

Communicating BC Colleges



B C C O L L E G E S

Colleges are the beating heart of
BC's post-secondary system.

We are teachers and community
builders, preparing generations of
students to lead us into BC's future.

Our Shared Goal: "Own the Space"



To be effective at **positioning** BC's Colleges we need to better “**own the space**” that matters to us. By doing so we will...

Encourage the Shareholder as well as Primary and Key Stakeholders to see Colleges as *experts* and *leaders* in specific ways:

- **Teaching** – innovative skills based curriculum; delivered by practitioners connected to trades & business; applied research integrated into learning
- **Community Building** – educating close to home; acts as a community / regional learning hub; delivers workforce integration while supporting entrepreneurship and local job ready workforce

Positioning

Who are our primary and key stakeholders

- Students (domestic and international - indigenous people, persons with disabilities; new immigrants; adults; Grade 10-12 students)
- Parents (important influencers)
- Others Key Stakeholders: industry / business (SMEs), communities, educators, unions

Who is our shareholder

- Governments (provincial primarily: although federal, local and aboriginal support may exist)

Positioning Cont'd.



What do they want from BC's colleges

Stakeholders want...

- **Applied** education and training to meet today's labour force needs. This involves university transfer, trades training, applied learning, skills upgrading, adult basic education, continuing education and ESL.
- **Affordability**
- **Accessibility**

Shareholder wants...

- **Alignment** to public strategy and policy
- **Performance** for funding / Value for money
- **Positive** stakeholder (public) **perceptions**

Positioning Cont'd.



What do we provide better than our competitors

1. **Pathways to success** by getting a job, upgrading skills, transferring to other post-secondary, and/or lifelong learning.
2. **Proximity to students** via over 60 campuses and learning centres throughout BC.
3. **Business relevant programming** taught by industry **experienced instructors**.
4. **Affordable** learning

Overall BC Colleges Objectives



The BC Colleges Office has two key communication objectives, namely:

1. Raise the Profile of BC Colleges with Shareholder, Primary and Key Stakeholders.

1. Shareholder: Government

- I. This is a special category. While a communications focus should traditionally be on Primary and Key Stakeholders, there needs to be a recognition that most resources comes from Government (as part of the broader public sector) and that the Colleges are provincially regulated. So, while the Colleges open their doors to teach students and help build their communities, the needs of the shareholder must be addressed.

2. Primary: Students and Parents

- I. Support individual College Communications
- II. Reflect back College sector trends and messages to individual Colleges

3. Key: Business and First Nations

- I. Reflect an overall message to students and parents (voters/customers/band members) that is aligned to their priorities.

2. Create additional avenues of funding for BC Colleges.

- I. Over time, the Shareholder will recognize leadership and expertise in an “owned” space making Colleges a “first port of call” when funding is allocated to meet shareholder and stakeholder priorities.
- II. Colleges will pursue innovative partnerships and resource development (fundraising) as part of their funding source diversification

Key Recommendations



BC COLLEGES

1. Own a space. Focus on key strengths:

- Teaching
 - innovative skills based curriculum
 - delivered by practitioners connected to trades & business
 - applied research integrated into learning
 - access & inclusion
- Community
 - educating close to home
 - acts as a community / regional learning hub
 - delivers workforce integration while supporting entrepreneurship and local job ready workforce

2. Align to Stakeholder Agendas:

- Shareholder: Government
 - Skills for Today/for Tomorrow
 - Provincial and Local Economic Development
- Primary Stakeholders: Students and Parents/Alumni
 - Top Trends: Employment/Economic Success
- Key Stakeholders: Business, First Nations
 - Top Trends: Training/Job Readiness/Employability

3. Leverage Current Communications Strengths:

- Content curation approach leverages current resources. Most messaging is already being created and used in more limited ways. This approach consolidates and provides consistency.

4. Create a central triage structure and processes:

- Coordinating function with Communications leads
- Content curation and dissemination in a central place
- Systems and processes can expand as resources allow.

5. Channels of message distribution to focus only on social media to stay within current resources.

- Other channels such as digital media, PR (earned media) or advertising will not be used at this time.

