

Documenting your research efforts in a way that counts

Junior Faculty P&T Guidelines and Prep

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Understand what is the mission of UAMS

- **The mission of UAMS** is to improve the health, healthcare and well-being of all Arkansans and others in the region, nation, and the world through the education of exemplary health care providers, the provision of standard-setting, comprehensive clinical programs, scientific discovery and research.
- This mission is accomplished through **collegial work** that manifests the institution's core values of **integrity, respect, diversity and inclusion, teamwork, creativity, excellence, and safety**. The primary instrument by which this mission is executed for the College of Medicine is the Faculty.
- The P&T guidelines set high standards to ensure the success of the College in meeting its mission, and also to **support the success of each individual faculty member**. The expectations become higher and more stringent as one progresses through the ranks from Instructor to Assistant Professor, Associate Professor, and Professor.

Ask yourself whether your mission aligns with that of UAMS

- Your personal goals
- Your professional passions and goals
- Expectations of others: goals and requirements of your Department
 - **TALK TO YOUR CHAIR VERY FREQUENTLY!**
- Expectations of others: Goals of the College and University
- READ THE P&T Guidelines!!!

www.uams.edu/facultyaffairs - click on Promotion & Tenure

UAMS is a place where collaboration is valued!

- Contemporary academic medicine is undertaken collaboratively. UAMS values the contributions of collaborators who clearly demonstrate their **critical importance to teambuilding and successful teamwork.**
- To recognize appropriately and **reward faculty members who assume collaborative roles** in any or all of the mission areas of the College, the Promotion and Tenure Committee invites and welcomes evidence of collaboration and includes this as an important component in the assessment of a faculty member's contributions.
- **Documentation of collaboration** may include and is not limited to participation in **multidisciplinary grant proposals, research projects, clinical care teams that create innovations and/or improvements in care, educational activities, and manuscript production.**

Academic pathways (tracks) at UAMS

- Four broad labels are used to designate the compensated academic pathways: **Basic Scientist, Clinical Scientist, Clinical Educator, and Clinical Attending.** Within the first three of these categories there is both a tenure-eligible pathway and a non-tenure-eligible pathway.

| Basic Scientist | | Clinical Scientist | | Clinical Educator | | Clinical Attending |
|-----------------|-----|--------------------|-----|-------------------|-----|--------------------|
| TP | NTP | TP | NTP | TP | NTP | NTP |

- Each faculty member's specific pathway appointment shall be based on the person's credentials, expertise, career goals and demonstrated potential to succeed.
- A faculty member appointed to any of the four non-tenure pathways may request that his/her appointment be changed to the appropriate tenure-eligible pathway, with the approval of the Department Chair and the Dean, **before the conclusion of his/her first 36 months of appointment at the rank of Assistant Professor.**

What is tenure?

- **Tenure is the right of continuous appointment, subject to University of Arkansas Board Policy 405.1.** The awarding of tenure is a high honor bestowed by the University upon faculty members who have displayed substantive and continuous contributions that advance the mission of the College, and hence academic medicine. In accordance with UA Board policy, only full time faculty members appointed on the tenure-eligible pathways with the ranks of Assistant Professor, Associate Professor, Professor, and Distinguished Professor are eligible to be awarded tenure.
- Appointment to a tenure-eligible pathway implies **a commitment on the part of the faculty member to participate in the full range of academic activities of the College throughout one's career.** The criteria for being awarded tenure include:
 - Clear demonstration that the faculty member is valuable to the University and shows evidence of sustained productive activity by having made significant contributions to the College's mission consistent with the pathway-specific requirements for promotion.
 - Evidence of positive institutional citizenship manifested as effective participation in service activities, mentoring, support of the University mission and values, professionalism, and leadership initiative.

And what is the tenure clock (probationary period)?

