Actuarial Ethics

Research Proposal

One possible explanation for the fascination of organization studies with the 'practical' questions of profitability, productivity, and efficiency is its location in business schools. Industrial and organizational psychology has diminished in prominence almost to the point of nonexistence in psychology departments, and industrial sociology has

also withered. When I asked W. Richard Scott, one of the founding figures in organiza-

COUNCIL ON PROFESSIONALISM

KEY ETHICAL CONCERNS FACING THE ACTUARIAL PROFESSION

Perceptions of Members of the American Academy of Actuaries

Table 1 – Statements Ranked by Level of Concern *(from highest to lowest concern)*

Issue	Description	Rank	Percentage* Answering 4 or 5
6	Responding to pressure from principals and/or management to select inappropriate assumptions used in pricing or reserving	1	**44%**
5	False or misleading representation of products or services in marketing, advertising, or sales efforts	2	**31%**
15	Failure to take appropriate action when another actuary misrepresents information	3	**29%**

** Percentages have been rounded to the nearest whole number.*

https://www.actuary.org/content/public-discipline

The Actuary
The Newsletter of the Society of Actuaries
APRIL, 1980

:S

Reilly

*cribes the mor-
d of Governors
NAIC as suc-
Table — see
Non-Routine
. Mr. Reilly,
of Charles A.
ttee that con-
n the staff of
n Joseph C.*

to the

76 to investi-
uation mortali-

LINDEN N. COLE, DIRECTOR OF EDUCATION

We cordially welcome Linden Cole, F.S.A. 1963, to the key staff post of Director of Education. He tells us that until now he's been a "one employer" actuary, in New Jersey at Mutual Benefit Life. He has had 15 years experience on the Education & Examination Committee, having worked his way up, as he puts it, through the Part 7 hierarchy to Multiple Choice Editor and Part Chairman, then for several years as Education Vice-Chairman and Education Chairman.

Mr. Cole's post was established in 1977, and occupied with distinction by Warren R. Adams. Says Mr. Cole, as he considers the educational scene: "We all

NEBRASKA ROLES AND ETHICS SURVEY

Ed. Note: This, the first of two articles, is a summary of material furnished by Warren R. Luckner. The full survey is available from Prof. Luckner at his address in the Year Book.

The Actuarial Science Program at University of Nebraska includes a course on Actuarial Roles and Ethics. In 1978 the students in this class sent a questionnaire to 265 persons, mostly alumni of the Program, aimed at finding out how actuaries see themselves, and to what extent ethical questions have impinged upon them. This article gives answers by 61 Fellows — 60 F.S.A.'s and one F.C.A.S.

In particular, I wondered about the "exclusive benefit rule" under ERISA. The rule requires fiduciaries act "solely in the interest of the participants and beneficiaries and... for the exclusive purpose of... providing benefits to participants and their beneficiaries .... ".[1] Could the "exclusive benefit rule" create intergenerational tension for plan fiduciaries? Could this tension, in turn, potentially lead to an environment that challenges the respect for human life? This

Now the challenge will be whether this strong support for protecting assets within an environment for benefit determination deference puts pressure on plan trustees to create a system for rationing care. And will such care rationing be justified or even legally required for trustees to meet their duty of loyalty and impartiality towards generations of beneficiaries? Could a form of distributive justice be required?

Tracing historically what shifts have occurred in the actuarial profession over time...whether business schools are sufficiently developing future actuaries in this area versus broad liberal education, and then potentially proposing any changes within the profession. Later on it would be worth diving into the types of prep in the programs. Types of learning are important. Is their experiential learning opportunities where students take the knowledge and wrestle with it in scenarios and experiences where they have opportunities to fail and grow?

Pierre Bourdieu

[(habitus)(capital)] + field = practice

This equation can be unpacked as stating: one's practice results from relations between one's dispositions (habitus) and one's position in a field (capital), within the current state of play of that social arena (field). This concise formulation highlights something of crucial significance for understanding Bourdieu's approach: the interlocking nature of his three main "thinking tools" (quoted in Bourdieu & Wacquant 1989d: 50): *habitus*, *field* and *capital*. Practices are thus not simply the

Pierre Bourdieu

As Bourdieu states, “all of my thinking started from this point: how can behaviour be regulated without being the product of obedience to rules?” (1994d: 65).

5 The aim of this instruction is love from a pure heart, a good conscience, and a
sincere faith.[e]

6 Some people have deviated from these and turned to meaningless talk,[f]

7 wanting to be teachers of the law, but without understanding either what they are
saying or what they assert with such assurance.

8 * We know that the law is good, provided that one uses it as law,[g]

"I just find it a little bit disconcerting that more and more coaches are being told, 'This is inappropriate; you're not acting the right way.' What is the right way, and who is going to decide what the right way is? I don't know what the answer to that is."