

PROMOTION RECOMMENDATION  
The University of Michigan–Dearborn  
College of Arts, Sciences, and Letters

Approved by the  
Regents  
May 21, 2015

Arlo Clark-Foos, assistant professor of psychology, Department of Behavioral Sciences, College of Arts, Sciences, and Letters, is recommended for promotion to associate professor of psychology, with tenure, Department of Behavioral Sciences, College of Arts, Sciences, and Letters.

Academic Degrees:

Ph.D. 2009 University of Georgia, Cognitive/Experimental Psychology  
M.S. 2006 University of Georgia, Cognitive/Experimental Psychology  
B.A. 2003 North Carolina State University, Psychology

Professional Record:

2009 – present Assistant Professor of Psychology, University of Michigan-Dearborn

Teaching: Professor Clark-Foos is rated excellent in teaching. Student evaluations of Professor Clark-Foos' courses are consistently well above the mean across the entire department. His instructor ratings since Fall, 2011, have ranged, on a five-point scale, from 4.03 to a near-perfect 4.96. His overall course ratings ranged from 3.95 to 4.65. These scores are particularly impressive given the relatively high academic standards he sets as perceived by students in his courses of 4.74, exceeding the department average of 4.48. He is thought of as someone with the highest academic standards among faculty, yet always ready to offer assistance and a supportive environment to help students learn. Based on their observations of Professor Clark-Foos' classes, faculty's judgments concur entirely with those of his students. Senior faculty in psychology nominated Professor Clark-Foos for the 2014 UM-Dearborn Distinguished Teaching Award (Non-tenured Category).

Several other points serve as further evidence of Professor Clark-Foos' exemplary teaching. Since arriving at UM-Dearborn, he has reinvigorated a core psychology course that had not been taught for many years and has drawn large enrollments, both graduate and undergraduate, in every succeeding semester. In the classroom, Professor Clark-Foos is highly skilled at demonstrating to students the usefulness of sophisticated psychological theory for understanding real-world events. His colleagues note the high level of engagement of students in his classes, and their enthusiastic response to both the material covered and the pedagogical style he uses to present it.

Outside of the classroom, Professor Clark-Foos provides students with numerous opportunities to learn first-hand how to conduct research in the field of psychology. Since his first year as an assistant professor, he has had more than 40 research assistants (both graduate and undergraduate), served as primary advisor for numerous undergraduate honor student projects, and chaired three masters theses. As a result of his efforts, Professor Clark-Foos has not only sponsored a large number of student papers at various undergraduate research conferences, but has co-authored papers with several students for presentation at meetings of learned societies.

Research: Professor Clark-Foos is rated significantly capable in research. Since 2009, he has six peer-reviewed publications, a book chapter, and a myriad of conference presentations. Professor Clark-Foos' work has been recognized by his peers with an invited presentation at an international scholarly colloquium in cognitive psychology. Currently, he has two manuscripts in revision or under review and several projects in the beginning stages of the research process.

Professor Clark-Foos' work focuses on prospective memory (remembering to do something at a later time), source monitoring (recalling the source of an event), and the use of contextual cues in the storage and subsequent access of information. His work has received attention both within and outside of academics. He has published in such prestigious journals as *Journal of Memory and Language*, and *Memory*, and is currently being considered for membership in the most selective and prestigious learned society in his field. Professor Clark-Foos has also been invited to give presentations describing his work to corporate industry.

Currently, Professor Clark-Foos continues to work with his colleagues at Georgia and other universities while developing his own research program in cognitive neuroscience. His future plans include interdisciplinary research spanning across physiological psychology, social psychology, and the growing field of human aging. Overall, his colleagues in Behavioral Sciences are impressed with his past collaborative research productivity, and are excited about the potential for his current solo efforts.

#### Recent and Significant Publications:

Brewer, G.A., Marsh, R.L., Meeks, J.T., Clark-Foos, A., & Hicks, J.L. (2010). The effects of free recall testing on subsequent source memory. *Memory*, 18, 385-393.

Clark-Foos, A., Brewer, G.A., & Marsh, R.L. (In Press). Judging the reality of others' memories. *Memory*.

Marsh, R.L., Meeks, J.T., Cook, G.I., Clark-Foos, A., Hicks, J.L., & Brewer, G.A. (2009). Retrieval constraints on the front end create differences in recollection on a subsequent test. *Journal of Memory and Language*, 61, 470 – 479.

Service: Professor Clark-Foos is rated excellent in service. Professor Clark-Foos has been active within the psychology discipline and serves as a member of several key committees, including the Social Psychology Search Committee and the LEO Review Committee. He also serves as faculty advisor to two department-sponsored student organizations, both with ties across other departments. He has also been the key mentor to more than 50 undergraduate and graduate students, both academically and professionally, serving on numerous thesis committees, and providing training to many students in his research laboratory.

Professor Clark-Foos has also provided service to the College of Arts, Sciences, and Letters, the university, and the outside scholarly community. He is a member of the Student Affairs Advisory Committee, 50 Difference Makers Selection Committee, the University Scholarship Committee, and has completed service to the College Curriculum Committee and the College Technology Advisory Committee. Professionally, Professor Clark-Foos serves as ad hoc reviewer for *Memory & Cognition*; *Psychonomic Bulletin & Review*; and *Journal of Cognition*.

External Reviewers:

Reviewer A: “Clark-Foos is a solid team player in the field of cognition. His published works as part of a team of researchers including his Ph.D. mentor have cranked out some interesting reports. The methods are clever and the findings relevant to both theory and meaningful application.”


Reviewer B: “Arlo is a respected member of the community of scholars interested in memory. He is making significant contributions to the primary literature, and he has a stellar record of involving undergraduate students in his research.”


Reviewer C: “The common theme I see is the first-rate quality of all of Arlo’s research. All of the work is carefully done, tightly controlled, theoretically well motivated, and quite intriguing.”

Reviewer D: “I hold Dr. Clark-Foos’ research program in high regard because he has consistently tackled timely questions regarding the cognitive and affective influences on memory in a systematic and thorough fashion.”

Reviewer E: “I admire and appreciate the quality of all of the candidate’s work with and following from his work with Marsh. I think it is timely, sophisticated, and interesting. As already noted, the work has been published in highly regarded journals.”

Summary of Recommendation: Professor Clark-Foos is an exemplary teacher and a first-rate scholar. He is rated as excellent in all three areas: teaching, research, and service. He is a role model not only to his students, but to his colleagues as well. His wide-ranging skills and abilities, and his dedication to his work make him a most highly valued member of the department, the college, and the university. We are pleased to recommend, with strong support of the College of Arts, Sciences, and Letters Executive Committee, Arlo Clark-Foos for promotion to associate professor of psychology, with tenure, Department of Behavioral Sciences, College of Arts, Sciences, and Letters.

  
Martin J. Herschick, Dean  
College of Arts, Sciences, and Letters

  
Daniel Little, Chancellor  
University of Michigan-Dearborn

May 2015