

Community Engagement Strategic Framework – Programmatic Scheme for the Collections and Research Building [CRB]

The design and functional requirements of the Collections and Research Building [CRB] is predicated on programmatic elements that give expression to our institutional mission and values - to become a hub where active citizens, teachers, students, researchers, scholars, museum practitioners and diverse communities come together to further our knowledge together.

1) Overall aim

The overall aim of the CRB programming is to:

- Broaden accessibility to our collections and deepen engagement with our internal expertise [research]
- Expand and diversify our audience – learners of all ages irrespective of their background, ethnicity, race, nationality, gender, disability, age or developmental differences

Our aspirations and expectations for the CRB are informed by:

- a shift in pedagogy that embraces 21st century learning principles, and integrates Indigenous ways of knowing into all our educational practices; focuses on place-based environmental learning
- a surge in societal and technological change that necessitates a concerted effort to develop meaningful participatory relationships with active communities that are inclusive and accessible both onsite and online
- the global imperative to decolonize power structures and democratize collections – shifting to a service driven approach that informs all aspects of provision and provides increased access to collections and research by community stakeholders
- a museological imperative towards increased community relevancy that incorporates inter-disciplinary research, user-generated content that augments current knowledge and opportunities for skills development for the broader spectrum of users
- the need to sustain many and diverse partnerships to increase the impact of foundational work conducted by Royal BC Museum research staff



2) Aims of the strategy

The strategy has been put together in order to:

- consult with the community [as outlined in the target audience section below] at the start of this project, and use input to finalize the proposal for learning programs in the first phase of the programmatic scheme [see timeline/milestones below];
- get messages out, share information, raise awareness or improve understanding about the project;
- establish dialogue where individuals, groups or organizations can feed in ideas and help shape the CRB programs as they develop;
- involve people actively in the project (i.e. as volunteers, shareholders or partners), conduct specific community needs assessments and establish ongoing relationships for long-term planning

3) Objectives

i) Identify our target audience

This unique and dedicated building will cater to a diverse audience in order to realize our full potential as a centre for inter-disciplinary excellence. Additions required from CRB Vision

The CRB will focus on the following primary audiences:

- Adult learners
- K-12 students; post-secondary students
- Inter-generational learners (throughout the year)
- Learners with cognitive and physical disabilities (this would include seniors with dementia)
- Researchers, scholars, museum practitioners

This strategy aims to target:

- those who can be affected (positively or negatively) by our plans
- those who are likely to be able to influence the success or failure of our programs
- specific primary audiences in targeted regional/provincial/national areas

ii) Decide on engagement approaches

We will use different approaches for the different aims of our consultation.

Stakeholder	Groups	Nature of Interest	Engagement Approach[es]
Museum and archives	Internal- staff and volunteers	Vision/ mission mandate	Change management workshops; volunteer focus groups
Indigenous Nations	Regional - Songhees, Esquimalt, T'souke, Sc'ianew [Beecher Bay] – elders, advisors, educators; include Kwakwaka'wakw and Nuuchahnulth nations living in Westshore via VNFC	Learning opportunities, Research, Collections Access, Skills Development	Steering/advisory group
K-12 Schools – regional/provincial	Public/Private – teachers, students, PAC, district advisors Independent/Alternative	Curriculum resource	Focus groups, advisory committee, on-line survey, newsletter
Education	Ministry of Education: OSBC & Indigenous Education; Indigenous Committees, Councils and Associations	Curriculum resource	
Advanced Education [Academic]	Universities, Colleges, Student Societies, Libraries – full list in Appendix 1	Research, Collections, Skills Development	Advisory Committee
Municipalities: residents, businesses	Local/Regional - Colwood, Langford, Metchosin, Sooke, the Highlands	Collections Access, Learning opportunities	Audits, Public meetings, events, posters, local media campaign, inserts
Special Interest Groups	Accessibility advocates, seniors, archaeology, horticultural, environmental and conservation	Learning opportunities, Research, Collections Access, Skills Development	Focus groups, advisory committee,
Community Organizations	Cultural societies and associations, social services, organizations including: LGBTQ, arts, faith-based	Learning opportunities, Research, Collections	Focus groups, advisory committee,

