

Check It Out! Podcast Transcript
Episode #40
“On the path to higher education with Paul Pitre”
Sno-Isle Libraries, Sept. 20, 2019



Ken Harvey:	00:00:00	In this episode of Check It Out!, we'll have a conversation with Dr. Paul Pitre, chancellor for Washington State University Everett. We'll chat about the arc of his career up to date and why he's passionate about providing an opportunity for people to change their lives. Up next, Dr. Paul Pitre.
Ken Harvey:	00:00:17	Welcome to season two and episode 40 of Check It Out!, the Sno-Isle Libraries podcast for lifelong learners with inquiring minds.
Speaker 2:	00:00:35	The views and opinions expressed on this podcast may not necessarily reflect the official position of Sno-Isle Libraries.
Ken Harvey:	00:00:43	So, this is Ken Harvey.
Jim Hills:	00:00:45	And Jim Hills.
Paul Pitkin:	00:00:46	Paul Pitkin.
Ken Harvey:	00:00:46	Hey, Jim. Hey, Paul.
Paul Pitkin:	00:00:48	Hey, Ken.
Ken Harvey:	00:00:49	Hey, glad to have you guys with us and, you know, we have a special pleasure with and delight having a very dapper and distinguished gentleman, ha ha, in the studio with us.
Paul Pitkin:	00:01:03	Oh, you're talking about me. Is that right?
Ken Harvey:	00:01:05	No. No, I thought that you might misinterpret that. But nope. None of the three of us, no. Dr. Paul Pitre, who is the chancellor for Washington State University Everett, is sitting with us in the podcast studio this afternoon. Good afternoon, Dr. Paul Pitre.
Paul Pitre:	00:01:22	Good afternoon.

(Continued)

Ken Harvey: 00:01:24 Hey, we are delighted to have you here. I want to just kind of read a little bit about you so our audience has a better sense of who you are and then we're going to expound even more on that during this episode. So Dr. Pitre's been serving in the role of chancellor since 2016 - that's the information I've got here - and before that, he was academic dean of the campus for five years.

Paul Pitre: 00:01:48 Yes.

Ken Harvey: 00:01:51 He has served as the associate professor of educational leadership and counseling psychology at WSU. He's nodding his head. And prior to accepting that faculty position at WSU, he was a board member for the Auburn University faculty.

Paul Pitre: 00:02:05 Yes.

Ken Harvey: 00:02:05 So is that like the Auburn University football team place?

Paul Pitre: 00:02:09 Yes. Auburn University football powerhouse.

Ken Harvey: 00:02:13 Not like south-

Paul Pitre: 00:02:13 I was a faculty member there, actually.

Ken Harvey: 00:02:15 Ah.

Paul Pitre: 00:02:15 Very similar to the position I hold on faculty at Washington State University.

Ken Harvey: 00:02:20 Hm. Okay. So he's worked in public affairs as well and was serving in that role for the Greater Seattle Chamber of Commerce and then as program management analyst at the United States Department of Education, so a fed position.

Paul Pitre: 00:02:40 Yes.

Ken Harvey: 00:02:44 Kind of like a man in black kind of thing, right?

Paul Pitre: 00:02:48 Hm, not quite.

Ken Harvey: 00:02:48 Not quite? Okay. And it also says in our background sheets that he had several administrative posts in higher education. So one of the things that I also found real interesting is it said that his research interests centered on P-20 education policy, leadership and governance in higher education, and college access and choice, and that he received his doctorate in education policy

and leadership from the University of Maryland, his master's degree in higher education administration from New York University, and bachelor's degree in communication studies from Western Washington University. So that's a lot there. And we just skimmed it. So what did we leave out that was important, that you really want people to know about you?

- Paul Pitre: 00:03:33 Well, I think that's the most important stuff. What I would also say is I've been fortunate and I've had a lot of good opportunities and experiences. When I was at New York University I was a Holmes Partnership fellow. Essentially, the Holmes Partnership was a group that was focused on teacher education. And so what they did was they assembled a group of scholars that they were focusing on them completing their doctorate and then going into the professoriate and through that organization, I was able to meet a lot of my colleagues in not just education, but other areas within university and these are colleagues across the country. In fact, my wife was a Holmes Partnership scholar, so I met her at a meeting.
- Ken Harvey: 00:04:34 Wow.
- Paul Pitre: 00:04:34 So it was a real powerful group and they still tend to be some of my good colleagues. I also had an opportunity when I was at the University of Maryland as a graduate assistant to work for former senator Bill Bradley. He had a project called The National Issues Project and he was working on economics, healthcare, race relations, education. Essentially, he was setting up his platform for his bid for the presidency. I was able to work on race relations and that was an excellent opportunity and one that I really appreciate. And I also, as you mentioned, worked for the Department of Education. Really was more of a student position, but had an excellent experience. Worked for a Clinton appointee, a guy named Kip McGuire, and really had an excellent experience with him. He does some excellent work. He's in philanthropy and works for, I believe, the Hewlett Foundation. I've just had some excellent experiences, primarily going through my college days, but those are some of the things that kind of helped to formulate my career.
- Ken Harvey: 00:05:56 I forgot to ask before we started taping. Excuse me. I need to get with the current generation. Before we began recording, because we're no longer taping anything.
- Paul Pitre: 00:06:07 Yes.
- Ken Harvey: 00:06:09 How you wanted us to address you. Is it Dr. Pitre, Dr. Paul, Paul, Mr. Pitre, Your Honor?

Paul Pitre: 00:06:19 I usually go by Paul.

Ken Harvey: 00:06:20 Okay.

Paul Pitre: 00:06:21 Yeah. Keep it simple.

Ken Harvey: 00:06:22 So Paul-

Paul Pitkin: 00:06:24 It's a good choice.

Ken Harvey: 00:06:25 Paul, I don't know about you, but I recall when I was growing up that I used to think that I was the only person who had my name and because I didn't come across Ken Harvey very often, well, I didn't ever come across it, except when the teacher said, "Ken Harvey," and I said, "Here." And until a number of years later as a professional I discovered that there were other Ken Harveys in the world and some of them spelled their name just like I did and maybe the only difference was middle initial. Middle name. And in fact, showed up to work one day and people were looking at me funny because they had read in the newspaper that a Ken Harvey had been arrested for something unspeakable and they wondered how I'd been released. He had a different middle name.

Paul Pitre: 00:07:12 Okay.

Ken Harvey: 00:07:12 So a different person. But when I was looking up some information on you, I discovered on LinkedIn there's like 25 other Paul Pitres.

Paul Pitre: 00:07:21 There are a ton of Paul Pitres.

