



Strategic Plan 2021-2024 Diversity, Inclusion, and Belonging

“If, according to times and circumstances, the need arises to make new rules or do something differently, do it prudently and with good advice.”

- *Saint Angela Merici*
Foundress of the Company of St. Ursula

Mission Statement

Ursuline Academy of New Orleans, **founded in 1727 and sponsored by the Order of Saint Ursula**, is a Catholic school for girls offering a strong educational environment from early childhood through a college preparatory secondary program.

In a diverse community with an inspiring heritage, Ursuline Academy fosters spiritual formation, academic excellence, and a life-long commitment to *Serviam*: I will serve. The Academy values the uniqueness of each student, nurtures the whole person, develops leaders of confidence and compassion, and prepares them for life in a global society.

Core Values

- Spiritual formation and faith development
- Respect for the uniqueness of the individual
- Development of the whole person
- Development of a nurturing community spirit
- Commitment to peacekeeping
- *Serviam* as a lived reality
- Hallmark: Academic Excellence
- Ideals: Courtesy, Loyalty, and Courage

The Philosophy of Our Foundress

Saint Angela Merici founded the Company of Saint Ursula in Brescia, Italy in 1535. In her life, she reached out in service and love to rich and poor alike. In her writings, she developed a philosophy of personal formation, a commitment to justice, and a promotion of self-discipline through encouragement rather than compulsion in an atmosphere of unity, mutual love, and respect.

Ursuline History

With foresight and courage, Saint Angela challenged the conventional limits imposed on women of her era -- marriage or the convent -- and created a new way for them to lead active, independent lives in their communities, addressing the most urgent needs of others. In doing so, she significantly expanded the sphere of action and influence afforded to the women of her time. For centuries, the Ursuline Sisters have built on this powerful legacy, bringing their caring attention and educational expertise to generations of girls of all races and backgrounds, across the globe.

Today's Ursuline, founded on the philosophy of Saint Angela, continues to challenge girls and young women. Founded nearly 50 years before the American Revolutionary War of Independence, Ursuline Academy has proven that the education of women is essential to the development of a civilized, spiritual, and just society. The Ursuline Sisters, the Academy's early educators, influenced culture and learning in New Orleans by providing an exceptional education for its women. They were the very first to provide educational instruction for female African American slaves, free women of color, and Native Americans. They also provided the first center of social welfare in the Mississippi Valley and the first boarding school in Louisiana.

Steeped in historic mission, philosophy, and values, Ursuline Academy of New Orleans moves forward with the strategy of a Catholic independent school, educating girls for challenges they face today and for those they will face in the future. This strategic plan for Diversity, Inclusion, and Belonging dovetails with the overall Academy strategic plan, Raise Her Up - Empowering Trailblazers 2019-2024.

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- Saint Angela Merici
Foundress of the Company of Saint Ursula

While the traditions and values of an Ursuline education are timeless, we believe now, more than ever, is the perfect time to heed Saint Angela's words and make plans to address the changing times and circumstances. We believe girls must learn to think creatively, articulate their ideas confidently and compassionately, and solve problems collaboratively with cultural competence. Our girls need to see, hear, and understand the diversity of people, perspectives, and points of view around them and the world they will lead in the years ahead. They must be able to identify, analyze, and act on issues of equity, justice, and inclusion integrated with our mission, the philosophy of our foundress, and our values.

Diversity, Inclusion, and Belonging (DIB) Task Force Charter

A Diversity, Inclusion, and Belonging (DIB) Task Force was commissioned by the Academy President in the Summer of 2020 (Appendix A). The group was intentionally inclusive of parents, alumnae, students, faculty, staff, and other members of the extended Ursuline community. It was also very diverse in terms of gender, ethnicity, age, geographic location, and profession (Appendix B).

The DIB Task Force was asked to evaluate areas of school life, governance, and operating structures relative to Diversity, Inclusion, and Belonging. After evaluating the current state, the DIB Task Force was further asked to provide recommendations to create a more diverse, inclusive, and welcoming Ursuline community, which enables all Ursuline girls to feel they belong, utilizing Ursuline's mission, philosophy, and core values as a backdrop for recommendations. Recommendations were to be provided by May 2021 at which time the Task Force would sunset.

