Programmatic & Facility Enhancements
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William Monroe Trotter House Multi-Cultural Center Mission Statement

The William Monroe Trotter House Multi-Cultural Center Mission

- To promote a campus and community environment in which African American, Asian, Latino/Latina and Native American students can prosper academically and socially and

- To promote and provide services to build a supportive environment in which all students can develop a better understanding and appreciation for the multicultural diversity represented at the University.

History of the William Monroe Trotter House Multi-Cultural Center

The William Monroe Trotter House Multi-Cultural Center has a richly established identity and tradition at the University of Michigan and in the Ann Arbor community and is seeking to enhance its presence on the University of Michigan’s Campus as a World Class Multi-Cultural Center for the New Millennium. Our vision is to create a World Class Cultural Center - a new legacy - in the Michigan tradition of excellence. We envision new forms of multi-cultural experiences and we invite your creative suggestions and comments as you read through this document.

The “Trotter House” as it is fondly referred to by campus members, alumni, and the greater Ann Arbor community celebrated its 25th Anniversary this year as the “Cultural Center” of the University of Michigan. The House, named after William Monroe Trotter an early 20th Century Civil Rights Advocate, saw its early beginnings in 1970 as a result of Black student protests to have an educational facility and area at the University of Michigan that would provide meeting space for students, faculty, and staff. The House also served as a place for social activities that involved the greater Ann Arbor community. Both formal and informal classes were taught at Trotter and it served as an orientation facility for Black high school graduates primarily from Detroit.

Over the years, the Trotter House was the focal point for recruitment seminars and cultural gatherings that were highly successful, even though the space was not adequate for large gatherings and there was a lack of audio-visual aids. Many organizations and groups have used Trotter House for meetings, dissemination of information, fund raising, and special projects. The proximity of organizations and diverse elements of the community allowed for interaction between groups as well as individuals which fostered growth of many interorganizational and interdisciplinary programs such as Sickle Cell Anemia Tests Program. This interaction also acted as a resource pool for individuals seeking cultural information and expertise.

The Trotter House has also provided a strong link with Ann Arbor and the surrounding community of people of color, including members of the local churches and community organizations who all helped to provide a link between the Black community and the Black students on the college campus.
Programs have continued to evolve and have taken on many shapes where intellectuals would come together at Trotter to discuss pressing issues of the University, the Nation and the World at large. While it was originally conceived of as a Black student center, the Trotter House of today has a multi-cultural mission. Events over the years have included Ujamaa dinners which attracted such notables as the Rev. Ben Chavis and Professor Jon Onye Lockard and other members of the University and broader community. Trotter House experiences have included the Mexican dance group, Los Hijos De Aztlan and the African dance group, Bichinis Bia Congo. There was a speakers series sponsored jointly with the Center for Afroamerican and African Studies and the (then) Office of Minority Student Services that featured Professor Charles Long, Dr. Herbert Wong and Professor Edgar Epps. Social events at Trotter brought Mr. Russell Means, the Native-American activist and Ms. Gwendolyn Brooks, world renown poet laureate.

**Multi-Cultural Center Vision**

- To create a World Class Multi-Cultural Center for the New Millennium

**Program Vision**

At this time in history, our aim is to creatively elevate the Multi-Cultural Center to yet another level through the addition of faculty seminars and innovative student and faculty designed programming and a host of other cultural events that encourage a greater understanding and appreciation for cultural diversity through which human understanding may be enhanced. History shows that the Trotter House Multi-Cultural Center has been a vital part of the historical development and evolution of multiculturalism on this campus. The Center will continue in that role as it moves to, yet, a higher level -- to a World Class Multi-Cultural Center for the New Millennium.

Program elements of the University’s Multi-Cultural Center will be:
- The Trotter Initiative
- Cultural and Performing Arts and Community Connection
- Educational Resources

Through faculty and student designed initiatives, the Multi-Cultural Center will have a positive influence on the campus climate and character. Furthermore, with the goal to have a major collection or holding, as well as other art works and holdings, the Multi-Cultural Center will become a draw for students, faculty, staff, alumni, and community members and will exert a more positive influence on the visibility of the University in the larger surrounding community.
Building Vision

In keeping with established tradition, we want to elevate that “experience” one has when they enter the William Monroe Trotter House Multi-Cultural Center. We want you to know that you have just entered into a World Class Multi-Cultural Center for the New Millennium. Restoration and renovation of the facility will combine with programmatic enhancements to bring us to another dimension of excellence for the Multi-Cultural Center.

We are seeking restoration and renovation of the existing facility to bring back its original beauty, to expand its usefulness and to increase the available space to accommodate programmatic initiatives that cannot be accommodated in the Multi-Cultural Center because of a lack of space. In justifying the need for additional space, it has been asked why the Multi-Cultural Center cannot use available space on the campus when the need arises and we explain that the Multi-Cultural Center is not a department seeking space but a Multi-Cultural Center with a richly established identity and tradition, as previously detailed, that is seeking to enhance its presence on the University of Michigan’s Campus as a World Class Multi-Cultural Center for the New Millennium.

Current Activities

The Trotter house of today is still a hub of student of color activity. Various student groups conduct numerous cultural programs, leadership retreats, conferences, meetings and social activities at the Multi-Cultural Center. The Trotter House provides services for staff, faculty, alumni and community groups. In addition, academic and nonacademic units host events at the Multi-Cultural Center. Cultural, educational, and social engagements are the main calendar of events.

Recent cultural activities have included Alma Concepción, “Latino/A Images,” a dancer, teacher, choreographer who has performed with ballet of San Juan Histriones de Puerto Rico, Ballet Hispanic of New York and Princeton Ballet School. The Latin & Argentine Tango Club of Detroit performed at the “Taste of Culture,” a gathering of students, faculty, and staff at the University to share and fellowship in tasting foods from many countries of the world. The Multi-Cultural Center was host for a performance by HAKAMMA, a group of female griots crafted in the African tradition of storytelling, expressing the spirituality and togetherness of traditional culture as seen through the eyes of American African women, incorporating West African dance movement, African Cuban and African clave rhythms, and drum talk patterns to celebrate the divinity in humanity. Most recently, Amiri Baraka, recognized author captivated an audience of students, faculty and community members at Trotter. In addition, newer events at Trotter include kick-off celebrations of Sorority Houses on campus.
Activity Levels

From July 1996 to June 1997 a total of 525 events were held at the William Monroe Trotter House Multi-Cultural Center. For thirteen of these events, attendance was estimated at over 150 participants at each event and in nine of the thirteen events, attendance was estimated at 200 at each event. During this same time period, a total of students, faculty, staff and community members attended events at the Multi-Cultural Center. At the start of the 1997 Fall Semester, a log was established documenting events that the Trotter Multi-Cultural Center was unable to accommodate due to availability and seating capacity and handicapped inaccessibility. The data showed that from September 1997 to the present, twelve events were held at other campus locations to accommodate the space needs of the requesting organizations. While in two instances groups used Trotter for rehearsals, they needed a larger facility to accommodate the audiences for the actual events and their performances were held at other locations on campus. In three instances, handicapped inaccessibility to the third level of Trotter resulted in the groups locating another facility for their events.