Integrated Communications Approach



BC COLLEGES

The BC Colleges Office will lead and manage the integrations of communications. The role will:

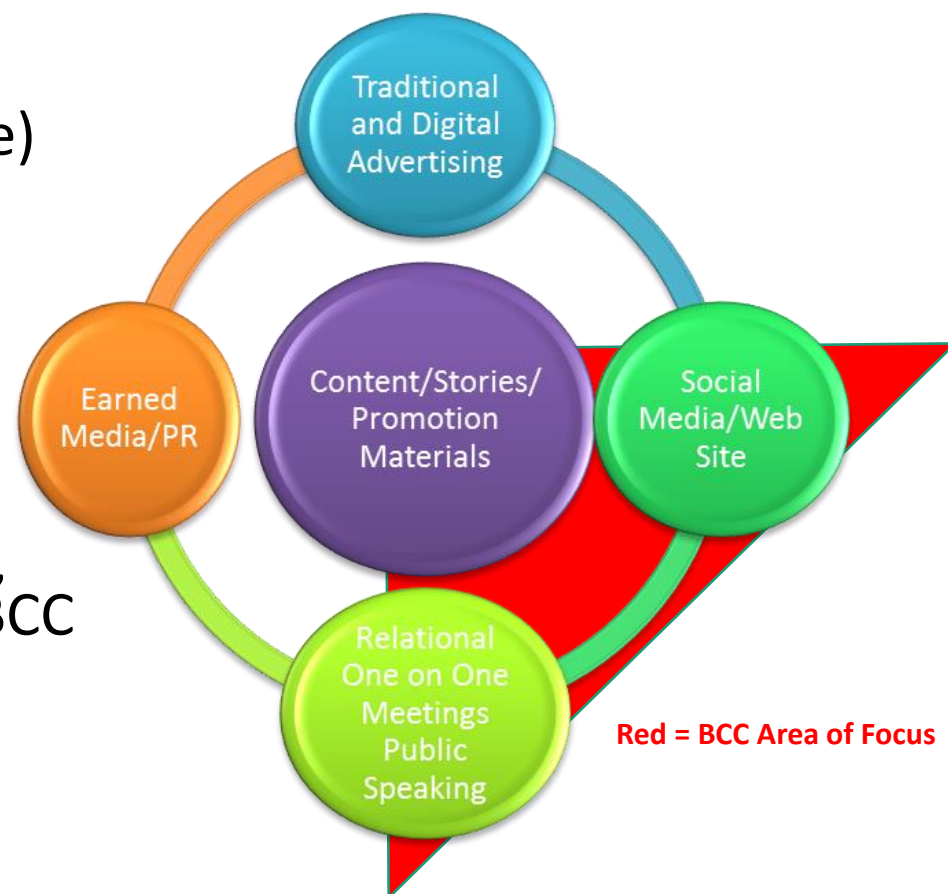
1. Review and filter all approved individual College communications to create a common understanding of the role of the College system among shareholder, primary and key stakeholders.
2. Promote consistent messaging that will speak to our leadership and expertise in teaching and community building. Aims to **change perceptions of Colleges as a whole and to form a backbone of support** for all individual College communications initiatives.
3. Disseminate this messaging as widely as possible using as many **distribution channels** as resources allow (please note: this will be very limited at first).
4. Collaborate with individual College Communications Teams in the creation, curation and **dissemination** of BC Colleges messaging, and to tie overall messaging back to concrete issues wherever possible.
5. Manage “**Content Curation**” to leverage current resources within individual Colleges. A focus on Content takes advantage of the voluminous material already being produced in the individual Colleges. The key messages are already there and just need to be lifted, massaged and reused according to the format and distribution outlet required.

Structure and Process



B C C O L L E G E S

- **Central Coordinating Unit** (Triage) at BCC (working within current budget)
 - Digital Communications Manager: Digital/Messaging/Collateral (Contract/Part-time)
 - Issues Advisor: Messaging/Overall Comms Structure & Direction (contract: as needed)
- **Communications Teams** (Individual Colleges)
 - Ideally: designated contact is responsible for identifying and forwarding all types of college approved content eg: speeches, published work, papers, newsletters etc to BCC to be filtered at BCC for overall BC Colleges messaging.
 - Issues Advisor consults with Comms Leads on messaging and content curation processes.



Key Message Example - Government



BC COLLEGES

Attention/Emotional Tug	XXX thousand Jobs in BC were filled by BC Colleges last year.	Speaks directly to the main area of concern for both primary and key stakeholders. Mean to grab attention.
Qualifications	BC Colleges are experts at teaching students the skills they need to work tomorrow and in their own communities.	Teaching and community building are the areas we own. That gives us leeway to define them and to build an understanding of those definitions among stakeholders. (see Recommendations) These are the areas where we are experts and leaders and if a policy has anything at all to do with those areas, as we define them, stakeholders should know to call us first.
Benefits/Rationale	Each College is a hub, helping their communities to grow; working with local businesses, First Nations and civic organizations to teach and foster the next generation of entrepreneurs, employees and community leaders.	This is the beginning of the definition of community building – we are a hub, the nexus of activity in each community (or region) where a College (or College campus) is located.
Call to Action	Funding BC Colleges builds BC communities and teaches the next generation of BC's skilled workers.	Deliberate alliteration – BC Colleges, BC Communities, BC Skilled Workers – they are all one related piece.

