

Resources for Teaching Investments from a Christian Perspective

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ABSTRACT: This paper outlines ideas typically covered in an investments course from a faith-based perspective. Topics include the time value of money, bonds, markets, taxes, risk, and portfolios. We provide example resources and suggestions of faith integration accomplished through engaging multiple types of pedagogies and assignments. A sample final project enables students to demonstrate how the entire investment process discussed throughout the term comes together at the end to achieve an integrated portfolio. Biblically responsible investing, environmental-social-governance investing, and sustainable development goals are also considered as practical ways of integrating faith and investing.

KEYWORDS: Christian, investment, faith, pedagogy, biblically responsible investing (BRI), environmental social and governance (ESG), sustainable development goal (SDG)

INTRODUCTION

Teaching a course on investments in Christian universities has changed over time. At the dawn of the 21st century, Saunders (1999) outlined internet resources that could be used to teach a course in investments. According to Dulaney et. al. (2015), faith integration “is the most distinguishing feature between religious and secular universities. Christian universities must be able to communicate their value proposition by bringing faith into the classroom, or they may not be able to survive in this ever-changing, globalized, online-driven learning environment” (p. 61). Correia et al. (2020) conducted an empirical study and found that intentional faith integration positively affected students’ ability to see how the Bible can inform ethical decision-making, willingness to utilize and apply faith, and confidence to utilize and apply the Bible in business settings. Saunders (2017a) found that students in classes that started with a Bible reading presentation responded significantly higher to the statement, “To what extent do you feel that the Bible is related to finance?” How class time is used matters. To the extent that

faith integration is important, there will be some synergies and some tradeoffs in terms of implementation relative to a secular course. Martinez (2003) was one of the first authors to describe teaching a specific course (strategic management) from a Christian perspective. More recent finance literature describes how to integrate faith for courses in corporate finance (Leeper, 2022; Liang, 2012), financial markets and institutions (Roller, 2021a), and personal finance (Newell & Newell, 2012; Poucher, 2017). In this paper, we seek to identify specific resources that can be used to teach a course in investments from the Christian faith perspective.

LITERATURE REVIEW

Smith (2005) wrote, “The CBFA and the *JBIB* have been critical in the development of the faith/business integration area in this century. Because they exist, there is a growing group of scholars interested in this method of glorifying God. Because they exist, there is a strong body of developed work that can be built upon” (p. 163). The emphasis

on faith integration within the journals of the Christian Business Faculty Association dates to the founding issue of each journal. In the first issue of the *Journal of Biblical Integration in Business (JBIB)*, Surdyk (1995) discussed faith integration in economics. In the inaugural issue of the *Christian Business Academy Review (CBAR)*, Fowler et al. (2006) wrote on service-learning and faith integration in accounting, Swicegood (2000) wrote on team-teaching a class on faith integration, and Holder (2006) wrote on comprehensive biblical integration. The most-cited article in JBIB history is Chewing's (2001) seminal article, which focused on biblical integration with an emphasis on the instructor (Google Scholar, 2022a). The most-cited article in CBAR history by McMahon et al. (2015) and concentrates on adapting integrative teaching methods with a focus on the needs of millennial students (Google Scholar, 2022b). Additionally, Roller (2013) outlines twenty-one methods of faith integration and Underwood and Havens (2016) introduced a dialogical approach to faith integration as "an interactive method which focuses on the dialogue between a group of people, and the shared meaning which is created by that group as a result of the conversation between the participants" (p. 27). Thus, we consider these frameworks as a guide for revising the secular investments course to one more worthy of considering questions of faith applications in a Christian university context.

INTRODUCTION

The Message translation of the Bible titles both the parable of the talents (Matthew 25:14-30) and the parable of the minas (Luke 19:11-27) as "The Story About Investment." Though it is not the sole purpose of these parables to teach investment principles, Saunders (2016) notes that it "is reasonable to use these parables to seek insight in determining God's will regarding managing risk and investments" (p. 58). As Surdyk (2002) integrated biblical passages throughout a course in economics, this section will identify biblical themes that can be integrated into the topics typically covered in a course in investments. The Bible can be used as an additional text for the course (or any Christian business course!), but additional resources and media should be considered for students wanting to immerse themselves in the investing world. Examples include online blogs (*Theology of Work and Get Rich Slowly*), podcasts (Dave Ramsey and Peter Schiff), think tanks (Capital Institute and Faith Driven Investing), short film documentaries (Faith & Co.), and even the Pope Francis encyclical *Laudato' Si*.

