

SAKARYA UNIVERSITY

2022-2023 ACADEMIC YEAR

REPORT OF THE 12TH STUDENT SENATE MEETING

28.12.2022

The twelfth student senate meeting was held on Wednesday, December 28, 2022, at 14:00, with the participation of students, Vice Rector Prof. Dr. Ümit KOCABIÇAK, Dean of Students Prof. Dr. Mehmet Barış HORZUM, Vice Dean of Students Assoc. Prof. Dr. Havva SERT, and Assoc. Prof. Dr. Betül DÜŞÜNCELİ in the Rectorate Senate Meeting Hall, starting with the opening speech of the Dean of Students. In the speech, information was provided about the role and functions of our university's Student Senate, emphasizing the importance of the student senate. Later, students were asked about their requests, complaints, and suggestions regarding Sakarya University for the 2022-2023 Academic Year. Feedback from students was reported as follows.

A) Opinions Regarding Education-Teaching and Quality

- 1-** Students expressed their requests for the continuation of the summer education application, stating that it should not be abolished.
- 2-** It was reported that due to seminar classes being scheduled by other departments in the classrooms allocated for the Dentistry program (M3 Block), students had to return without attending classes.
- 3-** A student pursuing a double major reported that the burden of assignments and quizzes in every course due to the excess of courses taken from both the main and secondary programs increased the exam load and restricted social life. It was informed that a senate decision was made to determine the number of assessments according to the nature of the course.
- 4-** It was reported that some faculty members in the Faculty of Law did not conduct their classes efficiently, there were communication problems, and this decreased students' motivation and willingness to participate in classes.
- 5-** It was reported that some course contents were not entered into SABİS, and that course grades and documents were not uploaded during the semester.
- 6-** A request was made for regulation regarding attendance for students pursuing a double major.
- 7-** A Law Faculty student stated that scheduling heavy/difficult courses of 4+ hours back-to-back in the weekly course schedule was not efficient and suggested that they could be distributed in a 2+2 manner throughout the week.

8- Dentistry students expressed their gratitude for the steps taken regarding the need for teaching staff.

9- A student pursuing a double major reported that due to course conflicts, they faced restrictions in course selection and had to take courses from different departments. They suggested that the process of taking courses from different departments should be online.

10- It was stated that announcements from the Technopolis were insufficient. It was requested that more active work be done for students and that graduate students be allowed to establish companies. It was informed that starting from the new term, it is planned to collaborate with Technopolis for the completion thesis studies to be industry-oriented.

11- It was suggested that project awards be given to students, stating that this would positively affect student motivation and participation. Additionally, it was expressed that attention was not paid to the compatibility of R&D students, that good projects were made last year, but currently, some faculty members did not care.

12- A Political Science student reported that not enough elective courses were opened in some departments of their faculty and that they could not take the elective courses they wanted. The opening of the "Professional English" course, the mandatory nature of the "Constitutional Law" course, and that courses related to data analysis should be more effective were requested.

13- It was reported that a second teaching course was scheduled for the first teaching hour in the Social Work Department.

B) Opinions Regarding Technical Infrastructure and Equipment

1- Business Faculty students reported that there was an internet infrastructure problem in the faculty buildings.

2- Political Science Faculty students reported that the heating systems were not working.

3- It was reported that there was an internet problem in the Library B Block building and that adequate ventilation was not available.

4- Dentistry students expressed that the same cabinets made for preclinical areas were also needed in the faculty building and requested that they be made for the faculty as well.

5- A Dentistry student reported that there were 10 units and 2 classrooms in their faculty, which was insufficient according to the number of students.

6- It was stated that the simulation system that allows the procedures performed in the preclinical area to be recorded and monitored by other students was not working, and a request was made for it to be repaired or a new one to be provided.

7- It was reported that there were no compartments, armrests, etc., in the seats of the Theology Faculty conference hall allocated to medical students, making it difficult to take notes.

