



TARA INSTITUTE: 20 YEAR VISION LIVE DRAFT

LAST UPDATED IN NOVEMBER 2023





INTRODUCTION

Tara Institute (TI) has flourished and grown over the past many decades powered by the inspiration of our teachers. To ensure we flourish well into the future, we need a long-term plan that inspires and guides all our individual efforts to contribute to the Centre.

This Vision should be read in the context of TI's Rules, which set out the basic purpose and governance structures of the Centre. At the outset, our Rules outline:

(1) The purposes of the Association are to:

(a) Transmit Tibetan Buddhism through the study, practice and dissemination of Mahayana Buddhist teachings, emphasising the teachings of the Gelukpa school of Tibetan Buddhism, as taught by Lama Thubten Yeshe and Lama Zopa Rinpoche; and

(b) Preserve Tibetan Buddhist philosophy, psychology, logic, metaphysics, art, sacred dance, sacred music, crafts and skills, and Tibetan medicine.

(2) The Association will affiliate with FPMT Inc., and maintain at all times an affiliation with FPMT Inc. and refer to itself as an FPMT centre.

Furthermore, FPMT, our umbrella organisation, states the following as part of its Mission Statement on its website (as accessed in November 2023):

The Foundation for the Preservation of the Mahayana Tradition (FPMT) is an organization devoted to preserving and spreading Mahayana Buddhism worldwide by creating opportunities to listen, reflect, meditate, practice, and actualize the unmistakable teachings of the Buddha and based on that experience spreading the Dharma to sentient beings.

The question the Vision considers is: how best do we achieve this Purpose? The TI Committee has, over the course of almost three years, asked our community members for their input. This 20 Year Vision (the Vision) is our effort to bring these voices together in one long-term plan.

This Vision for the next 20 years at TI is presented in six areas:

1. **Spiritual Program** – our core purpose to transmit our spiritual teachings and tradition through study and practice to visitors of varying dispositions.
2. **Teachers and Sangha** – the qualified teachers (both ordained and lay) who uphold and share our spiritual teachings and tradition.
3. **Dharma in Action** – putting our spiritual teachings into practice to be positive contributors to our local and global community including, most importantly, by displaying as often as possible the ~15m Tara Thangka kindly gifted to Tara Institute by Kyabje Lama Zopa Rinpoche.
4. **Community and Culture** – our ability to create and enhance a warm and inclusive environment for TI's members and friends.
5. **Building and Facilities** – the physical space and amenities that enable our activities.
6. **Centre Operations** – the way we run our centre, including financial management, volunteer management, operational management and governance.

These areas emerged as key topics of feedback in our consultations with the TI Community. They also map to FPMT's Five Pillars of Service: the first two Pillars of "Dharma" and "Universal Education for Compassion and Wisdom" are considered under the Vision's "Spiritual Program" and "Teachers and Sangha" sections. The "Social/Community Service" and "Interfaith" Pillars are considered in our



“Dharma in Action” section. And the fifth Pillar of “Revenue Generating Activities” is considered as part of the “Building and Facilities” and “Centre Operations” sections.

In each of these sections, we outline:

1. **What we heard** – feedback from the community in each area, as shared in a survey and in various community consultation meetings (described further in the following section)
2. **What we’ll do** – areas of strength that we’ll maintain into the future and new programs or areas that we’ll focus on in the short term (1-2 years), medium term (3-5 years) and long term (beyond 5 years)

Furthermore, in each section we specifically highlight new programs targeting new and younger visitors to the Centre. It is clear that our community is ageing. 40% of our survey respondents were aged over 60 and almost 80% were aged over 40. The need to make our Centre accessible and relevant to a new generation is existentially important to our future.

Our aim is for this Vision to become a blueprint that informs a coherent and continuing program of work that spans across many generations of volunteers, management teams and committee members at Tara Institute. We expect it to change as new volunteers bring new ideas and as our community continues to evolve. We hope starting with a shared Vision will provide the Centre with direction and momentum to keep moving forward and navigate change effectively.

We also hope that the Vision inspires action. We’re acutely aware that a Vision that remains “just a document” is of no use to TI. We are optimistic – this process has demonstrated yet again that our community cares deeply about TI and is willing to give time and resources to support it to flourish. All we need to do is provide clear direction to channel this energy, and a management structure with the ability to effectively manage and deliver on the plan. This Vision is a first step in this direction.

In the next chapter, we outline the process we followed to develop this Vision, followed by five chapters on each of the areas outlined above.



