FUTURE CAS FELLOWS

September 2018, Volume 24, No. 3

Notes on Exam Strategies from the CAS Exam Committee

For CAS candidates taking the at times seemingly endless journey through the exams, there is fortunately no shortage of assistance. Textbooks, commercial study guides, practice questions and exams, and Examiner's Reports all help candidates master the material they need to reach the FCAS designation. But there is one resource that you don't often hear from – exam writers. Although you rarely communicate with them directly, there's an army of volunteers who work year-round to create your exams. And while we can't give you an advanced copy of the next exam, there are a few tips we can offer to help you on your voyage.

Read the Syllabus Texts. Commercial study guides are abundant and popular aids for candidates of CAS exams, but they're just that — aids. They are a supplement to source material, not a replacement. CAS exam writers do not make use of these myriad guides; they rely exclusively on the syllabus texts when writing questions. And while study guides may try to anticipate how the source material will be covered on exams, if at all, this is at best an educated guess. To ensure adequate preparation for the exams, we strongly recommend reading all of the syllabus texts directly.

Read Exam Questions Carefully. The committee does not go out of its way to make questions intentionally tricky or misleading to candidates. Riddles can be fun, but not when your career is at stake. But this doesn't mean that all questions will be straightforward and require rote regurgitation of facts. To test deep understanding of the material, some questions may be more challenging than they appear at first glance — and the question will not always directly bring that to your attention. The 15-minute reading period at the beginning of each exam is useful for finding these potentially complex or unusually tough problems. Read through each item carefully and make sure you understand exactly what the question is asking. And if you don't understand, read it again.

Don't Reinterpret the Questions. In the Spring 2018 sitting, some candidate challenges alluded to reinterpretations of questions. This, frankly, caught us off guard. All of the exams go through many rounds of reviews and edits before being printed. Despite this, mistakes do happen occasionally. However, even if you think it is painfully obvious that something is wrong in the problem, do not assume that we made an error and try to answer what you think we intended. If there is a typo that results in a nonsensical answer, even if it's not what we intended, we will always at least accept a response consistent with the literal reading of the question. On the constructed response exam questions, candidates are also welcome to state their assumptions if they think the item is unclear. Graders will consider these assumptions, though simply stating them is no guarantee that they will be accepted as valid. Either way, we encourage candidates to let us know following the exam if they think there's an issue with a question. We will do our best to solve the issue judiciously and fairly. Caution: Do not assume that you know what we "meant" and solve that reinterpreted problem without writing an assumption, and then only tell us later.

Support Your Challenges. If a candidate believes that an exam question was flawed, we want to hear about it. The most effective way to write a challenge is to first succinctly and clearly state what you believe the issue to be, and second provide any supporting documentation you can. Ideally this will be a specific reference in the syllabus texts that supports your point,

⇨ turn to page 4

Upcoming Meeting/Seminars

Central States Actuarial Forum (CSAF)
2018 Annual meeting
September 20-21, 2018

Midwestern Actuarial Forum (MAF)
Fall 2018 Meeting
September 21, 2018

2018 In Focus Seminar: "Taking Root: Insurtech in P&C Insurance"
October 15-16, 2018

Buckeye Actuarial Continuing Education (BACE)
2018 Fall Meeting
October 19, 2018

Reserve Variability Limited Attendance Seminar
November 7-9, 2018

2018 Annual Meeting
November 11-14,

Casualty Actuaries of Greater New York (CAGNY)
2018 Fall Meeting
November 28, 2018

Webinars

Competitive Intelligence Webinar
September 21, 2018
12:00 PM

Best Estimate Credibility for the Overall Rate Indication Webinar
October 30, 2018

Exam Length — From Exam Writing to Candidate Feedback

Celeste Bremen, ACAS, Candidate Liaison Committee Representative

Editor's Note: Only committee members' titles will be used in this article in order to preserve anonymity.

Exam time is a topic close to candidates' hearts. Over the course of several months, candidates invest hundreds of hours studying for the one day where they have four hours to show what they have learned. Candidates are keenly aware of time ticking on exam day, but it's not just those taking the exam who take exam length seriously — members of the Syllabus and Examination Committee also devote much attention to this important topic. To learn more about how exam length is determined, the CLC spoke with a few members of the committee.

