Name of meeting:	3rd SBM UG Student Representative Committee Meeting (2013-14)
Date and time of meeting:	April 10, 2014, 6:00-7:45pm
Minutes Prepared by:	Ka Yee Lee
Attendance of SBM UG Programs Office:	Emily Nason, Sophia Wan and Ka Yee Lee
Attendance of UG Student Representatives:	Shashwat Agrawal, Rainbow Chang, Kelvin Cheng, Jeremy Choi, Raphael Chow, Rina Jio, Hugo Mar, Alec Mok, Mukund Shah, Karen To, Nathaniel Yuen
Absence with Apologies:	Julie Cho, Rose He, Cherenade Lam, William Lam, Nelson Lau, Derrick Lee, Jennifer Lee, Vincent Leung, Vicky Song, Minju Yang, Kelly Yu, Sherry Yung

Main points covered in meeting

Brief outline of discussion point (include reference from agenda)	Response/ Follow up
Updates from SBM *1. Cohort leaders recruitment* 92 cohort leaders were selected and would join a 2-day training camp to be held on April 26-27, 2014, which would also be an occasion to evaluate students' commitment and team dynamics. With some students' possible withdrawal, it was expected that the total number would slightly decline. Chiefs and Captains would be voted and selected by participants themselves and to be endorsed by the cohort facilitators and current cohort leaders.	As of May 9, 2014, 30 Chiefs and 61 Captains were confirmed as the new cohort leaders.
2. SBMT1111 survey The survey aimed to collect opinions from first year students about student advising, cohort activities and admission experience. It was hoped that we could identify how useful the advising system was, figure out the benefits of cohort activities to the adjustment of university life and find out the most effective way to reach out to prospective students. The survey would be sent out to students shortly and the deadline would be around the end of April.	Survey was sent on April 16 and the deadline was April 30. As of May 14, 2014, 727 (out of 823) first year students have completed the survey.
3. *Senior year students' focus group meeting* Members were briefed on the background about this focus group meeting. Regular meetings among Center for Enhanced Learning and Teaching (CELT) and the four	Karen and Nathaniel kindly volunteered to be the facilitators and two meetings were held on April 25 and 28

Schools were held to share experiences on student advising. At the last meeting it was agreed that each School would help gather information on what senior students' educational needs were since the University had relatively less connection with this group of students (while there were many different channels to reach out to first year students). The contents of the focus group meeting were flexible. We could start with advising related matters and let the group generate more views on other issues. Fourteen year 2 and 3 students in the 3Y programs (mostly year 3) were nominated by various programs (except ECOF, ECON and GBUS) and members were invited to be the facilitators of the meetings. Each meeting was expected to last about an hour and the facilitators would lead the discussions while the UG Programs Office would draft the questions and coordinate the meetings.	respectively. 13 students eventually took part in the meetings.

4. Business Cohort Community (BCC) event

Miss Sophia Wan updated that there would be a BCC Thank You & Inauguration Dinner cum Dean's Service Awards Presentation Ceremony to be held on April 30, 2014. The Dean would present awards to 8 recipients of the Service Awards.

Updates from Student Representatives

5. Student Experience Sub-committee (formerly Branding)

5.1 There was a suggestion to organize programs that involved alumni so that guidance and mentorship from the working alumni could be provided to senior students.

5.2 Final year projects were also brought up as a way to promote the School's identity and brand. More information presented by Nathaniel towards the end of the meeting would be covered in the latter part of the minutes.

5.3 Some students commented that UST was too career-oriented and there were no cultural events for interested students to participate.

5.4 A student commented that the first year curriculum had very few business core courses and it seemed that there was no connection among courses taken in year 1. She suggested adding Management and Marketing courses to the first year study pathway so that students had the opportunity to learn more about business subjects in order to choose a major. Some students added that they did not know the difference between some majors, for example, RMBI and QFIN.

The Chair thanked members for their input and shared with members that the curriculum and study pathway would be reviewed in the coming year.

Students were advised to consult the departments/ units in charge of specific majors for more information. For QFIN, they could contact the FINA department while for RMBI, the IPO.

