A Report to the Dean of Students
Mr. Edward M. Willis

Review and Evaluation of
the
William Monroe Trotter House
University of Michigan
Ann Arbor, Michigan
June 2004

Submitted by:
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Monica Sosa, Graduate Student, Contributor
# Contents

**Preface**  
*A Concept Paper: The University Cultural Center*  
1

**A Factual Chronology of William Monroe Trotter House:**  
3

**Importance of the William Monroe Trotter House**  
4

**The Problem**  
5

- **Students & Trotter**  
5
- **Leadership**  
7
- **Programmatic Issues**  
7
- **Facility Management Issues**  
8
- **Trotter Identity Issues**  
10
- **Historic Policy Issues**  
10

**The Charge Statement**  
11

**Review and Evaluation Methodology**  
11

- **The Review Process in Action**  
12
  - **Student feedback...**  
13
  - **Leadership Feedback...**  
14

**The Five Opportunities for Trotter:**  
15

1. *Building a world-class student development program, focusing on learning and leadership.*  
15

2. *Transforming the multicultural/social justice management model into a cultural fluency model*  
16

3. *Establishing an artistic grounding*  
17

4. *Building financial support*  
17

5. *Rethinking and redirecting facility issues*  
18

**Challenges**  
19

**Appendix**  
1
A Preface

A Concept Paper

_The University Cultural Center_

Ishmail Conway, Ph.D.,

A University Cultural Center is one of the formal “living rooms” of a University. The concept of a University Cultural Center is distinctive to American Culture. These Centers emerged on predominately white campuses during the civil rights and ‘cultural nationalist” movements in many communities of the late 1960’s.

University union, though similar in purpose, i.e.,

“The original idea of a union, essentially, was to form a university-wide society which cut across separate college lines, aiming to achieve some semblance of ‘unity through understanding of differences through debate and the rivalry and fellowship that went with it...the first of all unions in Britain (or elsewhere) was organized at Cambridge University, in 1815.”

Typically, smaller than a University Union, the University Cultural Center should be a tastefully appointed presentation space, resource space and it is a safe haven for the University community. Representing the humanity of the University, this space should hold artifacts and programs that reflect distinctive ethnicities and cultures of the University community. The University Cultural Center should have a strong intellectual development program that provides immersion experiences to support academic and service learning and teaching, retention, research and community outreach.

The University-based University Cultural Center is a benchmark for the institution to reach public policy goals of diversity. The praxis of the Center is to create a process that makes multicultural work; diversity work; race work and leadership student leadership work fluent for the University community. The outcome for this process of fluency, both day to day and strategically, should
inform and even inspire, similar cultural work across the University and throughout the community. "Cultural fluency is the ability to move comfortably among cultures from the family culture of home and the ethnic culture of one's community to the educational culture of school and the corporate culture of one's workplace."

The University Cultural Center must not only hold significant cultural artifacts, but should embody the intellectual and socio-cultural themes of the University. Philosophically, most University Cultural Center's have been driven by the ideas of personalities that founded the Center.

Through this representational existence the University Cultural Center is media. As a media outlet it reflects the transforming images and issues of the students of color. In diametric opposition the University Cultural Center is often viewed as "a place to chill" primarily serving as an "co-curricular safe haven." However, because it serves an evolving consciousness and ever increasing critical mass of students of color, it serves the entire University community.

Existing and serving in this manner, makes the University Cultural Center a major cost center for the University. These costs include, but certainly are not limited to, staffing, programming, grants, image and facility management. However, the well-managed University Cultural Center can be a focal point for the University community and a value added facility for the University.

Review and Evaluation of the
William Monroe Trotter Multicultural Center
By Ishmail Conway, Ph.D.

A Factual Chronology of William Monroe Trotter House:

- The Original Trotter House resulted from the Black Action Movement of the early 1970s. It stood on the corner of South University and East University avenues.
- The current William Monroe Trotter House is located at 1443 Washtenaw Avenue. It is named after an early 20th-century civil rights advocate.

- In 1981, Trotter House became a multicultural center to serve all students of color.
- In 1997, architecture Prof. James Chaffers and Heather Watson, an architecture graduate student, announced plans to renovate Trotter House.

Importance of the William Monroe Trotter House

The William Monroe Trotter House is the only cultural center at the University of Michigan. Remarkably, the Trotter House is also a place were
students and administrators confront and sometimes reconcile serious issues raised on campus. This cultural icon and architecturally important facility represents the collective interests of historically disenfranchised students at this University.

Today's U-M student says, "...It's a safe haven. For thousands, "Trotter House" is a "sacred" cultural place. The facility is also a public policy statement on diversity, by the University of Michigan.

Nationally, the William Monroe Trotter House is considered one of the benchmarks of Cultural Centers.
The Problem

Regardless to one's point of view, the University of Michigan's William Monroe Trotter House is not where it can be, nor is it "all that it can be." Operating today, as the William Monroe Trotter Multicultural Center (the Center or Trotter House) there are several problem areas:

- The Center needs a comprehensive program student development to better support student in academic achievement and culturally fluent experiences.
- The Center may be under-funded and under-staffed to effectively deal with the complexity and demands of an active diverse community.
- The Center at present needs a capital improvement plan.

Inextricably, linked to the process of change are the cultural paradigms of the Center; its deeply rooted cultural history of Trotter House at the University, the vastly complex set of University diversity issues and opportunity as well as the cultural capital the Center represents to all stakeholders.

Students & Trotter

Students are exceptionally well organized around the expectations for changes to William Monroe Trotter House. Their activism clearly paved a road to long-term action for the Center by the University. Organized around the major issues, students focused on group meetings with the principle investigator (PI).

