Jose Anderson Interview

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SPEAKERS
Interviewer: Bedell Terry

Interviewee: Jose Anderson

Bedell Terry
This is Bedell Terry. It's December 12, [2023] at 10am. I'm with Professor Jose Anderson, via the online zoom platform. And we're going to begin our oral history interview for the University of Baltimore stories, the 100th anniversary oral history project. The purpose of this project is to celebrate the University's Centennial by preserving the memory of those influenced by the University of Baltimore. Over the years, we will be creating a digital archive and exhibit and making these recordings available online. Good morning, Professor, morning, how are you?

Jose Anderson
I'm well, thank you.

Bedell Terry
going to ask you some foundational questions. Like where were you born? Where are you from?

Jose Anderson
Was born in Baltimore, Maryland. I'm originally from West Baltimore Gorman Ave [Avenue] off of Baltimore Street, kind of in the shadow of the old Bon Secure Hospital.

Bedell Terry
and your family life.

Jose Anderson
I was in West Baltimore, until I moved to my grandmother's and grandfather's farm in Howard County. When I entered first grade, although we always owned property in Baltimore City, including the residents at 34 North Gorman Avenue. I had most of my schooling in Howard County and the Howard County Public School System.

Bedell Terry
You are only child? Do you have siblings?

Jose Anderson
Brother, older brother, younger sister. And my boy a second marriage, my father has two sons that are younger.

Bedell Terry
Do you live in Baltimore now?

Jose Anderson
I live actually in old Dundalk. I can literally throw a rock across the into Baltimore City from where I live right on the dividing line between Baltimore City and Baltimore County in historic Dundalk.

Bedell Terry
Ah! Okay, where did where did you begin your college education? And what was your major?

Jose Anderson
Okay, so, left the farm at 16; wanted to go to college and went to UMBC, University of Maryland, Baltimore County. And so started there. And as a political science major and got a partial scholarship to run track and field. So that's what led me to UMBC [University of Maryland Baltimore County] where I got quite a superior undergraduate education. They had outstanding research-oriented faculty. And I was unable to appreciate how great a college education I received until later when I entered academia. That is how well I was prepared by the faculty there and particular interest in history and philosophy and, and the law.

So that's where I received my undergraduate education. I then continued on to the University of Maryland downtown, the Francis King Carey School of Law, where I continued until 1984, when I took the Maryland bar exam and pass the exam on my first attempt and began working in two capacities, one is a member of the Maryland Public Defender's Office in the appellate division. And at that time, they allowed me to engage in a private practice of law part time if I wanted to. And I continue to do my work with lawyers that I've worked with in law school, most notably lawyers from the law firm of Russell and Thompson, where I was able to do other legal work on the civil side of things until the public defender's office made a limitation on our ability to engage in private practice in the early 1990s. So, I had a mix of legal experience in both criminal law and civil, legal matters in the private sector.

Bedell Terry
Now, did you enjoy the appellate work?

Jose Anderson
I seem to have something of a knack for it, I couldn't really understand that. Others could see that I had a knack for writing briefs and arguments. And then later in oral advocacy, turned out to be able to do very well in those areas. But mostly it was the writing. That was strong enough that it became noticeable by lawyers, and a lot of that writing training did get at UMBC [University of Maryland Baltimore County], with the writing activity that I had there, and the classes that were required, quite a bit of reinforcement and training on writing. So, it seemed to be something that I was good at.

Bedell Terry
The; I have to interject that the University of Baltimore [University of Maryland Baltimore County] UMBC, still has an outstanding history program. So hopefully, it's only gained a reputation since you've left.

Jose Anderson
Yeah, I think that it has and I was I was able to cite to a lot of the work by those who taught me and was able to go back and show I guess, some of the faculty that I'd had, that they actually made something of myself, but, but it was, you know, it was it was very, it had a lot of rigor and focus, but also a lot of interest in local history. I maintain that throughout my career. And I think that we, Maryland has had has such a rich history that to understand it, suggest that there's plenty to do right here in terms of history that's really influenced the country. So, it's been a big part of a lot of the work I have done.

Bedell Terry
Now, I reviewed your resume. And it's, it's very impressive. You're work before you got to the University of Baltimore; you were at the Wharton School.