For an additional consideration (albeit not faith-based) of what an investments course could look like, including examples of student team papers, see Agrawal (2022, FI 414). Topics typically included (but are not limited to) asset classes, financial instruments, security markets, mutual funds, risk and return, diversification, the capital asset pricing model, efficient markets, bonds, stocks, and portfolio performance. We touch on these and more in the following sections.

Time Value of Money and Interest

One of the keystone topics in a course in investments is the time value of money, to which the concept of interest is fundamental. The Bible contains several passages about interest. A sampling of passages related to interest with the section heading from the 1985 New International Version Study Bible are listed here: Exodus 22:25-27 "Social Responsibility," Leviticus 25:35-37 "The Year of Jubilee," Deuteronomy 23:19-20 "Miscellaneous Laws," Nehemiah 5:1-13 "Nehemiah Helps the Poor," Psalm 15:1&5 "A Psalm of David," Proverbs 28:8 "More Proverbs of Solomon," Ezekiel 18:5-17 "The Soul Who Sins Will Die," Ezekiel 22:12 "Jerusalem's Sins," Matthew 25:14-30 "The Parable of the Talents," and Luke 19:11-27 "Parable of the Ten Minas." The concept of interest and usury can be controversial. Beed and Beed (2014) note that both the Old and New Testaments include passages that indicate that Christians should avoid the use of debt and charging interest. Saunders (2017b) defines the underlying components of any given interest rate and describes the evolution of (primarily Western) Christian thought as it relates to easing the restrictions on the prohibition of interest.

Bonds, Debt, and Lending

Although debt and lending are not a primary focus of a course in investments, bonds typically have between one and three investment textbook chapters dedicated to them. Altogether, a great deal of time in most investment courses is related to debt and fixed-income investments. The biblical passages mentioned previously related to interest are also applicable when discussing debt. In addition to the previously mentioned passages, here is a sampling of passages more specifically related to debt along with the section heading from the 1985 New International Version Study Bible: Deuteronomy 15:1-11, "The Year for Canceling Debts"; Deuteronomy 24:10-13, "Miscellaneous Laws"; Deuteronomy 28:12, "Blessings for Obedience"; Deuteronomy 28:43-44, "Curses for Disobedience"; Psalm 37:21, 26, "Book 1 Psalms 1-41"; Psalm 112:5, "Book V Psalms 107-150"; Proverbs 19:17, "Proverbs of Solomon"; Proverbs 22:7, "Proverbs of Solomon"; Luke 6:34-35, "Love

for Enemies”; Luke 7:41-43, “Jesus Anointed by a Sinful Woman”; Romans 13:8, “Love, for the Day is Near.”

Efficient Markets and Prices

The academic concept of efficient markets and the law of one price is not addressed directly in the Bible. However, an overriding theme in the Bible is that prices should be fair. Bible passages related to the use of honest weights and measures are listed here: Leviticus 19:35-36; Deuteronomy 25:13-15; Proverbs 11:1, 16:11, 20:10, 20:23; Ezekiel 45:10-12; Hosea 12:7; Amos 8:4-6 and Micah 6:11. Along with more participants, better resources, and support from the government for fair structures, markets would be more efficient if people followed the biblical guidance on weights and measures. A topic related to market efficiency is insider trading in stock markets. This is fraud because it dishonestly takes away from others. Saunders (2002) found evidence supporting the positive role that business education can have on the likelihood of committing insider trading and found that students attending Christian liberal arts schools were less likely to respond that they would commit insider trading compared with students at a state university.

Taxes and Planning

Roller (2021b) notes that one way, though not the only way, to store up treasure in heaven (Matthew 6:19-21) is to use “wealth to benefit people—especially those who are economically disadvantaged” (p. 73, Luke 12:33). Taxes and the resulting after-tax returns are key factors that need to be considered when investing. Our interpretation of Matthew 22:15-22 is that tax is a predictable cost that needs to be considered when adjusting returns on investment. Recognizing that the Bible instructs us not to worry about tomorrow (Matthew 6:25-34), there is also good advice related to planning if we seek God’s will and align our plans with God’s plan. A list of passages related to planning are listed here: Psalm 33:11; Proverbs: 15:22, 21:5; Luke 14:28-30; and Matthew 6:19-20.

