ORGANIZATIONAL CHART

Office of Student Services
V.P. Henry Johnson

Office of Special Services & Programs
Elizabeth Davenport - Director

Community Services
Thomas Moorehead - Director

Advisory Committee
Thaddeus Harrison
Trotter House Manager

Project Community
HISTORY OF TROTTER HOUSE

The William Monroe Trotter House was established as a Black Student Center by the University of Michigan as a means of easing the social and educational problems faced by increasing numbers of Black students entering the University and finding themselves in a predominantly white institution.

The establishment of the Trotter House was prompted by actions of the Black Action Movement (BAM) which pointed out serious inequities in the racial composition of the student body on the Ann Arbor campus, and the lack of facilities with which Black students could identify and in which they could pursue their own cultural aspirations while being actively engaged in the higher educational processes.

The first Trotter House - Black Student Center was a fifteen room house located at 1020 S. University. The facility, previously occupied by the School of Education, was opened to Black students in October, 1971. Operational expenses for the House were provided by a $15,000 one time allocation by the Martin Luther King Fund. The manager's salary was paid by the Vice President, Office Of Student Services Office.

The first Trotter House was destroyed by fire in a boiler explosion on May 7, 1972. During the seven month period prior to the fire, $7,399.00 had been expended from the funds received from the Martin Luther King Fund. These funds were spent on purchasing used furniture and equipment and a limited amount of recreational supplies. An afternoon lunch program was begun as an attempt to raise monies to pay part time staff personnel and simultaneously to provide wholesome, culturally oriented and nourishing foods to students who in most cases would have to travel thirty-five or more miles in search of this form of nourishment. The experience in using a cultural foods program as the sole
means of providing staff salaries was disappointing because the Trotter House had to rely strictly on voluntary student help to staff this program. As could be expected, during examination time the student volunteers disappeared into their books.

The House functioned as an educational facility, study area, provided meeting room for Black faculty, staff groups as well as a center for social activities with many scheduled parties, dances, and casual social activities. Formal classes in psychology and sociology were taught as well as informal classes geared towards providing and sharing of concerns, information, and insight. In addition, tutorial sessions geared towards science, math, and languages were held as needed. A group of Black artists composed of both faculty members and students conducted workshops on Black art, and scheduled photography workshops to begin in the summer of 1972. Early in its operation Trotter House functioned as an orientation facility for Black high school students, primarily from Detroit, who were being introduced to the University of Michigan campus. The Coalition for the Use of Learning Skills, in charge of these orientation sessions, also scheduled seminars designed to acquaint incoming students with some of the problems to be faced and resolved on college campuses as well as acquainting faculty and staff personnel with particular problems and concerns of incoming Black students. Career Planning and Placement maintained offices in the House and ran seminars designed to help students in the job application process. In addition, they also scheduled interview sessions with groups concerned with minority recruitment—notable among these groups were the Chrysler Corporation, Polaroid Corporation, Internal Revenue Service, the Department of Health, Education and Welfare, General Motors and the Scott Paper Company. Career Planning and Placement also sponsored seminars with the University of Michigan and Cornell Graduate Schools of Business and Public Administration which encouraged students to enter these fields.
The Ujama gatherings saw family oriented seminars and discussions designed and hosted by members of the staff of the Center for Afro-American Studies. It was the express purpose of these Sunday gatherings to build greater understanding and interaction between student and staff members from the United States, Africa, and the Caribbean. Ujama gatherings offered informative seminars, cultural functions, and, generally, an opportunity to familiarize the diverse Black elements on the campus with each other. Although highly successful, Ujama gatherings were hampered by a lack of facilities, such as room for large numbers of people, availability of audio-visual materials and accessibility to copy machinery.

The following groups: Black Information Counseling, Association of Black Social Work Students, Black Public Health Association, Black Matters Committee, Black Students Psychological Association, Black Medical Students, Black Law Students, Black Film Society, Minority Council and Markley Council used Trotter House facilities for meetings, dissemination of information, recruitment of participants, fund raising and many special projects. A number of these groups held regularly scheduled office hours at the House. This proximity of organizations and diverse elements of the Black university community allowed for interaction between groups as well as individuals which fostered the growth of many inter-organizational and interdisciplinary programs such as the Ann Arbor Black Karate program, and the Sickle Cell Anemia Program. This interaction also acted as a resource pool for individuals seeking Black expertise and information on Black matters and activities.

These activities were halted as a result of the fire until the Regents voted funds to establish a new Black student center.
FUND RAISING NEEDS AND EFFORTS

The Trotter House during the academic year 1972-73 raised needed operational and programmatic expenses primarily through social activities. This small amount of money was augmented by contributions from various Black student organizations whenever they charged admission for particular events. It should be noted however, that the Trotter House was unable to put into effect many suggested worthwhile programs because of inadequate fiscal resources.

