



Vice President for New Educational Ventures

Search Profile

Spring 2022



Westlands – Sarah Lawrence College's First Building

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Executive Summary

Sarah Lawrence College is seeking a Vice President for New Educational Ventures to create distinctive educational offerings that build on the College's strengths to meet emerging market needs and enhance our mission to prepare students to be successful in a complex and rapidly evolving world.

This newly created position is a member of the senior leadership team, reporting directly to the president, and will play an essential role in transforming the College's business model as it enters its second century. This is an exciting opportunity for an entrepreneurial leader to create and implement innovative ventures to help a renowned educational institution lead within a changing higher education landscape.

Sarah Lawrence has a long history of educational innovation. In addition to its exceptional and widely recognized undergraduate education, the College has been a leader in lifelong learning initiatives for more than half a century. Sarah Lawrence is known for its successful Early Childhood Center and its robust continuing education, graduate, and professional programs. For example, the College was the first to offer a master's degree in Genetic Counseling through its Joan H. Marks Graduate Program in Human Genetics and recently announced the creation of a genomics institute which will build from Sarah Lawrence's reputation as a leader in the field.

As the higher education landscape rapidly evolves, Sarah Lawrence is uniquely positioned to provide an accessible continuum of educational offerings that meet the needs of lifelong learners with a focus on the emergence of new fields that require a combination of tangible skills with a deep humanistic orientation. The College is committed to embracing creative partnerships that enhance the quality of programmatic content and/or provide pathways to meaningful employment as well as areas of professional certifications/development.

This role requires a bachelor's degree; a graduate degree is preferred. The ideal candidate for the position will have demonstrated skills in strategic planning, project management, marketing, business development, budgeting, and resource management as well as the ability to learn quickly, identify key strengths, and develop solutions to challenges. This person will embody creativity, strong financial and business acumen, and an active entrepreneurial spirit in the pursuit of innovative business models that support sustainability and strength.

The College seeks a diverse pool of applicants who bring a unique set of professional and life experiences. As such, there is an openness to consider candidates with leadership experience in higher education as well as nontraditional candidates who bring an alternative combination of credentials.

For more information on the search process and how to nominate, express interest, and/or apply, please see the section on the Search Process.

Role & Agenda

The Vice President for New Educational Ventures will be responsible for identifying opportunities for rapid expansion of the College's business model and establishing a process for building and managing a robust portfolio of innovative programs that meet emerging needs to enhance and diversify our revenue streams consistent with our mission.

The vice president will serve as a strategic partner to members of the College's senior leadership team including the Provost, Vice President for Diversity, Equity & Inclusion, and Vice President for Finance & Operations and will work closely with the Dean of Graduate & Professional Programs. The vice president will oversee the Office of Strategic Initiatives, which conducts market research, leads important analytical support, and provides critical program development activities for the institution.

A proven leader with experience in launching and building new ventures, the Vice President for New Educational Ventures will:

- Develop a business model for the College's portfolio of offerings that takes into consideration a range of factors to calculate overall economic benefits;
- Manage the profit and loss (P&L) of the new ventures individually and the portfolio as a whole;
- Design and develop strategies for new business opportunities;
- Create and operationalize business plans and operational models drawing together market research and academic vision, with a particular focus on identifying areas for and systems to promote diversification of funding;
- Develop key objectives for each new program and related roadmap, including:
 - Trend analytics and implementation plans;
 - Plans for bringing new offerings to market including launch timelines
 - Plans and budgets to meet program and financial targets;
 - Identifying programmatic and financial risks for specific initiatives;
- Manage release readiness and launch planning for new offerings including driving accountability for deliverables and timelines;
- Monitor performance against the goals, and managing the overall portfolio for maximum total benefit to the College;
- Create and track success metrics, ensuring awareness of metrics among key stakeholders, and providing guidance on corrective strategies in the case of programmatic underperformance;
- Initiate, facilitate, and manage new and existing partner relationships;
- Lead in the presentation of research, recommendations for new initiatives, and outcomes to the Sarah Lawrence community including to the Board of Trustees.

