundation contracts. Complete reporting requirements, write and secure federal, state and county programmatic funding.

Administrative Manager, Solid Ground

2009-2012

Led development of the agency Strategic Plan, major policies and procedures, conduct program evaluations, implement systems change while incorporating the agency's Anti-Racism Initiative into action. Prepared/monitored annual administration budget of \$2 million+ and contracts for government grants. Managed client-based technology access programs for low-income communities, supervised staff in the program. Coordinated agency Client Advisory Council, including developing community building events on ending poverty and engaging with board, staff and public officials in client-based advocacy throughout the year. Led Board Development Committee activities and participated in recruitment of new board members. Acted as agency liaison with various community partners at meetings in place of Executive Director to build collaborations towards ending poverty, prejudice and neglect.

Housing Stability Administrative Coordinator, Solid Ground

2007-2009

Coordinated the King County Housing Stability Project with an annual contract of over \$1.5 million, including tracking and monitoring newly released ARRA (American Recovery and Reinvestment Act) funds, completing data entry and building queries for data summaries and reporting. Designed and facilitated quarterly workshops and training for case managers at 20 sub-contracting agencies on anti-racism strategies, program protocol and criteria; provided project orientation at various sites. Presented at community outreach events and built collaborations across governmental and non-governmental agencies. Served in leadership capacity on the agency Anti-Racism Steering Committee, including planning and facilitating meetings amongst various staff committees.

Youth Counselor, YouthCare

2003-2007

Provided counseling at transitional living programs, drop-in center, emergency shelters, GED & job training program for homeless LGBTQ youth in Seattle.

Society for Prevention Research Annual Conference San Antonio, TX, Presenter

Poster Session Titled "Residential Mobility & Effects on Anti-Social Behavior Among White and African-American Youth".

Presented findings on data analysis from Family Connections study, which examined residential mobility and its effects on anti-social behavior among White and African-American youth.

Adjustment of Cambodian Deportees Project, University of Washington, Seattle WA, Research Assistant

Conducted analysis on the life trajectories of Cambodians who immigrated to the US as adolescents, were convicted of a felony in the US, and deported back to Cambodia by examining the role of violence in the life trajectories of youth. Compiled dataset from raw survey material into SPSS statistical software, created scales for social and psychological development factors, assisted in writing summary of data for publication.

RECENT VOLUNTEER EFFORTS

HeadCount, Voter Registration Volunteer

Kitsap Advocating for Immigrant Rights and Equality, Volunteer, Co-Lead Campaign Committee

Kitsap League of Women Voters, Housing Committee, Member Diversity, Equity & Inclusion Committee

