

Name of meeting attended: SBM UG Open Forum

Date of meeting: Oct 24, 2013

Minutes Prepared by: Vivian Chu

Attendance of SBM UG Programs Office: Emily Nason and Vivian Chu

Main points covered in meeting

Brief outline of discussion point (include reference from agenda)	Response/ Follow up
<p><i>1. HLTH1010 Healthy Lifestyle and SBMT1111 Business Cohort Induction</i></p> <p>Students enquired why these two courses were not granted with credits as students were required to fulfill their course requirements by joining certain required activities and reaching a certain number of activity hours.</p>	<p>Course credits were mainly granted to academic courses.</p> <p>HLTH1010 was designed to let students expose to activities beyond studying that contributed to a healthy lifestyle.</p> <p>SBMT1111 was designed to help students to get advising and peer support in the beginning of their campus life through different orientation programs and activities. In order not to make this course as a burden to students, we had relaxed the course requirement by reducing the number of required activities attended by students in this academic year.</p> <p>It was understood that there was room for improvement in execution though our motives were good. We hoped that students would help us to explain to other students and provide input to help us improve.</p>
<p><i>2. Cohorts</i></p> <p>2.1 Some international students felt being discriminated when they joined cohort activities as local students tended to speak Cantonese which made the non-locals difficult to get along and blend into the group.</p> <p>2.2 One student suggested to form cohorts based on admission types and similarities would make students feel better and easier to form their own bonding.</p>	<p>2.1 As an international school, SBM aimed to integrate students from different backgrounds. It could help students explore other cultures through interacting with students from different backgrounds.</p> <p>2.2 We received the list of freshmen in late Aug, in order to catch the important windows in Sep to organize orientation activities for them, we had to put students into cohorts right away. As we had little information about the students at this stage,</p>

<p>2.3 Some students found cohort activities were not attractive enough.</p> <p>2.4 Cohort culture was not strong.</p>	<p>we assigned the students randomly to achieve a diverse mix instead of grouping students according to similarities. Academic Records & Registration Office (ARRO) would also need a name list of each cohort before school starts in order to register students into sessions of the SBMT1111 course.</p> <p>We believed there was room for improvement in assigning students into cohorts. The Cohort facilitators had conducted both qualitative and quantitative surveys and they would share the results with the committee after discussing with the team building trainers and cohort leaders.</p> <p>2.3 Cohort leaders did their best to try to organized different activities. Students are welcomed to suggest activities they were interested.</p> <p>2.4 The history of cohort is not too long. It took time to build up culture and collective effort from students was the essential part.</p>
<p><i>3. Grading Systems</i></p> <p>Students heard that students in CUHK could get a course grade of B / B+ if their exam scores were around mean. They enquired whether we can follow similar practice.</p>	<p>The two most important things for a good grading system were “consistency” and “fairness”. A bell curve distribution would normally reflect the performance of a large group of students. If too many students got high scores from an exam, it might mean that the assessments might be too easy, same if too many students got low scores. The school was continuously working with the university to review assessment and grading practices.</p> <p>Students were encouraged to look beyond grades while they studied. Employers knew very well about the strict grading system adopted by HKUST and appreciated the hard working culture of our students.</p>
<p><i>4. Courses</i></p> <p>A student who took IB exam found the course syllabus of ECON2103 was too easy. She suggested not to put students who have studied IB Economics in ECON2103, but a more advanced course, ECON2113.</p>	<p>SBM would liaise with departments and the university to explore enrolling students into different levels of courses according to the grade levels achieved in the public exams of the related subjects.</p>

<p><i>5. Forum Format</i></p> <p>Some students suggested having an online forum instead to let student representatives to voice out their opinion as not everyone could attend the meetings. Some others had different opinion that they found it difficult to follow all comments posted by students as a lot of comment could be posted during a short period of time. Further, it was difficult to respond to messages effectively if they were not organized in a systematic way.</p>	<p>Meeting format will be discussed in the coming meetings with the new student representative committee.</p>
<p><i>6. Campus Shuttle</i></p> <p>Students heard that school would offer shuttle service within the campus.</p>	<p>There were some constraints in offering shuttles effectively: many shuttles might be needed to cater for the size of the student body and the waiting time for shuttles might be longer than the time it took to walk between academic buildings (5 to 15 minutes). The school was aware of the need for a covered walkway between LSK and academic concourse. Cost and construction issues were under discussion with the university.</p>