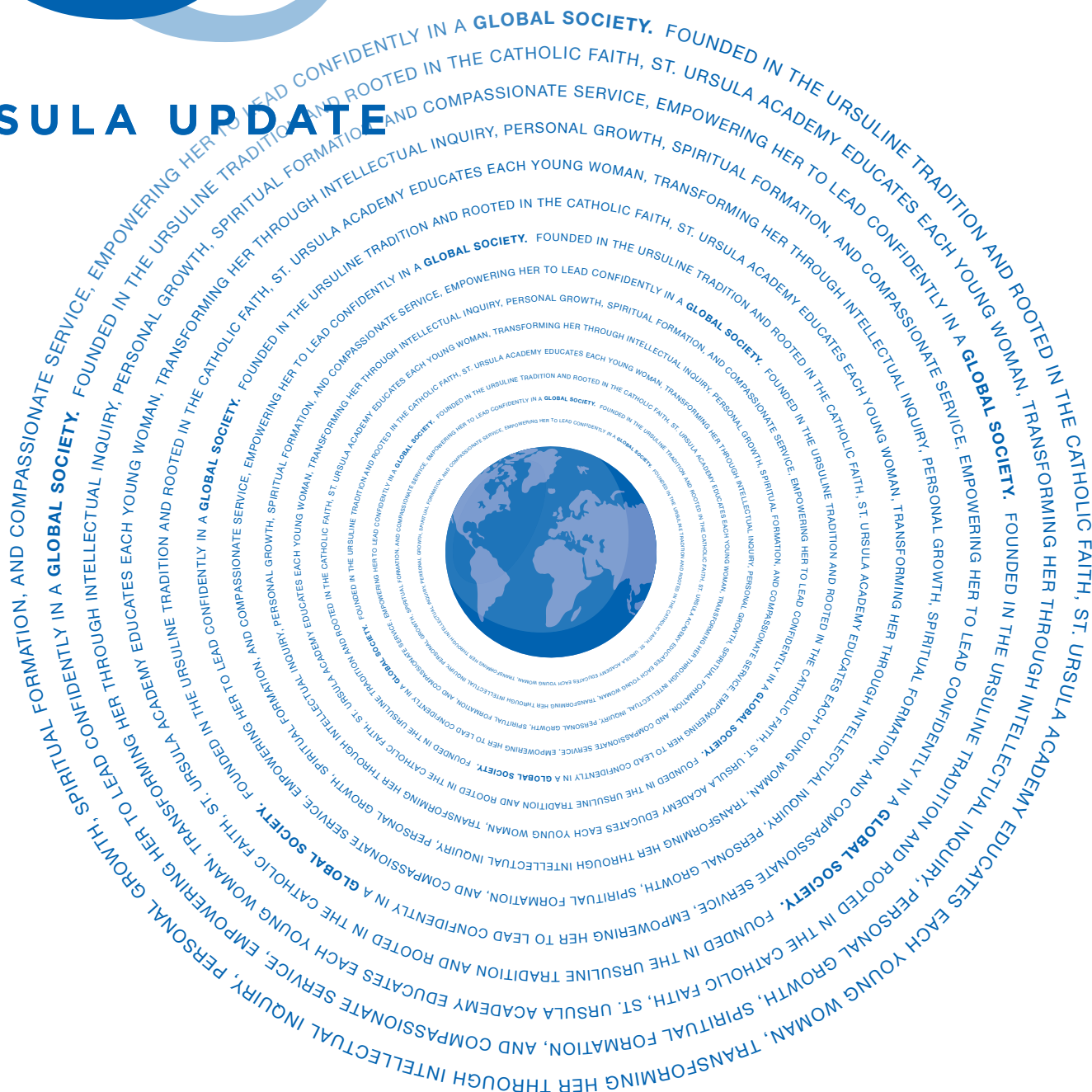




SPRING 2022

URSULA UPDATE



A MAGAZINE FOR ALUMNAE, PARENTS, AND FRIENDS OF **ST. URSULA ACADEMY**





Bonjour! ¡Hola! Guten Tag! G'Day!

An essential part of St. Ursula Academy's mission is to empower girls to view the world from a global perspective.

To go out and have interesting adventures. To try new experiences.

That high-level outlook starts right here on Indian Road. Within these walls, we have plenty of role models for living life to its fullest. In our hallways, we have students and adults who have tapped into their inquisitive minds to discover a new place, try out new words, and learn more about other cultures. In our classrooms, we have people with open minds and hearts to not only go out into the world, but also to welcome those from other parts of the globe into our sisterhood.

We have people who are curious, who are brave, who are caring.

All these Arrows make up the rich tapestry of SUA, a place where we think globally, but make people feel like they are part of a warm, familiar home. We are the best of all worlds.



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***Ursula Update is published for the alumnae,
families, and friends of St. Ursula Academy.***

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ST. URSULA ACADEMY

Mary (Conlisk) Werner '74, President



Follow President Mary Werner
on Twitter [@mwerner74pres](https://twitter.com/mwerner74pres).

“
It's a world of laughter
A world of tears
It's a world of hopes
And a world of fears
There's so much that we share
That it's time we're aware
It's a small world after all.
”

**ROBERT AND RICHARD
SHERMAN**

Recently, at an SUA assembly supporting the people of Ukraine, students, faculty, and staff heard from faculty member Caroline Jardine about her special connection with the country and about a refugee “who made it possible for me to have my life.” Caroline went on to share that her grandfather, Walter Waclawski, her “JaJa,” arrived in Rossford, Ohio, 70 years ago from Ukraine. During World War II, her JaJa was captured and imprisoned in a forced labor camp for three years. He never saw his family or his country again. By luck and the grace of God, he survived the camp, and we are blessed that his granddaughter is his living legacy.

Many of us share global connections with current and prior generations and loved ones around the world, each reminding us of the special connections we have to each other. In this issue of *Ursula Update*, we explore those many connections to the global society we live in. We are blessed to welcome students from other countries and connect to alumnae living and working abroad.

An integral part of our mission at SUA is to empower each young woman to lead confidently in a global society. Yes, it is a small, small world. Having that global perspective is more important than ever.

Soli Deo Gloria,

Mary
President

SUA Names Lindsay (Lauder) Jordan '02 as Director of Advancement

Lindsay (Lauder) Jordan '02 has been named the new Director of Advancement at St. Ursula Academy.

The Director of Advancement is responsible for designing, leading, and executing the overall fundraising and constituent engagement strategies to provide for the current and future needs of the school. These strategies include enhancing the annual fund, major/capital gifts, and legacy/endowment gifts, among others.

Jordan has more than 15 years of experience educating, leading, managing, and interacting with children and families in various environments.



She holds a Bachelor of Education from University of Toledo, with a major in Middle Childhood Math and Social Studies. For the last seven years, she has been the children's pastor at Calvary Church in Maumee, where she had a wide range of leadership responsibilities and was an integral part of the Church's fundraising efforts.

Jordan has a passion for the mission of SUA and is looking forward to giving back to the community that, in her words, “laid a strong foundation for who I am today.”

Mary Werner, SUA's president, said, “We are excited to welcome Lindsay to the SUA community. She will be a strong asset to SUA, strategically working for positive outcomes with initiative and an ability to lead, motivate, and build relationships.”

Nichole (Operacz) Flores '89, Principal

As a principal, I am often asked, “What world language should I study?” I love this question! Many students select the language they have studied in elementary school; however, I believe that connecting to the people, the culture, and the food of a new country sparks a curiosity that is needed when authentically learning.

Curiosity about life in France began at an early age for me. I’m not sure if it began because my father traveled often, or if it was my interest in understanding the language of ballet from my dance classes. Either way, I knew that when I was finally old enough, I would study French in high school. However, I didn’t realize the gift of two incredible French teachers at SUA, Madame Slykhuis and Madame Mayes, who challenged me and then tapped into my heart, inspiring me to fall in love with the people, the language, and the food.

As an SUA student, I could not wait for one of my favorite classes—French. I studied French for four years and participated in French Club. Not only did I love learning how to speak the language, but I also loved the “Culture Corner” that was included in each chapter of our textbook that would teach us about life in France. I specifically remember being in awe of Mont-St. Michel, Notre Dame, the castles of the Loire Valley, and the crepes.

I will never forget my first taste of international travel when my parents allowed me to go to France with Madame Slykhuis, my dear friend Erin (Riley) Stibley '89, and other students. Traveling across France by bus and train, eating crepes and ice cream, visiting churches and museums—I was in heaven! I tried practicing my French with some success and lots of mistakes. But it didn’t matter because language is only one way to connect with people.

After SUA, I attended John Carroll University where I (by accident) minored in French. It was not my intention to do so, but I continued enrolling in French courses for all my electives and my counselor informed me that I now had another minor.

Since college, I have traveled to many places, but I *love* to visit France. Julie Arnold, our own French teacher extraordinaire, leads our French travel with our students, and I love to go with them. I want to instill wonder and awe in students the same way I was inspired by my French teachers.

With fullness of heart, I thank the women who helped me to fall in love with the language, the food, and the people—Madame Slykhuis and Madame Mayes. If your daughters are wondering what language to study, choose the one that speaks to her heart—it will take her on an amazing global adventure!

Blessings,

Nichole
Principal



MISSION STATEMENT

Founded in the Ursuline tradition and rooted in the Catholic faith, St. Ursula Academy educates each young woman, transforming her through intellectual inquiry, personal growth, spiritual formation, and compassionate service, empowering her to lead confidently in a **global society**.

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ST. URSULA ACADEMY IS
SPONSORED BY
THE URSULINE SISTERS OF TOLEDO

A LETTER FROM

Lisa (Strasser) Krebs '92,
Board of Trustees Chair



“

We have all known the long loneliness, and we have found that the answer is community.

DOROTHY DAY

”

During the past two years, it is probably safe to say that we have all felt lonely or isolated at one time or another. And if we were feeling that way, I’m sure our Arrows were experiencing similar and potentially more intense loneliness as their social worlds were turned upside down at such a critical age.

And now, as our world begins to reopen, it is clear that we crave community. This school year’s grandparents’ Mass and breakfast was a bustling, heartwarming success. The cast and crew of our musical performed to sold-out crowds. The recent Booster Club fundraiser far exceeded expectations for attendance, as well as money raised. The St. Ursula community is demonstrating a desire to come together to celebrate and support each other.

But let’s not limit ourselves to the community we have formed at St. Ursula. Our mission statement calls the girls to “compassionate service” as a tool to “empower (them) to lead confidently in a global society.” Service to our community is a requirement for graduation, but it’s also a great time to encourage our Arrows to not just check this box, but truly experience the joys and growth that can come from helping others.

Together we can help our girls to not only fend off the “long loneliness,” but to also become the global leaders of tomorrow.