Those using the Trotter House Multi-Cultural Center include:

Student Organizations
Black Student Union (BSU)
Native American Student Association (NASA)
United Asian American Organization (UAAO)
Puerto Rican Association (PRA)
ALIANZA
KUUUMBA
UM Gospel Chorale
United Students for Christ
Glorify God
Integrity Christian Ministries
Society of Minority Engineering Students
Black Biology Association
Delta Sigma Theta
Students of Color of Rackham (SCOR)
African American Task Force
Hispanic/Latino/a Task Force
Native American Task Force
Asian American Task Force
Chinese Christian Fellowship (CCF)
Asian American Association (AAA)
Indian American Student Association (IASA)
Asian Pacific American (APA)
Vietnamese Student Association (VSA)
Taiwanese American Student Association
Thai Student Association
Hawaiian Student Association
Singapore Students Association
Muslim Student Association
La voz Mexicana
Cuban American Student Association
Puerto Rican Solidarity Association
Sigma Lambda Beta
National Association for the Advancement of Colored People (NAACP)
Michigan Student Assembly (MSA)
Rackham Graduate Students Association
Black Male Dialogue Group
Abeng Minority Council (AMC)
Association of Black Social Work Students (ABSWS)
American Indian Society of Engineering Students (AISES)
ACCESS
Alpha Kappa Delta Phi
Black Student Psychological Association (BSPA)
Campus Crusade for Christ (CCC)
Caribbean People Association
Delta Tau Lambda
Gamma Phi Beta
Sigma Gamma Rho
Free Mumia Coalition

Departments/Units/Organizations
University Activity Center (UAC)
Comprehensive Studies Program (CSP)
Medical Campus Human Resources Department
Center for Afro-American and African Studies (CAAS)
Department of Kinesiology
Undergraduate Admissions
Office of New Student Programs
Office of Academic Multicultural Initiatives (OAMI)
Graduate Black Male Dialogue Group
Women of Color Task Force (WCTF)
Association of Black Professionals, Administrators, Faculty, and Staff (ABPAFS)
School of Nursing
Staff

Regular staff at the William Monroe Trotter House consists of a coordinator and a receptionist. There are two student residents who are responsible for overseeing programming activities during evenings and weekends.

Program Growth & Space Needs

In conversations with students, faculty, and staff on the vision for the Multi-Cultural Center for the New Millennium, it is clear that multicultural events and initiatives of an educational, cultural, social nature are to be the focus. Our aim is to involve our students and student organizations by enabling them through the

- Trotter Initiative
- Cultural and Performing Arts and Community Connection & Educational Resources

to creatively design ways to improve the University’s efforts toward sustaining diversity and multiculturalism, climate and character that will meet the needs of the Multi-Cultural Center, the University, the Community, the State, the Nation and the World. Program enhancement will involve initiatives that add both quality and learning to the student’s academic and co-curricular experience, enriches and adds synergy to the campus academic multi-cultural environment and connects to the larger Ann Arbor and surrounding community.

The Trotter Initiative

The Trotter Initiative will support William Monroe Trotter Faculty Fellows and William Monroe Trotter Student Scholars. In addition, a Trotter Cultural Mini-Series will explore the links between climate and character, multiculturalism and diversity, social activism and community. The Multi-Cultural Center will be a place whereby through the Trotter Initiative, faculty and student designed experiences will have a positive influence leading the University into the 21st Century.
Trotter Faculty Fellows will teach at the Multi-Cultural Center. We will invite up to three faculty members to hold seminars each semester at the Multi-Cultural Center as Trotter Faculty Fellows. Trotter Student Scholars, under the guidance of Trotter Faculty Fellows, will design experiences with outcomes that encourage a greater understanding and appreciation for cultural diversity through which human understanding may be enhanced.

Trotter Faculty Seminars and Trotter Scholars’ experiences will be the basis for the development of each year’s Trotter Cultural Series. Students in student groups using the Trotter Multi-Cultural Center will be among those selected as Trotter Student Scholars and they will serve on the In-House Board. Examples of scholar experiences may include:

- Scholar, working with the “Friends of Trotter,” designing an experience with outcomes that demonstrate the history, culture and aspirations of a specific ethnic group.

- Scholars working together to design cultural experiences that show the interrelations and connections of various groups. Such creative cultural experiences might include a symposium that would creatively tie-together the arts: art works, theatre, and musical performances.

- Scholar research into pressing issues that affect students in higher education that could evolve into a creative arts and events series.

- Scholar from the University Gospel Chorale designing a program that includes a gospel workshop with speakers and classes in conjunction with the University Musical Society and community churches and choirs.

- Scholar designing a program for Christian students on campus who have expressed a desire for having programmatic activities whereby they can receive support from other Christian students and faculty and staff.

The key to creative multicultural experiences lies in allowing students to design experiences as representative of the group they represent or as collaborators or as individuals who have creative talents that will enhance the multicultural experiences at the Multi-Cultural Center, on this campus and in the larger community. In addition, the “Friends of Trotter” will be the support and liaison for our students in making the events happen and connecting with the community-at-large. Through the Trotter Initiative, we envision our students being nurtured and groomed to assume the role of developing all programmatic aspects of the William Monroe Trotter House Multi-Cultural Center.
Faculty Fellows and Student Scholars’ Space Needs:
William Monroe Trotter Faculty Fellows’ and William Monroe Trotter Student Scholars’ Offices and Conference Room. This space will be accommodated by renovation of the existing building.

- Three office areas will be needed to house 3 faculty fellows and accommodate guests and visiting faculty. Three office spaces will be needed for 6 student scholars. Offices should be large enough to accommodate high technology equipment needs and should be uniquely designed in a nontraditional way to allow for both privacy and maximum interaction among all staff.
- A large conference room to accommodate up to 20 occupants comfortably. Include in the space, high technology equipment for enabling teleconferencing with others in different locations. Include a kitchenette area with accommodations for a refrigerator, sink and microwave.

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Cultural Arts, Performing Arts and Community Connection

As the Center of multicultural activity on the Ann Arbor Campus we are seeking to develop the arts at the Multi-Cultural Center of collections, art works, performing arts, film and video, and musical. We are seeking donors of major art works and a major collection of academic holdings or papers from an alumni or political figure. We envision collaborating with others within the University community.

To this end, we have had conversations with Ken Fischer and Ben Johnson, both of the University Musical Society, on collaborating on events. We will invite our community churches and choirs and civic organizations to host and collaborate in events at the Cultural Center. Alumni, faculty, students and staff currently use the Multi-Cultural Center for wedding receptions, graduation receptions and other celebrations. We have had conversations with Elise Bryant, Director of Common Ground Theatre in Ann Arbor, on events that could be held at the Multi-Cultural Center and Joyce Hunter, Director of the African American Cultural Museum of Washtenaw County, who would like to collaborate with Trotter as a site for art shows and other events.
Major Cultural Collection

We are seeking a major collection for the William Monroe Trotter House Multi-Cultural Center. A major collection of academic holdings or papers from an alumnus or political figure that will provide a strong cultural base to the Multi-Cultural Center. Students, faculty, staff and the community will be able to utilize such a collection in the classroom, curriculum, research, and community service. Such a collection will draw faculty and students to the University as well.

