

BOARD OF TRUSTEES BUSINESS MEETING MOTION

TITLE OF MOTION: Honorary Degree

ACTION REQUESTED: ___FIRST READ **X**BOARD VOTE

MOTION: The Academic Affairs Committee moves that Dr. Eugenie Scott is granted an honorary degree.

Her nomination for an honorary degree was affirmed by the Transylvania faculty in May 2015.

PREPARED BY:	NAME:	Laura Bryan
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Nomination of Dr. Eugenie Carol Scott for an Honorary Degree

The Faculty of Transylvania University by unanimous vote recommends to the Board of Trustees that the *Doctor of Science, Honorius Causa*, be awarded to Dr. Eugenie Carol Scott.

Dr. Scott received a Ph.D. in biological anthropology from the University of Missouri and has done extensive research in medical anthropology and skeletal biology.

Dr. Scott is a former university professor who served as the Executive Director of the National Center for Science Education from 1987 to 2014; she now serves as the chair of NCSE's Advisory Council. She has been both a researcher and an activist in the creationism/evolution debate for over twenty-five years, and has addressed the educational, legal, scientific, religious, and social components of this issue with civility, clarity and conviction. She has received national recognition for her NCSE activities, including awards from scientific societies, educational societies, and humanist groups.

She holds nine honorary degrees, from McGill, Rutgers, Mt. Holyoke, the University of New Mexico, Ohio State, the University of Wisconsin-Milwaukee, Colorado College, the University of Missouri-Columbia, and Chapman University. Dr. Scott has spoken on the Transylvania campus, where she gave a thorough, stimulating, thought-provoking and entertaining lecture. Dr. Scott is the author of [*Evolution vs Creationism*](#) and co-editor, with Glenn Branch, of [*Not in Our Classrooms: Why Intelligent Design Is Wrong for Our Schools*](#). She is known not only for the depth and competency of her scholarship but also for her willingness to respectfully debate those with positions that differ from her own.

An articulate and tireless defender of the scientific method and of its centrality to the teaching of science, especially in America's public high schools and colleges, Dr. Scott has made significant and important contributions to the public understanding of scientific practice, of the scientific method, and of the role of scientific work in the American society.