

CURRICULUM VITA 2016

STEPHEN A. FURLICH

Academic Department: Literature and Languages

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EDUCATION

Texas Tech University (TTU)
Doctor of Philosophy in Higher Education
Graduation: December 2006

Texas Tech University (TTU)
Master of Arts in Communication Studies
Graduation: August 2000

Texas Tech University (TTU)
Bachelor of Arts in Psychology
Graduation: August 1998

TEACHING EXPERIENCE

Assistant Professor

2012-2016

Texas A&M University-Commerce, Commerce, TX

- **(First Time Offered at TAMUC) Taught Computer Mediated Communication:** This course covers the digital networked era, which is based on consuming ever-increasing content. The course examines fundamental aspects of interpersonal communication and consider how different types of computer-mediated communications (CMC) technologies such as e-mail, instant messaging, video conferencing, twitter and social network sites affect communication processes. Students will develop a better sense of knowledge, information, and power changes on the web and become aware of their own personal change. Students will engage the web as critical writers and readers in order to move past being simply consumers and empower them in this digital networked era.

- **(First Time Offered at TAMUC On-Line) Taught Persuasion Communication:** This course includes a critical analysis of the principles and methods influencing belief and action. This course expands beyond studying persuasion in speech format. Communication through technology is also analyzed concerning persuasive appeals. Professional persuasive techniques are analyzed such as with sales people and advertisements.

- **(First Time Offered at TAMUC) Taught Communication Research Methods:** This course is a survey of basic human communication research methods focused on developing competencies at various levels.
 - The primary goal is for students to better understand and apply how research is conducted in communication studies. Emphasis is placed in three primary areas of human communication research: Quantitative, Qualitative, and Critical. Students will write papers that can lead up to research studies.

- **(First Time Offered at TAMUC On-Line) Taught Intercultural Communication:** This course applies intercultural communication concepts, principles, strategies and techniques to your professional and personal life.
 - Intercultural communication is examined with face to face communication and through the use of technology.

- **(First Time Offered at TAMUC) Taught Gender Communication:** emphasis on gender communication
 - Different theoretical perspectives will be covered from which to study social behavior of the two sexes. Both verbal communication and nonverbal communication will be addressed across contexts.

- **(First Time Offered at TAMUC On-Line) Taught Political Communication:** The American political system is addressed with an emphasis on communication.
 - The course also looks at relevant media formats such as current trends and technology use. Applying political communication concepts, principles, strategies and techniques to your personal life.

- **(First Time Offered at TAMUC On-Line) Taught Leadership and Conflict:** Leadership is addressed with an emphasis on communication

- Communication is a major component with any leader. Various forms of communication are explored to understand how leaders can innovate change through their communication.
 - **Taught Small Group Communication:** emphasizes more proficient communication in various types of groups
 - Small groups influence individual lives every day both positively and negatively. Students learn positive and negative communication behaviors for small groups in various contexts.
 - **(First Time Offered at TAMUC On-Line) Taught Interpersonal Communication:** interpersonal communication theories and concepts
 - Interpersonal Communication focused on communication in small numbers on a personal level. Different contexts examined were personal relationships,
 - organizations, small groups, and family dynamics Emphasis was placed on research and application of theories and concepts.
 - Verbal and nonverbal elements of interpersonal communication were a primary focus.
 - Lectured, managed grade rosters, and designed syllabi
 - **(Face to Face & On-Line; First Time Offered at TAMUC On-Line) Taught Human Communication:** human communication theories and concepts
 - Human Communication was a survey of basic processes, theories, and skills focused on developing competencies in various levels of human communication. Emphasis was placed on research, organization, presentation,
 - and evaluation of oral messages and presentations. Verbal and nonverbal elements of oral communication were a primary focus.
 - Lectured, managed grade rosters, and designed syllabi
- Taught Business & Professional Communication:** communication principles and practices for business professionals

- Professional Communication focused on communication in the business context. More specifically, an emphasis was placed on principles and practices for communicating at work.
- Lectured, managed grade rosters, and designed syllabi

Taught Fundamentals of Communication: emphasis on communication skills development

- Fundamentals of Communication explored theories and principles of effective public speaking while providing an emphasis on skills development.