Lisa
Board of Trustees Chair

SUA Completes DEI Culture Climate Survey

by **MARY WERNER '74**, *President*

*In fall 2020, St. Ursula Academy adopted its **2020 Strategic Plan: Making a Difference** (The Plan). The Plan builds on SUA's past successes, recognizes present challenges, and prepares the school for the future. One of the key elements reflected in The Plan is the school's vision that every person at SUA feels supported and safe in a nurturing environment.*

To achieve this vision, SUA must continue to foster an environment of friendship, mutual acceptance, respect, and concern for one another that affirms the self-worth and dignity of each person. To that end, The Plan called for a current assessment of the cultural climate of the school as it relates to diversity, equity, and inclusion. The assessment provided the information necessary to determine appropriate action steps to move SUA's mission forward.

In December 2021, SUA engaged Mays & Associates, Ltd. (M&A), a local firm that specializes in diversity, equity, and inclusion management consulting, to create two survey instruments (one for students in grades nine through twelve and one for faculty and staff) to assess the culture climate at St. Ursula Academy. Both surveys were conducted in February 2022, and M&A analyzed the results, which reflected the responses of 93 percent of students and 71 percent of the faculty and staff. Overall, the students, faculty, and staff identified many strengths in the SUA community culture.

In addition to the high school and faculty and staff surveys, a separate culture climate survey, created internally by SUA leadership, was provided to the students in the Junior Academy, and 98 percent of the JA students completed this survey.

Student Perspectives: More than 88 percent of all high school student respondents (362) reported they felt welcome at SUA. When asked if SUA is a friendly environment for people of diverse backgrounds, 85 percent of White/Euro-American students agreed, as did 79 percent of Latinx/Hispanic students and 62 percent of African American/Black students. The majority of high school students see SUA as welcoming, safe, and conducive to learning. According to students' responses, teachers and staff respect them and want them to learn.

In the Junior Academy, 98 percent of the JA students (132) who responded feel welcome, and 95 percent feel safe. Ninety-five percent of African American/Black students feel welcome at SUA, compared to 99 percent of Latinx/Hispanic students and 99 percent of White/Euro-American students. Eighty-nine percent of respondents feel that their classmates are respectful of

students from different backgrounds, and 98 percent of students feel that their teachers are respectful of students from different backgrounds. **Ninety-five percent of students reported they are happy at SUA.**

Areas for development identified by the survey in both the high school and JA included education and training for students to become more aware and understanding of students' experiences when interacting with people different from themselves.

Overall, students expressed interest in more opportunities to bring together students from different backgrounds, both during school hours and outside of school. Student respondents want to be together and get to know each other better. This perspective makes sense, as the COVID-19 pandemic has restricted many opportunities for the school community to unite. Further, students want school leaders to better communicate the belief in the value and uniqueness of each girl to make sure each feels included and valued for who she is.

JA STUDENT SURVEY RESPONSES



Faculty and Staff Perspectives: Ninety percent of the faculty and staff respondents reported that SUA is a friendly environment for people of diverse backgrounds. Ninety-one percent believe the climate is conducive to teaching and learning, and 97 percent said they feel respected by the students.

In summary, the M&A survey, as well as the JA survey created internally, provided SUA's leadership with an outstanding baseline to further the school's vision of a nurturing learning environment where every person feels supported and safe. Next steps involve using this data to create a Diversity, Equity, and Inclusion Strategic Plan, as well as applicable ongoing training and development opportunities to begin during the 2022-2023 school year. In addition, the Diversity Advisory Committee, composed of administrators, faculty, and staff, along with an equal number of elected student class representatives, will be integral to keeping a student perspective as SUA leaders create next steps.

With the COVID-19 pandemic hopefully in the rear-view mirror, the leadership team looks forward to creating many additional opportunities for students, faculty, and staff to come together to strengthen the SUA community as it learns and grows together. Through education and open dialogue, the SUA community will enhance mutual acceptance, respect, and concern for one another. In addition, the school leadership remains committed to the **2020 Strategic Plan: Making a Difference** and the strategies and action steps reflected throughout the document.



We are the World

by JANE PFEIFER, *Editor*

An Arrow sitting in her math class might be thinking about numbers and functions in Portuguese. An Arrow in her Life Skills lesson might be dreaming of baking her favorite sweet treat from her home country with ingredients not readily found in Toledo. An Arrow on the soccer team might be wishing the fall weather in Ohio was as warm as it is in her native land.

On the surface, Arrows dress the same and take many of the same classes. They pray and serve and laugh and sing and study together. But so many people in our Arrow community have interesting “origin stories” of their time before they came to St. Ursula Academy. Their backgrounds help create the interesting blend of experiences that enhance a St. Ursula education and make us realize that at SUA, we are the world.



Global Citizens Become Amazing Arrows

Joudy Kassab '24

Born in **Syria**, Joudy and her family relocated to **Jordan** when she was a young girl because of the political turmoil and lack of opportunities for women and girls in her native country. They lived as refugees in Jordan for more than four years in a tiny, crowded apartment before they were allowed to emigrate to the United States in 2015. Joudy's mother had been a teacher and her father a pastry chef before they were forced to leave their home country.

When the family arrived in Toledo, they received a warm welcome from the Syrian community, but Joudy still often felt lonely. No one in her family knew English or had any friends. They initially lived in an apartment, but later were able to find a larger house.

Joudy started school in Toledo in fifth grade, but she was a year behind because of the language barrier. A family friend suggested looking at an all-girls school for high school. She toured SUA and loved it the moment she entered. "It was the best solution for me. I fell in love with the school," she said.

Thinking back to her initial few weeks after arriving in the U.S., Joudy said the biggest challenges were adapting to a new time zone, experiencing cold weather, and finding food that fit with their religion; as Muslims, they do not eat pork. "We had to learn to carefully read food labels that were in English," she said.

Joudy and her family became proud U.S. citizens in December 2021.



Jenny and Nicole Fite '24

Most 15-year-olds don't need both hands to count the countries they have traveled to, but Jenny and Nicole Fite definitely do. The twins were born in the **Czech Republic**, in their mother's hometown of Zlin, a small village with few cars and a friendly atmosphere. While they moved to the United States at a relatively young age, they have spent four weeks every summer in the Czech Republic and have traveled extensively throughout Europe. They quickly calculated that they have visited **France, Italy, Austria, England, the Netherlands, and Germany**, as well as **Canada and Jamaica** on this side of the Atlantic. The sisters are dual citizen of the U.S. and the Czech Republic; they have a working knowledge of the Czech language and enjoy the quiet pace of their birthplace. "Everyone is so friendly there; you must say hi to anyone you pass," Jenny said. Nicole added that the rural atmosphere, complete with wandering chickens, locals fishing in nearby ponds, and plenty of bikers, is peaceful.

“Everyone should take the opportunity to experience another culture.”

As they traveled to different countries during their time in Europe, Jenny said they would “indulge in the history around us,” touring castles, dressing in traditional clothing, and learning about each place they visited.

“Everyone should take the opportunity to experience another culture,” she said.

Harriette Achaleke '22

Harriette Achaleke, her mother, and a few of her siblings moved to Toledo from her birthplace of **Cameroon** when she was 12. Because Cameroon is part English-speaking, she knew the language of her new city, which made her transition to the United States a bit easier than it is for some immigrants.



The Republic of Cameroon is located near the equator in central Africa. Harriette was therefore used to enduring intense heat for half the year—something that changed when she moved to Ohio. She still misses her favorite “tribal food”: fufu (similar to rice) and eru (a soup with green vegetables). “We have tried to

make it here with some substitute spices, but it is not the same,” Harriette said. In Cameroon, she was a gymnast and judoka who made it to national competitions, and she misses those experiences.

Harriette had attended an all-girls boarding school in Cameroon—and it was perilously close to the fighting area of the country's intense civil war. In Toledo, she initially had to attend a public school before going to St. Patrick of Heatherdowns. “A nun at St. Pat's thought I would do well at St. Ursula, so she found donors to pay for my education.” Harriette knows her life in Cameroon could have been dangerous, and she is therefore grateful to be in a safe environment.

Harriette said SUA offers a more advanced education, better diversity in subjects, and more updated technology than her school in Cameroon, so she is also thankful for those advantages.

This outstanding recent graduate, who will attend Case Western Reserve University for college, has made the most of her transition to the U.S.

Isadora Kober '25

When a twelve-year-old who knows little English is relatively quickly relocated to the United States from her home in **Brazil**, one might think she would look forward to American TV programs, fast food, different clothes, or even new music. But Isadora Kober was more curious and excited about two items she had never experienced in her school: the yellow bus and hallway lockers.

Isa and her parents moved to Toledo for a job opportunity for her father, who now works as a chemical engineer at University of Toledo. While she had taken four years of English in her hometown near Porto Alegre, she was definitely not fluent, nor were her parents. “It was so overwhelming to start school,” Isa said. “My mind was blank on any English I had learned.” She

said it took at least five months to feel comfortable at school, and she would still make some humorous language errors. “Everyone thought it was funny when I said, ‘five teen’ for ‘fifteen,’” she recalled.

While she still misses her grandpa’s delicious steak dinners and the abundant fresh fruit in Brazil—along with her extended family, of course—she is embracing her time in Toledo and at SUA. Her Arrow sisters have become close friends, and she knows she will miss them when she someday returns to Brazil.

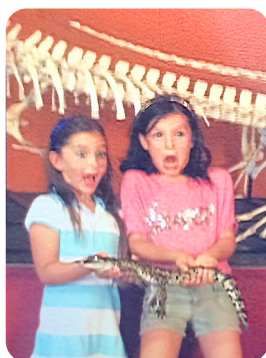


Devon '23 and Dakota '24 Lambert

Born in **Australia**, Devon and Dakota Lambert moved to the U.S.—back to their mom’s hometown of Toledo—when they were in fifth and fourth grade. Language was not as issue for them, but their new school friends enjoyed their Aussie accents—and wondered if they had a pet kangaroo, of course.

The girls described a few differences between schools in the U.S. and Australia. “The schools in Australia focus more on nature-oriented lessons, and grading is more subjective,” Devon said. Holidays are different, too: “Halloween in the U.S. is so big, with the costumes and candy. That was new for us,” Dakota said. Dakota said most holidays are more low-key in Australia, but Independence Day (January 26) is a day to gather with family members to enjoy fireworks and food. The major changes the sisters experienced after moving to Toledo included cold

weather and the abundance of fast food. They missed the freedom to walk everywhere, as they had in their small town of Darwin—the beach and the open-air Sunday market were two favorite destinations.



With little trace of their former accent present these days, the girls said friends will sometimes ask them to “speak Australian.”

They laugh as they struggle to capture the nuances of the subtle differences in pronunciation. But as dual citizens with two passports, “The Land Down Under” is a destination they intend to keep active—for visiting their grandparents, spending time at the beach, and maybe even looking for kangaroos.

Faculty and Staff With Global Experiences Enhance Student Interactions

Mrs. Kim Shockey Director of Academics

Mrs. Shockey went to kindergarten and first grade, as well as junior and senior year of high school, at a school on a military base in **Germany**. After she graduated, she took a six-week trip around Europe riding on the Eurail train system and visiting many countries.

Ms. Gaby Clarke Health and Wellness teacher

Ms. Clarke is a dual citizen of the United States and the **United Kingdom**. “My dad’s entire family lives in England or **Ireland**. When we visit, we usually spend two to three weeks with family members who live four hours north of London in Burscough, Lancashire, near Liverpool.”