Students indicated early on that there was a certain way they wanted to be involved. Meeting were scheduled with "umbrella" groups i.e., UAAO

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1\(\text{note}\) "Cultural fluency is the ability to move comfortably among cultures from the family culture of home and the ethnic culture of one's community to the educational culture of school and the corporate culture of one's workplace."

http://www.culturalfluency.org/CenterPandA.html
(representing 30 organizations); La Vaz Latino (representing 20 organizations); NAACP (25-35 students), NPHC (representing 6 organizations), Black Student Union. The following is a compilation of the Student Voices (directly from students and student groups on Trotter in 2003 & 2004) as statements of need or interest for Trotter House.

The process was to meet with the leadership, overview the process, charge etc., answer questions and establish the working relationship. We discussed the value of feedback and ask those student leaders to discuss the planning in their meetings. The student leaders were sent lists of the University of Michigan materials, sites of other “flagship” school cultural centers and a set of reflective
questions. Once they reviewed the materials and had those meetings I attended a body meeting to solicit their feedback.

- Set ways for briefing material to be communicated, i.e. notebook, web-based etc. For example the NAACP has created a Trotter Planning listserv for ease of access in communication.
- Support the group information processes by attending multiple meetings
- Establish trust of the planning process and methods for analysis to come.

(See attached questions...Attachment .1a-d)

**Leadership**

The University faculty and administrator, including Division of Student Affairs staff, have limited to no involvement in *William Monroe Trotter House*. This fact does not reflect the interest some have in actively being involved in supporting academic pursuits, programming and using their expertise to improve the Center for students and the University.

(See attached questions...Attachment .2a&b)

**Programmatic Issues**

**Historic:** Trotter has a long history of supporting and nurturing student activists and leaders.

**Students:** Students use the facility for all types of meetings, presentations, movies etc. Three graduate assistants, several work study students and a few volunteers provide most of the on-site student leadership for the Center.

**UM Data & leaders:** Except for a great set of “welcome week” activities and a computer center there is little academic, multicultural or co-curricular programming that originates at the Trotter House.

**Best Practices:** The orientation of Trotter House is clearly student centered. The stewardship of the staff is student centered.
Prior to 2003, there was no ongoing comprehensive review of programming and user traffic for Trotter. However, Trotter House is the absolute best place for many groups to program. A study of a previous (2002-2003) year’s programming indicates that:

- Approximately 200 student groups use the William Monroe Trotter House annually.
- Approximately 18,000 guests use the William Monroe Trotter House annually.

But antodotal evidence indicates that the aforementioned statistic represent a doubling of the use over the past ten years.

(See Appendix 3)

**Facility Management Issues**

**Historic:** The most recent facility report is the 1996 ISIS review.

**Students:** Students use the Trotter House extensively but they assume very limited student leadership in the management of the facility.

**UM Data & leaders:** With basic improvements, the current facility will be important for building a multicultural team that supports student life.

**Best Practices:** The greatest human resource need for the Trotter House is focused leadership.

(See appendix 4)

**Analysis of Trotter House Physical Plant Review**

This analysis is based on a review of the 1999 ISIS report for the Trotter House. While the report is comprehensive it is dated and it seems marginal in some areas. Overall, as of 1999, the building needed about $600,000 in improvement. The report’s analysis dealt with seven (7) areas in the priority class. The priority system ranks items 1-4(#1 is highest priority). Most of the items are in the 3-4-category range. The cost projections for these items are about
$481,000. The category 1-2 items, mostly fire safety, will cost are project at
$110,000 and actually cost about $75,000.

Overview

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<td>ADA compliance Upgrade</td>
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<td>Quality Upgrades</td>
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Section  | Item                          | Cost    |
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418,538 ii

For this analysis I used the ISIS report findings as a baseline, conducted
several interviews with Ed Burnett, the Trotter House facility co-coordinator and
Frank Cianciola, Senior Associate Vice President for Student Affairs. The
interviews included an item-by-item review of the report, visual inspections of
the facility and community feedback.

There must be a commitment to capital improvements in…

• Fire Safety
• ADA Compliance
• Building code compliance
...for the facility to reach a level of sustainability.

(See Appendix 4 a & b)

**Trotter Identity Issues**

Conceptually, the Trotter House is multicultural. However, also resonating throughout the University, and beyond, is the rich historic multi-ethnic identity of a Trotter Black Cultural Center.

In researching the Big Ten – four schools have Black Cultural Centers...four have Multicultural Centers and two have something else.

**Historic Policy Issues**

There have been several reports on Trotter. The most recent works, of report of Programmatic & Facility Enhancements, circa 1999, and the “Transforming Communities” report of 2002, both provide strategic direction for a cultural center. While neither report has been was adopted by the Division of Student Affairs leadership i.e., they have been embraced as benchmarks for improving the facility. Each resonates with direction, scenarios and goals and an identity to the Trotter House.

Aggressive student activism, highlighting the confluence of these problem areas, forced University leadership to adopt a principal leadership stand of planning for the future of the William Monroe Trotter House. The conditions of the facility ushered a clarion call for a strategic plan for Trotter.

However, the interest of a legitimate planning process, the first task was to launch a comprehensive assessment i.e., a review and evaluation of the William Monroe Trotter House. In the spring of 2003, the Office of the Dean of Students organized an administrative effort to review and evaluate the Center. This would be a one-year project with an emergent design.

(See Appendix 5)
The Charge Statement

"Today, the Michigan student body, the Division of Student Affairs and University leadership have reached a consensus that there is need for a final comprehensive review and evaluation strategic plan for the William Monroe Trotter House. This plan must address the future of the multicultural center as a resource for future generations of the University community."

Ed Willis, Dean of Students

"Supporting the Charge. "I think our biggest challenge is to keep the vision grand...Let's do This Right, for the future that is now."