Excerpt taken from Dr. Margarita O'Byrne Curtis' Summer of 2020 Commissioning.

"Ursuline girls are prepared to blaze trails, just like our foundress, Angela Merici, did in her own world more than four hundred years ago. With foresight and courage, she challenged the conventional limits imposed on women of her era -- marriage or the convent -- and created a new way for them to lead active, independent lives in their communities, addressing the most urgent needs of others. In so doing, she significantly expanded the sphere of action and influence afforded to the women of her time. For centuries, the Ursuline Sisters have built on this powerful legacy, indiscriminately bringing their caring attention and educational expertise to generations of girls, of all races and backgrounds, across the globe.

As the first all-girls' Catholic school in the nation, our Sisters were the very first to provide classes for female African American slaves, free women of color, and Native Americans. They also provided the first center of social welfare in the Mississippi Valley and the first boarding school in Louisiana. Ursuline's trailblazing legacy has continued to hold many other firsts - the first female pharmacist, the first to contribute a book of literary merit, the first female law professor at Loyola University New Orleans, and the first African American woman to serve as Chief Judge of Orleans Parish Criminal District Court - to name a few. The Ursuline ability to be the first, identify challenges, and to seek ways of addressing them with creativity and courage, to show our contemporaries how to 'lead new lives,' is a distinctive strain of our DNA, and one we must leverage in the face of our current crisis."

Margarita O'Byrne Curtis

Framework and Process

Six focus areas were identified: **Academics, Admissions, Alumnae/Development, Communications, Human Resources, and Student Life.** Each focus area had 10-12 members who formed a workstream to address topics specifically related to that focus area. Each workstream was supported by members of the Ursuline faculty/staff who have day-to-day responsibility for the area and can provide subject matter expertise in terms of existing policies and practices.

A steering committee, which comprised representatives from each of the 6 workstreams, met monthly and guided the work of the overall task force. A core team, which comprised the Academy President, immediate Past Chair of the Board of Trustees, Director of Communications, and an external consultant met regularly to provide strategic oversight and to ensure progress was being made. SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) Goals criteria were used to anchor final recommendations.

While the task force has been focused on the development of a three-year strategic plan, the Academy has also taken a parallel and complementary path, informed by early feedback, to further this important work. Several activities were completed; others remain underway (Appendix C).



Academics

Vision

Provide each Ursuline student with relevant learning experiences, by increasing the integration of diversity and inclusion in the curriculum/programming. Ensure that Ursuline students and graduates are academically prepared and culturally competent to thrive in the global community. Academic achievement, as measured by test scores, advanced placement enrollment, and grade point averages, will be free of disparities across demographics.

Strategies

- Provide culturally responsive teacher training for faculty to enhance awareness and knowledge of one's self and others, as well as strengthening skills to effectively introduce age-appropriate diversity examples into historically non-diverse curricula.
- Introduce specific instructional strategies for addressing sensitive topics during classroom discussions in order that students and teachers alike become ready practitioners of an intercultural mindset.
- Increase the diversity of authors and people represented in English, history, science, and math courses.
- Host an annual Civics and Citizenship Symposium, which includes an oratorical contest, an essay contest, and a fine arts or performing arts presentation - amplifying the ideals of American citizenship and civic responsibilities.
- Use MAP (Measure of Academic Progress) testing to more effectively assess student placement.

SMART Goals

- Multi-year professional development plan by Fall 2021.
- Meeting by appropriate personnel to evaluate/determine book choices and curriculum modifications by June 1, 2021 for upcoming school year and annually.
- Administer MAP testing 3 times annually. Schedule dates for 2021-2022 school year by June 2021. Academic teams to meet after each testing to develop action plans.

Admissions

Vision

Ensure Ursuline is consistently able to recruit, admit, and retain a culturally diverse student population, which enables an enhanced learning experience for all students. The admissions and onboarding process will create a sense of belonging for all new members of the Ursuline community.