Jose Anderson
Ben, they're still there. As an adjunct professor of legal studies in business ethics, it's my 21st year there, I got the job, the old-fashioned way. Somebody else wanted to hire somebody else, and they recommended me. I just kind of a happenstance started and then I sort of never left. And it was teaching courses in business ethics, equal protection and a course called law on social values, which allows me to sort of merge all of these interests.

And it's been kind of popular with the students because they are sort of free to be exposed to the law without having to surrender other things that they think about, or at least that's how I designed my courses so that they're accessible. So that people want to do the hard work of reading the cases and thinking about the issues.

Bedell Terry
So, what drew you to the University of Baltimore? Well, really, what drew you to academia?

Jose Anderson
So, academia, I guess, I come from a family of teachers. So, teaching has been always something that's been important to me. My grandmother was an English teacher. And she always exposed me even very early to a wide range of literature. And so encouraged a lot of reading, reinforcement of vocabulary. She would have Shakespeare on the bookshelf along with Dickens [Charles Dickens] along with the Baldwins [James Baldwin]. Right.

So, poetry, she could recite, Longfellow, I mean, four hours from memory. I mean, I didn't know everybody could Do that. I mean, he just simply did it just as part of her love of literature. And so, I think that the academic mindset was like always around me education was always important. The University of Baltimore really came about as a result of my wife's attendance there. We went to UMBC [University of Maryland Baltimore County]. She attended there with me before we were married. In the midst of her

matriculation there. She was sharing an apartment with her sister, her sister died at 29 of a cardiac asthma attack.

And her sister had a three-year-old son. And we ended up raising her nephew, you know, as our own child she was, hadn't finished her undergraduate education. By that time, I was completing my first year of law school. She stopped working full time, so that I could complete law school. And I promised her that she would be able to complete her education. Once I completed mine a couple of years later, the only option for us was the University of Baltimore, it was downtown. We used to exchange children and car seats in the parking lot of what's now the Angelos Law Center.

She was able to complete her degree in accounting only because of the availability of the University of Baltimore. And at some point, in the midst of that, I ended up teaching as an adjunct professor part-time in the legal in the law program hired by the legendary Professor Byron Worken, who probably should have fired me the first year, I wasn't very good. But he says, “I don’t think you're this bad. I'm going to give you another year to figure out what you're doing.

And then eventually, I figured it out enough to stay. And here I still am almost a continual relationship with the University of Baltimore from when my wife began matriculating in about 1986 or so, until now. So, I'm grateful for the availability of the school so that I could keep my promise to her quite frankly, that's probably the most important part of it to me, is that it made it possible for me to keep my promise that she would be able to finish her education if she suspended her so that I could complete law school.

Bedell Terry
What did you teach? What did you teach when you came to the University of Baltimore,

Jose Anderson
It was a program called legal analysis, research and writing. It was basically the first-year legal writing course. The way the course was set up is there were two professors who supervise the course; Professor Elizabeth Samuels and Professor Byron Warnken, and they were codirectors of the program.

Then there were about 20 or so adjunct professors who each had a small section of about a dozen or so students who prepared their first legal memoranda and we would, you know, give a pretty hard critique, to fashion it into legal writing. They would have a number of graded assignments and the program would culminate into a final brief, that they would argue in a moot court process and competition where they'd have guest judges, and they would get comments and feedback.

So, it was a one year one year course, for all first-year law students. And the program worked fairly well. It's been modified over the years, but the idea is still the same in the first year. The person gets a lot of feedback on their legal writing. I would tell students, you know, unless you have been trained as a car mechanic, you don't know how to fix a car even if you think that you have the talent for it. You have to be trained.

So, we dealt with it as a training you know, as opposed to criticizing your writing because you probably giving a lot of students their first harsh grade, you know, most of them are pretty good academic record

to get into Law School and they believe themselves to be academically competent. But by design, they don't know how to do what you're trained to do. So, you're giving grades that are usually below their expectations of what they think their performance is. And it was as much as encouraging them to survive.

The teaching of the new skill as it was, you know, developing their thinking as lawyers is very unstable, to the confidence to be told, hey, you know, you got 68 out of 100, on this first attempt, and then here are the ways to make it better. So, I think it actually was the foundation of why the law school was very good at training, you know, particularly access mission students, older students who are coming to, you know, fulfill their dream to be a lawyer, we get all kinds of people, and sometimes you get third generation, children of judges, right.

