

# SoCS & SoE Merger

## Student Questionnaire Response\*

**Presented by:**

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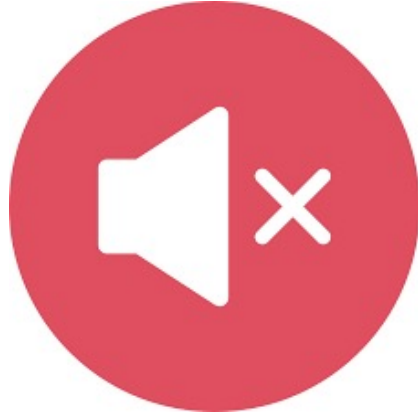
**Date:**

11th June 2021



\* Full responses as well as these slides can be found on the SoCS reps blog at:

# Setting the Context so far



## Communication:

*Significant lack of formal communication from the school to students\*. This questionnaire has been put to students who are effectively 'in the dark'*



## Getting the Facts:

*Responses to questions are vague with little detail (if we get a response). High level commitments shared but no clear plan to deliver them. Adhoc process with no clear timelines.*



## Merger Aims:

*No justification details have been shared. No details of any tangible benefits that **should form** any proposal document have been shared. We would love to see this.*

\* First found out about this on 23<sup>rd</sup> March

## 5 Questions \*

- SWOT + 1

## 42 Responses \*\*

- 3% of SoCS
- 5% of SoE

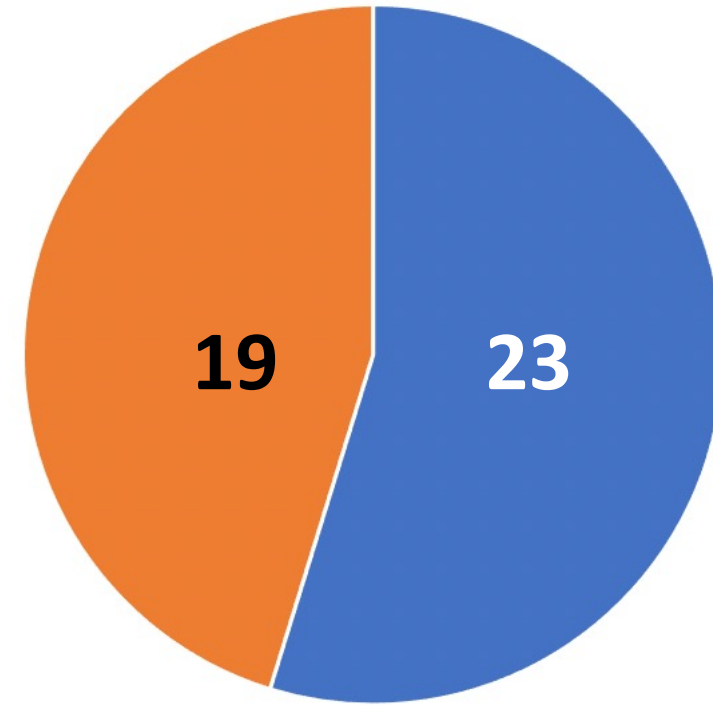
\* Available from 19<sup>th</sup> May to 5<sup>th</sup> June

\*\*Est' Survey Population:

> SoCS = ~760

> SoE = ~400

# Questionnaire Responses



■ School of Computer Science

■ School of Engineering

# Question 1: Opportunities

**What advantages / opportunities would you expect from a merger between SoCS and SoE?**

## Increased Cross-Curricular Opportunities:

- New modules which involve aspects of both professions
- More coding/programming for engineers
- Electronics engineering/Robotics
- Inter-disciplinary projects
- Exposure to working practices of different disciplines

## More Resources:

- Improved access to resources
  - *labs, computers, software, hardware etc...*
- Access to wider range of academics

## No articulated advantage (8/42)

- Are there some - shouldn't you be telling us what they are?

**In what areas could you see any potential issues / problems / concerns arising from such a merger of schools?**

## Question 2: Threats

### Reduced Focus:

- Loss of school identity
- Shift of employability focus (*to where?*)
- Lack of ability to attract good staff/students
- Stronger focus on one discipline at expense of the other
- Inconsistency in standards and procedures – confusion

### Reduction in Student Support:

- Reduced local support for individual students
- More students falling through the cracks
- Sharing facilities, loss of resources (compromises)
- Increased anxiety for those with mental health issues
- Reduced accountability > harder to raise complaints

### Constrained Resources

- Games Computing programme particularly has nothing to gain from this (minority programs?)
- Concern that money is a main motivator

**Do you feel there are aspects of the schools that may improve because of the merger?**

## Question 3: Strength

### Course Breadth:

- Shared modules
- More robotics
- Access to more facilities
- Stronger focus on one discipline at expense of the other

### Student Engagement:

- Improved tech' literacy for engineers
- Better teaching across the program
- "Joined up thinking"

### School:

- Schools are already very similar so this would cement that  
Vs Schools have nothing in common other than being in the same building
- "Staff setting it up will have more to boast about at the pub?"