Strategies

- Conduct annual focus groups in March/April with parents and students who were recently admitted to gather real-time data on the highlights and opportunities for improvement in the process.
- Create an annual admissions report which includes data and an in-depth analysis of prospects, inquiries, applicants, admitted, enrolled, etc.
- An annual admissions report will be provided to the Board of Trustees.
- Invite principals and administrators to Ursuline's campus to create partnerships. Host events that serve as an opportunity for our high school students to foster relationships with middle school students.

SMART Goals

- Surveys and focus groups with new parents/students conducted to inform admissions report by May 1, 2021 and annually.
- Effectively utilize current parents for outreach to potential students.
- Admissions report provided to Board of Trustees by Summer 2021 Board Retreat.
- Work to increase enrollment and exposure with Archdiocesan and local public schools that predominantly serve students of color starting in Fall 2021.

Alumnae and Development

Vision

Ursuline Academy of New Orleans boasts impressive alumnae in various fields, making significant contributions in the communities where they live and serve. As the Academy gears up to celebrate its tricentennial, it is imperative to bolster the collaboration with alumnae - specifically engaging with diverse alumnae and Ursuline supporters.

Strategies

- Conduct a comprehensive census to identify and capture demographic and other relevant information/data on all Ursuline alumnae. A database derived from the complete census will inform and enhance a host of key initiatives.
- Create geographic alumnae chapters outside of New Orleans.
- Effectively onboard new alumnae to create lasting engagement.
- Utilize a market segmentation approach to better target messaging, campaigns, events, and engagement strategies with alumnae and supporters.
- Revive and refresh the Ursuline Family Network, which provides mentors for new families to ensure they feel welcomed and are successfully brought into the Ursuline community.

SMART Goals

- Starting with the Class of 2021, increase efforts to more effectively onboard new alumnae - moving forward with each subsequent senior class.
- Census launched by August 2022 and completed by December 2022.
- Launch and operationalize 2-3 geographic alumnae chapters by 2023.
- Launch the Ursuline Family Network by Fall 2021. Track engagement of families across demographics.

Communications

Vision

Both internal and external communications will illuminate the Academy's diverse community and inspiring heritage through the use of inclusive language and imagery. Communication will be authentic and promote diversity, inclusion, and belonging to a broad constituency through all outreach platforms.

Strategies

- Create and leverage a DIB landing page, easily accessed from the Academy website - which highlights Ursuline's work in these areas and serves as a resource for students, faculty, staff, families, and alumnae.
- In conjunction with the Student Life workstream, create a Code of Belonging, acknowledging the Academy's commitment to DIB. This written statement will be included in student, parent, and faculty/staff handbooks and discussed and signed off on annually.
- Develop a comprehensive media strategy that supports the initiatives and activities of the other workstreams. Actively and consistently engage multiple audiences who interface with various departments within the Academy to reinforce that Ursuline is welcoming, diverse, and inclusive.

SMART Goals

- Launch DIB landing page by August 2021.
- Support the creation and amplification of a Code of Belonging by Fall 2021.
- Comprehensive media and communications strategy developed by December 2022, which includes media metrics that are measured annually.

Human Resources

Vision

In order to promote a more inclusive culture at Ursuline Academy of New Orleans, the dedicated, talented, and caring faculty, administration, and staff must reflect and be representative of the rich, cultural diversity of the student population and of the Greater New Orleans and surrounding areas.

Strategies

- Create a DIB Advisory Committee that comprises staff, faculty, student leaders, parents, and alumnae. The role of the committee, which reports to the Board of Trustees, is to guide and advance best practices that strengthen dialogue and the educational, institutional, and business climate of the Academy with respect to Diversity, Inclusion, and Belonging.
- Appoint a mission-focused Diversity, Inclusion and Belonging staff person(s) who will lead and integrate the Ursuline efforts/initiatives into every aspect of the Academy.
- Build a multi-year professional development plan that includes intercultural competency training, team building, and restorative practice strategies - essential for an inclusive learning community.
- Develop partnership opportunities with local, Historically Black Colleges and Universities (HBCUs) that can provide access to a diverse pool of potential candidates for open positions.
- Identify partnerships to recruit faculty who bring a global perspective to support Ursuline's focus on global initiatives. (i.e. Teach for America, etc.)

