

Curriculum Vitae

Bryan Wesley Hall

Regis University
College of Contemporary Liberal Studies
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Education

- Ph.D. Philosophy, University of Colorado, Boulder (2005)
- B.A. Philosophy/English, University of Denver (1998)

Languages: English, German

Advanced Administrative/Leadership Training

- Council of College of Arts and Science (CCAS) Workshop on Fundraising for Deans (2017)
- St. John's University Leadership Development Certificate (2016-2017)
- St. John's University Academic Service Learning Certificate (2017)
- Association of American Colleges and Universities (AAC&U) Conference on General Education and Assessment (2017)
- Academic Impressions Workshop on Developing a Comprehensive Peer-Mentoring Program (2017)
- American Conference of Academic Deans Institute (2017)
- CCAS Seminar for New Deans/Associate Deans (2013)
- Indiana University Faculty Colloquium for Excellence in Teaching, Leadership Institute (2012)
- AAC&U Institute on High-Impact Practices and Student Success (2012)

Academic Employment

- Professor, Regis University (2019 - present)
- Professor, St. John's University (2015 - 2019)
- Professor, Indiana University Southeast (2015)
- Associate Professor, Indiana University Southeast (2012 - 2015)
- Assistant Professor, Indiana University Southeast (2006 - 2012)
- Visiting Professor (Fulbright Scholar), University of Bucharest (2010 - 2011)
- Visiting Assistant Professor, Virginia Tech (2005 - 2006)

Administrative/Leadership Appointments

- Academic Dean, College of Contemporary Liberal Studies (2019 - present)
 - Responsibilities: I oversee all operations within the College. In conjunction with the Provost and faculty, I determine strategic priorities for the College and develop initiatives to pursue these priorities. Working with units from across campus, I create programs to ensure post-traditional student success. Together with the faculty in the College, I help create new undergraduate and graduate programs. I serve on a number of university-level leadership committees and assist the Development office with fundraising. I have three Chairs and an Associate Dean who are direct reports.

- Associate Dean of Undergraduate Studies, St. John's College of Liberal Arts & Sciences, St. John's University (2015 - 2019)
 - Responsibilities: I oversaw the undergraduate schedule, undecided advisement, enrollment management, graduation, bulletin updates, and college-level/general education assessment. I heard student grievances, carried out teaching observations within the college, and developed new undergraduate/combined degree programs. I created student success initiatives and oversaw the budget for these initiatives. I had four assistant deans that were direct reports.
 - Accomplishments: I created several new student success initiatives to improve retention and persistence (total budget = \$30,000). The college saw a 7.8% increase in fall-to-fall retention after my first year. One of my student success initiatives (peer-mentoring for struggling first-year STEM students) had a 95% fall-to-fall retention rate. I participated in the University Core Curriculum Committee that overhauled the core curriculum and assessment plan. I revamped the college assessment process insuring that all programs receive feedback to help them “close the loop” every assessment cycle. I worked with faculty to develop new interdisciplinary degree programs.

- Program Coordinator of Philosophy, Religious Studies, and Humanities, Indiana University (IU) Southeast (2014 - 2015)
 - Responsibilities: I was in charge of scheduling courses and managing/hiring part-time faculty across three disciplines. For the Philosophy major, I completed program assessments, oversaw Philosophy Club, and worked on improving upper-division enrollment and recruitment to the major.
 - Accomplishments: I worked with the Office of Institutional Effectiveness to create new Philosophy program assessment rubrics and completed program assessment reports. I improved upper-division enrollments in Philosophy by developing courses that fulfill major requirements for over-enrolled programs on campus (e.g., Philosophy of Mind for Psychology). I developed an interdisciplinary pre-Law minor in collaboration with colleagues in Arts and Letters, Social Sciences, and Business. Finally, I created a new General Education course in consultation with colleagues in Speech/Communications entitled Introduction to Debate, Argument, and Persuasion which now fills multiple sections each semester.