Key Message Example - Students



BC COLLEGES

Attention/Emotional Tug	Want to prepare for tomorrow's jobs today?	These are not old school. This is new and different. Preparation for an actual job – focus on employment.
Qualifications	We are your BC Colleges and we are innovators and teachers helping you to get a good job in Trades, Healthcare, Business and much more.	Experts at teaching and innovation. Reinforce that we are focused on getting you working in your chosen field. Teaching today includes research and business partnerships. This is an information rich, collaborative world and teaching must reflect that. Did not mention University Transfer in this message because it is highly successful program on its own. Also, requires too much explanation or it could be perceived to undermine the core message.
Benefits/Rationale	We live in your community so we know your world and we listen. We work with you, your neighbours and community leaders to help you learn and grow and work in the career you want.	"Live in community so we know your world" is an allusion to First Nations concerns as is "to listen". Listening is also a general concern for young people. "You, your neighbours and community leaders" alludes to function as a community hub. To "help you learn and grow and work" is an allusion to superior teaching methods which is the space that the Colleges wish to reinforce.
Call to Action	Check out your BC Colleges – your new career is calling you.	You are thinking about where to make that application and to which program. Could be university, could be a GAP year. Look again at a career in a specific area where your career is calling to you – you don't have to call to it. i.e.: there is a good job at the end of this.

Action Plan



BC COLLEGES

Action	Timing	Who	Projected Outcome
1. Consult with Communications Leads in Colleges	August	Colin and Heather	Incorporate their views and capabilities into the strategy.
2. Hire a part-time Digital Communications Manager (DCM)	August/ September	Colin (Heather Advising)	The new hire should be capable of building relationships with the Colleges and triaging/massaging the raw material to fit social media formats and collateral materials for BCC
3. Issues Advisor (Heather) to work with DCM to design social media policy as well as day to day processes for content management such as content identification, retrieval, reworking and approvals	September	Heather	An assessment of current approved processes as well as the identification of new one and their implementation. A further assessment of efficacy in October/November will identify any issues and resolve them.
4. Collateral materials developed and shared	September	DCM/Heather	Will consist of Fact Sheet as well as initial process relating to Key Messages. Ongoing iterations will require feedback from College Comms.

Action Plan Cont'd.

Action	Timing (2016-17)	Who	Projected Outcome
5. Establish Analytics	Early October	DCM	Once the content management system is producing a free-flow between the Colleges and BCC, a monthly report on the status of the social media program will expect to see a growing following. Over time (and we do not have the resources apply to much leverage here) BCC will become the go-to site for general information.
6. BCC Website Update	October/November	DCM/Colin	Every effort will be made to upload and provide context to raw content that is referenced in social postings. Further, every effort will be made to drive traffic from BCC to the site of the originating College. The goal is to make it easy for stakeholders to find information about the College system and then, as they wish to dig deeper by moving to a particular College site.

Action Plan Cont'd.



Action	Timing (2016-17)	Who	Projected Outcome
7. Collateral Materials for One-on-One Meetings	Ongoing – starting October	DCM/Heather	Consistent messaging and stakeholder proposal development will be easier when the BCC office functions as a central dissemination point for content. As the DCM becomes familiar with key content (i.e. speeches, published work, research papers etc.) that each college itself disseminates, it will be easier to write for use with stakeholders.
8. Define Trends for Measurement	January/February and again May June	DCM/Colin	The success of this program will be determined by patterns of growth and use of social media, the BCC site and to some extent the sites of the Colleges. The goal is to establish BCC as the go-to site to find provincial information pertaining to the College system individual College sites.

Budget & Resources



2016/17 Annual Comm. budget for BCC Office = \$48,000

Balance remaining (August 31) — paid RedCab (Apr to Aug) = **\$40,000**

Strategic Communication advice = \$5,000

Part-time Digital Communication Manager (\$25/hr) = \$18,000

Part-time Issues Manager = \$15,000

BCC Website Update = \$2,000