Fun fact: Ms. Clarke can be a dual citizen because her dad still holds his British citizenship. She has two different passports and can get a third for Ireland, which would make her a “tri-citizen.” That distinction can only happen among the United States, the United Kingdom, and Ireland.

“In the U.K., I have always enjoyed visiting the castles, including Buckingham, Windsor, Conway, Alnwick, Leeds, and Hever, as well as the Tower of London.”



When Ms. Clarke is away from the U.S., she misses being able to drive—and when she returns to the U.S., she must remember to stay on the correct side of the road!

Ms. Tess Segura Visual Communications and Social Media Specialist

Ms. Segura was born in Heidelberg, **Germany**, near a military base; she lived there and in Vicenza, **Italy**, for several years before returning to the United States for part of elementary school. When she was in fourth grade, her family moved back to the Caserma Ederle Army base in Vicenza where she lived until she graduated from high school.



Dr. Violeta Padron
Spanish teacher

Dr. Padron was raised in the Canary Islands, which is part of **Spain** but a three-hour plane trip from Madrid. Her hometown is a cosmopolitan city on an island with easy access to Europe and Africa. She started to learn English when she was 11, and credits one of her teachers for making it fun to discover a new language through songs, stories, and books. “She opened my world,” Padron said. After attending the University of Seville and majoring in English, Padron earned her master’s degree and a Ph.D. in Romance Languages from the University of North Carolina at Chapel Hill.

SUA is connected to more than **105 Ursuline schools** on five continents: Africa, Asia, Europe, North America, and South America.

Mrs. Phoebe Rapp
Theology teacher

Mrs. Rapp emigrated to the U.S. from **Egypt** at age 6. As a small child, she watched her father get arrested in their home as the Egyptian government rounded up many Coptic Christians. “I still get triggered by loud, abrupt sounds because of that experience,” she said. Although Mrs. Rapp and her parents and younger brother were spared, they knew the family had to leave its hometown of Sporting, near Alexandria, because of the political unrest seizing the country. The family made its way to Philadelphia, then to Chicago, where Mrs. Rapp spent most of her young adult life.

Mrs. Rapp was raised in a bilingual home; she can speak Arabic and a little Coptic, and she can read Coptic. Her mother is a microbiologist, and her father is a Coptic priest.



Her adopted home of the United States makes her happy. “I have lived in a place with little freedom, so I love the freedoms we have here. I love being in a Catholic community with contemporary and apostolic traditions, and in a place where female empowerment is strong.”

Mrs. Rapp gave her daughter, Djeserit '27, the name of “holy woman” in the Coptic language.

Mrs. Boo (Anderson) Hensien '73
Main Office receptionist

“I biked through Europe with three other girls for three months when I was 25. We began our trek in **Germany**, then went to **Austria, Switzerland, Italy, France, Holland, and Belgium**. We camped and stayed in youth hostels throughout the trip. When we needed a shower, we would stay at small pensions. We cooked breakfast each morning at the camp site, grabbed nuts and yogurt for lunch, and always experienced the local food for dinner. We biked an average of 65 miles per day.”

“I saw all the ‘in between’ that a person would miss traveling on a bus or train.”

Boo fondly remembers every moment of her life-changing experience. “From that trip, I learned that I could be away from the comfort of my home for longer than I ever thought I could. I still miss many aspects of Europe: hearing yodelers as they herded their cattle in the mountains, visiting all the old castles and museums, viewing the artwork in Italy, listening to the honking horns of the cars in the narrow streets, biking along the coastline of the Mediterranean, and watching elderly people carrying their bread on their backs as they biked through their towns. Seeing the countryside on bikes is the absolute best way to travel, stopping anytime and traveling at a comfortable place. I saw all the ‘in between’ that a person would miss traveling on a bus or train.”

Mrs. Tessa Allard

Health and Wellness teacher

"I went on a mission trip to San Salvador in **El Salvador** with my church when I was in college. We stayed in a walled community and worked with a school of ministry. We were in some dangerous areas trying to teach people about Christ. Armed guards were in one area marching in the streets to help keep peace," Mrs. Allard said.



"One of my favorite memories was when a few families invited us into their homes. One home had a hole in the wall where you could see the neighbor's house. Another home had a hole in the ground as the toilet. The homes were not much, and it made me realize how spoiled I am to have my house instead of stone and corrugated metal homes."

"Because I was there on a mission trip, I loved that my focus was on God and the mission He had for me while I was there."

Mrs. Beth Porter

Science teacher

As any Arrow who has taken a class with Mrs. Porter knows she *loves* science. So it makes perfect sense that even her vacations include some kind of scientific research. "On a scuba diving trip to Bonaire, an island in the **Dutch Caribbean**, we learned about transplanting coral, became certified through the Coral Restoration Foundation, and then did a day's work cleaning and maintaining a coral 'nursery' and transplanted some coral to new locations," Mrs. Porter said.

Mrs. Jeannette Dunaway '86

English teacher

"After graduating from St. Ursula, I was an exchange student in **Italy** for one year. I traveled with the International Christian Youth Exchange. I stayed in Poggio Moiano, Rome, and Milan. I also traveled to **Germany, Switzerland, and Greece**. Years later, as a teacher, I took students to Europe every year. We went to Germany, Switzerland, **Austria, England, Ireland**, and Italy. It was an amazing learning experience for young people!"

“Every evening felt like an intimate dinner party with the most interesting guest list.”

One of her favorite memories was going to **The Vatican** with students. "I was with a group of eight non-Catholic students. It was crowded and chaotic. After we completed the tour, we all cried. The buildup of the tour, the crowds, all of it...it was too much. We cried, and then we just started laughing at ourselves for crying. It was so cathartic."

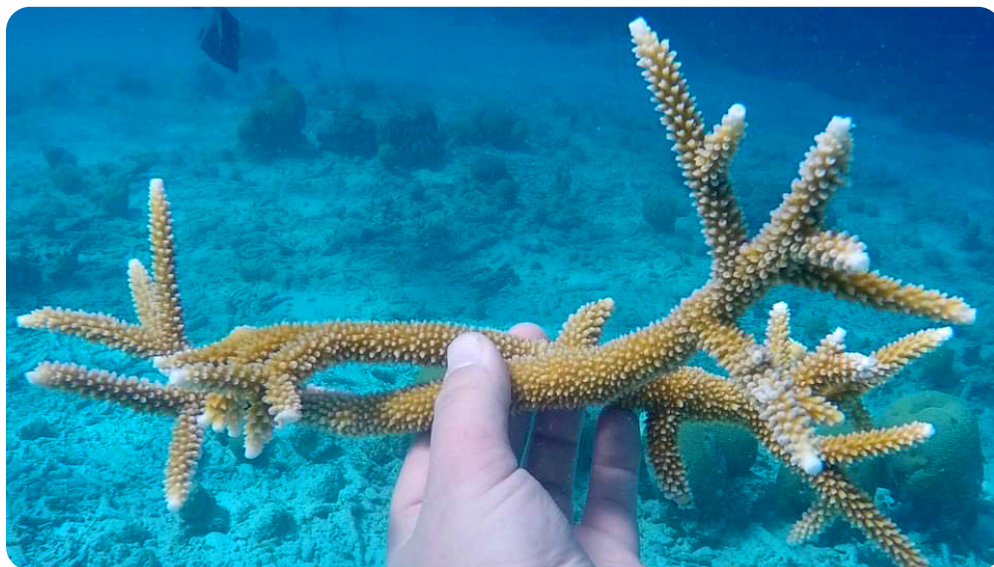


"I also miss the amazing food and sharing meals with a group of friends all over Europe. Every evening felt like an intimate dinner party with the most interesting guest list."

Mrs. Maria (Reyes) Hicks,

Spanish teacher and Leadership Program coach

Mrs. Hicks was born in **Mexico**, and Spanish is her native language. When she was a child, her father was a migrant worker in California, so she went long stretches without seeing him. She began to learn English in school at age 10. Her family moved to Huron, Ohio, a few years later, and she spent two to three years learning English with the help of a tutor. She became a U.S. citizen at age 15. After earning a bachelor's degree and master's degree in Spanish and spending a summer semester studying in the **Republic of Ireland**, she began teaching full-time.



Mrs. Julie Arnold

French teacher

Mrs. Arnold studied abroad three times during college—once as a college junior, when she spent a semester in Besançon, **France**; once for a semester in Kuala Lumpur, **Malaysia**; and once in graduate school, when she spent an entire academic year in Tours, France.

Mr. Dennis Maas

History teacher

Mr. Maas was a “military kid” who lived on several bases in the United States, as well as in **Japan** and **Germany**. He later lived and worked in Germany before returning to the U.S. to teach. At SUA, he first taught German and has taken students to Germany on educational (and fun) summer trips throughout the years.

Mrs. Rachel Ellis

Visual Arts teacher

“I grew up in **New Zealand** and then later lived in **England**, where I worked during a gap year, as I graduated at 17 because New Zealand schools start at a younger age. I also went to boarding school for grades 7-12 in Penang, **Malaysia**.”



Mrs. Rachael Decker

Student Life/Wellness Coordinator
and Leadership Program coach

Mrs. Decker assisted with a student class/tour of **Poland** with Bowling Green State University College of Education in summer 2019. She accompanied a group of students to study leadership concepts and Jewish leaders. The students also reviewed Poland’s education system by visiting high schools, where they observed differences in classroom mixes and the focus on leadership.

“They enjoy a slow pace of life.”

“The Polish people are so welcoming, down-to-earth, kind, and not materialistic. They walk everywhere. They enjoy a slow pace of life. Parents are so patient.”

Highlights of her trip include hiking in the Carpathian mountains and participating in a full Polish Mass in a Cathedral.

Alumnae Bring Arrow Pride to Countries Far and Wide

Claire (Ballay) Kristensen '10

Claire (Ballay) Kristensen '10 loved her time as an Arrow, but knew she wanted to investigate the world outside Toledo. “My love for traveling and eventually living internationally stemmed from my parents, who encouraged us to travel internationally whenever an opportunity presented itself, which included going to **Spain** and **France** with my Spanish class at SUA. This class trip was the first time I ever traveled abroad alone, and it was also the first time I really experienced the feeling of immersing myself in another culture,” she said.



Kristensen began her professional career at VaynerMedia in New York City, and eventually transferred to its London, **England**, office. She will soon move to Copenhagen, **Denmark**, where her husband is from, and she will continue to work in the sustainable energy marketing space.

“Through my professional endeavors and my experiences in other cultures—both of which are often dominated by men—I have leaned on and

looked up to other powerful women, including my friends, colleagues, and family members, to guide me through challenging situations, and I make sure I can offer this service in return. This is one of the greatest secrets of life I discovered at SUA and have carried with me ever since.”