- The term “probationary period” (tenure clock) is used to specify the time interval between an individual’s appointment (full time) to a tenure-eligible pathway and the time at which tenure is awarded.
- In accordance with University of Arkansas Board Policy 405.1, the probationary period may not extend beyond seven years, except as specifically provided within that document and reflected herein. For tenure-eligible faculty members who are not awarded tenure effective July 1 of the commencement of their seventh year (having requested tenure no later than during the fall of their sixth year), the seventh appointment will be a terminal appointment.
- **PAUSING THE TENURE CLOCK:** a full time faculty member appointed on a tenure-eligible pathway may request, for reasons set forth below, that the probationary period be suspended for as much as one year at a time per request.
 - (childbirth, child adoption, serious health condition of the faculty or an immediate family’s member, pursuit of advanced degree or significant increase in admin work with the Dept)

Time and effort distribution for compensated pathways

Table 1: Time and Effort Distribution on the Compensated Pathways

| (In Percents) | Basic Scientist-TP | | Basic Scientist-NTP | | Clinical Scientist | | Clinical Educator | | Clinical Attending | |
|-----------------------------------|--------------------|-----------|---------------------|-----------|--------------------|------------|-------------------|-----------|--------------------|-----------|
| | Range | Typically | Range | Typically | Range | Typically | Range | Typically | Range | Typically |
| Teaching/Mentoring (Total) | 10-35 | 30 | 0-30 | 5 | 5-10 | 7.5 | 10-50 | 25 | 0-30 | 20 |
| Didactic Teaching | | | | | 1-3 | 2.5 | 2-10 | 5 | 0-2 | 1 |
| Bedside Teaching | | | | | 2-10 | 5 | 10-40 | 20 | 0-30 | 20 |
| Research | 50-85 | 60 | 90-100 | 90 | 40-90 | 75 | 5-30 | 10 | 0-10 | 5 |
| Clinical Service (Total) | | | | | 10-50 | 20 | 40-80 | 80 | 70-100 | 90 |
| Direct Patient Care | | | | | 10-50 | 15 | 40-60 | 60 | 70-100 | 70 |
| Bedside Teaching | | | | | 2-10 | 5 | 10-40 | 20 | 0-30 | 20 |
| Leadership/Admin. Service | 0-35* | 10 | 0-10* | 5 | 0-10* | 2.5 | 0-20* | 5 | 0-10* | 5 |

* Leadership/Administrative Service responsibilities are fundamental to the success of the College, and are fulfilled by faculty members who have established the foundations of their careers. Thus, newly appointed junior faculty may have little or no administrative service responsibilities. These duties will increase as their careers mature, including within the later years of appointment as Assistant Professor.

- Each faculty member and his/her respective Department Chair share responsibility for ensuring that the individual's job description conforms to these "time and effort guidelines."
- **The quantity of the individual's contributions to each mission area will be assessed in proportion to the amount of time devoted to each area.**

Key Career Planning Questions

1. Are you on “the right track”? (Are you appointed on the academic pathway that best suits your goals?)
2. What is your “time and effort” distribution?
3. Are you turning your “day job” into scholarship?
4. Who are your mentors?
5. Who is in your professional network?

Research/Scholarly Work

PI on external grant
Sustained co-I
1-3 peer reviewed/year
Scientific presentations

Teaching & Mentoring

Continued local teaching
Favorable evaluations
Teaching Awards
Mentoring activities