University Collection

Faculty Academic Collections of signed copies of books, monographs, and other major works of our own esteemed and world renowned faculty will be housed at the Multi-Cultural Center. Students, faculty, staff and the community will have access to such a collection.

WMT Initiative Collection

Publications and pictures that include historical information about William Monroe Trotter will be strategically displayed at the Multi-Cultural Center. Currently, none is available at the Multi-Cultural Center. One book has been published on Trotter’s life and there are many other books that include biographical information on Trotter. In addition, we will display a copy of the photograph of the members of the Niagara Movement: An organization of which William Monroe Trotter was one of the original founders. Picture: Original Leaders of the Niagara Movement in a photograph, 1905. National Portrait Gallery, Smithsonian Institution, Washington, D. C. As a part of the Trotter legacy, we will also display a book by James Trotter: Music and Some Highly Musical People which is about remarkable musicians of African American descent with portraits and an appendix containing copies of music composed by African American men.

Film and Video Collection

Film and Video Collection of multicultural videos will be available at the Multi-Cultural Center for use by students and student organizations for their meetings, conferences, retreats, and other events.

Collection Space Needs

- We need a defined space within the Multi-Cultural Center to house a Major collection. The collection may be of the arts or of academic holdings or papers from an alumni or political figure. This space would be tastefully and creatively designed.
- For the University collection of faculty papers, monographs, autographed books, and other major works we envision that the collections might be creatively integrated into the programmatic space for visitors to view such important holdings.
- For the WMT Initiative Collection we would like to see this collection creatively integrated and housed on the first level where it will be accessible to all who enter this level of the WMT House Multi-Cultural Center.
- Finally, we need space to house a film and video collection.

The collection space will be accommodated by renovation of the existing facility.
+ Gallery  + We are seeking a uniquely designed art gallery that will hold special art works of university, local and guest artists. This space will also be used for smaller gatherings: book signings, poetry readings, receptions and meetings of special guests and visiting scholars. The gallery space will be accommodated by renovation of the existing facility.

+ Theatrical and Performing Arts Facility  + We are seeking the addition of space (to accommodate up to 500) for the performing arts that will enable the scheduling of events and performances at the Multi-Cultural Center. Current space used for performances is on the lower level and this space can only accommodate an audience of approximately 75 - 100 people along with performers and stage. The theatrical and performing arts facility space will require new construction.

+ Reception/Entry -- Entrance  + A greeting space -- a second level atrium to grace the entry of the facility. We are seeking a greeting space that makes a dramatic statement so that when one first enters the Multi-Cultural Center, they will have a unique encounter, an “experience” with the Multi-Cultural Center from that point of entry. From the atrium will hang a banner or banners that will represent the multicultural diversity of each ethnic group (in keeping with their University designated month). Encasings and wall space for displays of cultural art works will grace the entry. The reception/entry space will be accommodated by renovation of the existing facility.

+ Large Room (Assembly Space) for lectures, symposiums, retreats, conferences and receptions: A room to accommodate gatherings of up to 200 standing. Churches, civic, and community groups will be able to use the space for events. In addition, students, alumni and community members will be able to have special celebrations such as graduation receptions, weddings, wedding receptions, banquets, and other celebratory events.

This space would be uniquely designed to accommodate multiple gatherings of few people who may want to have a comfortable space for reading, enjoying the art milieu, discussions or conversations. This space would be gracefully designed to accommodate wall and standing displays of art works. A fireplace in this area would promote a sense of gathering and comfort for large or small group gatherings. Large bay windows, in this room, complete with seating would add to the grace and comfort. We want people to have an “experience” as they interact with the William Monroe Trotter House Multi-Cultural Center and enjoy the multicultural surroundings. We want this space to accommodate a baby grand piano that will be used for events as well as by members of our student community who now when they visit our cultural center spend time playing our “older” piano. The large room/assembly space will be accommodated by renovation of the existing facility and by new construction.
Educational Resources: Computer Technology

We seek to enhance the technology at the Multi-Cultural center by acquiring eight (8) computers and by installing state-of-the-art high technology conferencing capabilities. We believe that our students and faculty must have state-of-the-art high technology computer and other equipment to enable the Trotter Initiative and other Cultural Initiatives to thrive at an optimum level of performance. We believe that all needs are to be provided to assure a high level of success and excellence at the Multi-Cultural Center. To this end, we have enlisted the support of Library Peer Information Counselors who would be on-site at Trotter at designated times to assist students and faculty in using information systems. The educational resource space will be accommodated by renovation of existing facility.

Other Space Needs

8) Kitchen: Large kitchen fully (industrial) equipped for preparing meals for receptions and other events. The kitchen space is met.

9) Residents Rooms: Two resident rooms are needed for student residents who live at the Multi-Cultural Center and are staff assistants for booked evening and weekend activities. The residents' room space will be accommodated by renovation of existing facility.

10) Coordinator's Office: An office will be needed for the Coordinator of the Multi-Cultural Center. The coordinator's office space will be accommodated by renovation of existing facility.
11) Space for a Receptionist: We seek to have a receptionist strategically positioned near the entry of the Multi-Cultural Center to greet visitors to the Center. This space should be creatively and effectively designed to flow with the first level: it should be open space. The receptionist’s space will be accommodated by renovation of existing facility.

12) Elevator: An elevator to run on all levels of the facility. This space may be accommodated by renovation of addition.

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Renovation @ $150/GSF $2,143,350
New @ $250/GSF $2,100,000

Note: The additional 500 square feet required for future program space within the existing structure will be acquired through enclosing the porch for use as program space.
Source of Funds

Development/Endowment -- Capital Funding for Bricks and Mortar and Program
We are seeking funding support for restoration of the existing William Monroe Trotter House Multi-Cultural Center and for development of programmatic activities. We have developed this formal program statement that speaks to how the program is changing and how that impacts on the facilities. This document includes information on the history of the Trotter House and its programs and a plan of where we want to go from here.

The process to formally begin development initiatives for capital funding will begin with the presentation of the program statement to the Executive Officers.
Strategic Plan

Year I Research on William Monroe Trotter and the William Monroe Trotter House

Before holding conversations with the community-at-large about restoration and program enhancement at the William Monroe Trotter House Multi-Cultural Center, we felt it was first necessary to learn about William Monroe Trotter, late 1800 civil rights activist for whom the house was named, and the origins and history of the Trotter House. The 1996-97 year marked the 25th Anniversary of the existence of the Trotter House. In February 1997, the William Monroe Trotter House Multi-Cultural Center was honored in recognition of its 25 year history as a cultural center at the University of Michigan and in the greater Ann Arbor community.