Risk & Return

Proverbs 16:8 (NIV) advises, “Better a little with righteousness than much gain with injustice.” We believe that with proper alignment, we can become the good soil that leads to growth of 100 times what was sown (Matthew 13:23). Typically, high growth is related to the willingness to accept a high amount of risk. When choosing where to invest and what to invest, there will always be uncertainty about the future (Ecclesiastes 8:7). Screening is an approach that can be used to filter investment opportunities either for positive or negative characteristics. Saunders (2008)

reported that church-affiliated universities with student-managed investment funds were more likely to conduct screening activities as part of their investment decision process compared to non-affiliated universities. Brune and Files (2019) report a modified screening approach using the Biblically Responsible Investing Institute, and Saunders (2021) describes the screening process using the Inspire Insight Dashboard. As Christians, we are called to let our light shine and take risks, not hide our light under a bowl/bushel (Matthew 5:13-15, Luke 8:16-18, Luke 11:33-36). Risk cannot be eliminated, but the risk can be managed. The concept of diversification (investing in many ventures) to reduce risk is a standard investment recommendation that can be found in Ecclesiastes 11:1-6.

Portfolio Management and Stewardship

Although portfolio management is typically a stand-alone course, the topic is typically introduced in a course in investments along with the theme of managing money on behalf of others. Many universities offer student-managed investment funds where students are actively managing money on behalf of the university endowment or on behalf of a specific sponsor (Wang et al., 2020). Saunders (2015) outlines how the Raven Investment Fund at Anderson University (IN) was able to practice stewardship, shareholder advocacy, and engagement by managing a portfolio of equities, attending actual corporation annual meetings in person and online, visiting corporations, voting by proxy, and writing shareowner proposals. Biblical verses related to the theme of stewardship include Psalm 24:1, Luke 12:48, Luke 16:11, and Colossians 3:23.

Biblically Responsible Investing

1 Corinthians 10:31 (NIV) instructs us, “[W]hatever you do, do it all for the glory of God.” The act of investing is one way in which someone can be “salt and light” with their monetary resources (Matthew 5:13-16). The topic of biblically responsible investing (BRI) will not likely appear in an investment textbook. However, BRI has developed into a distinct thematic investment style that enables investors to explicitly incorporate their faith into their investment decisions. BRI (sometimes known as stewardship investing, morally responsible investing, and faith-based investing) can be thought of as the modern-day application of Scripture to investing and as an extension of Environmental, Social, and Governance (ESG) investing. ESG investing also attempts to incorporate some of the ideas behind the Sustainable Development Goals (SDGs), which Cafferky (2015) demonstrates has Christian underpinnings with Sabbath and shalom. BRI mutual funds and exchange-traded funds are offered through a variety of

firms. Porter (2013) compares the Timothy Plan mutual funds (conservative Christian Protestant foci) and the Everence Group (a more liberal Mennonite perspective). Eventide Asset Management seeks to “honor God and serve clients by investing in companies that create compelling value for the global common good” (Eventide, 2022). Guidestone Funds strives to “invest in organizations that seek to protect life, promote human dignity and enhance the efficiency and accessibility of life-sustaining resources” (Guidestone, 2022). Inspire Investing endeavors to invest in “the most inspiring, biblically aligned companies, applying a faith-based perspective in seeking out businesses that are a blessing to their customers, communities, workforce, and the world” (Inspire, 2023).

ASSIGNMENTS AND RESOURCES

Students know that something is important when it is a part of the course grade. With that in mind, specific faith-integration assignments must be included in a course, whether that be on a test, a discussion, a report, or a presentation. The previous section identified biblical themes that can be integrated into the topics typically covered in a course in investments. This section provides example assignments and resources for each of those topic areas.

Discussion Forum Related to Time Value of Money and Interest

Roller (2021a) describes the use of discussion forums to facilitate consideration of how biblical concepts are related

to the course content. A sample discussion forum assignment like Roller’s model is presented in Table 1.

