
Letter from the Editor

EMMETT DULANEY
Anderson University

I write this ten years to the day that the university I work for hosted the annual CBFA conference. It was only the third one that I would attend to that point and the first two had awed me. The fact that so many like-minded individuals would give up a few days of their semester, travel from throughout the United States, and so freely share their research enthralled me. I knew I left each conference with a list of new ideas, things I wanted to try, and new admiration for those I had just met. What I wondered, however, was if this experience was limited to me or shared by others.

Wanting to find an answer to why faculty attend the annual CBFA conference, I hired a group of students to wander around the one we were hosting, interview attendees, and record the responses. In hindsight, I never imagined how shy the students would be—self-intimidated, in many cases—or that I would need to explain to them to not interview attendees in the common area where there is so much noise that the recorded responses will be all but inaudible.

The vast majority of the footage shot is so indistinct that I set it aside and did nothing with it, forgetting about it over time. While backing up a computer recently, however, I came across it and started watching bits and pieces of it. What I saw and heard made me not only smile but want to share as I believe the words to be just as relevant today as a decade ago. What follows are seven of the snippets, paraphrased, from responses attendees gave to the question of why they belong to CBFA and why they chose to come to the conference:

Attendee #1: Often times, we get zealous about what we do, we need to provide just enough salt to bring out the real flavor that is there. I use an illustration in class with my cell phone. I turn off all the lights. When it's completely dark and you use the light, it doesn't take very much to make a significant difference. The whole idea is that we are being better equipped and challenged to think about things in completely different ways.

Attendee #2: In the Bible, Christ actually points out the characteristics that we need to have so the conference is very good in highlighting how we can apply that, how we can bring leadership in that way.

Attendee #3: The real value is the friendships. I look forward to this more than any other conference. I think it's the fellowship—learning from each other—that really has made the difference for me and made me a better teacher.

Attendee #4: This is an oasis—a great place to come in the middle of a semester and get refreshed and fellowship and find out that some of the concerns I have are the same ones as others. I am not alone.

Attendee #5: There is not a year that goes by that I don't take something back from this conference immediately into the classroom. I often hear my colleagues say something that I am sure I totally disagree with and then, thinking about it, I realize that they might be right.

Attendee #6: The neat thing about the CBFA is the friendships among some of the men and women. There are some I won't see for a year, and the moment we see each other there's that instant familiarity that comes. We're brothers and sisters in Christ, and we face some of the same issues. It's an instant kind of bond.

Attendee #7: For me, this really is the highlight of my professional development each year. We have an opportunity to impact the lives of those around us, and the older I get the more I realize that the greatest mission field that exists today

is the marketplace. I feel fortunate that through the CBFA, we have the opportunity to grow and develop the skills that are necessary as well as identify the opportunities for us to make a difference in this work through our business calling in Christian higher education.

The Christian Business Faculty Association offers a great many resources, all centered on addressing the issues brought up in these responses. Once a year you can learn, share, and challenge at the annual conference. In between those gatherings, though, you can utilize other opportunities and resources such as this journal and its sister publication, *JBIB*. While I hope you will find the contents of this issue beneficial and valuable, my greater hope is that you will “attend” and share in future issues.

A handwritten signature in cursive script, reading "Emmett Dabney". The signature is written in black ink on a white background. The first name "Emmett" is written in a smaller, more compact cursive, while the last name "Dabney" is written in a larger, more flowing cursive with a long, sweeping tail that extends to the right.

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** (book reviews, 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).

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

Readability and author anonymity is of primary importance for the review process. Submitted manuscripts should be double-spaced using an easily readable font such as Garamond 11. Manuscripts should include a cover page with title, authors, and their affiliations. Author(s) name should not appear in the body of the paper. The first page of the paper should include the paper title, followed by an abstract of not more than 100 words, and then followed by the first section titled “**INTRODUCTION.**”

Up to three levels of section headings are allowed: level one (centered, bold, all caps), level two (left justified, bold, first letter of each word capitalized, italics), and level three (left justified, bold, first letter of each word capitalized, underlined).

LEVEL 1

Level Two

Level Three

Tables and figures should be numbered starting with 1 (e.g., Table 1: Sample Demographic Characteristics). Note in the body of the paper approximately where tables or figures should be placed using double lines with (insert Table 1 here) between double lines. Place any tables, figures, and appendices after the reference section. Tables

and figures should be in a portrait orientation with 1-inch margins on all sides. 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. References should be noted in the body of paper in parenthesis, e.g. (Goltz, Hietapelto, Reinsch, & Tyrell, 2008). All references should appear alphabetically by author's last name in the references section as follows:

Goltz, S., Hietapelto, A., Reinsch, R., & Tyrell, S. (2008). Teaching teamwork and problem solving concurrently. *Journal of Management Education*, 32(5), 541-562.

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 Emmett Dulaney at eadulaney@anderson.edu.

Christian Business Academy Review

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