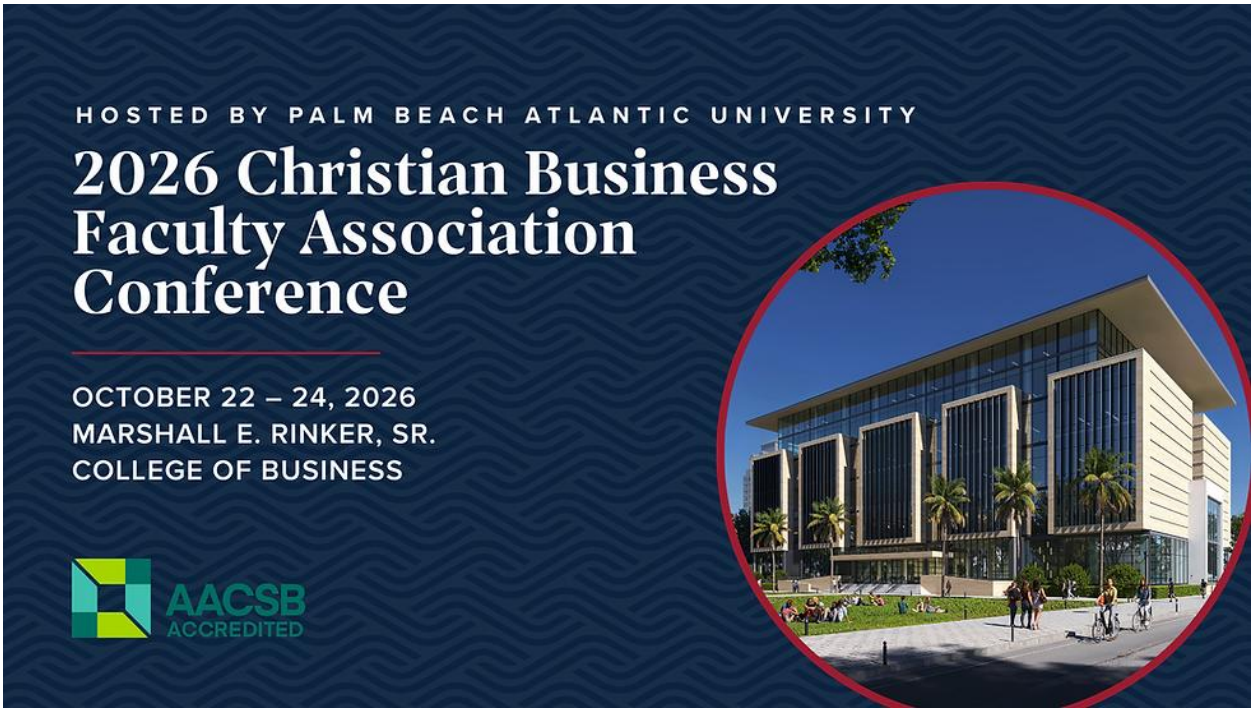


ACADEMIC PROGRAM SCHEDULE

Abbreviations

RBH = Rinker Business Hall

ACC = Accounting
ECO = Economics
ENT = Entrepreneurship
ETH = Ethics
FAI = Faith Integration
FIN = Finance
HEA = Higher Education Administration
HRM = Human Resource Management
ISA = Information Systems/ Analytics
LDR = Leadership
MGT = Management
MKT = Marketing
RES = Research
TGA = Teaching, Graduate/Adults & Online
TTU = Teaching, Traditional Undergraduate

Room Information (All Presentations in Rinker Business Hall)

Room #	Capacity	Style of Room
305	40	Standard classroom
309/310	48	Panel/multi-author configuration
321	40	Standard classroom
328	40	Standard classroom
336	40	Standard classroom
405	40	Standard classroom
421	40	Standard classroom
428	40	Standard classroom

*All classrooms are configured with a “puck” that will allow the use of laptops. A flash drive port will be available on the classroom computer (check with local IT volunteers for assistance).

Paper Presentations
Session 1: Friday, October 23
9:15 – 9:45 am

ID	Presenter(s)	Title	Moderator	Room
ETH-06	Joseph Kuvshinikov *Gannon University*	Innovative Christian Pedagogy for Developing Ethical Leaders: Empowering Student Influence Through Trust, Inclusion, and Real-World Consulting	Dawn Shearrow *Loras College*	RBH 305
FIN-04	Michael Kolta *Palm Beach Atlantic University* Scott Pearson *Palm Beach Atlantic University* Ben Devan *Palm Beach Atlantic University*	The Interaction Between AI and Finance (Panel)	NOT ASSIGNED	RBH 309/ 310
FAI-01	Michael Cafferky *Southern Adventist University (Retired)*	Speaking Christ in the Language of Business: Contextualization or Syncretism?	Craig Walker *Oklahoma Baptist University*	RBH 321
FAI-10	Andrew Hibbert *Palm Beach Atlantic University*	Ending Well: Stewardship and Institutional Completion	Bob Roller *LeTourneau University*	RBH 328
HRM-02	Denise Murphy-Gerber Matthew Fuss Curtis Songer *Geneva College*	Using Personality Profile Assessments in the Classroom and Beyond: Useful Practices to Engage in Human Resource Management	Rachel Hammond *Calvin University*	RBH 336
ACC-04	Dongye Song *Calvin University*	Megachurch Financial Transparency and Misconduct	Melanie Peddicord *John Brown University*	RBH 405
TTU-02	Shyla Allard *Bethel University*	Beyond Group Projects: Structured Team Development for Student Collaboration	Amy Stucky *Taylor University*	RBH 421
FIN-01	Kent Saunders *Anderson University*	Using Artificial Intelligence to Teach Finance from a Christian Perspective	Todd Chesebro *University of Mary Hardin-Baylor*	RBH 428

Paper Presentations
Session 2: Friday, October 23
10:00 – 10:45 am

ID	Presenter(s)	Title	Moderator	Room
ETH-01	Martin Jones *Anderson University*	From Information to Formation: A Value Theory for Christian Higher Education in the AI Era	Benton Jones *Bryan College*	RBH 305
FAI-11	Kimberly Merritt Kerianne Roper Emma Head Katie McCook Haley Young *Oklahoma Christian University*	Beyond the Classroom: An Intentional Formation Model for Christian Women – Preparing Women to Live and Lead with Christ-Centered Purpose Beyond College (Panel)	NOT ASSIGNED	RBH 309/ 310
TTU-07	Alina Leo John Delano *Cedarville University*	COACHing Students to Think Beyond the Algorithm: A Framework for AI-Mediated Judgment	Robert Holbrook *Ohio University*	RBH 321
LDR-02	Emily Webster Steve Panczak *Palm Beach Atlantic University*	Shepherding the Digital Classroom: The Leadership Role of Christian Educators in Preparing Students for GenAI Literacy	Brad Gatlin *John Brown University*	RBH 328
TTU-04	Josh Sauerwein *Lubbock Christian University*	From Distraction to Devotion: Attention Formation as a Learning Outcome	Rick Prigge *Cedarville University*	RBH 336
ACC-01	Greg Tindall *Palm Beach Atlantic University*	Quaker Capitalism and Faithful Representations	David Tucker *College of Idaho*	RBH 405
ISA-03	Sharon Gorikapudi Danxia (Christina) Chen Cicely Jefferson Joanne Hix *Dallas Baptist University*	Cultivating a Flying Fish Mindset	Amy Stucky *Taylor University*	RBH 421
ISA-04	Bryan Malone *Colorado Christian University*	Developing Ethical Christian Cybersecurity Leaders Through AI-Augmented PCAP Analysis and Network Forensics Education	Sebastian Vaduva *Emanuel University of Oradea*	RBH 428

Paper Presentations
Session 3: Friday, October 23
11:15 am – 12:00 pm

ID	Presenter(s)	Title	Moderator	Room
ETH-02	Caroline Herschbach *Dallas Baptist University*	Ethical Innovation and Moral Perceptions: A Care Ethics Lens for Christian Business Education	Michael Cafferky *Southern Adventist University (Retired)*	RBH 305
HEA-02	Bob Roller *LeTourneau University* Cora Barnhart *Palm Beach Atlantic University* Brett Andrews *Belhaven University* Eveline Lewis *LeTourneau University*	Business Accreditation Today: Choices, Advantages, Costs, and Processes (Panel)	NOT ASSIGNED	RBH 309/ 310
FAI-12	Thomas Salvan *Palm Beach Atlantic University*	Why Christians Belong in the Defense Industry: A Case Against Withdrawal	Robert Holbrook *Ohio University*	RBH 321
ETH-07	David Hagenbuch *Messiah University*	AI: An Ethics Advisor or a Moral Decider?	Dawn Shearrow *Loras College*	RBH 328
TTU-05	Brad Gatlin *John Brown University*	A Faculty Development Competency Matrix for AI-Enabled Teaching	Kevin Hughes *Mount Vernon Nazarene University*	RBH 336
FAI-08	Emily Walsh *Asbury University*	Created for Holiness: Developing a Conceptual Framework of Holiness Through the Lens of Financial Accounting	Adina Scruggs *Lee University*	RBH 405
FAI-03	Melinda Rangel *Tabor College*	Redeeming Competition: Teaching Christian Business Students to Compete Faithfully	David Tucker *College of Idaho*	RBH 421
MKT-01	Rebecca Gunn *John Brown University*	Who Wrote This Review? When AI Sounds More Human Than Humans	Traci Pierce *John Brown University*	RBH 428

