

# Manuscript Guidelines



## PURPOSE

The *CBAR* is a blind peer-reviewed spring publication of the Christian Business Faculty Association. The *CBAR* is devoted to promoting Christian business education through publication of faith-based articles that focus on **creative instruction** (cases, innovations in pedagogy, materials, and methods for teaching undergraduate and graduate business students), **curriculum development** (ideas for and experience with the creation of new courses and programs of study), **professional issues** (the role of business programs and faculty in assessment, accreditation, compensation, teaching loads, and professional development), and **research in business education** (original empirical studies and surveys dealing with the evaluation of teaching methods, learning attitudes, and evaluation techniques). **Book reviews** will be considered. Please contact the editor with your proposal before writing or submitting these.

The *CBAR* aims to publish manuscripts which add to the body of knowledge. These manuscripts will represent both good scholarship and good pedagogical thinking. The authors must establish an academic context for their ideas. Authors should include a section with some discussion of other people's work in the area in order to place their efforts in the larger context of a growing pedagogical scholarship. The aim is to publish the combination of scholarly skills (literature reviews, informed thinking, building on previous research, etc.) and pedagogical exploration (new ways of teaching — or thinking about — the subjects and materials in which *CBAR* readers are most interested).

The suggested page limit varies by focus area. Creative instruction manuscripts should be shorter (5 to 10 pages double-spaced) and do not necessarily need to have quantifiable results. Curriculum development and professional issues manuscripts should vary in length depending on the

level and depth of the literature review and whether or not a hypothesis is being tested. Manuscripts in curriculum development and professional issues should be between 5 and 20 pages, double-spaced. Research in business education manuscripts should include a literature review and some form of quantifiable support for or against a hypothesis. Research in business education manuscripts should be about 20 pages, double-spaced.

The *Christian Business Academy Review* is listed in the 10th edition of *Cabell's Directory of Publishing Opportunities in Management*.

## STYLE INSTRUCTIONS

### Style Instructions

When submitting articles, please use the following style instructions:

**Citation style.** Articles in the *CBAR* should follow the American Psychological Association (APA) **citation style**. For example, articles should be written using textual citations rather than footnotes. Authors can refer to the current edition of the *Publication Manual of the American Psychological Association* for any questions regarding this style.

**Cover sheet and abstract.** Manuscripts should include a **separate cover page** (cover sheet) with the title, authors, their affiliations, and contact information. If multiple authors participated in the paper, identify who is the primary contact for the editor. The first page of the paper should include the paper title, followed by an abstract of not more than 150 words, and then followed by the first section.

**Spacing.** Manuscripts should be double-spaced. One-inch margins should be used.

**Headings and subheadings.**<sup>1</sup> APA Style uses a three-level headings system to separate and classify paper sections. Use the

APA Headings	
Level	Format
1	<b>CENTERED, BOLDFACE, UPPERCASE</b>
2	<b>Left-aligned, Boldface, Uppercase and Lowercase Heading</b>
3	<i>Indented, boldface, italicized, lowercase heading with a period.</i> Begin body text after the period.

headings in order, beginning with level 1. The format of each level is illustrated below (and in this document):

**Illustrations.** Tables and figures should be numbered, starting with 1. Do not place tables and figures in the body of the paper. Rather, note in the body of the paper approximately where tables or figures should be placed using double lines with “Insert Table 1 here” between the double lines. Place tables, figures, and appendices after the reference section at the end of the paper. Tables and figures should be in portrait orientation with 1-inch margins on all sides.

**Endnotes.** Use endnotes, not footnotes, and avoid excessive use of endnotes. The endnotes section should appear at the end of the paper but before the references section.

**Electronic file formats.** Manuscripts should be submitted electronically as an email attachment in Word® file, doc. or docx. format. Do *not* use the PDF file format for submissions.

**Personal identifying information.** An author’s name or other identifying information (such as title or institutional affiliation) must be removed from the body of the paper, including appendices, footnotes, headings, footers and the electronic file “properties.”

### Cover Letter or Email

In your cover letter or email provide the following:

- An abbreviated version of the title of the article in the email subject line and the full title of the article in the body of the email.
- A short description of the particular contribution that the paper makes to the on-going scholarly dialogue.

### REVIEWER INSTRUCTIONS

Listed below are the instructions sent to the reviewers:

Attached is a manuscript for publication consideration in the \_\_\_\_ section of the *CBAR*. Please acknowledge receipt of this message and let me know if you will be able to complete a review by \_\_\_\_.