So, it wasn't necessarily people picking themselves up by their bootstraps, there's actually a wide range of students working together coming together to do this sort of the same hard thing. And that also made the teaching at the university very appealing to me. Because you could actually see someone's life transformed. You know, a few years later, well, now, I've been around a bit, but it's kind of encouraging to go out and about and to see people you trained as students, you know, earning a living, doing very well being in the newspaper on cases. I always laugh at breakfast when I watch them. The many lawyer commercials that train I trained almost, you know, I would say four, three out of four lawyers on lawyer commercial ads, three out of four were my students at one point or another.

And actually, knowing the kind of work that they do, you know, TV advertising notwithstanding, they're a pretty good bunch of lawyers out of it. I mean, they'd probably take good care of their clients and get good results. So whatever one may think about lawyer advertising, the truth of the matter is, there are a lot of people in my class who started out as strugglers or grasping to understand who actually figured out how to practice law at an exceptional level. And that's very exciting for a teacher.

Bedell Terry
How is the law school? I guess progressed, since you started teaching there has how has it changed?

Jose Anderson
It's a? That's a great question. I'll have to say that when I was down the street at the other law school, University of Maryland, in the early 80s, the perception of the University of Baltimore School of Law was very different than it is now. The reputation Maryland was striving to make itself more of a national place. The University of Baltimore was seen as producing practice ready lawyers.

The University of Maryland's mission was leaning towards recruiting people who ultimately, you know, half of our half of the graduating classes. Those people don't stay in Baltimore, right? They come here to go to school and go back or go to other places just by the design of their mission. It just turns out to be what happens to University of Baltimore students who come and many of them who are from out of town stay and make Baltimore their home their jobs here. It's not the daunting rent and housing costs of say, if Philadelphia or New York and they find that they can make a life here.

We always have had a great, great number of our graduates who get jobs law clerking for the local jury trial judges, all throughout the state and then they get their first job maybe with the state's attorney or the public defender's office, and they start off with salary and benefits.

Sometimes in law school or somewhere in the Baltimore area, they pick up a spouse. And they just plan here, and they have a life here. And there a lot of those stories people come in from the east coast, New York and the South, Jersey, Delaware, even parts of Pennsylvania, and they just ended up staying, you know, I'm fond of saying, I don't know if you can become a New Yorker, but you can become a Baltimorean. And indeed, it's encouraged, you know, it's encouraged that you can come here and become part of this town.

And so, I mean, I think that that message has been the same. What has been different is that the University of Baltimore just by weight of the proficiently trained people, their overall reputation and legal community has grown. I think we do a solid job of training lawyers. I think the other thing that we do that's kind of that's kind of interesting is since most of the people who come here, like being in a region and staying just by numbers, right, we are the law school that educates the lawyers who serve this community. It's like a math problem, right?

It's like, if the University of Maryland if half their graduates leave, who's serving the people here, the people we graduate, because they happen to stay, not that they can't go other places and do other things, which they do, but they just happen to stay. And so, we have many lawyers, who go on to maybe legislative careers, lots of public defenders, and prosecutors, lots of government relations people, right, work in the political areas, lobbying, and so forth. By the way, you don't have to be a lawyer to do that work. But some of the law train people to stay and do that work, just like some of the public policy people and you know, the others working in city government, state government leadership, local government.

So, I think our influence in those areas has become better recognized, because we just have made such an impact with the number of people that we have trained that have gone into those spheres of work. So, the influence in local government, in law and beyond, we're finally getting recognized for having produced those talented people and industrious people. Some have a little chip on their shoulder about, you know, how they're going to create their opportunity. But I think the core thing is competence, right? Is that those students tend to be serious, right?

They're, you know, they're always those students that really don't have the motivation. That's probably every institution but haven't given the opportunity to go to law school, for example, many of my students embrace it. I mean, they embrace the opportunity that they've been given a shot, you know, and take that very seriously. So, I think that's kind of the University of Baltimore brand, that, now that you gave me a shot, I'm going to show you what I can do.

