Written by **R. Cort Kirkwood** on May 15, 2024

Two More DEI Plagiarizers Caught, This Time at MIT

Yet again, another plagiarism complaint has exposed Diversity, Equity, and Inclusion as an academic fraud racket.

This time, the plagiarists are at the Massachusetts Institute of Technology, which like the rest of academia, packed administration with DEI hires after the George Floyd Hoax.

Of six new DEI deans hired in June 2021 — one for each of the university's main schools, the *Washington Free Beacon* reported yesterday— two plagiarized their doctoral dissertations.

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The Complaint

The half-dozen deans were hired to meet criteria in MIT's "DEI Strategic Action Plan" that was supposed to "'make equity central' to the university 'while ensuring the highest standards of excellence,'" the website noted.

It didn't quite work out that way. The "highest standards of excellence" were not "ensured."

Instead, the university hired two "serial plagiarists," a 71-page complaint alleges. Tracie Jones-Barrett and Alana Anderson copied "entire pages of text without attribution and riding roughshod over MIT's academic integrity policies," the website reported, citing the complaint:

> In her 2023 dissertation titled "Cite a Sista," which explored how black women in the Ivy League "make meaning of thriving," Jones-Barrett, MIT's deputy "equity officer," lifts a whole section on "ethical considerations" from Emmitt Wyche III, her classmate in Northeastern University's Graduate School of Education, without any sort of citation.
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> The section is one of several long passages taken from Wyche's 2020 thesis, "Boyz in the Hoods: (Re) Defining the Narratives of Black Male Doctoral Degree Completers," which does not appear in Jones-Barrett's bibliography. Wyche and Jones-Barrett did not respond to requests for comment.

Wyche 2020

Ethical Considerations

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Therefore, no form of recruitment or data collection took place before receiving official IRB approval.

Further, the researcher provided each participant with detailed information at the onset of this study and will provide information throughout the study. The research ensured that all consent forms are signed and participants of fully [sic] aware of any risk associated with the study. This form ensured the participant that their participation is entirely voluntary, asserting that they may discontinue their participation at any time, and their information will be destroyed and omitted form [sic] this study. Even still, the researcher recognized the need for "Narrative inquirers "to be aware of the complicated relationships that develop among themselves and their research situations" (p. 365).

All data produced as a result of the research process, including audio recordings and interview transcripts, were stored in a password-protected computer file. Other information gathered, such as field notes, and texts were limited to the research journal, which remained locked in the researcher's office filing cabinet, and access was limited to the researcher.

Jones-Barrett 2023

Ethical Considerations

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No form of recruitment or data collection occurred before receiving official approval from the Northeastern University Institutional Review Board.

The researcher provided each participant with details about the study before interviewing them. In addition, the researcher provided participants with ongoing information throughout the study. The research also ensured that all consent forms were signed and that participants were aware of any risk that may be associated with the study. No participant were interviewed without a signed consent form. The consent form ensures the participant that their participation is entirely voluntary, asserting that they may discontinue their participation at any time, and their information will be destroyed and omitted from the study if they choose to no longer participate.

All data produced during the research process, including audio recordings and interview transcripts, were stored in a password-protected computer file. Field notes and texts were limited to the researcher's journal, which remained locked in the researcher's desk drawer in their home office. Access was limited to the researcher.

Wyche 2020

Restorying.

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The process of "restorying," involved a complex set of steps, including reviewing transcripts, and analyzing the story to understand the experience (Clandinin & Connell, 2000), and retelling the story.

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Therefore, restorying allowed the researcher to link ideas and occurrences. Researchers suggest that "retelling or restorying" can take on one or two approaches – problem-solution or three-dimensional spaced (Ollerenshaw & Creswell, 2002). Problem-solution approach takes on a narrow approach, three-dimensional space which reports on "a broader wholistic sketch" (Ollerenshaw & Creswell, 2002, p. 329)

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This process includes the negotiation of purpose, relationships, and the transitions between the two (Ollerenshaw & Creswell, 2002). As a result of this process, the researcher created a narrative for each participant, focusing on the interconnectivity of various events, and any associated conditions.