As a reflection of the items above, the new vice president will work to advance the following agenda items:

Develop and execute a strategic vision for new educational ventures

The vice president will be joining the College at an opportune time for senior leadership to come together and build upon the momentum of a transformational \$20 million gift, which is aimed at supporting and accelerating the College's strategic vision for the future. With an entrepreneurial spirit, the vice president will lead the College in its pursuit of new business models and joint ventures that leverage existing resources and strengths and diversify Sarah Lawrence's revenue portfolio. The vice president will lead the strategic planning, return on investment modeling, financial planning and reporting, continuous improvement planning, program evaluation and reporting, and institutional risk management for new educational ventures. The vice president will be an agile, curious, and flexible individual who is ready to take calculated risks towards promoting the College's goals and ideas and who has the ability to constantly review and revise strategy to accommodate developments and changes in technologies and market.

Lead continuous improvement and assessment for new and sustainable revenue streams

The vice president will embody creativity, strong financial and business acumen, and an active entrepreneurial spirit in the pursuit of innovative business models that support sustainability and strength. They will engage senior, academic,



and volunteer leadership and other resources as needed to acquire the data to inform and model financial decisions facing the College, including the ongoing analysis of expenses and cost-saving measures, to ensure that the College makes the best use of resources on behalf of students, faculty, and staff. The vice president will drive and support a culture of ongoing assessment and continuous improvement and use strategy and data-based decision-making grounded in creative and innovative thinking to promote an exceptional experience for students, faculty, and staff.

Collaborate with institutional partners across the Sarah Lawrence community

Sarah Lawrence College is a close-knit academic community. It will be imperative for the vice president to have the ability to establish trusting relationships across the community to influence strategic outcomes. The vice president will collaborate with senior leadership and academic partners to develop and execute a vision for educational innovations that serve a wide range of students in areas of excellence that complement the College's undergraduate education and leverage its historic strengths. The vice president will identify and incentivize collaborations that will create new opportunities for students, faculty, and staff. It will be essential for the vice president to have the ability to forecast trends, provide context, and discuss what is needed to execute new educational ventures with a wide range of constituencies across the Sarah Lawrence community, including the Board of Trustees. The vice president will look for

opportunities to identify and share creative and innovative ideas with the community and advance proposals in a collegial, collaborative, and transparent manner.

Engage with external stakeholders to create new partnerships

The vice president will work to identify opportunities for growth while ensuring to stay on the leading edge of higher education to distinguish Sarah Lawrence in a competitive marketplace, especially as it looks toward a post-pandemic world. As a representative of Sarah Lawrence, the vice president will engage external stakeholders in identifying areas of opportunities for the College to leverage its areas of excellence and innovation in existing undergraduate and graduate programs as well as building new programs that positively impact the organizations and communities Sarah Lawrence serves. This tradition of innovation – for seeing and seizing opportunities to build on and extend core strengths in new ways – is a critical feature of Sarah Lawrence’s future. It will be essential for the vice president to strengthen existing partnerships and build new relationships that benefit the College and its growth.

Qualifications & Qualities

Sarah Lawrence College is seeking a strong and collaborative leader with the core skills, competencies, and characteristics to manage a new enterprise with significant opportunity for the future.

The new vice president should embody many of the following professional qualifications and personal qualities:

- *Academic:* A bachelor’s degree is required; a graduate degree is preferred. The ideal candidate will have exceptional critical thinking, quantitative and qualitative analytical skills, as well as the ability to learn quickly, identify key strengths, and develop solutions to challenges.
- *Experience:* Demonstrated skills in strategic planning, project management, marketing, business development, budgeting, and resource management.
- *Leadership:* A history of leadership and administrative, personnel, and financial management experience; the ability to recognize and develop talent and to support a diverse work force; a leader with strategic and organizational agility that handles ambiguity well.
- *Business acumen:* An understanding of current and possible future policies, trends, and developments relevant to innovative academic and educational practices as well as operational skills to facilitate and actualize growth.
- *Change management:* Knowledge and experience with change management methodologies and facilitating organizational and transformational changes as well as a demonstrated willingness for learning and continuous improvement.

- *Collaboration:* A collaborative approach with the ability to engender trust quickly and facilitate growth across internal and external constituencies, as well as an ability to build stakeholder coalitions in an interdisciplinary context.
- *Innovation:* Adept at bringing creative ideas of others to an applied endpoint and prudent judgment about new ideas and suggestions that have potential for advancement; ability to facilitate an innovation ecosystem that drives applied research toward tangible outcomes.
- *Diversity:* A demonstrated commitment to and track record of promoting and supporting the careers of individuals from underrepresented populations, engaging community partners in collaborative research endeavors, and disseminating research results to diverse communities and community stakeholders.
- *Communication:* An excellent and charismatic communicator who is able to creatively and articulately inspire others by presenting credible pictures and visions of the future.
- *Integrity:* A leader with the highest level of ethics and integrity.
- *Interpersonal skills:* Self-motivated, proactive, resourceful, high-energy, enthusiasm, empathy, humility, collegial, service-oriented, and a selfless "organization first" attitude are all essential for success.

