



# 2024 - 2027 Strategic Implementation Plan

LONDON & MIDDLESEX HERITAGE MUSEUM



## ABOUT THE LONDON & MIDDLESEX HERITAGE MUSEUM—FANSHAWE PIONEER VILLAGE

The London & Middlesex Heritage Museum (the Museum) as a non-profit, charitable organization incorporated in 1991, governed by a thirteen-member Board of Directors, and located within Fanshawe Conservation Area. The Museum operates Fanshawe Pioneer Village which began as an open-air museum in 1959 as part of the Upper Thames River Conservation Authority. The heritage Village is comprised of 34 original and replica buildings that tell the story of the founding and settlement of the City of London, and the rural development of Middlesex County from 1820 to 1920. We are also working to share the story of how this settlement impacted Indigenous peoples of this area.

In addition to the living-history Village, the Museum also includes a modern Visitor Centre, which acts as our administration building, with a gallery space and storage area for the significant collection of material culture the community has donated and entrusted the Museum to steward for future generations.

The Museum strives to be “Where the Past is Present” by sharing histories, connecting communities, expanding understanding, and inspiring conversation. We offer living-history demonstrations, exhibits and displays, curriculum-connected and group education programs, outreach programming in the community, facility rentals, seasonal and special events, and also engage an active and involved volunteer core.

The London & Middlesex Heritage Museum recognizes that for too long our Village has focused on settlers of European descent, and has begun the work to weave other voices and perspectives into the local histories that we share. This is a key objective throughout this Strategic Implementation Plan.

### OUR VISION

**To be Where the Past is Present by sharing histories, connecting communities, expanding understanding and inspiring conversation.**

### OUR MISSION

**The London & Middlesex Heritage Museum creates opportunities for communities to connect by remembering, sharing, and stewarding local histories. Through its collection, buildings, landscapes, and programming, the Museum brings history to life adding vibrancy to the community, deepening understanding of the past, and building a sense of belonging.**

## OUR VALUES

### Inclusive & Accessible:

- The London & Middlesex Heritage Museum is a welcoming organization that embraces the diversity of our community. Our facilities and programs are affordable and accessible to people of all ages, abilities, and backgrounds.

### Impactful:

- The London & Middlesex Heritage Museum conserves and holds in public trust material culture and historical resources that interpret community life in London & Middlesex County between 1820-1920. Through our collection, buildings, and programs, the Museum provides engaging experiences of the past that are enjoyable, meaningful, inspire conversations, and broaden understanding of historic truths.

### Community & Collaboration:

- The London & Middlesex Heritage Museum values the participation and engagement of our community. We work to develop meaningful and reciprocal partnerships with our community, the museum, as well as culture, education and heritage sectors. The organization fosters collaboration and works with community partners to ensure many voices are included in the histories we share.

### Accountable & Sustainable:

- The London & Middlesex Heritage Museum operates responsibly in its management, governance, stewardship, and storytelling. It is accountable for its assets, resources provided, and decisions made, and acts with integrity and transparency to ensure the long-term sustainability of the Museum.

## OVERVIEW OF STRATEGIC PLANNING & REPORTING DOCUMENTS



## STRATEGIC PLANNING INTRODUCTION

Every three to five years the London & Middlesex Heritage Museum, which operates Fanshawe Pioneer Village prepares a Strategic Implementation Plan that reviews the Vision, Mission, and Values, and identifies the strategic priorities that will guide organizational decisions for upcoming years.

The Board, Committee Members and Staff Team participated in a facilitated strategy session in the spring of 2023. From the results of that session, the Board approved updates to the Mission, Vision, and Values Statements, and identified strategic priorities for the organization. As a continuation of that process, we gathered community feedback and input through an in-person focus group with volunteers, and a public online questionnaire promoted through our organizational networks, website, and social media channels. We used the information gathered to help us make additional adjustments to our Strategies and Goals, and to incorporate into our Strategic Implementation Plan.

## STRATEGIC DIRECTIONS AND GOALS FOR 2024–2027

### Strategic Priority 1

#### Connection

- **Goal:** Through our shared historical interpretation collection, spaces and governance, diverse communities have an inclusive voice and a sense of belonging at the Village.

### Strategic Priority 2

#### Sustainability

- **Goal:** To be financially sustainable to meet the organization’s mission and vision.

### Strategic Priority 3

#### Healthy Workforce

- **Goal:** To support a robust, diverse, and sustainable cohort of volunteers and staff.

### Strategic Priority 4

#### Community Engagement

- **Goal:** To be a destination of choice where everyone feels welcomed.

## 2024–2027 LONDON & MIDDLESEX HERITAGE MUSEUM STRATEGIC IMPLEMENTATION PLAN

The **Strategic Implementation Plan** operationalizes the Board approved strategic directions through identifying priority actions and new initiatives to be undertaken and implemented across departments. This high-level plan provides guidance on roles and responsibilities, resource considerations, timelines and measurement targets (where relevant).

Based on the specific priorities, actions and timelines identified in this Strategic Implementation Plan, the Executive Director will work each year with department coordinators to create internal operations plans to guide existing programs, regular operational tasks and incorporate related strategic priorities.

### Implementation Considerations

There are a number of factors that could impact the Museum’s capacity to implement certain actions outlined in the Strategic Implementation Plan, as well as the timelines in which the activities may be reasonably achieved. These implementation considerations are outlined below:

- **Revenue Development**—Whenever possible, actions that present opportunities for revenue development will support cost recovery of those activities, other actions from the Strategic Implementation Plan, or Museum operations. While some actions recommended in this Strategic Implementation Plan can be achieved as part of the regular operating budget, any substantial change in the level of Provincial or Municipal grant funding will impact organizational capacity, until alternate funding sources are identified and secured. Special projects may be dependent upon successful grant applications or sponsorships to be implemented.
- **Human Resources**—Although we will take measures to optimize existing resources of the current staffing model, additional human resources may be required to achieve the objectives of the Strategic Implementation Plan, especially in regard to building volunteer engagement and sharing other voices authentically.
- **Partnerships**—Many of the recommended actions in the Strategic Implementation Plan are based on the building of collaborative partnerships with various communities. Not all efforts may result in a collaborative partnership forming, and it may take longer to build partner relationships with some communities than with others. This could impact the ability to undertake partnership action items, or the timeline under which they can be reasonably achieved.
- **Pilot or Exploration Activities**—Some actions in the Strategic Implementation Plan may be bound to the success of one or two initial

activities before a decision is made to implement that activity fully.