E Royster Harper, Vice President for Student Affairs,

Review and Evaluation Methodology

The methodological approaches for this work were a mixed method. Conceptually, the methodology was participatory action research. The principal investigator, for this project, lived and worked on campus for one year. The research assistant lived in Trotter House. This review and evaluative process was their primary task for academic year 2003 & 2004. The study is a hybrid of the external review model of the Nyumburu Cultural Center (University of Maryland), the UC Berkley Multicultural Center planning model and other planning models. Those resources included extensive literature reviews (appendix .1), interviews, process and inquiry meetings, participatory action group sessions and observations.

The research assistant, Monica Sosa, conducted an independent study and data analysis as a formal qualitative study in her public policy course work. The Trotter PI advised and consulted in the design of the study. The implementation of this independent study is a larger academic effort. It has been co-supervised by an academic advisor under institutional review board guidelines. Some of the of the Sosa study findings are merged into this report. (See Appendices 3&4)

The data for the analysis was accumulated through three major spires:
- The macro spire – Data collection across campus at multiple levels, probing all problem areas. This effort was led by the principal investigator. (See appendix 5)
- The micro spire – Data collection inside and close to Trotter, studying and similarly probing all problem areas. This effort was led by the research assistant
- The influencing spire – The assessments of data in the literature, of symbolic, cultural places and other intangible influences.

**The Review Process in Action**

Seeking information...establishing validity for preliminary scenarios & action plans for new directions...

These approaches to the overall review and evaluation were managed in a three-phased activity:
- Phase One - Pre-Planning for the Strategic Planning (July and August)
- Phase Two – Data collection activities, Analysis and creation of scenarios for preliminary plan (September -February)

Creation of scenarios for a draft preliminary plan from data collection activities, analysis with stakeholders, (students, faculty, administrators and staff) through information gathering and idea
sharing. And, using independent research studies to fill in some of the gaps in gathering information. The foci were the resources,

- The Facility - Conducting a thorough review of the most recent facility reports on Trotter.
- Programming - We are conducting a three-year longitudinal review of programming at Trotter.

Phase Three - Creation of consensus document and validation of stakeholders (March-April)

Student feedback...Met with each group twice...First, to briefly overview the strategic work that is underway. Provided background information. Solicited feedback... For this study they are compile into four broad categories. (A sampling of the Student Voices on Trotter 2003 & 2004)

- **Facility** - Renovation, keep supportive attitude, handicap access, better wiring etc., multipurpose rooms, handicap access, better restroom facilities, performance/practice space stage/small theater, better outside, amenities, more rooms, kitchen facilities, new furniture, storage & archive space. Provide workspace, lecture/dem space, work study support.
- **Resources** - Speakers etc., staff offices, a library, improved technology parking / transportation,
- **Programming** - A safe haven/campus home, leadership retreats, good programming, cultural displays, better location, increased multicultural interaction, better marketing. **Resources** - Speakers etc., staff offices, a library, improved technology parking / transportation, social & academic support. Hosting an artist.
- **Other Uses** - The staff indicates because Trotter House is the only IT hub in the Greek housing are that it's computer center.

(Refers to appendix 1a-d)
There is broad base of student support for the improvement of William Monroe Trotter House. It should be noted that in a unique public statement of support for the future, in the student body election, 73.2% of the students that voted, voted in favor of the Trotter referendum.

Leadership Feedback

A sampling of Ideas the University faculty and Administrator on Trotter 2003 2004

- Hosting an artist/or social justice person/alumni scholar –in-residence annually. Provide workspace, lecture/dem space, work study support.
- Create a dialogue and research agenda that integrates various academic department diversity work and resources.
- Using the Trotter for classrooms for Intergroup relations, School of Education, School of Social Work, CAAS, Drama, Dance, Music and for children’s and masters labs in performance. Speakers etc., staff offices, a library, improved technology parking /transportation, social & academic support.

Another element that emerged from this planning work is "the Trotter Way." This “Trotter Way seems to be:”

- A component of the University of Michigan’s pedagogy.
- An experience...a student life process...a valuable way of thinking about and visualizing the future of the University.
- A way of achieving cultural fluency while building a sustainable community.

(Refers to appendix 2a)

The Five Opportunities for Trotter:

1. Build a world-class student development program — focusing on learning and leadership
2. Establishing cultural fluency as the multicultural conceptual framework model
3. Establishing an artistic grounding
4. Building financial support
5. Rethinking and redirecting facility issues

1. **Building a world-class student development program, focusing on learning and leadership.**

   Begin planning for new collaborative approaches to student development i.e., learning, leadership and achievement for the Cultural Center.

   - Focus on linking Trotter to University goals for achievement and retention, long-term leadership and citizenship as a niche.
   - Use a model of cultural fluency to enhance the facility as an academic support resource.
   - Strengthen the current academic model into a vibrant paradigm of collaboration for achievement in academics model.
   - Reorganize a comprehensive cultural fluent student leadership program.


     | Spring       | Emerging Leadership and Senior Capstone |
     | Summer       | Organizational Leaders and Others      |
     | Fall         | Leadership dialogues, service work and a leadership course. |

**Desired Outcomes for Student Leadership**

- Building and renewing a community of leaders that will become a student programming board and facility management team for the Cultural Center
- Increase success and retention of students as well as preparation for global citizen-leadership.
• Offering supervised internships from the higher education program and other graduate areas in “multicultural student affairs” or “multicultural management” and student leadership development.

• Strengthen the graduate residency program. This program is the centerpiece of the human resource force to the Trotter.

• Possibly create a student programming board and facility management team for the Cultural Center.

• Possibly offer supervised internships from the higher education program and other graduate areas in “multicultural student affairs” or “multicultural management” and student leadership development. Send our students to national and world leadership events.

• Possibly a programming/facilities/leadership group should be a part of the “Trotter team.”

2. Transforming the multicultural/social justice management model into a cultural fluency model.

Evolve from a multiethnic/multicultural management model of building relations; to a collaborative multicultural management model focused on achieving greater cultural fluency, academic retention, and expanding the social justice grounding.

Programming
• The Cultural Center should aggressively seek major co-sponsorship with others on University events and initiatives and public policy.