Search Process

Sarah Lawrence College invites nominations, expressions of interest, and applications as part of the search for the new Vice President for New Educational Ventures. Please visit the link [Submissions](#) to submit a nomination, express interest, and/or apply for the position.

Application Process

For full consideration, candidates should submit a) a letter of interest outlining their experience relative to the role and agenda for the position and b) a resume. Additional information regarding references and due diligence will be requested from semi-finalists and finalists later in the process.

Timing

The position will be open until filled. Application materials will be considered, and candidates will be engaged, on a rolling basis. The anticipated start date for the position is to be negotiated with the candidate of choice.

Sarah Lawrence College is an Equal Opportunity Employer and has as one of its goals the recruitment and retention of a racially and culturally diverse administration, staff, and faculty. To that end, every job opening is seen as an opportunity to increase diversity and every effort will be made to expand the applicant pool in accordance with these goals.

About Sarah Lawrence College

Founded in 1926, Sarah Lawrence quickly established a singular reputation for the innovation and creativity of its model of residential undergraduate education, coupled with a commitment to life-long learning that ranges from early childhood, through graduate and professional programs, to continuing education. The College has a distinguished tradition of ingenuity, particularly in the role it has played in identifying societal needs and meeting them through realizing new programs in graduate, professional, and continuing education at opportune moments, such as the creation of the first program in human genetics. This tradition for innovation—for seeing and seizing opportunities to build on and extend core strengths in new ways—must be a vigorous feature of Sarah Lawrence’s second century.

Unlike many other institutions of its size and endowment, Sarah Lawrence has steadfastly maintained its commitment to the liberal arts over its history, offering a multi-disciplinary BA in the liberal arts, the single undergraduate degree at the heart of our endeavor. The College has never been burdened by traditional departmental and curricular structures and our education has always been infused with a focus on the whole student, on the recognition of the essential need for a multi-disciplinary perspective, on the role of the creative arts in the liberal arts, on the necessity of the humanities, and on the centrality of the developmental process of charting one’s path through a curriculum with a mentor as a foundation for inventing and re-inventing oneself over a lifetime.

As we look to the future, inclusive excellence and innovation embedded in the College’s distinctive institutional identity will serve as a guide to position Sarah Lawrence as *the* destination for unbounded intellectual and social growth in a small college environment tied to a world-class city. Through rigorous academic exploration, free and open dialogue, and an inclusive and integrative learning environment, a Sarah Lawrence education will foster the audacity, wisdom, courage, and compassion necessary for graduates to shape our world.

History

From very shortly after its beginning, the College began adding programs for learners at all stages of life, although these have been less well known generally. For the most part these were relatively small; developed somewhat organically; were created and launched by individual faculty, relatively autonomously; and reflected individual faculty commitments and interests.

Over its history, the College can claim a number of firsts, including:

- One of the first and longest continuously running lab schools founded by faculty member and well-known developmental psychologist Lois Barclay Murphy (established in 1937)
- The first full-scale undergraduate program in the country designed for returning adult students. Over 1000 women received degrees through this program (established 1962)
- The first graduate program in genetic counseling (1969)
- The first graduate program in Women's History (1972)
- The first graduate program in Health Advocacy (1980)
- Longest continuously running study abroad program in Cuba (2001)
- Only US study abroad program at Oxford in which students are registered at Oxford University (1985)

While the College was chartered as a women's college, men were admitted in the late 1940s on the GI Bill and the name of the College was officially abbreviated from Sarah Lawrence College for Women to simply Sarah Lawrence College. The first graduate degrees were awarded in 1951, two to men, two to women. After the last students on the GI Bill graduated in 1951, men continued to enroll in undergraduate classes in the arts, especially theatre and dance, which they transferred back to a home institution. Men were also admitted to graduate programs from the 1950s onward. The undergraduate program at the College officially became co-ed in 1968. [Learn more about key events.](#)

Moving Forward

Over the last two years, the campus community and the board of trustees have engaged in discussions focused on the College's values, our place in the landscape of higher education, and the way forward that frames a path to financial stability while insuring the continued significance and availability of a Sarah Lawrence education and reaffirming a leadership role for the College.