I would like for you to do two things. First, in a few paragraphs, summarize the major contribution of this paper to the field of business education. Comment on the strengths of the paper. Comment on the areas of weakness and areas for improvement. You may wish to use the following outline to guide your review:

- A. Contribution to the field of Christian business education
  - A1. Interest of the topic to Christian business educators
  - A2. Faith-based emphasis
- B. Strengths and weaknesses
  - B1. Clarity of objectives
  - B2. Adequacy of literature review and references
  - B3. Conceptual rigor
  - B4. Organization and presentation
  - B5. Writing quality

Second, classify this manuscript into one of the following categories:

- \_\_\_\_ Accept as is, no areas of improvement.
- \_\_\_\_ Accept with revisions, the manuscript could be improved with minor revisions before publication (please list these revisions).
- \_\_\_\_ Revise and resubmit, the manuscript needs to make major revisions before it would be acceptable for publication (please list these revisions).
- \_\_\_\_ Reject, the manuscript is not publishable.

Authors will get an anonymous copy of your comments.

### POLICY REGARDING PREVIOUSLY PUBLISHED MATERIAL (INCLUDING CBFA MEETING PRESENTATIONS)

The *CBAR* does not normally publish manuscripts (or book reviews) that have been previously published in other journals, books, or magazines. The *CBAR* will consider manuscripts of papers presented at regional or national meetings (including those presented at the CBFA national meeting). In this regard, authors should note that the *CBAR* is a blind peer-reviewed academic journal. The *CBAR*’s standards for manuscript acceptance may be quite different from those of acceptance for meeting presentations. Frequently, regional and national meetings are forums for early versions of ideas, as well as for discussing issues related to a particular discipline’s pedagogical, organizational, and political concerns. Therefore it is the position of the *CBAR* that papers presented at meetings should be substantively changed for consideration as manuscripts for the *CBAR*. While it is not practical to

quantify the required degree of change, it would be expected that the author(s), in a letter accompanying the manuscript, would be able to document the substantive changes made in development of the manuscript for review by the *CBAR*. The *CBAR* reserves the right to not publish material considered to be insufficiently developed as a journal manuscript. Authors who do submit manuscripts developed from previous paper presentations should recognize that they may forfeit some of the “blindness” in the blind review process. While all identifying information will be deleted in manuscripts sent to board of review members, one or more members of the board may have knowledge of the paper as a presentation. Such papers are often published in meeting proceedings and these may well be known to reviewers (especially from the CBFA’s own national meeting).

### **SUBMISSION INSTRUCTIONS**

Manuscripts should be submitted electronically. Please specify the focus area for your manuscript (i.e. research in business education, creative instruction, curriculum development, or professional issues). Email a file of your submission in Microsoft Word to Robert (Lenie) Holbrook at editor-cbar@cbfa.org.

### **ENDNOTES**

- <sup>1</sup> From Online Writing Lab (OWL) at Purdue (owl.english.purdue.edu)