Knowledge of this situation prompted the Vice President of Student Services to request the Development Council to assist Trotter House in acquiring funds for program development. The Development Council, the Trotter House Advisory Committee, along with the Trotter House staff is actively engaged in approaching prospective donors for contributions.

Budget year 1972-73 placed the Trotter House in a position of having to spend its limited resources on both operational expenses and program development. If that kind of draining activity continues in the future, it is doubtful whether the House and its operation can continue.

TROTTER HOUSE CONTRIBUTION TO THE UNIVERSITY

The William Monroe Trotter House functions as a vital part of the University community. Various offices within the building offer students information and services ranging from career planning, housing information to health services and counselling. Black organizations make use of the facility as a meeting area and workshop location. Due to the number of groups utilizing the house, often inter-organizational efforts are able to be planned and carried out more easily. Groups can publicize their programs and distribute information much more easily since the Trotter House serves as a communication and information center. A variety of cultural events take place at the House. Regular Ujamaa sessions and
classes offer new information and skills each week, and interest has been
great enough to increase the types of instruction offered continually.
Special cultural events add to the spectrum of Black life at the Univer-
sity. Guest speakers lecture, and informal discussion sessions with
speakers usually follow. Popular films and documentaries are shown, and
concerts, arts presentations and educational events are also held.

New and prospective students find a home-like atmosphere and
source of orientation in the Trotter House available every day, which
extends beyond fact giving and statistic stating. Informal social and
recreational activities add an even greater dimension to these settling-
in activities.
The William Monroe Trotter House is a Black student center charged with the responsibility of providing alternative methods and avenues for dealing with the academic, counseling, cultural, social, recreational and living problems of Black students on the University's Ann Arbor campus. When the University committed itself to increasing the Black student enrollment on the Ann Arbor campus to ten percent by the '73-'74 academic year, the administration recognized that a number of problem areas would have to be addressed. Mainly, it was felt that the cultural shock experienced by Black students with backgrounds radically different from their white counterparts on a predominately white campus might throw up obstacles in the educational process of these Black students. In order to address itself to these problem areas, the University established the Trotter House where handling of day-to-day problems faced by these students could be resolved.

The historical effects of powerlessness experienced by Blacks, particularly in large urban centers, carries over into the attitudes and actions exhibited by Black students on most large university campuses. These previous experiences seem to magnify feelings of powerlessness when students find themselves in large, primarily white institutions of higher learning that demands the utmost in academic excellence. Feelings of disenfranchisement, depression, under-achievement scholastically, and under utilization of services result, causing a high turn-over and drop-out rate among Black students. In order to ease the effects of this cultural phenomena and to assist in providing the greatest possible environment for academic success, the William Monroe Trotter House offers a number of programs designed to tackle these particular problems:
a. Educational programs, lectures and seminars;
b. Cultural and social activities;
c. Recreational programs;
d. Tutorial services;
e. Satellite office space for Student Services Counselors;
f. A home-like environment where social and cultural events can occur more naturally;
g. Adjunct classroom space;
h. Physical and mental fitness and discipline programs;
i. Space for student organizations;
j. Assistance in career and personal planning;
k. Cultural observance programs.

**Goals**

1. To assist Black students in successfully pursuing a relevant academic career with the least possible amount of social dislocation, psychological trauma, emotional upheaval, and educational distress.

2. To encourage academic achievement as a socially relevant and reachable goal, and to instill pride in its attainment by providing a milieu in which such achievement can be actualized.

3. To provide a forum for discussing the types of problems, issues, and concerns peculiar to the culture and life styles of the majority of Black students.

4. To provide a facility where Black students can work creatively, study comfortably, receive assistance spontaneously, and relax socially in an atmosphere conducive to maintaining cultural norms and mores.

**Program Activities**

In order to attain its stated goals, the Trotter House will provide the following programs and services:
provide forums where Black professionals as role models can share insights, information and experiences on vocational choices, academic preparations, socialization, problem areas, specialization, responsibilities, impact, future needs, opportunities and resources available in diverse occupations.

Field trips: in recognizing that interest areas which help stimulate academic achievement and vocational settings which can be better appreciated at first-hand experience, the educational program will provide field trips to help facilitate such positive experiences. Particular emphasis will be directed toward the very excellent commercial and industrial complexes within easy traveling distance from the campus, and other educational, cultural, and service institutions in the general area. The educational program unit will also maintain study areas and provide current periodicals, journals, magazines, newspapers, and books relevant to the Black experience and conducive to educational achievement and social awareness.