TENURE

Leadership/administrative Service

Participation in Committees
Editorial Boards
Study Section

Professional Recognition

Three letters of support

Research/Scholarly Work

2 extramural grants

Sustained co-I

30-50 peer reviewed papers

Continue Scientific presentations

Teaching & Mentoring

Continued teaching

Favorable evaluations

Teaching Awards

Continued Mentoring

TENURE

Leadership/administrative Service

Active Participation in Committees

Editorial Boards

Service on Study Sections

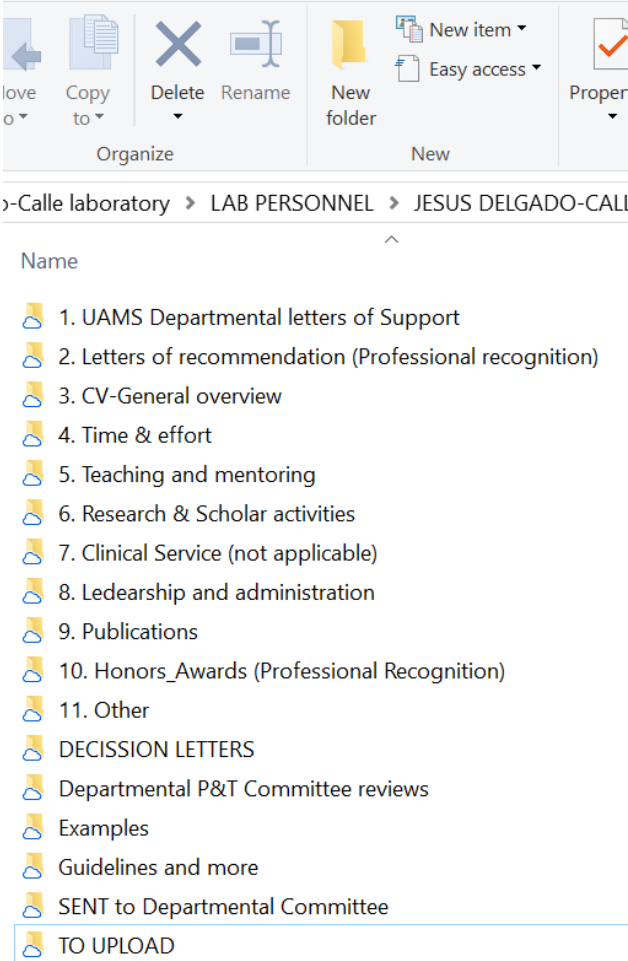
Professional Recognition

Three letters of support

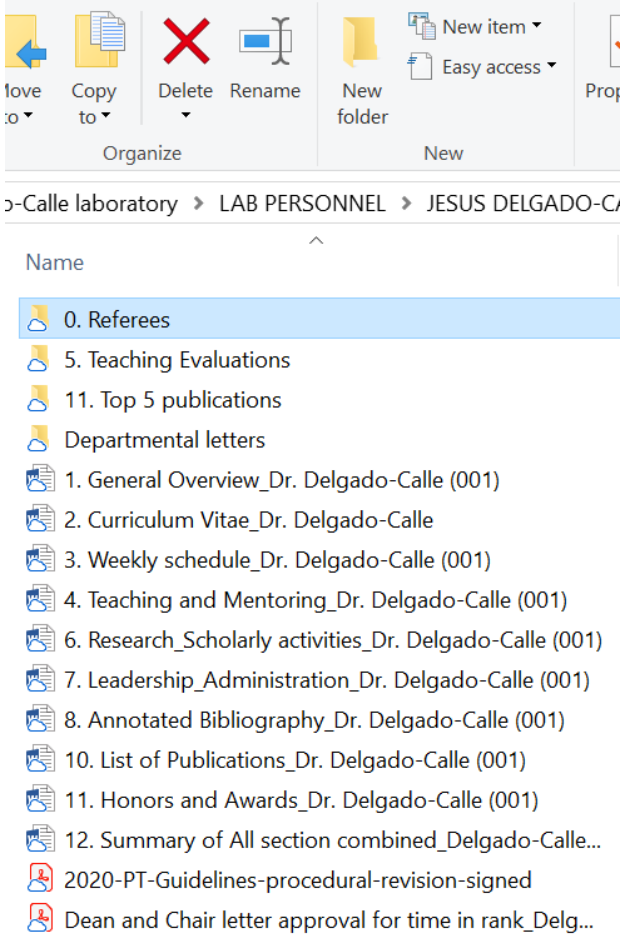
Example of how you may organize your P&T folder and package

Keep it simple, organized, concise, complete and intuitive

P&T folder:



P&T documents:



A. GENERAL OVERVIEW OF RESEARCH AND SCHOLARLY ACTIVITIES

The Delgado-Calle laboratory investigates how cancer cells alter the biology of bone cells in the tumor microenvironment to identify targetable factors for treating cancer in bone. Current independent funded projects in his laboratory investigate bone-targeted therapies to treat cancer that grow in bone (translational research), the crosstalk between osteocytes and cancer cells, and the mechanisms underlying cancer-induced bone disease (basic research). He also collaborates in NIH-funded projects investigating the role of p62 in hematological cancers and the role of osteocytes in Paget's disease. Moreover, Dr. Delgado-Calle collaborates with industry to characterize the effects of Aplidin, a new marine-derived therapeutic agent, on bone and cancer cells.