William Monroe Trotter and the William Monroe Trotter House
During the first year of the project, that began in September 1996, research was conducted on William Monroe Trotter. Assistance in this effort was given by University Librarian Karen Downing who pulled together a narrative and timeline on Trotter’s life. This information was included as content for a new brochure on the Multi-Cultural Center that was published in January 1997 by graduate student Latonya Terry. In looking for books and other materials on Trotter, we quickly learned that not much information was available. We did locate one book that had been published on the life of WM Trotter by Stephen Fox and we were also able to locate information on Trotter in biographical and research publications on other famous African Americans as Du Bois and Booker T. Washington. To our surprise, we learned that Trotter was often pointed to as the front man; that is, the person who was out in the forefront speaking out on abolishing segregation in our country. Furthermore, we learned about the Trotter Institute in Boston, Massachusetts and contacted the Director, Dr. James Jennings, who sent us biographical information on Trotter and the Institute. A visit was made to WM Trotter’s birthplace, Chillicothe, Ohio. Contact was made with the Chillicothe town Librarian, Laura Whinnery, who put us in touch with the town Historian, Beverly Gray. Mrs. Gray invited Joe Willis and Jacina Davis to visit and we did on November 15, 16, & 17, 1997. During our visit, we were welcomed with Chilicothian graciousness and given a tour of the town. We learned about Trotter’s family history and his descendancy from President Thomas Jefferson. We met members of WM Trotter’s family and we learned that Trotter’s dad, James Trotter, a Civil War Veteran and staunch human rights activists, had recently been honored in celebration of the town’s Bi-Centennial by having his picture placed in the town’s square. (See Program Statement for further biographical information on William Monroe Trotter).
Research was then conducted on the history of the William Monroe Trotter House and information was received from the Bentley and CAAS Libraries. Additional information was received from the Michigan Daily. We learned about the original Trotter House that was located on South University prior to the current location at 1443 Washtenaw. (See Program Statement for further historical information on the William Monroe Trotter House Multi-Cultural Center).

Architectural Renderings
In October 1996, a conversation between Jacina Davis and Professor of Architecture James Chaffers resulted in Professor Chaffers class of Architectural students touring the House and learning the histories of William Monroe Trotter and the Trotter House. We talked about the vision for the home and a student, Heather Watson, requested the assignment of drafting architectural plans for the restoration and renovation. After a couple of meetings with Ms. Watson, she presented a model and renderings of the restored home and included ideas for furnishings. (Model and renderings are on display at Trotter House.) She also presented us with information on the history of the home -- the original owners -- and information on the architect who built the home, University Professor of Architecture, Albert Rosseau. (See Appendix -- for articles on original owners and Professor Albert Rosseau.)

In January 1997, we invited Heather Watson to make a formal presentation of the architectural renderings to the Administrators in the Dean of Students Office. We received very favorable feedback from all who attended. Most noted was the comment regarding our involvement of students in the conception of the architectural plan.

25th Anniversary Celebration of the William Monroe Trotter House Multi-Cultural Center
In February 1997, the William Monroe Trotter House Multi-Cultural Center was honored in celebration of its 25th year as a cultural center at the University and in the greater community. More than 100 students, faculty, staff, and community members filled the first level of the Multi-Cultural Center. Vice Provost Emeritus for Minority Affairs Charles D. Moody, Sr. reminded the audience that the original Trotter House had resulted from the Black Action Movement (BAM) that swept across campus in the early 1970s and that many students and their supporters had paid “heavy dues” for African Americans and other people of color to be at the University and to have a Multi-Cultural Center. During this event, Al Wheeler, former Mayor of Ann Arbor and the first African American full professor at the University was honored. His daughter State Senator, Alma Wheeler Smith (D-Salem Township) reflected on the struggles of the Black Student Action Movement (BAM) and how her father worked with many of the students who he felt put their college careers on the line to see this come to fruition.
Regent Emeritus Nellie Varner, who was honored for her many years of service as a Board of Regent at the University of Michigan spoke about the significance of the students’ efforts during BAM to have a multicultural campus community and a William Monroe Trotter House Multi-Cultural Center for students to gather and meet. During the event, many of the guests shared fond memories they had of Trotter cultural and community events. The first Director of the Trotter House, Alex Hawkins, shared with us its historical beginnings. He was able to lay to rest a myth that existed about the origins of the fire that destroyed the first Trotter House (located on the corner of East and South University). That fire resulted because of boiler problems and soon after the fire, a committee searched and found the present location at 1443 Washtenaw.

Also during the program, Professor James Chaffers and graduate student Heather Watson shared restoration and renovation plans for Trotter House.

**Year 2: Develop Programmatic Activities and Development/Endowment**

**Programmatic Activities**
Year 2 will see the development of programmatic activities and the development of a bricks and mortar and endowment fund to support the restoration and renovation and program enhancement of the William Monroe Trotter House Multi-Cultural Center.

In keeping with established tradition, we want to elevate that “experience” one has when they enter the William Monroe Trotter House Multi-Cultural Center. We want all who enter the doors of Trotter to know that they have just entered into a World Class Multi-Cultural Center for the New Millennium. Restoration and renovation of the facility combined with programmatic enhancements will bring us to another dimension of excellence for the Multi-Cultural Center.

At this time in history, our aim is to creatively elevate the Multi-Cultural Center to yet another level through the addition of faculty seminars and innovative student and faculty designed programming and a host of other cultural events that encourage a greater understanding and appreciation for cultural diversity through which human understanding may be enhanced. The programs of the University’s Multi-Cultural Center will be: • The Trotter Initiative • Cultural and Performing Arts • Educational Resources • & • Community Connection.

The Trotter House Multi-Cultural Center, as history shows, has been a vital part of the historical development and evolution of multiculturalism on this campus. The Center will continue in that role as it moves to, yet, a higher level -- to a World Class Multi-Cultural Center for the New Millennium.
A proposal has been developed for a base program at the Trotter House. The proposal calls for the Trotter Initiative. The Trotter Initiative will support William Monroe Trotter Faculty Fellows who will teach at the Multi-Cultural Center. The Initiative will also support William Monroe Trotter Student Scholars who will be selected to design experiences to creatively involve cultural and performing arts, music and educational resources in exploring the links between climate and character, multiculturalism and diversity, and community. Through the Trotter Initiative, we envision our students being nurtured and groomed to assume the role of developing all programmatic aspects of the William Monroe Trotter House Multi-Cultural Center.

Furthermore, another goal will be to have a major collection or holding, as well as other art works and holdings at the Multi-Cultural Center. As strongly expressed in conversations by members of the University community, it is believed that this would become a draw for students, faculty, staff, alumni, and community members and will exert a more positive influence on the visibility of the University in the larger surrounding community. The Multi-Cultural Center will be a place whereby faculty and student designed experiences will indeed have a positive influence leading the University into the 21st Century.

To enable the development and support of successful and long-term programmatic initiatives it is proposed that we have three levels of activity to support and undergird the Center. The three levels of activity will serve as synergistic forces to enable and empower the programs of the Trotter House Multi-Cultural Center to succeed.

The diagram shows the supportive and synergistic relationship between the three levels of activity and the WM Trotter Multi-Cultural Center.

