Spiritual Formation and Discipleship Major Evaluation

A Program Evaluation Report to the Administration of Lancaster Bible College

Lancaster, Pennsylvania
Spring 2012

Submitted by: Deborah K. Hinkel Academic Coordinator
Spiritual Formation and Discipleship Major
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I. Executive Summary

The Spiritual Formation and Discipleship major exists to train servant leaders who build life changing church discipleship ministries. The SPF major was approved three years ago as a part of the curriculum revision process. Prior to the adoption of the Spiritual Formation and Discipleship major, LBC offered a major in Christian Education and Discipleship. There was waning interest in the Christian Education major, and the Academic Coordinator responsible for overseeing the major assessed the trend in church ministry and determined that a major in Spiritual Formation was a better fit for today’s culture.

The focus of this evaluation is to determine the effectiveness of the major in equipping men and women for today’s ministry culture. The major has only been in existence since 2009 and the core courses are being taught for the first time during the 2011-2012 academic year. As a result, data about the major and its effectiveness is still limited. Continued evaluation will occur at the conclusion of the Spring 2012 semester when the evaluation team assembles to assess the courses that have been taught and a better appraisal can be made of the classroom interactions and assignments to determine the helpfulness of the major to this point.

II. The Evaluation Team

The evaluation team composition includes practitioners in ministry, adjunct professors and a graduate of the program and a current student.

Deborah K. Hinkel  Assistant Professor  Spiritual Formation and Discipleship
Joy O’Byrne  Adjunct Professor
Kirk Belmont  Adjunct Professor, Senior Pastor Hope Community Church
David Maughan  Student Spiritual Formation and Discipleship Major

III. Student Support Unit Mission Statement and Goals

Mission: Lancaster Bible College exists to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society.

Vision: Lancaster Bible College will be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact.

Program Mission: The women in Christian ministries program exists to train women to be leaders who are prepared to serve in a variety of ministry contexts within the church and Christian organizations.
**Program Objectives:**

1. Articulate a biblical and personal philosophy of ministry.

2. Lead others as they serve with integrity of character.

3. Build team leadership as a core value of ministry.

4. Serve with confidence knowing their unique blend of personality, giftedness, and passion.

5. Experience a mentoring relationship with a ministry leader of a local church during intensive ministry involvement.

6. Communicate biblical truth with creativity, accuracy, and relevancy.

7. Develop a holistic process for spiritual formation and discipleship for the local church to augment personal growth and produce life change.

8. Demonstrate the necessary skills to administrate an effective ministry, overseeing the planning and executing of discipleship ministries.

9. Identify the culture and needs of people and create missional ministries which enhance the individual’s ability to live with a biblical worldview.

**Relationship to LBC’s Mission and Vision:**

The mission and vision of LBC is designed to equip students to holistically embrace and live according to a biblical worldview. The entire student, intellectually, emotionally and spiritually, and practically, should be impacted by her educational experience. The Spiritual Formation and Discipleship major seeks to assist the students enrolled in the program to better assess their personal giftedness and skills and equip them for effective ministry in various church and Christian environments. As such the major is intentionally configured to fit within the framework of the LBC mission and vision.

**Need and Purpose of the Program:**

As one examines the history of the church, it becomes apparent that there are significant paradigm shifts that cause the church to transition into different perspectives of understanding and therefore, different methods of ministry. Historians think that these dramatic shifts occur approximately every 500 years. The last such shift occurred with The Reformation. Believing that we are in one such significant shift, it is important that a new focus occurs in the way we train men and women to understand the principles of discipleship. Current research in the field of Christian Education reveals that people desire a more organic approach to personal growth. With that in mind, it would be prudent to offer students the option of majoring in Spiritual Formation and Discipleship.
In order for academic institutions to be leaders in the equipping of ministry leaders, it is imperative to assess the landscape of church ministry. It is quite apparent that the trend in church ministry is to move from a programmatic perspective of discipleship to a more internal process of personal, spiritual growth. This trend is best identified as a Spiritual Formation process, rather than a life stage programmatic structure. While there will continue to be targeted life stage ministries, the overall perspective is one that involves internal processes of growth for the individual, regardless of the person’s age. Ministries are changing in their understanding of the importance of emphasizing the internal processes for spiritual growth. The current literature reflects the importance of creating transformational environments rather than educational environments. If LBC is to stay on the cutting edge of equipping men and women for ministry, it is important that this new paradigm shift be understood and accommodated in our academic offerings.

