The following definitions were put together by the Planning Committee for a Thriving and Inclusive Community created by President Crutcher in fall 2015. The committee spent significant time working on shared definitions which were submitted to and approved by the Strategic Planning Steering Committee. These definitions have guided the work of the Thriving and Inclusive Community Strategic Planning Working Group. We use these terms throughout our draft document.

**Full participation:** An affirmative value focused on creating a campus community in which all community members, whatever their identity, background, or institutional position, thrive, recognize their full potential, engage meaningfully in institutional life, and contribute to the flourishing of others. Full participation means a commitment to the mutual thriving of members of the community, and that the thriving of one group should not come at the expense of the thriving of another group.¹ Full participation directs us to focus on achieving *equity* in terms of opportunity and outcomes afforded by and in higher education.

**Equity:** The ability of historically under-represented populations to achieve results consistent with full participation. This includes the creation of opportunities for such populations to have equal access to and participate in professional and educational programs that close the achievement and outcome gaps between populations. In higher education, equity can be achieved by eliminating disparities of opportunity, resources, and outcomes for historically underrepresented populations in ways that are consistent with the institutional commitment to full participation. Pursuing equity requires *equity-mindedness*, an approach guided by an awareness of the ways in which many groups have been historically excluded from professional and educational opportunities or marginalized within the structures and institutions that house those opportunities. Being equity-minded in higher education also means “relocating the cause of disparities in ... outcomes from the imagined deficits of [historically excluded groups] to the institutional structures and policies we create.”²

**Thriving:** Thriving is a condition of individuals who experience an institution’s commitment to full participation. When a community fosters wellbeing among all its members, enables individuals to reach their full potential, and intentionally eliminates barriers that prevent them from reaching their full potential, community members thrive. Thriving does not equate to happiness or being comfortable; resilience, stretching one’s potential, making decisions about a balanced and fulfilling life,³ and giving oneself permission to fail are all dimensions of thriving.

³ Wellness was previously defined by a University of Richmond faculty and staff working committee, who spent time and effort considering wellness and its dimensions. That committee defined wellness as: “A dimension of
**Diversity**: A state of having many forms of difference present in a community, often including a wide range of human differences. At its most basic, diversity refers to demographic difference, especially with respect to those demographic groups that have been historically restrained, excluded, or oppressed.

**Inclusivity**: What a community does to demonstrate its commitment to diversity. It is how a community honors, values and accepts the diversity among its community members. Inclusivity is observable in the extent to which (a) community members feel a *sense of belonging* and (b) the community is equitable in its provision and distribution of opportunities among its members.

Additionally, our working group defined **space** as follows: Areas used both on and off campus by University of Richmond students, faculty, and staff to build community, foster a sense of belonging, and encourage growth and innovative thought. Space exists in a variety of forms such as social space, housing, educational space, communal space, study space, etc. and is an integral part of the UR experience. Space should be continuously reevaluated using an equity-minded approach, and when needed, transformed to enable community members to fully participate, feel included, and thrive.

thriving, wellness is defined as active, lifelong process of becoming aware of choices and making decisions toward a more balanced and fulfilling life. Thriving and wellness both combine the seven dimensions of well-being into a quality way of living: Physical; Intellectual; Emotional; Social; Occupational; Environment; Spiritual.” This definition set the foundation for the University’s Wellness educational program (http://wellness.richmond.edu/grad-requirement/index.html).