She has strong advice for young women deciding on their future: “The greatest gift you can give yourself is traveling and living internationally. Changing your environment and the people you surround yourself with helps you grow into a more well-rounded person; it opens your eyes to other ways of living and teaches you that, no matter where you are in the world, there are wonderful people everywhere who you can find commonalities with. It is sometimes challenging and confusing to be in a different culture, but the experience always makes you stronger and more empathetic. Don’t question it—always take the opportunity to travel and move abroad!”

“The greatest gift you can give yourself is traveling and living internationally.”

Kelsey Nowakowski '07

Fear of the unknown was never an issue for Kelsey Nowakowski '07. While in college, she studied in **China**, **Vietnam**, and **South Africa**, and then attended graduate school in Toronto, Ontario, **Canada**. “As a wanderer and journalist at heart, I’ve always been comfortable traveling and moving for work, be it to Washington, D.C., the **U.S. Virgin Islands**, or **Puerto Rico**. After working full-time for *National Geographic* for several years, I decided to start my own media company to have more autonomy over my schedule and writing topics. I now write for several different publications and have served

as the publisher of an online newspaper in the U.S. Virgin Islands for the last four years. I also generate topics for the graphics-focused section of the magazine and write the articles that accompany them as well.”



“SUA prepared me for my career by teaching me to think critically, write well, and adhere to a schedule.”

Living and working abroad isn’t for everyone, but Nowakowski advocates for those who are intrigued with the notion. “If you want to live abroad, do it; don’t be afraid to put yourself out there. The nature of work has changed during the pandemic, so even more companies are open to employees working remotely. If you go to college, try to find a way to study or live abroad to see if you like it. Ask yourself what you want your day-to-day work life and home life to be like...part of the reason I work independently is because I want to know that I can get up and go where I want and when I want, because that’s part of my value system.”

Nowakowski said her new adopted “hometown” of San Juan boasts that it is the first city in the Americas to elect a woman as mayor of a capital city. “We also have so many Marco’s Pizza shops and Jeep Wranglers here...seeing them fills me with Toledo pride!”

Kathryn Burzynski '17

Kathryn Burzynski '17 graduated from DePaul University in June 2021. Soon after, she moved to Thessaloniki, **Greece**, to work on her Master in Business Administration degree, with a concentration in Digital Marketing, from The American College of Thessaloniki. On weekends, she enjoys traveling throughout Europe.



Leah D’Emilio '02

Leah D’Emilio '02 works in digital marketing. Her curiosity and desire to see the world, learn new languages, and meet people from across the globe created her path for opportunities outside of Toledo, including taking her to **Switzerland** for her life and career. “Switzerland has four national languages: German, French, Italian, and Romansh. I already speak two of the four—Italian and French—and I am currently learning German. Three years of Latin at SUA helped set the foundation for learning more languages!” D’Emilio said she still follows the Kairos motto she learned at SUA, “Live the Fourth.”

All freshmen Arrows take Modern World History to set the context for global thought before taking U.S. History as sophomores.

World Languages Department Welcomes Students with a “Bonjour!” and “¡Hola!”

In a world where *anyone can talk to everyone*, and *everyone can talk to anyone*—across the street or around the globe—the need for understanding another language is essential. High school students, especially, need to be able to communicate in a global society, as the world will increasingly “shrink” during their next phase of life. Luckily for the Arrows, the St. Ursula Academy World Languages department is up to this daunting task.

The World Languages department boasts a team of five dynamic teachers who fully embrace the section of the SUA mission statement that calls for “educating young women to lead confidently in a global society.” These teachers bring a wealth of knowledge, experiences, interests, and creativity to the school, with a goal of broadening the horizons of their students through exposure to both language and culture.

Three or four years of a foreign language are recommended for students who intend to pursue a formal college education. At SUA, courses range in complexity from French I and Spanish I to Advanced Placement Language and Literature in both languages.

Julie Arnold, French teacher and department chair, was inspired to pursue a career using French by her own high school French teacher, who made the language fun to learn by using games and discussions to teach key points. Arnold took three years of the language in high school, four years in undergraduate studies, and two more years in a master’s degree program. Most important, she studied abroad twice during college. “I was able to study at a French university, with French students. I made great friends, visited beautiful places in France, and improved my level of French,” she said.

“These study-abroad experiences shaped who I am today and are among my most cherished memories.”

Laraine Lehenbauer also teaches French. She has visited France 10 times with students, so she brings considerable information about culture, food, and history to her classes.

“Anyone who travels to another country comes back to the States a changed person and richer for the experience,” Lehenbauer added.

She began her pursuit of French fluency at a young age. “I got interested in taking a world language for the same reasons most people do—to fulfill a college requirement. It is much easier and less expensive to take the necessary courses in high school!”

she said. Lehenbauer took four years of high school French and another four years in college.

Spanish is also a popular language choice for Arrows. Violeta Padron is one of three Spanish teachers at SUA. She is a native of the Canary Islands, a part of Spain off the northwest coast of Africa, and she did not learn English until she was 11 years old. “I had a young teacher who loved English—and she taught us through songs, stories, and books. She opened my world to this new language,” Padron said. She now tries to incorporate that fun and engaging style of teaching in her own classroom.

“I try to have a positive classroom environment,” she added. “I let students know that **speaking a second language is a tool to use for the future**,” adding her delight that one of SUA’s recent graduates has decided to continue her Spanish classes in college so that she can be a bilingual Labor and Delivery nurse.

“We look at every girl entering the World Languages program with the thought of her starting in Spanish I and taking classes through the AP level,” she said. “Attitude is the most important factor in success, so every girl can succeed if she believes she can.”

Maria (Reyes) Hicks teaches Spanish, as well. She acknowledges that studying a foreign language can come with some frustration, but ultimately brings so many advantages. “High school can be stressful anyway, so adding the challenge of learning a language can be demanding. **But knowing a second language opens so many doors—in every field.** It makes students more marketable, especially because an employer knows they have an open mind and can analyze information differently. It also teaches important cultural differences, which is essential to understanding the world around us.”

Spanish teacher Lindsey Bartlett became interested in the Spanish language during her freshman year of high school. “I had an amazing teacher who made the language so much fun. I studied for two years in high school and for four more years in college.”

She added, “I think it is very important that students take on the challenge of learning another language. One of the most rewarding aspects is being able to connect with others personally or professionally. Knowing another language can be a significant advantage that sets you apart from monolingual peers.”

“ [Knowing a second language] teaches important cultural differences, which is essential to understanding the world around us. ”

MARIA (REYES) HICKS

Bartlett believes that immersion helps students truly understand the culture, so she took a group of students to Spain a few summers ago. “We visited six cities in 10 days. It was so much fun, and we learned a lot in a short time. My students really enjoyed taking a professional flamenco dance class and afterwards eating an authentic Spanish meal while watching a live dance performance.”

“Knowing another language can be a significant advantage.”

LINDSEY BARTLETT

The World Languages teachers know the true value of speaking a second language. Arnold and Padron stressed that because French and Spanish are spoken in many countries around the world, knowing one of those languages can open doors for working abroad, studying abroad, or just traveling for fun. And Lehenbauer underlined that, although it might seem daunting, the right mindset makes the task of becoming fluent do-able. “Learning a world language is no more challenging than any other class. To be good at anything, you must put effort into it. Even the best athletes, actors, and singers must work at it every day. Knowing a language well enough to use it for travel is so rewarding and truly adds enjoyment to the experience,” she added.

Arnold summed up the teachers’ goal: “**There’s a whole world out there.** There’s more than just our corner of northwest Ohio. We want to show students that there’s value in learning a foreign language, both for professional and personal reasons. Traveling is fun and life-changing, and even more so if you can communicate with locals.”



Global Communications Course Opens Minds to Worldwide Media Styles

As a natural complement to St. Ursula Academy’s Leadership Program, academic leaders created another new course for every freshman—Global Communications.

Taught by Ryan Hehr, Emily (Martin) Mullen ’01, and Laura Short, the course adds nine weeks of critical skill-building to supplement information delivered through leadership lessons.

“Global Communications supports and ties into the leadership program by allowing girls to take the information they learned in the leadership course and try these skills in a multitude of activities and assignments,” Short said.

Hehr, Mullen, and Short created the curriculum to ensure that students could focus on auditory, visual, and listening skills for each lesson, which enhanced their options for communicating effectively. The final project for the course involved some type of media-related content, with the students choosing from a presentation, a news broadcast, a podcast, or a writing assignment. Students close the course with a self-reflection.

Short believes the section of the course on broadcasting is extremely effective. “During this section, the girls work in small groups—using their leadership and communication skills—to develop a plan for and deliver a broadcast for the rest of the class, while working under a tight timeline. The girls must discover their own strengths and use them in different leadership roles while learning how to work with other leadership styles. Through this large, stressful assignment, they grow as an individual and as a team.”

Hehr and Mullen explained the presentation choice, which relates to gathering and sharing information about a country outside the United States. “Within this assignment, students must research information on a country of their choice; they must include **demographics, cultural events, locations, and history**, with a focus on images to convey the material,” Hehr said. An outcome of the presentation is learning some surprising information that Americans might not know, such as discovering that many countries do not have freedom of the press. “Learning that kind of information at a young age really opens the students’ eyes,” Hehr said.

The three teachers are all in the English department, which means writing is naturally another focus of the course.

Overall, this course broadens the global outlook for freshmen students, and its cohesiveness with the Leadership Program ensures that young high school Arrows have a foundation for communicating effectively in higher level courses, in their communities, and in their future careers.

JA Students Explore a Future Science Career

by **EMILY OTTO**, *Annual Fund Coordinator*

Jennifer (Robertson) Guzman '95, Director of the Junior Academy, took a group of 8th graders to the *Introduce a Girl to Engineering* program at University of Toledo, an event that hosts more than 700 girls over four days. The attendees rotated through four stations to learn more about a career in the sciences.

North American Science Association (NAMSA)

showcased a layered density activity to highlight the ways engineers use variable density to treat water and other liquids essential to life.

DGL Consulting Engineers provided a traffic routing and road network activity to educate girls about the various ways engineers can manage traffic flow through roadway design and signage.

The Lathrop Group designed an activity that incorporated construction planning and structural design to help students build the most stable and strong structure with limited resources.

TOAST.net put on an Internet Service Provider (ISP) and networking activity to help participants learn the process behind designing webpages and ensure functionality on the internet.

Seven Arrows interested in pursuing a career in engineering enjoyed their day at the program. Grace Fitzgerald '26 felt the event gave her more insight into her future occupation. "During the presentation, one woman mentioned how her job as an engineer was being a problem-solver. I admire her ability to be able to answer others' questions, and I would like to do something like that in the future."



LEADERSHIP SPEAKER SERIES:

WORLD CLASS LEADERSHIP EXPERTS VISIT SUA VIRTUALLY

As part of SUA's Leadership Program, world class experts in leadership discuss their experiences and share advice with the SUA community; they also answer questions directly from students to create a real "conversation."

The first speaker this year was Col. Diane Ryan, Ph.D. Ryan is an Associate Dean at Tufts University and the former Deputy Head of the Department of Behavioral Sciences and Leadership for the United States Military Academy. She shared her experiences as a female leader in the military with an emphasis on the importance of storytelling.