## Timelines & Performance Measurement

The specific priorities identified in this Strategic Implementation Plan represent outcomes to be achieved over the next four years. The Strategic Implementation Plan assigns a high-level timeline as well as metrics or targets (where relevant) for each action, providing a realistic method to monitor progress. Targets represent an aspirational ideal, and are based on assumptions around demand by users of Museum programs and services, and organizational capacity to deliver. It is realistic to expect that some targets and timelines may need adjustment over the lifespan of the Strategic Implementation Plan, due to changes in the external environment that impact Museum operations.

These performance measures, along with annual budgets and annual departmental work plans, represent **Performance Targets** for the London & Middlesex Heritage Museum. An **Annual Scorecard**, developed each year based on performance targets, includes more detailed metrics and items from operational work plans. This **Scorecard** serves as the primary organizational performance monitoring tool for the Executive Director and Board of the London & Middlesex Heritage Museum.

Attendance/participation is one metric utilized to monitor performance. Annual **Attendance Targets by Museum user-type** are listed below.

<b>Attendance Targets 2024–2027 by User-Type</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
Regular Programming Visitation	7,500	7,900	8,100	8,300
Education Programming	8,800	9,000	9,100	9,200
Community Outreach	2,300	2,500	2,800	3,000
Special Events	14,800	15,000	15,000	15,500
Gallery Exhibitions	1,400	1,600	1,800	2,000
Facility Rentals	3,200	3,500	3,700	4,000
<b>Total</b>	<b>38,000</b>	<b>39,900</b>	<b>40,500</b>	<b>42,000</b>

## Strategic Priority 1: Connection

- **Goal: Through our shared historical interpretation collection, spaces and governance, diverse communities have an inclusive voice and a sense of belonging at the Village.**

### Objective 1.A:

**Build strong relationships with local First Nations/Indigenous, Black, and Newcomer communities, as well as with other groups as identified through the life cycle of the Strategic Implementation Plan.**

Action	Department/Lead	Timeline/Tactic/Measurement
Demonstrate organizational commitment to Truth and Reconciliation.	Administration	<p>Year 1: Thorough review of Canadian Museum Association (CMA)—Moved to Action and Standards for Museums for implementing United Nations Declaration on the Rights of Indigenous Peoples, as well as supporting Indigenous self-determination in museums to identify short-term and long-term action items related to our organization. Review and update related organizational policies.</p> <p>In the spirit of truth, reconciliation, and friendship with all First Nations, Metis, and Inuit, investigate the process of offering complimentary general admission to Indigenous Peoples, and how to best implement and share with communities.</p> <p>Year 2: Implement internal action items identified into annual department operating plans. Identify relevant ways our organization and space could further support Indigenous communities in sharing their histories, by making connections with Knowledge Keepers, and leaders at Indigenous organizations. During these conversations, determine if there is interest in a collaborative project for program development or creating a physical space to share local Indigenous histories.</p> <p>Year 3: Form Indigenous Advisory Circle and develop project plan and necessary resources.</p> <p>Year 4: Implement project once plan and resources are in place.</p> <p>Metrics: Number of relationships formed with First Nations/Indigenous partners or communities; relevant Truth and Reconciliation Commission’s Calls to Action implemented where possible.</p>



<p>Increase equitable inclusion through representation on the Board and Committees.</p>	<p>Administration</p>	<p>Year 1: Create recruitment postings for Planning and Policy, Community Engagement, and Black Histories Advisory committees that highlight our strategic direction to include more voices in the histories we share.</p> <p>Promote the opportunities more broadly through non-traditional channels, partner and community networks, and social media platforms. Aim to fill existing vacancies on standing committees of members from the community. Existing committee members will also play a role in recruitment.</p> <p>Introduce community members to the organization via committee roles — build interest to transition to future Board Members.</p> <p>Year 2–4: Annually monitor Board and Committee composition as member terms complete; create succession plan for upcoming vacancies. Update and share recruitment postings as needed. Revise recruitment strategy if not successful from Year 1.</p> <p>As new relationships build with different communities, share opportunities for greater involvement at the leadership level through participation on committees or the Board.</p> <p>Target: Board and Committees representative of the diverse communities that make up London &amp; Middlesex County.</p>
<p>Increase equitable inclusion through representation in staff and volunteer composition.</p> <p>(Action item overlaps with <b>Objective 3.C:</b> Diversify our staff and volunteer base through outreach and engagement.)</p>	<p>Administration</p> <p>Department Coordinators</p> <p>(Community Engagement)</p>	<p>Year 1: Assess the effectiveness of current recruitment methods at reaching and attracting staff and volunteer applicants from diverse and equity-denied communities.</p> <p>Year 2: Develop strategies to more effectively reach, attract and recruit candidates from under-represented or equity-denied communities to our staffing compliment and volunteer base. Include outreach and engagement activities such as high school volunteer hours, co-op placements, internships, youth volunteer and job fairs, and community resource hubs.</p> <p>Develop a relationship with event and hospitality programs at Fanshawe College and Western University for special event volunteer opportunities and job (Rental Assistant) awareness.</p> <p>Year 3–4: Implement strategies, monitor for effectiveness, and adjust as needed.</p> <p>Target: Staff and volunteer composition representative of the diverse communities that make up London &amp; Middlesex County.</p>

