

A RESOLUTION BY THE UNIVERSITY OF AKRON FACULTY SENATE

March 1, 2004

Regarding the reinstatement of proper teaching guidelines for the teaching of Geological and Biological Sciences

WHEREAS, it is a responsibility of the Ohio educators to present science and encourage scientific inquiry; and

WHEREAS, science is a systematic method of continuing investigation, based on observation, hypothesis testing, measurement, experimentation, and theory building, which leads to more adequate explanations of natural phenomena, explanations that are open to further testing, revision, and falsification, and while not "believed in" through faith may be accepted or rejected on the basis of evidence; and

WHEREAS, the theory of evolution, as presently defined, fully satisfies these criteria, especially when its teaching considers the remaining debates concerning its detailed mechanisms; and

WHEREAS, a recent decision by the State Board of Education establishes a module for the "critical assessment of evolution," which simultaneously attacks the theory itself and facilitates the introduction of pseudo-scientific approaches such as "Creationism" or "Intelligent Design," which have no scientific validity,

THEREFORE, BE IT RESOLVED that the University of Akron Faculty Senate supports legislation reversing the State Board's decision and restoring genuine science education to the state's public school curricula, and

BE IT FURTHER RESOLVED that the University of Akron Faculty Senate urges citizens, educational authorities, and legislators to oppose any alteration of the science curriculum or state proficiency tests in science that would in any way accommodate approaches based on either religious beliefs or other sources that are not amenable to the scientific process of scrutiny, testing, and revision.