Paper Presentations
Session 4: Saturday, October 24
8:45 – 9:15 am

ID	Presenter(s)	Title	Moderator	Room
ENT-01	Emmett Dulaney *Anderson University*	The Slow Drift of Good Intentions: A Biblical Framework for Ethical Decline in Innovative Organizations	Isabella Junqueira *LeTourneau University*	RBH 305
TTU-08	Charlene Geisler Kimberly Cashman Nomikos Kipreos Collin Lyons Toni E. Perry Shawn K. Ruiz *Liberty University*	From Disruption to Discernment: Faculty Lived Experiences of Students' AI Use in Christian Higher Education	Benton Jones *Bryan College*	RBH 309/ 310
FAI-07	Suraj Sharma *Calvin University*	Called to the Table: A Christian Theology of Negotiation	Brad Gatlin *John Brown University*	RBH 321
TTU-10	Steven Bello *Louisiana Christian University*	Grade Inflation and the Tenets of Christian Higher Education: Balancing Grace, Rigor, and Institutional Integrity	Larry Daniel *Anderson University*	RBH 328
LDR-04	Jeffrey Godwin *Saint Vincent College* Susan Hershelman *Liberty University*	The Biblical Principle of Gratitude Can Contribute to Ethical Innovation in Organizations	Rick Prigge *Cedarville University*	RBH 336
FAI-13	Andrew Gustafson *Creighton University*	Giving Instead of Getting: When Is Profit Maximizing Unbiblical? Maximum Value Extraction vs. the Biblical Examples of Gleaning and the Sower	Craig Walker *Oklahoma Baptist University*	RBH 405
ISA-01	Samuel Mamede *Taylor University*	Auditing the Auditor: A Time-Series Analysis of AI-Classified Corruption Findings in Brazil	Nathan Wright *Southwest Baptist University*	RBH 421
TTU-03	Emory Hiott Darin Gerdes Ben LeVan Maxwell Rollins *Charleston Southern University*	Artificial Intelligence and the Redemptive Reconstruction of Higher Education	Eveline Lewis *LeTourneau University*	RBH 428

Teaching Talks
Session 5: Saturday, October 24
9:30 - 10:00 am

ID	Presenter(s)	Title	Facilitator	Room
TT-TGA-01	Anthony Caito *Anderson University*	Diss Buddy: Ethical AI-Enhanced Ph.D. Support Beyond the Chair	Larry Locke *University of Mary Hardin-Baylor*	RBH 305
TT-ETH-01	Joseph Kuvshinikov *Gannon University*	Teaching Ethical Innovation Through Trust: Preparing Christian Business Leaders by Building Bridges Across Cultures		
TT-TTU-07	Dawn Shearrow *Loras College*	Ethical Perspectives and Social Impact: Connecting Institutional Outcomes & Course Objectives		
TT-MKT-01	Stephen Panczak *Palm Beach Atlantic University*	Real-Time Marketing Simulation: Implementing Critical Thinking and Application into a Final Project		
TT-FAI-01	Benton Jones *Bryan College*	A Bad Copy of a Bad Copy: Theology and Token Restraints Using AI	Rich Rudebock *Oklahoma Baptist University*	RBH 309/ 310
TT-TTU-05	Michelle Smith *Asbury University*	Beyond the Lecture/Running a College Course Like a Fortune 500 Company		
TT-FAI-04	Mary Kay Copeland *Regent University*	To Walk or to Talk - We Drink from Our Own Wells		
TT-FIN-01	Paul Babin *Covenant College*	Biblical Financial Wisdom: Connecting Students with their Elders	Kevin Hughes *Mount Vernon Nazarene University*	RBH 321
TT-TTU-01	Michael Kolta *Palm Beach Atlantic University*	Gather Little by Little with Compound Interest and Coding		
TT-ISA-01	Danxia (Christina) Chen *Dallas Baptist University*	Bridging AI Innovation with Business Analytics		
TT-FIN-02	Heather Chadwick David Palmer *Charleston Southern University*	Peer-to-Peer Financial Coaching: Transforming Students, Universities, and Communities Through Biblical Financial Literacy		

Teaching Talks (Continued)

ID	Presenter(s)	Title	Facilitator	Room
TT-ENT-01	Erica Vonk *Northwestern College*	Beyond the Boring Paper: Student-Created Entrepreneurial Podcasts	Holly Perleoni *Lee University*	RBH 328
TT-FAI-02	Traci Pierce *Campbell University*	Praying the Fridge Over Our Students: Devotion/Prayer Idea for Integrating Faith in the Classroom		
TT-TTU-06	Lonnie Leeper *Taylor University*	Building Better Lecture Videos with a Three-Bot AI Workflow		
TT-ENT-02	Bob Reader *Dallas Baptist University*	A Private Capital Investment Club: Experiential Learning in Entrepreneurial Finance		
TT-ACC-01	Rob Williams *Union University*	Accounting Graphic Reimagined: Aligning a Secular Accounting Model with Biblical Stewardship	Melanie Peddicord *John Brown University*	RBH 405
TT-FAI-03	Elizabeth Holbrook *Point Loma Nazarene University*	Helping Accounting Students Explore Calling: A Six-Journal Reflection Sequence for Technical Business Courses		
TT-TTU-04	Kirk Jackson *Southern Nazarene University*	Accounting that Fits in the Palm of Your Hand		
TT-ACC-02	Jordan Loman *Indiana Wesleyan University*	Capital Investment Decisions		
TT-TTU-03	Emily Eaton *Palm Beach Atlantic University*	Using AI to Create Customized Case Studies	Sandy Cassell *Evangel University*	RBH 421
TT-MGT-03	Dawn Olson *Trevecca Nazarene University*	Business Communications – Group Project for Communication Readiness		
TT-MGT-02	Trish Berg *Heidelberg University*	The Five-Minute Boardroom Buster: Transform Students into Decision Makers		
TT-MGT-01	Emily Eaton *Palm Beach Atlantic University*	Learning to Avoid Misunderstandings Through Emojis		

Teaching Talks (Continued)

ID	Presenter(s)	Title	Facilitator	Room
TT-STR-01	Michael Crawford *Indiana Wesleyan University*	Comprehensive Organizational Analysis	Adina Scruggs *Lee University*	RBH 428
TT-TGA-02	Greg Lowhorn *Pensacola Christian College*	The Triumvirate of Experience		
TT-TTU-02	Nicole Iman *John Brown University*	Multimodal Mastery: Case Studies, Podcasts, and In-Class Synthesis		

Research Incubator
Session 6: Saturday, October 24
10:30 – 11:15 am

ID	Presenter(s)	Title	Facilitator	Room
ECO-01	Larry Locke *University of Mary Hardin-Baylor* *LCC International University* Kelsiy Scarborough *University of Mary Hardin-Baylor*	Chesed Economics: The Christian Alternative to an Egoism-Driven Marketplace	Arwen Matos-Wood *Covenant College*	RBH 305
MKT-03	Tetyana Khramova *The King's University*	The FAIR Framework: A Biblical Assessment of Algorithmic Personalized Pricing		
FAI-02	Hyeong (Daniel) Kim Jeff Miller *The King's University*	Developing Business as Mission Internship Program for University Students		
FIN-03	Michael Crawford *Indiana Wesleyan University* Heather Chadwick *Charleston Southern University* Phil Gelatt *Ron Blue Institute*	Innovation and Biblical Principles in Personal Finance Education: Preparing, Equipping and Empowering Christian Business Leaders through a Managing Personal Finance Course	Todd Chesebro *University of Mary Hardin-Baylor*	RBH 309/ 310
FIN-07	Jacob Ratliff *University of the Cumberlands*	FinTech Pilgrims: A Faith-based Exploration of Developing Practices for Teaching Finance in the Age of AI		
FIN-05	Heather Chadwick Thomas Vanderhorst *Charleston Southern University*	Cultural Differences in Financial Literacy: A Biblical Framework for Ethical and Inclusive Financial Education		
ETH-05	Steven McMullen *Hope College*	Does a Righteous Firm have Obligations to the Poor?	Nathan Wright *Southwest Baptist University*	RBH 321
FIN-02	Dave Pederson *Wheaton College*	Two Pouches: Paul's First-Century Financial System and Its Lessons for Christian Financial Formation		
FAI-05	Zach Plunk *Texas Lutheran University*	The Unadorned Word: Cognitive Fluency, Rhetorical Restraint, and the Persuasive Power of Direct Scripture		