The program provides a broad foundation of education focusing on a combination of orthopraxy and orthodoxy. Students are trained to think according to a biblical worldview and apply that information to different ministry settings. Currently, the major exists within the framework of undergraduate education. In the future, the major could be extended to graduate education with the development of a concentration in Spiritual Formation and Soul Renewal.

IV. Spiritual Formation and Discipleship Comprehensive Outcomes Assessment Plan (COAP)

The Spiritual Formation and Discipleship COAP has been created based on the objectives of the major. The major has not been in place for a sufficient amount of time to assess the effectiveness of the objectives. The COAP will be revisited at the conclusion of the Spring 2012 semester to re-evaluate its effectiveness.

Appendix A contains the current COAP for the Spiritual Formation and Discipleship major.

Actions:

1. To be determined after further evaluation of the major to this point.

V. Communication Issues

A. Interdepartmental Collaboration:
   1. Cross-Departmental – There has not been a significant amount of Cross-departmental communication. Initially, there was support of the major since the major could not be implemented without approval from each department. At that point, there was agreement that the major was a good fit for LBC.

   2. Departmental – The Department Chair and the professor who oversees the major have had several conversations regarding the relevancy of the major and the value
of the courses at the undergraduate level. Conversations with other professors in the department have been positive and supportive, but no definitive conclusion has been reached at this time.

3. Spiritual Formation and Discipleship Major – The four core courses are currently taught by four different professors. Two are full time employees of LBC and two are adjunct professors. There have been a number of conversations regarding the major and its value to the institution. Again, everyone involved in the discussion has spoken of the merit of the major. Current discussion has also centered around the usefulness of a minor in this topic which would have tremendous importance to those individuals who are majoring in Pastoral Studies, Biblical Studies, or any of the majors already offered at LBC.

4. Outside Collaboration – There are several different ways that communication occurs outside the parameters of the college environment. The Academic Advisor, who oversees the major, has spoken with a number of individuals who are studying this approach to ministry in order to gain new insights regarding courses, textbooks and methods of teaching that fit the presentation of the major.

The Academic Coordinator also is interacting with individuals who would be able to supervise internships and practicums with a high degree of effectiveness. The Professor is also in regular interaction with the ministry practitioner who is currently overseeing a student practicum. Placement relationships are being established with churches and other organizations who focus on spiritual formation.

B. Student’s Interaction and Awareness:

1. Interaction with students in the major occurs initially in the classroom and through the Academic Advising Process. Additionally, students are regularly in contact with the Academic Coordinator outside of the classroom in both formal and informal settings. This includes social events on and off campus and opportunities to interact at conferences and seminars. Avenues of communication about personal, spiritual and academic issues are kept open and ongoing interaction is encouraged. A one credit overnight retreat focused at freshman and transfer students facilitates the development of community between students and faculty.

Since there haven’t been any graduates in the major yet, it is not possible to assess graduate satisfaction with the major. Students will be surveyed who are currently taking courses at the conclusion of the Spring 2012 semester.

VI. Trends Analysis and Projections

Because the major is in its infancy, it isn’t possible to adequately complete a trends analysis. Currently, there are five students enrolled in the major and two students who have declared Spiritual Formation and Discipleship as their minor. Informal conversations with current students have revealed high positivity regarding the courses that are being
taken and a high degree of satisfaction with the content that is being presented. Reports from the Registrar’s office show that two incoming freshman have declared Spiritual Formation and Discipleship as their intended major.

While this major may never be large, it’s feasible to assume that there will also be great value in creating a minor. Undergraduate students would benefit greatly from the personal and organic nature of the coursework which would be helpful in their professional preparation for life and ministry.

VII. Personnel Issues

A. Staffing:

There is one full time and one adjunct Professor who are responsible for teaching the courses in the major. A full time professor in the Church and Ministry Leadership Department teaches a course as well. Two adjunct Professors were added in Spring 2012 to lighten the teaching load of the full time Professor. In addition to the faculty, there is also a faculty assistant.