SMART Goals

- DIB Advisory Committee to the Board of Trustees established by August 2021.
- DIB staff person(s) appointed by August 2021.
- Multi-year professional development plan developed by Summer 2022 with a plan for 2021-2022 by August 2021.
- Increase the ethnic diversity of faculty/staff yearly from 2021-2024.

Student Life

Vision

The Early Childhood through 12th grade experience at Ursuline is one which elicits the very best from each student and one which inspires and empowers young women to learn, to lead, and to serve. Policies and programs will be designed to engage and cultivate culturally competent student leaders.

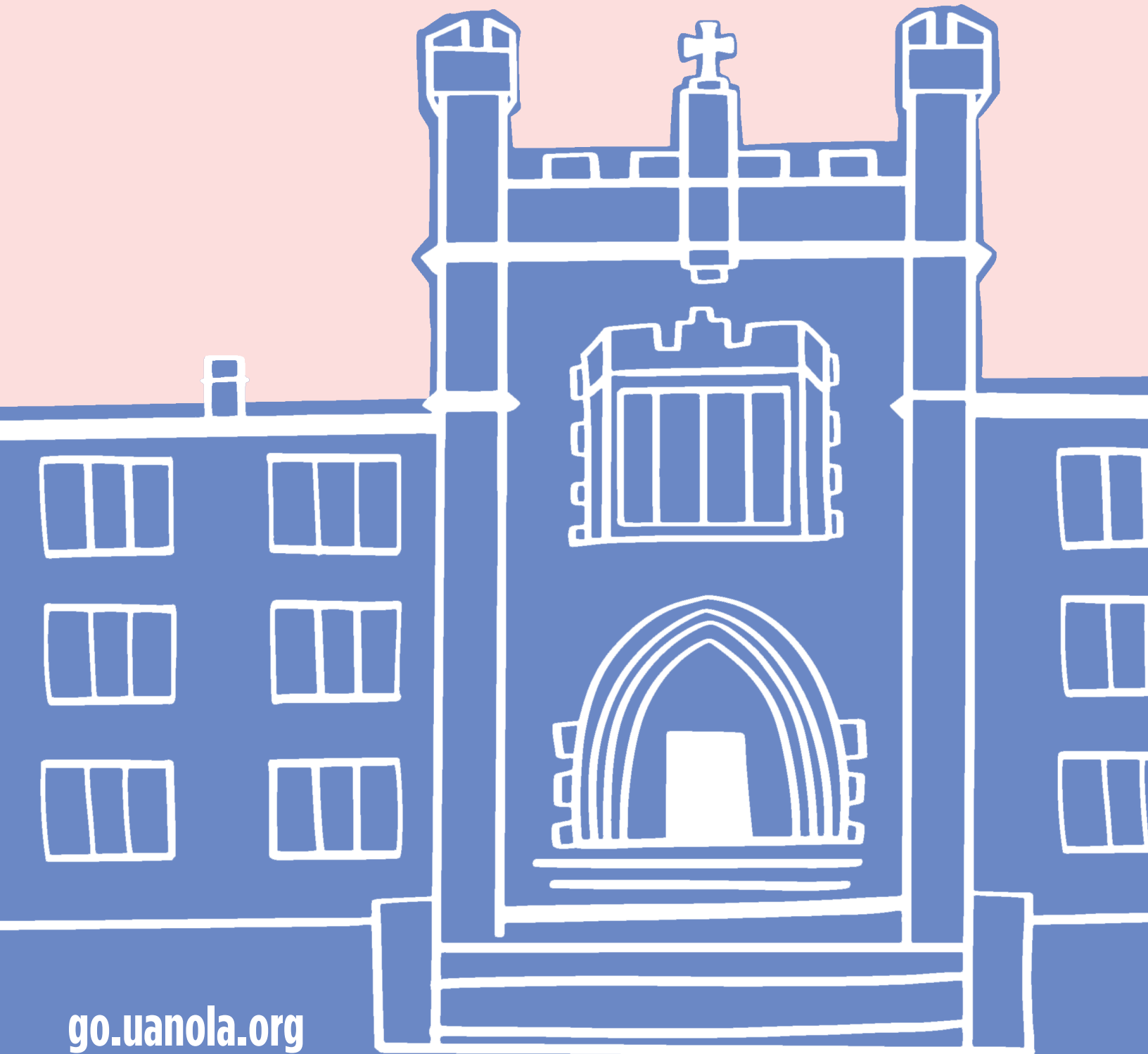
Strategies

- Review and update the substantive content of the existing student handbook through the lens of diversity - incorporating feedback from students and best practice examples from other schools.
- Create a student-led DIB Board which is trained along with faculty advisors and provides peer-to-peer support and engagement relative to DIB challenges and experiences.
- Adopt a Code of Belonging, that is aligned to the Academy's mission and is a public affirmation of Ursuline's commitment to Diversity, Inclusion, and Belonging.

SMART Goals

- Student/faculty committee established to review content of student handbook by Summer 2021. Relevant content is updated by Fall 2021 and available to be integrated into the appropriate handbook(s) prior to Fall 2021.
- Student-led DIB Board is operational by Fall 2021.
- Code of Belonging is approved and introduced at the start of the 2021 school year.

URSULINE ACADEMY



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URSULINE ACADEMY

Appendix to Strategic Plan 2021-2024

Diversity, Inclusion, and Belonging

Appendix A – Summer 2020 Commissioning

Dear Members of the Ursuline Community,

I return to Ursuline with deep gratitude for the opportunity to serve the institution that launched me on a consequential and fulfilling career as an educator. After more than forty years in the Northeast, I am exhilarated by the prospect of rejoining the community. When I returned to campus this past December for the Sweetheart Induction Ceremony, little did I know at the time that I would be returning to the Academy in this new role. Shortly after the induction, Mariana Coudrain, our Annual Fund Coordinator, kindly gave me an extensive tour of the campus. Walking through the hallways and seeing that magnificent courtyard again after so many years away, filled me with nostalgia and brought back compelling memories of the four years I spent at the Academy.