Exam length considerations begin at the question-writing phase and go through several checkpoints in the editing process. A committee general officer for writing notes that, as each question is constructed, question writers estimate the number of minutes they believe the minimally qualified candidate (MQC) needs to complete the question. This estimate includes not just time to answer, but time to read and think as well as work out calculation-intensive problems.

Subject matter experts and other question writers also review questions. Additionally, each exam has volunteers called pre-testers who take the exam under exam conditions. Each pre-tester group is required to give feedback on the time needed to complete the questions. "Significant weight is placed on each groups' feedback, with the most weight given to the recent FCASs doing the pre-test," says a Syllabus and Examination Committee part chairperson. "We try to follow the exam process as closely as possible. They [pre-testers] have never seen the exam before; we highly value their feedback."

The committee also takes into account candidates' comments and changes to the exam structure when estimating the time to complete questions. For example, the addition of Bloom's taxonomy over the past several years requires more reading and thinking, which affects the estimated time to complete a question. After reviewing completion time estimates for each question and considering writer and volunteer feedback, the committee makes adjustments to the exam. When compiling the final version of the exam, the exam committee must balance not only the time estimated to complete the questions but also syllabus coverage. Striking the right balance between completion time and exam material can be challenging, especially for exams with more diverse material as this may require asking a greater variety of questions. However, the Exam Committee always strives to ensure adequate coverage of the syllabus, and thus a fairer exam for candidates, while still ensuring that the final time given to take the exam is more than the time estimated to complete it.

Another challenge for the exam committee is the recent addition of integrative questions, or IQs, to the upper-level exams. "The more feedback we get, the better we get at estimating the time needed for these questions," says a writing general officer. A changing syllabus and new types of questions create additional complexity in estimating exam length; the committee is constantly testing for and anticipating these challenges in order to create a balanced exam for candidates.

The feedback process doesn't end once the exam has been created. After taking the exams, candidates are asked to complete an exam survey. The Syllabus and Examination Committee also takes into account exam survey comments when considering the time needed to complete the exam. Part chairs read every survey comment for an exam. "The survey may seem like a black box, but we spend a lot of time reviewing candidate comments," says one part chair. For example, for the spring 2018 sitting of Exam 9, more than 80 percent of candidates responded to the exam survey.

But it is not just this written feedback that the committee uses to assess exam length. They also analyze candidates' exam results to see how many questions were left unanswered. Exam graders are required to note when candidates leave questions entirely blank. (Data on candidates attempting questions but receiving no points is also tracked separately.) The committee uses this information to better understand the appropriateness of the exam length and whether the unanswered questions were due to time or some other factor. Thus, grading is also a key metric.

One part chair comments that sometimes there may be a "disparity between how you feel coming out of an exam [and answer the exam survey] and how you perform in comparison with MQC expectations."

The time needed to complete the exam can be subjective, but the Syllabus and Examination Committee seriously considers several elements to improve the quality of the exams. Changes to the exam process can provide additional challenges, but the Syllabus and Examination Committee is constantly incorporating these changes, monitoring candidate exam performance and weighing feedback to improve this process.

TBE Post-Mortem: What Happened, and What Will Happen Next?

Sarah Manuel, ACAS, Candidate Representative to the Candidate Liaison Committee

After months of anticipation and preparation, the CAS administered its first Technology-Based Exam (TBE) this May. To both the CAS's and candidates' dismay, it did not go as planned. What happened and what does it mean for the future of TBE? I talked to three candidates who took the exam, Chloe Marshinski, Lee Drinkwater, and Dan Richard, and the current CAS Vice President of Admissions Jeanne Crowell to find out.

Before the exam itself, both the CAS and the candidates put in countless hours of preparation. The CAS spent months dedicated to working out and communicating all the details. The students prepared for the content of the exam, but also prepared for the new format of the exam. In addition to doing practice problems in Excel, this involved ensuring that candidates had the right technology so they could access the exam on exam day. That was the tricky part.