<p>Promote community appreciation of local histories and develop partnerships with community organizations through exhibits and displays.</p>	<p>Curatorial</p>	<p>Year 1: Engage with the Museum’s Black Histories Advisory Committee and community partners for input on the creation of an Emancipation Day exhibit. Develop and install the exhibit using objects from our collection, loaned from other heritage institutions and community members.</p> <p>Year 2: Implement and install Kitchen and Medical History displays using objects from the Museum’s collection and other partnering heritage institutions. Incorporate themes and artifacts from various community groups in region.</p> <p>Year 3: Research, then consult with First Nations and Indigenous Communities to develop and install a more in-depth exhibit on the Treaties connected to early London and Middlesex County using representative objects from our collection, and loaned from other heritage institutions or community members.</p> <p>Year 4: Implement and Install exhibits around themes of sports teams in the 19<sup>th</sup>–early 20<sup>th</sup> century &amp; 1837 Rebellion using objects from our collection, other heritage institutions and community members. Include different perspectives and effects regarding the impact the 1837 Rebellion on the various communities of the region at the time.</p>
<p>Improve representation in our artifact collection to better share the diversity of the region’s communities within our timeline.</p>	<p>Curatorial</p>	<p>Year 1: Identify gaps in the artifact collection in order to represent more voices/diverse communities.</p> <p>Year 2: Reach out to and engage with organizations and partners from identified communities to source possible additions to the artifact collection to better share local histories.</p> <p>Year 3: Acquire objects and additional provenance to fill in the identified gaps in the artifact collection. Ensure our Collections Policy and the CMA-Moved to Action and Standards for Museums are used to guide any collecting decisions around Indigenous artifacts.</p> <p>Year 4: Reassess collection needs to share more voices and continue to source possible additions to the artifact collection that better represent those communities identified.</p>

<p>Grow historical interpretation and programming to better include varied voices of our local regions’ past.</p>	<p>Public Programming</p>	<p>Year 1: Review current interpretation themes and find holes in commonly discussed interpretation points to share other voices.</p> <p>Create interpretation guide for the African Methodist Episcopal Church.</p> <p>Secure funding and create a seasonal position for a BIPOC (Black, Indigenous, and People of Colour) youth.</p> <p>Year 2: Research and add more information to cluster binders to include more voices in the histories we share, as well as building manuals, and other training documents.</p> <p>Meet with local organizations in the creation of interpretation manuals focused on Black, Indigenous, and other under-represented communities’ histories.</p> <p>Year 3: Continue to expand creation interpretation manuals for Black, Indigenous, and other under-represented communities as identified.</p> <p>Further volunteer outreach activities to grow participation of diverse volunteer groups.</p> <p>Year 4: Review manuals and update as needed. Continue to collaborate with partner organizations to review and grow these manuals.</p> <p>Target: to have completed all manuals by this time.</p>
<p>Expand partnerships with Black and Indigenous communities to support/deliver learning station(s) for existing Education Events (e.g., WWI &amp; 1812 Education Days.)</p>	<p>Education</p>	<p>Year 1: Review and identify areas for growth in current Education Events with partners.</p> <p>Year 2: Reach out to educators/individuals/reenactors about partnering to deliver learning stations for Education Events.</p> <p>Year 3: Introduce new stations into Events.</p> <p>Collect feedback. Revise with partner as needed.</p> <p>Year 4: Ensure succession plan for presenters (for each event).</p> <p>Target: each Education Event will include an authentically delivered station focused on Indigenous/First Nations and Black Communities.</p>

<p>Develop a new Black Histories Education Event in collaboration with partner groups.</p>	<p>Education</p>	<p>Year 1: Review new Ontario Curriculum. Reach out to school boards for interest in new event. Reach out to existing partners for interest in developing Education Event.</p> <p>Year 2: Coordinate meeting with existing partners to discuss ideas/possibilities. Develop Event plan (i.e. potential dates, budget, staffing/partnership needs, times/structure).</p> <p>Begin reaching out to potential presenters based off feedback from Black Histories Advisory Committee and current partners. Set date for upcoming school year.</p> <p>Year 3: Pilot education event, collect feedback, and review.</p> <p>Year 4: Based on feedback/response, revise as needed and continue with Event.</p>
<p>Create a new Guided Tour of the Village that shares local First Nation(s) perspectives. Done through consultation and collaboration with local First Nations.</p>	<p>Education</p>	<p>Year 1: Based on new partnerships developed by the Museum, open a dialogue on inclusion of Indigenous perspectives, ways of thinking, and experiences into “tour” of Village.</p> <p>Year 2: Collaborate with interested communities/peoples.</p> <p>Year 3: Continue collaboration and discuss ideas for offering tours from authentic Indigenous perspectives and voices.</p> <p>Year 4: Begin piloting tour(s)/offering(s) based of staff/volunteer/partnership capacities.</p>
<p>Partner with local newcomer organization(s) to create a specialized new tour offering of the Village aimed at newcomers to create a more impactful and engaging experience.</p>	<p>Education</p>	<p>Year 1: Connect with organizations to determine needs and impactful programming models.</p> <p>Year 2: Research and develop specialized tour offering(s) through consultation.</p> <p>Year 3: Pilot tour offering, review, collect feedback from program users.</p> <p>Year 4: Revise and update tours as needed.</p>

**Objective 1.B:**

**Cultivate an engaging intergenerational culture.**

Action	Department Lead	Timeline/Tactic/Measurement
Grow and cultivate intergenerational culture throughout the organization.	Administration  Department Coordinators	<p>Year 2: Identify opportunities to build on existing intergenerational engagements and opportunities for socialization, knowledge and skills sharing between generations.</p> <p>Year 3: Incorporate opportunities into the development of an operational strategies to engage children, youth, adults, and seniors through intergenerational connections.</p> <p>Include strategies focused on improving volunteer and visitor engagements with youth and older adults (empty-nesters and recent retirees.) Investigate potential to form a Youth Council for input and feedback.</p> <p>Year 4: Pilot plan and incorporate into department operating plans. Adjust as needed based on outcomes.</p>
Work with staff and volunteers to enhance skills through mentorship and furthered training opportunities.	Public Programming	<p>Year 1: Work with current staff and volunteers to create mentorship program that would be available for training on specified tools or skillsets. (e.g., “Learn How to Spin” day for staff and volunteers.)</p> <p>Year 2: Begin to implement small volunteer training days whereby staff/volunteers lead programming/workshops focused for our own volunteer and staff base.</p> <p>Year 3: Continue to grow workshops and training opportunities for staff and volunteers.</p> <p>Year 4: Review and alter program as needed based on growth and interests.</p>
Connect and bridge multiple age groups (child, youth, senior) and through experiences within Education department/programs.	Education	<p>Year 2: Assess potential connections.</p> <p>Year 3: Create new training opportunities for staff/volunteers to better engage with the Education Department in order to connect and bridge multiple age groups (child, youth, senior) and improve intergenerational culture and experiences.</p> <p>Year 4: Implement training.</p>