• **(First Time Offered at TAMUC) Taught Nonverbal Communication:** emphasis on nonverbal communication

- Nonverbal communication attempts to improve the ability to communicate more effectively nonverbally as well as to better understand other's nonverbal behaviors by exploring fundamental nonverbal communication research and applying those research findings.

Taught Theories of Communication: theories in the Communication discipline

- Theories of communication covers various theories within the Communication discipline. Furthermore, the importance of theory in research is addressed as well as how to incorporate theory into research studies.

Assistant Professor

2007-2012

Wayland Baptist University (WBU), Plainview, TX

- **Taught Speech Communication:** human communication theories and concepts
- Speech Communication was a survey of basic processes, theories, and skills focused on developing competencies in various levels of human communication. Emphasis was placed on research, organization, presentation, and evaluation of oral messages and presentations. Verbal and nonverbal elements of oral communication were a primary focus.
- Lectured, managed grade rosters, and designed syllabi

- **Taught Communication in the Classroom:** communication teaching theories and practices for education majors
- Communication in the Classroom was a survey of communication processes, theories, and skills applied in the educational context. Emphasis was placed upon knowledge and skills needed for interaction between teachers and students, and facilitation of learning in a variety of modes and situations. This course aimed at having a complete understanding through philosophical and applied research approaches.
- Lectured, managed grade rosters, and designed syllabi
- **Taught Argumentation and Debate:** argument formation and persuasive appeals in various contexts
- Argumentation and Debate explored theories and principles of effective argument while providing an emphasis on skills development. Specific attention was given to the preparation, delivery, and evaluation of arguments.
- **Taught Professional Communication:** communication principles and practices for business professionals
- Professional Communication focused on communication in the business context. More specifically, an emphasis was placed on principles and practices for communicating at work.
- Lectured, managed grade rosters, and designed syllabi
- **Taught Public Speaking:** emphasis on communication skills development
- Public Speaking explored theories and principles of effective public speaking while providing an emphasis on skills development.
- Face to Face & Virtual Classes Taught

Adjunct Professor

Texas Tech University (TTU), Lubbock, TX

2007

- **Taught Development and Learning during Adolescence:** teaching theories and practices for teaching high school students

- Development and Learning during Adolescence explored different approaches for teaching high school students. More specifically, it addressed developmental and instructional theories to incorporate when teaching high school students.

- Lectured, managed grade rosters, and designed syllabi

Adjunct Professor

2006

Texas Tech University (TTU), Lubbock, TX

- Taught **Business and Professional Communication**: communication principles and practices for business and professionals

- Business and Professional Communication focused on communication in the business context. More specifically, an emphasis was placed on principles and practices for communicating at work.

- Lectured, managed grade rosters, and designed syllabi
- Taught **Public Speaking**: emphasis on communication skills development
- Public Speaking explored theories and principles of effective public speaking while providing an emphasis on skills development.

- Lectured, managed grade rosters, and designed syllabi

Graduate Teaching Assistantship

2000-2002

UNL (University of Nebraska-Lincoln)

Taught **Business and Professional Communication**

Graduate Teaching Assistantship

1998-2000

TTU (Texas Tech University)

Taught **Public Speaking**

JOURNAL PUBLICATIONS

Furlich, S. (in Press). Understanding Employee Motivation through Managerial Communication and the use of Expectancy-Valence Theory. *Journal of Integrated Social Sciences*.

Furlich, S. (2016). Understanding Instructor Nonverbal Immediacy, Verbal Immediacy, and Student Motivation at a Small Liberal Arts University. *Journal of the Scholarship of Teaching and Learning*, 16, 11-22.

