

DERRON BORDERS







KANSAS STATE UNIVERSITY, MANHATTAN, KS

Research









My research explores the intersection of social epistemology and adult learning, with a focus on how individuals in post-truth societies navigate—and transcend—epistemic bubbles and echo chambers. Central to my work is an investigation of the psychosocial dimensions of knowledge acquisition, retention, transmission, and assessment, particularly as they relate to moral reasoning, social identity formation, and reflective judgment.

Keywords: adult learning, social epistemology, epistemic bubbles, echo chambers, critical thinking



Academic Preparation

- 2024 – Present  **Ph.D., Adult Learning & Leadership** (*in progress*) – Kansas State University
- 2014 – 2016  **M.A., College Student Personnel** – Bowling Green State University
- 2010 – 2014  **M.A., Linguistics** – University of Utah
Thesis title: *The role of gender socialization and sibilants in the perception of gay- and straight-sounding voices: a study of returned Latter-day Saint missionaries in Utah*
Committee: Mariana Di Paolo (Chair), Aaron Kaplan, Lisa Diamond
- 2005 – 2008  **B.A., Linguistics, Cum Laude** – The Ohio State University
- 2005 – 2008  **B.A., French, Cum Laude** – The Ohio State University
- 2003 – 2005  **Completed 69 credit hours towards A.A. in Humanities**, – Columbus State Community College





Administrative Experience

- 2024 –  **Investigator**, Office of Civil Rights and Title IX, Kansas State University
- 2021 – 2023  **Director**, Office of Diversity and Inclusion, Samuel Curtis Johnson Graduate School of Management, Cornell University
- 2020 – 2021  **Assistant Director of Student Life and Academic Programming**, Cornell in Washington, Brooks School of Public Policy, Cornell University
- 2016 – 2020  **Director**, Language House, West Campus House System, Cornell University
- 2014 – 2016  **Graduate Coordinator**, Ethnic Student Center, Office of Multicultural Affairs, Bowling Green State University
- 2013  **Graduate Research Associate**, National Center for Voice and Speech, University of Utah
- 2010 – 2014  **Project Manager**, Shoshoni Language Project, University of Utah
- 2010 – 2013  **Teaching Assistant**, Department of Linguistics, University of Utah




Industry Experience

- 2011 – 2013  **Lead, Language Development**, UnBound Games, Salt Lake City, UT
- 2008  **Associate Transcriber**, VoiceBox Technologies, Bellevue, WA

Graduate Experience

- 2014 – 2016  **Graduate Coordinator**, Ethnic Student Center, Office of Multicultural Affairs, Bowling Green State University
- 2013  **Graduate Research Associate**, National Center for Voice and Speech, University of Utah
- 2010 – 2014  **Project Manager**, Shoshoni Language Project, University of Utah
- 2010 – 2013  **Teaching Assistant**, Department of Linguistics, University of Utah

Teaching Experience

- 2010 – 2013  **Instructor of Record**, Department of Linguistics, University of Utah
- Teaching & Learning Across Languages (ESL 1600), American History for ESL (ESL 1700), Cross Cultural Communication (LING 3600), Expository Writing for ESL (ESL 1060)
- 2009 – 2010  **Auxiliar de inglés (teaching assistant)**, North American Language and Culture Assistants Program, Spain
- 9th-12th grade
- 2008 – 2009  **Assistant d'anglais (teaching assistant)**, Teaching Assistant Program in France
- K-6th grade

Publications

Theses

- Borders, D.** (2015). *The role of gender socialization and sibilants in the perception of gay- and straight-sounding voices: A study of returned Latter-day Saint missionaries in Utah* [Master's Thesis, University of Utah]. <https://collections.lib.utah.edu/ark:/87278/s6zd1b53>

Scholarly Paper Presentations (Refereed)

- Borders, D.** (2019). Decolonizing gender and sexual identity development of Indigenous students. *ACPA - College Student Educators International*.
- Alzoubi, A., & **Borders, D.** (2014). (NG) in Utah: Retention or innovation? *University of Utah Student Conference in Linguistics*.
- Borders, D.** (2014). Gay- and straight-sounding voices: Gender socialization of returned Latter-day Saint missionaries. *University of Utah Student Conference in Linguistics*.
- Alzoubi, A., **Borders, D.**, & Di Paolo, M. (2013). (NG) in Utah English. *New Ways of Analyzing Variation* 42.
- Borders, D.** (2011). An immersive and collaborative approach to teaching Indigenous languages: The Co-Teaching American Indian Language Immersion Program. *University of Utah Student Conference in Linguistics*.

Conference Presentations (Refereed)

- Borders, D.**, McGhee, A., & Vital, C.-S. (2022). Fatphobia in higher education: A panel discussion. *Cornell Inclusive Excellence Summit 2022*.
- Borders, D.**, & Allbaugh, H. (2022). The intersection of anti-fatness with food, health, and wellness. *ACPA - College Student Educators International*.
- McGhee, A., **Borders, D.**, Due, J. N., & Allbaugh, H. (2022). Fatphobia in the workplace - stories from fat SA professionals. *ACPA - College Student Educators International*.

Borders, D., & Strass, K. (2019). Student development of Native American identity through language revitalization programs. *ACPA - College Student Educators International*.

Invited Talks

Borders, D. (2022). Fatphobia in medicine. *Rosalind Franklin University of Medicine and Science*.