**Objective 1.C:**

**Improve connection to the Museum and Village by reducing barriers to engagement.**

Action	Department Lead	Timeline/Tactic/Measurement
<p>Actively evaluate barriers to engagement such as physical (accessibility, wayfinding, and transportation), economic, linguistic, intellectual and others.</p>	<p>Administration</p>	<p>Annually:</p> <ul style="list-style-type: none"> <li>• Review and update accessibility plan and Accessibility for Ontarians with Disabilities Act compliance and incorporate items to be completed into department operating plans.</li> <li>• Document any barriers to engagement noted by visitors or by the community.</li> <li>• Determine feasibility, and develop strategies to remove or reduce barriers identified.</li> <li>• Build viable strategies into department operating plans.</li> </ul> <p>Year 2–4: Investigate partnerships with London Transit Commission or Tourism London and Fanshawe Conservation Area to bring seasonal buses/public transportation to the Park and Village. Determine financial viability of service.</p> <p>As commercial and residential land development progresses in the area, advocate for bus routes to help remove transportation barriers to engagement.</p>
<p>Reduce economic barriers to engagement.</p>	<p>Administration</p>	<p>Year 1: Audit general admission fees to ensure they are competitive, yet affordable. Add a Family Rate.</p> <p>Continue to offer free admission through newcomer programs and special days such as Canada Day, Kid’s First Day, Doors Open weekend, and other events as funding permits.</p> <p>Year 2–4: Seek sponsorship or grant funding to offer additional free or discounted public programming days/events, or to support education programming to keep user fees affordable.</p>

<p>Improve access to artifacts to visitors and members of the public.</p>	<p>Curatorial</p>	<p>Year 1–4:</p> <ul style="list-style-type: none"> <li>• Install two new permanent displays in the Village utilizing artifacts that were in previously in storage.</li> <li>• Implement building display enhancements and rotate artifacts on display.</li> <li>• Add 150 new artifact records and images to the online database, accessible by the public virtually.</li> <li>• Social media posts featuring items from the collection.</li> </ul>
<p>Create more accessible spaces and experiences for visitors whose first language is not English and those with disabilities.</p>	<p>Public Programming</p>	<p>Year 1: Create Video and photographic catalogues for visitors that are unable to use stairways in buildings. Train staff and volunteers on working with these catalogues. Begin work to find volunteers or partners that would be interested in translation at the Village.</p> <p>Year 2: Work to create multi-language binders that can be given to guests for visit purposes. Collaborate with local communities and partners to find translators. Review Tour programming and create adaptations for disability. Investigate translations in local First Nations’ languages.</p> <p>Year 3: Continue to expand multi-language binders. Continue to create and modify programming options with a focus on disability.</p> <p>Year 4: Review and update multi-language binders, building catalogues and tour as needed.</p>
<p>Create Educational Resources/Guides in accessible formats (e.g., translated materials, braille, audio/video recordings) that can be used by visiting groups to better engage with tours, programs, and the Heritage Village.</p>	<p>Education</p>	<p>Year 1: Create a master binder of printed materials. Create initial list of accessible formats/languages needed. Identify and connect with potential organization(s) and/or individuals to collaborate in creation of materials.</p> <p>Year 2: If needed acquire funds to complete project. Begin creation of both typed and recorded translations, as well as other identified formats.</p> <p>Year 3: Introduce materials onsite for both public and educational uses. Collect feedback from users and staff/volunteers.</p> <p>Year 4: Continue to expand and improve materials as needed (ensure if source documents are updated there is way to update translation/accessible materials).</p>

		<p>Target: by the end of year 4, at least three new languages will have been introduced to printed materials (signs/activity materials are phase one). New 360 videos will be on website and on tablets. Updated audio recordings will have been created for current languages and at least two new recordings will have been added to website. List of accessible formats for training materials will be determined and a master binder created (needs to include audio, braille, large font).</p>
<p>Create new activity options designed for varied learning needs (sensory sensitivity, tactile, motor skill abilities, instruction level). Develop partnerships to create varied options for summer and group programming.</p>	<p>Education</p>	<p>Year 1: Review existing activities for effectiveness and make suggestions for adjustments/improvements. Research possible professional development opportunities to improve and expand delivery of programming.</p> <p>Year 2: Develop partnerships with organizations who can provide input and ideas for more impactful program delivery and engagement. Collect feedback and suggestions on growing existing program options in order to better meet needs. Research and development new activities through collaboration with partners.</p> <p>Year 3: Pilot new activities, collect feedback, review impactfulness, adjust and revise.</p> <p>Year 4: Include in Education offerings going forward. On-going revision as needed.</p> <p>On-going training in Education Department and programmers.</p> <p>Target: least 1–2 new partnerships will have been formed and at least two new activities introduced as a standard offering by the end of Year 4.</p>



## Strategic Priority 2: Sustainability

- **Goal: To be financially sustainable to meet the organization’s mission and vision.**

### Objective 2.A:

**Increase earned revenue generated to support operating budget.**

Action	Department/Lead	Timeline/Tactic/Measurement
Develop innovative marketing tactics, programming, services, exhibits and events to drive attendance, grow revenue and enhance existing earned revenue streams.	Administration  Department Coordinators	Annually:  Continually audit programs, services and events delivered for improvements, enhancements, and life cycle trends. Ensure they remain relevant to the needs and interests of communities served. Phase out those that are no longer relevant, do not draw attendance or result in bookings.  Monitor trends and demand for digital and virtual programming and adapt.  Explore ways to increase capacity/revenue for highly successful programs/ events/services to maximize earned revenue.  Review marketing strategies; new or additional ways to reach audiences.  Include in annual department operating plans.
Identify new revenue streams.	Administration  Department Coordinators	Year 1: Review Museum operations and identify if any new/different opportunities for additional sales or fees for service exist. Develop related pricing based on market research.  Year 2: Launch additional fees for service or sales initiatives identified.  Research and identify potential for new or additional revenue streams such as hosting craft shows, collector shows, music festivals/concerts or other third-party events at the Museum.  Year 3–4: Develop plans and implement feasible new revenue streams identified from research. Monitor and investigate new opportunities as they arise.