Higher education in the United States is at an inflection point, as many institutions explore alternatives to the tuition-dependent model, respond to the changing demographics of our country and of traditional college-age students, and address increased competition from for-profit and online educators. These are but a few of the challenges, pressures, and opportunities with which Sarah Lawrence must grapple now and into the future. While the need for a Sarah Lawrence education has never been more urgent, ensuring the future of the college will require sustained and collaborative work as we face these headwinds. The College has steadfastly continued this work through the COVID-19 pandemic, with several notable successes, including the largest undergraduate applicant pools in the history of the College, the largest gift in the history of the College, the largest programmatic grants in the history of the College, and the launch of new key partnerships.

For long-term stability, the Board of Trustees has approved a plan to transform the business plan of the College and diversify its revenue sources in order to lessen its

dependence on undergraduate tuition and to move forward with balanced budgets. The plans underway achieve financial equilibrium through a combination of strategic reduction, new investment, and new revenue sources.

Key Initiatives

There are several initiatives underway which support this work as Sarah Lawrence College looks toward building on its history and identity with an eye on the future.

This includes, but is not limited to, the following key areas:

Investing in and expanding professional and continuing education opportunities, specifically in the realms of :

- Children, Early Childhood, Education (Art of Teaching, Child Development)
- Health, Science and Society (Genetic Counseling, Genomics Institute, Health Advocacy)
- Creative and Performing Arts (Theatre, Dance, Writing, Film/Media)

Building new partnerships, specifically with:

- The surrounding community
- Community college partnerships
- Exploration Learning (EXPLO)
- Industry

Highlights of some of these initiatives include.

The Children, Childhood, and Education Collaborative

The Children, Childhood, and Education Collaborative brings together faculty expertise, programs, and centers to collectively provide a context and framework for undergraduate and graduate students, education professionals, and parents to train for, engage with, and participate in the fields of early childhood education, elementary education, and child development.

Our philosophy of progressive education, and of the learning child as the maker of their own meaning, emphasizes curiosity and exploration as the foundation for a life of learning. This philosophy guides our approach to training tomorrow's teachers, providing resources to professionals and parents, and engaging with children and families in our community. To quote our students, "interactions between the [Early Childhood Center \(ECC\)](#), [Art of Teaching program](#), [Child Development Institute \(CDI\)](#), and the [Child Development program](#) foster a sense of community and commitment to the work. There is so much to learn from these programs that you can spend a lifetime here and still learn something new each year." [Learn more about the collaborative.](#)

Genomics Institute

Sarah Lawrence College created the first ever graduate program in Human Genetics over 50 years ago to respond to a critical societal need with an innovative educational program. This program created an entirely new field in healthcare—genetic counseling—drawing on the disciplines of psychology, ethics, advocacy, biology, and medicine in a manner that thoroughly embodied the College’s philosophy of education and humanistic values. Today, the [Joan H. Marks Graduate Program in Human Genetics](#) remains the largest program in the U.S., having graduated more than 1,000 genetic counselors.

We are living today in a moment that is crying out for similar intervention. In response to the rapid proliferation and ubiquitous deployment of genomic technologies—technologies that hold extraordinary potential for improving human well-being but that also carry profound ethical and societal implications—the College is extending its efforts to meet these new challenges. The result is the creation of a genomics institute at Sarah Lawrence.

The institute is an inclusive educational community of individuals committed to the ethical, equitable, and effective integration of genomic technologies into society, built on the belief that we can achieve a world where all people have access to tailored, person-centered healthcare. The institute enables this future by building a diverse, compassionate, thriving workforce, creating professional development opportunities, promoting thought leadership, and fostering community among genetics and genomics professionals. [Learn more about the institute.](#)

Writing Institute

The Writing Institute provides students of all levels access to esteemed faculty through a range of workshops, classes, events, and conferences.

At present, the Writing Institute offers approximately 90 courses per year, serving 600 to 750 students annually. In the past year, the virtual audience has continued to grow, with a 25% increase in enrollment for virtual Writing Institute courses in Fall 2021 versus Fall 2020. There is an opportunity to balance the wide appeal of virtual courses with on campus offerings in the years ahead.