➤ Research and Scholarly Activities

▪ Research productivity:

- Dr. Delgado-Calle has published 56 peer-reviewed manuscripts.
- Since his arrival to UAMS in 2020, Dr. Delgado-Calle averages 4 or more publications per year as first, last, or corresponding author.
- His manuscripts have received 2954 citations (Google Scholar 7/13/2023).

▪ Top 5 publications:

- Sabol HM, Ferrari A, Adhikari M, Amorim T, McAndrews K, Anderson J, Lehal R, Cuevas PL, Helms JA, Kurihara N, Sharmin K, Cregor M, Srinivasan V, Ebetino FH, Boeckman Jr R, Roodman GD, Bellido T, and **Delgado-Calle J**. Targeting Notch inhibitors to the myeloma bone marrow niche decreases tumor growth and bone destruction without gut toxicity. *Cancer Research*. 2022; 81(19):5102-5114. Journal Impact Factor 11.2
- **Delgado-Calle J** and Bellido T. The osteocyte as a signaling cell. *Physiological Reviews*. 2022 102(1):379-410. Journal Impact Factor: 46.51
- Wanchai V, Jenjareonpun P, Leangapichat T, Arrey G, Burnham CM, Tümmle MC, **Delgado-Calle J**, Regenber B, Nookaew I. Accurate Identification of Extrachromosomal Circular DNA from Long-read Sequences. *Briefings in Bioinformatics*. 2022; 23(6):bbac422. Journal Impact Factor: 9.51
- **Delgado-Calle J**, Anderson J, Cregor MD, Carlesso N, Mohammad KS, Plotkin LI, Roodman GD, and Bellido T. Bidirectional Notch signaling activated by interactions between multiple myeloma cells and osteocytes drives tumor cell proliferation and osteoclast recruitment. *Cancer Research* 2016; 76(5):1089-100. Journal Impact Factor: 11.2
- **Delgado-Calle J**, Anderson J, Cregor MD, Condon KW, Plotkin LI, Bellido T, and Roodman GD. Genetic Sost deletion and pharmacological inhibition of Sclerostin prevent multiple myeloma-induced bone disease without affecting tumor growth. *Leukemia*. 2017; 31(12):2686-2694. Journal Impact Factor: 12.89

▪ Extramural Funding:

- Dr. Delgado-Calle is involved as PI, co-PI, or co-I for ~ \$1M/year in grant dollars.
- Dr. Delgado-Calle covers 78.5% of his annual salary with extramural funds.
- Since Dr. Delgado-Calle joined UAMS he was awarded as PI a NIH-NCI MERIT Award (R37 mechanism), given to early-stage investigators with applications that receive a score within the NCI pay line for experienced investigators. R37 awards are eligible for up to 7 years of funding, a NIH-NCI R01 (MPI Delgado-Calle-Bellido), and a NIH-NIGMS P20 (Core Director, PI O'Brien).
- Dr. Delgado-Calle is site PI (2) in two additional NIH R01 awards.

▪ International/National/Regional Reputation:

- Dr. Delgado-Calle (or members of his lab) has given 65 presentations/seminars: Invited lectures (16), Oral presentations (14), Poster presentations (23), and Chaired sessions (8).
- Member of 3 Editorial Boards: Current Osteoporosis Reports, Osteoporosis and Mineral Metabolism Journal, and Journal of Cancer Treatment and Metastasis.
- 59 manuscripts peer-reviewed and ad-hoc Reviewer for international (8), national (25), and institutional (14) grants since 2017.
- Standing member of the NIH Tumor Host Interactions Study Section.