Ken Harvey: 00:07:23 Yeah, but I know that we've got the right one in front of us because you used the word, I think, professoriate or something like that.

Paul Pitre: 00:07:30 Aha. Yes.

Ken Harvey: 00:07:30 It was like 12 syllables [crosstalk 00:07:32]-

Paul Pitkin: 00:07:31 I'd never heard that form of that word before.

Ken Harvey: 00:07:35 Yeah. So obviously you have a PhD. Hey, we really are delighted to have you with us and by the way, I know that you've been at the helm at WSU Everett for some time, but congratulations again for being at the helm. We're really glad to have you here.

Paul Pitre: 00:07:54 Well, thank you.

Ken Harvey: 00:07:55 So tell us a little bit about why WSU Everett is where it is.

Paul Pitre: 00:08:04 Yeah. Well, it's kind of an interesting story, almost a saga now, and one of the key reasons why we're here is that this community, and when I say this community I mean Everett, Snohomish County, and the North Puget Sound region which includes Skagit County and Island County, had really been working towards getting a four-year institution that would be able to set some roots here and began to expand educational offerings at the four-year and graduate level. So they worked quite vigorously to try to make this happen and for about three decades and had some fits and starts, but never really got any traction. Of course, they preferred to have a research institution.

Paul Pitre: 00:09:06 And then somewhere around 2010, our former mayor of Everett, Ray Stephenson, was able to have a conversation with our former and beloved and now-passed president, Elson S. Floyd, about the potential for Washington State University taking on that role and being that lead institution in this region. And after their conversation and thinking about the region and what the region needed, President Floyd decided that it would be an excellent opportunity for Washington State University, especially being a land-grant institution with a mission of outreach, and I don't know if you know, but Washington State University is present throughout the state of Washington. So it just made sense that we would provide education in Everett. And of course the focus was on having the types of degree programs that would work along with economic development within this region.

Paul Pitre: 00:10:10 And so they decided that it would work well and so they devised a plan and worked on some legislation. In 2011, they went to the legislature and were able to get the legislature to pass some legislation that said WSU would be the lead institution in developing four-year and graduate education in the North Puget Sound region. And not too long after that, President Floyd gave me a call and say, "Hey, you're going to Everett." And so here I am.

Paul Pitkin: 00:10:48 Reading your past material it looks like, is there an emphasis not just on four-year degrees but on developing trades for students?

Paul Pitre: 00:10:56 Yeah, not so much trades. Well, I think every community college really focuses in on that area where it's more career and

technical education and they do an excellent job at that and they have several centers that focus in on that. One that I can think of right off the top of my head is the Center for Excellence and they do a lot of good work in career, in training. But for Washington State University, we primarily focus on the baccalaureate and in the future what we'd like to do is move more into some graduate education, but right now we're laser-focused on being the best at delivering undergraduate education.

Paul Pitre: 00:11:39 We have a new provost that's coming on board, too. Very dynamic. She comes to us from Oregon State University. One of the things that we're really trying to dial into now is some of the certificate programs and then potentially, in the future, stackable degrees. These things that make it so that individuals can get the kind of skills that they need within the workforce, but at the same time, in their own time they can kind of take these different skill-related courses that will then eventually lead them towards a degree program.

Paul Pitkin: 00:12:20 Oh, neat.

Paul Pitre: 00:12:20 So we're trying to, yeah, build that flexibility into it so that individuals can really find the time and the brain and life space to complete their work.

Jim Hills: 00:12:35 When you talk about stackable degrees and the certificate progression, you're really talking about having that strong relationship with Everett Community College, right? So it's moving through community college perhaps, maybe not exclusively, but it can build from there all the way through WSU Everett, right?

Paul Pitre: 00:12:53 Oh, most definitely. Most definitely. And in fact, with our degree programs that we have at Washington State University and the Everett University Center, we're focused on the upper division of the degree program, so the second two years of the baccalaureate, which means that we depend on Everett Community College and some of the other community colleges in the region to provide our students those first two years, those critical first two years that will then lead them to be able to transfer and complete the baccalaureate.

Jim Hills: 00:13:28 I have two questions about alignment and one is with your educational partners and the other's with your industry partners.

Paul Pitre: 00:13:34 Yes.

Jim Hills: 00:13:35 Let's talk about, how do you align between institutions, who are driven by themselves in large part? How do you make sure that alignment occurs between, say, Everett or the other community colleges or the other institutions and what's happening at WSU Everett?

Paul Pitre: 00:13:51 Yeah, that's a really good question. It takes a little bit of work for a couple of reasons. The community colleges, part of what they, well, they have a lot of different functions.

Jim Hills: 00:14:06 Right.

Paul Pitre: 00:14:06 They have programs that go anywhere from one week to two years. Our alignment with them is primarily for transfer degrees where students can get the AA degree and then they can transfer on to the four-year institution to complete the baccalaureate. Where it gets tricky sometimes is for the community colleges is when we, as the four-year institution, say Washington State University has different degree requirements from X University. That gets kind of tricky because the advisors, the faculty members and the students themselves have to kind of follow these different paths

Paul Pitre: 00:15:01 That can be tricky, but in general, I think how we keep that alignment is to try to keep in good contact and to constantly share information. We've been really fortunate in having Washington, excuse me, Everett Community College as a partner institution because they have excellent programs, they have an excellent set of science and engineering offerings, so we've been able to really align very closely with them. And I also have to speak about Edmonds Community College as well. Same thing, they have some excellent programs there. What is important is that we keep in close contact and close conversation and hopefully the degree programs don't shift too much-

Jim Hills: 00:15:56 Right.

Paul Pitre: 00:15:56 ... so that it creates a situation where a student has to pick up two or three extra credits or that type of [crosstalk 00:16:04].

Jim Hills: 00:16:03 Right. And the other piece at the other end of that, right? So it's kind of alignment for the individuals coming into the system and then aligning those programs we often hear about, you know, STEM careers, and making sure that those degrees are bringing

the skills that employers are looking for. So then there's this other end of the pipeline-

Paul Pitre: 00:16:29 Right.

Jim Hills: 00:16:30 ... that requires alignment. So how do you stay in touch with what employers are looking for?

Paul Pitre: 00:16:34 Another good question. What we do is, and this is one of the, I won't say it's unique at Washington State University Everett, but one of the advantages that we have is that we're on this I-5 corridor, so we're in a hub of business and industry. Our faculty members really take a lot of pride, first of all, and then also time to make sure that we have those industry connections. For instance, in most of our programs, but primarily in our engineering programs, we have these senior design projects that students have to do and most of them are sponsored by industry. We actually have them get practical problems from business and industry that they then take on and they solve along with mentors from business and industry. What that does is it makes it so that we're in constant conversation with business and industry and they're getting a sense of what it actually takes to be successful. They get a taste of that.

