

Name of meeting:	1 st SBM UG Student Representative Committee Meeting (2013-14)
Date and time of meeting:	Nov 27, 2013, 6:30-8:00pm
Minutes Prepared by:	Vivian Chu
Attendance of SBM UG Programs Office:	Emily Nason, Ka Yee Lee, Szeying Chan and Vivian Chu
Attendance of UG Student Representatives:	Shashwat AGRAWAL, Rainbow CHANG, Kelvin CHENG, Julie CHO, Jeremy CHOI, Raphael CHOW, Rose HE, Rina JIO, Cherenade LAM, Nelson LAU, Derrick LEE, Jennifer LEE, Vincent LEUNG, Hugo MAR, Alec MOK, Mukund SHAH, Karen TO, Minju YANG, Kelly YU, Nathaniel YUEN, and Sherry YUNG
Absence with Apologies:	Yeung Yeung LAM and Ran SONG

Main points covered in meeting

Brief outline of discussion point (include reference from agenda)	Response/ Follow up
<p><i>1. SBMT1111 Business Cohort Induction</i></p> <p>1.1. Students had some comment about faculty advisors. First, some advisors did not provide enough time-slots. In addition, they were experts of their own fields, but not of all business areas. Hence, they could not give students too much help on selecting a major. Furthermore, they were not familiar with the curriculum. Students also found the roles between faculty advisors and pre-major counsellors unclear and they did not understand why they had to meet both.</p> <p>1.2. It was recommended to post faculty's name before SBM UG Get-Together so that students could grasp the chance to meet their faculty advisors.</p>	<p>The school will remind faculty advisors to provide adequate time slots for students to sign up. Students could send emails to schedule appointments with faculty advisors if they could not find available time slots. We rely on both students and faculty advisors to take initiatives.</p> <p>Students could seek advice from other faculty of their interested field and seek help from pre-major counsellors about specific curriculum and study plans. Faculty advisors could help students set goals and plans to achieve them as well as to have a more meaningful university life.</p> <p>We hope students would see UG Get-Together as a social gathering to hang out with faculty and students in order to expand their networks, and not just to meet their own advisor. However, students were welcome to ask their faculty advisors in advance if they would join the event.</p>

<p><i>2. Cohort Activities</i></p> <p>2.1 Some students believed that the cohort system suppresses the expansion of student societies.</p> <p>2.2 It was suggested to invite peer mentors to the orientation activities so that they could have more chances to reach out to the new students. Activities, like overnight cohort camp and inter-cohorts events, were recommended.</p>	<p>It was very important to clarify this rumor. The purpose of the cohort system was to give freshmen a smooth transition from high school to university by meeting friends and helping them get familiar with the program and campus.</p> <p>Further, it could serve as a platform for non-local students to join different activities within the campus as sometimes there was language barrier for them to join activities organized by local students.</p> <p>There was room for improvement and SBM would take students' suggestions into consideration. Any suggestions on activities and events to cohort leaders were welcomed.</p>
<p><i>3. Effective Communication with Students</i></p> <p>It was generally agreed that UG Programs Office offered enough support to students; however, more experience shared by senior students would be appreciated.</p>	<p>The UG Office would line up with departments to invite more senior students and alumni for sharing in different events, for instance, Information Sessions for major selection.</p>
<p><i>4. Exchange-out Quota Enquiry</i></p> <p>Students under 3Y program were concerned about the distribution of exchange-out quotas between the 3Y and 4Y students. They suggested saving more quotas to 3Y students as this would be the last regular term that they could go on exchange.</p>	<p>There were no specific quotas reserved for 3Y and 4Y students. However, the UG Programs have negotiated with exchange partners to provide more quotas to cater for the transition. In addition, 4Y students might not be keen or ready for exchange while 3Y students should have more natural advantage given their seniority, profile and readiness for the exchange opportunities. However, the UG Programs Office would bear this in mind and monitor the proportion of exchange spaces allocated to 3Y students.</p>

<p><i>5. Formation of Sub-committees</i></p> <p>Some student representatives were enthusiastic about forming sub-committees to collect wider student input on specific issues in between meetings so as to enhance representation and effectiveness of the student representative committee.</p>	<p>Three sub-committees, online forum, new dean search and SBMT1111 & cohorts, were formed and each was led by 2 student representatives. They would help to collect comments from students on the respective topic and would report in the next meeting, except that feedback for Dean Search would need to be collected by January in time to provide input to the Search committee. Other student representatives were encouraged to help on the issue in which they were interested.</p>
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