Borders, D. (2012). Language, gender, and sexuality. *LING 3600: Cross-cultural Communication*.

Hansen, L., & **Borders, D.** (2012). Language acquisition as an international student in an American university. *Global Pathways' Spring 2012 Meeting*.

Selected Workshops (Facilitator)

Borders, D. (2023). Trans inclusion in the workplace. *SC Johnson College of Business*.

Borders, D. (2020). Diversity and inclusion aren't enough: Towards equity and justice in business student orgs. *Dyson School of Applied Economics and Management*.

Di Paolo, M., **Borders, D.**, Pynes, J., Mitchell, J., Arnoff, S., Broncho, S., Martin, J., & Griffith, T. (2014). Foundations for learning: Increasing Shoshoni language use in early-childhood learners. *Shoshoni Language Teacher Education Workshop*.

Di Paolo, M., **Borders, D.**, Pynes, J., Mitchell, J., & Arnoff, S. (2013). Breaking through barriers: Increasing the use of Shoshoni in classrooms & communities. *Shoshoni Language Teacher Education Workshop*.


Di Paolo, M., Hudson, B. J., & **Borders, D.** (2011). Workshop on teaching American Indian languages to beginning level adults: Oral language development. *8th Annual Conference on Endangered Languages and Cultures of Native America*.

University, College, & Department Service


Cornell University

University Level:


2022-2023  Elected Member, SC Johnson College of Business Representative, Employee Assembly

2020-2021  Selected Member, Building Bridges - Diverse Talent Recruitment and Retention Task Force

College Level:

2021-2023  Chair, Measurement and Accountability Committee, Dean's Leadership Council on Combatting Racism and Promoting Diversity, Equity, Inclusion, and Belonging, SC Johnson College of Business

Department Level:

2022-2023  Chair, Johnson Anti-Racism Initiative, SC Johnson Graduate School of Management

2020-2021  Chair, Cornell in Washington DEI Strategic Planning Committee, Cornell in Washington


Bowling Green State University

University Level:


 Graduate Diversity and Belonging Representative, Graduate Student Senate

University of Utah

Department Level:









2012  Organizing Chair, University of Utah Student Conference in Linguistics

2011-2012  Chair, Graduate Student Advisory Committee in Linguistics, Department of Linguistics




 Selected Member, Organizing Committee for the Annual Conference on Endangered Languages and Cultures of Native America, Center for American Indian Languages

National Service

Professional Membership

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| 2024 – Present |  American Association For Adult and Continuing Education |
| 2015 – 2023 |  ACPA - College Student Educators International |
| 2022 – 2023 |  National Association of Diversity Officers in Higher Education |
| 2015 – 2017 |  NASPA - Student Affairs Administrators in Higher Education |
| 2012 – 2015 |  American Dialect Society |
| |  International Gender and Language Association |
| 2011 – 2013 |  American Anthropological Association |
| 2010 – 2015 |  Linguistics Society of America |




Leadership

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| 2022-2023 |  Chair, Membership and Outreach , Indigenous Student Affairs Network, <i>ACPA - College Student Educators International</i> |
| 2016-2022 |  Chair, Marketing and Communications , Indigenous Student Affairs Network, <i>ACPA - College Student Educators International</i> |
| 2020 |  Founder , Coalition for Fat Identities, <i>ACPA - College Student Educators International</i> |






Committee Work

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| 2018-2022 |  Annual Conference Proposals Review Committee, <i>ACPA - College Student Educators International</i> |
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Awards & Honors

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| 2013, 2014 |  Fellowship, Western American Language Research Group, University of Utah |
| 2013 |  Salt Lake City Weekly Best of Utah Award, The Shoshoni Language Project Team |
| |  National Indian Education Association's William G. Demmert Cultural Freedom Award, The Shoshoni Language Project Team |

Skills & Knowledge

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| Administrative |  budgeting & bookkeeping, program and event coordination, project management, recruiting |
| Interpersonal |  academic advising, career coaching, conflict resolution, crisis management, training development and facilitation, mediation |
| Policy |  Affirmative Action, Americans with Disabilities Act, Clery Act, Equal Opportunity Employment, FERPA, Title VI, Title VII, Title IX, VAWA |
| Strategic |  data analytics and assessment, risk analysis, strategic planning |
| Technical |  Adobe Creative Suite, Asana, Audacity, Canva, Canvas, CSS, FileMaker Pro, GitHub, Google Applications, HandShake, HTML, JavaScript, L ^A T _E X, Maxient, Microsoft 365, Notion, PeopleSoft, Praat, Qualtrics, R, Rise 360, Salesforce, social media management, Synthesia.io, Visual Studio Code, web development |

Language Knowledge

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|-----------|-----------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------|------------------------|
| Languages |  | Arabic |  | <i>beginner</i> |
| | | Catalan: |  | <i>advanced</i> |
| | | Dutch: |  | <i>intermediate</i> |
| | | English: |  | <i>native</i> |
| | | Finnish |  | <i>beginner</i> |
| | | French: |  | <i>fluent</i> |
| | | German |  | <i>intermediate</i> |
| | | Romanian |  | <i>beginner</i> |
| | | Shoshoni |  | <i>field knowledge</i> |
| | | Spanish: |  | <i>fluent</i> |