Partial Summary of Survey Results:
Educational Administrator Survey of Physical Science in Pastoral Education
Framing Research in the Sciences and Mathematics by the “Big Questions” of Meaning and Value
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- The question: What impact does basic understanding of the physical universe and its laws have on the preparation and mindset of students planning to become ministers in mainline American churches?

- Survey invitations were sent out to schools of theology accredited by the Association of Theological Schools (ATS, www.ats.edu). Deans or Associate Deans for educational programs were asked to fill out an online survey (SurveyShare™) assessing the present status and perceived importance of science education in the training of Master of Divinity (M. Div.) students. The survey was approved by the Institutional Review Boards of the University of Alabama at Birmingham and Samford University.

- Number of survey invitations emailed: 220 (approx.)

- Number of responses: 46  → response rate 21%

* This project is part of a Teagle Foundation “Big Questions” project at Samford University, http://www.samford.edu/bigquestions/, extended through the Birmingham Area Consortium for Higher education (BACHE).
### Educational Administrator Survey of Physical Science in Pastoral (M. Div.) Education

<table>
<thead>
<tr>
<th>Issue</th>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Current educational program emphases</td>
<td>7) Identify the educational emphases of your M. Div. program, as reflected in course requirements/offers. 4=most emphasized. A relative, self-comparison: the average on this question should be about 2.5. Ordinate = (no. of responses) x (emphasis score)</td>
<td><img src="image1.png" alt="Qu.7. Educational Emphasis of M.Div. Program" /></td>
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<tr>
<td>Current student background</td>
<td>14) % of students who study physical science while enrolled in your M. Div. program (approx.)</td>
<td><img src="image2.png" alt="0.14 Percentage of Students Who Study Physical Science While Enrolled in M.Div." /></td>
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| Reasons for non-inclusion of physical science | 17) Rank reasons for NOT including 2 sem. hrs. or more of physical science courses in M. Div. curriculum. Ordinate: Sum of (Importance ranking) x (no. of responses with that ranking)

Most-important issue of eight ranks 8; least, 1. |
| Perceived additional educational needs | 23) Rank the following (potential) course subjects in terms of their importance to your M. Div. program. (1 = most important.) Ordinate: Sum of (Importance ranking) x (no. of responses with that ranking)

Most-important issue of six ranks 6; least, 1. |