Research Incubator (Continued)

ID	Presenter(s)	Title	Facilitator	Room
LDR-09	Justin Irving *The Southern Baptist Theological Seminary*	Research Insights on Leader Development: Developmental Roles, Contexts, and Behaviors for Identifying and Developing Leaders	Eveline Lewis *LeTourneau University*	RBH 328
LDR-07	Denise Mazzei *Culinary Institute of America*	Stewardship Under Pressure: A Qualitative Single Case Study of CEO Succession Planning Challenges in a Hospitality SME		
LDR-08	Larry Daniel *Anderson University*	Servant Leadership as Conceptualized in Christian-Focused Professional Journal Articles: Factor Analysis and a Theoretical Framework		
LDR-05	H. Rick Jordan Danxia (Christina) Chen *Dallas Baptist University*	Banking Intelligence: Interpersonal Quantitative Study Examining Social, Emotional, & Cultural Intelligence Among U.S. Bankers	Scott Quatro *Covenant College*	RBH 336
ISA-02	Samuel Mamede *Taylor University*	An Artificial Intelligence-Based Corruption Database for Ethical Analysis from a Christian Perspective: Evidence from the United States		
LDR-06	Jacob Voegel *Coastal Carolina University*	Leadership Risk-Tolerance: A Biblical Model for Small Business Adoption of AI		
ACC-02	Avery Shope John Duncan *North Greenville University*	A Review of the Compatibility of Women, the Accounting Profession, Working from Home, and Being a Stay-at-Home Mother	Melanie Peddicord *John Brown University*	RBH 405
FAI-14	Karen Miller *Union University*	Loving the Lord with Your Mind: Intersecting Faith, Accounting, and Analytics Using Course Modifications in Two Online Graduate Accounting Analytics Courses		
HRM-01	Ben LeVan Darin Gerdes Emory Hiott *Charleston Southern University*	Civility, Conviction, and Christ: Navigating Political Polarization at Work		

Research Incubator (Continued)

ID	Presenter(s)	Title	Facilitator	Room
FAI-04	Glenn Grossman *Grace College* Gabe Tribbett *Grace Theological Seminary*	Created to Design: Design Thinking & Faith Integration	Rachel Hammond *Calvin University*	RBH 421
TTU-01	Robert Holbrook *Ohio University*	Six Degrees of Separation: A Semester-Long Project on Networking		
ENT-03	Mauvalyn Bowen *Bethel University*	Ethical Scaling: A Case Study Framework of Licensing as a Sustainable Growth Strategy for Small Businesses	Matt Fuss *Geneva College*	RBH 428
ENT-04	Pierre Armel Kono Minkoulou Emilyn Cabanda *Regent University*	Architecting Ethical Innovation: A Stewardship-Led Framework for Digital Maturity in Faith-Based Microfinance		

Paper Presentations
Session 7: Saturday, October 24
11:30am – 12:15pm

ID	Presenter(s)	Title	Moderator	Room
ETH-04	Bob Roller *LeTourneau University*	Starbucks Korea Tank Day - An Ethics Case Study	Rich Rudebock *Oklahoma Baptist University*	RBH 305
RES-01	Marty McMahone *University of Mary Hardin-Baylor* Chris Langford *University of Mary Hardin-Baylor* Joseph Snider *Indiana Wesleyan University* Cora Barnhart *Palm Beach Atlantic University*	CBFA New Editors Panel for 2026 (Panel)	NOT ASSIGNED	RBH 309/ 310
TTU-09	David Hagenbuch *Messiah University*	Teaching Business Ethics Innovatively with Mindful Marketing	Trish Berg *Heidelberg University*	RBH 321
FAI-06	Tetyana Khramova *The King's University*	Teaching Research by Doing Research: A Stakeholder-Engaged Capstone Model for Christian Business Education	Larry Daniel *Anderson University*	RBH 328
ACC-03	Santhosh Abraham Georg Pingen Karen Miller *Union University*	Learning the Language of Business: An Intentionally Designed Experiential Campus Partnership in Principles of Accounting	John Duncan *North Greenville University*	RBH 405
ENT-02	Isabella Junqueira *LeTourneau University* Allan Discua Cruz *Lancaster University (UK)*	Enacted Trust: How Christian Entrepreneurs Manage AI in Consequential Venture Decisions	Rick Martinez *Dallas Baptist University*	RBH 421
MKT-02	Chris Hinsch Anna Walz *Grand Valley State University*	Artificial Negligence: AI, Social Media, the Online Data Ecosystem and the Erosion of Spirituality	Traci Pierce *Campbell University*	RBH 428

ACADEMIC PROGRAM ABSTRACTS (BY DISCIPLINE)
PAPER PRESENTATIONS

[ACC-01] Quaker Capitalism and Faithful Representations
Greg Tindall, *Palm Beach Atlantic University*
Joao Faria, *Florida Atlantic University*
Siri Terjesen, *Florida Atlantic University*
Melina Wilson, *Florida Atlantic University*

Capitalism seeks to accumulate capital for investments that compete among alternatives. To evaluate for whom capitalism functions, we consider duties owed and claims on profits, in terms of minimums instead of best interests. To assist, we invoke Quaker Advices to ensure that financial statements faithfully represent what is left for equity to retain. Our theoretical model predicts negative consequences of environmental, social, and governance factors to output and stock markets. Our empirical evidence presents the negative impact of the 2019 Business Roundtable Pledge for stakeholders over stockholders. We conclude that Quaker Capitalism considers stakeholders without misrepresenting financial statement to stockholders.

[ACC-02] A Review of the Compatibility of Women, the Accounting Profession, Working from Home, and Being a Stay-at-Home Mother (Research Incubator)
Avery Shope, *North Greenville University*
John Duncan, *North Greenville University*

This study examines the compatibility of careers in public accounting with the roles of motherhood and family life. Drawing on existing literature, the paper explores the challenges women face when balancing professional responsibilities with family commitments. The study also investigates the extent to which accounting firms have adopted "women-friendly" workplace practices designed to improve the recruitment and retention of female professionals.

[ACC-03] Learning the Language of Business: An Intentionally Designed Experiential Campus Partnership in Principles of Accounting

Santhosh Abraham, *Union University*
Georg Pingen, *Union University*
Karen Miller, *Union University*

This paper examines an intentionally designed experiential campus partnership in Principles of Accounting II. Using a mixed-methods design, it explores how an authentic costing project with a university makerspace influenced student learning. Findings indicate improved conceptual understanding, greater confidence in applying activity-based costing, and gains in professional judgment and teamwork, providing a practical framework that other institutions can adapt.

[ACC-04] Megachurch Financial Transparency and Misconduct

Dongye Song, *Calvin University*

I study the association between megachurch financial transparency and the overall likelihood of misconduct of the megachurch. Using the membership of the Evangelical Council for Financial Accountability (ECFA) as a proxy for higher financial transparency, I find a negative association between megachurch financial transparency and misconduct likelihood.

[ECO-01] Chesed Economics: The Christian Alternative to an Egoism-Driven Marketplace (Research Incubator)

Larry Locke, *University of Mary Hardin-Baylor and LCC International University*
Kelsiy Scarborough, *University of Mary Hardin-Baylor*

In this paper, the authors examine a series of historical Christian communities that utilized neither economic egoism nor central planning as a basis for their economies but were nonetheless successful, both in economic terms and in other measures of human flourishing. They examine some of the characteristics of these successful Christian communities and consider whether they might be scaled to cover an entire national economy, based on the Hebrew concept of chesed (unfailing love).

[ENT-01] The Slow Drift of Good Intentions: A Biblical Framework for Ethical Decline in Innovative Organizations
Emmett Dulaney, *Anderson University*

Innovation often begins with good intentions yet produces ethically troubling outcomes over time. This paper defines ethical drift in innovation systems as gradual deviation from original moral intent through iterative decisions, performance pressures, and normalized boundary shifting. Drawing on business ethics, innovation literature, and biblical narratives, it develops a four-stage model (initiation, optimization, normalization, and institutionalization) explaining how compromise becomes embedded in innovation processes. Using electronic monitoring as an illustrative case, the paper demonstrates how ethically aligned innovations can evolve toward concerning applications. The paper concludes by proposing biblically grounded mechanisms for interrupting drift and sustaining ethical alignment.

[ENT-02] Enacted Trust: How Christian Entrepreneurs Manage AI in Consequential Venture Decisions
Miriam Cavalcanti Junqueira, *LeTourneau University*
Allan Discua Cruz, *Lancaster University*

This research uses a trust perspective to explore how entrepreneurs' values-based orientation translates into stakeholder trust as generative AI mediates consequential venture decisions. We drew on qualitative data from three cases in commercial real estate, supply chain management, and creative industries. Our empirical findings present five entrepreneurial work routines that underpin an inward-outward axis perspective, each informed by Christian values and professional experience. Further highlights include how routines shape ethics and stakeholders' trust.