▪ Honors and Awards

- 7 international, 12 national, and 3 regional peer-reviewed awards.
- 7 national, peer-reviewed awards to mentored students.
- 6 news releases by UAMS and local news media.
- Named Rising Star 2022 by the UAMS Division of Research and Innovation.

C. GENERAL OVERVIEW OF TEACHING AND MENTORING ACTIVITIES

As Faculty at Indiana University (2017-2020), Dr. Delgado-Calle had 100% protected time for research. However, he freely enrolled in local teaching activities during his first years as junior Faculty. Since he arrived at UAMS, he has embraced a more active role in teaching at both Graduate School and Medical School. A major contribution of Dr. Delgado-Calle to the UAMS teaching mission is the mentoring activities he participates in. Since being appointed Assistant Professor, Dr. Delgado-Calle has mentored at all educational levels, including college, medical, technicians, graduate students, and postdoctoral fellows.

➤ Teaching and Mentoring

- Participation in local teaching activities
 - Cell Biology, NBDS 5111, 1hr, UAMS Grad School 2021-present

Jesus Delgado-Calle, PhD
Promotion and Tenure Candidate
Basic Scientist Track

WEEKLY SCHEDULE

- 1. General Overview_Dr. Delgado-Calle (001)
- 2. Curriculum Vitae_Dr. Delgado-Calle
- 3. Weekly schedule_Dr. Delgado-Calle (001)
- 4. Teaching and Mentoring_Dr. Delgado-Calle (001)
- 6. Research_Scholarly activities_Dr. Delgado-Calle (001)
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| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | | | |
|----------|--|--|--|--|--|--|--|--|
| 8:00 am | Scholarly Writing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | Center for Musculoskeletal Disease Research COBRE meeting | Data analysis or other Scholarly | Myeloma Institute Disease meeting | | | |
| 8:30 am | | | | | Mentee-Dr. Adhikari | Mentee-Sharmin Khan | Center for Musculoskeletal Disease Research meeting | |
| 9:00 am | | | | | | | | Mentee-Dr. Kaur |
| 9:30 am | | Scholarly writing Research Scholarly activities | Data analysis or other Scholarly writing | | Data analysis or other Scholarly | | | |
| 10:00 am | | | | | | Center for Musculoskeletal Disease Research Journal Club | Cancer Institute Grounds rounds or other lectures | Research fundamentals Series or other lectures |
| 10:30 am | | | | | | | | |
| 11:00 am | | Multiple myeloma lab meeting | Editorial activities or other committee | | Mentoring- next week plans | | | |
| 11:30 am | | | | | | Mentee-Aric Anloague | Delgado-Calle Lab meeting | Physiology and Cell Biology Seminar |
| 12:00 pm | | | | | | | | |
| 12:30 pm | | Scholarly Grant reviewing or other Scholarly | Scholarly Grant reviewing or other Scholarly | | Scholarly peer-review publications Research Scholarly activities | | | |
| 1:00 pm | Scholarly Grant reviewing or other Scholarly | | | Scholarly peer-review publications Research Scholarly activities | | | | |
| 1:30 pm | | | | | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | |
| 2:00 pm | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | | | | | |
| 2:30 pm | Scholarly Grant reviewing or other Scholarly | | | Scholarly peer-review publications Research Scholarly activities | | | | |
| 3:00 pm | | | | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | | |
| 3:30 pm | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | | | | | |
| 4:00 pm | Scholarly Grant reviewing or other Scholarly | | | Scholarly peer-review publications Research Scholarly activities | | | | |
| 4:30 pm | | | | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | | |
| 5:00 pm | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | | | | | |
| 5:30 pm | Scholarly Grant reviewing or other Scholarly | | | Scholarly peer-review publications Research Scholarly activities | | | | |
| 6:00 pm | | | | | Scholarly Grant reviewing or other Scholarly | Scholarly peer-review publications Research Scholarly activities | | |

| Basic Science Path-Tenure | Actual Time | Time Ranges |
|--------------------------------------|-------------|-------------|
| Teaching/Mentoring | 10% | 10-20% |
| Research/Scholarly Activities | 75% | 60-80% |
| Clinical Service | 0% | 0% |
| Leadership/Administrative | 15% | 15-25% |
| | 100% | |

1. Teaching/Mentoring

Recommendations:

- Ask your Chairman for protected time from teaching the first 1-2 years
- Build your laboratory crew and include students – mentoring counts!!
- Make sure you are passionate also when you teach: students will perceive that and give you good evaluations!
- Teaching can be very rewarding and provide you an opportunity to train the new generation of doctors and scientists!