Some candidates bought Chromebooks at the CAS's recommendation, which was later withdrawn when the CAS found out that Chromebooks wouldn't work for the testing environment after all. Chloe and the four other candidates at her company planned to use their corporate laptops, but when the compatibility check came out 1-2 weeks before the exam, the secure browser didn't work. "We were calling tech support at PSI and they were saying 'oh don't worry, it'll work on test day, that's just an issue on our end.' We were skeptical that it was actually going to work on test day, so our IT department helped us figure it out and found workarounds to make it work. Our IT department put in so much work to help us," said Chloe.

Dan also planned on using his corporate laptop. Once the CAS and PSI figured out that corporate laptops wouldn't work for the exam, he decided to use a friend's laptop. "I didn't really use my last week to study much at all. My last week was spent almost entirely dodging all the hurdles that were placed in front of me with the TBE environment," he said.

Needless to say, exam day did not go as the CAS or candidates hoped. The Actuarial Outpost is filled with posts from students about their experience taking the exam: from technical difficulties preventing a student from taking the exam at all, to having minimal issues, to a proctor giving a candidate unlimited time to finish the exam. The candidates I talked to also had a range of experiences: One had no issues once they got into the exam, but another had a 14-hour exam process riddled with technical difficulties and had only a Clif Bar for sustenance for the entire day. Thankfully, all the candidates I talked to were able to get into the exam and finish it.

When asked whether the technological issues affected their ability to respond to the content of the exam, students' expectations seemed to play a role. Dan felt confident in the material going into the exam, but being unexpectedly locked out of the exam for a few hours shook his confidence. "You're worried about auto-failing, and at this point you're almost to the point of near crying, thinking you wasted six months of your life and you're going to fail because of all these technical difficulties, and it's hard to compose yourself once you're back in the exam environment. So I noticed that my first few questions didn't really go so well. I had to skip them and come back to them. Somewhere in the middle of the exam I got to a question I was more comfortable with, and I got a few of them in a row so I kind of settled down, and I could go back and I felt like I got my focus back."

Lee had a different approach. "People I knew had told me that they weren't able to get into their exam before my time slot even started, so I was expecting that things could potentially fall apart. I figured my only chance to not have a miserable day was just to roll with it as best I could." He contacted PSI to ask if he could play Xbox while he waited to get access to his exam; he could, so he did.

The CAS was also trying to roll with it. Jeanne gave huge kudos to the CAS staff, who were trying to help talk candidates through it, even though there was not much that they could do to help with connectivity issues. "Candidates would call into the CAS office in tears, especially in the first sitting, and the staff would [try to help calm them down]" Jeanne said. "The CAS staff really went through a lot. And they did it with their heads held high. I have the utmost respect for them."

Once the exam was over, feedback came gushing in. As Jeanne puts it, "There was an outpouring of outrage by members and candidates that we let this happen. And understandably so. We fully understand that. And we were outraged as well. But there was also this underlying, 'What can we do about it?'" The CAS staff and volunteers were all determined to help make this right.

It was quickly decided that a makeup exam had to be given. The plan for a makeup was to use the exam written for the Fall sitting, which was still in its draft stages; the Exam Committee now had to finalize one exam within weeks and write an entirely new exam in time for the Fall sitting. The decision to use in-person proctors as opposed to virtual ones posed another challenge, since more proctors would be needed to watch each candidate's screen than would normally be needed for a pen and paper exam. To work through all the details, a myriad of decisions that had been deliberated over for the first sitting had to be decided in a much shorter timeframe to get the exam to candidates. Pulling it all off took an enormous effort on behalf of the CAS staff and volunteers in a short amount of time. Jeanne also made sure to give huge kudos to all the volunteers and staff who went above and beyond to make it happen.

The effort seems to have paid off. From the perspective of the candidates I talked to, the makeup exam was a much better experience than the first sitting. They had few (if any) technical issues and definitely preferred having an in-person proctor. Every candidate was afforded the opportunity to take the exam, which the CAS considers a success.

So after their experience with TBE, were candidates put off of the idea of an exam in Excel? Apparently not. All the candidates that I talked to agreed that Excel was preferred to pen and paper, and they hoped that exams would continue to be offered in this format in the future. Jeanne mentioned that the graders also had a much easier time working in Excel, and that the format even allowed them to remove the margin for calculator error that's usually built into pass marks (this is why the pass mark was higher for this exam than for previous sittings). There seems to be consensus that Excel-based exams are the right direction for the CAS to be heading — it's just a matter of figuring out how to get there.

