PastForward Online 2022 Conference Proceedings: From Vision to Action
A Presidential Conversation: Preserving the Legacy of Historically Black Colleges and Universities

Robert Stanton: Greetings and a warm welcome to “A Presidential Conversation; Preserving the Legacy of our Historically Black Colleges and Universities.” This session is brought to you by the African American Cultural Heritage Action Fund at the National Trust for Historic Preservation. We are honored, we are privileged to have three distinguished university college presidents with us for this session. We have Dr. Cynthia Warrick from Stillman College in Tuscaloosa, Alabama; Dr. Logan Hampton from Lane College in Jackson, Tennessee; and Dr. David Wilson, president of Morgan State University in Baltimore.

Before we get underway, let me again, on behalf of the presidents, express our deep gratitude to Brent Leggs and Tiffany Tolbert at the National Trust for Historic Preservation for extending to us this warm and very generous opportunity to share with you our thoughts, our perspectives, our visions, our hopes, our dreams about the future of preserving the legacy of our—of our—Historically Black Colleges and Universities (HBCUs). So, let’s get started.

I am honored and humbled to serve as your moderator, and I’m a graduate of a historically Black university, Huston-Tillotson University in Austin, Texas. If I were sitting in a hall of Congress, I would use the expression to ask my fellow presidents to maybe yield the balance of their time so I could speak all afternoon about Huston-Tillotson University. But that would not be appropriate. As we know, our HBCUs own and steward a diverse and impressive collection of historic sites, historic landscapes, buildings, and archives. The management and conservation of these heritage resources are invaluable to the understanding of HBCUs’ legacy. It is also critically important to attract students, faculty, and administrators who seek a unique cultural and educational experience. In essence, historic preservation, whether on a formal or informal
basis, can help distinguish HBCUs from other academic institutions. It really is an advantage, a competitive advantage. So let me ask our distinguished presidents a couple of questions at the outset.

What is your perspective on historic preservation? How has your school integrated historic preservation into your broader academic mission and campus planning activities? Let me start with Dr. Hampton at Lane College.

Logan Hampton: Well, thank you, and thank you for this forum and an opportunity to tell the story of Lane College and historic preservation. Certainly, it’s just been a part of the fabric of our institution. We began in 1882 as the first institution of learning for what was, at that point, the Colored Methodist Episcopal Church. The church itself was founded in 1870. And just fresh out of slavery, just on the other side of reconstruction, our founders thought that next to soul salvation, educating ministers and educating teachers that would then educate the populous was their highest priority. I’m always interested by that notion. Their thought was to get about equipping those newly free former forced laborers to participate in society, to contribute to society, and to pursue education. That process began at the founding of our institution as soon as the persons were set free. That’s a transforming thought and a liberating thought and something that we ought to celebrate. Throughout our history, that has continued. We are providing education and opportunity to those persons who might not have access to education, helping students to fully establish the power of their potential.

Today, our conversation is an interesting conversation in that we talk about historic preservation. A part of our work in historic preservation is that I sit in this space that you’re looking at now, which is one of the original spaces that was built on our campus. In fact, one of our local historians reminds me that when Bishop Lane raised $240 to buy a property, he bought 4 acres right here on the former Hayes Forced Labor Camp. This space where the current administration building sits is in about the same place where the “big house” was set. As my students might say, “I feel some type of way about that.” I’m not sure how I feel about that,
but this space and this place was a former forced labor camp. And it is now a seat of education and has been now for 140 years.

Preserving that history, I think every day when I wake up that I stand on the shoulders of those 41 former forced laborers who founded our church, and, J.K. Daniels himself, who in 1878 made the motion to establish a school of learning in Tennessee. And Bishop Lane, who then took on the great work of raising the money and founding this school. Every day I’m reminded as I wake on this holy hill and begin my work that I do, that I, in fact, stand on their shoulders. Historic preservation is more than just a notion for us of holding, preserving a facility. It is who we are, and it is a legacy that we live and that we continue even today.