Other integration ideas related to interest include the Halberg (2010) in-class exercise with a series of situations designed to help students understand the key components of interest rates and why interest rates vary depending on circumstances. Also, Habitat for Humanity is an organization that issues mortgages with 0% interest. An interesting service-learning project that we have used is a student volunteer construction workday on a Habitat house, which typically includes an orientation that describes the 0% mortgage concept. A photo of students volunteering at a Habitat for Humanity worksite is shown in Figure 1. The Old Testament idea of Jubilee and the New Testament reinforcement of forgiveness are reconciled here in this concept and exercise.

Figure 1: Students at a Habitat for Humanity Building Site



Table 1: Discussion Forum on Interest

Initial Post (Due Friday by 11:59 pm, 50 points): Read the following passages related to interest: Exodus 22:25-27, Leviticus 25:35-37, Deuteronomy 23:19-20, Nehemiah 5:1-13, Psalm 15:1&5, Proverbs 28:8, Ezekiel 18:5-17, Ezekiel 22:12, Matthew 25:14-30, Luke 19:11-27.

Consider how these passages apply to your life/career/society and briefly **respond** (approximately 250 words) to some of the following prompts: Does the economic pie grow larger and make everyone better off when people save and invest? Is usury (an exorbitant interest rate) different from interest? Is usury a legitimate return for lending to high-risk borrowers? If God’s commands are for all times and all places, should interest be abolished? To what extent can these biblical concepts apply to the modern banking system?

Response Post (Due Sunday by 11:59 pm, 50 points): Read your classmate’s posts and respond to one classmate by 11:59 pm on Sunday. Try to respond to a classmate who has not received a response yet. In your response, use the ABC approach: **acknowledge** the peer you are responding to and something they said, **build** on it by adding how this passage applies to your life/career/society experiences and/or your answers to the prompts above, and **conclude** with a question or statement for further discussion. Your total response should be approximately 250 words.

Table 2: Test Questions Related to the *Payday* Documentary**True or False Questions:**

- Q1) When asked if he was a moral person, Scott Tucker replied, “I’m a businessperson.”
- Q2) Scott Tucker sought to avoid usury laws by setting them up as if Indian Tribes owned them.
- Q3) Ed Zabinski’s advice is to “race the rulebook.”
- Q4) Loans from OneClickCash loans were described as a pernicious debt trap offered to vulnerable consumers.

Short Answer Questions:

- Q5) Do you feel the government pressure exerted on Scott Tucker was comparable to the pressure OneClickCash exerted on its customers?
- Q6) Do you feel empathy for Scott Tucker when he says, “Really? All of this hubbub over a few short-term loans over the internet” and “No good deed goes unpunished”?
- Q7) Would you be willing to be a spokesperson for Money Mutual like Montel Williams?
- Q8) Do you agree with Scott Tucker’s daughter that Scott Tucker is a “good man”?

Documentary Test Questions Related to Bonds, Debt, and Lending

Both fictional and popular films have been used to aid in finance course instruction for several decades. Kester and Michael (2018) and Goebel et al. (2016) provide comprehensive lists of popular finance films. The “Payday” episode (season 1, episode 2) from the Netflix documentary series *Dirty Money* considers the payday lending industry, interest, and usury (Bolden & Moss, 2018). The overall canon of Scripture does not ban debt usage but strongly warns against the traps of its use and condemns usury. Suggested test or discussion questions based on viewing this documentary are listed in Table 2. A graduating senior recently commented that this film and class discussion was one of the most memorable learning experiences of his undergraduate studies.

Stock Market Game Participation Related to Efficient Markets and Prices

Although there is debate on the degree of market efficiency, stock market prices react quickly to new information. One of the best ways for students to become engaged and aware of these reactions occurs when they are actively participating in a stock market simulation. The use of stock market simulations as a “learn by doing” teaching technique have been used for nearly fifty years (Branch, 1975; Fisher & Madden, 1979), and our student evaluations consistently list stock market simulation participation as the favorite part of class. Two of the more popular simulations are StockTrak, which has an explicit cost along with more tradable investment instruments, and MarketWatch, which does not have an explicit cost but only allows equity