And my students are, I think, rightly proud of that. And many, many students who I had, who I was, you know, concerned with whether they had what it took, right? I'm glad I don't get to pick because many of them have proven me wrong. I mean, when I say, oh, I don't know, you know, I will say in my head, right, because they're answering the question in class, and I'm going on oh, I don't, about you. But the

thing is, is I don't get to pick right, they pick, right, they pick, whether they want to buckle down and you know, elevate their game, and so many of them do it. That I think that how we go about it is a big part of that.

Bedell Terry
Where do you get your students from?

Jose Anderson
You know, it's funny, most of them. So, most of us my students are those who I'll bet you the majority of students that I get are students that have a family member who has encouraged them to come to law school because they're in the law or they had a lawyer somewhere in your family. That's a that's probably I would say 25 to 30% of those from the in the access community group are sometimes people that have been involved in some kind of public life or activism or their training has led them to want to be, in some ways, social reformers or to have impact on the system.

And those come from a wide range of places, but usually with the same motivation, you know, they, they want to change the world. And so, they see law as the ability to do that. We get a lot of later career students second and third career people who say I always wanted to do this and now is my time. They're the most interesting because they add to broader classroom discussions and you know, practical classroom interaction because they have a little more experience than say some of the debutante students so to speak, right.

And so, we get a lot of students from the UMBC [University of Maryland College Park] and the Towson [Towson State University, and the College Parks, right to Salisbury [Salisbury University, the places where someone has said, hey, this is going to be one of my options, and the University of Baltimore has been available for them to come. Usually seeing friends from their undergraduate institution among them, we have the Fanny Angelo students from Maryland', historically black minority institutions Bowie [Bowie State University], Morgan [Morgan State University], University of Maryland, Eastern Shore, Coppin [Coppin State University]. And then we sometimes we can get a generous share of students who are undergraduates at some of the DC schools Howard University.

Lately, we've been getting a lot of students from some of the private institutions in town. So, so it's a mix, I like the mix of students. So, I think that our strength is the fact that when you go to law school here, you're getting all kinds of people sitting in the classroom beside you. And that most students come away understanding that talent can come from anywhere and come from all kinds of backgrounds.

The notion of intellectual elitism evaporates very quickly, you know, when you recognize that you got people who are sort of from maybe on the ground community activists background all the way up to, you know, heirs and legacies of Maryland judges, and they all have to learn together. And so that's also a very, very important part of, you know, while I love teaching here, I mean, University of Pennsylvania, and I've got students you know, from all around the world, literally, who have some of them come in from quite wealthy backgrounds.

Comparing the teaching experience, however, is that I think my preference is for access mission in the broader diversity, although I have no problem with the with the students who are more advantage. At the University of Baltimore, a student might complain that their car broke down, they had to get it through a repair shop, that's why they missed the class. Think once I had a student at Penn [The Pennsylvania State University] their, their private jet got clogged and couldn't get fuel.

And so, they sent me an email from their plane apologizing that they would be late to class. It's a, it's a different sort of a thing. But I think the one common thread is that access to the learning experience, right, understanding that all learning is valuable for whatever goal you want to accomplish.

And I think the University of Baltimore has always kept me grounded in that. I mean, there's a spin a certain degree of rigor but also on Understanding that maybe some people just need a little more time to bloom. And then I'd say the top of the class, the top 10% of my students in law school as bright as anybody. I mean, that might be in terms of effort, performance, not necessarily privilege. But I would put the top 10% of my law students up against any top 10 in the country, I really would, because there's just something about what it takes to be successful learning the law, that is not necessarily tied to access to privileged education.

You know, access to good foundational education and respectful learning seems to me to be the common denominator. In learning, and I've taught, you know, people for a long time, all kinds of regions, I started out teaching at Dundalk Community College, actually, before I came to the University of Baltimore, and I had you know, when you're in a classroom, and I was teaching paralegal program there, and I would have high school debutante and retired steelworker in the same room. When they're both here, and the same thing, then you're teaching? Right?

I mean, it's no question that that was a continuation of understanding, you know, learning and access and teaching, you know, is tailored, is tailored enterprise, it's not off the rack, right? Everybody's a little bit different. But if they have the excitement for learning, by the way, those community college students that I had a handful of them have ended up elevating from sort of legal secretary or office messenger to maybe going to law school at night at the University of Baltimore, most of them have finished at the top of their class, in the sense that it's the same kind of drive that makes you successful. Right? Is that what you need to work to put in, and that they have been successful, even if they're sort of humble working-class beginnings.

