

DEI Content Implementation Plan (December 15, 2021)
Master of Landscape Architecture (MLA) Program

Contact

- Terry Clements (tclement@vt.edu) – Landscape Architecture Program Chair

Purpose: The purpose of this document is to describe how MLA students will meet the requirements set forth by Commission on Graduate and Professional Studies and Policies (CGS&P) Resolution 2017-18A.

General Approach: Because the MLA program views DEI knowledge and related professional competencies as central to preparing MLA students for their professional futures in the design, planning and management of the built environment or in academia, we have integrated the four topics identified by Resolution 2017-18A into required core courses and into the new student orientation.

Implementation: The table below contains the instructional plan for coverage of the required DEI topics in LAR 4124 (*to be replaced by a new course professional practice course with expanded DEI components, effective fall 2022*) and LAR 5084. Both courses have learning objectives associated with the required topics. Additionally, the topics will be introduced during the required new student orientation as a means to: 1) demonstrate topical synergies throughout the core curriculum, and 2) specify the behavioral expectations within the MLA program. In addition, students will be required to complete the Diversity, Inclusion, and Equity Module and the Diversity: Inclusion in the Modern Workplace Module provided by Virginia Tech’s Office of Inclusion and Diversity.

COURSE MODULE DESCRIPTION			
	Required Lecture Topic	Associated Learning Objective	Activities
1	The Virginia Tech Principles of Community as they apply to the valuing of human diversity and inclusion.	LAR 4124 (Professional Practice) - Conduct an informed, articulate dialogue with a landscape architectural principal or practitioner about their company’s structure and organization, design process, industry standards, marketing strategies, licensure, worker compensation, ethics, and technological applications.	Analysis of similar principles identified through review of a company’s personal contact and web content for a organization that students are interested in reviewing. Comparison of findings from individual assignments. Discussion of what differences reveal about values. Discussion of the role that formal DEI statements play in establishing organizational culture. <i>Course to be amended to include specific attention to the VT Principles of Community.</i>

2	<p>The impact that personal actions and words have on self, others, and the communities— university, national, and global— in which we live; issues of privilege, bias, power, prejudice, and discrimination; concepts of multiple personal, social, and cultural identities.</p>	<p>LAR 4124 -- Describe the impact of landscape architecture and landscape architects outside the immediate profession, at the small scale of communities and at the larger societal scale.</p> <p>LAR 5084 - Use collaborative, community-based design practices with stakeholder/ community groups; and graphically and orally communicate design and planning proposals</p>	<p>4124: Analysis of DEI issues as a grand challenge for the design and development industries in terms of workforce recruitment, retention and advancement</p> <p>5084: Develop skills to assess others' characteristics to determine appropriate communication for collaborative professional environments. Analysis of as well as impact on the physical and social structure of communities.</p>
3	<p>Available avenues of redress and our shared responsibilities as active by-standers.</p>	<p>LAR 5084 - Use collaborative, community-based design practices with stakeholder/ community groups</p>	<p>5084: Students design, lead, and facilitate inclusive community involvement processes, practice deliberative engagement, design processes that promote constructive dialogue, engage in cross-cultural and cross-institutional interpersonal communication, and apply facilitation, mediation, moderation, and negotiation techniques to real world challenges. In this application-based course, students learn to confront issues of identity, bias, privilege, and power, including their own.</p>
4	<p>The process of individual introspection required both to understand one's own forms of implicit or unconscious bias and to create inclusive environments.</p>	<p>LAR 4124 – Conduct an informed, articulate dialogue with a landscape architectural principal or practitioner about their company's structure and organization, design process, industry standards, marketing strategies, licensure, worker compensation, ethics, and technological applications.</p> <p>and, All students will complete the Diversity, Inclusion, and Equity Module and the Diversity: Inclusion in the Modern Workplace Module provided by Virginia Tech's Office of Inclusion and Diversity. https://www.inclusive.vt.edu/Initiatives/Diversi</p>	<p>Completion of selected implicit bias associations from the Project Implicit tests. Analysis of how results from the Emotional Intelligence and Leadership Styles tests relate to the Project Implicit test. Discussion of patterns that emerge from the individual tests across the group and how these patterns impact development of inclusive environments within VT and A/E/C organizations.</p>

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