trades. Both StockTrak and MarketWatch allow short sales. Opportunities to integrate faith-based discussion are dependent on news events that occur during the game period. Although the news is unpredictable, it has been our experience that newsworthy events happen regularly related to specific companies and/or entire markets. A few historical noteworthy examples are listed here: shares in Lehman Brothers (LEH) in 2008, Wells Fargo (WFC) in 2016, and Russia-based exchange-traded funds (RSX, ERUS) in 2022. A savvy student who was paying attention to world events in the spring of 2022 earned the highest portfolio return in the class by conducting short sales on Russian-based exchange-traded funds (RSX, ERUS) and Sberbank of Russia (SBRCY). Table 3 lists a series of assignments related to participation in a stock market simulation that specifically integrate a faith-based perspective.

Another integration resource related to efficient markets and prices is the “Drug Short” episode (season 1, episode 3) from the Netflix documentary series *Dirty Money* (Bolden & Carr, 2018). This episode documents the ability of drug company providers to charge exceedingly unreasonable prices in cases of inelastic demand while also describing the process of short selling, which can put downward pressure on overvalued stock prices. This exercise provides students the opportunity to be wise as serpents and harmless as doves (Matthew 10:16) and not give pearls to pigs (Matthew 7:6-8).

Giving Exercise Class Discussion Related to Taxes and Planning

Although the giving exercise described in Tippens et al. (2017) is a better fit in a personal finance course, the authors find this topic to be important enough to integrate this exer-

Table 3: Stock Market Game Assignment Questions

Assignment 1: Pick a faith-based exchange-traded fund (ETF) or mutual fund ticker that you are interested in learning more about from the class notes. Use <https://www.etf.com/> or <https://www.morningstar.com/> to answer the following questions.

- 1) What is the full name of the fund and the objective of the fund?
- 2) Who is the issuer of the fund?
- 3) How much are the assets under management for the fund and the expense ratio for the fund?
- 4) What are the top three holdings for the fund?

Access the class game at <https://www.marketwatch.com/games/>, and purchase 100 shares each for these three holdings and answer the following questions.

- 5) What price did you pay for your shares?
- 6) What do you think will happen to the price of these shares by the end of the game? Explain.

Assignment 2: Pick one security from the holdings in your fund that you think will decrease in value and sell at least one share short.

- 1) What ticker did you select and what is the full name for the ticker?
- 2) Why do you think it will decrease in value?
- 3) What price did you sell it for and what is the price now (including dates)?

Assignment 3: For your specific faith-based ETF or mutual fund, answer the following seven questions:

- 1) What is the ticker and full name of the fund?
- 2) What was the price of the fund on January 31 (i.e., when the game began)?
- 3) What is the price of the fund on the market close on March 31 (i.e., when the game ended)?
- 4) What is the percentage change from your answer to three to your answer to four?
- 5) How has your fund performed over the game period relative to the SPY benchmark?
- 6) Discuss the most interesting trade you made during the game (e.g., very high/low performance) and what you learned from your participation in the stock market game.

Table 4: Giving Exercise Class Discussion Questions

Is all giving alike? (For example: providing a meal for others, donating money to a local opera for a new building, offerings at church, or giving someone in apparent need a \$5 bill?)

How should we decide where to allocate the money we give?

For those without much disposable income, are gifts of one's time a reasonable substitute for monetary donations?

Many of us give less than we aspire to give. What cognitive/behavioral tactics can be used to ensure giving goals are reached?

How should a household make decisions on giving? What if spouses disagree about the amounts or recipients of the family's giving?

Based on the exercise (once all giving approaches have been defined), which style(s) of giving do you think is/are better? Why?

Table 5: Screening Report

Using both the Biblically Responsible Investing Institute (<https://briinstitute.com/>) and the Inspire Insight Dashboard (<https://www.inspireinsight.com/>), your two-page report should identify both positive and negative activities for specific company stock. You are free to select any publicly traded company, but clear your choice with the instructor to avoid overlap with other students. Your report should include screenshots identifying both the positive and negative activity. In your report, identify why you think the activity was noted as positive/negative and whether you agree with the assigned designation.