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National Level
"Friends" of Trotter

William Monroe Trotter House Multi-Cultural Center
Students and Faculty
("Friends" In-House Board)

Trotter Initiative
Cultural and Performing Arts
Educational Resources
Community Connection

Local Level
"Friends" of Trotter
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“Friends” National Advisory Board

- One level of activity will be at a National level: the WMT House Multi-Cultural Center “Friends” National Advisory Board. The members of this Board will be advisory in nature. They will meet once a year to receive updates on future activities of the Multi-Cultural Center and to use their support to empower and enable the Multi-Cultural Center initiatives. Specifically, fundraising and national & international programmatic initiatives. Invitations to be on the Advisory Board would be extended by the President of the University. This Board should be in place by the end of year 3. Members to include:

President Lee Bollinger
President, University of Michigan

James Earl Jones
University of Michigan Alumni

Professor Shirley Verrett
Professor, School of Music

Dr. Homer Neal
President Emeritus, University of Michigan

Dr. Cornell West
Professor, Harvard University

Bishop Paul Morton
Intl. Bishop, Full Gospel Baptist Church Fellowship

Dr. Belinda Wilson
President, University of California at Northridge

Dr. James Jennings
Professor, Political Science, University of Mass, Boston

Dr. Yolanda T. Moses
President, City College of New York (CUNY)

Bishop Kenneth Ulmer
Bishop, Christ. Ed. Full Gospel Baptist Church Fellowship

Dr. Manuel J. Justiz
Dean of Education, University of Texas-Austin

Dr. Niara Sudarkasa
President, Lincoln University

Dr. Walter Massey
President, Morehouse

Dr. Charles D. Moody
Vice Provost Emeritus, University of Michigan
“Friends” Local Advisory Board

- A second level of activity will be a “Friends” Local Advisory Board. Members of this Board will be the ambassadors-at-large acting as liaisons, providing support and linkages between the Trotter House Multi-Cultural Center and University units, community churches, local and state groups and organizations. We realize that many of these distinguished individuals serve on boards and associations in the larger community which we believe will enable the community to participate with Trotter in creative ways. We would enlist members of this Board to serve as mentors and coaches to the students on the In-House Board. This Board should be in place by the end of year 2.

There will be quarterly meetings of Local Board with members of the In-House Board so they may provide formal consultation and support to empower the activities and initiatives of the Multi-Cultural Center. Notwithstanding, there will be other contacts made between the Local Board and the In-House Board.

Individuals will be invited to serve on this Board by the Vice President for Student Affairs. Members to include:

Bishop William Murphy, Jr.  State Bishop Full Gospel Baptist Church Fellowship
Dr. Lester Monts  Vice Provost for Multicultural Affairs
Ms. Chacona Johnson  Chief of Staff, UM President’s Office
Dr. Gail Nomura  Director, Asian Studies
Mrs. Letitia Byrd  Community
Mr. Alex Hawkins  Former Director, William Monroe Trotter House
Dr. James Chaffers  Professor, College of Architecture and Urban Planning
Ms. Beverly Gray  Historian, Chillicothe, Ohio
Dr. Maureen Hartford  Vice President, Student Affairs
Mr. Ken Fischer  Director, Musical Society
Ms. Sandra Gregerman  Director, Summer Research Opportunities Program (SROP)
Rev. S. L. Roberson  Pastor
Dr. Frances Aparicio  Director, Latino Studies
Dr. Betty Bell  Director, Native American Studies
Ms. Elise Bryant  Director, Common Ground
Dr. Willis Patterson  Professor, School of Music
Joyce Hunter  Director, Afro-American Museum
Earl Lewis  Dean, Rackham
Ben Johnson  Musical Society
Royster - Harper  Dean of Students
“Friends” In-House Board

A third level of activity will be a “Friends” In-House Board at the William Monroe Trotter House Multi-Cultural Center comprised of students and Trotter Faculty Fellows along with the Coordinator of the Multi-Cultural Center. This Board will be responsible for the development of the programmatic thrust and activities for the Multi-Cultural Center. With the funding and implementation of the Trotter Initiative, this Board will select Trotter Student Scholar recipients and, eventually, will include as Board members Trotter Student Scholar Alumni. Trotter Faculty Fellows are expected to be in place by Fall 1998 and Trotter Student Scholars are expected to be in place by Winter 1999. Up to three Trotter Faculty Fellows will be invited to teach seminars at the Multi-Cultural Center.

The In-House Board will be well empowered and supported by both the National and Local “Friends” Advisory Boards. However, we envision that the majority of interaction will occur between members of the In-House Board and members of the Local Advisory Board who in their roles will provide a consistent level of support, empowerment and mentoring.

Individuals invited to serve on this Board will consist of the 3 Faculty Fellows and undergraduate and graduate students. This Board should be in place by Fall 1998.

Related Educational Activity
A trip is planned to the Trotter Institute in Boston to meet with Dr. James Jennings, Director of the Institute at the University of Massachusetts in Boston and learn about the work of the Institute and establish a stronger linkage between our two respective entities.

Development/Endowment -- Capitol Funding for Bricks and Mortar and Program Activities
We are seeking funding support for restoration of the existing William Monroe Trotter House Multi-Cultural Center and for development of programmatic activities. We are developing a program statement that speaks to how the program is changing and how that impacts on the facilities. This statement includes information on the history of the Trotter House and its programs and a plan of where we want to go from here. We even have an estimated cost for the proposed facility restoration.
The process to formally begin development initiatives for capitol funding will begin with the presentation of the program statement to the Executive Officers. Once this has taken place then it is our understanding that funding will be granted by Central Administration for formal architectural renderings and brochures to support capitol funding development efforts. We anticipate this will occur in the beginning of Fall 1998.

We will identify support for program funding. The Trotter Initiative Proposal was submitted to the President’s New Century Diversity Fund and it was not funded through that mechanism. Sources will be identified and proposals submitted.

Ongoing Contacts with “Friends” of the William Monroe Trotter House Multi-Cultural Center

Ongoing contacts will continue with individuals who are in support of the initiatives of the Multi-Cultural Center. This will happen by correspondence and by a newsbrief that will give periodic updates of the activities of the Multi-Cultural Center. In addition, we want to develop a Web Page for the Multi-Cultural Center and send information to other Multi-Cultural Centers across the country. We want to duplicate a video that was made for the 25th Anniversary Celebration and send this to Multi-Cultural Centers around the country and also to our “Friends” of Trotter House.

Year 3 Implementation of Restoration and Programmatic Activities -- Trotter Student Scholars and Trotter Cultural Series

Year 3 the Restoration process should formally begin. The development for bricks and mortar and endowment for programmatic initiatives should be well established through a donor. The first Trotter Student Scholars selected and Trotter Faculty Fellows holding seminars at Trotter.
Abstract: In efforts of Christian college students bridging the gap between the life of academia, religiosity, spiritual growth and support, CEO's have proposed a program in efforts to encourage and empower students in the development and maintaining of their Christian values. By the methods of peer facilitated, peer empowering seminars and biblical education, dialogue and support groups the foundation for the bridge is set. In hope of reducing stress, fear and feeling of losing control of spiritual development simultaneously increasing "Godly" integrity, providing a supportive, biblically structured community of fellowship & education, as well as local service awareness in aim of dissolving an attitude of isolation and disassociation which can complicate in the higher educational process. Basically, creating an atmosphere for increase spiritual growth while enhancing a positive academic experience. The overview of reasoning and purpose, organization training and recruiting peer helpers, recruitment of participants, the hub (physical space), program evaluation, and community support are discussed.