The second speaker was Sanyin Siang. Professor Siang is the Executive Director of the Fuqua/Coach K Center on Leadership and Ethics at Duke University. She is recognized by Thinkers50 as the world's number one coach and mentor. Siang challenged the SUA community to always ask for feedback. She also talked in depth about each person's individual superpowers.

The third speaker was Pamay Bassey. Bassey is the Chief Learning and Diversity Officer at The Kraft Heinz Company, as well as an entrepreneur, world traveler, educator, writer, author, philosopher, comedian, Stanford University graduate in symbolic systems with an artificial intelligence concentration (and attended at the age of 16), and recipient of Linkage's Executive Women Impact Award. She discussed the importance of lifelong learning and commitment to excellence. SUA alumna Devanee Washington '94 attended the virtual presentation, and she said, "Pamay is passionate and insightful."

Ryan and Siang sit on the Girls' Leadership Advisory Council that advises the curriculum used in the SUA Leadership Program.

Next year, more renowned speakers will share their insight with the SUA community to further enhance the leadership experience for students, faculty, and staff.



**COL. DIANE M. RYAN, Ph.D.,
U.S. ARMY (RETIRED)**



SANYIN SIANG



PAMAY BASSEY

AT SUA, LEADERS ARE MADE, NOT BORN.

Learn more about our Leadership Program, a first-in-the-nation classroom experience that enhances every student's high school experience—preparing her for college and for life.



THE *Wide and Wild* *World of Art*

by **RITA HAYES**, *Director of Admissions and Marketing*

Creativity knows no borders. Imaginative styles and media can inspire artists from all corners of the globe. And while certain types of art are associated with one country or continent, true artists admire many styles and often convert existing styles into something entirely new.

St. Ursula Academy's Fine Arts students learn from a team of teachers who challenge girls to look at the global expanse of artistic expression.

“Mini Illustrations”

Women in Digital Arts students created projects inspired by Jaune, a street artist from Belgium. Jaune focuses his work on making the invisible visible. He challenges observers to notice pieces of their environment that they usually would not. This idea came from his job as a sanitation worker. Although he was not noticed in society, his work was crucial to the community.

Caroline Jardine, instructor of Women in Digital Arts, has evolved the “Mini Illustrations” project over the last few years to more closely mirror Jaune’s style. Students begin by planning ways they will incorporate and interact the miniature illustrations within a space so that it draws attention. They then take a human photograph, edit it, and morph it into an illustration, like Jaune’s street style. They place the illustrations strategically across SUA’s campus, with a goal of drawing attention to them.

Although seemingly easy to overlook, the “Mini Illustrations” accomplish Jaune’s objective, as they are often the subject of hallway conversations.



Islamic Tile Designs

The Junior Academy Color Theory classes created their own version of Islamic tile designs. First, Jardine introduced them to the Islam religion and Arabic language. In their original element, the tiles are commonly found in mosques and are made of ceramic materials. The Islamic tiles incorporate three types of designs: calligraphy, geometric, and arabesque.

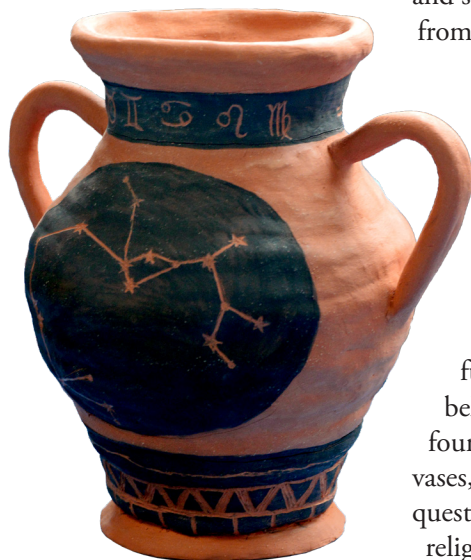


Students created their own adapted tiles in either geometric or arabesque designs. They used a variety of carving tools to create a symmetrical design in linoleum. Once complete, they covered the linoleum in monochromatic ink and stamped it onto paper. They mimicked the design of the Islamic tiles while using their own processes to create individual pieces.

“The goal of the project is to introduce cultures and religions that students may not be familiar with through an artistic point of view,” Jardine said.

Coiled Greek Amphora

Students in Kyla Gorey’s Ceramics class made a coiled vessel based on the shape, color, and style of ancient vases from Greece. They used terracotta clay and black underglaze to create a design/illustration representing today’s beliefs and values on the body of the vase.



They began by researching the form, function, and significance behind the imagery found on ancient Greek vases, which helps to answer questions about the Greeks’ religion, daily life, and

society. Students drew, cut, and used a template in the shape of a traditional amphora (a large jar with two handles and a narrow neck) to build their own terracotta amphora, one coil at a time. Then students used black underglaze and the sgraffito technique to inscribe imagery depicting current world values and beliefs about religion, daily life, and society. Students depicted designs that communicated thoughts on social media, equality, nature, astrology, and pop culture, among others. The completed vases portray traditional Greek amphora shapes and colors with a modern twist in imagery. Gorey challenged students to reflect on how the process would have been without the wheels and kilns that they used and how difficult the project would have been for the ancient Greek people.

“Pack Your Bags” Mug



Gorey also incorporated current events into a project. Students read an article about refugees from Ukraine, which included photos of individuals next to a bag they packed to take with them as they fled their home. Each photo

included a statement from the individual about where they were going, who they were leaving behind, and their thoughts and feelings about the situation. Gorey asked the students to place themselves in the subjects’ shoes by creating a list of items they would pack if they needed to flee their country quickly and urgently, not knowing if their home would still be standing when they returned. Students chose one of the items from their list and created a pattern inspired by this item. Then they used a slip trailing technique to apply that pattern to a slab-built clay mug.

At the conclusion of the project, Gorey said, “I asked students, as they are enjoying a warm beverage from their completed mug in the comfort of their homes, to reflect on the refugees’ experiences and be thankful for their current situation.”

“Discussing and learning about other cultures in the classroom is a great way to bring awareness, understanding, and appreciation for people and communities who are different from them, helping them to be more open minded and accepting of other people while hopefully developing a deeper understanding and awareness of their own life experience,” she added.



Performing Arts Adds a Play to its Creative Line-Up

“The Return of the School Play” was the headline for St. Ursula Academy’s performing arts devotees this spring, as Director of Performing Arts, Mrs. Kirsten (Kedzierski) Hinshaw ’00, announced that she would direct a small, all-female play this spring after a 15-year absence from the school’s performance schedule. The play, *Decision Height* by Meredith Dayna Levy, follows a team of female pilots-in-training during WWII as they learn to fly military planes to assist in the war effort. Arrows performed the play in the Black Box Theater on campus, which added to the intimate feeling of getting to know the characters as they shared their greatest fears and triumphs.



Sophia Turk '22 captured the essence of the WWII women pilots-in-training in her role as Virginia in Decision Height.



Characters played by Sarah Daschbach '24, Lydia Carroll '25, Katie Buerk '23, Natalie Krueger '23, Cecilia Chowdhary '24, Sophia Turk '22, and Reese Krell '24, interact with their flight instructor (Samantha Dreier '24). Missing from the photo is Carson Bartley '24.

Living the Ursuline Mission: Praying for and Serving Others

PRAYERS FOR UKRAINE

The Arrow community gathered on April 1 to learn more about and pray for the citizens of Ukraine. Ms. Caroline Jardine organized the event, and, in her opening speech, honored her Ukrainian grandfather. Guest speaker Alona Matchenko, founder of Toledo Helps Ukraine, spoke to the students, faculty, and staff about the situation in Ukraine. Guests from St. Michael Ukrainian Catholic Church joined the Arrows in prayer for the country.



STATIONS OF THE CROSS

An SUA tradition, Living Stations of the Cross, returned to the Arrow community this year. On April 8, students, faculty, and staff gathered to see members of Campus Ministry and other Arrows perform this solemn retelling of Holy Week.



THE LABRE PROGRAM REACHES A MAJOR MILESTONE

The Toledo Labre Program—a joint effort between St. Ursula Academy and St. John's Jesuit High School and Academy—celebrated its 500th weekly delivery of food and fellowship to Toledo residents who need help feeding themselves and their families. Mark Dubielak, SUA's Campus Minister and Labre leader, has coordinated efforts for this program for nearly a decade.

"We're lucky to have had Labre flourish for 500 Mondays during almost 10 years! I hope all our student and adult participants have seen the common humanity we all share. There aren't good people; there aren't bad people. There are just *people*, and some are hungry. God has asked all of us to be responsible for one another, to share the goodness of the earth with one another. That's what we do on Labre. I'm so grateful to the many SUA and SJJ students (and adults) who have supported Labre and who have shown me the beauty of showing kindness towards every person. It's a debt I can't repay, and one that I'm always glad to have taken on," Dubielak said.



2022

HALL OF FAME INDUCTEES



KATE (LOHNER) RECCHIUTI '03 AND ANJALI BHAT '03

TENNIS DOUBLES (1999-2002)

2001 Division I State Double Champions
2002 3rd Place Division I State Doubles Tournament
Two-time First Team All-State
Four-time State Tournament Qualifiers
Eight-time City League Singles Champions
Three Team State Semifinals Appearances
Four-time Team City League Champions



ALYSSA (FROBASE) REYNOLDS '06

SOFTBALL (2003-2006)

Four-year Varsity Letter Winner
1st Team All-City (2003, 2005, 2006)
1st Team All-Ohio (2005)
Broke single-season records for hits, doubles, triples, home runs, batting average, on-base percentage, and stolen bases (2003)
Received athletic scholarship to Kent State University



COACH PAUL SIEBEN

LACROSSE (2000-2013 AND 2019-PRESENT)

Career Head Varsity Coach Record:
139-60-3
Six State Quarterfinal Appearances
Three State Semifinal Appearances
Eight League Titles
Four-time North Coast Coach of Ohio National Team

2006-2007 CREW TEAM

Amber (Holmes) Araiz '07
Anissa Bereksi '08
Ellen (Ricker) Boruch '08
Kate Broderick '07
Kirstan Duckett '07
Lauren (Sheehan) Engler '08
Kelsey Nowakowski '07
Alex Thornton '07
Taylor (Dana) Trunk '08
Coach Neil McElroy



2006 National Champions
2007 Midwest Champions
Women's Henley Regatta Participants

ST. URSULA ACADEMY



SUA Athletics Paves New Path for Future Contests

by **MICHELLE MOSES**

Special Events and Advancement Services Manager

In March 2022, St. Ursula Academy—along with Central Catholic High School, St. Francis de Sales School, St. John's Jesuit High School and Academy, and Notre Dame Academy—announced that these five schools will be joining the Detroit-based Catholic High School League (CHSL) for competitions that begin in fall 2023. The Toledo schools' current league, the Three Rivers Athletic Conference (TRAC), will be disbanding next year.



President Mary Werner, Principal Nichole Flores, and Athletic Director Mike Donnelly (right) met with CHSL representatives to finalize the league agreement.