Table 6: Team Investment Recommendation

Your team will make a buy/sell/hold recommendation on individual company stock. Clear your company choice with the instructor to avoid overlap with other teams. Your team will create both a written report and make a presentation. The format for the recommendation should follow the rubric below. The written report should be no longer than ten pages with no more than 20 pages of appendices. The written report must be submitted to Canvas one day before the presentation. The presentation must be no longer than 10 minutes, followed by about 10-15 minutes of questions and answers from the audience.

Rubric for Team Investment Recommendation

Points	Section	Ideal Section Content
10	Business Description	Industry, Sector
30	Environmental, Social, Corporate Governance	ESG Score, Conservation, People and Relationships, Board of Directors, Proxy issues, Consistency with the Christian Faith
20	Industry Overview & Competitive Positioning	SWOT, Porter's 5 Forces, Economic Model, Correlation Matrix
40	Financial Analysis	Common Size Financial Statements & Ratios: Trend & Benchmarking, Sales Forecast and EPS Forecast
40	Valuation	P/S, P/FCF, P/E valuation based on historical and peer company comparisons, Dividend and FCF models
30	Investment Risks	Regulatory, Consumer Tastes, Scenario Analysis
30	Investment Summary	Executive Summary at Intro, Specific Recommendation at Conclusion

cise intentionally in investment classes. We use a modified exercise (available upon request) that integrates the six styles of giving (spontaneous, tithe, progressive tithe, avoidance, bequest, and simple living), spreadsheet analysis, and a class discussion of the questions listed in Table 4. Christians are to give what is Caesar's to Caesar and what is God's to God (Mark 12:17), which is everything good.

An additional excellent supplementary reading related to the concept of giving is *The Principle of Maximums*, in which Stichter (2019) flips the idea of materialism on its head. Through the creation of maximums (maximum size of the house, maximum type of car, the maximum amount of

money spent eating out, etc.), the reader is inspired to move their focus from what they can do for themselves toward what they can do for others. We are called to serve God, not Mammon (Matthew 6:24).

Screening Report Related to Risk and Return

An effective way to assist students in becoming familiar with faith-based screening tools is an assignment requiring their use. It is certainly the case that not every Christian will agree as to what constitutes an objectionable activity. Differences of opinion and conviction exist concerning several common objectionable screens. Because of the sensitive

Table 7: Biblically Responsible Investing Website Presentation

Your five-minute presentation should identify a website that is useful in incorporating a faith-based perspective in making investment decisions. Some websites are listed below; however, feel free to use/find a website that is special to you. Clear your choice of the website with the instructor to avoid overlap with other students. Include screenshots and/or access the website live during your presentation and demonstrate some of the topics/links/features that you have found to be interesting. Include in your presentation a discussion of how the website is relevant to your life, job, and/or society today. Be prepared to respond to any questions or comments during and after your presentation. Post your presentation file to Canvas one day before your presentation date.

Aquinas Funds: <https://www.aquinasfunds.com/>
 Ave Maria Mutual Funds: <https://avemariafunds.com/>
 Christian Financial Advisors: <https://www.christianfinancialadvisors.com/>
 Eventide Funds: <https://www.eventideinvestments.com/>
 Faith Driven Investor: <https://www.faithdriveninvestor.org/>
 GuideStone Funds: <https://www.guidestonefunds.com/>
 Interfaith Center on Corporate Responsibility: <https://www.iccr.org/>
 Kingdom Advisors: <https://kingdomadvisors.com/>
 Managing God's Money: <https://www.managinggodsmoney.com/>
 New Covenant Funds: <https://www.newcovenantfunds.com/>
 Ron Blue Trust: <https://www.ronblue.com/>
 Thrivent: <https://www.thrivent.com/investments>
 Timothy Plan: <https://timothyplan.com/>

nature of this topic, a report rather than a presentation is recommended if you and your students are not familiar with one another. A sample report assignment is shown in Table 5. This provides an opportunity to gain experience in grace, love, and respect towards each other despite disagreement because everyone is made in the *Imago Dei* (Genesis 1:27), and all that matters is Christ at the center.