		Access, Skills Development	
Museum/Archives Sector	Provincial – BCMA, GLAM, AABC, BC Heritage, BC Libraries Association Federal – ANHMC, CCI, CMA	Research, Collections, Skills Development	Digital focus groups, on-line survey, website
Museums/Galleries	Regional – full list in Appendix 1		website
Government Influencers	Provincial: TAC, TIC, MIRR, FLNRORD, BC Parks, BC Treaty Commission, Environment, BC Heritage Federal: DFO, Canadian Heritage		website
Potential Funders	Victoria Foundation, Vancouver Foundation, Tula Foundation, Canada Arts Council, Weston Foundation (full list in development); corporate funders eg: Telus	Financial support for research and learning initiatives	Orientation session to the project

iii) Be clear on timeframes

This work will begin January 4, 2021 with key milestones as follows:

Key Dates and Milestones

Phase 1				
Winter 2020/21	Spring 2021	Summer 2021	Fall 2021	Winter 2021
Complete Community Engagement High-Level Plan for Website 01/15/2021	Hire coordinator to conduct environmental scan and needs assessment then finalize strategy and create action plan	Implement engagement approaches for local municipalities	Implement engagement approaches for schools	Implement engagement approaches for universities and colleges

Develop and deliver design-thinking workshops for RBCM staff on new vision 02/26/21	Confirm target audiences, identify engagement participants and determine approaches for each segment	Implement engagement approach for local families	Implement engagement approach for regional special interest groups and community organizations	Implement engagement approach for regional special interest groups and community organizations
Conduct stakeholder mapping session and confirm target audiences 01/06/21	Develop engagement approach and agenda [including key messages & questions] for regional Summer activities	Develop engagement approach and agenda [including key messages & questions] for regional Fall/Winter activities	Develop provincial engagement survey to inform outreach strategy	Distribute provincial survey and analyze results; Upload to website
Phase 2	Spring 2022	Summer 2022	Fall 2022	Winter 2022
	2 nd Return engagement: Report out results and recommendations to schools and post-secondary institutions	2 nd Return engagement: Report out results and recommendations to municipalities and families	2 nd Return engagement: Report out results and recommendations to special interest groups and community organizations	2 nd Return engagement: Report out results and recommendations to special interest groups and community organizations
Phase 3	Spring 2023	Summer 2023	Fall 2023	Winter 2023
	Programmatic scheme for 2025-2026 complete	Operational plan complete	Workforce adjustments	
			New Museum Community Engagements begin	

Next steps:

iv) Keeping everyone up-to-date

- How will we keep everyone in the loop within our RBCM group? (e.g. meetings, email, intranet? etc.)
- How will we feed back to community groups and individuals or other stakeholders? (i.e. meetings, social media, printed material, newsletters)

- How often will these communications take place? Who will organize them? How much of our resources (time and money) will this require?

What?	Audience	How often
i.e. Group meetings	Internal group	Monthly
i.e. Newsletter distributed door to door	Local residents	Quarterly
i.e. Website	Stakeholders	Bi-weekly Quarterly review of content

4) Write an action plan

Taking all of the previous thinking into account, set specific objectives with dates, responsibilities, budgets, etc. This is likely to be based around the approaches outlined in our objectives.

The action plan should cover: what exactly we are going to do, who will do it, in what timeframe and using what resources.

An example action plan:

Action 1	Hold three public meetings
Specific aim(s)	Use community input to shape project proposal Raise awareness and improve understanding of the project
Who?	Kim and Chris to lead with contracted facilitator
Date (s)	February to April
Approach	Public workshops to gather views on the project Advertisement of project and meetings week before in local paper, on website and in newsletter Distribute leaflets about project week before outside local supermarket Use social media and other promotional publicity
Resources	Budget? \$\$ per meeting for room hire and refreshments; \$\$ marketing and communication \$\$ printing costs Person days? 2-person days for planning and publicity

Review Indicator(s)	Other expertise or equipment? What RBCM staff at each event How many people attended and gave feedback? Number of email sign-ups from the meetings?
Action 2	Etc....
Specific aim(s)	Etc....

5) Review

Finally, the strategy needs revisiting regularly to see if we are on track and achieving what we wanted to, and to check that it is still fit for purpose. If we set up a consultation or an awareness raising campaign...

- How many people did we reach?
- Was it successful? How do we know?
- Have we learnt anything from the running of the campaign that needs to be fed back into the aims, objectives or outputs of the main project plan?
- Revisit our overall project plans – have our priorities changed as a result of the consultation (i.e. the focus of our project, specific activities, or the order in which to go about things)?
- How will we act on any responses or suggestions we receive?
- How will we decide what we can and can't include in our project?
- How will we pass on issues raised that are outside the scope of our project or group?