Deborah K. Hinkel-Spiritual Formation and Discipleship Major-Director
Teaches core courses within the Women in Christian Ministry major
Serves as Academic Advisor for students within the major
Oversees Internship and Practicum placements
Develops relationships with ministry professionals who are able to teach courses and provide field experience

Aaron Brown-Student Ministry Professor
Teaches the Discipleship and Prayer course
Assists in overall program development and evaluation

Joy O’Byrne-Adjunct Professor
Teaches the Principles of Personal Spiritual Formation course
Assists in overall program development and evaluation

Kirk Belmont-Adjunct Professor
Teaches the Spiritual Formation in Church Ministry course
Assists in overall program development and evaluation

Lisa Kerstetter-Faculty Assistant
Provides administrative support for the unit
Prepares academic folders for advising, including student progress and academic reports
Designs power point presentations and other course-related materials
Creates student appointments
B. Professional/Ministry Development:

Professional development activities have centered primarily around conferences focused on issues related to the major. The college academic community has also assisted professional development through various speakers and interactions such as special chapel speakers and faculty workshops that have been professionally enriching. These various opportunities have enriched the Academic Coordinator which in turn have impacted the development of the students in a positive way.

C. Efficiency Analysis:

Efficiency has been increased with the addition of adjunct Professors which has afforded the Academic Coordinator more opportunities to be effective in the roles required. The recent curriculum revision has created greater interactions with students by increasing the number of courses that students are required to take in the major.

D. Staff Satisfaction:

Members of the unit share a ministry vision and are supportive of one another’s work. No significant issues have arisen among the staff. The members of the staff team are satisfied with their current roles and are effective in their responsibilities.

E. Personnel Needs:

Currently, there isn’t a need to hire additional personnel. However, in the future, it may be necessary to evaluate the role of the full time Professor to discern whether or not there should be more time dedicated to teaching in the major and less time committed to team-taught courses that are part of the Church and Ministry Leadership Department.

VIII. Budgetary Issues

A. Budget Changes:

Budget changes have been limited to the hiring of two adjunct professors.

B. Cost Effectiveness:

The major is within the parameters of operating an academic program. No significant expenditures have been spent outside of the normal bounds of operation.

C. Budgetary Needs:

Although not specifically a budgeted item for the major, consideration needs to be given to greater marketing of this program. Effective marketing would have a positive return on its investment through increased enrollment. With the renewed interest in women’s concerns and a greater openness to hiring women for church ministry positions, it would be valuable to have a stronger marketing plan to promote the
Women in Christian Ministry major. More specifically, additional marketing should target the adult female learner.

The library resources are sufficient to meet the needs of the major.

IX. Summary / Recommendations / Goals

Lancaster Bible College is strongly committed to equipping men and women to live a biblical worldview and to serve effectively. Furthermore, the vision of LBC is to reach the head, heart and hands of their students so that they will be well-prepared to minister in a variety of situations with integrity. The Spiritual Formation and Discipleship major fits well with the overall goals of Lancaster Bible College and needs to be evaluated more fully in the next 6 months to determine the viability of continuing the major. The trends in church ministry clearly support the value equipping students with a spiritual formation perspective. One national study clearly articulates the merit of focusing on personal spiritual formation principles and challenges the local church to be more intentional in providing avenues of ministry that would help congregants embrace these principles and practices.

Recommendations:

1. Engage the Academic Coordinator and adjunct professors who currently teach the courses in discussions to refine the courses currently taught and determine the future direction of the major.

2. Continue conversations with administration regarding strategies to create a larger college-wide vision for Spiritual Formation in different educational venues.

Goal:

To construct an overarching vision and plan to establish Lancaster Bible College as an East coast, mid-Atlantic center for Spiritual Formation and Soul Renewal.
Appendix A: COAP Spiritual Formation and Discipleship
**Mission Statements**

**College Mission:**
Lancaster Bible College & Graduate School exists for the purpose of educating Christian men and women to live according to a Biblical worldview and to serve through professional Christian ministries.

**College Vision:**
Lancaster Bible College & Graduate School will be a premier learning community that intentionally develops the head, heart and hands of servant ministry leaders for global impact.

**Program Mission:**
The Spiritual Formation and Discipleship Program exists to train servant leaders who build life changing church discipleship ministries.

