

## One Program's Experience: Quantitative, Data-driven Arguments

### Against Eliminating a Small Classics Program

The Classics program at my institution faced possible elimination in 2012-13. Like many colleges, ours sought to reduce structural expenses by eliminating programs and the faculty associated with them. As a small program, with only one faculty member and offering only a minor, Classics and programs like it could be eliminated with less disruption to the college than other, larger programs. In face of quantitative arguments for closing the program, I developed strong quantitative, data-based arguments for preserving it. I will describe my experience with this process, including surprising realizations about how little the program was understood even by some of my faculty colleagues, and outline the major arguments--some traditional and some new to me--that I found useful for persuading faculty colleagues and the college's Board of Trustees to keep the program.