<p>Maximize profitability of the General Store.</p>	<p>Facility Rental and Sales</p>	<p>Annually:</p> <ul style="list-style-type: none"> <li>Evaluate margins on items, and increase mark-ups where market will bear.</li> </ul> <p>Year 1: Identify frequently sold products in the General store that can easily/efficiently be brought for in-house production (<i>Made in the Village</i> products).</p> <p>Identify best selling consignment products and create succession plans/alternatives including groups/individuals to contact.</p> <p>Investigate feasibility and logistics of adding a General Store kiosk in the Tollgate and develop a plan.</p> <p>Year 2: Made in the Village products—Develop instructions/process of assembly of identified frequently sold items, and explore a mentorship program for creation of more skilled items (e.g., Tavern puzzles, wooden items).</p> <p>Pilot General Store kiosk in Tollgate.</p> <p>Year 3: Transition successful and sustainable <i>Made in the Village</i> products/initiative to fully in-house.</p> <p>Year 4: Evaluate economic success of new <i>Made in the Village</i> products/initiatives and General Store kiosk determine continuation.</p>
<p>Maximize revenue generation of Facility Rentals seeking out new and creative rental opportunities.</p>	<p>Facility Rental and Sales</p>	<p>Year 1: Add Village to registered filming location databases and update existing filming location profiles.</p> <p>Invest in chairs for Barn location to create additional rental revenue.</p> <p>Audit capacity for increased bookings based on availability/use by other departments.</p> <p>Add and promote the Village Hall (Café) as an additional rental venue.</p> <p>Year 2: Add commercial and independent filming offerings to website.</p> <p>Investigate development of micro-wedding packages.</p> <p>Consider rentals of African Methodist Episcopal Church space —only outside of Village operating hours.</p>

		<p>Year 3: Audit how we deliver wedding rentals for improved efficiencies, alternate staffing models or resource allocations, and opportunities for co-developed experiences.</p> <p>Develop strategies to increase corporate bookings, and off-peak rental times.</p> <p>Year 4: Implement strategies and evaluate facility rental program for operational updates or improvements.</p>
Explore opportunities for Food Service Revenue generation.	Facility Rental and Sales	<p>Year 1: Offer current food service events which have demonstrated profitability.</p> <p>Year 2: Explore the feasibility of adding of other food service offerings or food-based special events. Develop a strategy to implement if financially viable.</p> <p>Year 3–4: Only continue offering food service activities with net profit after successful pilot.</p>
<p><b>Objective 2.B:</b>  <b>Diversify funding sources; Maintain relationships with existing donors, while developing new relationships/partnerships with untapped funders.</b></p>		
Action	Department Lead	Timeline/Tactic/Measurement
Identify new and additional sources of program/operating/capital funding through grants, foundations, sponsorships, or other sources.	Administration	<p>Year 1: Develop a funding strategy to support</p> <ul style="list-style-type: none"> <li>Identified capital projects; and</li> <li>Programming and Museum operations that offset any decreases in the level of Municipal funding through the Community Grants program.</li> </ul> <p>Elements of the Strategic Implementation Plan will include</p> <ul style="list-style-type: none"> <li>Development of an annual sponsorship package and campaign targeting; corporate partners, community organizations and service clubs;</li> <li>Research and applications to new and known foundations;</li> </ul>

		<ul style="list-style-type: none"> <li>• Research and application to grant programs offered by all levels of government;</li> <li>• Investigation of partnerships with other funding sources (charitable gaming); and</li> <li>• Utilization of Board network connections.</li> </ul> <p>Identify funding programs or potential sponsors which align with our operating goals (i.e., funding to fit our plans/projects as opposed to creating a new project outside of goals to appeal to a funding source).</p> <p>Develop a funding needs document that can be shared.</p> <p>Year 2: Identify potential sponsors and fully roll-out sponsorship package. Engage with interested organizations or businesses to send proposal and follow-up.</p> <p>Apply to relevant government grant programs, and identified foundations that align with capital needs or operational plans.</p> <p>Year 3–4: Build off any successes from previous season. Identify additional sponsors and share sponsorship package.</p> <p>Continue to apply to relevant government grant programs and identified foundations, as well as any new funding opportunities that align with the Museum’s needs.</p> <p>Target: Annual increases in corporate/community sponsorship of 15%; donations by 20%; and foundations by 10%.</p>
<p>Build in-kind support.</p>	<p>Administration</p> <p>Department Coordinators</p>	<p>Year 1: Consult with department coordinators and audit what expenses from their departments could potentially be offset by in-kind contributions of products or services as part of the budget planning process for the following year.</p> <p>Year 2: Develop an in-kind contributions strategy identifying: expense items to be requested through in-kind support, value tracking method, standard request and recognition documents, guidelines on who will make asks, and partner businesses or organizations planned to approach for contributions/sponsorship.</p> <p>Begin implementation of strategy.</p> <p>Year 3–4: Continue to implement strategy. Nurture and maintain relationships formed with contributors, and seek out new and additional partners.</p>

<p>Add a high-impact/high-value fundraising activity.</p>	<p>Administration</p>	<p>Year 1: Engage with committees to identify a concept for a high-value fundraiser that could become an annual activity. Fundraiser should be achievable within available resources, or committee led. Begin planning for fundraising activity.</p> <p>Year 2: Pilot fundraising activity, and evaluate success and areas for improvement.</p> <p>Year 3 - 4: Evaluate following each fundraiser. If successful build as an annual fundraising activity, transition to alternate activity if not yielding results for effort.</p>
<p>Engage individual donors.</p>	<p>Administration</p>	<p>Year 1: Develop individual giving strategy, key messaging, and campaign. Pilot with a focus on online giving options, “Make it Monthly” donations, legacy gifts, and annual giving campaigns.</p> <p>Within the strategy, steward relationships with existing donors, develop initiatives to reach new donors and utilize networks.</p> <p>Increase presence of donor messaging:</p> <ul style="list-style-type: none"> <li>• On site with a separate “ways to support”/donation form and prominent placement of donation boxes</li> <li>• Regularly in newsletters and e-blast communications</li> </ul> <p>Year 2–4: Implement individual donor strategy through developed campaigns throughout the year. Develop alternate strategy and key messages as needed to support fundraising for capital projects.</p> <p>Target: grow general donations to match revenue needed in annual operating budget, and fund planned capital projects.</p>