As was announced in a press release on July 19, Exam 5 will not be TBE this fall. The CAS is taking the time to review what happened and learn from it before offering another TBE exam. Jeanne mentioned several issues that are being evaluated: processes for using live proctors; working with a vendor to determine the best way to have candidates take their exams on the same day; and solving the issue of latency between candidate's computers and the virtual machine. When asked about the fate of the other exams, Jeanne assured me that no other exams would be offered TBE before a successful sitting with Exam 5 offered through TBE. The intent is to offer Exam 5 in the spring 2019. The CAS will ensure that students know what format an exam is in before opening registration for it, as was demonstrated with the Fall 2018 sitting — the CAS delayed registration for Fall exams by a month so that they could decide on the fate of TBE before candidates registered.

Candidates certainly seem to be in favor of future TBE exams, and the CAS is listening. Jeanne said that the CAS will continue to listen to the candidate perspective through the Candidate Liaison Committee. So what do you think? If you'd like to provide feedback, contact us via the CLC feedback form: casact.org/newsletter/index.cfm?fa=feedback

Notes on Exam Strategies from the CAS Exam Committee

from page 1

but any sort of documentation will be helpful. We consider every challenge fairly and thoroughly, and we want nothing but the most just outcome for everyone.

Be Patient With Us. The CAS exams are created by hard-working volunteers. We donate our time to this effort because we're proud of the CAS and the opportunities that it has given us professionally. Our goal is always to make the best and most relevant set of credentialing exams that we can, and we're constantly striving to improve the process. At times, the candidates may view the process as frustrating, confusing or dysfunctional, but we assure you that we're doing everything we can to make this as painless as possible in the long run. We hope that you all will someday be in a similar position, as credentialed actuaries, to pass along your appreciation of our organization by volunteering for one of many great committees too.

An Interview with IABA and OLA

Sarah Manuel, ACAS (with contributions from Dominic Lee and Daniel Fernandez)

The lack of racial diversity in the actuarial profession is staggering – only 1 percent of CAS members are Black or African American, and only 1 percent are Hispanic or Latino. There were more CAS members who became Fellows in 2017 than there are CAS members who are Black or Latino (either Associates or Fellows). The CAS has recently recommitted itself to correcting this issue, as shown by updating its diversity strategy this year. The International Association of Black Actuaries (IABA) and the Organization of Latino Actuaries (OLA) are also working to solve this problem. Here, representatives from each organization discuss what they do and how all actuaries can get involved.

Becki Hall (BH) is a founding member and former vice president of the IABA.

Daniel Fernandez (DF) is a founding member and current secretary of the board of directors for OLA.

This interview has been condensed. You can read the full version on the Future Fellows *blog.*

What is the core of what your organization does?

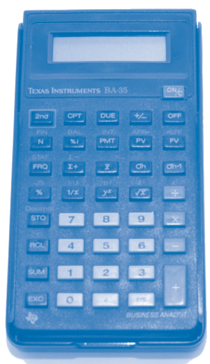
BH: One of our key focal points is providing a safe space for personal development and workplace skill building for students at the college level. Prior to the annual meeting, IABA hosts a boot camp. Students are provided accommodation over a week-long period where they are trained in resume building, interviewing, soft skills, and technical skills and also have the opportunity to listen to speakers who work in the field. They then have the opportunity to apply these skills throughout the annual meeting including at the career fair where they have access to numerous employers. City affiliates host professional networking events including speaker series and are involved with high school and college outreach. IABA also provides scholarships,

⇨ turn to page 7

Significant Moments in the History of Calculators on CAS Exams

Elizabeth E. End, FCAS

When the Technology Based Examinations (TBE) were announced, I was pretty shocked to hear that the candidates sitting for a TBE exam would not be able to use a calculator for the exam. Of course, there is no need for a calculator when you have Excel at your fingertips, but my calculators were so important to me during my fellowship journey that I think of calculators as a necessary component of actuarial exams. They are the physical embodiment of all the study hours we put in as well as (fairly) reliable friends to have by our sides during the exams. The satisfying click of snapping a calculator back in its case at the conclusion of a study session or exam is a great transition, signaling to yourself that you are done with your tough analysis and have some time for non-computational pursuits. While many of us actuaries and candidates have had this experience with calculators, there are many actuaries who have not. Calculators were not used on CAS exams until 1982. Before they are disallowed for CAS exams completely, let us acknowledge their importance in our society's development by examining their significant moments over time.



