

# 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
- 9<sup>th</sup>-12<sup>th</sup> grade
- 2008 – 2009  **Assistant d'anglais (teaching assistant)**, Teaching Assistant Program in France
- K-6<sup>th</sup> 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. *8<sup>th</sup> 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
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	 <b>Chair, Membership and Outreach</b> , Indigenous Student Affairs Network, <i>ACPA - College Student Educators International</i>
2016-2022	 <b>Chair, Marketing and Communications</b> , Indigenous Student Affairs Network, <i>ACPA - College Student Educators International</i>
2020	 <b>Founder</b> , Coalition for Fat Identities, <i>ACPA - College Student Educators International</i>






### Committee Work

2018-2022	 Annual Conference Proposals Review Committee, <i>ACPA - College Student Educators International</i>
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## 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
Technical	 Adobe Creative Suite, Asana, Audacity, Canva, Canvas, CSS, FileMaker Pro, GitHub, Google Applications, HandShake, HTML, JavaScript, L <sup>A</sup> T <sub>E</sub> X, Maxient, Microsoft 365, Notion, PeopleSoft, Praat, Qualtrics, R, Rise 360, Salesforce, social media management, Synthesia.io, Visual Studio Code, web development

# Language Knowledge

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