For Discussion	
6. Online Forum	
6.1 The Chair advised the subcommittee members to better understand and identify the key problem(s) students face regarding communication with the School and their information seeking behaviors before formulating solutions. The solution may not necessarily be an online forum.	The Chair advised the subcommittee to collect input and ideas from members in the Student Representative Committee on students' information seeking behaviors and preferred ways to provide input/ comments to better understand the key issues. The Chair encouraged all members to provide input to the subcommittee.
6.2 It seemed students often preferred to ask other students for information, but the information received might not be accurate. Most students did not take the initiative to check information on official websites. It was therefore doubtful whether an online forum would be helpful.	
6.3 Some students said that they would go to the UG office for advice while others were more inclined to using Facebook to receive and share information. The latter suggested the School to provide more updated information about exchange and job, etc. on the UG Facebook page for students' access.	
6.4 Some students enquired about the exchange reports. Students were able to contact the students who wrote these reports in the past but now contact details were no longer provided. The Chair explained that in the past, students had to login to the system to access these reports. The contact details were removed after the reports were made available to the public so that students from other units (e.g. IPO) would be able to review them.	
7. LSK Business Building	
7.1 The Chair invited students to provide comments about the LSK Business Building following the School's email update on elevator problems. Recent changes included adding more tables and chairs in the UG open study areas. The following were suggested during the meeting: 1) A set-up similar to the Library's Learning Commons so that students could stay during peak hours. 2) A covered pathway from the main campus to LSK. 3) Breakout rooms to be open to students to study or discuss projects. 4) Some funky smells in Room 1014 which might be related to the ventilation system.	
7.2 The Chair responded that the breakout rooms currently served as classrooms and advising rooms, but the School could explore whether they could be opened up for students' use.	Five breakout rooms on the G/F of LSK Business Building will be open 24 hours from May 12 to 29, 2014 for students to study.

7.3 Some members also commented on insufficient timeslots provided by faculty advisors on SAS.	The Chair suggested that for ad-hoc (non-required) meeting with faculty advisor, email may be a better way to schedule appointment due to the low usage.
7.4 Other students commented on the schedules of the UG Get-together as they could not attend any of them due to class conflicts. Some proposed using the SBMT1111 common timeslots. Others suggested extending the time for mingling. A comment was also made about the inconvenience of preparing name tags which may deter some students to participate.	The Chair thanked students for their suggestions and will take them into consideration in arranging future UG get-togethers. The name tags were prepared to facilitate interactions.
Other Issues *8. Financial support for student activities* A student representative asked the Chair whether the School had any form of sponsorships available for the debating team. The Chair explained that the School had International Travel Grants for individual students to apply. However, the Grants aimed to support students to join overseas programs, but not for student societies or teams. *9. New credit transfer system for 4Y students* A student representative was not happy about the new credit transfer system for 4Y students for courses taken during exchange. In the new system, students were asked to submit papers of all the courses to be taken overseas to ARRO for onward transmission to corresponding departments for review and approval. The course equivalence list created and accumulated by SBM would no longer be used. The student commented that they should have been informed that the 3Y system was not applicable to 4Y students as students seeking advice from senior (3Y) students might assume that the same system could be used. If the students were informed that the course equivalence system was no longer applicable, it might affect their choices of universities when applying for exchange.	The student was advised to seek help from SAO to see if there was any funding to support students' ongoing activities and projects. The Chair commented that it was not advisable for 4Y students to assume that past policies and systems for 3Y students would be applicable to 4Y students. The Credit Transfer Guidelines for 4Y students were provided on the UG website under the Exchange tab for outgoing exchange before the exchange applications were open in December last year. 4Y students were informed that they have to visit ARRO's website for details and the course equivalence data on our website is for reference only. The Chair encouraged students to check the official information instead of relying on word-of-mouth information from seniors. The Chair showed understanding of students' anxiety regarding the course approval process, and the time and efforts in preparing the papers. The School would work with ARRO and SBM departments to facilitate a smooth transition.

10. Findings from Nathaniel and Karen of the HKUST SBM UG Brand Subcommittee	
10.1 Nathaniel made a presentation on "SBM Project-based Course". He gave an overview of project-based courses that were currently offered by IS, OM, FINA and GBUS. At School level, there were also Social Service and Corporate projects. 15 students were surveyed on this subject. Students in general welcomed the idea of final year projects and thought that this should be expanded to all programs and departments. Large corporations, start-ups, small and medium enterprises (SME), marketing agencies were students' major targets. Some students especially wanted to work in start-ups and SME as they were able to learn more. Others hoped that these opportunities would help them land a job in these companies.	The Chair will share these suggestions with the departments and explore expanding the offering of project-courses.
10.2 Karen made a presentation on "SBM Photo Day". Karen used the event held in CUHK as an example. Held in March from 11:00am to 4:00pm, the event was kicked off by CU's President. Students took pictures at some designated "landmarks" on campus with props such as balloons and dolls/stuffed toys. There were also free snacks and luck draw. Karen suggested that the event at UST be student-led. Student societies, cohorts or interested individuals could be the organizers who made all the arrangements including contacting various sponsors for the photo-taking sessions and free snacks. It was expected that the School would provide support such as opening up and decorating some space or venues for photo taking, and providing banner backdrops and props for the event, so that graduating students could have a memorable experience at UST.	The Chair welcomed the idea and would discuss with colleagues in the UG office and the School Alumni team which coordinated congregation.