[ENT-03] Ethical Scaling: A Case Study Framework of Licensing as a Sustainable Growth Strategy for Small Businesses (Research Incubator)
Mauvalyn Bowen, *Bethel University*

Small firms often face capital constraints when scaling. This research incubator paper explores licensing as a flexible, low-risk alternative to traditional franchising. Through a qualitative case study of a home-maintenance enterprise, we examine licensing as a model for ethical innovation, biblical stewardship, and community empowerment. Using thematic analysis of interviews and internal documents, this study shares preliminary insights, a "Licensing Readiness Checklist" for owners, and a curriculum integration plan.

[ENT-04] Architecting Ethical Innovation: A Stewardship-Led Framework for Digital Maturity in Faith-Based Microfinance (Research Incubator)

Pierre Armel Kono Minkoulou, *Regent University*
Emilyn Cabanda, *Regent University*

As faith-based microfinance institutions increasingly adopt automated lending systems, digital maturity models risk prioritizing technological efficiency over mission fidelity and client welfare. This study addresses that gap by developing the Stewardship-Led Digital Maturity Model (SDMM), a framework linking Christian mission, human dignity, client protection, board accountability, and external assurance. Using comparative documentary analysis of HOPE International, Opportunity International, ECLOF International, and Tulay sa Pag-unlad, Inc. (TSPI), the study finds that technological sophistication does not match governance maturity: none of the four meets the model's Transformational gate. The SDMM offers practitioners a diagnostic tool for evaluating digital stewardship.

[ETH-01] From Information to Formation: A Value Theory for Christian Higher Education in the AI Era
Martin Jones, *Anderson University*

For the first time in nearly a millennium, the university has lost its monopoly on knowledge. Knowledge is no longer scarce. Competent academic output is no longer the achievement the academy has historically certified. This session advances a value theory for Christian higher education in the AI era, arguing that the irreducible value of education lies not in information but in formation, and that Christian institutions are uniquely positioned to make this argument.

[ETH-02] Ethical Innovation and Moral Perceptions: A Care Ethics Lens for Christian Business Education
Caroline Herschbach, *Dallas Baptist University*

This paper argues that ethical innovation requires more than evaluating outcomes after decisions are made. For Christian business education, innovation must be understood as stewardship before God, oriented toward love of neighbor, human flourishing, and relational responsibility. A care ethics lens strengthens moral perception by helping future leaders see affected people clearly, discern responsibility faithfully, and embed care into business practice.

[ETH-04] Starbucks Korea Tank Day - An Ethics Case Study
Bob Roller, *LeTourneau University*

Starbucks Korea ignited a firestorm with its 2026 Tank Day campaign, coinciding with the anniversary of troops firing on pro-democracy protesters on May 18, 1980. This ethics case is meant to empower future Christian business leaders to drive ethical innovation by making them consider appropriate use of AI, the necessity of following internal controls, the importance of political, cultural, and historical factors in marketing, and the need to make ethical decisions that reflect God's character.

[ETH-05] Does a Righteous Firm have Obligations to the Poor? (Research Incubator)
Steven McMullen, *Hope College*

"Economy of Communion" firms give a third of all profits to the poor. Should other firms follow this example? This paper outlines a Biblical framework of justice and righteousness that assigns obligations to those who own productive capital, and I argue that this obligation should include firms. After grappling with the interpretive difficulties, I consider three objections and note that this obligation may conflict with legal institutions and the long-term viability of many firms.

[ETH-06] Innovative Christian Pedagogy for Developing Ethical Leaders: Empowering Student Influence Through Trust, Inclusion, and Real-World Consulting
Joseph Kuvshinikov, *Gannon University*

This pedagogical paper examines ethical power and influence dynamics within and across student teams composed of individuals with diverse experiential, motivational, and disciplinary backgrounds. It considers how status, domain-specific knowledge, motivation, and power-dependence relationships shape participation and collaboration. The paper also presents inclusive, equity-centered leadership development practices designed to empower all students to contribute meaningfully and grow as ethical leaders.

[ETH-07] AI: An Ethics Advisor or a Moral Decider?
David Hagenbuch, *Messiah University*

Do people who use AI for most decisions pause when it comes to using AI for moral choices? To answer this question, this mixed-methods study used source credibility as a theoretical framework and evaluated reactions to an innovative AI-based app for supporting ethical decision-making in marketing. Although participants rated the app as expert and trustworthy, they still showed reluctance to cede control to AI for moral choices. Discussion considers likely reasons as well as faith implications.

[FAI-02] Developing Business as Mission Internship Program for University Students (Research Incubator)
Hyeong Deug Kim, *The King's University*
Jeff Miller, *The King's University*

Business education often emphasizes technical competence and organizational performance while offering limited opportunities to integrate faith, ethics, and leadership. This Teaching Talk presents a Business as Mission internship that combines coursework, training, and cross-cultural placements to develop ethically grounded Christian business leaders. By reframing business beyond profit maximization, the program emphasizes stewardship, justice, and holistic impact while fostering intercultural competence and vocation-centered leadership.

[FAI-03] Redeeming Competition: Teaching Christian Business Students to Compete Faithfully
Melinda Rangel, *Tabor College*

This paper argues that competition, when properly understood, is not inherently opposed to Christian discipleship but can serve as a God-given mechanism for stewardship, discovery, service, and human flourishing. Drawing from biblical theology, business literature, and classroom practice at a Christian liberal arts college, a framework for understanding redeemed competition is presented through six dimensions: competition as creation mandate, discovery, sharpening, neighborly love, community, and stewardship. The article ends with practical teaching applications.

[FAI-04] Created to Design: Design Thinking & Faith Integration (Research Incubator)
Glenn Grossman, *Grace College*
Gabe Tribbett, *Grace Theological Seminary*

Design thinking is a framework to create new products and services. Human centered design, found within design thinking, places the “person” at the center of needs identified for a solution. Design thinking is also a methodology that allows instructors to teach students that business design demonstrates God’s divine and creative nature. At Grace College we offer a program called Lancer Labs where students work on a business need with a firm using the principles found in design thinking along with faith integration. This presentation will illustrate how design thinking and faith integration work together.

[FAI-05] The Unadorned Word: Cognitive Fluency, Rhetorical Restraint, and the Persuasive Power of Direct Scripture (Research Incubator)
Zach Plunk, *Texas Lutheran University*

Marketing prizes polish and storytelling as engines of persuasion. In sharing the Christian gospel, the opposite may hold: plainly quoted scripture can persuade more than crafted narrative. Its effort deepens engagement (the cognitive fluency paradox), and its restraint signals no manipulation, lowering listeners' guard. An in-progress field study compares plain and creative delivery; early results from 45 interviews favor the plain word across diverse audiences.

[FAI-06] Teaching Research by Doing Research: A Stakeholder-Engaged Capstone Model for Christian Business Education
Tetyana Khramova, *The King's University*

This paper presents a faith-integrated, stakeholder-engaged capstone model from a Christian business program. Four student teams conducted human-participant research for real organizations, and all four, working independently, followed evidence beyond the stakeholder's original request -- the paper's central finding. A central case, an alumni engagement study, shows how this pivot occurred and argues such capstones build competence alongside integrity and vocational judgment.

[FAI-07] Called to the Table: A Christian Theology of Negotiation
Suraj Sharma, *Calvin University*

Negotiation is a complex process in which nearly all individuals within organizations engage. Business negotiations involve not only economic considerations, such as securing the best price, but also relational and social dynamics, such as building trust and rapport, creating a paradox around what constitutes the best outcome. This complexity deepens for the Christian negotiator. This paper proposes that to negotiate in accordance with God’s intended order, negotiators should order their loves rightly towards God and grow in virtue.

[FAI-08] Created for Holiness: Developing a Conceptual Framework of Holiness Through the Lens of Financial Accounting
Emily Walsh, *Asbury University*

This paper explores the relationship between financial accounting and holiness by using the Conceptual Framework for Financial Reporting as a lens for developing a conceptual framework of holiness. Drawing from financial accounting concepts and Wesleyan holiness theology, the paper examines why one pursues holiness, what characterizes it, and how it is lived out. Concepts of accountability, internal controls, and responsibility illuminate humanity’s dependence on God’s grace, the transforming work of the Holy Spirit, and the pursuit of becoming more like Christ through perfect love.

[FAI-10] Ending Well: Stewardship and Institutional Completion
Andrew Hibbert, *Palm Beach Atlantic University*

Mission-driven organizations may outlast the conditions that justified their creation. Christian leadership scholarship has examined mission drift during institutional continuation but less often fidelity in conclusion. Drawing on four biblical cases, this essay argues that leaders must first ask whether continuation remains warranted. Institutional conclusion may represent not failure, but faithful stewardship of a completed, superseded, or corrupted mission.