**Robert Stanton:** Dr. Cynthia Warrick, please tell us about Stillman College in Tuscaloosa, Alabama.

**Cynthia Warrick:** Well, thank you Mr. Stanton, and thank you colleagues for sharing these stories. The history of Lane College is very interesting and somewhat similar to Stillman College. Stillman was founded in 1876 by the pastor of First Presbyterian Church here in Tuscaloosa, Alabama. He was the white pastor at a time when the constitution of Alabama changed to make it illegal to educate African Americans in public schools. That ushered in Jim Crow, and he went to the general assembly of the Presbyterian Church and asked to start a school to educate Black ministers. He started the school in his house at first, and his house is still standing. It’s owned by the National Alumni Association and is on the National Register of Historic Places and is also an Alabama Historic Landmark.

After a few years, he bought the old Cochran Plantation, which is where we sit today, on 105 acres, which housed 71 slaves in its time during slavery. The columns on the plantation house were saved and placed on our current Sheppard Library. The columns and the capitals were imported Italian marble and wrought iron capitals. A piece of the history of that plantation house where they used to hold classes remains on our campus on the library.

The campus is on the Alabama Register of Landmarks and Heritage and we are a National Register listed historic district.
There are three buildings contributing to the district, the oldest building being Winsborough Hall, which was built by the Presbyterian women in 1922. Then there’s Snedecor Hall. The Presbyterian women built it, as well, because there was no Negro hospital in Tuscaloosa. The Presbyterian women decided first to build a girls school and a dormitory because there weren’t any women at Stillman, and then they said, “Well, there’s no healthcare in the community, so we’re going to build a hospital and a nursing program.” The third building is the Sheppard Library, where the capitals and columns stand.

Historic preservation is very important to Stillman. It tells the history of Stillman. It tells the history of Tuscaloosa, Alabama, and African Americans in this community. Most have a connection to Stillman. It’s the anchor in the west end of town, which is the historic African American community. It is the largest contiguous landowner in the community. One of the things that we’re doing with the support of the National Trust and the National Park Service is raising funds to restore Winsborough Hall, which is in significant disrepair. We are also renovating, Sheppard Library. It is being converted to a civil rights museum and digital learning center to tell the story because there’s no place that is telling the story of civil rights at Stillman and Tuscaloosa.

I think when people think about Alabama and civil rights, they think about Birmingham and Selma, but Tuscaloosa had marches,
and they had a Bloody Tuesday that occurred prior to the Selma march. They had sit-ins, bus boycotts. All of the things that were taking place in Montgomery and Birmingham and Selma took place in Tuscaloosa, but no one knows that history. We feel that Stillman will be able to share that history with the community and the nation. Many Stillman students participated in the marches and the national Student Nonviolent Coordinating Committee and the sit-ins and certainly were injured and arrested during Bloody Tuesday.

This history is a history of America, it’s a history that needs to be preserved, and these buildings connect us to that history. Restoring them on our campuses is very important.

Robert Stanton: Excellent, excellent Dr. Warrick. Dr. Wilson at Morgan State University in Baltimore, please share with us the history of Morgan State and some of your current developments there.

David Wilson: First of all, let me express my appreciation to the National Trust for Historic Preservation for having me and President Warrick and President Hampton to talk about our incredible institutions and their legacies. I think this is an enormously important conversation, and I cannot think of a better place to have it and a better umbrella in which this conversation will take place. We at Morgan, like you heard from President Hampton at Lane and President Warrick at Stillman, have been around for a while. It came into existence in 1867; we are now in our 155th year. Morgan’s founding is not too dissimilar from that of many of the other 100-plus HBCUs. We were established by five visionary African American ministers, of which one of them was newly freed from a southern Maryland plantation. His “master,” if you will, gave him his freedom. But there was a law in place at the time called the Fugitive Slave Act, and it said that if individuals were caught on the southern side of the Mason-Dixon Line, even if they were free, they could be returned to their “masters” or go to jail. One of these individuals who actually was credited with implementing this fire within the ministry for the founding of Morgan was the late Rev. Samuel L. Green. He left that plantation and was caught by fugitive bounty hunters, and they sentenced him to 10 years in a
Baltimore city penitentiary, of which he served five. He could read, he could write. His crime was that he was in possession of *Uncle Tom’s Cabin*, the Harriet Beecher Stowe book. His desire was to establish an institution to enable Blacks who would be coming out of slavery to cultivate their minds. It became even more urgent for him while he was in the penitentiary. When he was released out of the penitentiary, he then led the movement to establish the Seminary Biblical Institute, which is now, of course, Morgan State University. Rev. Samuel Green is depicted in the movie Harriet and was the minister of the church that actually was responsible for helping Harriet Tubman on numerous treks back to Maryland to free slaves.

