

# Larry Thomas Interview

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## **SUMMARY KEYWORDS**

public administration, Schaefer, graduate students

## **SPEAKERS**

Interviewee: Larry Thomas

Interviewer: Elizabeth Epps

### **Elizabeth Epps**

Good morning. This is Elizabeth Epps. It is Thursday, June 8, 2023. And today, we are speaking with Professor Larry Thomas, who joins us via the Zoom online platform for an oral history interview, to be compiled as a segment within the University of Baltimore stories, the 100th Anniversary Oral History Project, celebrating the university's Centennial by preserving the memory of those influenced by the University of Baltimore is what we'll be doing. They have been doing it for over the years, we are going to bring you some of the joys of their career's highlights of their time with us. And we will also be creating a digital archive and exhibit, those recordings will be available online. Hi Dr. Thomas, how are you?

### **Larry Thomas**

Good morning, Elizabeth. I am doing fine. Thank you.

### **Elizabeth Epps**

Fabulous. We are going to jump right in. I am going to give our listeners a few bullet points to think about. You are a PhD recipient from the University of Tennessee, Political Science. You have received an MPA from West Virginia University and a Master of Public Administration program. And you completed your bachelor's at Fairmont State College. And you studied history and political science. So, the first question that I have for you is what affected your career choices with regard to what you studied and where you went to complete those studies that eventually brought you to the University of Baltimore?

### **Larry Thomas**

Well, a lot of all that is somewhat complicated and convoluted, or whatever. But I went to begin my undergraduate career thinking I wanted to become a secondary high school teacher, and please forgive me, but I took my first education course, and I decided I did not want to do that. And so then I focused mostly at the undergraduate level on history and political science and, and when I was getting ready to go to graduate school, I would say, my first true love was history. And a lot of my history professors at that time told me that that would probably not be the best choice given the history market at that

particular time. And so, they encouraged me to go to law school. And so, I did, I went for three days. The books were quite heavy as anybody who is a lawyer can tell you, and I quickly realized that that's really not what my interests were at that time, and so I had turned down a number of assistantships, and so on, coming out of undergraduate and I ended up getting my master's in public administration at West Virginia University and studying under some really topflight individuals. And they encouraged me to go on to get my PhD at the time.

And so, the University of Tennessee gave me a terrific scholarship at a time where, you know, I paid nothing for my doctoral education. And also, I was able to work with some really topflight scholars in the Bureau of Public Administration, which was applied Public Service Unit at the University of Tennessee, and I can't say enough about my dissertation adviser, Dave Welborn, who is now deceased, as well as some faculty members who became very close friends and still are. Most are now retired, but they helped me immensely.

I was married at the time, and my wife was working for the Department of Energy in Oak Ridge, Tennessee, and she got a job at agency headquarters in Washington, D.C. And so, I was looking for a job in the Washington area, and I ended up thank goodness at the University of Baltimore. And let me just say that my years at University of Baltimore have been much better than a number of my years with my former wife, and we will just leave it at that.

So, I am kidding. We did get a divorce after that, but that is actually how I ended up at UB. During my time at the University of Baltimore, I worked my way through the ranks to become a full professor. During my years at UB, I served as the Dean of the College of Liberal Arts for seven years and I also served as the founding dean of the College of Public Affairs for a year. I directed the Shafer Center for Public Policy for 17 years and I served as the department chair or executive director of the School of Public Policy for twenty-three or twenty-four years.

And so, now, in my later part of the career, I still enjoy immensely the student body and the opportunity to interact with young people. When I say young people, everyone is younger than me anymore, but it has been a really rewarding career, both from an academic perspective and from a professional perspective. And I am thankful also, from a personal perspective, for the fine people I have had an opportunity to work with over all these years, as well as the excellent staff here at the University of Baltimore. I cannot say enough positive things about them.

### **Elizabeth Epps**

I understand that your specialty area was within Transportation Studies, Legislative Oversight Studies, and Organizational Studies, that you did some work with the Tennessee Valley Authority. How did that prepare you for the transition that you made from the Ph. D. academic environment, stepping into the University of Baltimore? What was your first role? You mentioned that you taught and that you became the Dean of the College of Liberal Arts.

