

Open to Discourse
But not a Priority

V.P. for Spiritual
Development has
budget to bring Science
& Faith Speakers to campus
twice annually

Diverse student body
re: Spiritual Dispositions

- ~ 1/3 Faith is enriching
- ~ 1/3 Faith is stifling
- ~ 1/3 Tell me something
interesting and
I'll listen

Forum for Dialogue

Resources: a core
group of Science and
Faith faculty that plan
Convocations, etc. Links
on College of Sciences &
Mathematics website

Curricular
Resources

1st Year "Days of Knowing"
2nd Year "Faith & Science" Courses
3rd Year "Faith & Science" Courses
- Understanding the Bible
- Creation & Evolution

Challenge: Epistemological
Relativism of "All"
Students: Religious or Agnostic
"It's my opinion... You can't deny it."

Challenge: Dominant Hermeneutic
Presumption again across religious &
non-religious students

Serious = Literal interpretation
of Bible
Dismissive = Symbolic interpretation
of Bible

Challenge: Most
Students are taught
Evolution by adjunct
Instructors with no
Standard evolution
Curriculum

1. Discussed informally among students and faculty, some deliberate discussions in Biology + Religion courses. Some concerns over adjunct professors.
2. Cultural inertia and politics; Lay ministry; Political tendencies.
3. Cultural inertia, misinterpretation of the teachings about the Creation, human origins and relationship between evolution and "creation" of humans.
4. Faculty in religion and science; accepting/supportive admin.
5. Admin, Science and religion forums/courses, unified message ~~of~~ related to Evolution/science and the Gospel. Curricular alignment.

State of Discourse - Emerging, more on the academic side, less ^{with} ~~at~~ denominational leadership

Internal + External Factors - High level of trust with the institution - External: Denomination conflates "evolution" with Atheistic Evolution. Rules out theistic evolution.

Reconciliation Challenges

External stakeholders, denominational leadership + pastors. (Politics + Perceived Conflict), Fear, Ingroup/Outgroup

Discourse Resources

Theology, Philosophy, Science coursework. Esp. Hermeneutics + nature of science.

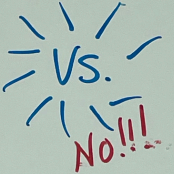
Add'l Resources

Rau, Mapping the Origins Debate

- 1) High school junior and ^{senior} students: Uniform model is in place
Secular schools: fearful of religious encroachment
religious schools: fearful of undermining Scriptural authority.
- 2) There is historically a wider tension in Israeli society between ~~the~~ secular and religious Jews. The discourse in Israel is ^{not} about students being able to keep their faith; it is about a social divide between the secular and religious communities. Even in the religious schools the secular curriculum is totally distinct from the religious curriculum (stratified), so students will bifurcate in one direction and secularize or
- 3) The main problem has to do with the politics of the Ministry of Education and in Israeli society generally.
- 4) Mishnah - the recognition that any text can be interpreted in multiple ways - is inherent in the Jewish tradition. There are also strong and varied Jewish theological resources (orthodox and Rabbinist) that support reconciling religious texts with science. That said, there are some ^{Orthodox} rabbis and other Jews who see evolution as being in conflict with Judaism.
- 5) ~~The~~ ^{University} ~~only~~ ^{help} ~~team~~ ^{of people to help} ~~conduct research on the teaching of~~
evolution in Israeli schools to prepare curricular materials, and ^{also} ~~also~~ teacher education materials. Israel in ~~their~~ ^{its} new national history museum in Tel Aviv should create a Graduate Social Impacts Comm. Hec, similar to the one at the Smithsonian.

- 1) Graduate professions ^{one} ~~program~~ ^{not covered}
Undergraduate: Skinted - only what students need to know for exams (MCAT, etc)
- 2) Graduate programs: faculty feels they have no time to teach evolution; they must cover what the curriculum requires
~~Undergraduate programs~~ - Graduate faculty is non-denominational
Undergraduate program: too much of a hot potato - the faculty in the religious undergraduate program is Orthodox, in the heterogeneous undergraduate program, faculty is also heterogeneous, and evolution may be taught (not)
- 3) Touro is 45 years old. As it matures, it will need to address this issue more thoroughly, given that it was founded on Jewish principles.
- 4) A good relationship and mutual respect between the experts in the religious disciplines and the scientific disciplines. Moreover, Touro has faculty members who are both scientists and religious.
- 5) Internally, the creation of a formal infrastructure to address these issues. Externally, to build upon the efforts of this group of scholars in the network and work together.