- Furlich, S. (2015). Reviewer. *Communication Education*.
- Furlich, S. (2014). Exploring Instructor Verbal Immediacy Behaviors and Student Motivation with Institution Type through Self-Determination Theory. *Kentucky Journal of Communication*, 33, 52-65.
- (Editors' Choice Award) Furlich, S., & Clapp, D. (2013). Conflict Management Styles in the Classroom. *Academic Exchange Quarterly*, 17 (3), 18-23.
- Furlich, S. (2013). Enhancing on-line teaching with verbal immediacy through self-determination theory. *Online Journal of Distance Learning Administration*, 16 (2), Accessed from: <http://www.westga.edu/~distance/ojdla/>
- Furlich, S., & Dwyer, J. (2007). Student Motivation and Instructor Immediacy in Community College Mathematics Classes. *The Mathematics Educator (Singapore)*, 10(2), 55-70.
- Furlich, S., & Olaniran, B. (2005). Communication Scholars' Narratives of IRB Experiences. *Journal of Applied Communication Research*, 33, 204-230.
- Furlich, S. (2004). The Impact of Leaders' Socialization Behaviors with New Graduate Students. *The Florida Communication Journal*, 32, 66-74.
- Furlich, S., & Olaniran, B. (2004). Reward Systems and Self-Managed Team Success. *Academic Exchange Quarterly*, 8, 27-31.
- Furlich, S. (2003). The Influence of Faculty Communication Behaviors on Graduate Student Learning. *The Florida Communication Journal*, 31, 1-10.

CONFERENCE PRESENTATIONS

- Furlich, S. (2016). Exploring Conflict Management in the Classroom. National Starlink Corporation, TX, 2016.
- Furlich, S. (2016). Exploring Supervisor Verbal Immediacy Behaviors and Employee Motivation. International Academy of Business and Public Administration Disciplines, Dallas, TX, 2016.
- Furlich, S., & Olaniran, B. (2016). Understanding Virtual Teams' Learning of Their Organizational Culture. International Academy of Business and Public Administration Disciplines, Dallas, TX, 2016.

Furlich, S., & Olaniran, B. (2015). Institutional Culture Learning for Online Universities' Faculty Members. Society for Information Technology and Teacher Education Conference, Las Vegas, NV, 2015.

Furlich, S. (2013). Enhancing On-Line Teaching with Verbal Immediacy through Self-Determination Theory. E-Learning Conference, Las Vegas, NV, 2013.

Furlich, S., & Olaniran, B. (2008). The Global E-Learning: A Cultural View. Paper presented at E-Learning Conference, Las Vegas, NV, 2008.

Furlich, S., & Olaniran, B. (2005). Employees' Motivation in Relation to Communication Expectations and Communication Experiences With Their Managers: An Exploration and Expansion of Expectancy-Valence Theory. Paper presented at the National Communication Association Conference, Boston, MASS, 2005. (Top Five Paper)

Furlich, S. (2005). The Influence of Faculty Communication Behaviors on Graduate Student Learning. Paper presented at the National Communication Association Conference, Boston, MASS, 2005.

Furlich, S., & Walters, J. (2004). Class Size Does Matter: Investigating the Relationship Between Class Size and Student Motivation. Paper presented at the National Communication Association Conference, Chicago, ILL, 2004.

Furlich, S. (2004). Investigating the Impact of Organizational Culture on Employees' Motivation. Paper presented at the National Communication Association Conference, Chicago, ILL, 2004.

Furlich, S. (2004). Collaborative Learning within the Community College Classroom. Panel presentation for The Texas Community College Teacher's Association, Fort Worth, TX, 2004

Furlich, S., Olaniran, B. (2003). Reward Systems and Self-Managed Team Success. Paper presented at the National Communication Association Conference, Miami, FL, 2003.

Furlich, S. (2003). Leadership and Team Development Panel Chair. Paper presented at the National Communication Association Conference, Miami, FL, 2003.

Furlich, S., & Olaniran, B. (2002). The Impact of Employees' Communication Expectations and Supervisory Communication Behaviors on Employees' Motivation. Paper presented at the National Communication Association Conference, New Orleans, LA, 2002.

Furlich, S. (2002). An Exploration of the Relation Among Motivation, Feedback, and Performance in Small Groups. Panel presentation for the National Communication Association Conference, New Orleans, LA, 2002.

Furlich, S., & Olaniran, B. (2001). The Impact of Supervisory Nonverbal and Verbal Immediacy Behaviors on Employees' Motivation. Paper presented at the National Communication Association Conference, Atlanta, GA, 2001.

Furlich, S. (2001). Effective Classroom Testing. Panel presentation for the National Communication Association Conference, Atlanta, GA, 2001.