Team Investment Recommendation Related to Portfolio Management and Stewardship

A common capstone assignment for a course in investments is an individual stock recommendation. Oftentimes this recommendation may be part of a student-managed fund, and the class will determine whether to buy/sell/hold the underlying security. Also, it is common for the recommendation to be related to participation in the CFA Institute Research Challenge. The sample assignment in Table 6 is based on the CFA rubric framework (CFA, 2022) with the explicit addition of consistency with the Christian faith included in the ESG category. We are called to care for creation (Genesis 1:28) and love our neighbor as ourselves (John 13:34).

Another assignment related to portfolio management and stewardship is proxy voting. Saunders (2015) describes the process for voting the proxies of companies held in a student-managed fund. This type of assignment could be created for any publicly traded company where a student or group of students present their recommendations on how to vote for each proxy item. Students are surprised to learn how long and legalistic most proxy statements are.

Presentation Related to Biblically Responsible Investing

An effective way to stay abreast of recent innovations is to have students present websites to the class. We prefer class presentations so that the entire class can be exposed to the variety of resources available to them. Whether or not you share a list of websites on the front end of the assignment or hold off until suggestions are requested is obviously at the discretion of the instructor. A sample presentation assignment with suggestions included is shown in Table 7. This assignment helps to demonstrate the Christian concept of being *in* the world but not *of* the world.

Another example of a final product from a term-long project-based learning outcome is a paper asking students to incorporate their faith through positively screening com-

Table 8: Biblically Responsible Investing (BRI), Environmental, Social, Governance (ESG) and/or Sustainable Development Goal (SDG) Portfolio Paper

Write a five-page, double-spaced, Times New Roman 12-point font, paper that describes a portfolio comprising at least one company from at least seven of the eleven industries listed below. When justifying inclusion in your portfolio, consider the company's contribution to and/or consistency with BRI, ESG, and/or SDG issues. Fully explain your rationale for including them as a part of your future investments. Additionally, identify at least one company that you would not invest in due to a lack of consistency with BRI, ESG, and/or SDG issues. The paper should include an introduction, discussion of portfolio weights, discussion of at least eight companies (seven included and one excluded), and a conclusion.

Industries

- | | |
|---------------------------|----------------|
| 1. Communication Services | 7. Industrials |
| 2. Consumer Discretionary | 8. Materials |
| 3. Consumer Staples | 9. Real Estate |
| 4. Energy | 10. Technology |
| 5. Financials | 11. Utilities |
| 6. Health Care | |

SDG

You may want to consider the Werner and Stoner (2020) textbook as a resource. Below is a list of companies actively involved in each of the listed SDGs.

- | | |
|--|---|
| 1. No Poverty—Visa | 9. Industry, Innovation, and Infrastructure —Qualcomm |
| 2. Zero Hunger—General Mills | 10. Reduced Inequalities—Microsoft |
| 3. Good Health and Well-Being—CVS Health | 11. Sustainable Cities and Communities—Dow, Inc. |
| 4. Quality Education—Starbucks | 12. Responsible Consumption and Production—Nike |
| 5. Gender Equality—L'Oréal | 13. Climate Action—Proctor and Gamble |
| 6. Clean Water and Sanitation— Gap, Inc. | 14. Life Below Water—Walmart |
| 7. Affordable and Clean Energy—PepsiCo | 15. Life on Land—Nestle |
| 8. Decent Work and Economic Growth—
Johnson & Johnson | 16. Peace, Justice, and Strong Institutions—GE |
| | 17. Partnership for the Goals—Mastercard |

panies based on BRI and ESG scores and/or involvement with the SDGs. An example assignment is shown in Table 8. This assignment exemplifies the call to submit everything to the Lordship of Christ in our lives, including investing.

CONCLUSION

We gathered a diverse array of resources and ideas to provide teachers of a course in investments an opportunity to jumpstart Christian faith integration in the classroom. For institutions that ask student assessment of learning questions pertaining to discipline-specific faith integration, this paper provides concrete examples of ways to do this

that the average business student will find both accessible and practical, regardless of their level of engagement with their personal faith. Suggestions for future research include the consideration of new developments in the field such as blockchain and cryptocurrencies. Also, given that this paper is primarily focused on biblical resources, future research could integrate additional aspects of Christian experience, reason, and tradition. While we intentionally incorporated diversification throughout this paper in terms of topics, pedagogies, and assessments, future research could expand on this concept in the hopes of incorporating even more variety by considering other perspectives in investing.

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