



SECTION 3

MINISTERIAL FORMATION IN A TIME OF CRISIS

Editor's Introduction

On March 10, 2020, Duke University employees received this communication from the office of the president:

To the Duke Community,

For the last several weeks, the Duke-wide Task Force has been working diligently to prepare for and plan our university's response to COVID-19. In the past few days, it has become clear that the spread of the virus continues across the country. Even though this is due to circumstances beyond our control, we can take steps now to minimize health and safety risks to Duke students, faculty, staff and the larger community, especially as students and faculty prepare to return from Spring Break.

The instructions that followed included moving to remote learning and suspending in-person internships. The swift response coupled with a rigorous testing regimen was extremely effective in protecting the community.

Suddenly, however, students engaged in field education found themselves learning with learners as worshiping communities, nonprofits, and CPE programs adapted to virtual environments. This was experienced across the country. Educators providing leadership to CPE and field education programs were personally impacted. Still, ministerial formation continued, though not as before. In this section, authors explore facets of formation disrupted by the pandemic's onset.

John Senior, in "Ministry Formation in the Places of Wisdom," explores how "ministry in the context of the current coronavirus pandemic

points to the ways in which space is itself a carrier of wisdom." How does the assumption that wisdom arises from reflection operate in novel spaces and platforms?

David Emmanuel Goatley draws on historic resources from the Civil Rights Movement and Mission Societies to Howard Thurman to explore "Forming Leaders to Flourish in Crises." He contends that current and up-and-coming leaders need to be formed with attention to adaptability, humility, spirituality, and sustainability.

In "Countercultural Remorse: The Importance of Attending to Grief in Transforming Our Embedded Beliefs," Julie Hanada narrates her personal journey of living in the tension between embedded beliefs and values from her community of origin and important values and ideals she has embraced from other communities in which she is a member or participant. She finds the concept of countercultural remorse a key tool for healing and empowerment.

Mark Chung Hearn seizes the opportunity during the disruption to reflect on his vocation as educator in "Ministry and Formation through Multiple Pandemics: How a Clergy person Ministers in Higher Education." He writes, "Amid all this chaos and eruption of everything I and others know to be normal remain two interrelated calls: my responsibility to shape learners and my vocation to minister to people with a life-giving response."

The sudden and dramatic changes ministerial leaders faced as the pandemic swept the globe, followed by the uprisings associated with the killing of George Floyd and Black Lives Matter, all beneath the cloud of the threat of climate change, called for resilience in ministerial leaders. Dorothee Triodi and Stephen Booth in "Embodied Resilience: Supervision and Mentoring during a Time of COVID-19, Black Lives Matter, and Climate Change" consider insights and practices informed by Scripture, theology, and the social sciences that nurture resilience in those who nurture resilience in others as supervisor-mentors.

Angela Barker Jackson and Jessica C. Williams present a case study from Central Baptist Theological Seminary's pivot to "just-in-time learning" for participants in their Lilly-funded Thriving Congregations Initiative. They reflect on their experience as participant-observers in the eight webinars that emerged to equip leaders and to document their experience and expressed needs in real time in the early months of COVID-19.

Excellence in supervision in theological field education was the focus of a collaborative effort of nineteen field educators in volume 40 (2020) of *Reflective Practice*. The topics the emerging five teams addressed included a literature review, exploring theories of supervision, training supervisor-mentors, wisdom from supervisor-mentors about excellent supervision, and listening to the students' experience as they described wise and helpful supervision and mentoring. The teams addressing the last two topics reconstituted when it became apparent that supervisor-mentors and students were facing new challenges. Their articles document the dramatic changes experienced by supervisor-mentors and students in the new virtual reality they were navigating.

The articles in this section demonstrate the passion and commitment to reflective formation as practitioners and in the formation of students despite the constraints and challenges of this past year.

Matthew Floding
Editor