1982 – Calculators are allowed for the first time for Parts 5-10. The electronic calculators, which are to be supplied by the candidate, must meet the following standards:

1. portable
2. battery operated during examination; and,
3. must not be programmable

1983 – Calculators are allowed for Part 4.

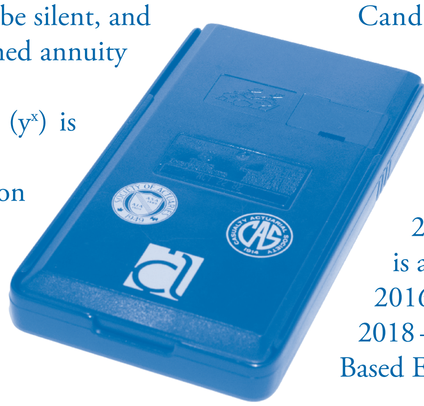
1984 – Calculators are allowed for Parts 1-3. The requirement that they cannot emit distracting noises is added.

1986 – For Parts 1-3, the only acceptable calculator for use on the examinations is the one sold by the SOA.

1988 – For Parts 4-10, calculators must be silent, and they cannot have any pre-programmed annuity functions.

1989 – A calculator with a power key (y^x) is highly recommended.

1992 – The SOA calculator may be used on CAS exams. The requirement that the calculators cannot have any pre-programmed annuity functions is removed.

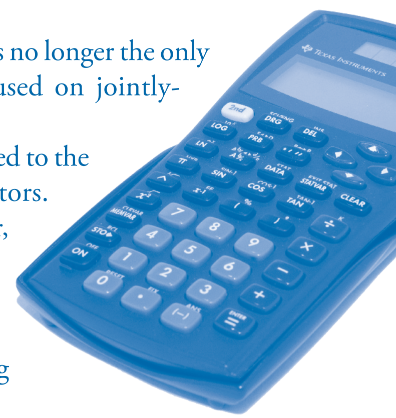


1995 – For all CAS exams, the only acceptable calculator is the official SOA calculator. Supervisors will have spare calculators on hand, but they will only be available to candidates who brought a calculator with them that happened to malfunction.

1997 – The syllabus has a new section titled "Calculators." Candidates must use the SOA calculator for all jointly administered exams. For CAS exams, candidates may use the BA-35 or TI-30X. Unauthorized calculators will be confiscated. Those who brought in unauthorized calculators are not able to use any of the spare BA-35 calculators that the supervisors will have.

1998 – The TI-30Xa is also allowed on CAS-administered exams. Supervisors will only have one spare BA-35 calculator instead of multiple. The calculators can be solar-powered.

2000 – The SOA calculator is no longer the only calculator that can be used on jointly-administered exams.



2001 – The TI-30X II is added to the list of approved calculators. If using that calculator, the candidate must show the proctor the calculator with the calculator screen showing "MEM CLEARED".

2003 – The BA II Plus is added to the list of approved calculators. Calculator instructions cannot be brought into the exam room. The calculator must be removed from its case when shown to the proctor. Candidates with unauthorized calculators will be subject to exam disqualification or other disciplinary actions.

2006 – The TI-30X is removed from the approved calculator list. The BA II Plus Professional is added.

2009 – The TI-30XS MultiView (or XB battery) is added to the approved calculator list.

2016 – Proctors no longer have a spare calculator.

2018 – Calculators are no longer allowed on Technology Based Exam 5.

SECRETS to a Great Interview

Mark Maenche, Candidate Representative to the Candidate Liaison Committee

At long last, the email just arrived. You were granted an interview for that awesome job you applied for recently. Next week is your opportunity. What next? How do you prepare? How can you put yourself in the best position for success?

