
Vision in Action: Strategies for Moving Organizations Forward

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(I) Basic Issues regarding our vision of ourselves. Who are we ... today?

- 1. Classics has always been interdisciplinary (philology; comparative literature and literary studies; theory; art history, archeology, topography, architecture; history and historiography; papyrology, paleography; numismatics; philosophy; political science). How can we prepare our students for graduate school or for research/teaching beyond graduate school within our core subject AND have them see beyond our disciplinary boundaries?

- 2. Because Classics engages in so many ancillary disciplines, an important issue for us is how we and our students can also engage our colleagues and peers in other disciplines to our mutual benefit. Currently, we have ties with History, Art History, Comparative Literature, Women's Studies, Philosophy, and the Office of Minority Affairs.

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- 3. Given an ever changing administration, we need to get the message across that we are not a bunch of quaint antiquarians but that we contribute to an ongoing conversation between Classical antiquity and modern times.

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- 4. We need to continue to make clear to those unfamiliar with our mission, both on and off campus, that our discipline is relevant to the 21st century.

(II) Mission Statement

<http://depts.washington.edu/clasdept/mission.html>

- The ancient cultures of Greece and Rome hold an extraordinary place in the American past and present, thanks to their central role in forming the basic conceptual categories that shape our intellectual, professional, and civic lives. The field of Classics is dedicated to the recovery and interpretation of these cultures.
- See handout for the full mission statement

(III) Vision into Action (A): Outreach

- 1. Our undergraduate courses make connections between Classical antiquity and modern culture (e.g., Women in Antiquity, Sex, Gender, and Representation in Greek and Roman Literature, Classical Mythology in Film, Greek and Roman Religion).
- 2. Faculty participation in administration and on various committees across campus has been critical in bringing attention to our discipline and what we have to offer to the larger intellectual conversations on campus.

- 3. The faculty is well published and well connected, both on and off campus.
- 4. We bring highly visible lecturers to campus from all over the world.
- 5. Our graduate students give papers in record numbers at conferences at home and abroad.

- 6. Our undergraduate program is seen as one of the strongest in the country (we regularly place BAs at Harvard, Berkeley, Michigan, and Princeton); our PhDs are getting tenure-track positions at research institutions.
- 7. We have two successful foreign study programs in Rome: one for Classics students and one for OMA students.
- 8. Our departmental newsletter (over 40 years old) has kept in touch with our alumni and friends and brings us much needed financial support by way of gifts to the department.

(III) Vision into Action (B): Self Governance Principles

- 1. If it ain't broke, don't fix it: stay with what works and question change for its own sake.
- 2. Be aware of new trends in and beyond our discipline and be prepared to expand our intellectual horizons, as long as we can keep our sense of self.
- 3. The wisdom of the whole trumps that of the individual: we cultivate a culture of consensus.

Consensus: Monthly Meetings

- 1. Probouleusis (A) Float ideas to colleagues, one on one, to gauge interest and ask folks to discuss with others individually.
- 2. Probouleusis (B) Often times material is sent to colleagues before meetings so that we can discuss the merits of an issue without having to learn about it at the meeting.
- 3. Discussion at meeting and enactment or non-enactment of initiatives.

Consensus: Strategic Planning Session

- 1. Probouleusis (A) Float ideas to colleagues, one on one, to gauge interest and ask folks to discuss with others.
- 2. Probouleusis (B) At departmental meeting, the items for discussion are agreed upon and subcommittees are selected to make presentations at a faculty retreat. If possible, the reports are circulated beforehand.

- 3. Faculty Retreat. The reports are discussed and action issues decided upon.
- 4. The chair afterwards circulates minutes for approval and, following approval (with corrections, additions, etc), a report is written and, following approval (with corrections, additions, etc), is ultimately agreed upon by all of the faculty.
- 5. Action items are addressed.