Paul Pitre: 00:17:49 The other thing that we try to do is we try to integrate some of that business and industry knowledge into our coursework and we'll have professionals who will come to our classes and teach some class sessions. But then we'll also take the class to business and industry. What we want is for our students to have this really, really good mix of this kind of classroom experience, this kind of theory, and the kind of traditional learning, but at the same time bring learning into the business and industry space as well.

Jim Hills: 00:18:28 I happen to have seen one of, I think it's one of those senior projects from an engineering class. The Lunar Rover Project?

Paul Pitre: 00:18:37 Yes. Mars Rover.

Jim Hills: 00:18:38 Mars Rover. There you go. Mars Rover.

Paul Pitre: 00:18:40 Yes.

Jim Hills: 00:18:41 Somewhere out there rover.

Paul Pitre: 00:18:43 Yes. Yes.

Jim Hills: 00:18:44 The students brought to the Marysville library as part of a robotics program, brought pieces of it, and it was totally interesting and fascinating to know-

Paul Pitre: 00:18:55 Right.

Jim Hills: 00:18:55 ... that that kind of work and learning is happening right there in Everett.

Paul Pitre: 00:18:59 Yes. Yeah. And so we've expanded from there. Now we have a Baja club and so they're going to be-

Jim Hills: 00:19:05 I want to be in a Baja club.

Paul Pitre: 00:19:07 Well, it's a vehicle-

Jim Hills: 00:19:09 Oh, okay.

Paul Pitre: 00:19:10 ... that'll go into competition-

Jim Hills: 00:19:11 [inaudible 00:19:11]?

Paul Pitre: 00:19:12 Yeah, yeah. Well, they'll be there, testing their vehicle. And then we also have this wind competition club where they'll be designing these windmills and it'll actually be testing those and we actually got a NSF Grant. One of our faculty members, Andy Shu, got a NSF Grant for, oh, excuse me, not Andy Shu. That was one of our other faculty members. Gordon Taub. Gordon Taub got that grant. They'll be testing windmills and yeah.

Ken Harvey: 00:19:48 That just really kind of leads into this question I had wanted to ask you about STEM related offerings that the college has and STEM education just as the necessity of that and at what age you see, in your opinion, it's really good for children to be introduced to those concepts.

Paul Pitre: 00:20:12 Yeah. Yeah, that's a really important piece and I have my own opinion and I feel that things like STEM, because that area is so important to the way we're moving as a society, the way we're moving, actually, globally, I think as early as we can, we need to introduce students to concepts around science, technology, engineering's a little bit more in-depth but definitely mathematics and somehow to just integrate that into their education where it becomes just a natural part of learning. And the reason why I think that is so important is that I think the way that, as an educational system the way that we're structured now is pretty rigid where we learn math at one

particular time and then we learn science at another particular time and then we learn technology whereas in the real world all these things are integrated.

- Paul Pitre: 00:21:24 And the other piece to that is within higher education, for instance, we're just starting to get more cross-discipline, right, where those things are integrated. An example is data analytics which is something that really crosses mathematics. It crosses computer science, statistics. And then it has to be applied in a certain field, right? It has to be applied in business or it has to be applied in marketing. It has to be applied in-
- Ken Harvey: 00:22:05 Public libraries.
- Paul Pitre: 00:22:06 Public libraries. It has to be applied in agriculture. You know, that type of things. So we're starting to get more degrees that kind of have that cross-disciplinary approach, but in education I think we kind of silo things where math is separate from engineering and it's separate from business and that type of thing whereas in the real world those things are really, really integrated and I think we need to move more towards integrating a lot of those fields because that's kind of the way the real world works.
- Paul Pitre: 00:22:46 I'll give you an example. We meet quite a bit with different companies and engineers and that type of thing, and so we were talking about this kind of cross-disciplinary approach that we're taking at WSU Everett where we're bringing our faculty in business together with engineering faculty and communication faculty and developing a course. And they really applauded us for that because this one engineer said that with his team, he probably spends about 20% of his time with engineers and 80% of his time is spent with people in business, people in communication and those types of things. So I think the learning kind of has to mirror the real life and the way the work world works.
- Paul Pitkin: 00:23:41 I can speak to experience to that. I remember throughout all of my schooling what you talked about, where the math is separate from science is separate from these different things, and not only was it, it made it kind of stale because you're just getting information and you're not getting application-
- Paul Pitre: 00:23:58 Exactly.
- Paul Pitkin: 00:23:59 ... but also, you didn't really know why you were learning each discipline, because it wasn't in motion. It wasn't doing anything.

Paul Pitre: 00:24:06 Exactly. It wasn't active. And when you combine those things in this more real world, you can engage students. Because, okay, this makes sense. I've seen this in my world.

Ken Harvey: 00:24:19 Make it practical and relevant.

Paul Pitre: 00:24:20 Yes.

Paul Pitkin: 00:24:20 Yeah.

Paul Pitre: 00:24:20 Make it relevant.

Jim Hills: 00:24:21 I'm curious about the story you just told about the engineer that is 20% engineering and 80% human interaction.

Paul Pitre: 00:24:28 Right.

Jim Hills: 00:24:30 And that's one thing that I've heard, that industry is looking for what they call soft skills. So how do you look to that within the degree framework, to fold in certainly the technical aspects and the knowledge and the skills that are needed there, but build in that opportunity to learn the soft skills, learn communications and other stuff?

Paul Pitre: 00:24:51 Right. Yeah, I remember being in one meeting - actually, it was in Everett - early on and I think I was at the Everett public schools and I mentioned soft skills and everybody just, "Those aren't soft skills, those are hard skills." It was almost like they said it in unison. But, no, they are just important skills in our work world. In our world in general. But I think that's a good question about how we integrate in and I think we're fortunate now in that we're still very small. If you look at the types of degree programs we have with engineering, but then we also have integrated strategic communication. Our students, from their interactions with each other, they kind of challenge each other, like the engineering students will challenge our communications students like, "Oh, you need to work on your math skills." And then our communications students will challenge them and say, "Hey, but you need to be able to speak and work in groups and talk and that type of thing." And so I think there's this kind of natural integration that we get from being a smaller campus, but I think what also happens is primarily things like in the senior design project and that type of thing, that's where students have to have a lot of interaction in groups.