In many ways, this stage of my life was deeply challenging - when I arrived at Ursuline from Colombia, I didn't speak English, and I had left all my close friends and relatives behind in a faraway country. I was a shy, awkward, pimply 12-year old trying to make sense of a brand new reality. Everything around me was foreign and puzzling, and yet, the memory that endures is the warmth and support with which I was met, and the certainty that I was surrounded by teachers - many of them dedicated, kind Sisters - and classmates who cared. Those were some of the most transformative years of my life.

I am humbled and energized by the opportunity to get to know all of you and to serve the school in the year ahead. It is clear already, however, that I arrive during one of the country's most tumultuous and challenging moments in recent history. We are wearied by a months-long pandemic and the unparalleled dislocation, suffering, and anxiety it has wrought here and across the globe. We are also reeling from the loss of life of another black man, at the hands of police, and from the disturbing reaffirmation that systemic racism remains entrenched in our society, undermining a fundamental democratic value: justice for all. Racism, in all its manifestations, persists as a human rights violation, with deep roots in our past. It is with this reality in mind that I also return to my Alma Mater with a renewed, intense awareness of the most critical and urgent task facing those of us who choose the teaching life.

To educate (Latin: e, ex= out + ducare= to lead) essentially means to "to lead out," to take someone from one place to another, to actively engage our students' minds, souls, and imaginations and to lead them toward more enlightened, righteous, just ways of being in the world. As a school anchored in Gospel teachings, it is the formation of our girls' character and the calibration of their moral compass that take precedence over all the other legitimate, but complementary tasks. With the development of academic skills and competencies, our aim is not exclusively to ensure the girls' success in their chosen fields of endeavor, but more fundamentally, to send them out as transformative agents of justice, hope, and optimism in the world.

