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Our approach to ensuring buy-in engaged different levels of the organization and stakeholders with diverse perspectives. Firstly, we wanted to elevate G2C work in visibility and significance 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 first end, we secured small stipends for coordinators, along with a Provost memo indicating that the leadership work for G2C should earn the principals full credit for service as a component of annual reviews. We reinforced coordinators' leadership expectations with monthly meetings and a clear reporting structure. To the second end, we undertook a "G2C roadshow," visiting faculty and leadership meetings. We kept our presentations brief, providing an overview of the Gardner Institute, the goals of G2C, and the efforts underway in our intervention classes. Our walk-through of the institutional inventory data invariably was the most productive part of our visits, resulting in many attendees asking for their own access. In effect, we were able to demonstrate the data-based ethos of the project, spark constituents' curiosity, promote involvement, and alleviate some initial fatigue via clear demonstration of utility 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 time that we created an exhaustive inventory of student success initiatives across the college. This thorough effort in both areas allowed us to leverage already-existing initiatives as shared areas for improvement.

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of our G2C courses) and GGC 1000 First-Year seminar sections participated 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 Motivate Labs. Many GGC 1000 instructors included