<table>
<thead>
<tr>
<th>Objectives / Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results [In column to right, indicate if an Action Plan (AP) or Strategic Planning Initiative (SP) is needed]</th>
<th>AP / PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td>Direct Evidences Each student in the SPF major will write 5 philosophy papers related to the overall objective. Each paper will have a specific focus until the final paper written during the practicum which is designed to synthesize the information written in the prior 4 papers.</td>
<td>Since this is third semester of the major, there is not enough data to summarize.</td>
<td></td>
<td></td>
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<tr>
<td>On-going</td>
<td>Indirect Evidences In class activities and assignments will create interaction regarding the need for a biblical philosophy of spiritual formation</td>
<td>One student has interacted with the class activity in one of the classes. Not enough data to summarize.</td>
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<tr>
<td><strong>On-going</strong></td>
<td><strong>Direct Evidences</strong></td>
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<tr>
<td>2. Lead others with integrity of character.</td>
<td>Students will be observed by their field experience supervisors to evaluate this objective.</td>
<td>This objective is not being taught with enough intentionality. The students in the SPF department are only required to take one course in leadership which is an overview course.</td>
<td>Only one student has begun the internship and practicum experiences. Not enough data to evaluate.</td>
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<tr>
<td></td>
<td></td>
<td>The Professor is re-evaluating the course selection to determine the need for an additional more targeted leadership course for the students in this major.</td>
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<tr>
<td>On-going</td>
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<td>Indirect Evidences</td>
<td>Not enough data to summarize at this point in either the direct or the indirect evidences.</td>
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<tr>
<td>3. Build ministry teams to serve in biblical community.</td>
<td>Students will work in teams analyzing different case studies to determine how to build an effective team.</td>
<td>Students are expected to build volunteer teams during their internship and practicum experiences.</td>
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<th>4. Serve with confidence and self-awareness of their unique blend of personality, giftedness and passion</th>
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<td></td>
<td>Students will take a minimum of 6 different inventories and write 3 different assessment summaries delineating their understanding of their uniqueness.</td>
<td>Students will have opportunity in class to engage a small group over the course of the semester to debrief their understanding of their unique blend of gifts, etc.</td>
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</tr>
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</table>

Not enough data to summarize at this point in either the direct or the indirect evidences.
| **On-going** 5. Experience a mentoring relationship with a ministry leader of a local church during intensive ministry involvement. | **Direct Evidences** Students in CML 350B, Internship and CML 450B meet weekly or bi weekly with a mentoring supervisor. The students’ evaluations and exit interview are indicators of the effectiveness of the mentoring relationship. **Indirect Evidences** Conversations and email communication between the professor and the field supervisor provide opportunities to discuss the types of interactions that the supervisor is creating for the student so that the professor can discern if mentoring is occurring in the field experience. | Not enough data at this point in the major to summarize either the direct or indirect evidences. | AP |
| On-going |
|------------------|------------------|------------------|
| 6. Communicate biblical truth with creativity, accuracy and relevancy |

**Direct Evidences**

All students in the SPF major are required to take Teaching Skills or Biblical Preaching. During the course each student must teach a minimum of 3 times. Each teaching opportunity is debriefed with the professor and students gain insight into their communication strengths and weaknesses.

**Indirect Evidences**

Each student in the SPF major teaches in different venues. Each class has at least assignments where the student will be practicing communication skills in both formal and informal ways.

<table>
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<th>Direct Evidences</th>
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<tr>
<td>Students in the SPF 310 course Spiritual Formation in Church Ministry will participate in class discussions after guest lecturers from local churches give viewpoints regarding spiritual formation in the local church.</td>
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</table>

**Indirect Evidences**

Students will create a final project that illustrates the development of a holistic spiritual formation plan for the entire church ministry.

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Appendix B

LANCASTER BIBLE COLLEGE
POSITION DESCRIPTION

POSITION: Professor (Female)
Nine Month Faculty Position

DEPARTMENT: Church and Ministry Leadership

REPORTS TO: Department Chair

OBJECTIVE: This position exists for the purpose of teaching general church ministry courses and building the Women in Christian Ministries Program with its related courses.

DIMENSIONS OF THE POSITION: GENERAL

Institutional Context: An understanding of Lancaster Bible College and its place in the non-profit educational world.

- A general understanding of higher education and a more specific understanding of Bible college education.
- A general awareness of the operation and philosophy of Lancaster Bible College and a commitment to our educational philosophy.
- A clear understanding of the organizational structure of the College and its various departments.

Personal Qualities: The ability to identify personal strengths, weaknesses, skills, and limitations and to use this understanding profitably.

- The desire to grow, develop, and mature, both spiritually and professionally.
- The ability to create and maintain a Christian professional atmosphere in all internal and external relationships.
- A spirit of cooperation and willingness to serve as a team.
- A professional appearance.

Spiritual Abilities: Evidence of a desire to grow in grace and in the knowledge of Jesus Christ.

- An identifiable salvation experience.
- A pattern of spiritual development characterized by prayer, Bible study, and regular attendance at a local church and involvement in church ministry.
- A commitment to ministry and encouragement of others toward the same.
- Ability to lead others in spiritual growth and development.
DIMENSIONS OF THE POSITION: SPECIFIC

**Education:**
Personal achievement in graduate education.

- Must possess a graduate degree in church educational ministries or a related field from an accredited institution.
- An earned academic doctorate is preferred.
- Candidates with a master’s degree must be open to pursuing a doctoral program.