Jones-Barrett 2023

Restorying

The process of "restorying," involves a complex set of steps, including reviewing transcripts, and analyzing the story to understand the experience (Clandinin & Connelly, 2000), and retelling the story. This process allows the researcher to link ideas and occurrences. Restorying has two approaches—problem-solution or three-dimensional spaced (Ollerenshaw & Creswell, 2002). The problem-solution approach takes on a narrow approach and the three-dimensional space approach reports on "a broader holistic sketch" (Ollerenshaw & Creswell, 2002, p. 329). The three-dimensional approach wais used in this study. This process includes the negotiation of purpose, relationships, and the transitions between the two (Ollerenshaw & Creswell, 2002). Through this process, the researcher can create a story for each participant, focusing on the interconnectivity of various events and any associated conditions.

Anderson left MIT last year to work for the Boston Beer Company, maker of Samuel Adams beer. Equally hornswoggled by the Floyd Hoax, the company decided it needed an "inclusion and belonging program manager" to brew suds.

"Her 2017 dissertation, "#BLACKONCAMPUS: A Critical Examination of Racial and Gender Performances of Black College Women on Social Media," the *Free Beacon* reported, "lifts over a page of material from Mark Chae, a professor of counseling at Pillar College, who is not cited anywhere in her dissertation."

Chae was none too happy about it.

"It would have been nice to at least get a citation!" he told the website. "Anderson seems quite comfortable in taking credit for large portions of another writer's scholarly work."

Anderson also lifted material from Professor Jarvis Givens at the Harvard Graduate School of Education and Khalilah Shabazz, a DEI official at Indiana University-Purdue University Indianapolis. She is apparently a DEI careerist. She held similar jobs at Boston University and Babson College before landing at MIT.

Chae 2000	Anderson 2017
Ego identity formation is an ongoing process that achieves special and central importance during the period of adolescence (Erikson, 1968). The process of constructing a whole and cohesive sense of self is a complex procedure, characterized by the progressive advancement toward a developed and integrated psyche. Identity, in this case, serves as a construct, which functions to organize and harmonize the dynamic aspects of the self-system.	Identity formation is an ongoing process that achieves special and central importance during the period of adolescence (Erikson, 1968). The process of constructing a whole and cohesive sense of self is a complex procedure, characterized by the progressive advancement toward a developed and integrative psyche. Identity serves as a construct, which functions to organize and harmonize the dynamic aspects of the self-esteem [sic]. Marcia (1966) classified ego identity in four discrete stages: diffusion, foreclosure, moratorium, and achievement. Diffusion describes a person lacking direction. Foreclosure indicates that an individual embraces a set of values, beliefs and goals articulated by another rather than adopting self-attained values, beliefs and goals. Moratorium characterizes a person experiencing crisis, seeking to form individual values[,] beliefs and goals. Last, Achievement classifies an individual who has successfully passed through the moratorium stage and embraced self-derived values, beliefs and goals (Marcia, 1980). Under this framework, ego identity is derived from two broad cognitive categories[:] ideological perspectives and interpersonal views. Researchers have acknowledged the important role of politics, religion and other aspects and have shown how these variables interact with identity development (Kroger, 1996). Ideological ego identity is measured by considering perspectives regarding religion; politics, philosophical life-style and occupation while, interpersonal views are based on friendship, dating, sex roles, and recreation (Marcia, 1966). Erikson (1968) suggested that an individual's identity development was located "in the course of his communal culture" (p. 22), however he only devoted one chapter to race and ethnicity in his book. While much of the work of researchers like Erikson has been considered universal, these works fail to address important sociocultural influences (Carter, 1995).
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Erikson (1968) suggested that an individual's identity development was located "in the course of [her] or his communal culture" (p. 22). However, he devoted only one chapter to race and ethnicity in his book. The works of Erikson and his stages of psychosocial development have been considered universal, yet the majority of his work fails to address important sociocultural influences (Carter, 1995).	