HOW THIS VISION WAS DEVELOPED

This Vision has been developed by the TI Committee and informed by consultation with the broader TI community through numerous surveys and consultation events.

Date	Activity
November 2020	Community Survey: • 216 survey responses from friends, visitors (both regular and irregular) and members of the TI community • Covered demographics, satisfaction with TI, motivation for attending TI, interests and preferences for activities at TI, barriers to attending at TI, and online and social media preferences • Opportunity for open-ended comments, which proved very insightful We refer to what we learnt from the survey and from community consultation meetings throughout the rest of this Vision document.
August 2021	First Community Consultation: • Shared and discussed survey results with community members, providing opportunity for further feedback
September 2021 – February 2022	Drafting of Vision by Committee members
March 2022	Second Community Consultation: • Full day workshop to share Draft Vision for feedback and further ideas • Attended by approximately 30 members of the community • Informal “vote” to inform priorities and sequencing of activities
April 2022 – August 2022	Re-drafting of Vision by Committee members
August 2023	Final draft shared with the TI Community for comments and suggestions
September 2023	Third Community Consultation: • 2 hour meeting to discuss comments and suggestions on the Vision • Attended by approximately 30 members of the community
November 2023	Vision updated on the basis of comments received
Ongoing	Consult our teachers for advice on our activities
Ongoing	Continue to update the Vision based on feedback and suggestions



1. SPIRITUAL PROGRAM

WHAT WE HEARD

Our Spiritual Program, our main purpose, remains the core of what brings people to Tara Institute.

Friends and members who responded to TI's community survey confirmed, unsurprisingly, that their main motivation for coming to TI is to support their personal spiritual or Buddhist practice and to have access to qualified Buddhist teachers. In conversations, the wish to continue to receive teachings from fully qualified Geshes – particularly Geshe Doga, for as long as possible – was strongly expressed. Many members, friends and visitors have expressed how uniquely fortunate Tara Institute is in its ability to offer a consistent weekly program of teachings in the West over a period of decades.

Community members also put forward ideas to build on the core weekly program that has already been established at Tara Institute. In general, all visitors suggested maintaining a program that systematically catered for visitors at all levels of familiarity with Buddhism – from beginners to more advanced students. Younger and less regular visitors in particular requested more secular and Introductory Buddhist courses, including more weekend retreats.

TI's online presence has often been raised in consultations. There seems to be broad agreement on the need to modernise TI's website and ensure teachings and commentaries given at TI are available and easily accessible. Some progress has already been made in this respect, although there is further work to be done.

Views diverge on the use of online courses or classes. Covid-19 lockdowns led to high demand for teachings to be delivered online (live-streamed or via video-conferencing platforms). Further, some community members – especially those who could no longer attend the centre in person because they had moved homes – requested teachings be offered in this way.

However, as Covid lockdowns ended, it became apparent that streaming teachings may be leading to lower in-person attendance at the Centre. It has taken TI several years to start to build up attendance back to pre-Covid levels. Anecdotal feedback also suggested that some listeners were less likely to pay full attention when streaming teachings on an online platform. Some community members also point out that, if TI were to offer online-only courses, we would be “competing” with an already extensive library of globally available online Dharma teachings. Our unique proposition may be our ability to offer physical connection with our Teachers and with the broader community of Dharma practitioners.

The opportunity to offer FPMT Education Courses and Programs (e.g., Discovering Buddhism, Basic Program, etc) has also generated considerable discussion in the TI community for quite some time. The Spiritual Program team is acutely aware of this issue. We continue to take guidance from our Resident Teachers on the best way to structure the Spiritual Program at TI, as we have done over the last four decades, in line with Lama Yeshe and Kyabje Lama Zopa Rinpoche's wishes. In consultation with our Resident Teachers, we also continue to explore suitable opportunities that would benefit from a structured program being offered. This is an ongoing exercise.