The history of Morgan is one that is rooted in activism. We cannot run away from that. That activism started with Rev. Samuel Green, and it persists at the university. It persists in terms of our curriculum. It persists in terms of our structures. What I like to say about our institutions, about HBCUs, is that they really are tangible edifices of the hopes and the aspirations of the slaves. We here at Morgan, like our other HBCU sisters and brothers, we understand what that means. It’s not just about the structures, it’s how do you also align curriculum in a way that’s going to tell the historical story. That’s what we do here. We excavate the history. We make no apology about the fact that when you walk our campus, you cannot divorce that historic walk from a walk to freedom and the fight for everyone to be a part of the American ideals embedded in the Constitution.

We have moved from that founding in 1867, where we had nine students and two professors, to today, where we have close to 9,000 students coming from 44 states and over 70 countries. We’re offering 150 academic degree programs, and about 75 percent of our students are African American. We stand as a very proud institution in the American higher education landscape. Institutions like Morgan and Stillman and Lane and others, they must be enhanced, they must be preserved, because if that does not happen, we would almost consciously be removing such an important part of our history from our landscape. As Maya Angelou said, “History cannot be unlived.” We are not about unliving the history, but we are about being the true storytellers of it.
Robert Stanton: All of us can appreciate our colleges and universities as they continue to grow, continue to expand to meet the needs of our educational objectives, and certainly encourage our students to seek a wide variety of professional occupations. Recognizing that our universities, our campuses are growing, what measures are you taking to assure that modern construction to meet current and future needs is compatible with preserving the integrity of buildings that were constructed shortly after the Civil War? Many of these buildings were constructed by students themselves. How do you maintain that historic integrity of our legacy with modern-day needs?

David Wilson: Well, we are fortunate at Morgan to have presented to the state of Maryland over the last 12 years a case for state investment in the capital aspect of our campus. We are in the middle of a $1 billion capital enhancement of the campus. If you come to the campus, you'll see that in the last seven or eight years, we have built some pretty impressive academic facilities. They're still going up as I speak, but one thing that is extraordinarily clear to us is that we understand those legacy buildings and the stories that those legacy buildings are telling. The new buildings must have some kinship with those stories, in terms of the structures and in terms of what happens within their walls.

Legacy buildings at Morgan State University.
PHOTO BY PAUL BURK
We’ve been on our current site for 105 years. We were built on a quarry in the northeast corner of Baltimore County before it was annexed into the city. Many of those early legacy buildings, the stone actually came from that quarry. When you come to Morgan and you look at those legacy buildings, you will not see a redbrick building as a part of our historic legacy here. With the newer buildings, there are still no redbrick buildings. That’s just baked into our master plan. The board of regents expects us to execute it. The faculty is expecting that. The students are expecting that, and certainly our alumni who had those experiences in those legacy buildings. With all of the contemporary facilities that we are seeing, they make sure that they are not standing out like a sore thumb.

To conclude, we are doing two things. Number one, we are carefully orchestrating a master plan to renovate some of our legacy buildings, saving the exteriors but bringing them to a higher degree of functionality. Number two, we are making sure that we are true to the historic presence of those buildings on this campus that must always occupy a prominent place on the Morgan campus.

**Robert Stanton:** Dr. Warrick, you mentioned earlier about how some of the richness of the buildings on your campus have been recognized nationally and that they’re listed on the National Register of Historic Places. I would like for you to comment a little bit about your vision, your development plans to increase facilities on your campus, but also to do it in such a way that it does not interfere with the integrity of your historic structures. And lastly, it would be my hope that all of our HBCUs will ultimately seek the kind of recognition that you have there at Stillman College in terms of being listed on the National Register of Historic Places.

**Cynthia Warrick:** We have a master planning team similar to what President Wilson was sharing, and our master plan team works with the historic architects. Most of our historic campus in the district is in the quad at the very front of the campus. It takes up a big bulk, and the quad has very old magnolia trees that share this space with these historic structures.

