In recent years the balance of my contributions to the research-teaching-service missions has continued to shift more heavily in the direction of teaching and service, as reflected in the attached lists of course offerings and service roles. I have taken no new graduate students since Russ Costa graduated at about the time of my last TFR, although I did agree to take on a graduate student from the lab of another CNS faculty member who wanted to change advisors. (She ultimately left the program with a terminal masters degree.) Until about a year ago, I continued to supervise undergraduate students in my lab, including students in the UROP program, conducting work on attentional processes in task switching. That work focused on the investigation of inhibitory processes in task switching, and we were successful in demonstrating that prior to engaging in a new task, inhibition of the previous task was required (for most tasks), which in turn had consequences if one later switched back to that earlier task. With the completion of those projects, I decided to put all of my efforts into the teaching and service missions.

Although I continue to serve on supervisory committees for psychology students, as well as those outside the department (e.g., Business, Educational Psychology), my primary contribution to the graduate training program since my last TFR has been through teaching graduate core courses, specifically Advanced Cognitive Psychology and History and Systems of Psychology. I will begin there in describing my teaching activities of recent years.

**Graduate Teaching.** Teaching graduate core courses has its own set of challenges, not the least of which is that many participants would prefer not to take the course. With the Advanced Cognitive course, I have tried to adhere to the spirit of the core course philosophy: Introducing different approaches to the study of Mind (e.g., Behaviorism {not much Mind there}, Information Processing, Computational approaches, Cognitive Neuroscience approaches, Embodied Cognition); and providing original readings in the broad range of topics in the field, from attention and perception, to memory, to language and decision-making. As I am rather partisan with respect to cognitive psychology, I believe that the assumptions of those approaches and the methods are also basic to many other areas of the field, and I have tried, with varied success, to help the students establish connections between the issues and methods of cognition and their own areas of interest.

The History and Systems course can be even more of a challenge in terms of convincing students of its relevance, but I personally have become a True Believer that it is indeed a valuable graduate experience. The underlying idea that I want students to explore is the notion that there are crucial assumptions underlying our contemporary models and methodologies, and that those assumptions are: 1) a reflection of different views of how science progresses; 2) a legacy of the different
schools of thought that make up the history of the field; 3) critical to explore in order to understand why we are asking the questions and using the methods that we currently use. When it works and I get the students to buy in, this approach can produce some really interesting and productive discussions.

**Undergraduate Teaching.** Since my last TFR I added an Honors section to the undergraduate History and Systems course (Psychology 4080), which has been a rewarding experience. The course overall is enjoyable because it is a very different experience for most of the students, in that it is heavily discussion-based and in a seminar format. My underlying philosophy is similar to that of the graduate course, with respect to encouraging the students to think about whether a particular approach assumes environmental control of behavior versus internal control/volition, or assumes a reductionistic or holistic explanation of psychological effects, for example. However, the students' knowledge of the field is often remarkably narrow, so that a lot of basic information often needs to be conveyed. I like to think of this course as a nice bookend to their initial experience of the field in Introductory Psychology, because the course has the same breadth and allows the students to see the relationships across areas of the field more clearly.

More than 15 years ago, I developed an online version of Psychology 3120, Human Cognition, in the spirit of the "value-added" philosophy of online education (i.e., that interactive online courses can offer individual hands-on experiences that students may not receive in large lecture classes), as demonstrated by Tom Malloy in his sophisticated online Statistics course. As department chair, I actively expanded our online offerings, both in our traditional curriculum and in the Distance Education program. In the past two years, I have been even more heavily involved in online education, as the department has moved toward offering an enriched online degree program. I remain ambivalent about students' receiving a fully online degree, because at this point that precludes opportunities such as research or teaching experiences. However, as we do offer many courses in an online format, I am committed to helping ensure that those courses are high quality and engaging. My courses have been part of the Online Initiative Program funded by the central administration, allowing us to assess elements of classroom and online courses, redesign existing courses, and develop new courses. The effort involved in the redesign process has been extraordinary; the coming semester in which my new online course is "launched" will be a test of whether we have succeeded in raising the quality of the online experience for the students.

**Service.** In recent years I have served in a variety of administrative capacities, as indicated in the summary at the end of this document. These include serving as CNS Area Head, as Chair of the Executive Committee, and as Associate Chair in the department; serving in the Academic Senate, as a member of the Dean's Search Committee and as Chair of the Sociology Chair Search committee for the College; and overseeing the development of the Psychology major in Korea for the University. I won’t elaborate on what was involved in those roles, except to say a bit more about my work for the University's campus in Korea, known as the Utah Asia Campus. I
was asked to step into that role when the department found out rather belatedly that we had been selected by the then-CSBS Dean to offer a major at the new campus. The process of establishing that campus has been an interesting and complex one; I have been impressed with the leadership at the University level and with the contributions from a wide range of administrative and academic units across campus. The most demanding aspects of my position have been in the areas of curriculum planning and hiring, and we have quite a bit more of that to do. This program is still in its infancy, at the beginning of the second academic year, and it is still small--although Psychology is proving to be a popular major. I am committed to the continued development of this program primarily because I think it can help strengthen our department. Research and teaching in Cross-Cultural Psychology has not been a focus in our department up to this point, and the UAC program provides great opportunities to develop those interests and an international network in support of them. One aspect of the program involves having the UAC students spend a year on the main campus, increasing our number of majors and enhancing the diversity of our undergraduate student population. The UAC campus can also provide a base for our students who wish to study abroad. The potential benefits of having a major on the UAC campus are considerable, but much work remains to be done.