In an effort to further diversify revenue streams, there is potential to revamp the annual conference, pursue grants and sponsorships to underwrite new initiatives, and strategically consider international programs for the future. While current Writing Institute courses cater to literary fiction, nonfiction and poetry, there is an opportunity to offer rigorous craft instruction in more diverse genres and publishing topics to engage new audiences. [Learn more about the institute.](#)

Community College Partnerships



Sarah Lawrence College recently established transfer partnerships with [Westchester Community College](#) (WCC) and [Bronx Community College](#) (BCC) to identify high-achieving students from each community college and guarantee that, if admitted to Sarah Lawrence, they will matriculate with junior standing, their full demonstrated financial need for tuition and fees will be met, and they will be on track to complete their Sarah Lawrence Bachelor of Arts two years

after enrolling, among other benefits.

The individual agreements with Bronx and Westchester Community Colleges, part of Sarah Lawrence's [focused and continued efforts](#) to advance the region and build deeper relationships in its local communities, are unique and designed to reflect student interests and the strengths of each institution. [Learn more about the partnerships.](#)

Exploration Learning (EXPLO)

At the end of June 2021, Sarah Lawrence welcomed 250 8th-10th grade students from across the northeast and around the world to campus as part of a multi-year partnership with [Exploration Learning](#) (EXPLO), an immersive residential summer program that fosters academic and intellectual enrichment and encourages students, in and out of the classroom, to explore their interests and connect their passions.

The partnership between EXPLO and Sarah Lawrence is a perfect fit given their role in progressive liberal arts education which is focused on student-faculty engagement, student-driven curriculum, and encourages students to think deeply and connect their passions to create their futures. Similarly, EXPLO empowers students to immerse themselves in subjects and ideas that motivate them, to explore and pursue their strengths, discover new interests, and make friends who expand their horizons and embrace what makes them individuals. [Learn more about the partnership.](#)

Philanthropy

While Sarah Lawrence College did not seriously focus on professional fundraising or building an endowment until late in the 20th century, the College recently celebrated the successful conclusion of its record-breaking \$200-million capital campaign. At present the endowment stands at its highest ever value, \$149 million. We look toward our second century with confidence and a palpable sense of momentum. To support this progress and some of the key initiatives above, the College is pleased to have recently received philanthropic support from many key donors.

In September 2021, Sarah Lawrence College received the largest gift in the College's history: \$20 million from an anonymous alumna aimed at supporting and accelerating the College's strategic vision for the future. This transformational gift will invest in the people and the technology necessary to support the College's plans to leverage its historic strengths through new offerings in areas of excellence that complement its undergraduate education. It will also enable the College to recruit program leaders and faculty to expand its impact in professional and lifelong learning—in fields that include media, genomics, and health advocacy. [See more information on the gift.](#)

Additionally, Sarah Lawrence College, has been awarded a three-year, \$1.5 million grant from The Andrew W. Mellon Foundation to rethink the humanities through the lens of climate and environmental justice and to develop creative, collaborative pedagogies to address the climate crisis in partnership with Bronx Community College. The award is the largest programmatic grant in Sarah Lawrence history, a mark previously held by a [\\$1.2 million Mellon Foundation grant](#) to advance and support civic engagement, which the College received in 2019. [Learn more about the gift.](#)

Leadership

Ten presidents have served Sarah Lawrence College since its founding, all visionary educators, administrators, and advocates of liberal arts education.

Today, President Cristle Collins Judd, along with the College's [Board of Trustees](#) and [Senior Leadership](#), continue this tradition of strong and involved leadership. Together, they work to preserve and progress Sarah Lawrence's unique vision and character.



President Cristle Collins Judd

The 11th president of Sarah Lawrence, Cristle Collins Judd came to the College from The Andrew W. Mellon Foundation, where she served as a senior program officer for Higher Education and Scholarship in the Humanities. Responsible for grants and initiatives supporting colleges and universities, the arts, civic engagement, and the public humanities, she regularly convened leaders from across higher education.

A native Texan, Dr. Judd earned bachelor's and master's degrees in music performance and musicology from the Shepherd School of Music at Rice University, followed by graduate work at King's College, University of London, from which she holds master's and PhD degrees in music theory. Judd's first academic appointment was at the University of Melbourne (Australia), followed by the University of Exeter (England).

In 1993, Judd joined the faculty of the University of Pennsylvania, where she rose through the faculty ranks and was the first woman tenured in the music department. At Penn, she chaired a number of university-wide committees and spearheaded a variety

of initiatives, including establishing the College House Music Program, a living-learning program that distributed music performance and instruction throughout the campus. A respected pedagogue, she was the inaugural recipient of the Dean's Award for Innovation in Teaching.