**Objective 2.C:**

**Explore and build partnerships for potential cost sharing and funding opportunities.**

Action	Department Lead	Timeline/Tactic/Measurement
Establish service agreement with Upper Thames River Conservation Authority for payroll processing/ administration and bookkeeping services.	Administration	Year 1: Formalize service agreement and establish fees for service. Identify other services provided and associated fees. Year 2–4: Evaluate total annual cost associated with partnership and fees annually. Continue as long as both parties are interested and agree to the service terms and fees.
Support collaborative projects with other organizations that meet our charitable goals, by partnering as a qualified-done.	Administration	Year 1: Partner with the London Black History Coordinating on a collaborative grant application to increase program delivery and capacity. Year 2: Implement project if application is successful. Year 3–4: Identify other potential partners interested in collaborative projects. Build relationship, develop plans collaboratively and implement project.
Present collaborative, joint, or co-presented programming.	Public Programming  Education	Year 1: Nurture existing partnerships for presentation of special education events, enhanced public programming and special events. Identify new potential partners and initiate discussion. Year 2: Develop and establish plan with identified partners for program/activity/event. Year 3: Pilot programming activity/event and evaluate. Year 4: Implement programming activity/event.

<p>Identify visitor/food services and events that can be supported by outside partnerships.</p>	<p>Facility Rental &amp; Sales</p>	<p>Year 1: Identify visitor/food services areas/events that can be increased or supported by community partnerships and identify possible partnership group, such as a business or service club.</p> <p>Year 2: Contact relevant identified business/community groups and develop relationships around a mutually beneficial or profit-sharing model. Pilot service/activity.</p> <p>Year 3–4: Implement food service/event activity and evaluate success for continuation.</p>
<p>Connect with trades training programs for assistance with maintenance and small capital projects.</p>	<p>Maintenance</p>	<p>Year 1: Reconnect with local Labourers’ International Union of North America to discuss if their current structure allows for concrete or any other projects can be done on site.</p> <p>Year 2: Reach out to local high schools with construction programs or the local Carpenter’s Union to discuss viability of students working on planned projects.</p> <p>Year 3–4: Continue to nurture any partnerships and plan projects.</p>

## Strategic Priority 3: Healthy Workforce

- **Goal: To support a robust, diverse, and sustainable cohort of volunteers and staff.**

### Objective 3. A:

#### Invest in the retention of staff and volunteers.

Action	Department/Lead	Timeline/Tactic/Measurement
Offer wages and benefits comparable to like organizations/ roles, to attract and retain staff.	Administration	<p>Annually review and approval of salary grid pay-grades and step levels. Consider the following:</p> <ul style="list-style-type: none"> <li>• Mandatory Provincial Minimum Wage increases;</li> <li>• Consumer Price Index/cost of living changes;</li> <li>• Local living wage; and</li> <li>• Organizational capacity to support increases.</li> </ul> <p>Include wage rates in all job postings.</p> <p>Year 2: Review group benefits package for full-time permanent staff for any updates or changes.</p> <p>Year 3: Audit the existing salary grid structure and how it interacts with employee experience/service and performance measures. Ensure the format and system is still relevant and fits the needs of the organization. Restructure if needed.</p> <p>Year 4: Implement any approved changes to salary grid structure.</p> <p>Target: all staff are employed at a living wage; incomes are adequate to retain experienced full-time staff through career progression.</p>
Ensure job description expectations and employee workload is manageable.	Administration	<p>Year 1: Evaluate and update job descriptions for all full-time permanent staff. Identify areas where workload needs to be adapted, or additional support is needed. Consider capacity and options for volunteer or staff resources to assist with workload.</p>



		<p>Year 2: Develop strategies with department coordinators to manage workload and expectations based on job description evaluations.</p> <p>Year 2–Year 4: Increase staff capacity by creating a new Community Engagement Coordinator position (once funding permits.) This role would implement an expanded volunteer program and support building connections with diverse communities.</p>
Increase volunteer engagement through communication and recognition.	<p>Administration</p> <p>Public Programming</p> <p>(Community Engagement)</p>	<p>Year 1: Audit current volunteer files and volunteer master list to ensure all volunteer records are up to date with current contact information, required training/policy/procedure review completed, and police record checks on file.</p> <p>Year 2: Develop a robust strategy to better engage existing volunteers, and build the volunteer base to support Museum operations. Include communication and promotion tactics, and concepts for volunteer recognition and incentives in the plan.</p> <p>Pilot the volunteer engagement plan.</p> <p>Year 3: Implement the communication, recognition, and other elements of the volunteer engagement plan.</p> <p>Conduct an audit of current and potential volunteer roles to support Museum operations. Review and revise job descriptions for key volunteer roles.</p> <p>Year 4: Continue work to maintain and grow volunteer base through engagement.</p>
Volunteer Program specifically targeted at engaging youth with mentor roles and finding meaningful opportunities for senior volunteers.	<p>Public Programming</p> <p>(Community Engagement)</p>	<p>Year 1: Work with current volunteers to create mentor opportunities, see where youth would be meaningfully learning with volunteers. Ensure Volunteers Appreciations are available seasonally. Review and ensure up to date training of current volunteers.</p> <p>Year 2: Begin to implement new volunteer outreach to prioritize youth and senior volunteers. Find ways of implementing more public volunteer days. Continue with seasonal volunteer appreciation events.</p> <p>Year 3: Grow volunteer outreach opportunities to promote volunteering at the Museum. Reflect on current volunteer opportunities and review with an equity, diversity, inclusion and, belonging lens.</p> <p>Year 4: Adjust volunteer program as necessary to meet with new needs of organization and volunteer base.</p>