• The Cultural Center should provide innovation in and even incubation for initiatives in achievement, research, leadership, social justice, retention, University and global citizenship.

The facility
• Make Trotter a center-piece facility. The Cultural Center should begin to develop as a “clearing house for information on cultural fluency matters and programming,
With resources

- Re-establish the Cultural Center’s Leadership
- The Cultural Center should provide leadership and support for the DSA objective to “provide diversity training to the DSA staff.”

3. Establishing an artistic grounding.

*Increase curatorial effort, artistic direction and sponsorship of arts events for the Cultural Center.*

Programming

- Develop a long-term relationship with the University Art Museum.

Facility

Trotter should be a reflective space supporting the deeply spiritual essence of student life through a Cultural Center.

Resources

- Develop a relationship with school systems and cultural arts organizations.
- Develop a library

4. Building financial support

*Create a fund development plan that institutionalizes the Cultural Center based on a capital vision.*

Resources

- Aggressively seek grantmanship opportunities and meaningful external funding for projects.
- The Cultural Center advancement should have a plan that includes extensive research on donor funding opportunities; reorganizing and validating lists; building the cases; donor research and solicitation.

Facility

- Long-term the University Cultural Center should have a foundation committed to sustainability through endowed support.
5. **Rethinking and redirecting facility issues**

*If there is commitment in capital improvements over the next two years, the present facility can reach a level of sustainability. Most of this work is for compliance, infrastructure improvements and modest aesthetics.*

**Recommendation for the Facility**

**Short-term- Building Improvements**

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<td>The cost projections about</td>
<td>$481,000</td>
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**Costs**

Based on a review of the 1999 ISIS report for the Trotter House. The report’s analysis dealt with seven (7) areas in the priority class. Overall, as of 1999, the building needed about $600,000 in improvement. The category 1-2 items, mostly fire safety, will cost are project at $110,000 and actually cost about $75,000. (There is a need to reconcile the report with a reality that reflects today).

**Long-term- Building Improvements**

**Scenario one:** Create a three - five year prospectus for the improvement current location.

**Scenario two:** Keep the original location and expand or construct a new world-class facility.

For either scenario, a three - five year prospectus for the improvement current location beginning with a physical plant assessment. The most recent is from 1999. Fundamentally, the new Trotter House must represent the characteristics of a Michigan facility...

- Link Trotter future to the University Master Plan
- Identify locations and realign with use and purpose.
- Create a transition plan.
• Appoint a director
• Establish a foundation

Since arriving at the University I have been most struck by the Michigan concept of “victory.” There are songs to victory...major celebrations for victory and structures for victory, most notably the “big house.” Recently, the Michigan victory cry is extolled for the July 2003, Supreme Court decision that accepted some of the University’s fundamental values for diversity.

As the celebratory times give way to dialogues, analysis and reflection... one has to ask two questions. The University’s Cultural Centers, “a bold symbol of the commitment to diversity,” (See attachment . 6)

Challenges

Programming
• Developing original programming
• Transform program management from mainly the facility service “student user” model to a student development/leader/ worker model.
• Inaugurate a Trotter alumni & pre-alumni program.

Facility
• We must develop a transitional plan for the facility
• Improve HVAC & electric service, security and logistics...

Resources
• Adjust funds and staffing formulas for the Cultural Center to become a primary resource on cultural fluency and multicultural student life. There are several immediate leadership tasks:

• Embrace student feedback.
• Embrace faculty knowledge and human resources to institutionalize student development program, co-curricular learning and management of the facility.
Create vision statement and the charge for the remainder of planning process.

Established benchmarks for a comprehensive U-M/Trotter Plan.

Integrate calendars into the Center planning, i.e., the budget calendar, the academic calendar, the senior level calendars, timetables of connected organizations, funding cycles and other natural calendars.

Complete the programming and facilities assessments.

Checkout the philosophical constraints and lingering issues of Trotter.

Embrace University policies and practices, impacting Trotter opportunities for the future.

\* SIS facilities report, November 1999

\*\* Report from election results Spring 2004, Michigan Student Assembly
Appendix 1

ONGOING ASSESSMENT DISCUSSIONS

Questions for reflection and the future:

What is the importance of the William Monroe Trotter House?

What would a new Cultural Center do that the current facility cannot do?

What should be inside of a University Cultural Center? Why?

Who are other student groups you think should be contacted about this planning process?
Appendix 1a.

Trotter House Discussion notes
October 15, 2003
United Asian American Organizations
uaao.board@umich.edu

(small group discussion)

How We Use Trotter:
- Conferences
- Retreats
- Food events
- Outreach
- Holiday celebration
- Carnival
- Rehearsal
- Movie nights
- Workshops/education
- Meetings

Strengths:
- Cultural home
- Porch – key for bbqs
- Good lawn, can put stuff there
- Good for small retreats
- Staff is friendly; good atmosphere
- Long hours; weekend use
- Free, can bring in outside food
- Free tables & chairs
- Minimal charge for microphone & speakers
- Easy booking
- Lots of floors/space

Weaknesses:
- Too small
- Not enough bathrooms
- Living room too small
- Need more lights; too dark
- Need to publicize the idea that Trotter House is a Multicultural Center
- Handicap access

Dream Multicultural Center
- Handicap access
- Clean & nice décor
- Resource center/library
- Games/Pool table/ Bball court
• Better kitchen & cooking equipment
• Better wiring & electricity system
• Bigger rooms/conference room
• Needs to be updated
• Entertainment system
• Could be closer to campus
• Showcase/display case about groups histories
• Mural/community project

**Student Voices:**

“As far as I know, PSO has never used Trotter house.”
- Deepak, Punjabi Student Organization, pso.core@umich.edu

“I’ve used Trotter for rehearsals for cultural shows, movie viewings, and retreats. Given the number of cultural shows, there should be more space for groups to rehearse.”
- Jen Kim, Asian American Association, kimji@umich.edu