Presbyterian, but with students from many faith traditions

CORE ISSUE: Dispelling false dichotomy of
SCIENCE  RELIGION

PROBLEM: STUDENTS ARRIVE AT COLLEGE WITH
GAPS & MISCONCEPTIONS DUE TO INADEQUATE EDUCATION
IN BOTH SCIENCE & FAITH

SOLUTION: TEACH HOW TO THINK, NOT WHAT TO THINK

- College is where you learn, surprisingly, what you don't know.
- Show that we don't yet have all the answers (in both faith and science) but "we're working on it" by asking questions and discussing ideas in open, welcoming setting

OUR APPROACH: Since we can't deal with all student Qs
in classes (and students see that as professors' turf), we have
open lunch table for BIG QUESTIONS, especially
those dealing with intersection of faith & science

Students are free to ask any questions and present their views in
a welcoming, non-threatening forum.

This is what we feel education is all about!

General State:

healthy but minimal. Faith discussion?

Influencing factors:

BIG ONE: what they brought in w/ them.

faculty input also influences

Challenges:

- Conservative church input
- Myths about science and what ~~ev~~ actually ~~is~~ claims
- Ignorance of biblical genres

Resources:

- Professor's open doors
- Books, websites

Additional resources:

Visiting authorities, special events
student clubs/interest

- State of discourse (faculty, students, classroom)

⇒ Unless issues are raised, no active discourse

↳ "don't ask, don't tell"

- Internal + external factors

⇒ Students + faculty operate out of perceived conflict between faith + science

- Greatest challenges to reconciliation

⇒ FEAR OF COMPROMISE

- i) Biblical authority
- ii) Cultural authority
- iii) Religious identity

- Resources @ institution to nurture discourse:

- i) King Institute for Faith + Culture
- ii) Fall Faculty Workshops
- iii) RELG 1001 - Foundation of Christian Thought and Practice course required of all King students (graduating requirement)

- Other internal/external resources:

- i) Proximity to Dayton, TN (site of Scopes Trial)
- ii) Workshops for area pastors
- iii) Proximity to Creation Museum (fostering dialogue)