# GBAR

---

# *Christian Business Academy Review*

## 2023-2024 Board of Review

---

**PAUL ANDERSON**  
Azusa Pacific University

**ANDY BABYAK**  
Messiah College

**TRISH BERG**  
Heidelberg University

**STEPHEN BRETSSEN**  
Wheaton College

**MARK CAWMAN**  
Azusa Pacific University

**LANELLE CHASE**  
Oral Roberts University

**JENNIFER DOSE**  
Messiah University

**KENNY HOLT**  
Louisiana Christian University

**DAVID HOUGHTON**  
Oklahoma Baptist University

**CHRISTINA ILUZADA**  
Baylor University

**GARY L. KARNS**  
Seattle Pacific University

**NATHAN KIRKPATRICK**  
Samford University

**LARRY G. LOCKE**  
University of Mary Hardin-Baylor

**LONNIE LEEPER**  
Anderson University

**MONTY L. LYNN**  
Abilene Christian University

**RICK MARTINEZ**  
Dallas Baptist University

**KATHLEEN MAYS**  
LeTourneau University

**MELANIE PEDDICORD**  
John Brown University

**KIMBERLY REEVE**  
St. Peter's University

**JOSH SAUERWEIN**  
Lubbock Christian University

**YVONNE SMITH**  
University of La Verne

**BRAD STAMM**  
Grace College

**JASON STANSBURY**  
Calvin University

**TODD STEEN**  
Hope College

**PHILIP SWICEGOOD**  
Wofford College

**JOE WALENCIAK**  
John Brown University

**EMILY WALSH**  
Asbury University

**APPENDIX: ARTICLES BY COGNATE**

<b>Cognate</b>	<b>Year</b>	<b>Title</b>
Accounting	2006	Service Learning and Faith Integration in Accounting
Accounting	2009	Case Study James Jewelers
Accounting	2013	The Role of Christian Faculty in Restoring Accounting Professionalism
Accounting	2015	An Analysis of How Demographics Affect the Ethical Sensitivity of Accounting Students
Accounting	2016	Implementing Faith in Accounting: Application in a Student Auditing Project Through Service to the University
Accounting	2016	Lighting a Path to the Straight and Narrow Practice of Faith Integration in Accounting
Accounting	2020	Intentional Integration of Faith in Accounting Matters
Accounting	2022	Creative Instruction in Accounting: Introducing and Analyzing Audit Evidence Through the Case for Christ
Accounting	2023	Using Stories of White-Collar Crime to Teach Accounting Students about Ethical Dilemmas and Faith Integration
Business Law	2006	Bringing the Appellate Court to the Classroom
Communication	2019	Teaching Love as the Foundation for Business Communication: A Strategy for Spiritual Formation and Concept Cohesion
CSR	2007	The Integration of Family Stability into Income Distribution Measures: A Teaching Methodology
CSR	2013	Changing a Corporate Culture by Implementing a Compassionate Ministry Plan
CSR	2023	Advising Christian Business Students in an Age of Corporate Social Activism
Data Analytics	2019	Considering the Data Analytics Revolution and Lessons for Christian Business Faculty
Data Analytics	2023	Incorporating Biblical Motivations into a Business Analytics Course
Economics	2006	Doing “Good” and Doing “Well”: Shalom in Christian Business Education
Economics	2007	The Use of Biblical/Christian Metaphors in the Teaching of Economics
Economics	2009	Microeconomic Applications to the Bible: An extension to Stamm’s arguments in 2001
Economics	2013	Homo Economicus Meets Homo Religiosus: A Collaborative Undergraduate Course in Economics and Religion
Economics	2019	Teaching Introductory Microeconomics—The Full Treatment
Economics	2021	Lying Fallow in a Restless World: Using the Bible to Explain the Implications of Rest in Economics
Economics	2022	The Econlowdown Educational Platform of the Federal Reserve Bank of St. Louis
Entrepreneurship	2009	From Value Creation to Values Creation: The Entrepreneur Enrichment Program as an Enhancement to Business Plan Competitions
Entrepreneurship	2010	Venture Out: An Entrepreneurial Introduction to Business
Entrepreneurship	2013	Business Education and Microenterprise Revisited: Productivity, Entrepreneurship, and Job Creation
Ethics	2006	Business Classes Can Be Fun: Teaching Ponzi Schemes
Ethics	2006	Mammon Worship in America: Challenging College Students’ Perceptions About Consumerism and Affluence
Ethics	2007	R. W. Beckett Corporation: Corporate Culture
Ethics	2007	The Corporate Blame Game: Firestone Tires and the Ford Explorer
Ethics	2008	The Impact of Christian Education and Curriculum on Illegal Media File Sharing Attitudes and Behavior
Ethics	2010	Introducing C.S. Lewis to the Business Ethics Student
Ethics	2010	Just Pay It? Bribery and Higher Education in the Czech Republic

Ethics	2010	Using Demonstration Experiments to Illustrate the Pitfalls of Unintentional Moral Relativism
Ethics	2011	What Should Professors Teach about the Protestant Work Ethic?
Ethics	2014	Teaching the Gospel from Agency Theory in the Bible
Ethics	2017	What If We Are Graduating Utilitarians?
Ethics	2019	Business Stakeholder Trends as Kingdom Opportunities in a Secularizing World
Ethics	2019	The Development of a Christian Leadership and Ethics in Business Course
Ethics	2021	Persuasion and Pragmatism: A Higher Goal for Christian Instructors
Ethics	2022	The Impact of a Theological Studies Course on The Ethical Development of Undergraduate Business Students
Ethics	2023	Christian Identity, Counteractive Control, and Business Ethics
Finance	2010	An Interactive Interest Rate Activity for Financial Management
Finance	2011	John Wesley and the Goal of Maximizing Shareholder Wealth
Finance	2011	Truth Soul Armor
Finance	2012	A Best-Practice, Integrated, Semester-Long Group Project in Corporate Finance
Finance	2012	Modern Finance Through the Eye of Faith: Application of Financial Economics to the Scripture
Finance	2015	Enhancing Critical Thinking in Corporate Finance at a Christian University
Finance	2015	Experiential Learning: Shareholder Engagement in a Student-Managed Investment Fund
Finance	2017	Bible Readings or News Articles in Undergraduate Corporate Finance: A Teaching Methodology Comparison
Finance	2021	Interest Rates, Investments, Microfinance, Insurance, and Risk Management through the Lens of Scripture: Biblical Faith Integration in a Financial Markets and Institutions Course
Finance	2022	Developing Faith Integration in a Principles of Corporate Finance Course
HRM	2016	Christian Scripture and Human Resource Management: Building a Path to Servant Leadership through Faith
Information	2008	Faith Integration Through Service-Learning in the Information Sciences
International	2012	A Model for Global Outreach Across the Business Curriculum
International	2012	Differentiate Through Christ-Centered International Business Travel
Investing	2008	Student-Managed Investment Funds in Religiously Affiliated and Independent Colleges and Universities
Investing	2019	Biblical Screens and the Stock Selection Process: Applications for a Student-Managed Fund
Leadership	2006	The Hope and Peril of Introducing a Course on Christian Business Leadership into a College of Business Curriculum
Leadership	2009	Leadership Can Be Taught
Leadership	2011	Toward Leading a Team: A New Script
Leadership	2014	Finding Management Principles of Leadership, Power, and Influence in the Story of Esther: A Faith Integration Assignment
Leadership	2017	Biblical Leadership at Work Scale Development
Leadership	2017	Steward Leadership in the Nonprofit Organization
Leadership	2021	Disciples Discipling Disciples: Implementing Examples of Jesus's Leadership Lessons
Leadership	2021	For Such a Time as This: Helping Students Understand Power and Authority by Examining National Events from Spring 2020
Leadership	2022	Fury and Honor in the Palace: Faith Integration in Organizational Behavior Using the Book of Esther
Management	2009	Human Nature and Teaching Management Theories
Management	2010	Management: Current Practices and New Directions
Management	2011	Greenhill College