So, what was your first role here at the University of Baltimore? And what about the University of Baltimore that attracted you to it? What were the benefits of joining UB during the time that you did? And if you can give us or if you feel comfortable quoting the year, that will help to frame that specific

moment in history. For those that are listening and researching. What year did you join? And what was your first role? And what were your first impressions coming onto the campus as a as a person with fresh eyes? And a new perspective? A new career?

### **Larry Thomas**

Well, yes, all the above. I joined in, my guess, in September of 1979, was the first year I taught. I was still finishing my dissertation and finished shortly thereafter, but you know, Laslo Boyd, who was the chair at that time, was immensely supportive of me. He was helpful in a lot of ways. And so were a lot of my colleagues, people, many of whom are not with us anymore. They were supportive, and so were university administrators. One thing I will say about former president [H. Mebane] Turner, he came around and, and met everyone, even the most junior professors. And, you know, it made me feel appreciated because you do not generally interact with the president of the university when you first come on campus. The other part of the University I enjoyed was the student body. This was at that time an upper division graduate and institution. My department was focused primarily on the MPA program, which was directed by Larry Downey. It was an immensely popular program. And we had some outstanding students, many of whom were working in state government, as well as some in local and also in the federal government. But because we were so close to the state office building, we got some very high-powered state folks who went on to remarkably successful careers.

We had Joan Bereska, who was chief of staff of Mayor Schaefer, at the time and she was an interesting person. When I got to UB, I was tutoring an older group of students than I had ever taught before, and they were demanding. We had students such as Dwayne Wickham, Richard Rowe, Terry Smith, and countless others who have gone on to have very prominent careers. Dwayne was a writer for USA Today, came back here for years. So, I believe, has a kind of visiting scholar, and then went to Morgan State University where he became the Dean of Journalism and started New Journalism School. In sum, I have had the pleasure of teaching hundreds, if not thousands, of students who have gone on to have extraordinarily successful careers.

### **Elizabeth Epps**

What did that first year teach you?

### **Larry Thomas**

How to prepare for class, probably more than anything else. Interacting with people who actually were in jobs, who were in jobs of significance, at the time. We also had a lot of people who enrolled in the MPA and were looking to get into the public sector kinds of positions. But you know, you really did have to be on your toes, people would challenge you, which was interesting. The one thing I remember is devouring books and readings because the one thing you never would do is to go into class unprepared. Hopefully, I did not do that in my many years of teaching. But that was, I think, the most eye-opening thing that I had realized. I did not realize the extent of the work that goes into being a good professor.

### **Elizabeth Epps**

What did you teach the first few years at the University of Baltimore, and when you say that you had demanding students, what kind of things did they challenge you on? What kind of things did they ask you? Or what perspectives were they hoping you would consider?

### **Larry Thomas**

That is an interesting question. I was teaching courses that I had not taught previously. I taught courses on the legal environment of public administration, introduction to public administration, and organization theory. Students needed to know things about the law, and how it applied to the study of American public administration. In fact, the study of public administration grew out of political science and law. The courses I taught focused on bureaucratic politics and public policy. f general intro to public administration courses.

I probably have not thought about my early years of teaching at UB . But it was an interesting experience. That is probably true of all assistant professors coming into new job situations. And even though I taught some at the University of Tennessee, I did not have an extensive amount of teaching experience. Teaching was not part of what I was asked to do when studying at Tennessee. My fellowship required me to do extensive research work in the Bureau of Public Administration. Your question is a good one. I wish I had more time to think about it. I just do not have a satisfactory answer to what I have said here.

### **Elizabeth Epps**

Compare your experience as Dean of the College of Liberal Arts to the experience of being a Dean with the College of Public Affairs.

### **Larry Thomas**

Well, it was quite interesting. I mean, I come out of a political science background. I was in a traditional liberal arts discipline. However, public administration, my area of expertise within political science is a much more applied part of political science. First, I cannot say enough about the fine group of people from all kinds of disciplines, including psychology, English, mathematics, computer science, and history. As the dean of Liberal Arts, I tried to be as open and honest as absolutely possible. I did not hold any information back from the faculty unless I was specifically requested to do so. And quite frankly, I cannot ever think of a time when the university's leadership asked me to do that.

My door was always open. People could come in, and if I were not busy, they would sit down, and we would have a chat. I would often have coffee with folks. I also instituted a policy where I would attend a regularly scheduled faculty meeting with the faculty in each of their respective departments. I tried to do it once each semester. During those meetings, faculty had an opportunity to ask questions as it related to college and their respective units.