Social activities program: a wide variety of social activities including dances, parties, informal get-togethers and dinner discussion groups will be co-sponsored by the Trotter House in conjunction with student organizations and groups, Black faculty and staff personnel, and other University units. Concerts, jam sessions, winter and summer sports activities as well as picnics, skating parties and film showings will be organized and operated on a regular basis.

Cultural activities: the Trotter House will provide space and staff support to the Ujama Cultural Program, and other formally organized cultural groups as well as serve as a display center for art work by Black artists, sponsor and provide space for musical recitals, dance groups and Black theatre groups and will operate an informational system which chronicles Black cultural events.
Recreational programs: While recreational programs offer not only a pleasant break for students engaged in the daily grind of academics, but also acts as a physical fitness mechanism as well as promoting mental alertness, the Trotter House will maintain a variety of recreational programs. Among them are:

Ping pong games and tournaments;
Intramural baseball and basketball games;
Card games and tournaments;
Volleyball games;
Touch football games;
Team badminton;
Tae Kwon Do class;
Chess Club offering instructions for beginners, intermediate and advanced players as well as tournament competition; and
Numerous two to six person games.

Trotter House will provide staff support for all of these recreational activities.

Program evaluation: Programs operating out of the Trotter House will be evaluated by:

a. A questionnaire form passed out to individual students for their comments and suggestions at the end of each semester;
b. By the student organization and group using the Trotter House;
c. By a written critique of the Trotter House advisory committee;
d. By written evaluations prepared by the satellite student services units operating out of the Trotter House;
e. By program evaluation seminars which will be held no less than once each semester and which will be conducted by the Trotter House advisory board. Participants in the program evaluation seminars shall include 1) representatives from student organizations, 2) the Trotter House advisory committee, 3) student services units operating out of the Trotter House, 4) the Trotter House staff, and 5) all interested Black faculty, staff and students.
The William Monroe Trotter House Advisory Committee is a sixteen member body composed of Black students, faculty and staff members of the University community, appointed by the Director of Community Services, with the advice and consent of the Director of Special Services and Programs, and the Vice-President, Office of Student Services. Both the Director of Community Services and the William Monroe Trotter House manager serve on the committee as ex-officio members.

The major role of the Advisory Committee is to advise the Trotter House manager and Director of Community Services on programs, directions, living-learning patterns and styles, social and educational problems, and developmental areas as they affect Black students at the University; they suggest programs, avenues, services, and methods geared toward alleviating problem areas.

Evaluative Criteria:

The criteria used for evaluating programs shall include but not be limited to the following points: determining the extent to which program activities are achieving the desired objectives, measuring the degree of progress toward ultimate goals and level of attainment, pointing out specific strong and weak points of program operation and suggesting changes and modifications of procedures and objectives while increasing effectiveness by maximizing strengths, examining the efficiency and adequacy of programs compared to other methods and total needs, and improving program procedures while increasing program scope, providing quality controls and setting standards of performance and checking on their continual attainment, helping to clarify program objectives by pointing out inconsistencies in objectives or activities, developing new procedures and approaches as well as programs for the future, establishing priorities among programs in terms of maximizing the use of resources, funds, personnel and time.
In regards to evaluation, may we point out some specific accomplishments and data on past regular use to date of Trotter House facilities. First of all, the house is open seven days a week: Monday through Saturday from 9:00 a.m. to 12 midnight and later for special activities, and Sunday from 12:00 p.m. to 12 midnight. A resident staff of four students and the assistant manager is maintained at the facility for security purposes and activity coordination and supervision.

Our general student traffic, who make use of the lounge facilities, study areas and recreational facilities fluctuates between 30 to 40 students per day. We maintain a variety of standard weekly Black student organizational meetings and activities including: Tae Kwon Do (Korean Karate), Wednesdays and Saturdays, Ann Arbor Black Theatre, Wednesday evenings, U. of M. Black Christianity Nationalist Cadre also on Wednesday evenings, Black Chess Club, Thursday evenings, Photography Workshop, Monday nights, Writer's Workshop, Tuesday and Thursday nights, Student Study Sessions, Monday, Wednesday and Friday evenings, C.A.A.S. Arts of Black Folk class, Monday and Wednesday mornings and bi-monthly Sunday Ujama Gathering and Dinner.

In the area of Supportive Services students utilize satellite offices located in Trotter House, including Minority Counseling Information, which maintains telephone service from 12:00 pm. to 10:00 p.m. Monday through Friday, Career Planning and Placement, which conducts frequent recruiting sessions in the House, Health Service, Black Advocate and, formerly, Drug Counseling Program.

We believe our major service to Black students is provided through special functions which are conducted by and through Trotter House facilities. Some of these significant activities have been: The Sickle Cell Anemia Workshop, Luncheon for the Regents and Executive Board, Breakfast given by Black Matters Committee (Political Science Department) in honor of C.L.R. James, Reception and rap session for Julian Bond, Workshops for the State Conference of Black
Social Workers, seminars for the National Black Medical Students Conference, numerous student social affairs and many other activities. The above mentioned regular and special activities including patronage to the former lunch program which functioned between the months of October and December gave us an average weekly patronage of 12 to 1400 students and presently an average of 9 to 1100 students.

