

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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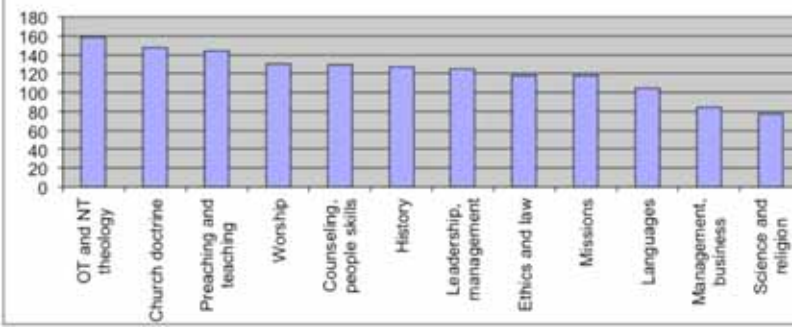
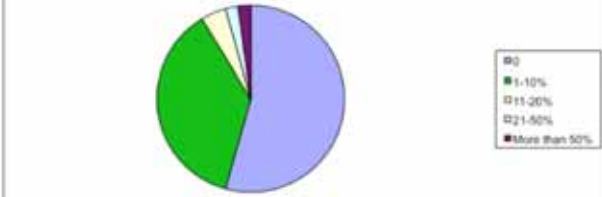
Beeson Divinity School, Samford University

Birmingham, AL

- 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

Issue	Question	Response																										
<p>Current educational program emphases</p>	<p>7) Identify the educational emphases of your M. Div. program, as reflected in course requirements/offerings. 4=most emphasized. A relative, self-comparison: the average on this question should be about 2.5. Ordinate = (no. of responses) x (emphasis score)</p>	<p style="text-align: center;">Qu.7. Educational Emphasis of M.Div. Program</p>  <table border="1"> <caption>Data for Qu.7. Educational Emphasis of M.Div. Program</caption> <thead> <tr> <th>Emphasis</th> <th>Number of Responses (Approximate)</th> </tr> </thead> <tbody> <tr><td>OT and NT theology</td><td>160</td></tr> <tr><td>Church doctrine</td><td>145</td></tr> <tr><td>Preaching and teaching</td><td>140</td></tr> <tr><td>Worship</td><td>130</td></tr> <tr><td>Counseling, people skills</td><td>125</td></tr> <tr><td>History</td><td>120</td></tr> <tr><td>Leadership, management</td><td>115</td></tr> <tr><td>Ethics and law</td><td>110</td></tr> <tr><td>Missions</td><td>105</td></tr> <tr><td>Languages</td><td>100</td></tr> <tr><td>Management, business</td><td>85</td></tr> <tr><td>Science and religion</td><td>80</td></tr> </tbody> </table>	Emphasis	Number of Responses (Approximate)	OT and NT theology	160	Church doctrine	145	Preaching and teaching	140	Worship	130	Counseling, people skills	125	History	120	Leadership, management	115	Ethics and law	110	Missions	105	Languages	100	Management, business	85	Science and religion	80
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<p>Current student background</p>	<p>14) % of students who study physical science while enrolled in your M. Div. program (approx).</p>	<p style="text-align: center;">Q.14. Percentage of Students Who Study Physical Science While Enrolled in M.Div.</p>  <table border="1"> <caption>Data for Q.14. Percentage of Students Who Study Physical Science While Enrolled in M.Div.</caption> <thead> <tr> <th>Percentage Category</th> <th>Approximate Percentage of Students</th> </tr> </thead> <tbody> <tr><td>0%</td><td>1%</td></tr> <tr><td>1-10%</td><td>10%</td></tr> <tr><td>11-20%</td><td>15%</td></tr> <tr><td>More than 50%</td><td>74%</td></tr> </tbody> </table>	Percentage Category	Approximate Percentage of Students	0%	1%	1-10%	10%	11-20%	15%	More than 50%	74%																
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<p>Reasons for non-inclusion of physical science</p>	<p>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)</p> <p>Most-important issue of eight ranks 8; least, 1.</p>	<p>Q.17. Reasons for NOT Including Two Semester Hours or More of Physical Sciences in M.Div. Curriculum</p> <table border="1"> <thead> <tr> <th>Reason</th> <th>Score (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Not important enough for job</td> <td>250</td> </tr> <tr> <td>Increases graduation time</td> <td>190</td> </tr> <tr> <td>Students unprepared</td> <td>140</td> </tr> <tr> <td>Finances</td> <td>140</td> </tr> <tr> <td>Related to accreditation</td> <td>120</td> </tr> <tr> <td>Lack of instructor</td> <td>110</td> </tr> <tr> <td>Need other sciences for balance</td> <td>100</td> </tr> <tr> <td>Courses are included in a different pastoral program</td> <td>100</td> </tr> </tbody> </table>	Reason	Score (Approximate)	Not important enough for job	250	Increases graduation time	190	Students unprepared	140	Finances	140	Related to accreditation	120	Lack of instructor	110	Need other sciences for balance	100	Courses are included in a different pastoral program	100
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<p>Perceived additional educational needs</p>	<p>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)</p> <p>Most-important issue of six ranks 6; least, 1.</p>	<p>Q.23. Perceived Importance of Subject Areas to M.Div. Program</p> <table border="1"> <thead> <tr> <th>Subject Area</th> <th>Score (Approximate)</th> </tr> </thead> <tbody> <tr> <td>International cultures</td> <td>240</td> </tr> <tr> <td>Psychology</td> <td>180</td> </tr> <tr> <td>Music</td> <td>160</td> </tr> <tr> <td>Management/business</td> <td>120</td> </tr> <tr> <td>Law</td> <td>90</td> </tr> <tr> <td>Science</td> <td>70</td> </tr> </tbody> </table>	Subject Area	Score (Approximate)	International cultures	240	Psychology	180	Music	160	Management/business	120	Law	90	Science	70				
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