- Paul Pitre: 00:26:23 Well, actually, I take that back. Let me just say in our regular curriculum there's a lot of group activity. There are a lot of group projects that students are responsible for, so there's that interpersonal communication, that group communication that has to take place. And that's kind of mimicking what they'll do once they move into the workforce. And then again the senior design project where they expand out a little bit. They work with mentors, they're working with these kind of corporate interests, and then they're also building some business plans and that type of thing. And so it expands their ability to work on some of these soft skills and it all culminates with this presentation of what they've developed.
- Paul Pitre: 00:27:15 And these teams are cross-disciplinary, too. They're not all just engineers. They bring onto the teams people from business, people from communication and that sort of thing, so they're able to develop those skills. One thing I will say about some of our majors: they're very, very course-intensive. So it means that they don't have a lot of extra time for courses that might be out of their discipline. So it's those senior design projects and things like that that really help.
- Paul Pitre: 00:27:52 One of the things that we've done at WSU Everett that's really become kind of a core of who we are is we've really worked on career development and it was something that I saw early on. I said, "We've got to be very purposeful in this way," because we have world-class faculty there and so we know that the education that our students, that they're getting is top-notch. There's no doubt about that. But we also have to think about them being able to translate that into the next step, and I just noticed in the first couple of graduating classes we had, some of our engineering students in particular would say, "Okay, I have my engineering degree. Come get me." You know? I said, "Well, they're probably not going to just come get you. But we know you're ready, but they're probably not going to come get you."
- Paul Pitre: 00:28:46 So we recognized that we had to help them to get the real kind of conversational skills, the real kind of career development skills, and I'll tell you, I get some of the firmest handshakes from those students. They're really gravitating towards that and they're really learning a lot.
- Ken Harvey: 00:29:09 Is that part of what they're learning? How to shake hands?
- Paul Pitre: 00:29:12 Well, I mean, that's a big part. I mean, you got to-
- Ken Harvey: 00:29:15 That's a big part.

Paul Pitkin: 00:29:15 That's one of those soft skills.

Paul Pitre: 00:29:17 Yeah, exactly. And a big smile, right? That's part of it. And then the other piece that comes to mind is some of our student organizations. For instance, something that happened recently is we had an engineering group that was going to have a networking event with some corporate sponsors. It was a networking event and it was going to include a formal dinner. They were like, "We don't know how to do this. We don't know which fork to use." So what they did was they contacted our hospitality business management students and they said, "Hey, we need some help." And they said, "Okay. We can help you out with that." So they had a formal dinner. They had some sponsors. I sponsored a table. And so they came together and we just did this kind of etiquette dinner and it was really, really nice. The hospitality students put it together really nicely and they brought in one of our graduates who had a lot of skills around etiquette and we had this etiquette dinner. So when they went on to have this meet and greet with these folks in business and industry, they were prepared.

Jim Hills: 00:30:43 That's cool.

Paul Pitkin: 00:30:44 Yeah. Yeah.

Jim Hills: 00:30:45 That's awesome.

Ken Harvey: 00:30:45 So we're going to come back in a minute. Take a short break and then come back and talk a little bit more, pivot away from WSU Everett in particular and little bit more on Dr. Paul Pitre and his earlier years and just talk a little bit more about kind of where he came from and the kind of the arc of his career. So we'll be right back.

Speaker 6: 00:31:14 Your donation to the Sno-Isle Libraries Foundation reaches across generation lines, helping prepare children for their first year of school and bringing reading materials to the elderly and home-bound. A Foundation gift provides seed funding for innovative library programs, for potential entrepreneurs and small business owners, teenagers, new immigrants, and lifelong learners. Please consider a one-time gift, becoming a monthly donor, or establishing a memorial gift to the Sno-Isle Libraries Foundation.

Ken Harvey: 00:31:44 Enjoying this episode of the Check It Out! podcast? Head over to the iTunes store, Google Play Music store, or most other podcast stores to subscribe, rate the podcast, or leave a review.

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- Ken Harvey: 00:32:12 All right. Back from our break. So Dr. Pitre, although I think you said I could call you Paul.
- Paul Pitre: 00:32:17 Yes.
- Ken Harvey: 00:32:17 Thank you very much for that. Tell us a little bit about where you grew up and what was life like for you.
- Paul Pitre: 00:32:24 Yeah. I'm a born and bred Washingtonian. I grew up in Seattle, Washington. My parents-
- Ken Harvey: 00:32:32 But you don't say Worshington?
- Paul Pitre: 00:32:32 No, I don't say Worshington.
- Ken Harvey: 00:32:34 Yeah.
- Paul Pitre: 00:32:35 No.
- Ken Harvey: 00:32:35 Okay.
- Paul Pitre: 00:32:35 I'm from the west side of the state.
- Ken Harvey: 00:32:36 Okay.
- Paul Pitre: 00:32:40 My mom was from North Carolina and then my dad is from Louisiana. They actually met in Seattle. So anyways, yeah, I'm a Seattlite, grew up in what was then called South Seattle, and it's hardly south. It's the Mt. Baker area, which is pretty close to central Seattle.
- Ken Harvey: 00:33:02 Yes.
- Paul Pitre: 00:33:03 And very central now. Back in those days, it was kind of south. And I had an excellent childhood there. I just remember being in second and third grade, being able to jump on the bus without any real hassle or anything like that. And back in those days, I never had a key to my house because there was not a lot of crime or anything like that. Grew up in a very multicultural community. Everybody had a nickname and-
- Ken Harvey: 00:33:37 And yours was?

Paul Pitre: 00:33:40 Paulie. That was my nickname. In fact, if somebody says, "Hey, there's Paulie. Paulie Pitre," then I know that they know me from way back.

Ken Harvey: 00:33:54 Don't try that at work, staff.

Paul Pitre: 00:33:55 Yeah, exactly. Exactly. Maybe I shouldn't have said that. Somehow I feel this is going to come back. But yeah, it was a really good place to grow up. We'd have these big community baseball games, basketball games, football games, and yeah, it was just a great place to grow up. We had-

Ken Harvey: 00:34:23 Was it a working-class neighborhood or upper, lower, middle class all together or what?

Paul Pitre: 00:34:29 I think back then we couldn't really tell. You know?

Ken Harvey: 00:34:30 Yeah.

Paul Pitre: 00:34:33 But I think it was just kind of working-class folks and you didn't really make a big deal about what people's, their income was like or what their race was. It was all about having fun and playing and enjoying. We were closer to Lake Washington so there was a lot of greenery there. As far as we were concerned, we were in a jungle. We had tree houses and chasing squirrels. We had a lot of fun.

Ken Harvey: 00:35:11 That sounds pretty idyllic. Nice memories.