A job interview is the first step in a different direction. It can be a welcome opportunity to sell yourself for an adventure that takes you to new career heights. But an interview is also stressful and nerve-wracking for most people. Let's explore the SECRETS that will help set you up for a great interview experience.

S – Before arriving at an interview, it is important to realize that your **social media** accounts will precede you. In today's job market, hiring managers will use social media to find out about who you are. What you post is a reflection of the person they will be bringing into their workplace. A 2017 CareerBuilder study (prnewswire.com/news-releases/number-of-employers-using-social-media-to-screen-candidates-at-all-time-high-finds-latest-careerbuilder-study-300474228.html) found that 70 percent of employers use social media to screen job candidates before hiring them.

E – Arrive **early**. Various online resources suggest that an interviewee should arrive between 10-20 minutes before an interview. Make sure to account for traffic or other unforeseen circumstances by giving yourself some extra time to get where you are going. If you arrive too early, take a short walk to relieve some of your nervous energy.

C – Showcase your **competence** by learning all you can about the position for which you are applying. It is also helpful to do some research on the company so that you can ask intelligent questions. Prepare several questions ahead of time so that you are engaging during the interview. Make sure to think critically about your technical skills and know how to communicate the value you offer.

R – Consider carefully your **responses**. The goal should be to project confidence. The best way to do that is to practice. Research common interview questions online and formulate your answers. Know examples from your own life that can be used to demonstrate the qualities on your resumé. Being prepared for the routine questions will ease your nervousness and give you mental capacity to tackle the harder questions when they are asked.

E – **Evaluate** the organization throughout the interviewing process to decide if it is the right place for you. Interviews are a forum for both parties to get a better feel for one another and decide if the relationship is a good fit. Think through what you want from a job and an employer. Ask questions about things that are important to you. (e.g., do most people work from home or do employees come into the office every day? What kind of support exists for exam-takers, and how much importance does the company place on passing exams?)

T – Write the interviewer(s) a **thank you note**. This is your last chance to make a good impression. A 2017 survey by Accountemps (roberthalf.com/blog/job-interview-tips/a-little-thanks-goes-a-long-way?utm_campaign=Press_Release&utm_medium=Link&utm_source=Press_Release) found that only 24 percent of HR managers receive thank-you notes from applicants. However, 80 percent of HR managers say thank-you notes are helpful when reviewing candidates. One word of caution: Thank you notes are a demonstration of your written communication skills. If executed poorly it may hurt your chances of securing the job. Ask a friend or colleague to proofread the note before sending so that you can be sure you are making the best impression.

S – Finally, remember to **smile**! You want to make a good impression and having a pleasant disposition is an important step. Try cheering others up with a frown on your face! People want to be around others who contribute a positive vibe to the environment. Be that person.

You are the best salesperson for you. An interview is an opportunity for you to shine! Once you secure your chance to get in front of someone who may hire you, do not fail to prepare for your big moment in the spotlight. Arming yourself with these SECRETS will ensure a great result!

An Interview with IABA and OLA

from page 4

exam fee reimbursement and mentoring in various capacities by partnering with its corporate advisory council and other private employers. Value-adds for seasoned professionals include continuing education credits, networking opportunities and skillset refinement in a more relaxed setting.

DF: Most of our efforts thus far have been focused on students – either making them aware of the profession or trying to help them get an actuarial internship or entry-level position. We currently provide resume review, mock interviews and general mentorship to start. Additionally, we have been providing travel scholarships to candidates to attend Casualty Actuary Society (CAS) Student Day and Society of Actuaries (SOA) Candidate Connect events. In order to connect candidates with actuarial recruiters, OLA also awards scholarships to candidates to attend conventions that are not organized by the CAS or the SOA, but that provide the opportunity to students to connect with actuarial recruiters (STEM- or Latino-focused conventions). Our long-term goals also include mentoring young actuaries to help keep them in the actuarial profession through the credentialing process and helping seasoned actuaries attain management positions and succeed at that level. Another one of our long-term plans is to have an annual meeting.

What projects/initiatives are you excited about?