WHAT WE'LL DO

YP = Young People Focus

Not started	In progress	In place
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Area	Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
Regular program	Weekly Geshe Teachings:		
	Request weekly teachings from Resident Teachers (Geshe Doga and Geshe Lobsang) for as long as possible:		
	- Tuesday and Wednesday night teachings - Expand this offering in consultation with the Geshe (e.g., debate classes)		
	Weekly Introductory teachings:		
	Continue to offer weekly introductory secular or beginner classes led by senior students and others:		
	- Monday night Introduction classes - Expand this offering in consultation with the Spiritual Program team (e.g., Wednesday morning drop-in meditation)		
Regular program	Group practices		
	Continue to maintain a regular program of spiritual practices at Tara Institute, including small and large Pujas, Nyung Nyes, Sutra recitations and other group practices as advised by FPMT's Spiritual Director and TI's Resident Teachers.		
	Healing group:		
	Re-introduce Healing Group to support chronically and terminally ill and their carers		
	Younger visitors:		
	Maintain and support monthly Dharma Club for young children		
Regular program	Younger visitors:		
	Re-introduce a "Youth Group," focused on the preferences of 18-28 year old visitors		



Courses and retreats	Day- & Weekend-courses YP Increase the number of day-courses or weekend-courses, focused on introductory and Lam Rim topics. For example: • Monthly day-courses led by Sangha • Weekend and day-courses by senior students • Discussion style sessions on weekends	
	Longer retreats • Increase support offered to complete long and short retreats, including at TI or at FPMT centres (e.g., building on historical connection with Atisha Centre, Great Stupa, Drol Kar, De Tong Ling, Warrnambool, Gippsland, Hobart and at other places).	Longer retreats • Assess need for TI to establish its own retreat facilities either by purchasing and developing a new Centre or investing in developing additional accommodation and retreat facilities at Atisha Centre (or similar).
	FPMT programs • Assess need/opportunity to offer any or all of FPMT courses at TI (e.g., Basic Program or Masters Program)	
Off-site program	Outreach: • Offer off-site “Introduction to Buddhism” classes at multiple locations across Melbourne (e.g., 12 locations) to reach new audiences	Outreach: • Support study groups across Victoria to flourish, providing access to TI resources to support. Over time, help study groups to establish their own centre if they choose



	Engage schools: YP Host regular school visits to TI	Engage schools: YP Visit schools for guest talks	Engage schools: YP Support school teachers who would like to integrate secular concepts into their classrooms (e.g., using FPMT Universal Education)
		Engage universities: YP Support student groups on-campus through visits and guest talks	Engage universities: YP Create opportunities for guest talks/lecture, and potentially more formal integration with course curricula
Online & publishing	Website: Re-design TI's website to improve design and add functionality		
	Social media: Maintain a regular social media presence, including shorter online content, regular posting and an active online community		
	Self-study: - Make teachings given at TI as accessible as possible for students who want to complete self-study programs remotely. - Building on our current library of transcripts and video recordings, this may over time grow to include structured learning modules (hosted on an LMS) and be supported by online study groups.		
	Publishing: Continue current publishing efforts focussed on:	Publishing: Increase publishing capacity, including added focus on:	Publishing: YP Increase publishing capacity, including added focus on:



	• Teaching transcripts • Books based on teaching given at TI	• Books based on TI teachings • Biography of Geshe Doga	• Children's books
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2. TEACHERS AND SANGHA

WHAT WE HEARD

To deliver a robust Spiritual Program, TI will need to continue to have access to qualified teachers.

TI's community highlighted the importance of continuing to receive teaching from qualified Sangha in general, and from Geshe Doga in particular. Hosting our Resident Teachers – Geshe Doga and Geshe Lobsang – with care and respect remains very important to our future.

In addition to our Resident Teachers, TI already host a broader ordained Sangha community. Ordained Sangha members play an important role in serving our broader community in new and different ways and in building and maintaining a warm and inclusive atmosphere at TI.

In addition to our Resident Teachers and ordained Sangha community, senior students of the Centre have played a critical role in teaching Introductory Classes at the Centre. A strong (and young) supply of lay-teachers will be important to fulfill our aspirations to increase the scope of teachings that we offer. With this in mind, our community highlighted the need to implement a program for the continued development of lay-teachers – right through from identification to accreditation to feedback and teacher development. Our community also highlighted the existing FPMT Teacher Accreditation process as a way to do this, while also noting operational challenges in adopting the FPMT process in the past.