[FAI-11] Beyond the Classroom: An Intentional Formation Model for Christian Women: Preparing Women to Live and Lead with Christ-Centered Purpose Beyond College (Panel)
Kimberly Merritt, *Oklahoma Christian University*
Kerianne Roper, *Oklahoma Christian University*
Emma Head, *Oklahoma Christian University*
Katie McCook, *Oklahoma Christian University*
Haley Young, *Oklahoma Christian University*

Christian universities have a unique opportunity to prepare women for lives of faithful influence by grounding them in their identity in Christ. This panel presents a holistic model that intentionally integrates Bible study, mentorship, Women's Chapel, and leadership experiences to foster spiritual, personal, and professional flourishing while equipping women to live and lead with Christ-centered purpose in every sphere of life.

[FAI-12] Why Christians Belong in the Defense Industry: A Case Against Withdrawal
Thomas Salvan, *Palm Beach Atlantic University*

Facing calls for Christian divestment from the defense industry, this paper argues withdrawal is the less defensible posture. Drawing on the just war tradition, Luther's doctrine of vocation, Romans 13, and Bonhoeffer's ethic of responsible action, it argues Christian presence, not withdrawal, provides that restraint. The paper engages the strongest counterarguments, Anabaptist nonviolence, Catholic institutional divestment, and Pope Leo XIV's recent critique of just war theory, conceding real limits where they exist. Drawing on Hirschman's exit-voice framework and finance research, it shows presence carries greater practical leverage than divestment, with implications for Christian business faculty and practitioners.

[FAI-13] Giving Instead of Getting: When Is Profit Maximizing Unbiblical? Maximum Value Extraction vs. the Biblical Examples of Gleaning and the Sower
Andrew Gustafson, *Creighton University*

When should a Christian not pursue profit maximization? I will argue that profit maximization (particularly when conceived in terms of value extraction) is in many situations antithetical to a Christian approach when one considers the Biblical command for gleaning (leaving excess behind for the poor to have), the parable of the Sower (which seems like inefficient allocation of resources), Sabbath years and Jubilee. I will finally provide some concrete examples of how not pursuing profit maximization seems to be more in line with Christian values, drawing on examples from the Economy of Communion approach to business.

[FAI-14] Loving the Lord with Your Mind: Intersecting Faith, Accounting, and Analytics Using Course Modifications in Two Online Graduate Accounting Analytics Courses (Research Incubator)
Karen Miller, *Union University*

This study demonstrates faith integration using peer synthesis via discussions and a fraud-case assessment redesign for the artificial intelligence era. The two-course modifications incorporate continuity through analytics and fraud courses. The analytics course modification involves an online discussion design with peer reflections challenging students to love the Lord with their minds by asking the right questions in the analytics process. The fraud course modification continues the focus on scripturally based critical thinking by converting a major fraud-case essay into a professional ethics presentation with disclosure and evaluation of AI usage. These modifications illustrate faith integration without a complete course redesign.

[FIN-01] Using Artificial Intelligence to Teach Finance from a Christian Perspective
Kent Saunders, *Anderson University*

This paper examines the use of AI tools while maintaining theological integrity, academic rigor, and the formational goals distinctive to Christian education. This study documents a framework for faithful AI integration grounded in the biblical principles of stewardship, justice, human dignity, and truth-seeking. The framework is illustrated through a case study of integrating AI into a financial management course covering interest rates, the time value of money, and ethical lending practices.

[FIN-02] Two Pouches: Paul's First-Century Financial System and Its Lessons for Christian Financial Formation (Research Incubator)
Dave Pederson, *Wheaton College*

Where did Paul keep his money? Reconstructed from papyrological, numismatic, and archaeological evidence, this paper argues Paul ran a deliberate two-pool system: daily subsistence, self-funded by his trade and carried on his body, and mission reserves, funded by partnership gifts and custodied in trusted households rather than transported. This architecture was theological, embodying Paul's conviction that gospel credibility requires financial independence from recipients, with implications for Christian financial formation.

[FIN-03] Innovation and Biblical Principles in Personal Finance Education: Preparing, Equipping and Empowering Christian Business Leaders through a Managing Personal Finance Course (Research Incubator)
Michael Crawford, *Indiana Wesleyan University*
Heather Chadwick, *Charleston Southern University*
Phil Gelatt, *Ron Blue Institute*

A biblically based personal and family finance course is important to the vision and purpose of a Christ-centered and biblically based liberal arts university education. We present empirical research looking at the impact that such courses have in the life of student from a selection of Christian Colleges and Universities and compare outcomes from students who have taken such a class to those who did not while in their undergraduate education. The outcomes of the study revealed a significant difference between the groups in multiple areas of financial literacy, contentment and stewardship.

[FIN-04] The Interaction Between AI and Finance (Panel)
Michael Kolta, *Palm Beach Atlantic University*
Scott Pearson, *Palm Beach Atlantic University*
Ben Devan, *Palm Beach Atlantic University*

The interaction between artificial intelligence (AI) and finance is enormous. This includes the use of AI for stock trading, financial planning, the replacement of human workers, and more. Conversely, the funding of AI has had a huge impact on the success of the major players in the AI space. This panel will deliberate some of the most challenging issues related to the use and development of ethical AIs and how that impacts capital markets, both on a macro and micro level.

[FIN-05] Cultural Differences in Financial Literacy: A Biblical Framework for Ethical and Inclusive Financial Education (Research Incubator)
Heather Chadwick, *Charleston Southern University*
Thomas Vanderhorst, *Charleston Southern University*

Financial literacy is more than technical knowledge of budgeting, saving, debt, and investing. Family financial socialization, cultural context, access to financial resources and institutional, trust, and prior economic experiences influence how individuals understand and apply financial literacy. This conceptual paper examines racial, ethnic, and cultural differences in financial literacy and considers how Christian business leaders can respond ethically through biblically grounded and culturally responsive financial education.

[FIN-07] FinTech Pilgrims: A Faith-based Exploration of Developing Practices for Teaching Finance in the Age of AI (Research Incubator)
Jacob Ratliff, *University of the Cumberlands*

Using a narrative review approach, this research examines current themes within Christian Higher Education, AI in Education, Christian Faith, and Finance to establish a proposed framework to help Christian educators navigate AI integration in the academic discipline of finance through a biblical worldview. The paper explores how rapid changes in higher education due to the widespread use of AI impact Christian Higher education, and Scripture's principles for vocation and finances that should guide the responses of Christian finance educators. This working paper serves as a catalyst for future academic study, including empirical research surrounding the application of the proposed framework.

[HEA-02] Business Accreditation Today: Choices, Advantages, Costs, and Processes (Panel)

Bob Roller, *LeTourneau University*
Cora Barnhart, *Palm Beach Atlantic University*
Brett Andrews, *Belhaven University*
Eveline Lewis, *LeTourneau University*

This panel will discuss the advantages, costs, and processes for business accreditation with each of the three U.S.-based business accreditation associations. Panelists include leaders from business schools accredited by each of these associations and a moderator who has experience with all three organizations. The session will be designed to allow time for Q & A. The goal is to provide information for attendees that will promote quality in Christian higher education in business.

[HRM-01] Civility, Conviction, and Christ: Navigating Political Polarization at Work (Research Incubator)

Ben LeVan, *Charleston Southern University*
Darin Gerdes, *Charleston Southern University*
Emory Hiott, *Charleston Southern University*

Political polarization increasingly undermines workplace trust, collaboration, productivity, and organizational culture. This session examines the growing challenge of political incivility, reviews practical HR strategies for fostering respectful dialogue, and explores how Christian leaders and employees can model conviction without hostility. Participants will discover how a Christ-centered identity and servant leadership approach can help redeem civility while maintaining biblical truth.

[HRM-02] Using Personality Profile Assessments in the Classroom and Beyond: Useful Practices to Engage in Human Resource Management

Denise Murphy Gerber, *Geneva College*
Matthew Fuss, *Geneva College*
Curtis Songer, *Geneva College*

This paper will include a summary of two of the popular personality profile assessments (the Big Five (OCEAN) and the DiSC), a strengths assessment (CliftonStrengths) and a Spiritual Gifts assessment. The paper will include a comparative analysis between the assessments, specific applications of the assessments providing useful practices within the management and human resource management classroom context and within the human resource industry. Last, we will make connections to the conference theme of ethical innovation.

[ISA-01] Auditing the Auditor: A Time-Series Analysis of AI-Classified Corruption Findings in Brazil
Samuel Mamede, *Taylor University*

As Brazil's CGU municipal audit program shrank two-thirds (2006–2018), did oversight quality suffer? Analyzing 82,665 real audit findings via structural-break tests, segmented regression, and decomposition methods, this study finds contraction drove sharper targeting: severe findings rose to record highs, unrelated to electoral timing. A hopeful lesson for budget-constrained anti-corruption institutions, closing with a Christian perspective on institutional stewardship.

