

To: Faculty Senators, James Holloway, Mitchell McKinney, Scott Molitor, Angela Paprocki, Jerry Van Hoy, Tomer Avidor-Reiss, Renee Heberle, Sammy Spann, Quinetta Hubbard, Faculty Senate Office,

From: Deborah M. Coulter-Harris, Chair, Karen Green, Sally Harnych, Samir Hefzy, Teresa Boyer, Deborah Machalow, Jodi Jameson, Sarah Aldrich Renner, Paul Schaefer, Barry Scheuermann, Suzanne Smith, Lucy Duhon, Ira, Jaden Bollinger, Cole Fullen

Date: 21 October, 2025

Subject: FSCSA: First Issue:

Officially, the Faculty Senate Committee on Student Affairs is charged with the following: *“The Senate Committee on Student Affairs shall act as a liaison between the Faculty, the Student Government, and the Administration on matters of common interest that fall within the jurisdiction of the Faculty Senate, and shall study and make recommendations on such matters.”*

Full Statement of SG Issue 1. Fall: Effects of Senate Bill 1 on Multicultural Programming and Resources. “With the passing of SB1 and the elimination of certain areas of support on our campus, such as OMSS, students are increasingly concerned about the state restricting their ability to find safe spaces on campus through university-sponsored programming. Without OMSS, students of various backgrounds are uncertain about the future of certain events, such as Black, Multicultural, and International Graduations. Showing that the University and its faculty support students even after the passing of this law is vital to ensuring the commitment of our University to fostering a supported and self-confident student body. **The former Office of Multicultural Student Success not only provided a safe space for students on campus but also offered a range of trainings that are not feasible to host.** The trainings, available to students at no cost, were designed to make our campus an accepting and safe community. “Awareness of Current Events” training and “Awareness of Self” training were among others that provided educational resources to students and offices around campus, with a goal of learning to accept and celebrate differences, not only in backgrounds, but in ways of thinking. In addition, some student organizations (e.g. Sexuality and Gender Alliance, Global Latin Student Union) and student projects depended on mentorship and funding as ways of assistance that have historically come from the Office of Multicultural Student Success. **Working with multicultural student organizations to understand and act on their needs will be vital to address unique challenges that may come up as a result of Senate Bill 1.”**

Proposed Resolution: Our Subcommittee meet with the following underserved campus communities: SAGA and LGBTQ+ transgender community (Deborah C-H); UT Hillel (Debbie M); Muslim Student Association (Teresa B); Black Student Union (Jodi J.). Each of the subcommittee members met with these constituencies, asked questions regarding these concerns, and recorded how these issues have impacted them directly.

I. The following is a list of SAGA's (Sexuality and Gender Alliance) responses from my FSCSA 25 September, 2025, meeting with SAGA's President Damian Cosby. I asked Damian "How has SB1 and the elimination of OMSS directly impacted your community?"

1. OMSS (Office of Multicultural Student Success) was of great help to my community as many freshman currently don't know where to go for advice and information. This was an office for everyone and we are not aware of any replacement.
2. OSEC (Office of Student Engagement and Connections) (Formerly OSE). Responsible for supporting student organizations, fraternities and sororities, involvement initiatives, leadership development, service learning, event planning, and the online Involvement Network (Invonet). **Can receive donations for SAGA.**
3. Where can students go now? SAGA's location is SU 3522, office hours Monday/Wednesday from 2 to 3 pm. "Big things are happening and students need us more than ever." Damian explained that there are many events planned for his community.
4. Damian stated that Harbor, an off-campus LGBTQ+ organization, has often helped with events like "speed dating," and SAGA has held trivia nights and other social events at SU. **Harbor** is building new LGBTQ+ programming focused on wellness, real talk about substance use, and fun, substance-free spaces where queer young adults can connect and grow beyond the bars; for ages 18-26.
5. Damian stated that "People are comfortable spreading hate for all underserved communities... There has been an attack on the trans community who have been labeled as 'terrorists.'"
6. Damian gave kudos to President Holloway who attended the "Jam Session" in late August, 2025, on SU steps, when non-white sororities and fraternities were introduced. "It takes so little to experience our culture, but it means so much in the sense of our traditions."

I asked Damian Cosby, "What can faculty do to provide more support?"

- Donations can be made to SAGA via the OSEC office.
- Fundraisers via Toledo Queer Black Collective.
- SAGA needs more space. The OMSS office is empty but can be booked for events.