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Area	Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
Resident Teachers	Resident Teachers: - Continue to receive teachings from Geshe Doga as long as possible - Continue to receive teachings from Geshe Lobsang as long as possible		
Ordained Sangha (other than Resident Teachers)	Ordained Sangha: Make plans, including fundraising plans, to support growth of ordained Sangha community residing at TI	Ordained Sangha: Grow Sangha community (including Western Sangha) to Resident Geshes plus four additional ordained Sangha members	Ordained Sangha: Receive teachings from Ordained Sangha in ENGLISH
Translation	Translation: Have senior and junior translators on-site at TI to enable Geshes to teach in Tibetan	Translation: Support the development of Tibetan Translators at TI through sponsorship to participate in FPMT Translator programs (Lotsawa).	Translation: Establish a comprehensive Tibetan Language studies program at TI.
Teachers (other than Resident Teachers)	Lay-teachers: - Develop a systematic program for identification, FPMT accreditation and development of new teachers - Provide training and active mentoring for new teachers - Collect feedback from visitors and present to teachers to reflect on and improve their teaching style		

YP



3. DHARMA IN ACTION

WHAT WE HEARD

Our community demonstrated clear interest in “Dharma in Action” – opportunities to put our spiritual teachings into practice in our local and global communities.

There has also strong interest in serving the community through the display and promotion of the 21 Taras Thangka. Kyabje Lama Zopa Rinpoche gifted the ~15m Thangka to TI in order to display it as much as possible to benefit all those who see it. Indeed, Rinpoche concluded his Bendigo Retreat in 2018 by reminding us that displaying the Thangka is a way for us to repay the kindness of all our mother sentient beings.

Community members have also expressed interest in helping to address broader social challenges facing our communities. Young people have expressed this most strongly: in our 2020 survey of the community, 42% of survey respondents aged under 40 expressed an interest in volunteering on social justice issues versus just 26% overall.

In subsequent consultations, climate change and environmental sustainability has emerged as a consistent focus for many members of our community. This has also been a particular area of focus of our teachers and guides, including His Holiness the Dalai Lama and Osel Rinpoche. The passion and interest in our community provides a good starting point for climate and the environment as a focal point for the Centre’s efforts on social justice.

Engagement with our local community has also emerged as an area of interest. Not only does this provide an opportunity to introduce people into TI and activities, it also provides for TI to contribute and build harmonious relationships with our local community. In line with FPMT’s pillars of service, Interfaith dialogues and forums have been suggested as a particularly good opportunity to do this.



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Area	Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
21 Tara Thangka	21 Tara Thangka: • Display the 21 Tara Thangka to the general public at least once a year • Maintain UN Vesak membership and connection to promote the 21 Tara Thangka exhibition in the broader community	21 Tara Thangka: • Look for opportunities to use the 21 Tara Thangka as the basis for interfaith dialogues and events • Make preparations to allow other appropriate institutions (e.g., other FPMT centres) to borrow and display the 21 Tara Thangka	21 Tara Thangka: • Investigate the ability to permanently display the 21 Tara Thangka, ideally at TI
Interfaith dialogues	Interfaith: • Promote and expand interfaith dialogue by engaging with other religious groups		
Climate and the Environment	Sustainability: YP • Develop a Sustainability roadmap for Tara Institute to minimise TI's environmental footprint • Take immediate steps to minimise our environmental impact including replacing the lawn with a sustainable garden and installing solar panels • Look for opportunities to participate in Osel Rinpoche's activities on climate change	Sustainability: YP • TBC pending Sustainability Roadmap	Sustainability: YP • TBC pending Sustainability Roadmap



Local community	Community engagement:		
	Invite local groups and residents to visit Tara Institute, including through an annual Open Day		
	First Nations:		
	Promote engagement and connection with local Indigenous communities		
Other Areas	Tibetan community:		
	Connect with and support our local Tibetan community and Sangha members across the state		
	Social service:		
	Create opportunities for TI students to volunteer and support local community organisations		
Other Areas	Pastoral care:		
	- Formal program to support TI members and friends in times of need (e.g., sickness and death). - Structured training and supervision of TI volunteers engaging in pastoral care activities		
Other Areas			Study trips:
			Introduce study trips for the Kopan Course or to Sera Monastery, potentially supported by full or partial scholarships



4. COMMUNITY AND CULTURE

WHAT WE HEARD

Community and culture emerged as clear areas where TI needs to focus and improve.

Of all the areas surveyed, regular visitors to Tara Institute expressed least satisfaction with the sense of community and inclusiveness at TI. In our 2020 Survey of the community, only 64% of regular visitors were “Very Satisfied” or “Somewhat Satisfied” with TI’s sense of community and inclusiveness versus 84% being satisfied with their overall experience.

Friends and members provided extensive commentary for some of the factors that drive their dissatisfaction, for which we are very grateful. They expressed a feeling that cliques could form at TI that then cause disharmony. They further noted that new visitors did not always feel welcomed by the Centre. They noted that new volunteers could be discouraged by experiences of being given harsh feedback or critiques from older volunteers. They also noted that communication from Centre management had been lacking.