Furlich, S. (2000). Effective Teaching Tools. Panel presentation for the Southern States Communication Association Conference, New Orleans, LA, 2000.

Furlich, S., Edwards, C., Bybee-Lovering, S. (2000). The Relationship Between Verbal Immediacy, Employee Commitment and Support. Paper presented at the Southern States Communication Association Conference, New Orleans, LA, 2000. (Top Five Paper)

Furlich, S., Olaniran, B., Clapp, D., Walters, J., & Packard, K. (2000). Predicting Conflict Management Styles: Measuring the Effects of Personality and Immediacy on Blake and Mouton's Five Styles of Conflict Management. Paper presented at the National Communication Association Conference, Seattle, WA, 2000.

Furlich, S. (2000). Diversity in the Classroom: Drawing on Various Backgrounds for Teaching Success. Panel presentation for the National Communication Association Conference, Seattle, WA, 2000.

RESEARCH EXPERIENCE

Graduate Research Assistant

2003-2007*Texas Tech University, Lubbock, TX*

Administrator of Faculty Evaluations for the College of Education

Participated in research that involved preparing manuscripts for publication

Constructed an organizational chart for each college at Texas Tech University

Consultant, Covenant Health Care

1999-2000*Lubbock, TX*

- Performed statistical and qualitative analyses of employee productivity
- Provided statistical consulting, quantitative-based performance feedback, and qualitative feedback to improve employee motivation
- Improved motivation for both new and veteran employees through superior-subordinate communicative relationships

INTERNSHIPS

Volunteer, Family Counseling & Wellness Center
Bedford, TX

1997

- Counseled clients on an individual basis
- Led group counseling sessions designed to help women and men clients resolve personal, social, and family-related problems

PROFESSIONAL ACTIVITIES

CHSSA Institutional Effectiveness Author: Communication Studies- (2016) Texas A&M University- Commerce

Advisor Honors Thesis for Student Kimberly Mack, (2016) Texas A&M University – Commerce

Committee Member for Literature and Languages Scholarships (2015-2017) Texas A&M University – Commerce

Committee Member for Curriculum (2014-2017) Texas A&M University – Commerce

QEP Committee Member and Mentor Meetings (2014-2017) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Tyler Ragsdale (2016) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Tony Joseph (2016) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Tanya Palacios (2016) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Milaun Mack (2016) Texas A&M University – Commerce

Advisor Honors Thesis for Student Brittney Bowen, (2014-2016) Texas A&M University– Commerce

Literature and Languages Lab Meetings and Participation (2016) Texas A&M University– Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Austin Benton (2016) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Emily Bailey (2016) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Small Group Communication’ with Student Hayden Thomas (2015) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Research Methods’ with Student Daisy Trinidad (2015) Texas A&M University – Commerce

Committee Member for Faculty Senate Admission and Recruitment of Students (2012-2016) Texas A&M University – Commerce

Presented Persuasive Communication Appeals for High School Media Day (2014) Texas A&M University-Commerce

Served as Honors Thesis Committee Member for Student Jace Orren, (2014) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Mary Allen (2014) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Communication Theory’ with Student Morgan Combs (2014) Texas A&M University – Commerce

Committee Member for Curriculum (2014-2015) Texas A&M University – Commerce

Committee Member for Scholarship (2014-2015) Texas A&M University – Commerce

Committee Member for Faculty Scheduling (2012-2015) Texas A&M University – Commerce

Served as Honors Thesis Committee Member for Student Kelsey Moore, (2013-2014) Texas A&M University – Commerce

Committee Member for Faculty Excellence Center Committee Member (2012-2013) Texas A&M University – Commerce

Committee Member for MM, Comm., Theatre Department Recruitment of Students (2012-2013) Texas A&M University – Commerce

Advised Independent Research Project titled ‘Classroom Communication Research’ with Student Michael Gooden (2013) Texas A&M University – Commerce

Presented Nonverbal Communication Instruction for High School Media Day (2013) Texas A&M University-Commerce

Proposed the addition of six new classes for the Speech Communication major to the Curriculum Committee to be taught by Dr. Furlich (2013) Texas A&M University – Commerce

