

**THE HONG KONG UNIVERSITY OF SCIENCE & TECHNOLOGY  
SCHOOL OF BUSINESS AND MANAGEMENT**

**2<sup>nd</sup> SBM UG Student Representative Meeting 2014/15**

**Minutes**

Date and time of meeting:	Nov 17, 2014, 6:10-7:33pm
Minutes Prepared by:	Vivian Chu
Attendance of SBM UG Programs Office:	Emily Nason, Ka Yee Lee, Sophia Wan and Vivian Chu
CUP Faculty Members	Percy Dias and Yan Yu
Attendance of UG Student Representatives:	Timothy CHAU, Kelvin CHENG, Aaron CHEUNG, Henry CHU, Zhenghao HUANG, Cherenade LAM, Kristy LAU, Pinky LEE, Vincent LEUNG, Harmony LI, Ray LIEW, Hugo MAR, Michelle NG, Ken SHAM, John SZ-TO, Alex VALET, Cici XIE and Yuna WONG
Absence with Apologies:	David CHAU, Sylvia CHOI and Carmen WONG

1. Confirmation of Minutes

As no further comment was received, the minutes of the 1st meeting of October 15, 2014 was confirmed.

2. Updates from SBM

2.i Fall 2015 Overseas Exchange Application

- a) 4Y students could exchange out either in Yr-3 or Yr-4 Fall.
- b) 4Y students currently in Yr-2 or Yr-3 could apply.
- c) Application period started from Dec 1, 2014 to Jan 5, 2015, 5pm.
- d) Interview period would be conducted in mid-Jan to mid-Feb 2015.

2.ii Meeting Faculty Advisors by Year 1 Students

The Chair gently reminded Year 1 students to meet their faculty advisors in Fall 2014-15 at least once in order to fulfil one of the course requirements of SBMT1111 Business Student Induction.

3. Updates from Student Representatives

3.i Academic Support

Presentation:

A tutoring program named "Junior Tutor Program" was offered by SBM in the past. It was cancelled since Spring 2014 due to poor attendance of junior tutors and low demand from students. A survey targeted to the class of 2018 SBM UG students would be conducted on Facebook to review the need of academic help. Questions were about which courses students needed help from, how much they were willing to pay to the tutors and how they would be informed of the tutoring program.

The group provided the following suggestions:

- a) Ask students to register at least 3 days in advance for the tutoring service so as to arrange the tutors according to actual needs.
- b) Promote the tutoring service more often, for example, send out email reminders each week.
- c) Reserve a venue, like Math Support Centre instead of learning commons, to offer help to a group of students at one time instead of the one-on-one help.
- d) Issue a certificate in lieu of the financial payment to award the senior tutors.

Discussion:

Some suggested that course instructors could ask students if they needed help after mid-term examinations while teaching assistants (TA) could offer tutoring and provide more exercises to students. However, some members responded that the instructors and TAs have already provided office hours for student enquiries.

In terms of subjects that were in demand, some proposed courses that required more quantitative skills such as Accounting, Economics and Statistics.

Past exam paper database was recommended, and Professor Dias explained that disclosure of past papers to students would be on voluntary basis of individual professors. Students were encouraged to approach individual course instructors based on their needs.

Peer study groups were recommended as effective discussion among students would induce a good study atmosphere in addition to gaining concept or theory from professors and teaching assistants. Opening up of the breakout rooms for small study groups was proposed.

Both monetary award and certificates were given to junior tutors in the past. It seemed that the attendance problem could not be addressed by providing incentives alone, and some staff supervision might be required.

### 3.ii Career Support

Presentation:

The group believed that MBTI was a useful personality test from which they could much benefit. However, the response rate turned out low because some students did similar tests in high schools. Others were unable to attend due to time clash with other engagements like interviews.

Another suggestion was to provide more information or guidance on different professional qualifying examinations in areas like insurance and financial securities to better equip students for their careers after graduation.

Lastly, students shared some ideas to improve the response rate of feedback on career workshops, such as collecting feedback on the spot at each event, or shortening the online form.

Discussion:

More workshops on soft skills and etiquettes in workplace were suggested, for instance, how to reply emails from a senior colleague.

More introduction and promotion of MBTI would help raise students' awareness. Some suggested promoting it during orientation. Others commented that the MBTI provided by SBM was more comprehensive than the same one done in high school or on the internet.

The Chair shared that we could consider making use of the SBMT1111 timeslot to organize these workshops. Besides making some comments on the presentation contents, the Chair suggested the students to talk to the students rather than doing surveys as conversations might induce more quality and constructive responses.

### 3.iii Class Streaming

Presentation:

The sub-committee focused on the class streaming of Mathematics and Economics. Fifteen Year 1 mainland students who were taking MATH1023 Honors Calculus I and two Year 2 mainland students who took MATH1013 before were invited to participate in the survey. The two senior students expressed that MATH1023 was fundamental to MATH2023 Multivariable Calculus which was required by ECOF. Further, it was initially quite difficult for Year One students to understand the first part of the course materials, but they found it more manageable after the midterm as the semester moved along. It was suggested to link business applications in both MATH1013 and MATH1023, like those currently available in MATH1003 Calculus and Linear Algebra.

Another member expressed that she initially found that MATH1013 did not fit IB students, but like the students taking MATH1023, she also found it easier to handle the course after the midterm.

Discussion: Survey target might be extended to local students as well.

### 3.iv Cohort Bonding

Presentation:

SBM Business Cohort Community (BCC) was benchmarked with Business Living/Learning Communities (BLLC) of Wharton College in the U.S. They believed the latter was more successful due to voluntary participation and regular interactions through monthly meetings as they lived in the same student halls.

A review of SBM cohort activities showed that the team building camp led by cohort leaders at individual camp sites was the preferred format, which was useful in helping freshmen to meet friends when they first came to UST. BCC also provided a good platform to integrate local and non-local students. However, non-local students sometimes felt left out when local students spoke among each other in Cantonese.

Discussion:

Cohort activities provided a good channel to meet friends, and members had to take initiative as well. Local students were strongly encouraged to speak English in cohort events in order not to leave non-local students out.

Some brought up cohort's compulsory requirement. The attendance rate might be a concern if the participation of cohort events became voluntary.

### 3.v Facility Enhancement of Lee Shau Kee Business Building (LSK)

Presentation:

The committee noticed a high demand of bench stools and lighting facility. In addition, big umbrellas were suggested to be installed on the outdoor dining tables.

The only computer barn at LSK was heavily used by both students and departments (for labs and experiments). A time-table was suggested to be posted outside the barn or online so that students could have better planning and arrangement in using the facility, e.g. for printing.

Lastly, Hugo made a presentation on "rooftop farming" and recommended to use 7/F to promote organic farming at the LSK Building. He also proposed to introduce social enterprises to collaborate with SBM. He believed that more interaction among students and staff would be strengthened.

After the meeting, the Secretary was informed by the sub-committee via email to add a suggestion to install hot water service in the current water fountains on 1/F.

Discussion:

Remote access to printers might help to reduce the usage of the computer barn by students.

There were also discussions about more partnerships with social enterprises. For example, the cohort activities could add some elements on social enterprises so as to make them more meaningful.

The Chair responded that other locations rather than 7/F could be explored for “rooftop farming” as there were many official functions held on 7/F and frequent access by visitors might cause a security concern to the DBM office.

The Chair also welcomed any suggestions or solutions from all members to the issues that were discussed.

#### 4. Next Working/Thank You Lunch

It was confirmed that our next working/thank you lunch would be held on Dec 5, 2014, from 12noon to 1:30pm, at China Garden.