**Objective 3.B:**

**Support the development, succession and growth of staff and volunteers.**

Action	Department Lead	Timeline/Tactic
Optimize organizational staffing structure.	Administration	<p>Year 1: Review current org chart and staffing complement to maximize skill utilization and support key operating areas. Audit existing roles for changes in job descriptions, or additions to support strategic directions such as adding authentic voices for interpretation, and increasing community engagement. Assess for capacity for career growth with organization.</p> <p>Year 2: Secure funding to begin building organizational capacity. Hire a Community Engagement Coordinator with an objective to facilitate the volunteer program, increase the number of volunteers to support Museum operations, and build community connections.</p> <p>Year 3–4: Review and adjust staffing structure to meet changing needs of organization within operating budget.</p>
Ensure Personnel Regulations, Museum operating procedures and policies are current and relevant.	Administration Public Programming Education	<p>Annually:</p> <ul style="list-style-type: none"> <li>• Review, update with improvements or new information.</li> <li>• Review with an equity, diversity, inclusion, and belonging lens.</li> <li>• Share policies with Board for approval.</li> <li>• Share with all staff, volunteers and confirm understanding.</li> </ul>
Develop succession planning tool-kit specific to maintenance.	Maintenance	<p>Year 1: Compile an updated a list of regularly used repair and maintenance resources such as product suppliers, service providers, and building paint specifications.</p> <p>Include current volunteers with skillsets and volunteer roles in the Maintenance department.</p>

		<p>Use the annual departmental work plan to create a simple binder with seasonal chores with details on implementing them.</p> <p>Year 2: Compile locates of electrical, gas, fibre optic cable and other utilities in order to develop a more detailed map of utilities in the Village. Develop a trouble shooting guide including electrical circuits and location of electrical panels in the Village.</p> <p>Year 3: Complete a detailed map of all known utilities throughout the Museum/Village site. Organize all the info into an easy to read guide. Add any new info that has arisen over the years previous.</p> <p>Year 4: Review Maintenance Department tool-kit document for contact and operational updates to keep current.</p>
<p>Develop succession planning tool-kit for all full-time staff roles.</p>	<p>Administration  Department Coordinators</p>	<p>Year 1: All Department Coordinators compile an operational tool-kit/manual for their department which includes: a copy of their annual departmental work plan, seasonal activities/key dates, and deadlines relevant to their role, “how to” details for activities specific to their department, contact list for any vendors, suppliers, service providers, partners they work with regularly.</p> <p>Year 2–4: Review and update annually for accuracy and to keep information current.</p>
<p>Identify new professional development and training opportunities for staff and volunteers.</p>	<p>Administration</p>	<p>Annually:</p> <ul style="list-style-type: none"> <li>• Review catalogue for new and applicable offerings for online training through human resources downloads and assign to appropriate staff and volunteers.</li> </ul> <p>Continuously:</p> <ul style="list-style-type: none"> <li>• Monitor for cost effective and virtual professional development and training opportunities on new and emerging topics for staff, volunteers, and Board members.</li> <li>• Encourage staff to participate in peer and sector networking groups.</li> <li>• Rotate opportunities for full-time staff to attend Canadian Museum Association, Ontario Museum Association or other relevant conferences based on topics/program offering, and available time/budget resources.</li> </ul>

**Objective 3.C:**

**Diversify our staff and volunteer base through outreach and engagement.**

Action	Department Lead	Timeline/Tactic/Measurement
Objective over laps with action item in section <b>Objective 1.A</b>		See <b>Objective 1.A</b> details – page 8.

**Objective 3.D:**

**Enhance the skills of our staff and volunteers to work with visitors from diverse communities.**

Action	Department Lead	Timeline/Tactic/Measurement
Offer training with a focus on Equity, Diversity, Inclusion and Belonging; Anti-Racism and Anti-oppression.	Administration  Department Coordinators	Year 1: Research and identify training resources for staff and volunteers.  Investigate potential opportunities were leadership make take training, and share information learned with volunteers—train the trainer.  Year 2–4: Register/assign as training opportunities arise, and budget resources permit.

## Strategic Priority 4: Community Engagement

- **Goal: To be a destination of choice where everyone feels welcomed.**

### Objective 4.A:

**Build awareness of the organization to better engage with all voices in our community.**

Action	Department/Lead	Timeline/Tactic/Measurement
Maximize available marketing budget to expand awareness to new communities and potential visitors.	Public Programming	<p>Year 1: Optimize marketing budget—research best social media platforms that connect with the new visitor groups, and research new marketing opportunities that are most cost-effective, low-, or no-cost. Take advantage of Public Service Announcements, free community listings, sharing through partnership/organization membership networks and grow our e-blasts list.</p> <p>Year 2: Implement new strategy for marketing budget allocation, including updating social media use to bring more visitors to the Museum and events. Monitor social media trends for new ways to connect with audiences.</p> <p>Year 3: Continue to implement new marketing strategy, review for effectiveness, and adjust.</p> <p>Year 4: Update strategy and continue to keep up to date with social media trends to best connect with audiences to encourage Village visits.</p>
Explore additional opportunities to share diverse voices in our storytelling through programming and exhibits.	<p>Curatorial</p> <p>Public Programming</p> <p>Education</p>	<p>Year 2: Conduct an audit of master interpretation plan to identify gaps and opportunities in our storytelling.</p> <p>Year 3: Identify new interpretation objectives to share more voices, and build into storytelling concepts.</p> <p>Year 4: Implement concepts into short or long-range departmental operating plans.</p>

