Ethics, Architecture, and the Making of Place

Moderator: ELAINE OSTROFF
Adaptive Environments

Designing for all people, sometimes called universal design or inclusive design, is usually misunderstood by architectural educators and practitioners as a euphemism for the Americans with Disabilities Act accessibility requirements that are identified with the needs of people with disabilities. Not surprisingly, if addressed within the architectural curriculum at all, the subject is frequently and mistakenly limited to the study of code compliance. In some instances it is relegated to one of those technical subjects that can be addressed with other details of practice once students have graduated and are working in the field.

Rarely is it taught as a holistic, ethical approach to design that fits with global sustainability and the other cultural and technological issues within our diverse and democratic society that are currently under discussion by architectural educators and practitio-

ners. The panelists and the audience responded to the following questions:

- How does the philosophy and teaching of universal design respond to the societal imperatives of democracy, global sustainability and the mandates of the *Boyer Report?*
- Does universal design suggest a certain aesthetic? How do the principles of universal design which have been applied to industrial design with increasing success and recognition relate to the larger scale of other design disciplines like architecture, planning, and landscape architecture? How does it change, open up or constrain design potential within these fields?
- How and why have you attempted to integrate universal design concepts, values and principles into your own teaching, curriculum, university and/ practice?