These meetings provided informative feedback. I cannot say enough about the willingness of people to share their thoughts about issues related to their respective departments and the university. . Now, that does not say we always agreed by any means. And sometimes you had to make tough decisions that people did not like, either individually or as a unit. However, that is part of the responsibility that you have as a dean. You often have to make difficult and unpopular decisions. Overall, the people who

entrusted me with the job of dean felt that I did the job in the best interests of UB. And let us just also say being a dean is a difficult job. In many instances, you are caught between what the central administration needs to do, and also what your faculty want you to do. So it is, it is tough, and you are always dealing with limited resources and difficult allocation decisions. And I am sure, President Schmoke and every dean, that you now talk to now would say the same thing. If the university had unlimited resources, this would have been a much easier job. However, you are never going to have that.

### **Elizabeth Epps**

Can you tell me about some of the pivotal experiences that you have had with administration and faculty that prepared you for assuming the mission of the directorship of the Schafer Center for Public Policy?

### **Larry Thomas**

Well, that's- Oh, I am sorry. I did not mean to interrupt.

### **Elizabeth Epps**

Oh, no. Give us an idea as to how those conversations started. And what did you become most passionate about?

### **Larry Thomas**

When I was first at UB, probably, maybe year three or four, the MPA Program was going up for National Association of Public Administration (NASPA) Accreditation. The initial report was written by Dr. Larry Downy, and I really had no role in it.

When the report came back from NASPAA, there were some questions they wanted further clarification. The chair of the department, Dr. Laslo Boyd, asked me if I would help collaborate with Professor Downey on authoring the report and I agreed to do so. Dr. Downey and I ended up rewriting a good portion of the document. At the time, faculty in the program were teaching per semester, and NASPA wanted to see it at three courses each semester. The faculty took this issue to President Turner, and he agreed to the teaching load requirement.

The MPA faculty rewrote sections of the report, and we got NASPA accreditation. Following that I developed a joint master's program in judicial administration with Dean Katz in the law school of Professor Block in the Department of Criminal Justice. This was a joint program among the various academic units, and it was quite successful for three or four years, but interest in the program lapsed and we ended a few years later. And, you know, it is not, you know, there are only so many positions.

Dr. Laslo Boyd, who had worked for Mayor Schaefer when he finished his doctoral program at the University of Program, went to President Turner and discussed the possibility of establishing the Schaefer Center for Public Policy at the University of Baltimore. Through his tireless efforts and the good graces of Mr. Schaefer, the Center was established and Laslo became its first director. Following Mr. Schaefer's election as governor in 1986, Laslo left the University and took a job as an assistant to the governor. He later became the Secretary of Higher Education in Maryland.

Since I had worked in the Bureau of Public Administration at the University of Tennessee, Provost Catherine Gira asked me to assume the directorship of the Schaefer Center for Public Policy. Around the same time, I was promoted to associate professor and elected the chair of the Department of Government and Public Administration. As an aside, I was elected chair of the department and I did not vote for myself. For the next fourteen or fifteen years, I served as both the director the Schaefer Center and the chair of the Department of Government & Public Administration.

The first project the Center I worked on after becoming director was one that involved whether various branches of the Enoch Pratt Library should be closed. We studied usage patterns in the branch libraries and found many of them were underutilized and in need of repair. Ultimately, we recommended closure of a few branch libraries and submitted them to the mayor's chief aide, Ms. Zoe Pindak. I should note that Mayor Burns was defeated in his bid to become Baltimore's full-time mayor by UB's current president, Kurt Schmoke.

Over the next several decades the work of the Schaefer Center expanded greatly thanks to the efforts of folks like Ann Cotton, Lenneal Henderson, Laura Wilson-Gentry, Tom Darling, Ron Lippincott, Don Haynes, and Diane Aull. The work expanded enormously because a five and half million-dollar from Maryland's Department of Health and Mental Hygiene that was funded largely by the U.S. Department of Health and Human Services and the Centers for Disease Control. The Schaefer Center worked in conjunction with The Johns Hopkins School of Public Health, and the School of Public Affairs on that major study. And from that, we launched into a lot of other activities with state government.