**Experience:**
Sufficient first-hand knowledge acquired through professional ministry experience.

- A minimum of seven years of ministry experience in a local church context.
- Teaching experience in a higher education context is desirable.
- Specific knowledge, training and involvement in church-related ministries to women and local church Christian education.

**Special Skills:**
Orientation to our philosophy of education.

- Willingness to contribute to the field of Christian education through writing, research, consulting and developing educational materials.
- The ability to function as a team member with other faculty in the Department and the Professional Division.
- Administrative leadership capabilities.
- Intentional integration of a biblical world and life view with course content.
- Innovative course and program development to reflect cultural change.
- Desirous of mentoring students beyond normal classroom contact.
- Knowledge of the unique characteristics of undergraduate and graduate learners.
- Embrace the Department’s philosophy of education.

**Job Tasks:**
Specific tasks required of the position.

- Participation in departmental, divisional and regular faculty meetings.
- Serve on various faculty committees as appointed.
- Teach appropriate courses on both undergraduate and graduate (if qualified) levels—12 credits per semester.
- Active involvement in student recruitment and retention.
- Facilitate spiritual and emotional shepherding of students through discipleship groups, ministry teams and informal interaction at College events.
- Continue personal professional development through research, writing, and conference attendance.
- Supervise library acquisitions to ensure current holding in areas of expertise.
- Monitor outcomes assessment of students and graduates in assigned program.
Appendix C

VITA
Deborah K. Hinkel

RANK: Assistant Professor

DEPARTMENT: Department of Church and Ministry Leadership

EDUCATIONAL PREPARATION:
B.A.–Millersville University, Millersville, Pennsylvania; Educational Media
M.A.–Lancaster Bible College, Lancaster, Pennsylvania; 2000

PROFESSIONAL EXPERIENCE:
Director of Learning Centers–School District #107, Highland Park, Illinois; 1973-1978
Director of Christian Education–Congregational Bible Church; 1989-1996
Adjunct Professor–Lancaster Bible College, Lancaster, Pennsylvania; 1996-2002
Director of Children’s Ministry–Evangelical Free Church of Hershey; 1997-2002
Assistant Professor–Lancaster Bible College, Lancaster, Pennsylvania; 2002-present

PROFESSIONAL MEMBERSHIPS:
American Association of Christian Counselors
Professional Association of Christian Educators

COURSES TAUGHT:
Lancaster Bible College Graduate School, Lancaster, PA
PAS 511 Children’s Ministry
PAS 513 Adult Education in the Local Church
PAS 516 Church Culture and the Role of Women in Leadership

Lancaster Bible College, Lancaster, PA
CML 102 Foundations of Ministry and Discipleship
CML 210 Fundamentals of Leadership
CML 340 Organic Community
CML 350 Internship
CML 450 Practicum
CFM 104 Theology of Children’s Ministry
CFM 322 Pastoral Care of Children and Families
CFM 332 Spiritual Formation and Discipleship of Children and Families
CFM 432 Dynamics of Leadership in Children’s Ministry
WCM 326 Women’s Ministry in the Local Church
WCM 411 Role of Women in the Church
WCM 412 Discipleship Counseling for Women
WCM 421 Managing Ministry and Marriage
LBC 101 Engaging Faith and Life
CE 224 Foundations of Women’s Ministry
CE 313 Adult Ministry in the Local Church
ARTICLES PUBLISHED:

PAPERS PRESENTED
“Partnership of Men and Women in the Church” *Evangelical Free Church Denomination Symposium*, November 2005.

LEADERSHIP EQUIPPING:
Cross-cultural Ministries
Trinity Equipping Center, Kursk, Russia (1999, 2000, 2002)
Evangelical Free Church Denominations (2000-present)
Eastern District Association, Conference Teacher Equipper
Conference Speaker, Evangelical Free Church, Eastern District, Women’s Retreat (2007)
Equipping Ministry for Small Group Leadership (2011-Present)

ORGANIZATIONAL LEADERSHIP:
1998-Present President Central Pennsylvania Children’s Ministry Network
1999-Present Board of Directors, Camp Orchard Hill
2000-Present Member, Eastern District (Evangelical Free Church) Leadership Commission
2007-2009 Transition Team-Evangelical Free Church of Hershey
2010-Present Consulting Ministry for Local Church