“FASA has used Trotter for our community retreat. But I have attended numerous social events at Trotter meant for outreach. Trotter is the only BIG PLACE that can hold A LOT OF PEOPLE.”
- Charlene Bugais, Filipino American Students Association, chbugais@umich.edu

“We’ve used Trotter House for cultural food events such as Hot Pot night for the Chinese Student Association. Also, we’ve used it for game nights and board retreats.”
- Erica Yim, Chinese Student Association/United Asian American Organizations, eyim@umich.edu

“The biggest strength is the use free resources that Trotter offers to student groups to hold their meetings and events. I also think its policy of allowing you to bring your own food is good.”
- Naweed Sikora, United Asian American Organizations, nsikora@umich.edu

“Although my organization hasn’t used Trotter that much, we did use it for a pizza party. We really appreciated how the tables, chairs, etc. were available and there was so much room to socialize with each other. It’s a great place for organizations to get together without the hassle of spending so much.”
- Anne Marie Fano, Filipino American Students Association, amfano@umich.edu

“Strengths of Trotter: free usage and it is very accommodating. A good place to have small-medium sized events.”
- Devesh Jalan, Alpha Iota Omicron, djalan@umich.edu

“As a minority peer advisor assistant and student involved in several organizations, I’ve been at Trotter a LOT and one big strength is the friendliness of the staff at the center.
Everyone is so willing to help out and is always there to answer questions. This friendliness & flexibility adds to the friendly atmosphere as well!"
-Stephanie Chang, United Asian American Organizations, schang@umich.edu

"Trotter House is an important site for students to gather in a comfortable environment. We used it as a retreat center and it was great to have everyone in one place together."
-Annalissa Herbert, Philippine Study Group Student Association, babaylan@umich.edu

"Trotter House is an awesome resource that provides a safe space for multicultural students to explore their identity and present their values & culture to the other students on campus. In order to help the groups further their objectives trotter needs to be improved..."
-Marcia Lee, United Asian American Organizations, leemy@umich.edu

"I never knew Trotter house was a Multicultural Center.
But used it for: 1. Southeast Asian Night. 2. Cooking contest. 3. Chinese New Year Improvement: more bathrooms"
-Kim, Thai Students Association/SHEI magazine, kchongs@umich.edu

"Trotter is seen as a multicultural center. It does not have the stigma of serving one group over the other, though it historically began as a black center."
-Ziehyun Huh, MESA, ziehyun@umich.edu

"I’ve used Trotter House in conjunction with other orgs/offices (MESA, IASA) but never just for SAAN. It has a lot of potential as a great haven for minorities, but needs to update facilities, make it more user friendly and play up its good qualities: easy access (no red tape) and a great open lawn."
-Madhu Singh, South Asian Awareness Network, madhuris@umich.edu

"I have never personally been to the Trotter House, but I know that my groups and many other groups have cultural nights, to promote cultures, etc."
-Nellie Kargar, Persian Students Association, nkargar@umich.edu

"When I went to Trotter House I was really disappointed in the lack of cleanliness of the bathrooms."
-Neel Patel, Indian American Students Association, patelng@umich.edu

"The only time I’ve been to Trotter House is for a Dance Marathon bonding event that lasted for 5 hours. There were about 50 people there, so it wasn’t too crowded, but more room would help."
-Humaa Bhatti, Pakistani Students Association, hbbatti@umich.edu

"Went to Trotter for a BBQ once. Not enough room/tables/chairs to sit and eat; so I stood."
-Mike, Lambda Phi Epsilon
“My dream Trotter House would look a lot nicer - with better equipment, recreational: pool table, bball courts, flat screen TVs, makeover rooms, and closer to campus.”
-Melissa McElhiney, Asian American Association, mmcelhin@umich.edu

“Trotter definitely needs to be renovated, cleaned and updated. Right now I feel it's very outdated and unwelcoming at times. Something beneficial would be a resource center and library, as well as conference rooms.”
-Shana Fu, United Asian American Organizations, sfu@umich.edu

“I want a better kitchen, pool table, bbal courts, air hockey, and a foosball table. More entertainment facilities.”
-Shin Kobayashi, Pi Alpha Phi, skobayas@umich.edu

“My dream realistic Trotter is cleaner, has handicap access, has more resources like computers and books. And of course has a basket ball court and pool tables.”
-Yeong Jin, Huaren Cultural Association, kyiin1@umich.edu

“I remember going to the Trotter House to see a Step demonstration. Although I wasn’t involved in planning, I imagine it was easy to plan and reserve. It was a good experience. Most of my experiences are with BBQs at the Trotter House.”
-Andy Juang, Lambda Phi Epsilon, ajuang@umich.edu
Appendix 1b

Student Assessment (BSU, NAACP & NPHC)

Questions for reflection and discussion...

What is the importance of the William Monroe Trotter House?
Multiculturalism an interaction to see & know others. A safe haven for students of color.

WMTH represents a place of history that Black students and other Students of Color should be proud. It is a place foe us to be welcomed by our University. It is a resource that is untapped and should be used by all students.

A campus home...a major point of interest on campus

Trotter is a comfort zone

What would a new Cultural Center do that the current facility cannot do?
Allow cultural activities to go on. Allow others to learn to learn about one another through interaction through having the space to do so.

Library, multicultural office space, space for events to take place [including. scanners, color printer for flying event, copier. Study lounges, social activity space, practice space (music & theatre classes, choir & dance). Art gallery, garden, lecture room.

More and better technology, multifaceted programming, more student office space, more staff offices.