For many years, if not decades, we were bringing in millions of dollars in grants and contracts a year and the Center had the privilege of conducting some important work for the state of Maryland for many, years. When Dean Carl Stenberg left UB in 2023 to become a Professor at the University of North Carolina, Chapel Hill, then President Robert Bogolmony asked me to become Dean of the College of Liberal Arts I served as the Dean of the College of Liberal Arts for seven years. After the college was split in in 2010, I served as the dean of the newly formed College of Public Affairs for one year.

### **Elizabeth Epps**

And as everyone knows, you do a great deal of research, you have written greatly, how did you juggle your various interests and responsibilities during that time? You have, obviously, several high-profile positions under your belt, and you have managed to continue to expand your responsibilities list and your commitment to the university. How did you manage it all? And what were the peaks and valleys in the event that there is someone listening that will be on the same treadmill that you were on picking up the baton from where you left it?

### **Larry Thomas**

Well, thank you for the kind words It was not just me. And one of the things we all understand when we are in any kind of leadership position, it is just not you yourself. Yes, you can help set a tone, you can lay out a direction. And I will say that the leadership of the university at the time when I was doing that, they gave me a tremendous amount of leeway. During that time, my teaching was only one course per semester because I was also serving as the department chair. The School of Government & Public

Administration had a lot of vacancies over the years, and we were growing and expanding. And the university's administration allowed me to hire some really outstanding faculty members through the years. This included people like Lou Gawthrop, Lenneal Henderson, Bob Durant, Pat Florestano, Beryl Radin, Laura Wilson-Gentry, Alan Lyles, Patria Julnes, and George Julnes. All of whom were nationally recognized scholars in the field of public administration and/or policy. And look, I am going to leave some people out, and I am sorry for that. But there were a host of other people that were hired during my time as either dean of the College Public Affairs and/or director of the School of Public Affairs, including Dean Chris Spencer, Associate Dean Sascha Sheehan, Acting Assistant Provost, Aaron Wachhaus, Ed Gibson, Heather Wyatt-Nichol, Lore Naylor, Jennifer Larrison, Al Gourrier, as well as many other faculty and staff who have contributed and significantly to the success of the University of Baltimore.

My secret was I did not get much sleep. It was not unusual for me to be here at 9-9:30 in the morning, and basically be leaving at 9 or 9:30 in the evening. So, I would say that I worked 12 to 15 hours a day. And then at the same time, there was also a good opportunity to interact with faculty members, with graduate students and others.

It was during that time I did, by the way, get remarried. My wife, Mary, requested that I get home at a more decent hour, and for me that became 7:00 p.m... But you know, there are a lot of other people who also contributed throughout the years. Ann Cotton, Tom Darling, Don Haynes, and Dennis McGrath were major players in the Schaefer Center. Another major contributor was Ron Lippincott, who unfortunately passed away recently. All of the above individuals worked on grants and/or contracts we had with the Maryland state government. And so I just cannot think enough for everyone who collaborated with me through the years to make the College of Liberal Arts, the College of Public Affairs, the Schaefer Center, and the University of Baltimore successful throughout my tenure at UB.

### **Elizabeth Epps**

How did the university's transition to a four-year institution affect the finance and economics program?

### **Larry Thomas**

Well, here, I may find myself in somewhat disagreement with others about becoming a four-year institution. Becoming a four-year college without additional funding for the first years adversely affected the university's finances. From my perspective, UB was never well prepared for this venture. The State gave us the okay, but gave us few, if any, additional resources to support the lower division part of the University. To become a four-year institution, the University had to hire faculty to teach lower division courses in writing, science, mathematics, and other subjects that UB had not offered in decades.

This put a tremendous financial strain on the university. By becoming a four-year institution, we undercut a vital source of students who had historically transferred to UB by competing directly with community colleges. In addition, there were resources taken from the law school and other units of the university that went into this venture. It also took away from the development of first-rate graduate programs in public administration, criminal justice, health administration, publications design, applied

psychology negotiations and conflict management, business administration, and cybersecurity management.

The University also had to invest heavily in added support staff throughout the university. We also hired a provost whose major focus at the time was on undergraduate education. All of these factors, combined with the Covid Epidemic, have put further strain on the finances of the university. Quite frankly, I was extremely skeptical of becoming a four-year institution, and I think time has shown that it was not a promising idea. I will just leave it at that.