**Do you have any suggestions that should be considered moving forward?**

## Question 4: Weakness

### Buy In:

- Don't do it (7) vs Do it (1)

### Confidence in leadership:

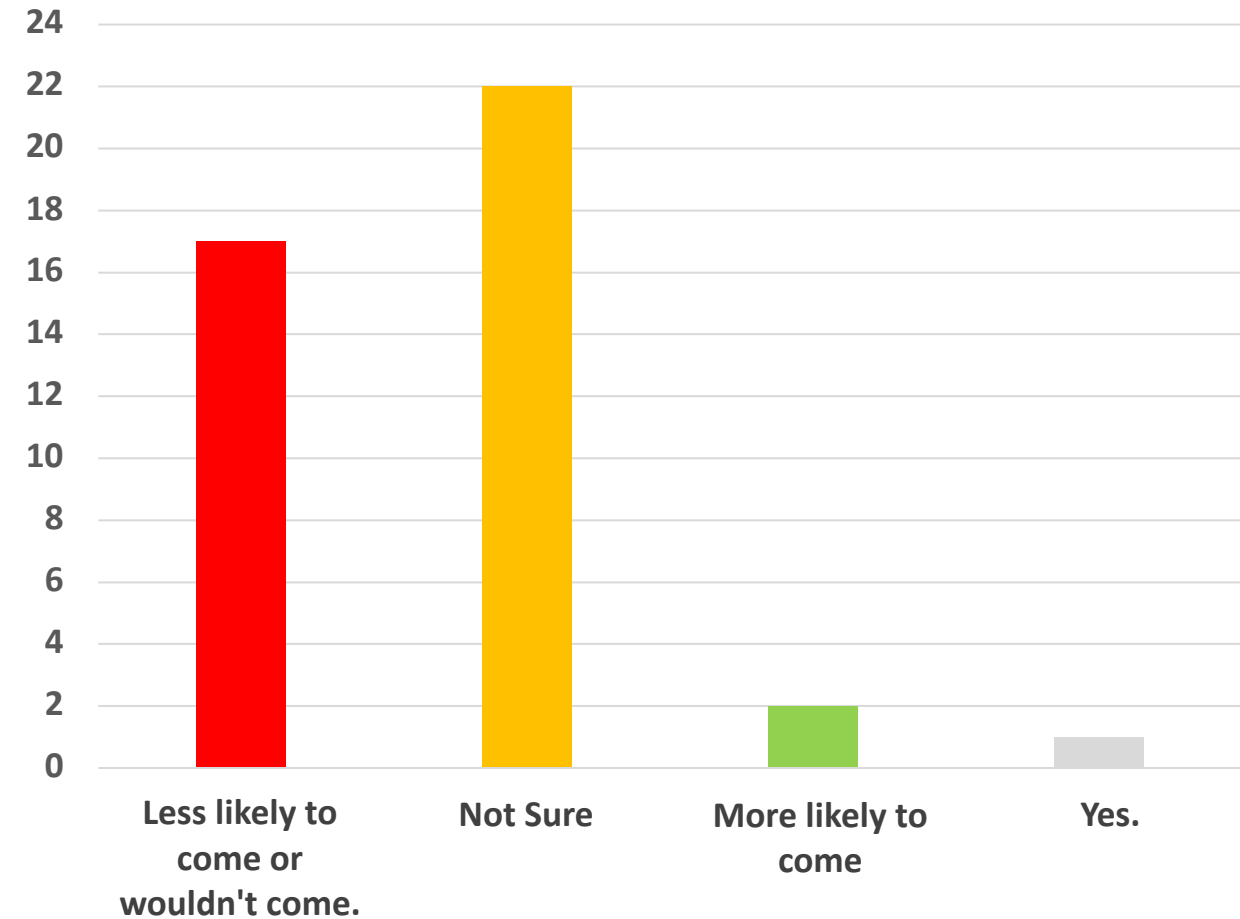
- Should have new leadership team – not merge existing team
- Should have new name, not one school over the other
- Better communication (previously and going forwards)
- Knowing how to actively take advantage of the merger

### Bringing students along on the journey:

- Activities that bring together student bodies
- Better mental health support
- Ensure quality of education does not suffer
  - *Or go to lowest common denominator*

**If the merger had  
happened before you  
came to Lincoln, would  
it have made a  
significant impact on  
your decision to  
apply/come to Lincoln?  
In what way?**

## Question 5: Impact





- Share the justification  
*>> So we can buy into it*
- Clear communication  
*>> So our expectations are managed*
- Measuring the benefits  
*>> So we get what we are promised*
- Keep the students involved  
*>> So we know it was worth it*