As you know, historic preservation is very expensive and it takes a long time to do, because once you start working on one
piece, you find out that something else is wrong. That’s where we are with Sheppard Library and the columns. We got some funding from the state of Alabama to work on the facade and the roof and the awnings. We started to take the paint off of the columns, which came from the original plantation house. They have lead-based paint on them. As we were removing the paint, we found out there are a lot of cracks and other kinds of fissures on the columns. Now we’ve had to have our architect come in and make recommendations on what we need to do to protect the integrity of the columns before we can put the capitals back on the top of them. It’s a slow process, and certainly is a very expensive process. As much as possible, we go back to the original type of materials that were used or preserve existing historic materials on the building. We don’t take the windows out and put in new windows. We find aesthetic ways to deal with the Americans with Disabilities Act, as we have to be mindful of the people who come to the building. We find innovative ways to access the space by persons with disabilities. Our master plan team works closely with architects and planners in order to ensure the historic integrity is retained, but also that new buildings complement the existing campus architecture.

Like Dr. Wilson mentioned, we have a lot of red brick in different periods of time, buildings from the ‘20s then the ‘40s and the ‘50s and the ‘60s, and now the 21st-century architecture is different. We try to complement the existing historic campus so when you come on the campus you know it’s all Stillman, it doesn’t look like someplace from a different century.

Robert Stanton: Dr. Hampton, you spoke earlier about your plans and vision in terms of continuing to expand the physical assets of your campus. Can you elaborate a little bit on that?

Logan Hampton: Going back to your original question of “how do you go about this,” the first word or words that popped into my head were “very carefully.” The first thought that came to my mind was when we were needing to replace the windows in Cleaves Hall, which was historically the female residence hall. At the time that it was built in 1921, it coincided with the building of the steam plant. It was one of those moments in history where you
could live at Lane College, live in a residence hall, and you had steam heat. I am fond of saying that we were uptown, it was the place to live on campus in 1921. But when we got ready to change those windows, it was just more than a notion. It took us the better part of a year to plan it and then to find a contractor who had nerve enough to execute it. Afterward, when you look at the current Cleaves Hall, the building looks the same. We did not impact the historic accuracy of it.

This work is unique and exciting work. I have the benefit of serving in Bray Hall. To students of a generation, they consider this building the Administration Building. They don’t know it as Bray Hall. It was renovated in the early 2000s. For those students of a generation who will come during homecoming and meet me in my office, they will tell me that this office was their math class. I am honored to serve in their math class.

I say all that to say, it is very painstakingly careful work that we do to maintain our facilities, in the same way that my colleagues have master plans. At Lane College, we were blessed to be able to receive a grant to plan the restoration of J.K. Daniels Hall. That is a hall that has just been an absolute workhorse of a building for our institution. It is the hall that we are currently looking to restore.
It was originally established as the Industries and Trades Building, and in that building it had shoe making, auto mechanics, tailoring, agriculture. As I think about the history, we cycle back around to thinking about how, as a liberal arts institution, do we prepare students to work in industries that are highly technical.

In response to that, we have established our Career Pathways Initiative, which allows students who are pursuing liberal arts, baccalaureate degrees an opportunity to develop stackable technical credentials that in some cases would prepare them to compete for entry-level jobs in manufacturing or the technology or the digital space. Those skills would allow them to get in the door so that then they could use their higher-order skills that we teach them in their liberal arts education—the scholar skills, scholar habits, the thinking, the theoretical kind of skills.

It is interesting to me that we have cycled all the way back around to the original purpose for that building. It has served for us as the Industries and Trades Building, but shortly after it was established, a floor of it was being used as a library. Later it was renovated in the early 1950s and the entire building was used as a library. Now today it is used as a building where we have a historic image of J.K. Daniels Hall as a library, Lane College.

PHOTO COURTESY LANE COLLEGE
number of services. Our security is in there, and it serves as an office building and provides some services to our campus community. As we think about it in the future and as a part of our master plan, we are reconceiving how we might use that building and are beginning to move back to its original use, in a modern-day sense, as an Industries and Trades Building where students are able to do one-stop shopping and earn stackable credentials.

Robert Stanton: It is so inspiring just to reflect on the richness of our legacy as manifested by our Historically Black Colleges and Universities. Those that are privately endowed and those that are state supported. It’s just a fascinating history. Interestingly enough, part of one campus is administered directly by the National Park Service, and that is the Tuskegee Institute National Historic Site, which encompasses The Oaks, the home of president Booker T. Washington, built by the students, and the library and laboratory used by Dr. George Washington Carver, again built by the students. When Congress passed legislation authorizing the Tuskegee Institute’s historic site as a unit of the park system, that elevated the richness of our HBCUs in the halls of Congress and reminded us that we should, as a nation, have a perpetual responsibility of preserving this rich chapter in our collective history.