BH: As the person responsible for overseeing our affiliate leads and their activities, I am most excited about expanding our geographic reach. A Boston area Regional Affiliate is regenerating. Houston and Des Moines are two key areas where affiliates are being developed.

DF: One barrier in the career pipeline is inadequate financial support for resources. Even though students can be reimbursed for the exam fee upon passing the first two exams, candidates might not even have enough money to front these costs. One initiative I am excited about is trying to tailor some sort of scholarship to assist candidates with this.

What do you think your organization does well? Where do you feel like you could be doing better?

BH: IABA is generally considered a valuable resource for college students. Three key areas for improvement are awareness, personal connection and financial. In terms of awareness, there is an opportunity to partner with experienced professionals and educate them on the value the organization can provide to them throughout various points in their career. A lack of personal connection to the organization can inhibit prospective partnerships, and it is incumbent on the organization to educate the actuarial community on its symbiotic nature. Finally, financial support will be instrumental to enable IABA to carry out its core mission through its formal channels

⇨ turn to page 8

Candidate Liaison Committee Mission

The Candidate Liaison Committee communicates with CAS candidates, collectively and individually, who are taking CAS examinations. The committee informs candidates as to appropriate courses of action available to them. Through periodic communication, this committee informs candidates of results of examination administrations, actions taken on complaints received regarding examination questions and reasons for syllabus and examination changes being implemented. Communication encompasses existing policies and procedures as well as changes being considered. The committee should advise the CAS and its committees of the interests of the candidates regarding matters that come before the CAS and its committees. Candidates may contact the Candidate Liaison Committee at the CAS office address. The Casualty Actuarial Society is not responsible for statements or opinions expressed in the articles, discussions or letters printed in *Future Fellows*.

FUTURE FELLOWS

Future Fellows is published four times per year by the Casualty Actuarial Society, 4350 North Fairfax Drive, Suite 250, Arlington, Virginia 22203.

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Presorted Standard postage is paid at Lanham, Maryland.

Subscriptions to the newsletter are complimentary to CAS candidates who registered for a CAS Examination during the previous two years.

For information, please contact the CAS Office. Send all letters to the editor to the CAS Office address.

Postmaster: Please send all address changes to: The Casualty Actuarial Society, 4350 North Fairfax Drive, Suite 250, Arlington, Virginia 22203.

ISSN 1094-169-X

FUTURE FELLOWS
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An Interview with IABA and OLA

from page 7

as it continues to expand.

DF: One of the things we do well is creating a connection with our students. We get to know them well and what their needs are. This is also helping us in creating ways to help our students in the future based on their actual needs, not what we perceive them to be. I think that we could be doing better at trying to offload some of the work that we are doing to members who may not necessarily be members of the board of directors. Sometimes it takes a village – and taking advantage of that village helps us avoid burning out.

What are the biggest challenges that you and your base are facing right now? What are you doing, and what can actuaries outside your organization do, to help overcome those challenges?

BH: Expanding our membership has been challenging and will be instrumental to achieving the organization's mission. The corporate advisory council includes employers who provide in-kind donations and partner closely with IABA to achieve the organization's mission and vision. In particular, there is an urgent need for more property-casualty representation on our corporate advisory council. Challenges are being addressed through the affiliate channels, general marketing at professional events (such as the CAS Annual Meeting) and membership outreach efforts.

DF: I think some of the biggest challenges that we have had so far have been based on infrastructure. For example, it took a while to create a website, which has limited our ability to disseminate information to a wider audience. These are the issues that can plague young and small organizations at the outset, but we are slowly overcoming these challenges one by one.

How can actuaries outside your organization help your base?

BH: Involvement is not limited to persons of color. Outside of the formally established relationships, there are other opportunities for involvement including coaching and mentoring. Anyone who is committed to supporting the mission is welcome to join us in its pursuit. To get involved, you can email us at iaba@blackactuaries.org or call 860-906-1286.

DF: Actuaries outside of OLA can help our base by mentoring our students, considering them for any open positions that they know of, encouraging their organizations to support OLA financially, and helping us spread the word about OLA. To get involved, you can email us at LatinoActuaries@gmail.com.

To learn more about these organizations, you can visit their websites: blackactuaries.org and latinoactuaries.org.