Paul Pitre: 00:35:15 It was good. It was good. Well, it wasn't all good. I mean, there was always a bully or two here or there, but other than that, we had a good time.

Jim Hills: 00:35:22 Do you think that your upbringing there, does it, I don't know, if maybe from your parents or just from your experiences, obviously have this passion for education. Did you get some influences in those early years that led you to be so passionate about education?

Paul Pitre: 00:35:37 Yeah. I can speak directly to that and it has to do exactly with what we're talking about here and my community because my mother was a teacher.

Ken Harvey: 00:35:48 Grade school? High school?

Paul Pitre: 00:35:52 High school. She was a high school foreign language teacher. French and Spanish. So my background, and I won't go too far

into this, but my mother on one hand, her dad was a physician. So a African-American physician back in the '20s and '30s, you can imagine she was, you know. So she and her siblings, any education they wanted, my grandfather would make sure they got. And in fact, she was ABD, all but dissertation. Her sister had her master's degree. My uncle was a psychiatrist. So that's that side.

Paul Pitre: 00:36:36 My dad, on the other hand, grew up on a farm, Louisiana, and really couldn't get a high school diploma because the closest high school was maybe 10 miles away, which might as well have been 10,000 miles away, because back then it would be difficult just to get to school. So he actually completed his high school diploma after he had been in the military as a young man and worked and that type of thing, and continued on and completed his baccalaureate. I remember when he completed his baccalaureate from Seattle University. I was probably about seven or eight. I just remember him being in his cap and gown. But he persevered and got it in accounting.

Paul Pitre: 00:37:33 So both my parents were educated and that allowed me to have some advantages that I was clear about and I just know that some of the folks that I grew up with did not have the types of advantages I had. So that was something that always stuck with me. My parents really emphasized the importance of education and I just know that a lot of the people that I grew up with, if they would've had the same type of focus, they could've really had some real advantages as well. And so I've always kind of thought of that and thought of giving back and it's kind of fueled my passion for creating access to higher education. Access to education in general, but higher education, I think, is important.

Jim Hills: 00:38:33 I'm really curious, though, about your own college pathway. Because you did communications or broadcast communications at Western and did it for a while, right? I mean, that was your career. You worked in communications-

Paul Pitre: 00:38:48 Yeah...

Jim Hills: 00:38:49 Maybe not broadcast, but you did, well-

Paul Pitre: 00:38:51 No, I did. I did work in broadcast newspaper-

Ken Harvey: 00:38:54 You weren't like me, where I started in the basement in shipping and mail.

Paul Pitre: 00:38:58 Oh, well, I worked at KOMO for a while and that's what they made you do. I worked in the reception area and ran the teleprompter-

Ken Harvey: 00:39:10 Check. Check.

Paul Pitre: 00:39:10 And then they had me take the mail around. But taking the mail around was how you met all the people within the company.

Ken Harvey: 00:39:18 That's right.

Jim Hills: 00:39:19 Our listeners can't see Paul acting that out. Paul, he was saying taking the mail around and he was pushing a little mail cart around-

Paul Pitre: 00:39:25 That's right.

Jim Hills: 00:39:25 ... as he's doing it.

Paul Pitre: 00:39:26 That's active memory.

Ken Harvey: 00:39:29 Okay. Well, we share that.

Jim Hills: 00:39:31 But the part I'm curious about is when you decided to take a career change, you also decided, I mean, that's a serious commitment to your own education. That's a really committed educational pathway, that you said, "Okay, I'm going there."

Paul Pitkin: 00:39:49 I was curious about that, too. That seems like a pretty-

Jim Hills: 00:39:51 That's a lot to swallow.

Paul Pitre: 00:39:52 Well, okay.

Ken Harvey: 00:39:53 Who did you have to explain that to?

Paul Pitre: 00:39:55 Well, okay. Let me be honest here. I didn't really know that I was going to do all the education when I made the switch. When I committed to higher education, I don't know that I committed to the educational piece at that point. Eventually I did though, but it suited me. It really was a good match for me. And the thing that drove me in education, first and foremost the reason why I made the switch was because when I was in media, in radio and television, I was thinking that I was going to go sales. Because, you know, that's kind of where the dollars were. And then by chance, I got this position as an admissions

counselor and recruiter for a university whose name I will not mention. I really developed a passion in that area, and it-

Ken Harvey: 00:41:08 But why? Why did that ignite something?

Paul Pitre: 00:41:11 Yeah, well, so I was working for the Office of Minority Affairs and I was an admissions counselor and recruiter. And so I was going around the state of Washington and talking to students about how they could realize their dreams through higher education. And it was a situation where you wanted them to come to your institution, but you only wanted them to come if it was a good fit, but the main thing was that you wanted them to go on and do more. So I had to decide, do I want to just make money or do, I mean, and it's more than making money.

Ken Harvey: 00:41:44 Sure.

Paul Pitre: 00:41:44 I mean, it's working in the media biz, which is exciting. But for me, I just decided that it meant more for me to be able to wake up in the morning and know that I was making a difference in someone's life as opposed to maybe just focusing on the-

Ken Harvey: 00:42:05 The green.

Paul Pitre: 00:42:06 The green, yeah.

Ken Harvey: 00:42:07 So when you were out talking to these students, were you talking to students who already had their sights on the baccalaureate or whatever, or were these individuals who didn't seem to be able to dream that far or high?

Paul Pitre: 00:42:22 Mainly students who hadn't really dreamed that far. A part of it was convincing that there were opportunities for them through higher education.

Paul Pitkin: 00:42:35 Would you just scout high schools, kind of? And then-

Paul Pitre: 00:42:37 Yeah. Yeah.

Paul Pitkin: 00:42:38 ... go and talk to-

Paul Pitre: 00:42:39 Scouting high schools. Yep, that's right. That's right. And so you worked through the career centers and then they would send students to you. And then we had this really interesting thing that was sponsored by the state. It was called Minority Teen Conference. So we had a number of community colleges and pretty much all the four-years, both private and public, and we

would just go together around the state and stop in different places and have a college fair.

Ken Harvey: 00:43:15 Do you recall the largest high school that you ever visited or the smallest? Any of those in memory?

Paul Pitre: 00:43:22 Yeah. Well, you know, all Seattle high schools are huge, and so those were some of the biggest.

Ken Harvey: 00:43:27 Compared to someplace else.

Paul Pitre: 00:43:28 Oh, yeah, yeah, yeah. So we'd be out on the peninsula and we'd be over in eastern Washington and in some of the smaller areas. Yeah.

Ken Harvey: 00:43:40 Yeah.

Paul Pitre: 00:43:40 Some small schools.

Jim Hills: 00:43:42 Yeah, I bet.