3. Catholic - Jesuit.

3. wonder

→ both understanding
and

acceptance

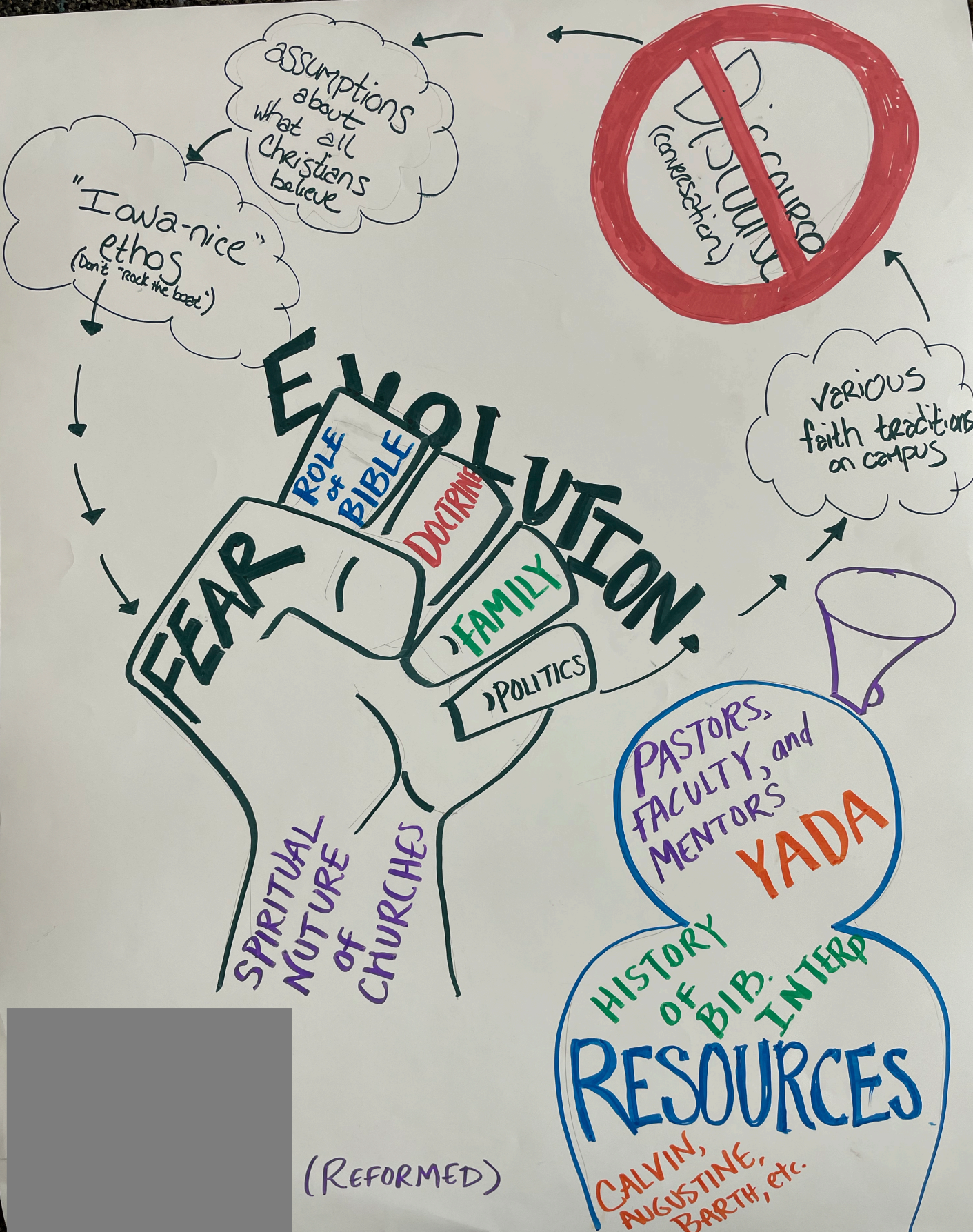
1. friendly-apathectic

5. JTF Grants -
university-school-
department resources

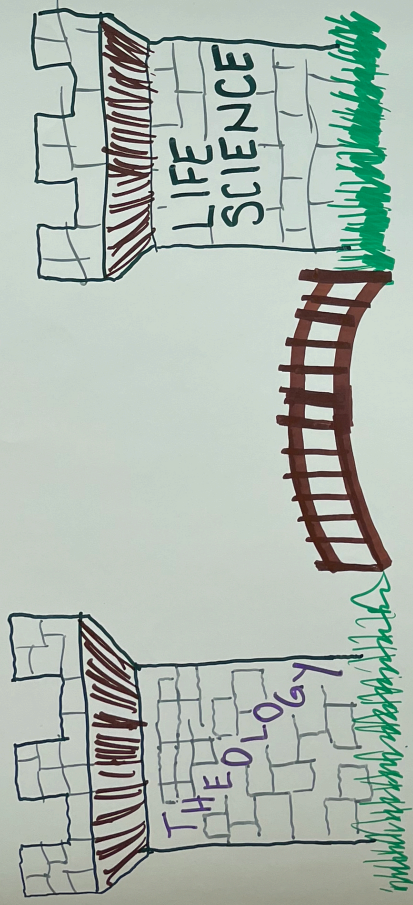
4. Cross-disciplinary Conversations/Mission and Identity
Office

Secular, Heterogeneous Student Body

- ① - Evolution + Religion recurrent discourse within + among Faculty, students, departments
- ② - Diverse beliefs in Faculty, student body. Culture + faith identities are strong despite secular Institution
- ③ - No institutional statement on evol./religion or plans for one
- ④ - No institutional resources
- ⑤ - there is a need for new discourse including books + materials. Perhaps external partnership w/ more experienced institution.



- LIMITED PUBLIC DISCOURSE
- CONSTRAINED BY A FUNDAMENTALIST READING OF SCRIPTURE
- FEAR IS A GREAT CHALLENGE TO ANY RECONCILIATION. FEAR OF LOSING FAITH OR ONE'S JOB.
- WE ARE A SMALL, RELATIONAL CAMPUS WHICH PROVIDES OPPORTUNITY FOR HEALTHY DIALOGUE.



• Disciplines in Silos

• Theology faculty lacks intellectual curiosity

• No resistance to evolution or part of Admin.

• Bio faculty in agreement or including evolution in curriculum.

General State:

Faculty: open, accepting, no observed tension

Students: fear, curiosity, initial openness, vagueness

Influencing Factors

Internal: majority of faculty + students are members of the Church of Jesus Christ of Latter-day Saints; neither faculty nor admin are opposed to teaching evolution; cultural/religious homogeneity

External: Adoption of values of Church of Jesus Christ; integration of Institute instruction, cultural, regional, + economic diversity

Challenges:

- Lack of diversity among students
- Not enough dialogue among students + faculty
- No data as to where students/faculty are on this discussion

Healthy Discussion Resources:

- Faculty
- Students
- Small classes, lots of connection among students/staff

Supporting Resources:

- Money
- Faculty buy-in on the importance of this reconciliation project
- Faculty talks (formal/informal) on their personal faith + scholarly journey

Reality?

Misconceptions

- What science is → PROGRESS = Good → Perfectionism
- What religion is → REGRESS = BAD → Backwards + Stuck

Oh hey religion



- Evolution as progress

- Science as objective and pure knowledge and detached from social influence

• Most faculty members accept theistic evolution

• A big portion of students were taught creationism at home / church

→ Evolution is taught in biology courses

• This topic is sensitive to the relationships between students and parents

- Compartmentalization among departments

- Need deep theology in the topic of theistic evolution
(for instance, eschatology)

• People

Liberal arts mission statement → push us to have conversations

• Resources for parents and pastors

A co-written book from a scientist and a theologian.