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

🎓 **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

Administrative Experience (continued)

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.** (2025a). Raising class consciousness: Adult learning in a socialist book club. *American Association For Adult and Continuing Education*.

Borders, **D.** (2025b). Toward a decolonized andragogy: Addressing the limits of neoliberal adult education. *American Association For Adult and Continuing Education*.

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)

Barfield, T., **Borders**, **D.**, Briley, V. L., Fiala, M., & Haller, L. B. (2025a). Answering the "call to cohort:" takeaways from piloting a studio for designing dissertation research. *American Association For Adult and Continuing Education*.

Barfield, T., **Borders**, **D.**, Briley, V. L., Fiala, M., & Haller, L. B. (2025b). Experiential learning for scholars: Building community through designing research. *American Association For Adult and Continuing Education*.

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 langauge 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

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

National Service (continued)

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

2022-2023	📣	**Chair, Membership and Outreach**, Indigenous Student Affairs Network, *ACPA - College Student Educators International*
2016-2022	📣	**Chair, Marketing and Communications**, Indigenous Student Affairs Network, *ACPA - College Student Educators International*
2020	📣	**Founder**, Coalition for Fat Identities, *ACPA - College Student Educators International*

Committee Work

2018-2022	👥	Annual Conference Proposals Review Committee, *ACPA - College Student Educators International*

Awards & Honors

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

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

Skills & Knowledge (continued)

Technical   📟   Adobe Creative Suite, Asana, Audacity, Canva, Canvas, CSS, FileMaker Pro, GitHub, Google Applications, HandShake, HTML, JavaScript, LaTeX, Maxient, Microsoft 365, Notion, PeopleSoft, Praat, Qualtrics, R, Rise 360, SalesForce, social media management, Synthesia.io, Visual Studio Code, web development

Language Knowledge

Languages

Language	Level	
Arabic	●○○○○	*beginner*
Catalan:	●●●○○	*advanced*
Dutch:	●●○○○	*intermediate*
English:	●●●●●	*native*
Finnish	●○○○○	*beginner*
French:	●●●●◐	*fluent*
German	●●○○○	*intermediate*
Romanian	●○○○○	*beginner*
Shoshoni	●○○○○	*field knowledge*
Spanish:	●●●◐○	*fluent*