[ISA-02] An Artificial Intelligence-Based Corruption Database for Ethical Analysis from a Christian Perspective: Evidence from the United States (Research Incubator)
Samuel Mamede, *Taylor University*

Corruption research has long relied on subjective perception indices that can't support county-level analysis. This paper presents a construction plan for an AI-assisted, county-year U.S. corruption database built from objective records, enforcement actions, audit findings, and spending data, rather than perceptions. Extending evidence from Brazil linking religiosity and corruption, the project is grounded in a Christian understanding of public authority as stewardship.

[ISA-03] Cultivating a Flying Fish Mindset
Sharon Gorikapudi, *Dallas Baptist University*
Danxia (Christina) Chen, *Dallas Baptist University*
Cicely Jefferson, *Dallas Baptist University*
Joanne Hix, *Dallas Baptist University*

Today’s society is like turbulent water, full of changes and challenges. Business organizations navigating through AI transformation can learn valuable lessons from flying fish. Flying fish do not just survive predators, they soar above them. The researchers proposed a flying fish framework, grounded in Biblical principles and servant leadership, cultivating students with a flying fish disruptive mindset. Six key lessons and AI applications are intensively discussed. This theoretical and practical framework provides guidelines and key concepts for preparing future Christian business leaders to create, develop, and deploy ethical and responsible AI systems in various disciplines and organizations.

[ISA-04] Developing Ethical Christian Cybersecurity Leaders Through AI-Augmented PCAP Analysis and Network Forensics Education

Bryan Malone, *Colorado Christian University*

Artificial intelligence (AI) is transforming cybersecurity operations, threat hunting, network monitoring, and incident response. As organizations increasingly integrate AI-assisted technologies into security operations centers, higher education institutions face growing pressure to prepare graduates who can effectively leverage AI while maintaining critical thinking and ethical decision-making. Guided by 1 Thessalonians 5:21 (NIV), this paper positions AI as an analytical assistant rather than an autonomous decision-maker.

[LDR-02] Shepherding the Digital Classroom: The Leadership Role of Christian Educators in Preparing Students for GenAI Literacy

Emily Webster, *Palm Beach Atlantic University*
Steve Panczak, *Palm Beach Atlantic University*

The study reviews the authentic leadership model, which integrates servant, transformational, and ethical leadership principles that business educators should embrace in higher education today. The research shows how educators can blend leadership styles to leverage GenAI to improve student learning and success while upholding Christian values. Faculty development programs should prepare educators to design curricula that integrate GenAI, prioritizing the cultivation of agency over convenience. The findings support peer-reviewed research on how business educators can align curricula with their institution's mission and teaching guidelines.

[LDR-04] The Biblical Principle of Gratitude Can Contribute to Ethical Innovation in Organizations

Jeffrey Godwin, *Saint Vincent College*
Susan Hershelman, *Liberty University*

This paper presentation provides a conceptual framework based in the biblical principle of gratitude and its potential contribution to ethical innovation in organizations. We propose that from a Christian perspective the practice of gratitude can be enhanced through training by utilizing Thought Self-leadership (TSL). Furthermore, individuals who utilize gratitude thought patterns will collectively influence the organizational culture. Organizations with higher levels of collective gratitude will experience increased levels of ethical innovation. We provide a model that guides our conceptual development of the value of gratitude for Christian leaders to drive ethical innovation.

[LDR-05] Banking Intelligence: Interpersonal Quantitative Study Examining Social, Emotional, & Cultural Intelligence Among U.S. Bankers (Research Incubator)

H. Rick Jordan, *Dallas Baptist University*
Danxia (Christina) Chen, *Dallas Baptist University*

This quantitative correlational study examined relationships among social, emotional, and cultural intelligence in U.S. banking professionals, using the TSIS, WLEIS, and CQS. Results from a nationally diverse sample revealed significant interrelations among these interpersonal competencies, extending leadership literature by demonstrating that cultivating such intelligences may strengthen leadership effectiveness, customer engagement, and organizational cohesion in banking.

[LDR-06] Leadership Risk-Tolerance: A Biblical Model for Small Business Adoption of AI (Research Incubator)
Jacob Voegel, *Coastal Carolina University*

This paper develops a biblical model of leadership risk-tolerance, grounded in the Parable of the Talents (Matthew 25:14-30) and the principle that greater entrusted capacity brings greater expected stewardship (Luke 12:48), and applies it to small business AI adoption. It hypothesizes that firm size and industry sector predict adoption rates. Using Census Bureau BTOS data, cell-level regressions will test this across sectors and firm sizes. Theological framework, literature, and hypotheses are presented.

[LDR-07] Stewardship Under Pressure: A Qualitative Single Case Study of CEO Succession Planning Challenges in a Hospitality SME (Research Incubator)
Denise Mazzei, *Culinary Institute of America*

In small to medium enterprise (SME) hospitality organizations, some CEOs overlook succession planning as a strategic imperative. Within the context of SME hospitality organizations, this qualitative method single case study focused on illuminating why some CEOs do not prioritize succession planning amid competing operational demands. The study addressed three core questions: the need for executive transitions, institutional barriers, and how current CEOs develop future leaders outside formalized tracks. Findings revealed that succession planning as part of an organization's strategic plan ensures the deliberate cultivation of internal talent, offers a sustainable leadership model, and leads to organization sustainability.

[LDR-08] Servant Leadership as Conceptualized in Christian-Focused Professional Journal Articles: Factor Analysis and a Theoretical Framework (Research Incubator)
Larry Daniel, *Anderson University*

The purposes of the present study were to (a) review journal articles on Christian servant leadership, (b) codify articles using key words identified in previous studies as characterizing servant leadership, and (c) formulate a framework for understanding how Christian servant leadership looks within organizations. Coded key word counts from 33 articles were subjected to principal components analysis which yielded 5 factors: relationships, organizational health, strengths-based outcomes, organizational culture, and leader motivation. AI software was used to build a conceptual map connecting the 5 concepts and original variables into a framework for understanding how Christian servant leadership functions within organizations.

[LDR-09] Research Insights on Leader Development: Developmental Roles, Contexts, and Behaviors for Identifying and Developing Leaders (Research Incubator)

Justin Irving, *The Southern Baptist Theological Seminary*

Based on a survey of 231 Christian leaders in the nonprofit, education, church, and business sectors, this project identifies the people/roles, contexts, and leader behaviors frequently associated with the development of surveyed leaders. The study findings provide insights for educators and leadership practitioners in the work of identifying and developing prospective leaders. Study implications will be discussed and explored.

[MKT-01] Who Wrote This Review? When AI Sounds More Human Than Humans
Rebecca Gunn, *John Brown University*

This exploratory mixed-methods study compares consumer perceptions of human-authored and AI-generated reviews. While the human-authored review resulted in stronger consumer behavioral intentions, respondents struggled to accurately identify authorship as the AI-generated review was perceived as significantly more human than the actual human-authored review. These findings have implications for consumer trust, AI transparency, and ethical communications in an era where AI-generated content is increasingly imitating narrative cues traditionally included in human writing.

[MKT-02] Artificial Negligence: AI, Social Media, the Online Data Ecosystem and the Erosion of Spirituality
Chris Hinsch, *Grand Valley State University*
Anna Walz, *Grand Valley State University*

This paper examines applied AI, social media and the online ecosystem through a Biblical lens. Specifically, it creates a conceptual framework that analyzes existing research on the design and anthropological outcomes of this online ecosystem in light of Paul's call to put to death the flesh and live Spirit-led lives. Believers who understand the architecture of these systems are better positioned to exercise deliberate, disciplined engagement with these platforms rather than unreflective use.

[MKT-03] The FAIR Framework: A Biblical Assessment of Algorithmic Personalized Pricing (Research Incubator)
Tetyana Khramova, *The King's University*

This working paper develops the FAIR framework — an innovative, biblically grounded tool empowering Christian business leaders to evaluate algorithmic personalized pricing ethically. Drawing on theological reflection, a pilot study, and interviews, it translates four biblical principles into practical dimensions: Faithful in Stewardship, Accountable in Covenant, Impartial in Outcome, and Revealing in Method. The goal is to refine it into a validated instrument for ethical business decision-making.

[RES-01] CBFA New Editors Panel for 2026 (Panel)

Marty McMahone, *University of Mary Hardin-Baylor*
Chris Langford, *University of Mary Hardin-Baylor*
Joseph Snider, *Indiana Wesleyan University*
Cora Barnhart, *Palm Beach Atlantic University*

The Christian Business Faculty Association has new leadership for its academic journals. The Director of Publications and the editors for each of the journals have all changed during this year. The presenters address topics that most need to be addressed in papers, best times to submit papers for each journal, timelines for processing of papers, and future directions of the journals. They also discuss how CBFA members can help with reviewing and improving papers that are submitted.

[TTU-01] Six Degrees of Separation: A Semester-Long Project on Networking (Research Incubator)
Robert Holbrook, *Ohio University*

This paper describes a semester-long experiential networking project that teaches students to build relationships through introductions and mutual connections rather than transactional self-interest. Students complete two networking phases involving informational interviews and problem-solving through subject matter experts. The project develops networking, communication, strategic thinking, and ethical relationship-building skills while emphasizing collaboration, connectedness, and professional growth.