And so that gives me confidence that the educational enterprise really can work in favor of access, you know, because I've literally seen it with students that have taken a little longer to get there. But when they got there, they got there in a grand way. So, I kind of believe in what it is we do that will continue to be successful. Even as the school has gotten better. We've been able to recruit better faculty, we've been able to draw people to the area because they want to live in the northeast, but somewhere they can afford, they can raise a family here.

So, we've used that to recruit great faculty. So, I think we're all we're moving in the right direction, I run clinical programs top in the country, that's a result of not just the design of the program, but the excited students who really take the idea of taking that clinical experience and changing lives very seriously.

And so that's worked very well for us to lawyers who oppose our clinic students are very nervous because our clinic students come in so hungry to want to succeed for their clients that it means that the members of the bar who have a clinic student in the courtroom against them have to prepare or they're going to get vanquished. And that's why and, you know, I hear it all the time. And that's been true for a long time, but now we're starting to get recognized for its nationally. So, that's where we kind of are.

Bedell Terry
You mentioned the program, reaching out to HBCU [Historical Black College University] students, tell me a little bit about that.

Jose Anderson
So, Fannie Angelo's program is the sister of Peter Angelos who gave the gift in his parent's name to name our building. Fannie, his sister actually was a lawyer trained in the 40s, who attended the University [University of Baltimore] at a time when women weren't practicing law.

And she actually was very active in the program while she was living because she felt like she had commonality with the students because she was someone who was trying in her league profession at a time when, you know, women weren't welcome in the 40s so much. And so, she worked very closely with the students in the early years of the program to just sort of encourage them, you know, to be successful in spaces where they hadn't been successful.

So, what happens is, we recruit at historically black colleges and universities, students during their second third year, sometimes their fourth year to apply to become part of the program, and they're given assistance to prepare for the LSAT is assistance in their legal writing and understanding legal concepts. And if they meet the requirements of the program, which are not that extremely stringent but stringent enough, they get full, they get full scholarship to attend.

And as long as they maintain their record, they can keep their full scholarship, they also get career assistance, counseling, and one on one help. And the program has been going on for over 10 years now. Maybe 14 years, I can't remember how far it goes back. But our students now are starting to be incredibly successful from those Universities. There are about 100 Fanny Angelos scholars out there now and they're working at all levels of the profession. Great with great, great impact from private firms to government. And it's a very successful program.

We call it a talent search, right, we don't sit there and say, well, this is the minority recruiting program. We're looking for people with those talents, and ability and skills and motivation and drive to be successful and give them the support that they need. And it works, it was actually honored by the American Bar Association is one of the top access mission programs in the country. And a couple of years ago, they received an award from the American Bar Association for their success. And it was initially supported by a million-dollar gift from Angelo's family. And moving towards being much more self-sustaining as the graduates go out, program support comes back, and sponsors are encouraged by the success. So, it provides a great way to identify talent, people who can stick it out and be successful in law school, by giving them the support that they need to be successful.

Bedell Terry
As the transition in the undergraduate program from for two to four years, that any impact at all on the law school?

Jose Anderson
You know, I am myself, personally was kind of a fan of taking the try to cultivate a core of undergraduate students that might be law interested to have an easier, more direct and more clear pathway to the law school, I feel like we could do better. And if we were doing better, we could show the results and encourage more people to say that that was a very effective pipeline for them. I think there are steps being made to try to look at how we can do a better job translating the undergraduate experience to the law school experience.

I just think more effort, more resources would help it be better. I actually, you know, I actually think that you could cultivate a talent pool. And having transitioned to law school much more effectively. If there was more focus paid on that the students that I've had that were undergraduate, and even graduate from, we say so called across the street. I found them to be very talented, very capable, it would be great to have more than that so I think that this university system could provide more support for our boutique opportunity. You know, they've provided support for other entities, like the UN [University] Global Campus.