### **Elizabeth Epps**

Fair enough. Because you've seen a lot of changes throughout the university over a great deal of time shifting focus from being an upper level institution catering to even graduate students that had higher expectations to now circling back into the arena of figuring out how to incorporate newer, either freshmen or sophomores into the university setting, urban campus, in a city that is kind of, you know, situated, positioned very well from the perspective of opportunity. But there's always that challenge, or that desire to push beyond even what the opportunities within the region may offer. Most UB graduate students and undergraduates even tend to stay local. Others do not and move on.

So, what have you heard from students and faculty over the years and how has that shaped what you do and how you respond? Because we are positioned in such a tricky way, you know, we are close to the federal government, we have a great deal of state and local support. However, we still have students that come from underrepresented populations, and many are first generation students. So how does that affect your mission every day? And for what are you fighting? In the morning, when do you get up? For what are you fighting? And how does that look at night when you get ready to go to bed?

### **Larry Thomas**

This is a question you should ask President Schmoke. I am sure these are the kinds of issues that he and his leadership team are thinking about every day. And I think it has been made even more difficult during President Schmoke's Administration, because of the COVID situation. Most UB faculty love to interact with students. I say that as someone who is now teaching online. Some of the students perform exceptionally well online and would do well in any situation. However, others kind of disappear during the class, and it is often difficult betting them back regardless of how much one might try.

One of the things I always loved about UB students is they would come up to you after class and ask questions. If they see you walking through the hallways, down the street, or, maybe having a hamburger at one of the local restaurants, they are not hesitant in coming up and talking with you. This is a way of getting to know them. These are students who aspire and like me, most come from working class backgrounds.

And so, I have a lot of warm feelings about the students that we teach. A number of our students just need some hope, inspiration, and guidance. Many have extremely complex lives, and they are often in need of someone to encourage and show them how to use their abilities in order to make them successful. Technological advances have contributed to that complexity a great deal.



While critically important in our ever changing and fast paced lives, there are significant disadvantages to teaching online. The one that readily comes to mind is when someone you have had in an online class asks you to write a letter of recommendation for them. You can write a recommendation about how someone performed in your class academically, but you can say extraordinarily little, if anything, about the person's aspirations and/or personality.

As I noted earlier, I do try to understand the complexities of facing our students. I do try to be both understanding and helpful in that regard. And so it is a matter of faculty reaching out and always being available to listen. Listening is an important skill that I have learned over the years. To be successful, it pays to be a good listener. Faculty need to reach out to students and be helpful in all instances possible. That is really the kind of human dignity and compassion that those working for university have long been known for. It is my sense it is also something that President Schmoke, the dean's, and the faculty care about. Folks who work for UB do care about our students. We want them to be successful academically, in their jobs, and in their lives.

The vast majority of students who attend UB put forth the necessary effort to be successful, and darn it, it is our job as faculty members to ensure as many as possible are going to be successful. It is not going to work in every situation for all kinds of reasons. But that is something I just feel very strongly about. And in all the years I have been here, I still feel strongly about that.

### **Elizabeth Epps**

So throughout your career, we talked about the fact that you have done a great deal of research, you are highly published, you have authored many scholarly articles. Talk to us about your authorship journey. And what has that experience been like for you? Has the work informed the researcher? Has the research informed the progression of the work? It is the chicken and the egg question.

### **Larry Thomas**

Look, one of the advantages that I was given at UB was the opportunity to be successful in my chosen career. My teaching was informed and enhanced by the research we were doing in the Schaefer Center. We bid on projects, and accepted projects from state agencies that were really interested in it and the faculty and staff members who collaborated with me. I did have a great deal of discretion over that the projects we agreed to work on. If there are things that I did not think the center could do or do well, or maybe even things that I did not have the expertise to be involved in, we would just say no to those projects. .

The Schaefer Center was not a consulting firm. When I use a consulting firm, I do not mean to use it pejoratively, because a lot of people in consulting firms do a significant amount of excellent work. Unfortunately , some of these types of organizations will do anything and everything. And you will have to forgive me, but I am somewhat skeptical of organizations who have expertise in every area that one can imagine.

A great deal of the things we worked on in the Center were related to my own personal and professional interests. Don Haynes, a faculty member associated with Center, was particularly interested in survey research. Ann Cotten, who became the director of the Center after I became Dean of the College of Liberal Arts, is now taking the Schaefer center in an entirely different direction.