Pope Francis reminds us that our religious aspirations and practices should not be limited to "the inner sanctum of personal life," and that as Catholics, it is our responsibility to address the ills and injustices of our time, to voice our opinions on issues and events impacting our society. For him, "an authentic faith - which is never comfortable or completely personal - always involves a deep desire to change the world, to transmit values, to leave this earth somehow better than we found it" (Evangelii Gaudium 183). So, the immediate question before us is how we will respond to this most recent manifestation of racial injustice in our midst, how we will demonstrate, not just hashtag that black lives matter. Thankfully, we have strong role models to follow.

Ursuline girls are prepared to blaze trails, just like our foundress, Angela Merici, did in her own world more than four hundred years ago. With foresight and courage, she challenged the conventional limits imposed on women of her era -- marriage or the convent -- and created a new way for them to lead active, independent lives in their communities, addressing the most urgent needs of others. In so doing, she significantly expanded the sphere of action and influence afforded to the women of her time. For centuries, the Ursuline Sisters have built on this powerful legacy, indiscriminately bringing their caring attention and educational expertise to generations of girls, of all races and backgrounds, across the globe.

As the first all-girls' Catholic school in the nation, our Sisters were the very first to provide classes for female African American slaves, free women of color, and Native Americans. They also provided the first center of social welfare in the Mississippi Valley and the first boarding school in Louisiana. Ursuline's trailblazing legacy has continued to hold many other firsts - the first female pharmacist, the first to contribute a book of literary merit, the first female law professor at Loyola University New Orleans, and the first African American woman to serve as Chief Judge of Orleans Parish Criminal District Court - to name a few. The Ursuline ability to be the first, identify challenges and seek ways of addressing them with creativity and courage, and to show our contemporaries how to "lead new lives," is a distinctive strain of our DNA and one we must leverage in the face of our current crisis.

Let me briefly outline how we anticipate moving forward in the weeks and months ahead. In consultation with Jessica Kennedy Becker '89, current Chair of the Board of Trustees, I am in the process of appointing the Diversity, Inclusion, and Belonging Task Force, comprising representatives from various constituencies - trustees, alumnae, faculty, staff, students, parents, and friends - with the specific charge of developing a comprehensive strategic plan in the coming months. The overarching goal is to systematically assess all areas of school life, as well as governance and operational structures, and to determine how we can enhance our cultural competency skills, and create an ever more inclusive, welcoming community. While the members of the task force will lead the effort and ensure that we make measurable progress, all members of the community will have the opportunity to voice their perspective. I am also working quickly to identify and engage someone in our alumnae or parent base with deep, professional expertise in inclusion work who can guide us in a constructive, sensitive, yet deliberate manner.

Ursuline Academy, from its inception, has always aspired to be a community that values and affirms the differences and individuality of each and every girl. We believe that diverse perspectives fuel creative and innovative thinking and problem solving, build empathy, enrich interactions, and provide varied skills and experiences from which the entire school benefits. As a school, we consider cultural competency essential to the pursuit of excellence and success, both on campus and beyond. In this sense, inclusion work is not only the right thing to do, but the smart thing to do. Given the increasingly diverse world our girls will enter upon graduation, both in college and the workplace, we must equip them with the ability to interact meaningfully and productively with people of different backgrounds and identities.

Together we can continue to build on the strongest of foundations - 293 years (how many schools in the country can claim to be preparing for their tricentenary celebration!?) of a distinguished history, with a concise and most powerful motto - *Serviam*. Ursuline girls are encouraged to work hard, and to learn in order to serve. A wise educator once said that "the test of the worth of any school is the record of service of her alumni." In these troubled, unprecedented times, I cannot think of a more critical need than the disposition to serve - our families, communities, country, and the world. If every Ursuline girl graduates with this aspiration, we will have accomplished our mission.

Great numbers of young people have taken to the streets, across the 50 states and around the globe, sometimes at great personal risk, to protest the pervasive racial injustice still in evidence today. They are demanding swift, significant change and questioning our commitment to address the blatant abuse of black people's human rights. Complacency and indifference are the strongest barriers to progress - to justice for all. I hope that together, as one community, we can blaze a trail toward inclusion and belonging.