The five Catholic schools considered many options when athletic directors learned that four local public schools would be leaving the TRAC. Potential options included adding schools to the TRAC, forming a league with either the Cleveland Catholic or Columbus Catholic schools, joining the Catholic High School League in Detroit, or becoming independent.

After much discussion, school leaders and athletic directors determined that joining the Catholic High School League in Detroit was the superior option.

"This change would allow the five schools to remain together in an athletic league, give us scheduling stability, and create a partnership with schools that share the same values and ideals," Michael Donnelly, SUA Athletic Director, said.

The CHSL is the largest Catholic sports league in the U.S., founded in 1926. It is affiliated with the Archdiocese of Detroit and governed by a board of directors composed of principals and athletic directors from member schools. With the addition of the five Toledo schools, the league will now number 32 schools throughout southeast Michigan and northwest Ohio.

One of the biggest obstacles to the Toledo teams joining the league was the time it would take to drive to Michigan schools. "As we all came together to evaluate this opportunity, we did look at the travel that would have been involved had we become independent or gone with the CHSL," Mary Werner, president of St. Ursula Academy, said. "We, like all these other schools, are committed to serving our student athletes and our parents, and we will work together on the transportation issues. Our athletes travel across the state as it is, so we're just going a little in the opposite direction to Detroit."

CHSL girls' sports include **cross country, golf, volleyball, basketball, dance, lacrosse, softball, and track**. Sports outside of the CHSL, ones with seasons that do not match other schools, or ones that are independent are **soccer, tennis, gymnastics, swim/dive, and crew**. Athletic directors and school leaders are exploring other league options or tournaments for these programs.

Arrow Booster Club Hosts '80s Night Fundraiser

The Arrow Booster Club (ABC) hosted its largest in-person fundraiser on March 26, 2022, at SUA. The '80s Night event was a huge success, raising more than \$28,000 for SUA Athletics, surpassing the group's intended goal. These funds will be put toward resurfacing the Field House floor and various other initiatives related to athletic programs. The Booster Club thanks everyone who contributed!

SPONSORS

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Little Caesar's Pizza
Ridge Stone General
Contractors
Sean Savage,
Savage & Associates
SIP Coffee
SJS Investment Services
DeWood Family
Tuori Family
Werner Family

The ABC encourages parents and alumnae to become members. Each membership level has unique benefits.

Scan the QR code to join the Arrow Booster Club.



Athletic Signings

St. Ursula Academy is proud to announce the following eight student-athletes from the Class of 2022 who signed National Letters of Intent this school year.



RILEY BIRR
Adrian College
Softball



MIA CHEATWOOD
West Virginia University
Swimming



MICHAELA DESMOND
University of Mary
Swimming



ALAYNA MILLER
Owens Community College
Basketball



EMMA ORGAN
Bluffton University
Volleyball



GABRIELLE STORRER
Ave Maria University
Swimming



MADELINE STOUGH
Lourdes University
Lacrosse



LAUREN WAINZ
The Ohio State University
Dance

WHY I GIVE



“ I truly believe that my four years at St. Ursula Academy set me up for success in my college and post-grad life. SUA cultivates such a positive and welcoming environment that focuses on the whole person—offering opportunities for advancement in academics, athletics, spirituality, the arts, and so much more. During my time at SUA, I learned valuable life lessons, as well as school lessons, and built life-long friendships.

I give back to SUA and have my employer match my donations because I want other young women to have the same experiences as I did. I think it's so important to build up young women so they can have the confidence to reach their goals as they go out into the 'real world.' ”

CATHERINE DISALLE '15

Is your employer one of the many companies that will match your gift to SUA? Some companies will double or even triple your gift! Ask your human resources department representative for a matching gift form and submit it with your gift.



More than 130 students with a wide variety of skills, interests, and backgrounds participate in the Ambassador Society. They can be identified by their yellow blouses and welcoming smiles!

The SUA Ambassador Society: A Personal Perspective

by **AVA** and **GRACE MOORE '22**

We certainly looked like Ambassadors as we headed to school in our yellow shirts and name tags for our first event. Our job was to greet parents and prospective students as they entered the doors of SUA for an Admissions event. Sometimes, the student Ambassadors are the first faces that families see when they begin the journey to find their high school home. Seven years ago, we were in that same position as we entered the building at Open House. We still remember our tour guides walking us around. It was such a positive experience that we vowed then and there to also be wearing that yellow shirt someday, too.

The St. Ursula Ambassador Society is a group of students that represents the school at events throughout the year. Whether we are having a prospective student shadow us or are interacting with a group at Girls on the Run, Ambassadors are student leaders. "My favorite memories are working the Serata di Gala fundraiser and giving tours at 8th Grade Visitation," Nathalie Rawlins '22 said.

While being in the Ambassador Society is about contributing to our school, it can also help shape the futures of girls just like us.

This spring, we put on those yellow shirts and name tags for the last time. Soon, the new group will take over, some of whom we may have interacted with and made a small impact on their decision to become Arrows. This time, when we left through those same doors at which we often greeted families, it was with four years of wonderful memories and skills that will last a lifetime.

Ava and Grace Moore were four-year members of the Ambassador Society. Ambassadors help faculty and staff with every activity from the "heavy lifting" of setting up events to the fine art of conversation as they interact with new potential Arrows and their families. They are valued for their hard work and dedication to the school they love.

JA Leadership Club Offers Unique Experience for Younger Arrows

by **LIA PAPPAS '26**

St. Ursula Academy offers many clubs that support women in leadership. One of these organizations is the Junior Academy Leadership Club. Last spring, the Leadership Program was brought to the school by President Mary Werner—the 2022 YWCA Milestones Award winner for Education—and Principal Nicole Flores, SUA's dedicated leader. These leaders reinforce the mission to “empower young women to lead themselves and others throughout high school, college, and adulthood,” Jennifer Guzman, the Director of the Junior Academy, said. All three women have prioritized leadership education to ensure that every girl has leadership opportunities.

“ I was interested in becoming a great leader and wanted to expand my knowledge to help other classmates. ”

ELLA HERTZFELD '26

These school role models have encouraged many girls at SUA, including freshmen Hannah Thebeau and Brielle Kalb, to pursue a role in the leadership community. After taking the required freshman course, *Foundations of Self-Leadership*, Hannah and Brielle aspired to incorporate the SUA leadership mission into a club for younger students. The class motivated them to reach out to Mrs. Guzman and share their innovative idea to start a leadership club for the JA.

Students join the JA Leadership Club for a variety of reasons. According to current member Ella Hertzfeld '26, she became a member because “I was interested in becoming a great leader and wanted to expand my knowledge to help other classmates.” Another club member, Cora Pearson '26, joined the club because “I wanted to get an insight about what the high school leadership courses are like.” Both students enjoy the club because fellow students are the founders and leaders, which made them feel more connected and comfortable participating.

The club also emphasizes the importance of girls learning to take initiative and gain confidence to lead others. Members meet mentors and new friends, as well as become a part of a creative team.

DAC Supports Students and Board to Enhance DEI Initiatives

by **YOLANDA DURDEN '86**, *Alumnae Engagement Coordinator*

The Diversity Advisory Committee (DAC) is a group of students, faculty, staff, and administration members who work to create effective solutions to support anti-racism efforts at St. Ursula Academy. The DAC also created a reporting form that is accessible on the school counseling web page and on QR code fliers posted throughout the school building. The reporting form allows anyone to ask a question, share information, or request that a concern be addressed. The completed and confidential form goes directly to the school counselor, who is a member of the DAC.

The DAC has also supported the Diversity, Equity, and Inclusion (DEI) standing committee of the Board of Trustees by making a video to inform Arrows of the importance of having a professional DEI consultant. The student video asked that everyone take the 2022 Student Climate Survey seriously, respond honestly, and keep information confidential. Mays & Associates, Ltd., gathered and stored the survey data.

The DAC continues to brainstorm ways to reach students with information to encourage conversation with peers to get a better understanding of others and enhance listening skills.

INTRAMURALS WEEK 2022

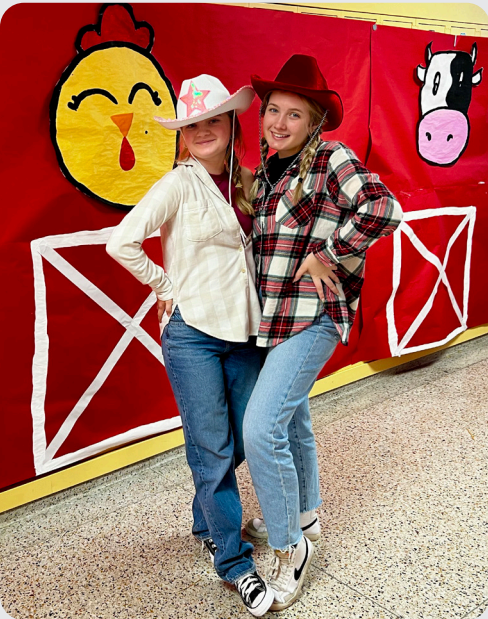
CLASS OF 2022 **Surf's Up Seniors**

CLASS OF 2023 **Joycon Juniors**

CLASS OF 2024 **Saddle Up Sophomores**

CLASS OF 2025 **Famous Freshmen**

CLASS OF 2026-2028 **Jellyfish JA**



CLASS NOTES

'53

June (Bond) Boyd returned to her alma mater as the guest speaker for the Black History Month presentation by the Afro Club. She was the first African-American to graduate from St. Ursula Academy. Boyd attended St. Ursula's open house in eighth grade and knew immediately that SUA was the place she wanted to be.

Boyd has many fond memories of her time at SUA. She participated as a staff writer for *The Ursuline* newsletter; she was also a member of the Legion of Mary, Christ's Courtiers, and Red Cross clubs, as well as athletics and the A Cappella choir.

After graduation, Boyd was the first African-American woman to work at the Board of County Commissioners for Lucas County. She was a successful real estate agent who helped many underserved families in the community. Boyd's daughter Charlotte Boyd '74 and sister Sally Jo Bond '67 are also proud Arrows.



'63

Kitty (Kelley) Metzger's article, "Use the Good Dishes," won first place in the article division at the Florida Christian Writers Conference in fall 2021.

'66

The **Class of 1966** had a mini gathering at Byblos Restaurant in Toledo in April 2022.



Back row: Kathy Wersell, Beverly (Koepfer) Hickman, Mary Ann (Quilter) Cervantes, Judy (Kirkland) Schnorf, Pat (Boyce) Lees

Front row: Mary (Harshman) Henning, Katie (Streicher) Nejman, Darla (Huss) Schlageter, Marie (Revells) Dilgart, Jan (Hensien) Lovell, Marge (Zychowicz) Mittendorf, Tana (Boston) Smith, Pat (Goergen) Jardin

'67

Classmates from the **Class of 1967** cruised on the Maumee River last summer.



Left to right: Mary Smith, Casey Yarder, Chris (Scarlato) Urfer, Sandy (Botek) Brown

'74

In November 2021, **Donalee (Williams) Unal** earned her Ph.D. in social work from Widener University in Chester, Penn. For her dissertation, she had conversations with 12 Native Knowledge Keepers from various federally recognized tribes across the country about the work they are doing to reaffirm their sovereignty and preserve their culture.