Please See Appendix 1 at end of report. Changing Office Acronyms and Underserved Greek Councils (From Damian Cosby)

II. UT Hillel (Debbie Machalow) reports:

1. On September 30, 2025, I spoke with Elizabeth Lane at UT Hillel as a representative of the small Jewish community on campus. I asked her about how the Jewish students felt about the closure of OMSS and she communicated that the students may not be aware of the closure because they continue to receive the same services. While Hillel is not working with a ton of students, for the ones they are working with, nothing has changed, they're still doing Jewish programs on campus.
2. As to SB 1, the students talk about it, but it's not impacting Jewish life on campus. As Elizabeth told me, part of SB 1 was to make sure that everyone was included, but everyone was always included here so that wasn't hard to implement since we were already doing it.
3. I also spoke briefly with the president of the Jewish Law Students Association on September 22, 2025, she had nothing to report regarding the closure of OMSS and nothing specific to the Jewish community regarding SB 1.

III. Muslim Students Association: MSA: Teresa Boyer reports:

1. The Muslim Students Association (MSA) was contacted, and no officers responded. I spoke with four (4) members of the community about the effects of SB1. None of these members were familiar with SB1, other than having heard the term, so none of them could comment on the impact this bill has had on them or their organization.
2. In an attempt to avoid leading these students with more information on SB1, there was a discussion of how they felt about the elimination of OMSS (Office of Multicultural Student Success) and how it affected them individually and as a community. There was, again, little comment on this as these students weren't very aware of this change.
3. The most prominent issue these students discussed is the reluctance to be identified or to create much tension on campus or in the community around campus.

IV. Black Student Union: Jodi Jameson reports:

On October 17, 2025, Cole Fullen (President of the B.S.U.), shared the following information:

SB1 Impact Breakdown: What Was Lost & Why It Matters

OMSS & REBSE (Offices of Multicultural Student Success & Racial Equity and Black Student Excellence)

What They Were:

- Dedicated student resource hubs focused on supporting students of color, multicultural awareness, and racial equity.
- Served as safe spaces for community, identity affirmation, and student-led initiatives.

Why They Mattered:

- Gave students of marginalized backgrounds a place of belonging on campus.
- Housed trusted faculty/staff who provided personalized support, mentorship, and advocacy.
- Hosted culturally relevant events and programming that celebrated identity and promoted inclusion.

What Happened After SB1:

- Both offices were completely disbanded.
- OMSS signage was removed; REBSE was locked down entirely.
- Faculty/staff were removed or displaced, severing connections students had with trusted mentors.
- Students were left without a dedicated space to connect, gather, or find culturally competent support.
- The move signaled a dismissal of student identity and voice, undermining belonging and visibility.

MESP (Multicultural Emerging Scholars Program)

What It Was:

- A bridge program designed to help incoming freshmen — especially those from underrepresented backgrounds — succeed before day one.

Why It Mattered:

- Provided early academic exposure in writing and math, boosting GPAs and confidence.

- Helped students adjust to college rigor, reducing the risk of early academic failure.
- Built early peer connections and familiarity with campus, creating a stronger sense of belonging and preparedness.
- Offered support in both academics and student life — a critical foundation for success.

What Happened After SB1:

- The program was entirely eliminated.
- Incoming students lost access to academic head starts, early credits, and social bonding opportunities.
- First-gen and underrepresented students now start college at a clear disadvantage.

BLX (Black and Latino Excellence → Belonging Excellence)

What It Was:

- Originally launched to intentionally support Black and Latino students with programming rooted in cultural excellence, empowerment, and community.
- Renamed "Belonging Excellence" to comply with SB1 restrictions, erasing the racial focus.

Why It Mattered:

- Offered consistent mentoring, cultural affirmation, and leadership development.
- Fostered strong community bonds and a sense of pride in identity.
- Program saw high student participation and engagement year after year.
- Provided food, events, and shared spaces that helped students feel seen and supported.

What Happened After SB1:

- Program identity was stripped of cultural specificity, making it less resonant for the students it was built to serve.
- Drastic funding cuts were implemented:
- Mentor wages were slashed, undermining the value of student leadership and reducing mentor retention.
- Event budgets were gutted, eliminating meals, snacks, and culturally relevant programming that built connection.
- Despite strong attendance, the program now operates on minimal resources, severely limiting its ability to serve students.
- The funding reductions send a clear message that equity-based programming is not a priority, despite proven success.

Diversity, Equity & Inclusion Scholarships

What They Were:

- Scholarships specifically designed to support students from historically underrepresented communities, including racial, ethnic, and first-generation college students.