Cor Unum,



Dr. Margarita O'Byrne Curtis '69
Academy President

Appendix B - Task Force Demographics (Initial Team)

- Alumnae - 49
- Men - 10 Women - 83
- Black - 43 White - 45 LatinX - 5
- Parents - 21
- Faculty & Staff - 19
- Students - 22 (added 9.20.21)

Appendix C - 2020-21 Academy Diversity, Inclusion, and Belonging Initiatives

- The school engaged High Resolves, a global, award winning organization focused on the development of leadership and citizenship skills, with a particular emphasis on racial literacy, to train students, faculty, and staff. Two sessions have been held this year, one for faculty and staff, and the other for a select number of high school students, and the hope is to build on this preliminary training in the years ahead.
- In collaboration with the Straight Jacket Company of New York, a group of 11 high school students has just completed the Ursuline Legacy Oral History, a project that focuses on the integration of the Academy in the 1960's and the experience of alumnae from different backgrounds. They have created a database that includes a wide array of testimonials from diverse alumnae of the past five decades. A 5-6-minute video based on these interviews is currently under production and will be available at the end of the academic year. The benefits of the project were highlighted by the faculty advisor in an email to participants last fall: "You will be building connections that stretch into Ursuline's past and into its future; through the entire experience of workshop, coaching, interviewing, documenting, and debriefing. You are going to be gaining invaluable skills that not only are going to look very impressive on your college application, but that are extremely relevant and useful in fields like theater, journalism, academia, politics, law, scientific research, business -- the list goes on!"
- A group of high school and elementary school teachers, under the guidance of Jennie Guidry (high school) and Alicia Brannan (elementary school) have conducted a 1-12 curriculum review to assess both content and pedagogy from an inclusion perspective, and the integration of cultural competency skills into the 1-12 program.
- In March, Troi Bechet '79, an expert in reconciliation practices and the founder and CEO of The Center for Restorative Approaches (2008), conducted a Reconciliation Listening Circle for alumnae, with the intention of providing an open, welcoming environment for the sharing of experiences and stories of their Ursuline days. As indicated on her website, "Restorative Approaches focus on building, strengthening, and repairing relationships when they are harmed. These approaches offer non-adversarial mechanisms for authentic dialogue that fosters connection, understanding, empathy, and healing." We are grateful for Ms. Bechet's willingness to facilitate this process on a pro-bono basis.
- In May, a group of humanities teachers will be participating in R.E.A.L. Discussion, a training program that targets the development of inclusive, culturally responsive discussion skills in history, English and religion classes, and fosters a classroom culture where all students belong, learn, and grow. Intended for middle and high school students, the system encourages evidence-based reflection and identifies the four skills (Relate, Excerpt, Ask, and Listen) that promote meaningful, productive discussions.
- In early April, we also welcomed a group of 12 Xavier University students currently enrolled in a teacher certification program, to observe classes across different disciplines and grade levels on our campus. An initial conversation with Dr. Reynold Verret, University President, and other administrators at Xavier are already underway to consider how they can support our efforts to recruit more diverse faculty and staff in the years ahead.
- Several administrators and faculty members are currently enrolled in a free, virtual, 14-hour certificate program focused on Diversity, Equity, and Inclusion in the Workplace, sponsored by the University of South Florida's MUMA School of Business. The course will end in mid-May, and those who pass the quizzes for the seven modules will earn the certificate. The Archdiocese's Racial Equity and Justice Task Force, of which I have been a member since July of 2020, made me aware of this and other compelling learning opportunities.

Diversity is the presence of differences within any setting. A commitment to diversity involves the recognition that a diversity of people, perspectives, and experiences is essential to maximizing the learning, scholarship, and practices in the education environment. Diversity exists in a variety of forms including, but not limited to: race, ethnicity, sexual orientation, religion, (dis)ability status, etc.

Inclusion & Belonging refers to the extent to which individuals feel valued in a given setting. A commitment to inclusion involves pursuing deliberate efforts to create and maintain an environment where everyone feels welcomed, respected, and supported to participate fully. An inclusive climate contributes to an individual's sense of belonging and embraces differences to strengthen the group or organization.