Committee Member for Texas Higher Education Coordinating Board Learning Outcomes Work Group (2013) Representing Texas A&M University – Commerce Speech Communication

Committee Member for Budget Committee (2012) Texas A&M University – Commerce

Tall Cotton NFL District National Qualifying Tournament Speech Contest Judge, Big Spring, TX (2012)

TAPPS Speech Contest Judge, Lubbock, TX (2012)

Committee Member for Graduation Committee (2011-2012) Wayland Baptist University

Plainview High School Speech Team Volunteer (2012)

WBU Host for West Texas Speech Association’s Convention (2012)

Committee Chair for Faculty Overload Pay (2012) Wayland Baptist University

Committee Chair for Academic Standards (2010-2012) Wayland Baptist University

Committee Member for Faculty Senate (2010-2012) Wayland Baptist University

Committee Member for Scholarship/Financial Aid (2010-2012) Wayland Baptist University

UIL Speech Contest Judge, Dalhart, TX (2010)

Faculty organizer for WBU Campus Speech Contest (2009-2012)

Committee Member for Core Curriculum (2008-2010) Wayland Baptist University

Committee Member for Academic Standards (2009-2010) Wayland Baptist University

Committee Member for Employee Benefits (2008-2010) Wayland Baptist University

Committee Member for Who's Who Students (2009) Wayland Baptist University

Attended Friend's of Fine Arts (2009) Wayland Baptist University

Speech Club advisor (2007-2008) Wayland Baptist University

Faculty advisor for Degree of Difference Day (2007) Wayland Baptist University

Volunteered for the Texas Tech University Department of Mathematics and Statistics Spring (2005) k-12 girls math clubs.

Teaching, Learning, & Technology Center "Excellence in Teaching," attended Fall (2003)

Graduate and Professional Student Government Association at TTU, member (Spring 2003, Fall 2003)

Honors and Awards committee member at the UNL (2001-2002)

UNL Speech Tournament judge (2001-2002)

Participated in Teaching and Learning Center Observation (Spring 2001)

UNL Department of Communication Studies Ambassador Committee Member (2000, 2001)

Colloquium Committee Member at UNL (2000, 2001)

Texas Tech University National Speech Tournament Judge (1998-1999)

Texas Tech University Speech Course Tournament Judge (1998-1999)

Texas Tech University Student Conference on Communication Research
Committee Member (1999)

HONORS & AWARDS

(Editors' Choice Award) Furlich, S., & Clapp, D. (2013). Conflict Management Styles in the Classroom. *Academic Exchange Quarterly*, 17 (3), 18-23.

2005 Texas Tech University 2005 Summer Dissertation/Thesis Research Award for Dissertation titled "An Exploration of the Relation Among Instructor Feedback, Student Motivation, and Student Performance in Student Groups within the Higher Education Classroom".

2005 Top Five Paper Award
Furlich, S., & Olaniran, B. (2005). Employees' Motivation in Relation to

Communication Expectations and Communication Experiences With Their Managers: An Exploration and Expansion of Expectancy-Valence Theory. Paper presented at the National Communication Association Conference, Boston, MASS, 2005.

2004 M.A. and Nora Potter Sims Endowed Scholarship, College of Education, Texas Tech University

2003 College of Education Human Resources Affairs Committee Scholarship, College of Education, Texas Tech University

2002 Elected for the Kappa Alpha Theta Faculty Appreciation Banquette

2002 Elected for the Pi Kappa Alpha Appreciation Banquette

2001 Elected for the Rho Chapter of Alpha Xi Delta Annual Professor Dinner

2000 Texas Tech University 2000 Summer Dissertation/Thesis Research Award for Master's Thesis titled "Employee Motivation: As a Function of Communication Expectations and Immediacy".

2000 Top Five Paper Award:
Furlich, S., Edwards, C., Bybee-Lovering, S. (2000). The Relationship Between Verbal Immediacy, Employee Commitment and Support. Paper presented at the

Southern States Communication Association Conference, New Orleans, LA, 2000.

1999 Top paper award for "Commitment in the Workplace: The Influence of Verbal Immediacy on Employee Commitment and Perceived Support," a paper presented at

Texas Tech University Student Conference on Communication Research, Lubbock, TX, 1999.