The TI community also offered many ideas for how to improve in this area. These included creating more opportunities for people to meet and talk, re-thinking how we welcome new visitors to the centre, and improving our communication. Young people in particular expressed interest in community and social events.

Given the importance of improving our Community & Culture, our Vision prioritises action in this area in the short term.



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Area	Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
Community building	Resume the Meal Service at TI before teachings		
	Explore adding a Members Representative/Community Representative role to the Management Team		
	Host regular social events that bring people together outside of the formal spiritual program (e.g., monthly picnics)		
	Connect with isolated members (e.g., through telephone trees, regular telephone outreach to older TI friends and members)		
	New visitor experience: Implement an orientation journey for new visitors to Tara Institute, including – - Identifying and being able to ask questions of older students - Formal and informal discussions with older students - Develop supporting materials, including an Introductory Brochure or Video (who we are, our values, Dharma etiquette, etc), New Member Welcome Pack, and Members Handbook		
Communication	Create a Members area / login on the Tara Institute website		
	Maintain regular communications with the TI Community, including through the Weekly Emails and the TI Community Newsletter		



	• Maintain positive, consistent, and clear communication from the Committee and Management Team that supports a positive culture at the Centre
	• Offer courses and training to Tara Institute staff and volunteers to improve skilful communication within the centre
Governance	• Implement our Safeguarding Policy, ensuring TI is a safe place for all visitors.
	• Enhance the “Culture & Ethics” role on the TI Committee • Ensure all Committee and Management Team members role model positive behaviours.
	• Consult the TI community on important decisions and make decision-making and appointment processes transparent and open
	• Develop and articulate the Centre’s values as guiding principles for the culture we wish to maintain (ensuring we are integrating the Buddhist teachings into how we serve and operate at the Centre)



5. BUILDING AND FACILITIES

WHAT WE HEARD

TI's community offered their views on both the short term use of our existing building and facilities, as well as longer term ideas for the kind of physical space we would like to have in 20 years time.

In the short term, there was broad agreement on increasing the utilisation of our building. This could include, resources permitting, increasing our spiritual program activities to make full use of our space. This could also include partnering with community organisations in line with TI's Purposes to use the space for the broader community or for revenue generating purposes. All activities would need to be within the permitted use of the building and land under local government and state regulations. Enabling further use may also require some investments to improve the facilities and usability of the building.

In the longer term, TI's community offered a broad range of views ranging from totally re-locating our presence away from Mavis Avenue, to major re-development of our Mavis Avenue building to increasing our investment in our building and facilities. The 2020 survey of our community revealed that our location is a key factor in the development of the current TI community. 45% of visitors reported commuting less than 20 minutes to get to the Centre and a further 23% commuted between 20-40 minutes. Among those who visit TI irregularly, distance from the Centre was cited as the top reason preventing them from coming to the Centre as often as they would like to. Moving homes away from TI was also the top specified reason by people who used to visit TI but no longer do so.

These responses indicated that TI's community is, understandably, located in proximity to Mavis Avenue, making our existing location important to maintaining and growing our existing community base. A phased re-development of the existing building is emerging as a likely pathway to enhance our physical space.

With respect to a phased re-development, the community agreed that major investment would be needed in coming years. The existing building is clearly ageing and needs consistent and systematic attention. Given the scale of investment that is likely to be required, the community also agreed that engaging professional advice (e.g., architects, engineers, builders) to advise on the final design and associated funding requirements would be important.

The community also agreed that building plans should be coherent and work backwards from the activities and uses we have planned for the physical space. In particular, there seems to be some agreement around:

- Teaching spaces: an inspiring and peaceful main Gompa, as well as other teaching/classroom spaces that cater to the varying needs of visitors, including secular university-style classes as well as Buddhist teachings and practices
- Communal spaces: maintaining and adding areas that foster a warm and inclusive feeling at the Centre, including:
 - o Integrating the café into our long term building plans
 - o Including space to spend time and read like the bookshop, library or a reading room space



- o Having areas for members to meet and talk, supporting our community-building efforts
- Amenities: facilities to support both visitors and residents, including sufficient parking, toilets, kitchen spaces and wheelchair accessibility throughout the building
- 21 Taras Thangka: investigating facilities that would allow us to permanently display the 21 Tara Thangka at TI, while being aware this would be an expensive endeavour that would also likely face several council planning requirements
- Residential facilities: maintaining a mix of accommodation for our Resident Teachers, ordained Sangha (in line with Chapter 2), residents, as well as temporary accommodation for visitors, volunteers or retreatants
- Maintaining an environment that is peaceful and conducive to Dharma practice



