

The legacy of two African American women in college administration: Maxine Buie Mimms and Wintonnette Joye Hardiman: A look back to go forward.

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The legacy of two African American women in college administration : Maxine Buie Mimms and Wintonnette Joye Hardiman : a look back to go forward

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**Abstract or
Summary**

The focus of this study was to examine the administrative legacy of two African American women administrators, Maxine Buie Mimms and Wintonnette Joye Hardiman, who administrated The Evergreen State College-Tacoma, Washington (TESC-T) campus for more than three decades. TESC-T is nationally known for its community-based curriculum and pedagogy, high retention and graduation rates, with an emphasis on African Americans. I interviewed each woman individually and together to develop a rich understanding of their perspectives to the following questions: What was your vision for this college in the Pacific Northwest? What was the theoretical framework that guided their leadership? What were some of the defining factors and strategies used to help combat or tolerate issues of race, class, and sexism in the predominately-white administration, and what do you want your legacy to be? Thirteen evolutionary themes emerged from their interviews such as: find a need in your community and serve it; serve non-traditional students where they are; bring status and credibility with applause; work with people who look like me; inspired by a master teacher; create allies; maintain the vision and legacy; black woman soldiers doing guerilla warfare; being afraid of my own brilliance; external racism can be healed internally; and, it is our sacred duty to make sure that things get passed on. The results of this study helped the author understand the reign of dominion over African American women in college administration as well as recognize the vantage point for all under-represented cultures from the margin. The lessons from this study gave the author the ability to recognize how Mimms's original model developed for African American students can be used to serve and include all cultures and cultural communities in a way that extends beyond ethnicity. The model of inclusion demonstrates the existence of collaboration throughout the institution.

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AN ABSTRACT OF THE DISSERTATION OF

Kim Elaine Washington for the degree of Doctor of Education in Education
presented on October 30, 2018
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Larry D. Roper

The focus of this study was to examine the administrative legacy of two African American women administrators, Maxine Baie Mims and Wintonette Joye Hardiman, who administered The Evergreen State College-Tacoma, Washington (TESC-T) campus for more than three decades. TESC-T is nationally known for its community-based curriculum and pedagogy, high retention and graduation rates, with an emphasis on African Americans. I interviewed each woman individually and together to develop a rich understanding of their perspectives to the following questions: What was your vision for this college in the Pacific Northwest? What was the theoretical framework that guided their leadership? What were some of the defining factors and strategies used to help combat or tolerate issues of race, class, and sexism in the predominately-white administration, and what do you want your legacy to be? Thirteen evolutionary themes emerged from their interviews such as: find a need in your community and serve it; serve non-traditional students where they are; bring status and credibility with applause; work with people who look like me; inspired by a master teacher; create allies; maintain the vision and legacy; black woman soldiers doing guerrilla warfare; being afraid of my own brilliance; external racism can be healed internally; and, it is our sacred duty to make sure that things get passed on.

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