[TTU-02] Beyond Group Projects: Structured Team Development for Student Collaboration
Shyla Allard, *Bethel University*

Team projects are common in business education, yet students often receive little instruction in how to collaborate effectively. This SoTL study examined how structured team-development practices influenced student collaboration in a semester-long undergraduate marketing course. Using a longitudinal mixed-method design, findings suggest that increased awareness of interpersonal differences was associated with intentional behavioral adaptation, improved communication, and enhanced collaboration.

[TTU-03] Artificial Intelligence and the Redemptive Reconstruction of Higher Education
Emory Hiott, *Charleston Southern University*
Darin Gerdes, *Charleston Southern University*
Ben LeVan, *Charleston Southern University*
Maxwell Rollins, *Charleston Southern University*

Generative artificial intelligence has disrupted our traditional model of higher education. Gen AI made it remarkably easy for students to cheat, undermining the integrity of a higher education model focused on outcomes. Gen AI did not create the academic integrity problems professors face, but it has exacerbated the problem. While the emergence of this technology has created some challenges, it has also introduced useful ways to enhance what we do in higher education. In this paper, we catalog what professors are doing to redeem higher education through the proactive use of Gen AI.

[TTU-04] From Distraction to Devotion: Attention Formation as a Learning Outcome
Josh Sauerwein, *Lubbock Christian University*

Student attention is increasingly fragmented by smartphones, social media, and emerging technologies, posing significant challenges for learning. Drawing on research related to working memory, attention control, and executive function, this paper argues that attention is a foundational component of learning that must be intentionally cultivated. It situates attention within a Christian framework, suggesting that the formation of attentional habits carries spiritual significance. This paper presents a classroom-based intervention in undergraduate accounting courses that reframes attention as a learning outcome rather than a behavioral rule. Preliminary findings suggest improvements in focus, metacognitive awareness, and academic outcomes.

[TTU-05] A Faculty Development Competency Matrix for AI-Enabled Teaching
Brad Gatlin, *John Brown University*

Generative AI has outpaced higher education's ability to respond, leaving faculty to navigate academic integrity, teaching, student AI use, and workforce preparation with limited guidance. This paper proposes a Faculty Competency Matrix for AI-Enabled Teaching and an accompanying self-assessment to guide faculty development while preserving professional autonomy and preparing students for AI-enabled professional work.

[TTU-07] COACHing Students to Think Beyond the Algorithm: A Framework for AI-Mediated Judgment
Alina Leo, *Cedarville University*
John Delano, *Cedarville University*

Generative AI lets students produce convincing work while obscuring whether they exercised judgment and may replace the formative struggle through which judgment develops. This paper introduces AI-mediated judgment as a construct and proposes COACH, a five-practice framework anchoring assessment in live, unscripted demonstrations rather than written artifacts. A web-based prototype piloted in a feasibility study (N=6) elicited all five practices and made judgment formation visible.

[TTU-08] From Disruption to Discernment: Faculty Lived Experiences of Students' AI Use in Christian Higher Education

Charlene Geisler, *Liberty University*
Kimberly Cashman, *Liberty University*
Nomikos Kipreos, *Liberty University*
Collin Lyons, *Liberty University*
Toni E. Perry, *Liberty University*
Shawn K. Ruiz, *Liberty University*

The increasing use of artificial intelligence (AI) by students in higher education has created significant challenges and opportunities for faculty. This study examines the research question of how faculty at a Christian higher education institution experience students' use of AI in their classes. Using Mezirow's Transformative Learning Theory (TLT) as a framework, this study explored how faculty in a Christian higher learning institution navigated the disorienting dilemma caused by the increasing students' use of AI in their classes and how these experiences transformed their perspectives and pedagogy.

[TTU-09] Teaching Business Ethics Innovatively with Mindful Marketing

David Hagenbuch, *Messiah University*

Some business programs require a business ethics course, but most find a standalone marketing ethics class infeasible, which is unfortunate given the field's pervasive impact on the world. For one business ethics course, an instructor uses a unique marketing ethics paradigm, Mindful Marketing, that is relevant and engaging for all majors, as well as for people with different worldviews. Still, its core values are rooted in Christian faith.

[TTU-10] Grade Inflation and the Tenets of Christian Higher Education: Balancing Grace, Rigor, and Institutional Integrity

Steven Bello, *Louisiana Christian University*

Grade inflation is a global issue, but Christian universities face a distinct challenge: misapplying theological concepts like grace to rationalize lenient grading. This paper explores how this intersection affects market signaling, institutional credibility, and student character. Finally, it proposes a structural framework to reconcile academic rigor with pastoral care, demonstrating that accountability and truth are vital acts of Christian stewardship and economic integrity.

TEACHING TALKS PRESENTATIONS

[TT-ACC-01] Accounting Graphic Reimagined: Aligning a Secular Accounting Model with Biblical Stewardship (Teaching Talk)
Rob Williams, *Union University*

This Teaching Talk presents a syllabus-day visualization exercise that biblically aligns the American Accounting Association's Pathways Commission "This Is Accounting" graphic with Christian stewardship. Using 1 Corinthians 4:1–2 and Aristotle's virtue ethics framing, the exercise helps students see accounting as a discipline ordered toward truthfulness, ethical discernment, faithful stewardship, and care for creation under God.

[TT-ACC-02] Capital Investment Decisions (Teaching Talk)
Jordan Loman, *Indiana Wesleyan University*

This session shares an experiential activity for an Accounting Principles course that was developed to help students connect capital budgeting concepts to practical business decisions. Students create their own investment proposal before evaluating it using payback period and net present value analysis, leading to thoughtful discussions about the role of accounting in organizational decision-making.

[TT-ENT-01] Beyond the Boring Paper: Student-Created Entrepreneurial Podcasts (Teaching Talk)
Erica Vonk, *Northwestern College*

Take your students beyond a boring paper and stretch them creatively through podcast creation. This teaching talk shares the example of podcast creation as part of an undergraduate entrepreneurship class. The session will describe the three steps of the podcast assignment along with fun audio clips, assignment instructions, and student feedback.

[TT-ENT-02] Private Capital Investment Club: Experiential Learning in Entrepreneurial Finance (Teaching Talk)
Bob Reader, *Dallas Baptist University*

Introducing a private capital investment club into our Entrepreneurial Finance class has enabled Entrepreneur and Finance students to come together to better learn each other's trades by vetting real pitches from Christian founders who are raising money for Kingdom impact. As a capstone course, students from each discipline are able to bring skills and tools learned in prior classes to the table as groups complete due diligence. They choose their favorite deals and then raise funds via donation to invest in those companies.

[TT-ETH-01] Teaching Ethical Innovation Through Trust: Preparing Christian Business Leaders by Building Bridges Across Cultures (Teaching Talk)

Joseph Kuvshinikov, *Gannon University*

This Teaching Talk presents an innovative, faith-integrated model that prepares Christian business students for ethical leadership through community engagement. MBA–Business Analytics students partner with refugee and immigrant seventh graders in experiential trust-building activities grounded in servant leadership, imago Dei, and loving our neighbors. Participants receive a replicable framework for integrating biblical principles, innovation, and experiential learning into business education.

[TT-FAI-01] A Bad Copy of a Bad Copy: Theology and Token Restraints using AI (Teaching Talk)
Benton Jones, *Bryan College*

This talk pairs Christian reflection on AI as a "bad copy of a bad copy" with a word-card activity that simulates token limits and constrained vocabulary, helping students see AI's fluency, usefulness, and limits for learning, judgment, and wisdom.

[TT-FAI-02] Praying the Fridge Over Our Students: Devotion/Prayer Idea for Integrating Faith in the Classroom (Teaching Talk)
Traci Pierce, *John Brown University*

"Praying the Fridge" over our students offers a personal, practical, and purposeful way to encourage students through scripture. Ideas for encouraging students in a secular setting are shared as well.

[TT-FAI-03] Helping Accounting Students Explore Calling: A Six-Journal Reflection Sequence for Technical Business Courses (Teaching Talk)
Elizabeth Holbrook, *Point Loma Nazarene University*

A practical model for integrating vocation and calling into technical business courses through a six-part journal reflection sequence used in an Intermediate Accounting course. Learn how brief, low-stakes assignments can help students connect their faith, calling, and future profession without sacrificing technical course content. The talk includes sample prompts, implementation strategies, and student feedback.

[TT-FAI-04] To Walk or to Talk - We Drink from Our Own Wells (Teaching Talk)
Mary Kay Copeland, *Regent University*

This activity introduces Gutiérrez's We Drink from Our Own Wells to explore Scripture's teaching on ministry to the poor. Evangelicalism often stressed gospel proclamation over physical needs; Gutiérrez, from a Latin American movement responding to poverty, argues caring for the poor is integral to ministry and deepens one's spirituality. Students read Scripture passages and discuss these themes online or in class, broadening perspectives, especially for profit-oriented business students. Keywords: ministry to the poor, faith integration, Christian spirituality, liberation theology.