"What good will it be for a man if he gains the whole world, yet forfeits his soul? Or what can a man give in exchange for his soul?" ---Matt 16:26

With the intent of creating a community oriented, unified atmosphere where college students could come together, while seeking a higher learning education, who were in need to developing, having and supporting spiritual growth; exploring and creating biblical understanding and application; obtaining information of organizations, counseling support, church affiliations and local services that empowers, equips and edifies the believer of God is the heart of this program proposal. Even though the public university is government operated, publicly and privately funded and they hold an "Equal Opportunity" cover, stating provides equal opportunities, programs, employment, and services without regard to race, color, religion, national origin, age, sex, or handicap; with the separation of church and state many departments and members there in, cringe at the thought of collaborating and creating services for such an outlet. Research and developed of programs in such a field are bleak, counseling services are minuscule on the college campus. Articles and developmental ideas are not widely published in articles dealing with the public university. Group programs described in the literature focus on the positive development of peer-help[ing groups
on college campus, the effects of college on people, group processes and procedures, the impact of peer education programs, the experience of collaborative leaning and its positive effects on the college experience.

The dialogue and support groups are proposed to be led, organized, supervision by college students under the direct supervision of professors and community professionals who are ministers, as well as students themselves who are trained in biblical affairs, issues, peer counseling who are confident in the inspiration of the Scriptures for the purpose of edifying, equipping, and empowerment of the seasoned and well as newly believer of God. The Hub (physical space) of the proposed dialogues and support groups is intended in a facility which its entire goal is to promote the a positive atmosphere where "intellectuals could come together to discuss pressing issues of the University, the Nation the World at large. A facility known for forums, educational programs and social activities, where there has always been an involvement of the greater local surrounding communities. A center were various retreats, conferences, student activities, cultural programs, meeting and social activities are encouraged, as well as the student goal of providing networks and a self haven for discussion is parallel with the programs goals. A place where the enhancement of human understanding is there mission statement and the encouragement of character, social activism, diversity, positive influence and the retention and recruitment of students is their purpose. There are excellent possibilities for the replication, or semi-replication of this group services with Christian students, as well as room for improvements and changes. The model of practice can be used as a guide for program and process in planning groups for empowerment and networking.

**Literature Review**

This review focuses on information relevant for understanding the need for support groups and peer education, mentoring, and facilitating in support of enhancing
the quality of out-side influences and education at the University level. It examines the need for support groups and the developing of such, as well as the impact of such programs to the morale of the college students (Nolan and Levy, 1996; Anaya, 1996; Kuh 1996; Terenzini, Pascarella & Blimling, 1996; U.S Department of Education--Office of Educational Research and Improvement, 1996; Gruver, 1971; Meade and Hamilton, 1979). The reactions and the development of participators and organizers also is a focus of the review, the overall enhancement of all involved (Hahn & LeCapitaine, 1990; Giddan & Austin, 1982).

Literature about process, procedures, and practices and group dynamics was reviewed for ideas in organization, facilitation and evaluation methods (Giddan & Austin, 1982; Corey & Corey, 1997; Hatcher, 1995; McBride, 1990) which also provided some insight for training of peer facilitators. Literature promoting understanding of personal development for the training of the peer facilitators influence the necessary understanding of personal development, counseling techniques and understanding in teaching methods (Hendericks, 1987; Wheaton, 1991). Summarizing the process of human development from a Chrisitan perspective as well as the development of spiritual maturity (Barron, Brubaker & Clark, 1989).

Objectives

Statement of Reasoning and Purpose

A common complaint, being part of a college campus, we hear is that it is easy to feel isolated on a university campus. With the emphasis on intellectual development, students often feel that relatively little attention is paid to their personal development. Students are hungry for personal nourishment, and they actively seek group experiences in which they can be nourished and grow by nurturing others. We are aware that college can dramatically shape students' lives. In most cases, students are expose to a wider range of diversity, attitudes, behaviors and experiences. For most
students, college is the beginning of determining a plan for the rest of their lives, values systems, friends and networks, professions, communities, and ideas of other cultural, races, and creeds. Lifelong goals are made and unforgettable memories are created. Influential experiences are developed that can determine the development, strength, and coping skills of that individual. "Everything about a person is tested, challenged, and changed under the influence of those all-important post secondary years. What they learn, and how they learn, orders their cognitive, psychological, and social development (NCTLA, p.1)." When we examine the college student population we are not just dealing with students being promoted from their parent's house and high school, even though the majority of incoming students might fulfill this requirement. College students are from a multitude of backgrounds; economically and socially, we are dealing with students with families, out of the work force, returning older populations, grad students and undergraduates, alike. All coined "adults".

"The term adult usually refers to being grownup, full-size, or mature. A vast array of psychological characteristics usually are coined with maturity: Psychological independence and autonomy, independent decision making, and some degree of stability, wisdom, reliability, integrity, and compassion (Barron et al., 1989). Adults at some point in their lives are searching for their identity or trying to develop the one they have already created. Typical college age students are termed to be in the "transition period" growing and expanding identity it is also a time for Christian to question their identity as a "child of God." Due to the search for identity everything adapted or inherited through parental supervision is subject for questioning including ones' relationship with God and existence of faith. It is a time for a Christian to develop for themselves their actual faith and relationship with their creator and many obtain the final decision by experiences personal study and interaction. The proposed program will concentrated on this developmental process and the search for college students to find support in the nurturing of their spiritual identity and growth.
In proposing a weekly group with fellow students, they can create goals, explore areas of themselves they've kept hidden that are causing them difficulties in interpersonal identification and recognition of blocks preventing growth. Many different structured groups are frequently offered at the university counseling centers; therapy and support groups for stress management, nontraditional age students, self-esteem, gay & lesbian support group but when asked about a support group for Christians and a peer facilitated dialogue around issues effecting those students attention was lost. Due to realizing that college can profoundly influence students' lives and that one of the most influential experiences in non context learning for students involves human interaction; students encounters with new and different ideas and people via student-faculty and student-student contacts.

CE0's, Christian Education and Outreach grows out of the conviction that there needs to be a forum for discussing the issues surrounding the Chrisitan-university affiliated student. In light of the absence of an once existing department that deal with Religious Affairs, Counseling and Ethics, this program is developed after becoming aware that university Christians must carry out their own developmental tasks in edifying, empowering and equipping each other by the guidelines of Holy Scripture and fellowship. The programmed proposed will concentrate on theses individuals who are experiencing an feeling of isolation, lack of opportunity and support to increase their spiritual development in collaboration of receiving a post secondary education. Also, concentrate on those individuals who feel a lack of nourishing to their personal development in respect to their relationship with God and other individuals developing a Chrisitan dependency on Christ.

The Purpose of the creating the peer facilitated dialogue and support group is to edify, equip and allowing evangelizing in effects to support, encourage, and counsel, according to the Word of God, college students in the growth of their relationship with God and each other. To create a safe haven and refuge for students who are interested
in sharing their experiences and learning from others. A place of informality and freedom to explore biblical morality, developing a community spirit and genuine friendship development rooted and grounded in Christ. A forum given opportunity for people to learn interdependence, whether than dependency, opportunity for each member to bear the burdens and needs of other members. A framework to give and receive encouragement, warning and correction. It is also an environment where every Christian organization on campus can come together and learn from one another, exhort one another. It is a training ground for ministry, evangelism, empowering and mentoring. The overall goal of the program, is the enhancement of its participants in applying:

– biblical training
– developing acceptance and a sense of belonging
– crisis (transition) help using the Bible
– a supportive environment for struggle, change & decision making through adversity.
– strategic growth encouragement
– assistance in problem solving or brainstorming
– aid & strengthen others
– venting and creating solutions according to the Word of God
– being able to advise according to the Scriptures

And in all things remember considering the faith, the field, the need and the value of each individual reaching people is not merely a question of connivance, but on the basis of the Word of God, a divine mandate.