Why They Mattered:

- Helped cover tuition, housing, books, and fees — often the difference between staying enrolled or dropping out.
- Gave students a fairer chance at higher education despite systemic financial barriers.
- Offered recognition for students' resilience, leadership, and cultural identity.

What Happened After SB1:

- Many DEI-specific scholarships were eliminated or merged into general pools.
- More students competing for fewer scholarships, creating higher competition and lower success rates.
- Students who once had targeted financial support now face new and unnecessary barriers.
- This disproportionately affects students who already experience systemic inequities.

Academic Program Cuts (Majors / Minors)

What They Were:

- A wide range of majors and minors — especially in ethnic studies, cultural studies, and interdisciplinary fields— allowing students to explore diverse areas of interest.

Why They Mattered:

- Gave students the ability to pursue passions, connect to their heritage, and engage with critical social issues.
- Empowered students to graduate with meaningful, relevant degrees that reflected who they are and what they care about.
- Created space for students to find academic identity and voice.

What Happened After SB1:

- Numerous programs were removed, forcing students to change majors.
- Many credits didn't transfer, leading to delayed graduations and extra tuition costs.
- Students were left with limited academic choices, and fewer opportunities to engage in diverse scholarship.

Loss of Faculty & Staff Support

Who They Were:

- Faculty and staff who played critical roles in student life — mentors, advisors, advocates, and leaders in DEI.

Why They Mattered:

- Provided one-on-one guidance, cultural understanding, and real-world opportunities.
- Connected students to internships, research, and leadership development.
- Were visible examples of success for students of color and underrepresented communities.
- Many held deep, trusted relationships with students — often acting as a lifeline.

What Happened After SB1:

- Key staff were laid off or reassigned, cutting off vital support systems for students.
- Students lost access to relationships and resources that directly contributed to their success.
- Remaining staff were moved without proper communication, leaving students unsure where to turn.
- New students may never experience the same mentorship, guidance, or empowerment that once existed.

Final Thoughts:

1. Have the Effects of Senate Bill 1 on Multicultural Programming and Resources violated any of the Articles in the 1948 UN Declaration of Human Rights?¹ Could be up for discussion, but UT meets some of the articles very well.
 - **Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.** Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
 - **Article 7** All are equal before the law and are entitled without any discrimination to equal protection of the law. **All are entitled to equal protection against any discrimination** in violation of this Declaration and against any incitement to such discrimination.
 - **Article 19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas** through any media and regardless of frontiers.
 - **Article 26** 1. Everyone has the right to education... 2. **Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.** It shall promote understanding, tolerance and friendship among all nations, racial or religious groups...

¹ [Illustrated Universal Declaration of Human Rights | OHCHR](#)

Appendix 1. Changing Office Acronyms and Underserved Greek Councils (From Damian Cosby)

OSEC went through a few name changes in my time, here are all of them:

OSIL (2023 - 24) Office of Student Involvement and Leadership

OSE (2024 -25) Office of Student Engagement

OSEC - Office of Student Engagement and Connections

Other offices I think you should know

CASE - Center for Advocacy and Student Experience

OMSS - Office of Multicultural Student Success

Greek Life + Council Names

MGC - Multicultural Greek Council; a council of fraternities and sororities with purposes and origins differing from IFC, Panhel, and NPHC

- The 5 MGC Organizations:
 - Alpha Psi Lambda National Inc. (**A-Psi**) - The fraternity I am in; The only co-ed social fraternity on campus (allows any and all gender identities to join) , Latinx-based but not Latinx exclusive
 - Sigma Lambda Gamma Sorority Inc. (**SLG**) - Originally advertised as Latinx-based but changed constitutionally, on a national level, to advertise as multicultural; The only social sorority I know of that openly advertises being open to non-binary people and transgender women; Sister organization to SLB
 - Sigma Lambda Beta Fraternity Inc. (**SLB**) - Originally advertised as Latinx-based but changed constitutionally, on a national level, to advertise as multicultural; Open to transmen and nonbinary people, not advertised as much as SLG
 - Mu Delta Alpha Sorority Inc. (**MDA**) - Historically Muslim sorority, the only social Muslim sorority on campus
 - Alpha Lambda Mu Fraternity Inc. (**ALM**) - Historically Muslim fraternity and newest addition to MGC, the only social Muslim fraternity on campus

NPHC - National Panhellenic Council (also goes by D9 or The Divine 9); A council of historically black fraternities and sororities

IFC - Interfraternity Council; Historically white fraternities

Panhel - Panhellenic Council; Historically white sororities