**Future Plans.** I am approaching retirement, after a little more than 30 years in the department. I find myself saying, with greater frequency, things like: "We tried that solution many years ago, and this is what happened...", or "We once had a faculty member who...", a sure sign that retirement is (or should be) getting near. (I will refrain, however, from launching into tales from the past in this document.)

As I have described in some detail earlier, I have made a significant investment in recent years in the development of both my online Cognition course and the undergraduate and graduate History courses. I would like to continue to teach my full schedule for the next year, or possibly two years depending on the needs of the department. I would also like to discuss a two-year phased retirement agreement.
Frances Friedrich  
TFR Teaching Materials  

Courses taught since last TFR  

**F'11**  
Psy 4080 History and Theories of Psychology  
Psy 4080 (Honors) History and Theories of Psychology  
Psy 7508 History and Systems of Psychology  

**Sp'12**  
Psy 3120 Cognitive Psychology (L)  
Psy 3120 Online Cognitive Psychology (L)  
Psy 5120/6120 Advanced Cognitive Psychology  

**F'12**  
Psy 4080 History and Theories of Psychology  
Psy 4080 (Honors) History and Theories of Psychology  
Psy 7508 History and Systems of Psychology  

**Sp'13**  
Psy 3120 Cognitive Psychology (L)  
Psy 3120 Online Cognitive Psychology (L)  
Psy 7955 Seminar in Cognition: Conscious and Unconscious Processes  

**F'13**  
Psy 4080 History and Theories of Psychology  
Psy 4080 (Honors) History and Theories of Psychology  
Psy 7508 History and Systems of Psychology  

**Sp'14**  
Psy 3120 Cognitive Psychology (L)  
Psy 3120 Online Cognitive Psychology (L)  
Psy 5120/6120 Advanced Cognitive Psychology  

**F'14**  
Psy 4080 History and Theories of Psychology  
Psy 4080 (Honors) History and Theories of Psychology  
Psy 7508 History and Systems of Psychology  

**Sp'15**  
Psy 3120 Cognitive Psychology (L)  
Psy 3120 Online Cognitive Psychology (L)  
Psy 3120 Online Cognitive Psychology - Korea Campus
F’15
Psy 4080 History and Theories of Psychology
Psy 4080 (Honors) History and Theories of Psychology
Psy 7508 History and Systems of Psychology

Sp’16
Psy 3120 Cognitive Psychology (L)
Psy 3120 Online Cognitive Psychology (L)
Psy 3120 Online Cognitive Psychology - Korea Campus

Syllabi are submitted from the following courses:

Sp’13 Psy 7966 Seminar in Cognition: Conscious and Unconscious Processes
Sp’14 Psy 5120/6120 Advanced Cognitive Psychology
Sp’15 Psy 3120 Cognitive Psychology (L)
Sp’15 Psy 3120 Online Cognitive Psychology (L)
F’15 Psy 4080 History and Theories of Psychology
F’15 Psy 4080 (Honors) History and Theories of Psychology
F’15 Psy 7508 History and Systems of Psychology
Frances Friedrich  
TFR Service Materials

**Service Roles since last TFR**

- **Associate Chair** 2014-present
- **UAC Leadership Team, Executive Committee** 2015-present
- **Director, UAC Psychology program** 2013-present
- **Member, Academic Senate** 2013-present
- **Member, RPT Standards Committee** 2015-present

- **Area Head, CNS Program** 2011-2014
- **Chair, CNS Search Committee** 2012-2014
- **Chair, Department Executive Committee** 2011-2014
- **Chair, Search Committee for Sociology Chair** 2011-2012
- **Member, CSBS Dean's Search Committee** 2013-2014
- **Internal Review Team for Educational Psychology Graduate Council Review** 2015

**Service on Supervisory Committees**

- Jonna Turrill  
  MS, Prelims  
- James Coleman  
  Prelims  
- Janna Dickenson  
  Dissertation  
- Andrew Soderberg (Business)  
  Comprehensive Exams  
- Jennifer Larson  
  Dissertation  
- Linda Sorenson (Ed Psych)  
  Dissertation  
- Heidi Kramer  
  Prelims, Dissertation  
- Kyle Gagnon  
  Prelims  
- Nate Medieros-Ward  
  Prelims, Dissertation  
- Christy Weeden  
  Prelims, Dissertation  
- Damon Corgiat (Ed Psych)  
  MS  
- Andrea Brushfield  
  Dissertation  
- David Hunsaker (Business)  
  Comprehensive Exams  
- Nathan Meikle (Business)  
  Comprehensive Exams