Paul Pitre: 00:43:42 Yeah.

Ken Harvey: 00:43:46 Let's maybe bring it back to the present. I'm just interested about the students that WSU Everett has been attracting and graduating. Tell us about where are they coming from and on the one hand, as they come in and as they go out and actually start their career, because you've been in your present post, at the helm now for over three years and so you've turned out some students already, haven't you?

Paul Pitre: 00:44:24 Yeah. Yeah, we have.

Ken Harvey: 00:44:25 And so you probably have, hopefully, are hearing back from some of them as they're landing.

Paul Pitre: 00:44:31 We are.

Ken Harvey: 00:44:31 Yeah. Especially with some of those engineers who are saying, "I've got my degree. Come get me now."

Paul Pitre: 00:44:36 Now we're trying to get them. No. I mean, our students are meeting with a lot of success. Let me just talk about our students in general. Our average student is about 26 and a half years old, so we have some students who are 30 and above and we have some students who are really traditional age, which,

traditional is kind of a relative term these days. Then we have some students who are younger.

- Paul Pitre: 00:45:08 Our students come from primarily Snohomish County, of course. Our second largest county is King County where our students come from. Our largest feeder, of course, is Everett Community College. About 50% of our students just walk right across the street and we want to increase that number. Our second largest feeder is Edmonds Community College and we, of course, want to up those numbers as well. And our third largest feeder is Bellevue College, which is kind of interesting because it's a bit of a distance, but they have a large number of students there. What I'm assuming is that some students from Snohomish County may decide to go to Bellevue Community College because they have a lot of degree program offerings there.
- Paul Pitre: 00:45:57 And our students are great. They're the best. And I mean that, because I come in at seven sometimes and students will be rolling in and then I'll be leaving at seven and students are still there. They're really dialed in, really focused, really community-oriented and always willing to do a little bit more to help to make the WSU Everett experience one that's second to none. And we have faculty members who are the same way, so we're really, really fortunate. And I've been on a couple faculties. They're not all like this.
- Jim Hills: 00:46:44 I have heard you say and note that WSU Everett has a particularly diverse student body.
- Paul Pitre: 00:46:53 Yes.
- Jim Hills: 00:46:54 I'm curious about how you go about making the school welcoming and how you go about creating that environment that attracts a diverse community.
- Paul Pitre: 00:47:05 Yeah. I think-
- Jim Hills: 00:47:06 Student body.
- Paul Pitre: 00:47:08 I think the fact that we are in a urban area makes it so that we're already going to have a diverse student population. I think if you add to that that we draw primarily from community colleges, what you find is that, especially for African-American and Latinx students, they tend to start at the community college, so that makes it a draw for us, because if they're going to continue on, it might make sense for them to stay closer to

home, maybe maintain that career job or what have you, or maybe eliminate some of the added expense of moving away to Pullman or up to Bellingham or even down to Seattle. So I think we have kind of the right mix for a diverse population.

- Jim Hills: 00:48:04 Sure.
- Paul Pitre: 00:48:05 So I would say that that's part of it. It's so interesting that, I think at WSU Everett, it's just kind of a natural thing. I think we have a fairly diverse faculty and so I haven't really detected any real kind of racial disparities or anything like that. I think it's just kind of natural. And I think that kind of comes from being of an urban environment.
- Paul Pitkin: 00:48:52 Well, this, I guess a little bit of a related question. I'm curious, do you have the typical starting out student? They're doing a full load and they're not working at all, or is it more of a different, diverse college experience amongst the students?
- Paul Pitre: 00:49:08 Right. That's a good question, too. I think we have a little bit of both. We do have some very traditional students in that, especially with our engineering students, because they want to focus in, get their engineering degree, and then they want to become an engineer. And so they're very dialed in and they're very focused and the coursework is very intense. And so that's very important. We have started to have some that say, excuse me, that, "Hm, I may need to do this in a different way. I may need to take a little bit more time and I need to work and then I'll do this incrementally." So there's that student as well.
- Paul Pitre: 00:50:00 So we get both. Like, for instance, in our hospitality business management program, those students are required to do a thousand-hour internship and so most of them just work in the field or they just count their employment for this requirement. So they're really immersed in their work and that type of thing, in their work and their education. And then I think with that program, we've really worked very hard to kind of differentiate the coursework to do these module courses, like seven-week module courses so that students can work. The upshot of that is 100% of our students are employed because they're working through their program and if they do change employment, they may upgrade once they complete, that type of thing. So we kind of have a mix. We kind of have a mix.
- Ken Harvey: 00:51:02 You know, Paul, I remember 20, 25 years ago, being down in Tacoma and watching the changes that were happening in downtown Tacoma from, maybe I should say an unnamed university placing a campus now.

Paul Pitre: 00:51:21 You can name them.

Ken Harvey: 00:51:22 Okay. So U of Dub put a campus in down there and it was very interesting to see how the downtown Tacoma experience changed, seemingly because of that. The vibe was different and it may have been a lot of reasons, but it seemed like it was tied to the buzz of having a campus and the students and faculty and staff kind of moving in and about the downtown. I wonder if you see anything similar happening with WSU Everett being in place as kind of a downtown economic force within Everett.

Paul Pitre: 00:52:12 Yes. Yeah, I do. I do see a lot of similarities with us being in North Everett and North Everett being an area that needed some improvement and I see some of that improvement happening now. It's kind of incremental, kind of slow, but there is some change that's coming about in North Everett or North Broadway.

Ken Harvey: 00:52:37 Because you have a significant investment now-

Paul Pitre: 00:52:41 We do.

Ken Harvey: 00:52:42 ... in terms of campus and facilities there.

Paul Pitre: 00:52:43 Yes. Yeah, we do. We definitely do. So Everett Community College has some plans for more buildings on College Plaza and so it's going to continue to transform and I think there's some additional things that are already planned there in the way of apartments and that type of thing. So I think there's some real opportunity for that movement and in terms of University of Washington Tacoma, they're kind of our aspirational peer. That university campus has really transformed downtown Tacoma. They've really done a good job in terms of their own growth, but also kind of spurring the growth around it. So that's something that we would like to see for WSU on the north end of Everett and the north end of Broadway. I think it's an excellent location. There are some opportunities in terms of transportation and making it more accessible in that way, being right there on 99. So I think there's a lot of opportunity there. And of course, something else that you already know about is that we're working on some land acquisition in North Everett, so that furthers our opportunity for our growth and expansion.

Paul Pitkin: 00:54:10 That seems like that would go along with the growth in general population.

Paul Pitre: 00:54:14 That's right.