Participants to be Served
Program participants will be males and females attending the university or affiliated with it in some manner. Open enrollment on a drop in basis in hopes that the needs of all interested can be meet. Those who are interested in sharing their frustrations and successes, support and biblical counseling in hopes of creating a caring community for spiritual growth and education. Creating unity, relationships, increase in integrity promoting the belief and practice of our society, political and educational systems influenced by God's Spirit and Work. Basically, those who are interested in the edifying, empowerment, equipping of the saints of God for the work of his kingdom targeting student organization members who are searching for understanding in their spiritual identity.

**Supervision**

Peer facilitators that have been trained in biblical scriptures and the process of applying them to daily life will be supervised by ministers of professional college population, i.e., professors, directors of facilities, as well as, students themselves who have obtained a personal working knowledge of God, who have developed a daily devotional attitude, who apply the scriptures in every aspect of their lives. Individuals who have a grasp on not only understanding but applying the Word of God, Biblical Instructions. Individuals who have gain growth in the appreciation of the Christian heritage and individuals who have taken truly the attitude of being a praise to God's glory in the way they live their lives. Also, the individual will have attitude of community rather than competition and self.

**Peer Recruitment and Training for Facilitators**

Facilitators will be recruited by the solicitation of Volunteers who are willing to be interviewed and can provide two references from a Campus or Christian Organization, Employer or Professor stating the person's interpersonal and leadership
skills and why they would be a good candidate to facilitate a dialogue group. While the
Interview itself will deal with spiritual beliefs, convictions, ideas in teaching, coping
with possible conflicts, role-play interpretation, and availability for training.

Training will be 40hrs long of three weekend focusing on strengths and
weakness, clarity of one’s values, engaging in appropriate self-disclosure, empathy and
active listening, the voice of silence, observing nonverbal communication, biblical
approach to counseling and the necessity of judgemental listening. Students will
explore scriptures that will be useful to apply to one’s life and understanding of
diversity amongst believers. The Facilitators that are chosen and complete the
necessary training will continue to meet with a supervisor 30 minutes to an hour once a
week, in attempts to improve skills during the life span of the group meeting.
Concerns and observed improvement as encouraged to be discussed with the
Supervisor in hope that the facilitator will gain also from personal support of the
supervisor.

Recruitment of participants to be served

Participants would be solicited by flyers, to organizations, counseling services,
residential halls and the famous word of mouth. Information will be obtainable to all
users of the Hub, Multicultural-Cultural and student affairs facilities will be informed of
the existence of the program, programs such as SUMI and Multicultural student
initiative programs. During the gathering of welcome week the organization will
advertise and explain to all inquiring individuals the purpose and the goals of the
organization. The admissions offices and dean of students will host information of the
existing program.

Program Evaluation

In writing participants will be asked to give their opinion of the effectiveness
and quality of information given once a month during the forth meeting. Students at the
end of the program will be asked to fill out an evaluation form stating if the program was beneficial and question of its return for the following term.

The Hub

The Multicultural facility of the Monroe Trotter House under an existing proposal for enhancing the student experience on campus will be the physical space of this project. Trotter house proposal for programmatic contributions of the William Monroe Trotter House Multicultural Center will consequently improve efforts toward sustaining Institutional diversity, multiculturalism, character and promoting educational efforts amongst students.

Bibliography


William Monroe Trotter
April 7, 1872 - April 7, 1934

William Monroe Trotter has been called “one of the most diligent workers for civil rights in the twentieth century.” (CBB, 241) W. E. B. Du Bois wrote a tribute to W. M. Trotter after his death saying “Monroe Trotter was a man of heroic proportions and probably one of the most selfless Negro leaders during all our American history.” Born in Chillicothe, Ohio, raised in Boston’s Hyde Park, class president of his senior class, educated magna cum laude at Harvard, Trotter made a tremendous difference during his time, and his advocacy work continues to have a huge impact on Americans of all races today. From the time he was five years old, Monroe Trotter once recalled, that he was “dedicated to work for race equality.” He gave some thought to becoming a minister and was urged toward such a course by the pastor and deacons of the white First Baptist Church of Hyde Park, where he spent most every Sunday. His convictions and courageous stands for racial equality often put him at odds with American Presidents, African-American leaders and the American press of his day, but he never let harsh criticism deter him from what he believed was right and just. Many of his beliefs, and protest methods, including non-violence, have been used throughout the civil rights movement.

Trotter was the son of James Monroe Trotter, a civil war veteran and staunch advocate for racial equality and justice. (Dad, James Trotter, embraced the principle that the condition of the race should supercede the interest of any one individual. He refused to acquiesce to racial injustice - once in refusing to accept less pay as a member of a racially segregated military unit -- a case that was actually taken to Congress and won -- and again when he resigned in protest to discriminatory promotional practices in the post office.) Trotter’s mom was Virginia Isaacs, whom it is believed (according to oral tradition passed down in the Trotter family) was a descendent of President Thomas Jefferson (on the Monticello side).

Trotter was a devoted family man. He learned much early on from his father, who encouraged him in his education, and from his wife and father-in-law, both of whom encouraged his political awareness. His wife, Geraldine Louise Pindell, known as Deenie, came from a family tradition of racial advocacy for equality and justice. When his beloved wife Geraldine died in 1918, Trotter printed her picture each week on the editorial page of his newspaper, The Guardian, which he founded in 1901. The Guardian newspaper offered news and analysis of the African-American condition.

A cohort of Booker T. Washington and W. E. B. Du Bois, William Monroe Trotter held his own beliefs on how racial equality could best be accomplished. Branded as a “militant” by both the Black and White press of his time, Trotter’s style was not conciliatory as Booker T. Washington and he didn’t fully agree with W. E. B. Du Bois either. He had a strong sense of what he believed to be just, and his beliefs led him to form many of his own political and civil rights groups throughout his life.
He would not belong to a group which he felt was conciliatory. An intensely independent person, he was nonetheless a selfless crusader for equal rights.

In an alliance however with W. E. B. Du Bois and other proponents of racial integration, he participated in founding the Niagara Movement. He eventually formed his own organization, which after many name changes became the National Equal Rights League (NERL). Under its sponsorship he lead several delegations to the White House to register the grievances of Black Americans. In an audience with President Woodrow Wilson in 1914, Trotter challenged the segregationist policies in the Federal government.

Trotter also founded the Boston Suffrage League and the New England Suffrage League, through which he called for federal anti-lynching legislation, enforcement of the Fifteenth Amendment, and the end of racial segregation.