- Faculty Colloquium for Excellence in Teaching (FACET) Campus Liaison (2014 - 2015)
 - Responsibilities: FACET is a community of IU faculty dedicated to promoting excellence in teaching and learning. The campus liaison serves as the primary link between the campus faculty, the campus Institute for Learning and Teaching Excellence office, and the statewide FACET organization. The liaison organizes, advertises, and facilitates teaching colloquia and workshops on campus. The liaison must also solicit, review, and provide feedback on all FACET applications from the campus.
 - Accomplishments: I organized three teaching workshops and one scholarship of teaching and learning workshop for fall 2014. For spring 2015, I organized three teaching brown-bags as well as a half-day teaching symposium that drew 70 full-time faculty members. I also mentored faculty nominated to FACET in the application process.

- Interim Director, Master of Liberal Studies (MLS) Program, IU Southeast (fall 2013)
 - Responsibilities: This position was a one-semester sabbatical replacement. I taught the Introduction to Liberal Studies course, solicited and oversaw the choice of course proposals for the following year, advised current/prospective students, reviewed admissions applications, chaired meetings of the MLS Advisory Board, served as a faculty advisor for the Graduate Philosophy Journal, maintained all social media accounts, and ran a monthly support group for students who were working to complete their theses.
 - Accomplishments: I spearheaded the creation of two new concentrations within the MLS program to attract new students to IU Southeast (New Media as well as Organizational Leadership and Communication). I also revitalized the marketing of the MLS program. I worked with my counterparts in other graduate programs on campus (Business and Education) to develop joint marketing materials and made sure that IU Southeast was represented at different graduate fairs across our service region (several of which I personally attended). I also worked with the Marketing office on campus to create a social-media advertising campaign for the MLS program specifically targeting certain demographics we hoped to attract to the program.

- IU Taskforce on High-Impact Practices, campus leader (2012 – 2014)
 - Responsibilities: This taskforce had members from all of the IU campuses and was a joint project of FACET and the IU Office for Regional Affairs. Its main task was to improve the implementation of high-impact educational practices across the regional campuses (i.e., practices that have a dramatic impact on retention/persistence rates as well as student learning). The taskforce was charged with creating a general IU system plan for improving the implementation of these practices. Campus leaders were charged with developing specific projects, consistent with the system-wide plan, to improve the implementation of these practices on their individual campuses.
 - Accomplishments: The IU system taskforce developed an action plan for implementing high-impact educational practices (e.g., first-year seminars,

learning communities, collaborative learning, etc.) across the IU Campuses. In conjunction with my campus team, faculty, and administrators, I developed and secured funding for a residential learning community (RLC) aimed at first-generation Pell Grant eligible first-year students. The RLC combined several of these high-impact practices for a multiplier effect. In addition to boosting second year retention, students from the RLC also scored higher on skills assessments than other students from the same demographic who took the same courses outside of an RLC setting. Under my leadership, the campus team also developed an inventory of high-impact practices already being utilized on campus.

Awards and Grants

- Distinguished Teaching Award (2015)
 - This is the most prestigious teaching award at IU Southeast. Applicants must demonstrate a consistent record of pedagogical excellence over the course of their academic careers. Only one award is given per year.
- FACET Mini-Grant (2014)
 - This grant is being used to fund programming for the improvement of teaching and learning in spring 2015. The grant covers speaker travel fees/honoraria, local speaker stipends, as well as catering. Award: \$2,100.
- FACET Member (2013)
 - I was inducted into FACET in the spring of 2013. Admission to FACET is highly selective and potential members go through an exacting application process at the campus and state-wide levels. Members promote teaching excellence on their local campuses through peer reviews of teaching, peer mentoring, and participation in pedagogy workshops and research.
- IU Blueprint Committee for Student Attainment Award (2013)
 - In conjunction with the campus team I was leading and with the aid of campus administration, I applied for and received funding for a pilot RLC at IU Southeast aimed at Pell-Grant eligible, first-generation students who are at-risk of dropping out of college in their first year. RLC students lived together in a residence hall and took three general education courses that were linked through common content. I taught one of these courses as a first-year seminar. Students also participated in organized co-curricular academic and social events that strengthened their academic skills and built cohort cohesion while better integrating them into the campus community. Award: \$15,600.
- Trustees Teaching Award (2008, 2009, 2010, 2013)
 - This is a competitive and campus-wide award that is given for excellence in teaching. Only 5% of eligible faculty receive these awards each year. Applicants must present their teaching goals and methods, demonstrate student learning and teaching effectiveness, have a record of professional development, and facilitate student learning outside the classroom.
- Distinguished Research Award for Junior Faculty (2012)
 - This is the most prestigious research award for junior (pre-tenure) faculty at IU Southeast. Applicants must demonstrate a consistent record of excellence in