Considering that Trotter House has only been in complete operation (i.e. renovation, furnishings, materials, etc.) since late December, 1972, we feel that these are substantial accomplishments for an infant organization. We feel that this clearly demonstrates the trend toward even greater participation and use of Trotter House facilities in the future and the importance of this structure.
<table>
<thead>
<tr>
<th>PRIORITY RANKING</th>
<th>EXISTING PROGRAMS</th>
<th>1972-73 REQUEST</th>
<th>1972-73 ALLOTMENT</th>
<th>1973-74 REQUEST</th>
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<tbody>
<tr>
<td>1.</td>
<td>Staff Salaries</td>
<td>$10,000.00</td>
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<td>$10,000.00</td>
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<tr>
<td>2.</td>
<td>Current Operating Expenses</td>
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<td>13,597.00</td>
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<td>3.</td>
<td>Social and Recreational</td>
<td></td>
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<td>4.</td>
<td>Program Expenses</td>
<td></td>
<td></td>
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**Total** $17,601.00

$24,015.00

*Note: Operation for the 1972-73 budget year was made possible by a one time grant from the Martin Luther King Fund of $7,601.00.*
UNIVERSITY CONTRIBUTIONS TO TROTTER HOUSE

**Manager Salary**

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<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Administrative - 40%</td>
<td>4,800.00</td>
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<tr>
<td>Fund Raising - 30%</td>
<td>3,600.00</td>
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<tr>
<td>Staff Supervision - 10%</td>
<td>1,200.00</td>
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<tr>
<td>Program Development - 10%</td>
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<tr>
<td>Public Relations - 10%</td>
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Total: $12,000.00

**Staff Salaries**

Total: 10,000.00

**In-Kind Contributions**

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<th>Item</th>
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<td>Gas</td>
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<td>Electricity</td>
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<td>Maintenance</td>
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<tr>
<td>Water and Sewer</td>
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**Total**

$53,475.00
TROTTER HOUSE CURRENT ACCOUNT BUDGET REQUEST

OPERATIONAL EXPENSES

A. Publicity, promotional material and printing costs $1,000.00

B. Telephone expenses
   1. six instruments at $112 per year per instrument 672.00
   2. single instrument unrestricted 287.00

C. Facilities upkeep, renovation, and repair 1,500.00

D. Equipment
   1. Adding machine 89.00
   2. Mimeograph machine 489.00
   3. Dictaphone 350.00
   4. Typewriter (IBM Selectric II) 510.00
   5. Exterior safety illumination 250.00
   6. Electric food warming/serving cart 800.00
   7. Study carrels 6 at $75 each 450.00

E. Materials and Supplies (Current) 600.00

F. Postage (') 700.00

G. Furniture & Equipment: Depreciation 5,000.00 (oblig)

H. All-Risk Insurance (') 400.00

I. Travel (') 500.00

TOTAL OPERATIONAL EXPENSES $13,597.00
## BUDGET A

### A. Salary
1. Assistant Manager
   - 20 hours @ $3.50 per hour
   - $2,400.00
2. Secretary C4
   - $5,700.00
3. Work Study students @ 15 hours per week
   - 1 sophomore student assistant @ approx $140
   - 3 junior student assistants @ approx $160 each
   - 3 senior student assistants @ approx $180 each
   - 2 graduate student assistants @ approx $200 each

### TOTAL SALARY
   - $9,660.00

### PROGRAM EXPENSES

#### B. Educational
1. Perspective and New Student Program
   - $3,000.00

#### C. Lectures and Seminars
   - $1,800.00

#### D. Transportation and Field trips
   - $307.50

#### E. Program Supplies:
   - newspapers, books, magazines, journals
   - $400.00

### TOTAL EDUCATIONAL PROGRAM EXPENSES
   - $5,207.50

### RECREATIONAL EXPENSES
1. Ping pong table 2 @ $64 each
   - $128.00
2. Ping pong paddles, balls, nets
   - $55.00
3. Baseball equipment
   - $20.00
4. Chess and checker sets
   - $60.00
5. Playing cards
   - $10.00
6. Miscellaneous games (monopoly, scrabble, etc.)
   - $75.00
7. Basketball backboard
   - $50.00
8. Basketball
   - $12.00
9. Volleyball set
   - $20.00
10. Football
    - $9.00
11. Badminton set
    - $9.00

### TOTAL RECREATIONAL EXPENSES
   - $413.00

### TOTAL
   - $15,293.50