I want to share with the listening audience that I want to commend each of you and your respective campuses for being a recipient of the HBCU grant under the Cultural Heritage Stewardship Initiative administered by Brent Leggs and Tiffany Tolbert. Congratulations on that. We are certainly indebted to the National Trust for Historic Preservation. We’re indebted to the Advisory Council on Historic Preservation, the National Park Service, and many other organizations that have contributed. But we must continue to build up on the past and the present in going forward.

Let me ask sort of a general question. As presidents and leaders of three of our leading universities and colleges, and knowing that you contribute to the social, cultural, and economic health of your individual states and individual communities, what are your ideas and needs for growing historic preservation impacts on your campuses? In other words, if you could leave this with one
big idea, a suggestion to support your efforts, what would be that one big idea, what would be that vision? What would be that dream? And let me just pigeonhole the thought, too, that in 2026, we will celebrate, we will observe, we will commemorate the good, bad, and indifference of the 250th anniversary of the founding of this nation. I am very privileged to serve as an advisory member of a council established by the organization responsible for planning jointly with the states, their political subdivision, and others, how we may commemorate in 2026 the 250th anniversary. I would like to be able to put it on the table how we as a nation can stand and salute and recommit ourselves to preserving the richness of our Historically Black Colleges and Universities. I would invite you to give me your vision and your dream and your hope that I can carry to the leaders at the national level as to where we can individually and collectively recommit ourselves to preserving the legacy of our HBCUs.

Cynthia Warrick: Well, thank you so much. I appreciate all of the insight and experience that you’ve shared through all of your time in historic preservation and certainly as an HBCU alum. I was thinking about what you said about the preservation and practice, and that’s what we think about learning by doing. The National Trust in their HBCU grant program did provide funds to hire an existing student to work on the planning of these projects. I think that was a great step forward in terms of getting more knowledge about historic preservation out there to these students, and we just need to do more of that. But the other area that I think could gain some attention would be through environmental justice. When we think about environmental justice, and you think about like what Logan Hampton said about where our institutions are located in those communities that have no investment from anywhere, that, to me, is an environmental justice issue. It’s an environmental justice issue when we allow these historic properties to go unrepaired and unrestored. I think we need to have the historic preservation of HBCUs become part of the environmental justice conversation, part of the federal government’s environmental justice working group, really, so we can have multiple agencies
contributing to support these campuses, these national treasures, these landmarks that contribute not only to the National Park Service’s mission but also [to the departments of] education, energy, environmental protection, health and human services, Department of Defense. All of these agencies have a role to play in improving the environmental justice issues at HBCUs and certainly having historic preservation as part of that dialogue and action.

Logan Hampton: I was pleased that you began that with Dr. Warrick. She has been really my mentor in kind of thinking big about how to engage agencies, governments, et cetera, in helping us to solve our problems. I do want to just lift up this notion that this is our nation, all of us. It belongs to all of us. These institutions, these Historically Black Colleges and Universities are all of ours. They are all of our institutions, and because they exist, some would argue, we have a Black middle class. Because they exist, our nation has been sustained. Because they exist, we are an exceptional nation, and as a result, these institutions deserve our investments.