- research since the time they were appointed to the faculty. Only one award is given per year.
- Romanian-American Fulbright Fellowship (2010-2011)
 - This was a senior scholar fellowship for a year of teaching and research at the University of Bucharest. I worked on my book entitled *The Post-Critical Kant* during my Fulbright year and also taught undergraduate and graduate level courses in the Philosophy and American Studies departments. Award: \$33,810.
 - Faculty/Student Working Groups Summer Fellowship (2008)
 - IU Southeast awards this fellowship to small research teams of faculty and students on a competitive basis. Two students and I were awarded this fellowship to work on a student primer on Kant's *Critique of Pure Reason*. The book is entitled *The Arguments of Kant's Critique of Pure Reason* and was published with Rowman and Littlefield/Lexington Books in 2010. Both students received co-author credit. Award: \$8,000 for faculty, \$1,000 for each student.
 - Summer Faculty Research Fellowship (2007)
 - IU Southeast awards this fellowship to faculty on a competitive basis. I used the fellowship to start work on my book manuscript entitled *The Post-Critical Kant*. Award: \$8,000.
 - German-American Fulbright Fellowship (2003-2004)
 - This is a graduate fellowship for a year of study and research at a German university. I was at the Philipps-Universität Marburg working to complete my dissertation under the direction of Professor Burkhard Tuschling. Award: \$15,000.

Publications

Books:

- 1) *An Ethical Guidebook to the Zombie Apocalypse: How to Keep Your Brain without Losing Your Heart* (Bloomsbury, forthcoming).
- 2) *The Post-Critical Kant: Understanding the Critical Philosophy through the Opus postumum* (Routledge, 2014).
- 3) With M. Black and M. Sheffield, *The Arguments of Kant's Critique of Pure Reason* (Rowman and Littlefield/Lexington Books, 2010).

Articles:

- 1) 'Hume and Kant on Space, Divisibility, and Antinomical Conflict,' in *Kant and the Scottish Enlightenment* (Routledge, 2017), E. Robinson and C. Suprenant (eds.), 212-229.
- 2) 'The Residential Learning Community as a Platform for High-Impact Educational Practices Aimed at At-Risk Student Success,' *Journal of the Scholarship of Teaching and Learning*, 16:6, 2016, 42-55.
- 3) 'The Post-Critical Kant: A Reply to v.d. Berg, Edwards and Westphal,' *Critique*, <https://virtualcritique.wordpress.com/>, posted November 2nd, 2016.
- 4) 'Fichte and Kant on the Ground of Experience,' *Contemporary Studies in Kantian Philosophy*, <http://www.cckp.space/>, posted June 14th, 2016.

- 5) 'The Two Dogmas without Empiricism,' *Kant Yearbook*, 7:1, 2015, 73-96.
- 6) 'Kant on Newton, Genius, and Scientific Discovery,' *Intellectual History Review*, 24:4, 2014, 539-556.
- 7) 'Kant and Quine on the Two Dogmas of Empiricism,' in *Kant and Philosophy in a Cosmopolitan Sense: Proceedings of the 11th International Kant Congress* (De Gruyter, 2013), vol. 5, 749-760.
- 8) 'A Dilemma for Kant's Theory of Substance,' *British Journal for the History of Philosophy*, 19:1, 2011, 79-109.
- 9) 'Kant on Geniuses and Scientists in the Public Sphere,' in *Proceedings of the International Conference on Globalization and Changing Patterns in the Public Sphere* (Comunicare.ro, 2010), 37-47.
- 10) 'Appearances and the Problem of Affection in Kant,' *Kantian Review*, 14:2, 2010, 38-66.
- 11) 'Effecting a Transition: How to Fill the Gap in Kant's System of Critical Philosophy,' *Kant-Studien*, 100:2, 2009, 187-211.
- 12) 'Understanding *Convolut* 10 of Kant's *Opus postumum*,' in *Right and Peace in Kant's Philosophy: Proceedings of the 10th International Kant Congress* (De Gruyter, 2008), vol. 5, 245-256.
- 13) 'A Reconstruction of Kant's Ether Deduction in *Übergang* 11,' *British Journal for the History of Philosophy*, 14:4, 2006, 719-746.