And I'm not saying that's not because there are people who benefit from that product. Also, you know, I don't begrudge anybody who wants to get education in a way that fits with their life, but also think that if we were able to cultivate better pathways to law school, that it would be to everybody's benefit. And I don't think we're done. You know, I think that we're trying to figure out our space and that whole process, I would love to see a better pathway from the community colleges to the University of Baltimore to law school, I would like to see some intentionality to that. Because you know, the finances of education are so, so daunting, and to provide support from the community college process, identifying talented students to those who are coming into our program, and then to go across the street, I would love to see more of that, I think that that would give more people an opportunity to serve as attorneys, who were very capable, but didn't think that it was possible.

And maybe we have to be educated as to how that can be successful. So, again, I know there are people all across the University working on ways to think about those access pathways, I think it would, it would solve a lot of issues that we have to provide our own farm system, so to speak of talented people and in a profession, you know, have a certain standard and ability but also recognize and financial access and you know, transportation access, we're doing a hybrid program at the law school, that's going to launch in a couple of years, where less time on campus, would be required, but still the same high quality training, we're putting a lot of effort to make sure that that happens. So, this is a good time, actually to think about many of those issues.

So, I'm excited that we probably will see an uptick in innovation in that kind of training. And of course, education is changing all around the country. So, we should be in front of that. And I think we're a good place to do it. But we weren't able to hold on to our interest interested undergraduates, for all kinds of reasons that I don't think we're the University of Baltimore problem, I think Freddie Gray challenges in

2015, affected anybody who was trying to teach students on campus in a major city. George Floyd, right, I think people are, you know, concerned about having to travel to the city. In ways that do affect, you know, predicting what a university needs, and also distance learning going on at the same time. Zoom in the pandemic, you know, who could have predicted any of that. So, I think that trying to stabilize the goals of quality education, and access mission to law school, they may have been stalled a little bit by circumstances that really weren't in our control. And I'm sure we won't give up on that. I'm sure that we will keep working towards it. I think we should. And I think it's worth the investment of time and effort.

Bedell Terry
Throughout your career, you've held various significant roles outside of academia. How have these roles influenced how you teach, and how you structure your programs at the law school?

Jose Anderson
Yes, so I always tell my students, I was a lawyer first before I was a law professor, I think I was always sort of, you know, I sort of had a good dose of intellectual nerd but also like to stay very close to the ground with how things affected people. So, I brought all those experiences to bare in what I think will interest students, you know, I don't hide the grit of my prior experiences. At the same time, I expect I just like I said, my grandmother kept the Baldwin [James Baldwin] on the shelf beside the Shakespeare. I think that that's learning, I think, I think I have tried to convey that particularly a lawyer needs to be a lover of all things that are excellent. Arts, culture, literature, you know, be able to recognize the authentic from the counterfeit.

I think, you know, the street sometime is authentic, high minded educational theory, sometimes obscures the range of things that we need to think about to be successful, but it's, it's also has a great value, right. So, I think respect for those things that have impact are the best way to teach. And I always take my share of newspaper articles from current events as part of war of exercise for my students. And I say, I don't know how you're going to have this expensive law school education. But you can't explain a 400-word newspaper article to Uncle Eddie, at Thanksgiving, you're wasting your time.

So, we're going to do it all here together, we're going to say, you know, what does it mean? So took a guilty plea. Right, and you hear the news reports of, you know, the, the person on the street interview that doesn't understand why this has to be or that has to be. And I think we have a responsibility to be able to translate that for people, right? The law is a translational discipline, right?

I have to be able to translate to a fancy judge illegal argument also have to be able to translate to a not so fancy client, why this is the best course of action. And I like to think that you have to own that, you know, whether you are a law student who was educated, you know, Loyola, Blakefield, or Dunbar public high school, right, I think that there's a responsibility to be able to do it, no matter what your role is, in the law, and that, that is no. I like to call it professional lawyering skill, the translational part. And so I say, Well, you know, some of you are going to be working for big commercial developers, you know, you have to be able to go to that community meeting and explain to the disgruntled local people

why it is that you're taking certain steps and how it is you can negotiate, or navigate with them a successful outcome, right as part of your job on behalf of your client. Right.

So, it's not like white collar law versus Street Law, right? It's all translation and that that's a skill that you need to be successful. It doesn't have to do with whether you practice in one of the tall buildings downtown, or whether you're the community activist trying to protect the local community, it's, it's your professional responsibility to understand that you have to be as a journalist Tony Brown used to explain you have to become bi-dialectal, right, get to get be able to speak to all audiences that are necessary for you to do your job well. And what also comes along with that is respect for differences in communities. You know, the news media wants to always cast it as rich and poor, haves and have nots.