8- It was reported that first, second, or third-year medical students started their education on campus, but there were no medical-related resources in the Central Library.

9- It was reported that the classrooms in the D block of the Faculty of Human and Social Sciences were insufficient, the building was poorly ventilated, there were cleanliness and hygiene problems in the toilets, there was a lack of outlets in the classrooms, and there was no area to work between classes.

10- It was reported that there was a lighting and infrastructure problem on the road from the cafeteria to the Esentepe exit.

11- Due to the lack of a studio in the Faculty of Communication, students reported that they had to use the SUBÜ studio.

12- It was requested that Arabic and English resources be increased in the library.

C) Opinions in the Context of University and City Life

1- It was reported that the event permission processes took a long time and that student communities had difficulty finding venues for events or meetings. It was suggested that areas be allocated for student communities in the units, that event applications be made online through the system, that the availability of halls be viewable by the communities, and that a reservation system be implemented. It was requested that the cultural infrastructure of SAU be improved.

2- The approach and communication of the minibuses towards students were criticized. Their attitudes were described as rude, their behavior on campus was deemed inappropriate, and it was complained that they were constantly competing with each other and overcrowding the transport.

3- It was reported that drivers using private vehicles on campus did not comply with speed limits. It was informed that work was being done on the issue and that vehicles exceeding the speed limit would have their stickers canceled in the new year.

4- A solution is requested for transportation issues. It was reported that buses were insufficient, especially that additional trips should be made from Korucuk in the morning hours and that direct trips from Hendek to the campus should be arranged.

5- Although there is a possibility to use campus transportation vehicles free of charge from the last stop to the campus exit (campus shuttle), it was reported that some drivers requested a fee.

6- It was reported that identity checks at campus entrances were insufficient, and that there were uncontrolled entries from the other side of the main entrance gate apart from the turnstile.

7- It was reported that there was a stray dog problem on the road to Sabahattin Zaim Student Dormitory.

8- It was reported that permission for trips was not granted except for technical trips, and a request was made for student community trips.

9- It was suggested that interviews with the industry and career days be organized every academic year.

10- It was reported that the common cafeteria used by the Faculty of Law and the Faculty of Political Science was insufficient in seating areas. It was suggested that a vending machine be placed inside the Faculty of Law building.

11- It was requested that material support and workspace be provided for students for high value-added projects.

D) Opinions of Disabled Students

1- It was reported that the steps in classrooms were not suitable for disabled students.

2- It was suggested that faculty members and administrative staff have difficulty communicating with disabled students, and therefore, academic and administrative staff should be provided with “Communication with Disabled Individuals” training.

E) Opinions of Foreign Students

1- It was expressed that the Turkish language courses taken by foreign students at TÖMER were insufficient, and that they struggled because the Turkish they learned in classes was different from what they encountered (especially difficulties were reported in the Atatürk Principles and Revolution History course, with many students facing challenges). A request was made for YÖS students to be given opportunities for the C1 course. It was informed that the International Student Office was working on this issue. Additionally, a student who is a member of the Municipal Youth Council provided information that work was being done for mutual language interaction between Turkish and foreign students.

2- It was expressed that foreign students faced difficulties in obtaining the equivalency documents required for registration. They reported difficulties in making appointments, needing to visit several units, and that the time given was insufficient. An example was given that in some universities (e.g., Kütahya Dumlupınar University), applications were taken by institutions, and equivalency procedures were carried out without sending the student to other institutions. It was suggested that this practice should also be implemented at our university.

3- It was reported that students with temporary accommodation permits sometimes needed to stay in another city for a project, and when they requested permission from E-government, they were directed to the Immigration Administration, but the Immigration Administration did not grant permission for the duration of the project.

4- Foreign students expressed that they had communication problems with instructors due to language barriers. It was suggested that there should be coordinators who speak foreign languages for foreign students in the units.