Paul Pitkin: 00:54:15 In Snohomish County, like the-

Paul Pitre: 00:54:16 Exactly. Yeah.

Paul Pitkin: 00:54:17 It's necessary.

Paul Pitre: 00:54:18 Exactly.

Ken Harvey: 00:54:18 So Paul, you mentioned something earlier, I think before we were recording with Paul about TEDxSnoIsleLibraries. You want to follow up on that?

Paul Pitkin: 00:54:27 Oh, just that WSU Everett was one of our partners for TEDx, I think it was TEDx, well, actually, it was all three of them, I believe. And of course we were very grateful for that and I remember you made a video for the TEDx experience and I believe we showed that during the event. I was really impressed with it because it took our idea, why we did the TEDx, which was to educate people and provide opportunities for them to learn new ideas outside of a library's walls. And then the way that you created this video and showed kind of these different, what you've been talking about today, these interdisciplinary partnerships and those types of things. I just was really impressed with it and when I first saw it, it was the first thing I thought of.

Paul Pitre: 00:55:21 Well, thank you. Thank you. And the TEDx events, those were really spectacular just a real kind of community event and showcasing just the knowledge and the wealth of-

Ken Harvey: 00:55:40 It is.

Paul Pitre: 00:55:42 ... ideas in this community and we're just happy to be a part of it.

Jim Hills: 00:55:46 Well, we were thrilled to have you and I couldn't agree with you more that it was having institutions like WSU Everett, Edmonds Community College, all these different places that really did show off the region's capacity. I was really thrilled about it.

Paul Pitre: 00:56:03 Yeah. Thank you.

Ken Harvey: 00:56:04 Well, we are glad to be saying, and maybe this'll be the first time we've publicly said it, that we are looking at a TEDxSnoIsleLibraries event in 2020.

Paul Pitre: 00:56:14 Excellent. I was going to say we need to do more of those.

Paul Pitkin: 00:56:19 Well, we're here to deliver.

Paul Pitre: 00:56:20 Good.

Ken Harvey: 00:56:21 So Paul will be talking to you later. This Paul will be talking to this Paul later. [crosstalk 00:56:27].

Paul Pitre: 00:56:26 Great name, by the way.

Paul Pitkin: 00:56:27 It's pretty, yeah. I'm really impressed with your name as well.

Paul Pitre: 00:56:30 Thanks.

Ken Harvey: 00:56:31 So, hey, we've only got a couple of minutes left and I wanted to give you a chance to maybe share with us any memory you may have of libraries in your life, whether it's early childhood or even in pursuit of your doctorate or even recently with family.

Paul Pitre: 00:56:52 Yes. Yes. I am a library person. I spent a lot of time in the library, as you know, probably, just through my education, but my earliest memories of a library was at Douglass-Truth Library, which is on Yesler. 2030 Yesler in Seattle, and I just remember going in there and having the opportunity to go through all these different books and knowledge and being able to read books about other countries and these types of things where it just kind of take you away. And it was a really good opportunity. I always left with two or three books. It was always fun to be able to go to the library and I really loved that. Being at the library was just a part of my life.

Paul Pitre: 00:57:48 At that time, I didn't know how important it would be in my life and how many libraries I would spend my time in, but one of the things that I also remember is my time at University of Maryland and one of my favorite places to go, well, two of my favorite libraries are first, New York University, their library, oh, is just spectacular. But the other library that probably one of my favorite places on this planet is the Library of Congress. When I was at the University of Maryland I used to spend Saturdays and Sundays at the Library of Congress and not only can you get so much information, it's just a beautiful place. It's just a beautiful place to be. Of course, there are several libraries within the Library of Congress, but it's just a beautiful place to be.

Ken Harvey: 00:58:46 Well, you may be fascinated to know that Jim and I just interviewed the librarian of Congress-

Paul Pitre: 00:58:52 Really?

Ken Harvey: 00:58:53 ... for the podcast, so-

Paul Pitre: 00:58:55 Excellent.

Ken Harvey: 00:58:55 ... that interview will be playing as part of a episode sometime soon.

Jim Hills: 00:58:59 Dr. Carla Hayden is-

Ken Harvey: 00:58:59 Dr. Carla Hayden.

Jim Hills: 00:59:01 ... is an amazing person.

Paul Pitre: 00:59:03 Yes.

Jim Hills: 00:59:04 Just inspirational, down to earth. Can I tell a quick-

Ken Harvey: 00:59:10 Sure.

Jim Hills: 00:59:11 ... Carla Hayden story?

Ken Harvey: 00:59:11 Okay.

Jim Hills: 00:59:13 She comes to Marysville Library. This was like a month ago. And all the librarians here are completely star struck. She could not have been more regular.

Ken Harvey: 00:59:24 Right. Right, yeah.

Jim Hills: 00:59:25 So she wanders in and she's got her mom with her and her, was it her sister? Who was the other one?

Ken Harvey: 00:59:30 It was her goddaughter.

Jim Hills: 00:59:32 Goddaughter. And she starts chatting up one of the children's librarians and part of the event was they were going to have a story time, a children's session. We ended up with about a hundred kids there. It was packed. But before that, Dr. Hayden talks to the children's librarian who's going to lead the event, asks what book is going to be presented, and says, "Yeah, whatever you got, that's fine," but then goes through it and then reads it with the children's librarian to understand the book, to understand the points they want to raise, to understand the pacing of-

Ken Harvey: 01:00:06 Right.

Jim Hills: 01:00:06 ... some of the reading. So she was prepping for the story time and I shared that with some of the other librarians within Sno-Isle Libraries and they were just enthralled, like, "Oh my gosh, she really is one of us."

Ken Harvey: 01:00:19 Right.

Jim Hills: 01:00:20 It was really fun. It was just totally-

Paul Pitre: 01:00:23 That's excellent.

Jim Hills: 01:00:25 And she presented the Library of Congress. She presents it as, really, the people's library. So your experience is exactly what she wants to have happen there.

Paul Pitre: 01:00:33 Exactly. I don't know if you've been there, but it's just a beautiful place.

Ken Harvey: 01:00:37 It's on my bucket list.

Paul Pitre: 01:00:39 You have to be there.

Ken Harvey: 01:00:40 My early bucket list.

Paul Pitre: 01:00:41 You have to visit. You have to visit.

Jim Hills: 01:00:42 Yes.

Ken Harvey: 01:00:43 So in our last minute, any parting words that you might want to share with anyone who may be listening to this who either is thinking about maybe going back to school, getting a degree or wants to do it, maybe they're at the tail end of their career and they're just like, "I wanted to do this for myself." What would you say to them?