But I say in the law, you have to have an awareness that that's how things are being defined. But you also have to be able to navigate the reality of the outcomes for your client and do it respectfully, you know, respectfully and ethically. I have greater challenges with that at the Wharton School than I do at University of Baltimore. Right, because there's some people who believe, you know, the guy who got caught insider trading, he just wasn't going to be trading, he wasn't going to be as smart as I'm going to be because I'm going to avoid the trouble. And there, I translate.

They've got bracelets that'll fit you too, you know, I mean, don't think just because you're smarter than the guy who got caught it that means anything. And it's the same way common explanation for my law students. In my Wharton students, I say, do understand that. People in the Justice Department have built their careers on their takedowns. Right. If you look at Loretta Lynch, she was the first black female attorney general and you see this little smiling you know, short brown woman you say she's charming, I said, look at her resume of her take down there nothing charming about her.

I mean, she has charming gear. But you know, you stopped talking about taking down billion-dollar financiers who engaged in misdeeds, you know, you have a consequential set of outcomes on your resume. That's how you get to be get the top job. And you need to understand that what you get in the crosshairs of these people, you have a problem.

And that's also part of the learning process, the training process to his right is to say, I often tell my students, don't let people who didn't have good enough grades to get in here tell you what the law is. Or you need to understand the law for yourself mean, news media, no disrespect, I've got a lot of friends in news media, I was a newspaper guy, of course, in my career before I came to law school, but their job is to get readers. They're not your friends. And they won't be your friend. They can't the architecturally, they can't be architecturally, they're looking for leadership. Your job is different. You're trying to protect your clients interests, you have to understand that their job is going to go on, and your job is going to go, how do you do it the best. And

Bedell Terry
so, you know,

Jose Anderson

I mean, I think that we still have a great need for lawyers, we have a great need for lawyers who are sensitive and well-rounded and well trained. We have a need for lawyers that can translate navigate inside the community, and inside of business, and inside of all the spheres that are going to continue to be part of you know, what we do in America. And you can do all of that, ethically, and competently, and you don't have to be a jerk, and you don't have to be a liar. But I do think that that message resonates very well with the values of the university.

I think that, you know, communities are very important to the history of the university, you know, its leaders. I mean, Mr. Angelos, William, Donald Schaefer. You know, the people who were trained here had a huge link to the community. That's the natural condition of the opportunity that the University of Baltimore provided to be drawn here. Not only because of its access, but because we've tried to maintain high standards about what we've tried to teach, you know, competence and values. I mean, I think it's very real. And I think it's part of what we've always tried to do, at least for the years, I've been here since the 80s.

I always, you know, had a healthy respect for what was going on in other parts of the university, because I thought that there are a lot of very serious people here. But also, people who have compassion for the mission. I think that's why people stay, Mr. Terry, I think they stay because they like the assignment. Right, transforming lives, having people learn competently, having people know that they can go out and compete in any environment. I think people are drawn here because they want that to be true. And they appreciate their education, because it turns out to be true. And so, so that's, that's my view of the University of Baltimore experience.

Bedell Terry
Do you have anything else you'd like to get into the bicentennial?

Jose Anderson
Yeah, I think, yeah, I think I'd like to say that the importance of Baltimore and the importance of the university in it, as it has transitioned, as our world has transitioned, actually makes it more viable than it's ever been. I think that however the word goes out about what we do here, sad, what we do here has maintained maintain a certain quality, a certain access a certain combination of, of values, that are hard to maintain all together, we do it without even thinking about it, because that's kind of what we want to be. And I think we're the transition of the university to transition of Baltimore, that we have a great adventure ahead of us in the next 100 years. It's so that's fairly pretty much it. And you know, it's great having an opportunity to be part of the conversation.

Bedell Terry
Well, it's been a pleasure, having this time with you, Professor Anderson, and we want to thank you for being a part of the centennial of the University of Baltimore.

Jose Anderson
Well, thank you very much. And as you look forward to your next educational adventure, we look forward to your application to the law school in the future.