I do want acknowledge—and thank you Dr. Warrick for again reminding me—that our students have been very much engaged in this process and in this conversation about historic preservation. It’s been a part of our history seminars. I had two students, Tarik McKinzie and Shea Thompson, who are graduates who worked on our project with J.K. Daniels Hall and have lifted up J.K. Daniels as a founder of our institution. Chase Cameron, who is a senior this year, is on the planning team for the future plans of J.K. Daniels, working with our architectural group. I was meeting with a group of scholars about another matter just last week, and the historic St. Paul CME Church where many Lane students of a generation attended chapel is now a building owned by the college. It is not on the historic register. I had two students, Keith and Tiffany, who asked the question, “How do we get a building on the historic register? And how can we help?” Those students are very much interested. Our students are very much interested in this work, and the means and ways in which the government and others can provide resources and opportunities for those students to engage fully would be helpful to us at this level.
David Wilson: Let me echo what both of my colleagues have said. I think the ideas are quite original and compelling. I would just offer perhaps a few things to think about. Number one, there is no accredited preservation program at an HBCU, and this particular industry is largely white and largely male and it is grossly underrepresented. And I'm not being self-serving. I'm the president, but we believe that Morgan is the only HBCU with this kind of broad academic mission in preservation, which includes training for students in architecture and landscape architecture and planning and construction management and engineering and history and museum studies. We are seeking here to become a national leader in training Black preservation professionals, leveraging this broad academic mission of ours through the efforts of Professor Dale Green in our School of Architecture and Planning, who, by the way, is a descendant of one of our founders, Rev. Samuel Green. We are moving forward to hopefully formally establish the first historic preservation program at an HBCU in the country, that’s number one.

Number two, in terms of another kind of idea to grapple with, I really began to understand historic preservation as an undergraduate student at Tuskegee. The Oaks and the Hollis Burke Frissell Library and the laboratory of George Washington Carver. I was just overwhelmed by the history. Even as an undergraduate, we would go and visit other HBCUs, and I tried to connect that history that I was living every single day with what I was being exposed to on some of the other HBCU campuses. And wow, I could have emerged from those experiences being the most educated undergraduate student in America about African American history without having taken 20 academic credits, just from those experiences. I would say, is it worth serious cogitation for us to think about something that we may call a national HBCU historic trail, where the goal of public-private partnership may be to raise, I’ll just throw it out there, $50 billion. And then connect the story of, if you will, the maturation of America seen through the eyes of the HBCUs, and map that trail out so individuals can begin to travel this country in a very organized way, and be exposed to these stories, if you will, from Cheyney University outside of Philadelphia,
perhaps all the way over to Langston University in Oklahoma. You put together that trail very carefully. I think there’s an opportunity here for a serious public-private partnership that could have a large funding goal. When that is invested on each of the individual campuses, it would go a long way toward helping us to seriously protect these legacies. At the same time, it would create this powerful narrative that we could begin to expose a large swath of America to that they may not get in the history books of their local K-12 schools. We have a country that is bereft of a significant portion of its history. I think we need to get out in front of that and preserve these stories and elevate them to a higher level of consciousness on the part of our nation.

Robert Stanton: Let me thank you on behalf of the National Trust for Historic Preservation, individually and collectively, for your insights, your wisdom, your leadership, your accomplishments, and your unwavering commitment to stay on the journey. This has been so, so uplifting. I’m privileged to serve as a member of the Advisory Council for the African American Cultural Heritage Action Fund under the leadership of Brent Leggs. A fellow member is the Honorable Jim Clyburn, and over the course of my National Park Service career, we worked very closely with him. As you know, he’s a graduate of South Carolina State, and he’s been one of the strongest supporters of the appropriations for HBCUs that is administered by the National Park Service. Over the past 20 or 30 years, something like roughly under $90 million has been awarded to HBCUs, and I think in this year’s appropriation it’s $10 million. As long as Congressman Clyburn is there, I think that he’ll continue to influence his colleagues.

This has just been absolutely outstanding. Dr. Wilson, I have recorded your suggestion for a national historic trail of HBCUs, and I was privileged as the director to administer the National Underground Railroad Network to Freedom. This could be something similar. So with your permission, I’m going to take that forth as something that should be considered by my colleagues in the National Park Service, the Advisory Council on Historic Preservation, and the National Trust.
This conversation could go on for days, and I hope that we'll continue to stay connected. President Wilson, you referenced Harriet Tubman. Her spirit burns deeply within each of us. Her legacy is not only commemorated at the place of her birth on the plantation in eastern Maryland, but she’s also commemorated at a similar historic site in her last place of residence in New York. I salute you, I encourage you. In the words of Harriet Tubman, simply this: “Keep going, keep going. When things are difficult, keep going.” We cannot do less if we are to honor our ancestors and encourage this in future generations. I am so proud and so privileged to have been a part of this family. Thank you very much. FJ

ROBERT STANTON is the former director of the National Park Service. DR. LOGAN HAMPTON is president of Lane College. DR. CYNTHIA WARRICK is president of Stillman College. DR. DAVID WILSON is president of Morgan State University.