Givens 2016

Taking it further, Dumas and ross (2016) demonstrate the importance of studying the schooling experiences of Black people from a CRT lens that further engages the complex social and historical particularities of Blackness, which they refer to as BlackCrit. Their framework pushes scholars concerned with the schooling experiences of Black people to "pointedly address how anti-Blackness, which is something different than White supremacy, informs and facilitates racist ideology and institutional practice" (p. 3).

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The consistent coping (through e.g., counter-spaces) and prolonged state of insurgency (through e.g., reoccurring student protests) lead to what Smith, Allen, and Danley (2007) refer to as racial battle fatigue, which is "the result of constant physiological, psychological, cultural, and emotional coping with racial microaggressions in less-than-ideal and racially hostile or unsupportive environments" (p. 555). Coping with microaggressions forces Black students to spend their energy and personal resources on constantly resisting mundane racism which then "depletes psychological and physiological resources needed in otherwise important, creative, and productive areas of life" (Smith et al., 2012, p. 40).

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This is a tax that is both self-imposed for survival purposes, and imposed upon them by an institutional climate that neglects their needs as students in a variety of ways.

Anderson 2017

Through a CRT lens Dumas and Ross (2016) discuss the importance of studying the schooling experiences of black people that further engages the complex social and historical particularities of blackness. Their framework seeks to address how anti-blackness informs and facilitates racist ideology and institutional practice and manifests through microaggressions. Coping with microaggressions forces the women in the study to spend their energy and personal resources constantly resisting mundane racism which distracts them from important, creative and productive areas of life (Smith, Allen & Danley, 2007). The consistent coping leads to what Smith et al. (2007) refers to as racial battle fatigue, the "result of constant physiological, cultural and emotional coping with racial microaggressions, in less than ideal and racially hostile or unsupportive environments" (p. 555). Relying on students of color, in particular black women to educate their white peers about racism is a form of racism itself, contributing to an ongoing sense of racial battle fatigue (Smith, Hung & Franklin, 2011). The invisible tax is both self-imposed by the women in the study for survival purposes and imposed upon them by an institutional climate that neglects their needs as students in a variety of ways.

"In total, the two diversity deans lifted about 10 full pages of material without attribution, according to the complaint, as well as dozens of shorter passages sprinkled throughout their theses," the website noted.

Amusingly, Anderson's dissertation is riddled with "missing words and commas" and has a problem with "subject-verb agreement."

And it doesn't appear that the two attempted to write anything original.

"The two dissertations at issue are strikingly derivative, cobbled together from classmates, online sources, and even a book's dust jacket, and at times read like replicas of their unattributed source material," the *Free Beacon* continued.

And this nonsense — the opening sentence of Jones-Barrett's dissertation — is what now passes for scholarship:

> This study, the first of its kind[,] uses Black Feminist Thought as a framework to explore and investigate how Black women at Ivy League graduate schools of education make meaning of thriving.

Anderson even ripped off material from the leftist Think Progress website.

Neither MIT nor Anderson and Jones Barrett commented to the *Free Beacon* on the findings.

No Punishment

Anderson and Jones-Barrett are just the latest two DEI hires among more than a half-dozen, including four at Harvard, revealed to have plagiarized. One of them was former president of Harvard, Claudine Gay. She was forced out of office after the revelation, which coincided with a campus dust-up over "antisemitism."

DEI administrators at UCLA Medical School and the University of Wisconsin were also caught.

"The accused administrators have not been publicly sanctioned by their universities, which have either declined to comment on the allegations or issued statements in support of the officials," the *Free Beacon* observed. Indeed, Harvard not only didn't fire Gay but also kept her on as a professor at the same salary, the *New York Post* revealed.

But "the complaint against Anderson and Jones-Barrett may be harder for MIT to brush aside, however, given the school's high-profile efforts to distance itself from DEI in the post-October 7 era."

Hamas terrorists launched a murder raid on Israel that day.

MIT has abandoned silly "diversity statements" for faculty applicants and also reversed its position on SAT tests. They are now required.

Now maybe it will stop hiring candidates who write doctoral dissertations titled "Cite a Sista" and "Boyz in the Hoods."