[TT-FIN-01] Biblical Financial Wisdom: Connecting Students with their Elders (Teaching Talk)
Paul Babin, *Covenant College*

This teaching talk describes a favorite finance assignment in which students interview an elder and write a three-page essay about the biblical financial wisdom shared by their elder. The assignment encourages the student to consider the topic, spend some time in God's Word, and seek guidance from mature Christians – all worthwhile endeavors.

[TT-FIN-02] Peer-to-Peer Financial Coaching: Transforming Students, Universities, and Communities Through Biblical Financial Literacy (Teaching Talk)
Heather Chadwick, *Charleston Southern University*
David Palmer, *Charleston Southern University*

Learn about the development, implementation, and success of peer-to-peer (P2P) financial literacy and coaching program. This program significantly impacts students and the community. P2P coaching activities on campus include individual financial counseling for students and leading financial literacy sessions in general education classes. The peer coaching program is also involved in the community introducing financial literacy to non-profit after-school program, churches, and other community groups.

[TT-ISA-01] Bridging AI Innovation with Business Analytics (Teaching Talk)

Danxia (Christina) Chen, *Dallas Baptist University*

The author uses AI innovative tools to facilitate students' needs and enhance teaching. Take "decision analysis" as an example, after explaining the major concepts, AI tools were utilized, seven different case scenarios were generated for students to apply decision analysis. Another tip is building AI live demonstration to analyze and predict data. By bridging AI and innovative teaching ideas, it accelerates Christian business teaching and enriches students' application experience.

[TT-MKT-01] Real-Time Marketing Simulation: Implementing Critical Thinking and Application into a Final Project (Teaching Talk)

Stephen Panczak, *Palm Beach Atlantic University*

This Teaching Talks session will discuss why business educators should incorporate a real-time marketing simulation as the final assignment in upper-division marketing courses. The program follows an eight-quarter schedule, with students submitting weekly quarter reports displayed on a balanced scorecard dashboard. This real-time simulation project requires students to navigate a dynamic environment where competitors move, customer preferences shift, and economic conditions change all at once. This hands-on approach has been demonstrated to improve student knowledge retention and mirror the fast-paced nature of the job market after graduation.

[TT-MGT-01] Learning to Avoid Misunderstandings Through Emojis (Teaching Talk)
Emily Eaton, *Palm Beach Atlantic University*

This Teaching Talk will overview an activity that is fun, encourages class engagement, and is used to teach the importance of being mindful of possible communication misunderstandings through a discussion about emojis. While effective communication is integral for business and leadership success, one of the greatest hinderances is misunderstandings caused by differences in culture, generation, and other factors, which can be taught through this exercise.

[TT-MGT-02] The Five-Minute Boardroom Buster: Transform Students into Decision Makers (Teaching Talk)
Trish Berg, *Heidelberg University*

Business students often learn management concepts through lectures and case studies, but what if every class began with a five-minute executive board meeting? This interactive teaching strategy transforms students from passive learners into decision-makers by placing them in executive leadership roles to solve realistic business challenges. During this Teaching Talk, participants will experience the activity firsthand. Faculty members will be assigned executive roles—including CEO, CFO, COO, and Chief Marketing Officer—and work together to respond to a real-world business scenario.

[TT-MGT-03] Business Communications – Group Project for Communication Readiness (Teaching Talk)
Dawn Olson, *Trevecca Nazarene University*

This teaching talk will describe a group project used to improve students' communication readiness as they prepare to enter the workforce. The purpose of this project was to engage students in presenting a hypothetical business to potential employees and community members, reviewing resumes, conducting interviews, making hiring decisions, calculating compensation, and creating an offer letter. The teaching talk will describe the group expectations and design, project components, and the results.

[TT-TGA-01] Diss Buddy: Ethical AI-Enhanced PhD Support Beyond the Chair (Teaching Talk)

Anthony Caito, *Anderson University*

The "Diss Buddy" is a custom-trained AI chatbot offering PhD students 24/7 dissertation support—supplementing, not replacing, their chair. Built on BoodleBox using Claude 4.5, it provides ethical grounded guidance on writing, methodology, and goal setting while using a scaffolding framework to preserve student critical thinking. This five-minute Teaching Talk equips faculty to build discipline-specific AI support tools, curate knowledge banks, and design biblically grounded, replicable AI mentoring frameworks.

[TT-TGA-02] The Triumvirate of Experience (Teaching Talk)

Greg Lowhorn, *Pensacola Christian College*

This Teaching Talk addresses how students can engage with current scholars in their field. When researching topics, most students only collect and synthesize published information but do not consider connecting with experts due to fear of rejection, inaccessibility, or simply not considering it. This presentation will give students the steps needed to thoughtfully engage with scholars and experts and add a contextual layer to their research.

[TT-STR-01] Comprehensive Organizational Analysis (Teaching Talk)

Michael Crawford, *Indiana Wesleyan University*

A comprehensive assessment and understanding of an organization is an important basis for any firm's strategic planning process. In this session, an overview and discussion of a semester-long project for students to complete an organizational assessment of local small businesses, as well as the requirement of preparation and presentation of the assessments findings as well as proposals for future growth of the business.

[TT-TTU-01] Gather Little by Little with Compound Interest and Coding (Teaching Talk)
Michael Kolta, *Palm Beach Atlantic University*

I will share an assignment in which students write their own compound interest with recurring contributions calculator in Python. Participants can follow along and type the code on their device. The complete code will also be available for download. This teaches important personal finance and computers science concepts in a synergistic way. It aligns with Proverbs 13:11 "Wealth gained hastily will dwindle, but whoever gathers little by little will increase it."

[TT-TTU-02] Multimodal Mastery: Case Studies, Podcasts, and In-Class Synthesis (Teaching Talk)
Nicole Iman, *John Brown University*

In many courses, a case study stops at discussion or written debrief. This Teaching Talk demonstrates a portable, multi-modal module that moves students from "what happened" to "how it happened." Through integration of reading, auditory learning, discussion, research, and presentations, this instructional design guides students to deeper comprehension of key concepts and effectively incorporates AI tools to enhance learning.

[TT-TTU-03] Using AI to Create Customized Case Studies (Teaching Talk)
Emily Eaton, *Palm Beach Atlantic University*

Have you ever struggled to find a case study that fits your course content or spent hours creating one from scratch? Generative AI offers an alternative. This Teaching Talk explores strategies for using AI to develop customized case studies that align with course content, save preparation time, and reflect contemporary business challenges. Examples will focus on applications in ethics and management courses.

[TT-TTU-04] Accounting that Fits in the Palm of Your Hand (Teaching Talk)
Kirk Jackson, *Southern Nazarene University*

Getting students to remember the basic framework for accounting can be difficult. They struggle with the categories and concepts of the discipline. However, what if students knew that the basic framework for accounting fits in the palm of their hand? By using the five fingers on your hand, you can teach the important concepts of the categories of accounts, the normal balance of assets, and the structure of the simple balance sheet and income statement. However, this does not stop with teaching the temporal truth about accounting; it creates an opportunity to teach students about the eternal truths of God.

[TT-TTU-05] Beyond the Lecture/Running a College Course Like a Fortune 500 Company (Teaching Talk)
Michelle Smith, *Asbury University*

Beyond lectures. Beyond case studies. Beyond group projects. Discover how an entire semester was transformed into a functioning Fortune 500 company where students became employees, assumed departmental roles, tackled authentic workplace challenges, and were assessed through real-world experiences. Learn a practical model for developing workplace-ready graduates through experiential learning and Christian business education.

[TT-TTU-06] Building Better Lecture Videos with a Three-Bot AI Workflow (Teaching Talk)
Lonnie Leeper, *Taylor University*

Learn how to cut lecture video production time in half using a three-bot AI workflow. This Teaching Talk demonstrates a practical system built on Claude Sonnet and ChatGPT that generates, audits, and finalizes recording-ready scripts while preserving your instructor voice. Tested in undergraduate finance courses, the workflow reduces a typical 10–15-minute video from 2+ hours of work to under one hour. Ideal for business faculty teaching flipped or online courses.

[TT-TTU-07] Ethical Perspectives and Social Impact (EPSI): Connecting Institutional Outcomes & Course Objectives (Teaching Talk)
Dawn Shearrow, *Loras College*

The purpose of this assignment is to incorporate Institutional Learning Outcomes with specific course objectives, while facilitating active student participation. Facilitating active participation and student engagement is an ongoing effort that requires innovative thought entwined with a pedagogical design. This assessment ensures that institutional learning outcomes (ILO) and course objectives (CO) are incorporated and balanced appropriately throughout assessments and instructional design. The integration of EPSI assignment provides a framework for connecting the prior mentioned objectives.

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