'89

In 2021, **Bernadette Zayas Lorenzo** became a federal volunteer working with the United States Health and Human Services Administration for Children and Families Office of Refugee

Resettlement. She worked for Youth Care and Residential Services, and her assignments included playing soccer with the children and teaching English. Lorenzo was also accepted to an online MBA Program at Southeastern Oklahoma State University. She is preparing for the Tenzing Hillary Everest Marathon, Everest Base Camp, Nepal. This once-in-a-lifetime experience celebrates the historical successful ascent of Mt. Everest by the late Tenzing Norgay Sherpa and Sir Edmund Hillary in May 1953.



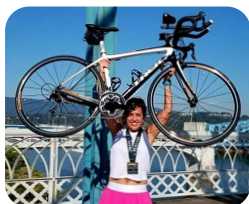
'90

Julie E. Bloemeke is the 2021 Georgia Author of the Year finalist for Poetry. Her debut full-length collection *Slide to Unlock* (Sibling Rivalry Press, 2020) was also chosen as a 2021 Book All Georgians Should Read selection. Currently an associate editor for *South Carolina Review*, she will also serve as co-editor for the forthcoming Dolly Parton poetry anthology. She was also a finalist for the Telluride Institute's 2020 Fischer Prize in Poetry. Her poems, essays, and interviews have appeared in numerous publications, including *Writer's Chronicle*, *Prairie*

Schooner, Cortland Review, Gulf Coast, EcoTheo Review, and South Dakota Review. Bloemeke teaches online workshops and is a freelance writer, editor, and guest lecturer.

'91 Charissa (Operacz) Marconi

completed her first full Ironman event in fall 2021 at the Ironman Chattanooga; the event included a 2.4-mile swim, a 116-mile bike race, and a 26.2-mile run. Two weeks prior, she also completed Ironman 70.3 in Frankfort, Mich., and followed up the Chattanooga race by doing the Chicago Marathon two weeks later.



'94 Kerry (Jensen) Trautman

has published her sixth book of poetry, *Marilyn: Self-Portrait, Oil on Canvas*.



Trautman has been published widely in international anthologies and literary journals. Since 2016, she has served as a judge or workshop leader for the northwest division of Ohio's Poetry Out Loud high school

recitation competition. In 2020, her one-act play, "Mass," was produced as a staged reading through Toledo Repertoire Theater's Toledo Voices competition. *Marilyn* is available on Amazon.com or from the publisher at GutterSnobBooks.com.

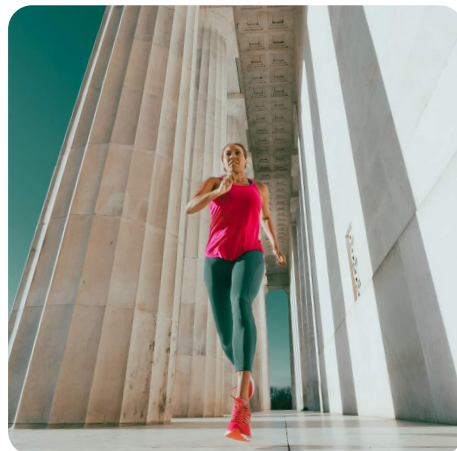
'95 Marnie Stahl

was selected to represent the Central Region on the U.S. Rowing Board of Directors in March 2022. She is currently the Associate Head Rowing Coach at the University of Notre Dame.

'96 Angelique "Angel" (Collins) Byrd

is on the run, literally and figuratively. In June, Angelique will run in the Uganda Marathon 2022. This marathon hosts athletes from around the world running on dirt trails at a

1,200-meter altitude in high heat. The time and resources of the participants will go directly to the Masaka community. Angelique is also one of the 17-member multi-authored book, *Invisible No More—Stepping into the Spotlight*.



'97 Katie (Lindberg) Peters, Ph.D.

was recently selected to be the Guest Educator and Adjunct Professor for Education at the University of Findlay's Education Day. She spoke to future educators, discussing educational phenomena with the department. Peters currently teaches Language Arts at Whitmer High School and Educational Research to master's degree students at the University of Findlay.



'98 Classmates from the Class of 1998

bumped into retired SUA faculty member Kate Pfohl while vacationing in Marco Island, Fla.



Left to right: Melissa Pilewski, Brooke Mollenkamp, Maribeth "Mare" (Nitsche) Phibbs, Kate Pfohl, and Megan (Crotte) Mahon

'00 Lindsay (Neary) Cathers

received the Paul Broyhill Future Leader Award from the American Home Furnishings Hall of Fame Foundation in April. The foundation recognizes industry members younger than 40 years of age who have demonstrated excellence in leadership, personal growth, communications skills, and commitment to the greater home furnishings industry. Cathers is currently the Senior Behavioral Marketing and Customer Data Activation Manager at La-Z-Boy, Inc., where she has been employed since 2012.



Staci Perryman-Clark, Ph.D., chaired the Conference on College Composition and Communication Annual Convention. Perryman-Clark served as the moderator for the keynote speaker, Dr. Anita Hill, professor of social policy, law, and women's gender and sexuality studies at Brandeis University, during her speech about gender-based violence.

'06 Lizzie (Traudt) Conrath

a physical therapist at Children's Hospital Wisconsin, created and runs the Go Baby Go! Milwaukee program, a collaboration between the hospital and Marquette University's Biomedical Engineering team to provide individualized and modified electric, ride-on power wheels for babies and young children who have disabilities. The program has grown since the first car was donated to a deserving child in 2016; in April 2022, the 200th car was modified and provided to a family. For her work with this program, Conrath was named a 2021 Notable Hero in Healthcare by Milwaukee's *BizTimes* and has been honored as a Difference Maker in Marquette's presidential series. She is also a Fellow in the Wisconsin Leadership Education in Neurodevelopmental Disabilities program, a guest lecturer for Marquette's physical therapy and occupational therapy programs, and the Children's Wisconsin therapy department leader in implementing trauma-informed care. She is expecting her fourth child with her husband, Kurt.

WHY I GIVE



“Designating a planned gift for St. Ursula Academy was important to me because my years as an Arrow were very special and transformative. St. Ursula provided me with a first-class education and study skills, but also so much more that made my experience exceptional.

I learned the importance of sisterhood among women, while being encouraged to embrace my unique identity. I learned to confidently own my power and to use it for the service of others. I learned that being silly and carefree is both a respite and an incubator of creativity. I believe that SUA provides an uncommon combination of experiences that allows girls to become successful and well-rounded women.

As the daughter of teachers who dedicated their lives to service, it is important for me to ensure that my family's legacy reflects our beliefs in education, equity of opportunity, and empowerment of young people. I feel blessed that my gift will provide opportunities for more girls like me to attend St. Ursula Academy and soar to greater heights.”

LORRAINE SHOTO '91

Learn more about planned giving and other ways to support girls at SUA by contacting Linsday Jordan '02 at ljordan@toledosua.org or (419) 329-2277.

'09

Kyrsten French is a city planner for Piqua, Ohio. While at Ohio State University, she studied philosophy and Chinese, was a coxswain for a year on the rowing team, studied abroad in China, worked as a brewing coach, hiked the Appalachian Trail with her husband, and earned a master's degree for her new career as a city planner. “I'm passionate about creating cities that are safer, healthier, more walkable, more active, and more economically resilient—in essence, cities that people love to live in.”

'13

Dr. Jacquelyn (Jacky) Kulish graduated from Ross University School of Veterinary Medicine with a Doctor of Veterinary Medicine degree. She is now working as an emergency veterinarian in Indianapolis, Ind.



'14

Megan Hanna has created an SUA Medicine Interest Group via GroupMe. This platform will allow alumnae to support and chat with others in the field from Premed through Resident levels.

'16

Kristen Heuring received a Master of Arts in Professional Writing with a focus on Science Writing from Carnegie Mellon University. CMU hired her as a communications specialist in the Mellon College of Science.



'17

Molly McGuire graduated Summa Cum Laude with a Bachelor of Science in Nursing from Eastern Michigan University.



'18

Logan Herl is a new University of Toledo graduate. Recently, she had two photographs from her abstracted architecture series on display on 15 billboards around the city of Toledo.



Mackenzie Volker worked remotely last summer for ESP Trendlab as a Marketing and Social Media Specialist. She recently traveled to New York City to run public relations and marketing for the Art Hearts fashion show, which showcased the largest variety of designers since the pandemic. Upon graduation from college this summer, she will be moving to Austin, Texas, to work in a technology field.

'19

Kailyn Grant was promoted to the rank of Senior Airman in the Ohio Air National Guard in March 2022.



SUBMIT A CLASS NOTE



UPDATE YOUR CONTACT INFORMATION



Shooting for the Moon

Shari Carter Mayer '75 cannot remember a time when she was not interested in science. Even as a young student, she loved a good science project! At SUA, she took chemistry her sophomore year—it was challenging, but she recalls having had the best teacher, Mrs. Kurek, whom she described as “very encouraging.” Shari synthesized the insecticide dichloro-diphenyl-trichloroethane (DDT) in an SUA lab and then tested its effectiveness on mealworms. During that time, NASA’s Apollo missions were heading into outer space, and she was fascinated by that new venue, too.

After graduation, Mayer attended the University of Dayton and received a Bachelor of Mechanical Engineering degree in 1979. Her mechanical engineering class was the first to have women in it. She shared, “There were six of us, and I was the only African American.” During her summer breaks, she interned for Owens-Illinois and at the Kettering Labs on Dayton’s campus.

Mayer said, “It was wonderful to graduate from college in 1979! The engineering field was booming, and jobs were plentiful. I had a number of job offers, but the one that piqued my interest most was Wright-Patterson Air Force Base in Dayton.” She worked on the bleed air systems for the FB-111A and the F16 aircrafts there before joining Battelle Memorial Research Institute in Columbus. The company was just beginning to hire women engineers. Mayer was laid off in spring 1984, but said, “It was the best thing that could have happened to me,” as a friend encouraged her to look for work in Los Angeles. Soon after, she took a job at Jet Propulsion Laboratory, which had so much opportunity in the growing aerospace industry.

Mayer is now the Cognizant Engineer for Software Configuration Management in Instrument Data Systems. Her team processes scientific data from various spacecraft and rovers and produces many of the pictures from Mars. Right now, engineers are working on the ground data mission for Perseverance, the Mars rover.

Mayer’s advice to young Arrows is to “always be open to the possibility of doing wonderful things for yourself and for the benefit of mankind. Be fearless and know that you belong in the arena. Dare mighty things!”



Taking the Nashville Music Scene by Storm

Madeline Dominique '15, known professionally as Mazie Rose, is on the road to stardom in the country music scene.

