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During the init al G2C rollout at Georgia Gwinnet College (GGC), key partners for enact ng pedagogical intervent ons were easily ident f able and on-boarded, but cross-funct onal area involvement and literacy were harder to achieve because of inconsistent messaging. We established two goals for improving and sustaining project product vity: 1. Renew buy-in from key campus partners and 2. Increase inst tut onal literacy about the init at ve. Through a combinat on of promot onal presentat ons, regularized communicat on pathways, and ident f cat on of synergies between G2C and ongoing init at ves among stakeholders, a new cultural framework around G2C was cr

campus partners; and 2. Increase inst tut onal literacy about the init at ve. We approached both of these goals as opportunit es for infrastructure building at GGC. We knew that infrastructure would require dearly def ned, regularized communicat on and report ng within our core team, as well as systemat c communicat on and report ng out to the broader campus community. Standardizing our communicat on culture was a f rst step toward addressing another challenge for fast-growing inst tut ons like ours – a proliferat on of of en overlapping init at ves. The more we reported (in and out), the more we would f nd exist ng resources to leverage, we hypothesized. Finally, we hoped the increased visibility that comes from a solid communicat on infrastructure, as well as the increased ef ciencies from f nding synergies, would af ord us opportunit es to advocate for more resources in recognit on of our key partners' hard work in the service of our students' success in gateway courses. These communicat on and literacy goals were intended to increase enfranchisement and investment in the init at ve throughout the college. In so doing, they would improve data literacy about the equity gaps in our target courses, while more widely promot ng and disseminat ng exist ng High-Impact Pract ces (HIPs) and intervent ons.

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Our approach to ensuring buy-in engaged dif erent levels of the organizat on and stakeholders with diverse perspect ves. Firstly, we wanted to elevate G2C work in visibility and signif cance with campus leadership. Secondly, we wanted course coordinators to have full backing of disciplinary colleagues, which required greater transparency about the nature and goals of G2C. To the f rst end, we secured small st pends for coordinators, along with a Provost memo indicat ng that the leadership work for G2C should earn the principals full credit for service as a component of annual reviews. We reinforced coordinators' leadership expectat ons with monthly meet ngs and a clear report ng structure. To the second end, we undertook a "G2C roadshow," visit ng faculty and leadership meet ngs. We kept our presentat ons brief, providing an overview of the Gardner Inst tute, the goals of G2C, and the ef orts underway in our intervent on classes. Our walk-through of the inst tut onal inventory data invariably was the most product ve part of our visits, result ng in many at endees asking for their own access. In ef ect, we were able to demonstrate the data-based ethos of the project, spark const tuents' curiosity, promote involvement, and alleviate some init at ve fat gue via clear demonstrat on of ut lity and grounding principles. To both of these ends, we worked with our course coordinators to thoroughly workshop the JNGI Key Performance Indicators (KPIs) for each course, at the same t me that we created an exhaust ve inventory of student success init at ves across the college. This thorough ef ort in both areas allowed us to leverage already-exist ng init at ves as shared areas for improvement.

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We are, all of us, thinking dif erently about out t or

of our G2C courses) and GGC 1000 First-Year seminar sect ons part cipated in the pre-/post- USG mindset surveys. GGC 1000 and learning support Math and English instructors accessed materials on academic growth mindset through the USG's partnership with Mot vate Labs. Many GGC 1000 instructors included