Equity strives to ensure that everyone has access to the same opportunities. A commitment to equity involves the recognition that advantages and barriers exist that shape an individual's (un)equal opportunity to participate in and fully benefit from programs, services, and activities. Although equity focuses on being fair and just, a focus on equity involves correcting and addressing imbalances to ensure that each constituent receives what they need to be successful, which can shape practices, policies, and approaches.

Ursuline Academy DIB Task Force

Core Team

Deborah "Deb" Augustine Elam '79 - President and CEO, Corporate Playbook (Consultant)
Jessica Kennedy Becker '89 - Vice Chair of the Board of Trustees
Dr. Margarita O'Byrne Curtis '69 - Academy President
Christy Jackson Zurcher '00 - Director of Communications

Steering Committee

Sr. Regina Marie Fronmuller, OSU - Mission Integration

Academics

Fr. Bentley Anderson, SJ
Suzette Peychaud Bagneris '86
Jennie Guidry
Robyn Sangster McCormick
Cathryn Walsh

Alumnae/Development

Kimberlin Pittman Brown '95
Mariana Coudrain
Eugene Priestley
Maureen Mock Verderame '66
Maria Merchan Weidenbacher '05

Human Resources

Dr. Tracy Bonday
Liz Glaser Broekman '85
Pam Cromiller Cohn '79
Shannon Culotta
Julie Graham
Al Grandoit
Alicia Humphres

Admissions

Cheri Morial Ausberry '84
Robyn DeGruy Kiper '96
Stuart Lob
Becky McLellan
Yolanda Page

Communications

Natasha Haynes
Fran Collins McManus '76
Laila Morcos Zissis '92
Christy Jackson Zurcher '00

Student Life

Andrea Estavan
Sue Dorsey Heidel '85
Chris McLellan
Danette Saylor

Tyana Doucette Alexander '95, Jornea Armant '99, Annabel Beatmann, Jane Mullin Behlen '05, Theresa Johnson Bennett, Lindsay Bickham, Shaniece Bickham, Jennifer Bourgeois, Kefla George Brown '93, Isabel Cambias, Stephanie Carton, Leslie Castaneda, Lisa Costa '84, Patricia Fitzmorris Danflous '65, Camille Daniels, Elizabeth Romaguera Deacon '03, Julia Durel, Reginald English, Keelin Fisher, Kate Ford, Chanelle Gaither '93, Tracey Knight Guient '87, Tyra Hamilton-Daniels, Bailey Haynes, Jeff Johnson, Maya Johnson, KeShuna Jones-Lee, Beth Joubert '80, Maria Kiper, Karrington Knight '18, Charlene Larche-Mason '89, Berlin Ledet, Sweden Ledet, Michael Lesslie, Alvin Mahler, Nadja McGill, Chris McLellan, Cecily Barker McDaniel '86, Spring Richardson Mercadel '05, Kelly Montagnino, Audrey Morrow, Nadrea Reeves Njoku '01, Garri Paul '15, Debbie Levy Pierce '69, Kevin Poche, Arian Randolph '06, Lori Ranner, Brittany Richardson, Ximena Rocha '09, Hannah Samaha, Zoe Schello, Laura Cangelosi Sewell '80, Leslie Harvey Sparks, Cherie Jackson Spooner '84, Mae Ying Stock-Bordnick, Natalie Vitrano, Isabella White, Chantrell Farley Williams '02, Tyrielle Williams, and Aisha Dunbar Wicker.

Ursuline Academy of New Orleans Board of Trustees Motion

The Board of Trustees unanimously approved that the Board of Trustees will affirm, recognize, and express appreciation for the efforts of the DIB Task Force. The Board of Trustees looks forward to supporting continuing efforts toward beneficial results with the knowledge that these efforts will help the Board of Trustees with diversity matters. The Board of Trustees plans to pursue continuous, quality improvements regarding Diversity, Inclusion, and Belonging at Ursuline Academy.