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Area	Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
Existing building	Invest in urgent maintenance needs as identified by the Management Team		
	Increase utilisation of the building and all its spaces with uses that are compatible with TI's Purpose and legal status		
Phased re-development	- Engage an architect to design long-term staged development plan, with input from TI community - Develop an adaptive master plan that covers and prioritise maintenance works, in line with architect advised development plan		
		Raise funds to support staged development of the building	
		Start development, based on architect designs	



6. CENTRE OPERATIONS

WHAT WE HEARD

Effective governance and management will be crucial to ensuring TI is able to deliver on its vision. Our community clearly identified the three main areas where we need to focus: funding, volunteering and governance.

TI will need to significantly increase its revenue generating ability in order to fund its Vision over the next twenty years. This includes funding “one-off” capital expenditures, such as a building redevelopment, as well as a higher level of operating expense to support a growing Sangha community as well as increased investment in areas like building maintenance. To manage risk, TI also needs to diversify its revenue sources. In 2021, almost 60 percent of TI’s revenue came from rental income and meal fees. While an important and stable source, this income can be supplemented in the future.

TI will remain a predominantly volunteer run organisation, providing our community with opportunities to offer service while also managing our costs. It is crucial, therefore, that volunteering at TI is effectively managed, and is an easy and enjoyable process for our volunteers.

Finally, as we grow and mature as an organisation, effective governance will be increasingly important. We need to continue to embed our two-tier governance structure (with the Committee functioning as a Board and the Management Team as the Executive) with clear roles and responsibilities for each. We also need to ensure good policies are developed and enforced to safeguard our Centre into the future.



WHAT WE'LL DO

YP = Young People Focus

Not started	In progress	In place
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Area	Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
Financial sustainability	Membership: Continue to grow TI's membership and donor base		
	Donations: - Offer "repeat giving" opportunities: ability to make weekly donations to sustain operating expenses of TI - Target \$130,000 per annum in repeat giving (50 people giving \$50 per week) - Secure Donor Gift Recipient status (DGR status) for TI's Building Fund	Donations: - Target \$260,000 per annum in repeat giving (100 people giving \$50 per week) - Fundraise for building re-development, targeting larger donations and bequests from benefactors	Donations: - Target \$390,000 per annum in repeat giving (150 people giving \$50 per week) - Fundraise a \$10 million endowment fund to support the ongoing operations of the Centre - Aspire to make Dharma teachings free at TI
	<i>Other sources of income:</i> Pilot new ideas to generate income from mission aligned social-enterprise (e.g., bookshop, food, venue use, etc)	<i>Other sources of income:</i> Target an incremental \$100,000 net contribution from social-enterprise style revenue	<i>Other sources of income:</i> Target an incremental \$250,000 net contribution from social-enterprise style revenue
Volunteering	<i>Volunteering:</i> Remain a predominantly volunteer run organisation		



	<i>Team (volunteers):</i> Make it easy for friends and members to volunteer. • Advertise volunteer opportunities widely • Clearly articulate volunteer roles & responsibilities (including a Volunteering Code of Conduct). • Establish clear processes, and reporting lines • Celebrate our volunteers and their achievements to encourage participation	<i>Team (volunteers):</i> Build our volunteering capability. • Offer annual training to TI volunteers (e.g., through the FPMT Foundation Service Seminar). • Train and support volunteer managers to ensure they are managing volunteers appropriately, maintaining safe and welcoming volunteering opportunities, and ensuring appropriate safeguards are in place
		<i>Team (paid staff):</i> • Assess the business case for the introduction of further paid positions to assist with the operations of the Centre
Governance	• Maintain a two-tier governance structure, comprising the TI Committee for overall governance and the TI Management Team for day-to-day operations ◦ Clarify and adhere to roles and responsibilities ◦ Ensure effective communication	
	Develop and implement key policies that govern TI's operations, including:	



	• Roles & Responsibilities of the Committee and Management Team • Appointment of key position • Performance appraisal of key positions • Safeguarding of the TI Community • Financial management (e.g., fundraising and expenditure) • Volunteer management (including code of conduct) • Support processes for Resident Sangha • HR processes for paid positions (e.g., position descriptions, performance appraisal, professional development, etc)	
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