“SUA was crucial to my development as a performer and musician. I was a four-year member of the SUA musicals. My favorite memory was my senior year musical, when I got to play Velma von Tussle in ‘Hairspray.’ I was so thankful Mrs. Hinshaw took a chance on me for such a daring role. I was also a four-year member of the choir. The choral director at the time helped me build faith in myself, gave me opportunities to shine, and pushed me out of my comfort zone to try operatic music. I also frequently sang at SUA masses. It was a blessing to use my talents hand-in-hand with my faith. I was selected to sing ‘The Rose’ at May Crowning as a senior, and I saw my sister Claudia follow in my footsteps in 2018. I also performed with some of my choir friends in the Intramurals talent competition my junior year.”

She added, “SUA helped me develop into a strong and confident young woman who unapologetically lets her light shine, both on and off stage. I learned to be clever, but also to be kind. I learned to shine, but also to be humble. SUA and the faculty gave me loads of opportunities to grow as an individual, develop my vocal technique, and collaborate with other musicians.”

After graduation, Dominique attended Bowling Green State University. In 2019, she was in Perrysburg Musical Theater’s “Disenchanted! The Musical.” A friend from that show knew Len Snow, a singer/songwriter in Nashville, who wondered if she knew a 20-something female country/pop singer to record one of his songs; her friend suggested Dominique. “Since then, I’ve been on the fast track—I recorded demos, made music videos, dropped my songs, performed live, and am now being pitched to bigger labels. My life is a true ‘rags to riches’ story; I feel humbled and blessed. I have the opportunity of a lifetime to pursue my first passion, music, in Nashville!”

Dominique’s advice to Arrows who want to pursue a music career—or any career—is to be smart, be kind, stay full of hope, and listen to your heart if music speaks to you!

To hear Mazie Rose’s music, visit <https://linktr.ee/mazierosemusic>

IN MEMORY OF OUR ALUMNAE

NOVEMBER 1, 2021 - MAY 1, 2022

Ann Louise (Smith) Hunter '31

Mother of Donna (Hunter) Richter '53

Constance (Lindecker) Tighe '39

Elizabeth (Carstensen) Welch '42

Lois (Tracewell) Thompson '43

Donna (Feak) Goebel-Paupard '44

Joan (Della Flora) Loesch '44

Kathleen Rensch '45

Donna (Weiss) Niehous '48

Margaret (Oberle) Rabideau '48

Joan (McNerney) O'Connor '49

Rita (Maier) Sartor '49

Corrine (Hoffman) De Iorio '50

Frances (Metty) Konwin '51

Mother of Lisa (Konwin) Walsh '70, Leslie (Konwin) Morrin '76, and Elyse (Konwin) Johnson '82

Anne (Dillon) Cothorn '52

Patricia (Schneider) Stanley '52

Geraldine (Zink) Hamann '55

Diane (Jacobs) Nowak '55

Sister of Patricia (Jacobs) Newman '64

Jacqueline (Schmersal) Kardasz '57

Patricia (McGreevy) Russ '57

Ann Marie (Zitzelberger) Carter '60

Helen (Degnan) Flynn '61

Sister of Mary Ann (Degnan) Barber '66, sister-in-law of Joann (Sodd) Degnan '55

Cynthia (Killian) Veбенstad '66

Janice (Oswald) Callen '68

Mother of Kimberly Riker-Brown '95 and Kelly (Riker) Smith '97; sister of Cindy (Oswald) Losey '65

Kathryn (Susor) Bricker '69

Rebecca (Mitsopoulos) Pappas '84

IN MEMORIAM

NOVEMBER 1, 2021 - MAY 1, 2022

Ruth Adair, mother of Debbie (Adair) Artino '81 and Luann (Adair) Steinbrecher '83

Arthur Asbury, father of Meredith Asbury '07, Natalie Asbury '09, and Laura Asbury '12

Ross Ausmus, husband of Janet (Reynolds) Ausmus '70

Rita Jane Berry, mother of Barbara (Berry) Poore '76, Ann (Berry) North '78, and Carol (Berry) Contos '88

Joyce Bettinger, mother of Amy (Bettinger) Lingle '79

Roger Blank Jr., father of Rebecca (Blank) Winters '92

Reynold Boezi, father of Karen Boezi '84

John Brennan, brother of Margaret (Brennan) Shimman '47

Gary Brosch, husband of Laura (Ruse) Brosch '69

Louis Darah, father of Corrine (Darah) Mann '87

Lawrence Dey, brother of Suzanne Dey '61

William Dietsch, father of Amanda (Dietsch) Raimi '90

William Dilgart, husband of Marie (Revells) Dilgart '66

Joan Dionysiou, mother of Paula Dionysiou '74

Max Dorfmeister, husband of Patricia (O'Shea) Dorfmeister '54

Richard Dudley, father of Michelle (Dudley) McClish '93

James Dziewiatka, father of Amy (Dziewiatka) Meade '90 and Jennifer (Dziewiatka) Salamon '90

Mary Jane Estes, mother-in-law of Mary (Whelan) Estes '67

Michael Gaudaen Jr., son of Linda (Frenzell) Gaudaen '64

Michelle Glanville, mother of Alexis Glanville '11 and Ashley Glanville '16

Sharon Grycza, mother of Ann Marie (Grycza) Muehlhauser '74

Norbert and Judith Heban, parents of Sharon (Heban) Giles '81, Terry (Heban) McKnight '84, and Kelly (Heban) Garza '85

Virginia Heltman, mother of Judy (Heltman) Greenley '66 and Kathleen Heltman '70

John Herbert, husband of Charlotte (Dimmer) Herbert '33

Douglas Hoffman, step-father of Heather Cousino-Proch '86, Courtney Cousino '95, and Andrea (Cousino) DeWood '95

C. Soren Holmberg, father of Kristin (Holmberg) DiNolfo '85

James Holst, husband of Valarie (Craver) Holst '70, brother-in-law of Dorothy (Craver) Frascati '66

Paul Hood, husband of Carol (Cready) Hood '47, father of Karen (Hood) Gallo '71

Thomas Hood, son of Janice (Davis) Hood '58

Victoria Hunt, mother of Lyndsay Hunt '94

Robert Kert, father of Courtney (Kert) Kigar '94

Gregory Koester, father of Monica (Koester) Steele '97

Linda Kress, mother of Jenean (Kress) LaCorte '95 and Alexandra (Kress) Batey '00

Nicholas Krochmalny, father of Amy (Krochmalny) Stebli '87

Helen Mae Lambillotte, mother of Michele (Lambillotte) Fortner '76

Rev. John J. Lehner, O.S.F.S., brother of Margaret (Lehner) Leaze '57, Anne Marie (Lehner) Nolan '58, Rosemary (Lehner) Sieve '58, Joan (Lehner) Connors '62, and Suzanne (Lehner) Wells '64

Kevin Lippert, brother of Kari (Lippert) Siner '78

Robert McKee, husband of Jean (English) McKee '59, brother-in-law of Chris (English) Harrigan '61

Charles Naumann, father of Lisa (Naumann) Hughes '95, brother of Judy (Naumann) Throne '57

Kristin Obarski, mother of Ruby Obarski '25

Marian Orzechowski, mother of Laura (Orzechowski) Rieger '86

Sophie Paterakis, mother of Debra Paterakis '75, Irene (Paterakis) Steffas '79, and Antonia (Paterakis) Wozniak '81

Mary Revells, mother of Marie (Revells) Dilgart '66

Kathleen Roesner, mother of Rebecca Roesner '88

David Schneider, father of Michiale Schneider '81, brother of Suzanne (Schneider) Reynolds '56 and Colette (Schneider) Lange '67

Loretta Schweyer, mother of Amy (Schweyer) Stacy '89

David Snell, step-father of Alana (Edmunds) Smith '04 and Crystal Kotowski-Edmunds '05, father-in-law of Mary (Anderson) Snell '02

Adam (Skip) Spieker Jr., father of Gretchen (Spieker) Welch '02, brother of Susan (Spieker) Kenney '74 and Mary Ann (Spieker) Milne '76

Dr. Thomas Straub, husband of Elizabeth (Beckler) Straub '54, brother-in-law of Sharon (Beckler) Krauser '59

Patrick Sullivan, brother of Meghan Sullivan '97

William Waganfeald, father of Susan (Waganfeald) Eidenier '91

Gordon Willis, husband of Nancy (Gall) Willis '53

David Wolfe, father of Amanda Wolfe '95, brother of Ann Wolfe '67 and Barbara (Wolfe) Schuler '71

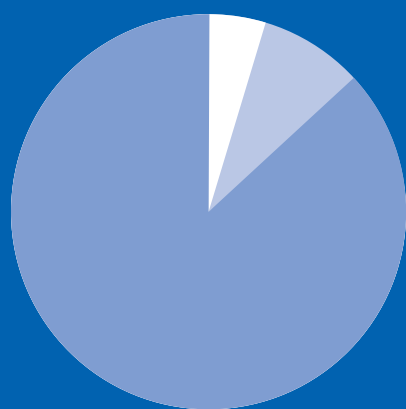
Sharon Zablocki, step-mother of Debra (Zablocki) Obrock '74

WELCOME, NEW FRESHMEN! CLASS OF 2026

18 LEGACIES

(MOTHER OR GRANDMOTHER)

22 LITTLE SISTERS



● 87%
CATHOLIC SCHOOLS

● 9%
PUBLIC SCHOOLS

● 4%
OTHER

42

ACADEMIC AND LEADERSHIP SCHOLARSHIPS AWARDED

**Members of the Class of 2026
have been accepted from the
following schools:**

All Saints

Anthony Wayne Junior High

Christ the King

Fassett Junior High

Gateway Middle School

Lial

Maumee Valley Country Day School

Most Blessed Sacrament

Notre Dame Academy

Our Lady of Perpetual Help

Springfield Middle School

St. Benedict

St. Joseph Maumee

St. Joseph Parish School Sylvania

St. Michael the Archangel School Findlay

St. Patrick of Heatherdowns

St. Pius X

St. Rose

St. Ursula Junior Academy

Swanton Middle School

Sylvania Public

Arbor Hills Junior High

McCord Junior High

Timberstone Junior High

Toledo Public

Elmhurst Elementary

Old West End Academy

Toledo School for the Arts

West Side Montessori



ST. URSULA ACADEMY

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Toledo, OH 43606

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REUNION WEEKEND

Alumnae Mass and Reception

Saturday, June 25, 2022

4:00 p.m. Mass in SUA Chapel

5:00-6:30 p.m. Cocktail Reception

St. Ursula Academy

4025 Indian Rd., Toledo, OH 43606

Honor Year classes will be recognized and can continue on to their individual class celebrations.

Contact Michelle Moses at mmoses@toledosua.org or (419) 329-2253 with any questions.

Scan the QR code or visit the SUA website for more details.



ARROW OPEN

Booster Club Golf Outing

Monday, June 27, 2022

7:45 a.m. Breakfast

8:30 a.m. Shotgun Start

The Legacy Golf Club

7677 US-223, Ottawa Lake, MI 49267

Registration is \$100 per golfer and includes a continental breakfast; a hot dog, chips, and drink at the turn; and a barbecue buffet lunch.

All proceeds will go to the St. Ursula Academy Arrow Booster Club.

Scan the QR code or visit the SUA website to register.