The strategy will be reviewed monthly by the project team to monitor how successfully the aims are being achieved, and to identify improvements that can be made. The findings from the review of the consultation strategy will be used to feed back into the main project plan on an ongoing basis.

Next review date: [insert date here]

Appendix 1: Target Audience List (stakeholder mapping session on January 6/21 will refine this list)

Schools:

Elementary/Secondary:

- SD 61,62,63 including selection of teachers/students, PAC representatives, school district advisors....
- Ministry of Education: Open School BC, Indigenous Education – BC First Nations Studies – Caleb Child
- Aboriginal Education Enhancement Committee - Greater Victoria School District (GVSD)
- Aboriginal Nations Education Council; Aboriginal Nations Education Division
- First Nations Schools Association [FNSA]
- First Nations Education Steering Committee [FNESC]
- Independent/Alternative schools

Post-secondary/Academic stakeholders:

- Royal Roads University
- University of Victoria
- Camosun College
- University of BC
- Simon Fraser University
- Vancouver Island University
- Indigenous Student Societies at institutions
- Union of British Columbian Indian Chiefs – research collections/library
- Victoria Native Friendship Centre Library
- Pearson College UWC

Municipalities:

Colwood, Langford, Metchosin, Sooke, the Highlands
Union of BC Municipalities

Indigenous Nations in the region:

Songhees, Esquimalt, T'souke, Sc'ianew [Beecher Bay]
Kwakwaka'wakw and Nuuchahnulth nations living in Westshore [VNFC
recommendation for reps]
Elders groups
Indigenous cultural advisors from all four nations

Indigenous Advisors (more to be determined):

Florence Dick
Rob Thomas
Cheryl Bryce – Songhees – Indigenous species, traditional plants, environmental
education and stewardship
Inlailawatash Limited Partnership Group – archaeology

Government Influencers:

Provincial: TAC, TIC, MIRR, FLNRORD, BC Parks, BC Treaty Commission,
Environment, BC Heritage
Federal: DFO, Canadian Heritage

Community Organizations:

Federation of Child & Family Services of B C
M'akola Housing
Hulitan Social Services
Victoria Youth Empowerment Society
West Shore Child Youth & Family Services Society

Victoria Native Friendship Centre
Coast Salish Employment & Training Society [CSETS]
T'Souke Arts group
Inter-cultural Association – Victoria
BC Black History Awareness Society
Société historique francophone de la Colombie-Britannique
Victoria Chinatown Museum Society
Victoria Nikkei Association
South Asian community – consultation resource: Log that Built BC
Chinese Canadian Museum of British Columbia
Nikkei National Museum
LGBTQ community organizations
Faith-based organizations
Arts organizations
South Island Prosperity Partnership

Accessibility:

Rick Hansen Foundation
CNIB
Canucks Autism Network
British Columbia Aboriginal Network on Disability Society [BCANDS]
Provincial Deaf & Hard of Hearing Services (PDHHS)

Special Interest Groups:

Seniors
Environment/Natural History/Conservation groups
Horticultural groups
BC Archaeology Society

Museums & partners:

GLAM
BCMA
Archives Association of BC
BC Heritage
Beatty Biodiversity Museum
Alliance of Natural History Museums of Canada
CMA – Reconciliation Group
Canadian Conservation Institute
Friends of the BC Archives

BC Forestry Museum –RBCM collections on loan there
Tourism Sector
BC Libraries Association

Regional museums and galleries:

Legacy Art Gallery,
Art Gallery of Greater Victoria,
Robert Bateman Centre,
Hallmark Heritage Society,
Carr House,
Discover the Past,
Maritime Museum of BC,
Point Ellice House,
Friends of the Dominion Astrophysical Observatory,
Nanaimo Museum
Fort Rodd Hill and Fisgard Lighthouse National Historic Site
Hatley Park National Historic Site
Metchosin Farmer's Institute Heritage Museum at the Luxton Fairgrounds
Metchosin Museum Society
Caleb Pike Heritage Park
Sooke Region Museum/Sooke Region Historical Society
archivists at City of Langford and City of View Royal

NGOs more to be determined in stakeholder mapping session
Ocean Networks Canada

Technology groups for media lab/broadcast centre – provincial scope
more to be determined in stakeholder mapping session

Indigenous Media Arts Group [IMAG]
VIATEC