Book Reviews:

- 1) 'Review of Oliver Thorndike's *Kant's Transition Project and Late Philosophy: Connecting the Opus postumum and Metaphysics of Morals*,' *Kantian Review* (forthcoming).
- 2) 'Review of Giovanni Pietro Basile's *Kants Opus postumum und seine Rezeption, Plurilogue: Politics and Philosophy Reviews*, <http://www.plurilogue.com>, posted March 21st, 2014.
- 3) 'Review of Eric Watkins' *Kant and the Metaphysics of Causality*,' *Kantian Review*, 12:2, 2007, 158-160.
- 4) 'Review of Robert Hanna's *Kant, Science, and Human Nature*,' *Review of Metaphysics*, 61:2, 2007, 422-424.
- 5) 'Review of Kenneth Westphal's *Kant's Transcendental Proof of Realism*,' *Kantian Review*, 11, 2006, 127-130.

Teaching/Administrative Presentations

- 'Teaching Philosophy through Popular Culture,' Denver Pop Culture Con (upcoming 2019)
- 'Creating a Culture of Learners through Peer-Mentoring,' International Society for the Scholarship of Teaching and Learning (2018)
- 'Strategies to Intentionally Engage Students in College-Level Initiatives,' Council of Colleges of Arts and Sciences Annual Meeting (2017)

- ‘Your Defense against the Dark Arts: An Administrator’s Advice for Preempting the Threat of Closure,’ American Philosophical Association Eastern Division (2017)
- ‘Why Teach a Master of Liberal Studies Course,’ Institute of Learning and Teaching Excellence Workshop (2013)
- ‘High-Impact Practices that Lead to Student Success,’ FACET Workshop (2013)
- ‘Great Ideas for Teaching,’ 2013 Annual Teaching Symposium at IU Southeast (2013)
- ‘Covering Kant in a History of Modern Philosophy Survey Course,’ refereed presentation, American Philosophical Association Central Division, American Association of Philosophy Teachers Group Session (2010)

Selected Research Presentations

- ‘Kant’s Post-Critical Theology’
13th International Kant Congress (2019 upcoming)
University of Mainz (2016)
- ‘A Kantian Answer to Aenesidemus: Appropriating Kant’s Doctrine of Self-Positing in the *Opus postumum*’
Ludwig-Maximilians-Universität (2019)
Kobe Women’s University (2019)
American Philosophical Association Central Division (2018)
University of Leuven (2016)
University of Tampere (2016)
- ‘Popularizing Normativity: The Impending Zombie Apocalypse and Kantian Moral Obligation’
Universidad Autónoma Metropolitana /Universidad Nacional Autónoma de México (2017)
- ‘Fichte’s False Dilemma’
Xavier University (2015)
American Philosophical Association Central Division (2013)
- ‘The Two Dogmas without Empiricism’
University of Luxembourg (2014)
University of Bucharest (2014)
- ‘Transcendental Material Existence in Kant’
New Europe College (2014)
- ‘Identifying and Bridging the Gap in Kant’s Critical Philosophy’
University of Virginia (2013)
University of Bucharest (2011)
- ‘Kant on Newton, Genius, and Scientific Discovery’
American Philosophical Association Pacific Division (2012)
Austrian Society for Philosophy Conference (2011)
International Society for Intellectual History Conference (2011)
- ‘The Post-Critical Development of Kant’s Ether Theory’
PhiloSTEM-4: The Fourth Midwest Workshop in Philosophy of Science, Technology, Engineering, and Mathematics (2012)
- ‘Identifying the Gap in Kant’s Critical Philosophy’