It is interesting what she and Dean Hartley are doing in terms of in the area of public service. They, in concert with members of the Schaefer Center board, have gotten resources to create well-paid internships for UB students. These internships go to students not only in public affairs, but law, business, and the liberal arts. That is terrific news for the University's academic programs and well as for our students.

### **Elizabeth Epps**

Can you tell us what specific projects you may have said yes to in the past that are now legacy pieces that others have built work on? Or tell us, if it is more interesting to you, to tell us what you have said no to. Because, you know, there's something to be learned from the fact that, you know, UB is an institution that has known very well how to build on the strengths that we possess, and to put great product, meaning great people out there, into the world of work, into the world of academia, to make a positive and lasting difference. So, it is your choice. But what things may you have said yes or no to in the past so that now we see the benefit of your answer?

### **Larry Thomas**

Well, you know, something I mentioned earlier, I think was and still is one of the most important projects I participated in was the welfare reform study we did in conjunction with Johns Hopkins University for the State of Maryland. The Schaefer Center jointly did that study with Johns Hopkins School of Public Health. UB served as the lead agency on the study. As I noted earlier, it was originally something like a \$5 to \$6 million contract.

One interesting sidenote. Dr. Wim Wiewel who served as provost here at the University for a number of years and later left to become president at Portland State University, told me the Schaefer Center's research on welfare reform was how he first learned about the University of Baltimore. I should also note that Laura Wilson Gentry, along with a former colleague of ours who is now at George Washington University, Robert Stoker, wrote a book based on the project and a number of faculty, including myself, and scholars from Johns Hopkins published several scholarly articles based upon our findings.

I should also note that the Schaefer Center's work on welfare report study led directly to the State of Maryland awarding the Schaefer Center another extremely large contract to assist state agencies in implementing its Managing for Results (MFR) Initiative. MFR is a strategic planning, performance management, and budget allocation process that focuses on measuring results, allocating resources, and enhancing efficiency in state government. Schaefer Center personnel, particularly Tom Darling, the late Ron Lippincott, and countless public administration faculty members contributed to this endeavor.

During my time as director, the Schaefer Center worked on a variety of applied research projects for Maryland state government, local governmental entities, and nonprofit organizations. We brought in millions of applied research dollars each year into the university. This endeavor was attributable to a

staff member, such as Ann Cotton and Diane Aull, and a host of faculty members--Laura Wilson-Gentry, Tom Darling, Don Haynes, Ron Lippincott, and many others. .

**Elizabeth Epps**

No, actually, you have answered the question quite well. I think we're at a point where it's appropriate to ask you, what else would you like to say about your journey here at UB that maybe this interview didn't cover that you think is relevant for someone to know whether they are or are not familiar with you or the institution and they are looking for answers? Perhaps they are looking for direction? Perhaps they are pursuing the fields that you have studied and have offered your expertise to? What would you like to share that we have not asked you?

**Larry Thomas**

One thing I would say is that the University has had particularly good leadership during my time at the University. President Turner's decision to move from a small private institution and bringing UB into the state system was a critical decision on his part. During his tenure as president, Meb was committed to enhancing the University's academic reputation. A central focus was on getting academic programs accredited.

When President Bogolmony replaced Meb as president, he made a number of innovative and creative changes that further strengthened the University, including making me dean of the College of Liberal Arts and then the first dean of the newly created School of Public Affairs. Most importantly, President Bogomolny needs to be commended for securing funding for a new law school building and upgrading the university's library.

President Schmoke has faced a turbulent environment since he became president many of which emerged during COVID-19 Pandemic. Among the major challenges now facing the university are affordability, increased competition, a changing job market, and student retention. These are issues that UB and other institutions are going to be facing in the coming years. President Schmoke has the experience, knowledge, and abilities to be successful in such an environment.

**Elizabeth Epps**

Well, thank you for that response. That is an appropriate place for us to wrap up today's interview because the future, 25 to 50 years from now, may be when folks are looking back at these oral history interviews and piecing together the answers that make their everyday work. And we all know that here at UB, what is our favorite thing to say, that we are knowledge that works. We celebrated our time with Professor Larry Thomas. Thank you again, Professor Thomas for sharing your experiences about your journey here at the University of Baltimore. This wraps up our oral history interview for today, Thursday, June 8, 2023, with Professor Larry Thomas at the University of Baltimore, thank you so much for listening.

**Larry Thomas**

Okay, thank you, Elizabeth. And wish everyone well and wish the university remarkable success going forward.