<p>Cultivate more inclusive and diverse visitor services offerings.</p>	<p>Facility Rental &amp; Sales</p>	<p>Year 1: Research local and wholesale BIPOC businesses with products that fit within the interpretation model/themes of the Denfield General Store gift shop.</p> <p>Evaluate the wedding and rental model/policies from a more non-eurocentric lens and identity areas that may be barriers to couples/corporations from more diverse backgrounds.</p> <p>Identify most frequently used additional languages of visitors and research reputable translators in identified languages to translate rental booking/tour information.</p> <p>Year 2: Develop relationship with identified BIPOC businesses and set up wholesale and/or consignment accounts to sell their products.</p> <p>Expand/experiment with the identified areas of the rental model and policies to include more options for renters of diverse backgrounds.</p> <p>Write/gather required tour elements to be translated and have translated.</p> <p>Year 3: Include identified merchandise from BIPOC businesses in the seasonal General Store ordering.</p> <p>Update rental model/policies with successful expansions/solutions to include renters with more diverse backgrounds</p> <p>Implement translated tour guides and training for staff to incorporate as needed. Source fluent speakers and record translated tour guides.</p> <p>Year 4: Create feature signage for vendors in General Store and promotional vendor highlights on social media channels.</p> <p>Implement translated tour guide recordings on website, Virtual Village and walking tour.</p>
<p>Increase awareness of Facility Rental and Visitor Services offerings.</p>	<p>Facility Rental and Sales</p>	<p>Year 1: Develop a more standardized marketing strategy for Visitor Services department that balances rental information and building community.</p> <p>Identify relevant BIPOC publications/marketing avenues for rental advertising.</p> <p>Year 2: Implement rentals marketing strategies and website updates to social media channels and website; and continue to evaluate their effectiveness.</p>

		<p>Year 3: Introduce rentals reviews and ratings on the website.</p> <p>Identify other rentals outreach opportunities (e.g., Bridal Expos) that fit with the budget and are effective.</p> <p>Year 4: Implement rentals marketing strategies and website updates to socials and website and continue to evaluate their effectiveness.</p>
<p><b>Objective 4.B:</b>  <b>Rebrand the organization to better represent the diverse histories of our community</b></p>		
Action	Department Lead	Timeline/Tactic/Measurement
<p>Use marketing strategy to implement a rebranding of Fanshawe Pioneer Village (organizational operating name) to better connect with modern audiences.</p>	<p>Administration</p> <p>Public Programming</p> <p>(Community Engagement)</p>	<p>Year 1: Begin to phase out outdated term “Pioneer” from communications, including social media marketing. Conduct focus groups with stakeholders and the community to establish new name for the Museum’s heritage Village.</p> <p>Once name is approved engage professional services for logo redesign and style guide, as budget permits.</p> <p>Investigate feasibility and logistics of changing name in website domain, email addresses and social media handles.</p> <p>Year 2: Rollout rebrand; coordinate public launch.</p> <p>Phase out existing marketing and stationary assets.</p> <p>Implement new name, logo and style guide in marketing materials, website, external communications, Museum signage, and interpretive text panels.</p> <p>Year 3: Complete work to update/replace logos on any remaining permanent assets or signage not already rebranded (e.g., Visitor Centre building).</p> <p>Work to build new brand recognition through targeting social media and online marketing strategies.</p> <p>Year 4: Continue building new brand recognition/acceptance using marketing strategies.</p>

**Objective 4.C:**

**Develop meaningful partnerships and relationships with larger community: ethnocultural communities, businesses, vendors, school boards, other organizations, and Museums.**

Action	Department Lead	Timeline/Tactic/Measurement
Develop new and continue to build existing relationships with local community partners for programming and events.	Public Programming  Education	<p>Year 1: Research and connect with new community organizations, extend invitations for visits to the Museum, participation at events, opportunities for cross-promotion or information sharing.</p> <p>Ensure First Nations/ Indigenous, Black, Newcomer and other identified communities have an authentic voice in the development and presentation of programming and events.</p> <p>Year 2: Establish partnerships based off of needs of various community organizations.</p> <p>Year 3: Work to build further partnerships for events hosted by the Museum.</p> <p>Year 4: Continue to build community partnerships and establish relationships that are complimentary to all members involved.</p>
Work with partners/ organizations to create more enhanced programming days which focus on different local communities.	Public Programming	<p>Year 1: Reach out with potential organizations and communities.</p> <p>Year 2: Collaborate on goals for event/enhanced programming days and scheduling.</p> <p>Year 3: Create collaborative event/enhanced programming days based on partner/organizations’ goals and schedule availability.</p> <p>Year 4: Implement event/enhanced days. Coordinate with partners/organizations and review for future years.</p>



**Objective 4.D:**

**Expand community outreach to improve effectiveness, impactfulness and visibility.**

Action	Department Lead	Timeline/Tactic/Measurement
Develop meaningful collections-based outreach presentations to compliment site interpretation themes.	Curatorial	<p>Annually:</p> <ul style="list-style-type: none"> <li>Engage with Community groups to identify topics of interest for outreach presentations. Incorporate artifacts from the collection that are often kept in storage to create one new presentation based on Village themes and exhibits each year.</li> <li>Book and present to community groups/senior’s homes around London &amp; Middlesex County.</li> <li>Target: Establish core catalogue of 3–4 adult lecture presentations of one new presentation developed, and a minimum of six presentations delivered per year.</li> </ul>
Complete a Comprehensive Review of Outreach to determine capacities, varied Program Options, and goals for targeted “promotional outreach” to enhance awareness.	Education	<p>Year 1: Relaunch Adult and Reminiscence programming. Pilot new programs and presentations, collect feedback and revise.</p> <p>Review Outreach capacities based on current staffing levels and formalize cross-departmental options in order to expand.</p> <p>Year 2: Determine areas where Outreach needs to be expanded and/or new formats needed. Review all programs and create a list of which to keep and new themes to introduce. Begin researching and developing new programs/formats.</p> <p>Clarify targets for Programming based outreach versus Promotional Outreach.</p> <p>Year 3: Pilot new and revised programs/presentations. Collect feedback and revise as needed.</p> <p>Year 4: Continue to revise and offer programs.</p>

		<p>Target: by the end of Year 4, an updated Outreach Plan and Policy will have been created. Plan will include outline on different departments involvement in reaching new statistic targets.</p>
<p>Use digital marketing strategy to create online presence that is engaging, impactful, and educational.</p>	<p>Public Programming</p>	<p>Year 1: Research other museums and their current trends for use of Social Media as a community space. Consider what the presence of the Museum is moving forward and how to use online presence to better connect with audiences.</p> <p>Year 2: Implement online presence that compliments goals to be engaging, impactful and educational and connects with communities.</p> <p>Year 3: Find ways to partner with outside organizations on online platforms.</p> <p>Year 4: Continue to update online presence to follow current trends.</p>