- American Philosophical Association Central Division (2012)
- ‘The Structure and History of the *Opus postumum*’
University of Bucharest (2011)
- ‘Kant on Geniuses and Scientists in the Public Sphere’
International Conference on Globalization and Changing Patterns in the Public Sphere (2010)
- ‘American Foreign Policy and the Problem of Perpetual Peace’
20th Polish Association for American Studies Conference (2010)
- ‘Kant and Quine on the Two Dogmas of Empiricism’
11th International Kant Congress (2010)
- ‘A Dilemma for Kant’s Theory of Substance’
American Philosophical Association Central Division (2008)
Mountain Plains Philosophy Conference (2007)
- ‘Resolving a Trilemma for Kant’s Theory of Affection’
American Philosophical Association Eastern Division (2007)
- ‘Appearances and the Problem of Affection in Kant’
Midwest Study Group of the North American Kant Society (2006)
- ‘Understanding *Convolut* 10 of Kant’s *Opus postumum*’
10th International Kant Congress (2005)
- ‘Negative vs. Positive Rights: A Philosophical Analysis of Transatlantic Foreign Policy’
50th Annual Fulbright Berlin Conference (2004)

Teaching

Graduate Level

- Introduction to Graduate Liberal Studies (spring 2013)
- The Philosophical Foundations of American Civil Government (fall 2010)
- Kant (spring 2006, spring 2011)

Upper-Division Undergraduate Level

- Problems in Social and Political Philosophy (fall 2014)
- Symbolic Logic (fall 2009, fall 2012)
- Kant, team taught (spring 2012)
- Causation in European Philosophy (fall 2010)
- Hume, team taught (spring 2009)
- Philosophy of Science, team taught (spring 2009)
- 19th Century Philosophy (fall 2008)
- History of Modern Philosophy (taught regularly from 2008 – 2015)
- Locke, team taught (spring 2008)
- Philosophy of Religion (taught regularly from 2007 – 2014)
- Analytic Philosophy (spring 2007)
- 18th Century Philosophy (spring 2006)

Lower-Division/General Education Undergraduate Level

- Introduction to Ethics (taught regularly from 2006 - 2019)
- Introduction to Social and Political Philosophy (taught regularly from 2008 - 2015)
- Introduction to Philosophy (fall 2006)
- Knowledge and Reality (fall 2005)

Service

State Level

- IU Southeast representative to Indiana Transferable Core Curriculum Panel (fall 2012)

University Level

- Dean's Council (2019 – present)
- President's Advisory Cabinet (2019 – present)
- Provost's Development Council (2019 – present)
- Global Studies Committee (2018 – 2019)
- Strategic Priorities Review Committee (2017 – 2019)
- Deans/Registrar Working Group (2015 – 2019)
- University Assessment Committee (2015 – 2019)
- Arts & Letters Representative, Academic Restructuring Taskforce (2015)
- Campus Liaison, FACET (2014 – 2014)
- Institutional Animal Care and Use Committee (2014)
- Outside Member, Political Science Search Committee (spring 2015)
- Faculty Advisor, Graduate Research Journal (fall 2013)
- Arts & Letters Representative, Vice-Chancellor for Academic Affairs Search Committee (2012 – 2013)
- Team Leader, IU Southeast FACET Campus Team for the Implementation of High-Impact Educational Practices (2012 – 2014)
- Faculty Senate (2007 – 2009, 2012 – 2013)
- Co-Chair, Interdisciplinary Colloquium Series on Climate Change (2011 – 2012)
- Faculty Advisor, Undergraduate Research Journal (2007 – 2012)
- Chancellor's Scholarship Committee (2008 – 2009)
- Honors Committee (2007 – 2009)
- Organizing Committee, Southeast Indiana Research Conference (fall 2006)

College Level

- Liberal Arts Faculty Council (LAFC) Committee on High-Impact Educational Practices (2015 – present)
- LAFC Assessment Committee (2015 – present)
- LAFC member (2015 – present)
- Outside Member, Art History Search Committee (2011– 2012)
- School Review Committee for Tenure and Promotion (2009 – 2010)

- Strategic Planning Committee (2008 – 2010)
- Salary Recommendation Sub-Committee (2007 – 2008)

Program Level

- Program Coordinator (2014 – 2015)
- Co-Chair of Philosophy self-study (2009 – 2010)
- Faculty Advisor, Philosophy Club (2008 – 2010)

Professional

- Referee for *Bloomsbury*, *History of Philosophy Quarterly*, *HOPOS*, *Journal of the History of Philosophy*, *Kantian Review*, *Kant-Studien*, and *Society and Politics*
- Executive Committee (including rotating Presidency), Indiana Philosophical Association (2012-2015)
- Outside Member, Adelphi University Philosophy Search Committee (2017)