Trotter was not just a national influence for human rights, but an international advocate as well. His advocacy led him in an attempt to attend the Paris Peace Conference in 1919. After being rebuffed by President Woodrow Wilson, and because his passport was denied, he boarded the S. S. Yarmouth as a cook in order to get to Paris to express his views. It was his aim to ensure that the Treaty of Versailles contained guarantees of racial equality. Though he was not an official delegate at the conference, the Paris press gave him a platform to express his views, and the French public reacted very favorably.

Shortly after his return home, he protested the showing of the film, Birth of a Nation. While previous efforts to ban the film’s showing had not been successful, this time, with a broader coalition of protesters, Trotter did prevent the film from being shown.

He was a man of strong views and endless energy. He never waivered in his commitment to bettering conditions for African Americans, even if in maintaining that commitment he had to make extreme personal sacrifices. Trotter’s commitment to his ideals was so strong that he refused to accept advertising for tobacco and liquor in his Guardian newspaper. He strongly believed that the “pursuit of business, money, civic, or literary position was like building a house upon the sands, if race prejudice and persecution...resulted in a fixed caste of color.”

Civil rights leaders eulogized his death in 1934 by calling him a hero and passionate leader. Stephen Fox, who wrote The Guardian of Boston, a biography of Trotter, called his life a “divine mission.” “He was convinced his voice, like that of the great abolitionists, would be heard -- that devotion to higher principle and self sacrifice were necessary to the advancement of African Americans.

The Journal of Negro History noted Trotter’s death with the following observation: In the years to come when men will have shuffled off their greed, haughtiness and selfishness William Monroe Trotter will be given a high rating because he was a servant of the truth, a martyr in the cause of human freedom.
William Monroe Trotter was a twentieth century abolitionist. He was a man of principle whose dedication to the cause of equality was never disputed. Trotter was uncompromising in his demand for complete and immediate equality for Black Americans in the early 1900s. His life is an interesting profile in the study of leadership.

The information from this short biography was taken from:


History of the William Monroe Trotter House Multi-Cultural Center

The William Monroe Trotter House came about as a result of demands that were made by students in the Black Action Movement (BAM) strike of 1970. In fact, according to Conflict and Power on the Campus: Studies in the Political Economy of the University of Michigan, two of the "rejected" demands, the Black student center and no reprisals against strikers, were essentially satisfied. One year after the strike, the Regents established the Black Student Center. According to University documents, the William Monroe Trotter House as a Black student activities center began operation November 15, 1971 in a house located at 1020 South University.

The first William Monroe Trotter House functioned as an educational facility and study area, and provided meeting space for Black students, faculty and staff groups. It also served as a center for social activities. At this time, 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 toward science, math, and languages were held. Black artists composed of both faculty members and students conducted workshops on Black art and photography. Trotter House functioned as an orientation facility for Black high school graduates, primarily from Detroit, who were being introduced to the University of Michigan campus. The Coalition for the Use of Learning Skills (CULS) scheduled seminars designed to acquaint incoming students with some of the problems to be faced and methods of resolution 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 major companies concerned with minority recruitment such as the Chrysler Corporation, Polaroid Corporation, Internal Revenue Service, General Motors, Scott Paper Company and the Department of Health, Education, and Welfare. Career Planning and Placement also sponsored seminars for Black students with graduate schools -- University of Michigan and Cornell Graduate School of Business and Public Administration to name a few.

Ujamaa gatherings took place at the Trotter. These events included family oriented seminars and discussions that were designed and hosted by members of the Center for Afro-American Studies. It was the expressed purpose of these gatherings to build greater understanding and interaction between students and staff members from the United States, Africa, and the Caribbean. Ujamaa 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, Ujamaa 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.

Organizations and groups used Trotter House facilities for meetings, dissemination of information, recruitment of participants, fund raising, and many special projects. 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 Sickle Cell Anemia Tests Program. This interaction also acted as a resource pool for individuals seeking Black expertise and information on Black matters and activities.

The Trotter House also provided a strong link with the Ann Arbor and surrounding minority community. Members of the Ann Arbor Church and community organizations such as the Model Cities Policy Board and the Ann Arbor Community Center all helped bridge the chasm between the Black community and the Black students on the college campus.

The House management and staff also offered programs which lent continuity to the development of campus-community interchange, specifically, the weekly chess clinic and the daily lunch program. Following the basic Trotter House tenet of providing an opportunity for the minority community to come together, the lunch program had as its constituents the most varied contingent of minority group members of any program on this campus.

On a Sunday evening in May 1972, the Trotter House Student Center was seriously damaged by a severe fire. Shortly thereafter, in July 1972 the University approved the acquisition of the property at 1443 Washtenaw.

At this new location, the Trotter House programs took yet another shape and moved to another level where intellectuals would come together to discuss pressing issues of the University, the Nation and the World at large. While it was originally conceived of as a Black student center, the Trotter House of today has a multi-cultural mission. This transition to a multi-cultural center occurred in 1981. In a report by (then) Trotter House Director, Jemadari Kamara, the Trotter House was described as the vital hub of minority student activity that helped to complement the intellectual, social, and human development of a variety of minority groups on the campus. It was a Center that helped to bridge the students’ academic learning experience with experiential contacts directly with community members.
Ujamaa dinners saw such notables as the Rev. Ben Chavis and Professor Jon Onye Lockard and attracted members of the University and broader community and a regional meeting of the National Black Political Party. In fostering the arts and creative social experiences of various minorities of the University community, Trotter House experiences included the Mexican dance group, Los Hijos De Aztlán and the African dance group, Bichinis Bia Congo. In addition, there was a speaker series. In particular, one such series sponsored jointly with the Center for Afroamerican and African Studies and Minority Student Services featured Professor Charles Long, Dr. Herbert Wong and Professor Edgar Epps. Social events at Trotter brought Mr. Russell Means, the Native-American activist and Ms. Gwendolyn Brooks, world renown poet laureate. Trotter also sponsored a series of art exhibits and many of the exhibits promoted the work of local artists.

In a December 1989 University Record article, the Trotter House is cited as providing a comfortable place for student groups to meet, study, chat with friends or compose a term paper on a computer. It would not be unusual to find two or three student groups using the Trotter House -- the University’s Minority Cultural Center -- most nights of the week. University departments were also using the Center to host prospective students. People were being turned away given the usage that was cited at more than 200 events double what it was a few years ago.

The Trotter House of today is still a hub of student of color activity. Various student groups conduct numerous cultural programs, leadership retreats, conferences, meetings and social activities at the Multi-Cultural Center. The Trotter House Multi-Cultural Center serves at least 25% of the student population (students of color) as well as other student populations. During the 1996 - 97 year (through March) there were approximately 470 student of color events at the Multi-Cultural Center. In addition, University staff and faculty groups as well as academic and nonacademic units also hold events at the Trotter House.

Our aim is to creatively elevate the Multi-Cultural Center to yet another level through the addition of faculty courses and innovative student and faculty designed programming and a host of other cultural events that encourage a greater understanding and appreciation for cultural diversity through which human understanding may be enhanced. The intent of the history has been to show that the Trotter House Multi-Cultural Center has been a leader in greatly contributing to the movement of the University to a multi-cultural campus community. It is the intent of the Program Statement to show that the Center will continue in that role as it moves to, yet, a higher level -- to a World Class Multi-Cultural Center for the New Millennium.