Good programming
Dance space – several cultural & ethnic specific groups do not have space. Dance building spaces are given to dance majors
Academic Life – Office space for minority groups are rarely given out
Social space – Lounges, dance rooms

What should be inside a University Cultural Center? Why?
Make it an appealing facility
Increase cultural interaction
Create a distinctive entrance an ambience
Do a multicultural project for groups that use Trotter
Create a library
Reorganize bus routes to serve Trotter
Put in a barber & hairdresser
Do cultural exhibits
Sound proof the downstairs dance room
Create a Theater/movie room
We need a bigger Trotter
More parking
Better street lighting
Improve bathrooms...paint for whole interior
Leadership training

What would be the two best locations for the University Cultural Center?
A north campus location
Central campus near the corner of State Street & North U
The current location

Are there any other student, community or faculty groups, you think should be contacted about this planning process of the William Monroe Trotter House?
Appendix 1c.

LATINO TASK FORCE

Trotter House needs/is...

-Renovation
-New Furniture
-Better Outside lighting
-Better Sound system for events
-Too far
-Not welcoming (Doors inside are usually locked)
-Boring (no incentive for students to go)

What we would like in a cultural center is...

-A home away from home
-A place that we feel comfortable going to
-A place that we WANT to go to
-To have things to do there
-Representation of our cultural events on Campus (ex: Pictures)
-Cultural Advisors (some one to answer cultural and personal questions)
-An accessible kitchen for students
-A place to study, and have study groups (ex: Cultural Library)
-Computers!
-A place that provides Social and Academic support
-A place to have small-scale events and programs (Ex: dinners, speakers, etc.)

+ These things will have a positive effect on our retention rates by making people feel more comfortable and content on campus.
Appendix 1d.

The Native American Student Association at U-M frequently uses the Trotter Multicultural House for gatherings and events such as drum socials, feasts, movie nights, and Heritage Month events. This year, we also use Trotter as our office space. NASA suggests the following improvements or possible features in a multicultural center in order to expand and continue our use of the building as an integral asset to the community. All of the features are suggestions for either renovations or a new building, but are separated based on their appropriateness to either possibility.

Renovations and features we would like to see in Trotter:

1) **Expanded parking**
   Of course, parking is an issue at large on campus, but at Trotter accessibility by car is especially important because of its location away from central campus. The number and popularity of events at Trotter could be boosted by additional free and easy parking.

2) **Expanded hours**
   Members would like to see a facility open 24 hours, but realizing this may be unfeasible would like to see Trotter available at later hours especially.

3) **Accessibility**
   Only the basement and first floor of Trotter are available without taking stairs, and there is no elevator in the building. This is a problem for handicapped accessibility and for events where furniture has to be moved from one level to the next, usually by Trotter staff or volunteering members. The difficulty of moving between offices with these limitations is also familiar to us.

4) **Outside spaces**
   Members would like it to be easier to host events outside.

5) **More bathrooms**
   New bathrooms on multiple floors is a practical addition members wish to see.

6) **Multi-media library**
   We see a multi-media library with a collection of related books and print materials, as well as other media (DVDs, for example) to facilitate events such as movie nights. Easy to reserve A/V equipment would also be included. This feature could be combined with the computing site, which is currently hidden away, in a more visible area of the building.

Features we would like to see in a new multicultural house:

1) **Central location**
   We feel that one of the crucial factors in the importance of Trotter to campus overall is its location. With a central location, many more events and meetings can be held in Trotter, and the facility can be used informally more often (students studying in a lounge, for example).

2) **Small auditorium**
   Many of our speakers are best scheduled in facilities such as the Union, but a good number of them (for example, a comedian that we brought in last November for our Heritage Month) would be better hosted in such an auditorium.

3) **Guest rooms**
   Welcoming speakers onto campus with respectable overnight facilities is something we feel would benefit many groups. Such lodging would be affordable for student organizations.

4) **Expanded residence capacity or live-in cultural centers**
   More staff related to providing for a multicultural campus could be offered housing in a facility that somebody might actually want to live in. In further expansion of idea, a multicultural house might house a residence hall program(s) related to ethnic studies departments or a live-in program investigating the role of diversity in society.

5) **Storage closets**
   We suspect we may not be the only group with materials that must be stored from year to year with large events such as our annual powwow. With limited office space on campus, active use is valued over passive storage, however, groups need someplace for these materials.

6) **Recreational room**
   As mentioned, a more central multicultural house could have more capacity for informal use and gatherings. A recreational room would draw students into the building.
Appendix 2

Leadership Discussions

...The meeting overview is:

The leadership discussions centered around a few questions. First, to briefly overview the strategic work that is underway.

- Is there even, a strategic interest in outreach and partnerships with a University Cultural Center?
- What is the history of partnerships with Trotter House?
- What are the opportunities in the future?
- How can a comprehensive University Cultural Center interface with other University organizations?
- The obstacles of cultural relationships at the University of Michigan?
Attachment 2a

Leadership Discussants

Faculty Staff (**meeting held or scheduled)
Lester Monts, **
John Matlock,
Frank Cianciola **
Roger Fisher **
Monita Thompson **
Charles Oyama Gordon Drama **
MESA/Trotter Staff **
Michael Swanigan **
William "Nick" Collins – Director of Bridge **
Tony Chambers **
Larry Rowley **
Bob Holmes - Ombudsman
James Steward **
Glenda Dickerson **
E. Royster Harper **
Levi Thompson – Engineering
Evans Young - LS&A
Terry MacDonald - Dean - LS&A
Renior Gaither – Library
Chaccana Johnson – Presidents Office
Julie Peterson - Communications
Deborah Greene - Communications
Development Staff
Rackham Graduate Studies leadership,
faculty & students
Latno/a Studies Department
Bob Holmes - Ombudsman
Native American Studies Department
Esrold Nurse LS&A
Rudie, International Affairs
James Jackson CAAS Director
Linda Gillum –
Assistant Provost for Academic Affairs
Attachment 2b