Paul Pitre: 01:01:08 Yeah. Okay. So I'd say a couple things. First and foremost, I would say that in this day and age, if you graduate from school, you're going to need some type of education or training, some type of post-secondary education training, meaning after you graduate or finish high school. It just depends on the person whether it's a career in technical education or whether it's the baccalaureate degree, but you're going to need some type of education beyond that. And that's going to allow you to ensure that you're able to make your way financially through the world.

Paul Pitre: 01:01:59 And then there's the knowledge component, right? You want to learn about science and technology and those types of things.

Those are things that are going to help to complete your life. But I think the other piece is that we're kind of a knowledge society in this day and age and I think that it's important that we understand that we need to be lifelong learners, that learning doesn't just stop. We continue to read. We continue to take courses. We continue to grow. We just continue to learn about ourselves and the world that surrounds us, and I think that's important not only for our careers, but it's important for us as people.

- Paul Pitre: 01:02:51 So I would say to someone who might already be in the work world or maybe retired or what have you that it's never too late to go back and get education. I mean, we have people who are 50, 60. I think we had a 60 year old graduate. People who just want to learn and they want to achieve a degree. And you don't necessarily have to achieve the degree to come back to school and learn. It's a lifelong thing.
- Ken Harvey: 01:03:31 Thank you so much for spending the time with us.
- Paul Pitre: 01:03:33 Thank you.
- Ken Harvey: 01:03:34 And sharing about WSU Everett and what it was like growing up in your neighborhood.
- Paul Pitre: 01:03:41 Thank you so much.
- Ken Harvey: 01:03:49 That was an interesting interview.
- Jim Hills: 01:03:53 He said a lot of things but he also, I could just listen to his voice all day. And actually, listening to the two of you talk to each other, you guys both have radio voices that are just phenomenal, guys. Just such an interesting voice to listen to.
- Ken Harvey: 01:04:06 That's very nice of you to say. I thought he had a better voice than me, but.
- Paul Pitkin: 01:04:12 Well, I thought there was a lot of interesting things that he said, because it's rare that you get that sort of bird's eye view of higher education and I was thinking about, when he he was talking about science and making it interdisciplinary and the application of science in real life situations, I was really struck by that because what I said in the interview was true, and what he said. The way that kids learn about science is just, "Oh, here's math. Here's science. We're going to boil some water." And then the kids are just like, "This is boring and I don't know why I'm doing it." So I was really struck by that and I wish I would've

gotten that kind of schooling myself because it would've, think it'd make a difference to students.

- Jim Hills: 01:04:56 The other thing that I wish sometimes that our podcast listeners could get is a sense of watching the person as they're talking about their passion and their commitment, and you can really see it. You can see it and feel it. I really hope that our listeners get the sense of Paul's commitment to service.
- Ken Harvey: 01:05:16 Well, you know, we've talked behind the scenes periodically about one day offering a video version of the podcast, which I think they call those vodcasts. Vod, V-O-D-C-A-S-T. Vodcasts. Maybe that's something we should consider again, because you're right, he was very animated as he was speaking about these things and obviously very passionate about the power of and potential of education to really transform someone's life.
- Jim Hills: 01:05:50 Yeah, and when we're in our opulent studios here-
- Paul Pitkin: 01:05:54 Right.
- Ken Harvey: 01:05:55 Ha ha.
- Jim Hills: 01:05:56 ... we are up close and personal with our guests here. It would be easy to get the whole thing on one camera shot, I guess, is what I'm saying. I mean, you could just, his commitment, it's physically, you get a feeling of it when they're talking.
- Ken Harvey: 01:06:12 Well, I'll tell you, I'm always just impressed when I have the opportunity to speak doctors. People with doctors in their title. My question of him wasn't just tongue in cheek in terms of should I call you Dr. Pitre, Dr. Paul, Dr. Paul or what. Dr. P or what. But really a down to earth person with a great deal of credentials behind his name-
- Jim Hills: 01:06:41 Yeah. Definitely.
- Ken Harvey: 01:06:42 ... and letters. But as I was listening to him talk about, early on, some of that path that he took to achieve that doctorate, I thought, "Oh my gosh, that makes me tired just thinking about it."
- Paul Pitkin: 01:06:56 Oh, yeah. Well, it just makes you feel like, "Wow, I'm lame." That's incredible.

Jim Hills: 01:07:01 We do have to have him back, because he threw Auburn University in there. That never came up. We didn't know, where was the side trip to Auburn?

Ken Harvey: 01:07:11 The Auburn University?

Jim Hills: 01:07:12 [crosstalk 01:07:12] faculty.

Paul Pitkin: 01:07:13 I thought it was interesting, too, that he talked about his childhood, the experiences he had that might've made him go into education, and then it was like, "This is a totally straight line," like when he talked about his mom's side of the family and they're getting all these degrees and everything, and then his father gets a degree later in life. It's like, "No wonder he has such a passion for it."

Ken Harvey: 01:07:39 I had at, I think, one point, mentioned that we were going to ask him some questions about some of the things that are happening with him coming on board as a chancellor of WSU Everett and a new chancellor, president-

Jim Hills: 01:07:58 President.

Ken Harvey: 01:07:59 ... president at Edmonds Center, excuse me, Edmonds Community College and a new president for-

Jim Hills: 01:08:04 Everett.

Ken Harvey: 01:08:04 ... Everett Community College.

Jim Hills: 01:08:06 Right.

Ken Harvey: 01:08:07 And they all happened to be persons of color, multi-ethnic, which I think is very interesting and we did not get a chance to really talk to him about that. I think we need to invite him back.

Jim Hills: 01:08:21 Yeah.

Paul Pitkin: 01:08:22 Mm-hmm (affirmative).

Jim Hills: 01:08:22 I think there's a lot more we could talk to him about.

Ken Harvey: 01:08:25 It's also interesting to me that, essentially, with our interview with him, we've had now a duo from WSU Everett, since we had Lynne Varner on and, gosh, maybe we should have the two of them together.

Jim Hills:	01:08:43	Well, that'd be great.
Paul Pitkin:	01:08:44	Yeah.
Ken Harvey:	01:08:44	That'd be an interesting conversation, I think. We want to just thank WSU Everett for lending their chancellor and vice chancellor, associate chancellor to us in the two episodes that we've covered with them. They are transforming the Everett landscape, providing greater opportunities for students from the region to get their four-year college degrees and kind of move towards graduate and beyond, post-graduate work and, boy, they are transforming lives. We really appreciate the work they're doing.
Ken Harvey:	01:09:23	That's this week's episode of the Check It Out! podcast. Don't forget to join us next week for another episode. Thanks for listening.