In 2006, she was appointed dean for academic affairs and professor of music at Bowdoin College, where she served for nine years. The first woman to be appointed dean, her tenure was marked by enhanced support for the arts, improved academic facilities, a renewed focus on environmental and coastal studies and a new program in digital and computational studies. She secured funding to support faculty development and, working with faculty, led efforts to develop and implement critical new programs and policies around diversity and inclusion, governance, faculty development and work-life balance. Upon conclusion of her term, Bowdoin's Board of Trustees voted to name her Dean for Academic Affairs and Professor Emerita.

A highly regarded scholar, Judd's research on the music of the Renaissance and the history of music theory is widely published and she is a sought-after guest speaker. She has received both major scholarly awards in her discipline: the Emerging Scholar Award and the Wallace Berry Award from the Society for Music Theory. Her research has been supported by grants from the National Endowment for the Humanities and a New Directions Fellowship from The Andrew W. Mellon Foundation. She has served on the boards of the Society for Music Theory and the American Musicological Society, as well as on the editorial boards of various journals.

With her late husband, Robert Judd, she has three daughters: Sarah, Hannah, and Katie.

Community

Our students share an enthusiasm for intellectual rigor, academic risk taking, creativity in all disciplines, and original and interdisciplinary work. We are particularly committed to having our faculty, administration, and student body reflect the social, racial, and economic diversity that characterizes our society. The College's undergraduate students come from nearly every state and from 50+ countries; more than 80 percent of undergrads live on campus. At Sarah Lawrence, students spend more time one-on-one with award-winning [faculty](#) than do students at any other college in the country.

Diversity, Equity, and Inclusion

Sarah Lawrence College is committed to sustaining a diverse and inclusive learning, working, and living community. This requires students, faculty, administration, and staff who reflect the diversity of our society; that people from different backgrounds and with different views be prepared to treat one another with mutual respect and honest curiosity so that they can engage and learn from one another; and that diversity infuse all aspects of the life and mission of the College. These conditions enable a genuine liberal arts education, in which the presence of people with different experiences and

ideas, engaged in critical dialogue, overcomes ignorance, and builds trust and knowledge. Please visit [DEI@SLC](#) for more information on current work and initiatives.

Academics

Undergraduate Education

The freedom to steer your own education has always been the basis of Sarah Lawrence's academic model, which offers a single undergraduate degree, the BA in the liberal arts. Students gain the breadth of a traditional liberal arts education affords by taking courses in three of our four areas of study--Creative and Performing Arts, History and the Social Sciences, Humanities, and Natural Sciences and Mathematics-- while creating their own path through the curriculum with the close guidance of their faculty advisor. The academic structure combines small seminar classes with individual, biweekly student-faculty meetings, along with collaborative formats, practicums, and internships, offering a level of intellectual and creative partnership that is unparalleled in undergraduate education. [Explore Sarah Lawrence's undergraduate education](#)

Graduate Education

The College presently offers 12 programs of graduate and professional study—many of them pioneers in their field—including three dual degree programs. Sarah Lawrence graduate alumni, known for their staunch independence, unbridled creativity, and original thinking, go on to make meaningful and thoughtful contributions in their fields of study and beyond. [Explore Sarah Lawrence's graduate education](#)

Campus & Facilities

Sarah Lawrence College occupies 44 wooded acres in Yonkers, NY, near the Village of Bronxville—just north of New York City. A 30-minute train ride from the Bronxville station takes students into Midtown Manhattan. The campus is also walking distance from the [Cross County Center](#), a major shopping mall and hotel complex. [Learn more about the area](#)

In addition to seminar and lecture classrooms, Sarah Lawrence has outstanding theatres, art and performance studios, and music spaces; modern science labs; state-of-the-art graphic computing equipment; competitive sports facilities; a 60,000-square-foot visual arts center; and recently renovated dining facilities. In August 2019, the College opened the new [Barbara Walters Campus Center](#), a fully donor-funded, on-time and on-budget project that added 35000 square feet of multi-purpose space and recentered the campus while also opening its doors as a cultural and intellectual hub for the surrounding community. At the same time, the campus also welcomed a new outdoor amphitheater, the [Remy Theater](#) and plans are underway for the renovation of the [Siegel Center](#) to create a new home for the College's multicultural organizations. Since 2013, the College has operated the [Center for the Urban River](#), situated 4 miles away from the College on the Hudson River, in Yonkers, and has partnered with the City of Yonkers on developing a shared [soccer field](#).