Leadership Responses

**Academic Faculty**

I haven’t been to Trotter in several years
I usually drop of some of my class flyers at Trotter
...I not clear on the program
I would support
Trotter’s place in academic support & achievement
Support for minor areas of study that are multicultural
Performance & rehearsal space.
Co-sponsorship of academic arts events
Collaboration on support of student groups
Which diversity place are we fighting for?
Is there and should there be a relationship with the School of Education
  Supporting graduate students
  Research opportunities

**Academic Administrators**

We have an off and on relationship with Trotter
Move the facility the current location doesn’t work
Turn the facility over to CAAS
  CAAS will fund raises and manage the facility
Don’t spend a lot of time on history of Trotter
Move smartly on improvements
Host artists or social justice residencies
Sponsor a course
Provide diversity course information
Support retention efforts
What is role of faculty in Cultural Center?
Museum Staff
Trotter could be a campus partner
Explore outreach opportunities
Exhibit in this venue
Educational opportunities
Trotter should have a place in Master planning study
  Cultural Hub – Art District
MESA

Push the proposal
Role of multicultural offices
Physical plant assessment technical feedback
Support for Middle Eastern student population
Fire safety
Programs by students
Programs for Students
Use of Trotter as Major Information & referral service
Budget issues
Appendix 3

Program Evaluation – Trotter Multicultural Center Programming
Monica Sosa 2003

Some preliminary thoughts:

Over a 3 year span (2000 – 2003), the range of groups and types of events in Trotter Multicultural Center is impressive. There are close to 200 different student groups that have utilized the space, ranging from University departments such as Women’s Studies and University Health Services, to religious groups and Greek organizations, or various cultural or political groups (i.e. Chinese Student Association, Ann Arbor Tenants Union, Graduate Employees Organization.) Overall, many of the groups appear to be returning again and again to use the House, and certain groups, for example, Ann Arbor Capoeira Club, Black Student Union, and Asociacion Latina Alcanzando Sueños, have weekly reservations for meetings or programming.

Possible Problem Areas/Recommendations:

Just as many groups do return again, others do not. We cannot be certain why particular groups do not return within the 2000-2001 school year – it will be interesting to see if the data for the next two years will show them returning for the same event the next year, or if those groups just never return. Possible explanations may be: 1) They may have had a negative experience at Trotter, or; 2) It may just be a factor of student group membership turnover due to the transient nature of college and a breakdown in word-of-mouth communication about Trotter House. Perhaps a feedback survey given to organization representatives after events in Trotter will assist in tracking why repeat users come back and why others do not.

There were departments that used Trotter House but there does appear to be some untapped potential here. Other departments could be brought in to hold programming
(even classes) or these same departments could hold other events at Trotter. Department-based student groups (in Sociology, for example, there is a Sociology Graduate Students Group and a Sociologists of Color organization) that are not overly familiar with the opportunity to use Trotter House to hold events or programming.

To this end, increased publicity (listserves, brochures to departments and student organizations, various University of Michigan schools – the Law School, LS&A) will help more people be made aware of Trotter Multicultural Center. Graduate students are also a relatively untapped population, and could be an important source of later academic support. Only a few groups that have used Trotter House, and GEO is the only group that does it consistently, for smaller group meetings and retreats.

Advertising may also assist in bringing in different (racial/ethnic) groups. But is this a goal? Does seem to be slight underrepresentation of Latino/a and Middle Eastern groups, for instance. Part of the problem may be that “multiculturalism” is undefined. Who is the target group here? What is a multicultural interaction? There are very few co-sponsored events or programs, and so organizations hold group-specific events in numerous spaces throughout the house, causing actual interactions between diverse groups of people to be minimal. Short of major remodeling to reorganize the house space to make it more conducive to multiple interactions, perhaps there is a way to provide incentives for multicultural programming. Even a requirement as part of their privilege for using Trotter Multicultural Center for their organization’s functions.

Though Trotter staff has worked to correct this problem recently, the process of reserving space sometimes appears to lack structure. Space reservations appear skewed sometimes given the amount of people and the purpose for reserving it. Sleepovers in particular are subject to these problems:
United Asian American Organizations "Interviews" took over 30 hours?
Midwest Asian American's Student Union's retreat lasted 50 hours?

But it's not always the sleepovers:

Rod Gailes' meeting needs the kitchen for 3 days?

Trotter House may not be staffed for such long events (and part of the problem here is record-keeping, a problem that also limits counting of actual attendees); however, it is not certain that these types of long events or reporting issues are still a problem in more recent years – further data analysis is needed. In the meantime, reviewing procedures/rules for reserving space and formal contracts for space usage would be a good next step. Also, a yearly review of programming could help to point out these more macro types of concerns.
195 Groups/Organizations/Individuals have hosted a variety of events in Trotter Multicultural Center in the past few years.