Management	2014	When the Golden Rule Yields No Gold
Marketing	2007	Bringing Truth, Joy, and Eternity into the Classroom: Using Perfume to Teach Introductory Marketing
Marketing	2009	Refocusing the Project Class on Partnering with the Client and Partnering with God
Marketing	2010	Herr Foods Inc.
Marketing	2012	Is There Overrepresentation of Students of Color in Christian Higher Education Advertising and Do Students Care?
Marketing	2012	Using Theories of Consumer Behavior in the Search for the Meaning of Life
Marketing	2018	Blending Customer-Orientated Sales, Servant Leadership, and Biblical Principles of Servanthood into a New Sales Framework: The Serving Salesperson
Operations	2007	The Zambia Medical Mission: An Operations Management Perspective
Org. Behavior	2023	Doing unto Others is Just Good Business: The New Testament Church as an Exemplar Organizational Culture
Personal Finance	2012	A Biblical Model for Teaching Personal Finance
Personal Finance	2017	“Gain all You Can, Save all You Can, Give all You Can”: An Exercise in Giving
Personal Finance	2017	Teaching Personal Finance as a General Education Course in a Liberal Arts Institution
Personal Finance	2021	Making Personal Finance Personal: The Use of Service-Learning in Personal Finance Classes
Strategy	2012	The Silent Shapers of our Thoughts: The Relevance of the Concept of “Vision” in the Aftermath of the Global Financial Crisis
Strategy	2013	House of Blessing Ministry
Strategy	2014	Allison Church, Acquisition and Cultural Assimilation in an Ecclesiastical Organization
Strategy	2016	Personal Strategic Plan: An Innovative Assignment for the Undergraduate Capstone Strategy Course





# CBFA

Christian Business Faculty Association

## ADVERTISING AND INSTITUTIONAL SUBSCRIPTION FEES

*Journal of Biblical Integration in Business (JBIB)*

*Christian Business Academy Review (CBAR)*

The JBIB and the CBAR are published by the Christian Business Faculty Association.

Both the CBAR and the JBIB are listed in *Cabell's Directory of Publishing Opportunities in Management* and indexed in the international version of the EBSCOhost Business Source collection, the Christian Periodicals Index and Google Scholar.

The JBIB print ISSN Number is 1527-0602. The CBAR print ISSN Number is 1931-1958.

Both the JBIB and CBAR are published annually. The CBAR in the spring and the JBIB in the fall.

### ADVERTISING FEES

The JBIB and the CBAR are handled as a joint subscription with one advertising fee. The cost for a full page (8.5"x11") ad, black and white high resolution PDF is \$800. The \$800 would include an ad in both the CBAR and the JBIB. The CBAR would need the ad by 2/15 on a yearly basis. The JBIB would need the ad by 6/1 on a yearly basis.

### INSTITUTIONAL SUBSCRIPTION FEES

The JBIB and the CBAR are handled as a joint subscription with one subscription fee. The joint subscription fee is \$50 annually. Subscription fees are nonrefundable.

### PAYMENT

Advertising and institutional subscription fees for the JBIB and CBAR are all processed through Dr. Andy Borchers, Director of Publications for the CBFA, Lipscomb University, 1 University Park Drive, Nashville, TN, 37204, Office Phone: 615-966-5779, Email [andy.borchers@lipscomb.edu](mailto:andy.borchers@lipscomb.edu). All checks should be made out to the Christian Business Faculty Association.