- Abidian, Mohammad
- ACCESS
- Adventist's Students for Christ
- African American Programming Task Force
- African Students Association (ASA)
- AIESEC
- Alpha Kappa Delta Phi (AKDP)
- Alpha Kappa Psi
- Alpha Phi Alpha (APhIA)
- Ann Arbor Capolera Club
- Ann Arbor Senegalese Association
- Ann Arbor Tenants Union
- Aqui Estamos Graduate Student Collective (AEGSC)
- Asian American Association (AAA)
- Asian American Christian Fellowship
- Asian American Programming Task Force
- Asian Business Association (ABA)
- Asian Christian Fellowship
- Asian Pacific American Women's Journal
- Asociacion Latina Alcanzando Sueños (ALAS)
- Association for Black Social Work Students (ABSWS)
- Azimi, Fareeha
- Bangladesh Student Association (BSA)
- Barber, Newberry, Fletcher, Oxford (BNFO)
- Berger, Saranna
- Black Medical Association (BMA)
- Black Pre-Medical Association
- Black Student Psychological Association (BSPA)
- Black Student Union (BSU)
- Black Uplift
- Black Volunteer Network (BVN)
- Burge, Mary
- Campus Crusade for Christ (CCC)
- Campus Hope
- Caribbean People's Association
- Chinese Student Association
- Chinese Students Scholars Association (CSSA)
<p>| Coalition of Asian American Social Work Students |  |
| Compulsive Lyres |  |
| Dance 2 XS |  |
| Delta Epsilon Iota National Honor Society |  |
| Delta Sigma Theta |  |
| Delta Upsilon |  |
| Detroit Project |  |
| Dialogues for Diversity |  |
| Encompass |  |
| European Student Association (ESA) |  |
| Exploration of Tantric Buddhism |  |
| Face to Face Campus Fellowship (F2F) |  |
| Farris, Joe |  |
| Farzana, Rumana |  |
| Filipino American Student Association (FASA) |  |
| Funktion |  |
| Gailies, Rod |  |
| Gamma Phi Beta |  |
| Gardocki, Loretta |  |
| Ginsberg Center for Community Service and Learning |  |
| Glory Phi God |  |
| Good News |  |
| Graduate Employees Organization (GEO) |  |
| Graduate Student Parents |  |
| Hearing Impaired Student Organization |  |
| Hellenic Student Association |  |
| Here Earning a Destiny through honesty, eagerness, and determination of Self (HEADS) |  |
| Hillel |  |
| Hip-Hop &amp; Cultural Studies Collective |  |
| Hong Kong Student Association (HKSA) |  |
| Huang, An-Tsun |  |
| Huaren Cultural Association |  |
| Hunter, Debra |  |
| Indian American Student Association (IASA) |  |
| Indian Student Association (ISA) |  |
| Indigo |  |
| Indonesian Christian Church (ICC) |  |
| Indonesian Student Association |  |
| Intellectual Minds Making a Difference (IMMAD) |  |
| Interfraternity Council (IFC) |  |
| International Business Club |  |
| International Center |  |</p>
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<td>Krishna Bhakti Club</td>
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<td>La Salud</td>
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<td>Women of Color Symposium (WCS)</td>
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<td>Zakou, Halima</td>
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<td>Zeta Phi Beta (ZPB)</td>
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PROGRAM EVALUATION #2

BY MONICA SOSA, RESIDENT COORDINATOR

Once again, the extremely wide range of organizations and groups which use Trotter Multicultural Center for events and programs is impressive. Though certain types of groups are underrepresented, there is a strong diversity within this house. The problem comes in how best to put this diversity to use to ensure a multicultural experience for all who pass through Trotter's doors.

After living in Trotter, it is easy to see that there are basic problems in upkeep of the Center of which lack of funding may be the root cause. The house is old and has not been painted in several years (possibly decades). Outdated curtains grace the most utilized room in the House, the lounge. In addition, one oven is broken; the large stainless steel refrigerator used by the student groups when they host events has broken down once and may soon again; and there is a general lack of parking space, which causes visitors to crowd the driveways and park on surrounding landscape. Events held by Trotter have extremely low budgets (often under $100); the programming has been cut drastically, and hours have been cut as well to try to save money. The Center is not set up well for special needs. For example, there is no elevator and the parking is located in the back and the ramps that lead to the first
floor, where most of the events are held, are in the front of the house. There are ramps that lead to the basement, which is near the parking area, but then to get to the first level you must go up two flights of stairs. This makes it a long and difficult walk for disabled children or adults coming to an event at Trotter House.

There also seem to be problems with efficiency. The sleepovers, as mentioned previously, are one of Trotter’s unique offerings, but are often extremely long. Are 51 to 75 hour sleepovers necessary (especially if they reserve most of Trotter’s available space)? While I would not recommend canceling sleepovers altogether, perhaps limiting reservations to 24 hours would be a better option, and would ensure that groups do not co-opt Trotter for several days. As it stands now, it appears that there is no time limit on reservations.

There are particular groups that use Trotter space consistently, on an almost weekly and sometimes bi-weekly basis. These groups include: ACCESS (a predominantly Asian-American Christian group); ALAS (a tutoring program for Latino children); BSU (the Black Student Union); Ann Arbor Capoiera Club; KSA (Korean Student Association; and the UM Gospel Chorale. Most others utilize space on an occasional basis (2 – 4 times per year), and hold a variety of programs and events, from exercise programs to movie nights. Some specific examples of types of
programs include pre-marital counseling sessions (ACCESS); Barbeques (Delta Sigma Theta); AIDS Awareness Activism Workshop (Project Serve Alternative Weekends); Culture Show Rehearsal (Persian Student Association); and the "Color Splash" Social (Office of Lesbian, Gay, Bisexual, and Transgender Affairs). Multi-Ethnic Student Affairs and Trotter House itself also host several events. There is a strong orientation towards undergraduate groups with only a few graduate groups using the Center. Even those graduate groups that do use Trotter (Students of Color of Rackham, Graduate Employees Organization) do it rarely. Perhaps an outreach to department-based graduate student groups would help with this problem. Asian or Asian American student groups appear to be overrepresented, but this may be a function of them being a larger population (and perhaps better organized population); Christian groups are also more likely to use Trotter Multicultural Center than those of other religions, though there is also a wide range in the types of religious groups here.

Programs, whether hosted by Trotter Multicultural Center or by the various student groups who use Trotter, cover a wide range of needs. Meetings are the most common reason why groups request space; art and education are the least common. If Trotter is to be an educational space, this is one of the areas where it can use improvement. Staff
have suggested starting a multicultural library where students can come to find the history and literature of groups that is not always found in mainstream books or courses. Opening a library is one way that Trotter can express its commitment to education.

Another suggestion is for Trotter to become a place where students can go to find out multicultural programming or events around campus. Centralizing this information in the University of Michigan’s multicultural center would also allow the University to express its commitment to a diverse environment that meets the needs of all its students and promotes the education and expression of this diversity. Visitors who come in can also see a proud history of this commitment through a “History of Diversity” project that will be displayed in the Center.