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Student comments:

Cell Biology, NBDS 5111

1. Dr. Delgado-Calle was a good lecturer. I appreciated how he emphasized which slides contained the most important information for the exam.
2. Dr. Delgado-Calle was an excellent lecturer that kept the class engaged and was very organized.
3. Dr. Delgado-Calle was engaging, and presented the material in a clear manner.
4. I enjoyed everything about Dr. Delgado-Calle's lecture. The content was very easy to follow and he made very clear what he expected us to focus on for the exam. His in-class dynamic activity was very interesting and fun and allowed us to take a small part in the research his laboratory does. The homework was also very helpful for the exam. Dr. Delgado-Calle's enthusiasm for his portion of the course was great.
5. I greatly appreciated this lecture and the ppt. The slides had the perfect amount of information and images, as well as a great logical order that communicated the ideas clearly. I also appreciated the "Choose your own adventure" style to describe the research being done.

| Course | Year | Score | Number of Instructors | Rank |
|---|------|-------------------|-----------------------|-------------------|
| Biomedical Master of Science Seminar course | 2016 | Not evaluated | Not provided | Not provided |
| Biomedical Master of Science Seminar course | 2017 | Not evaluated | Not provided | Not provided |
| Cell Biology, NBDS 5111 | 2021 | 92 (100) | 17 | 5 |
| Hematology, MOCU-8106 | 2022 | 4.7 (5.0) | Not provided | Not provided |
| Biology of Cancer, BIOC6103 | 2022 | 94 (100) | Not provided | Not provided |
| Cell Biology, NBDS 5111 | 2022 | Not available yet | Not available yet | Not available yet |

| Activity | Total | Since UAMS appointment |
|------------------------|-------|------------------------|
| Postdoctoral fellows | 3 | 2 |
| Graduate students | 5 | 2 |
| Medical students | 3 | 1 |
| Undergraduate students | 3 | 1 |
| Technicians | 2 | 1 |

| Lectures/presentations | Total | Since UAMS appointment |
|------------------------|-------|------------------------|
| Graduate School | 5 | 4 |
| Medical School | 1 | 1 |

Reply Reply All Forward IM

 Thu 3/19/2021 9:22 PM

 Megan Sweet <megsweet@iu.edu>

 Master's Program Updates

 To: Delgado-Calle, Jesus

 FollowUp. Completed on Friday, March 19, 2021.

 You replied to this message on 3/19/2021 10:30 AM.

Hi Jesus,

I hope that everything is going well with you in Arkansas! I just wanted to reach out with some updates regarding my Master's applications.

First, I wanted to say thank you for writing my letters of recommendation and submitting them to the schools I applied to. It meant a lot to me that you were willing to write letters on my behalf and you felt confident enough in my abilities to do so. Secondly, I decided that I am going to go to Virginia Tech in the Fall of 2021! I am going to go in with the intent of getting my Master's in Biological Sciences, but they have the flexibility that if I get there and love it, I can switch my track to get my PhD without receiving my Master's first.

I am very excited and I truly could not have done it without your help. Thank you for being an amazing mentor to me last year, and changing my outlook on research and science completely. Thank you for believing in me enough to have confidence that I could "make it" in research. Working in your lab opened up so many doors for me, and I could not be more grateful. I do still hope we can keep in contact!

Best,

Megan

2. Research/Scholarly Work

Recommendations:

- Grant awarding and peer-review publications are lengthy processes!! You should have a 3-5 year plan for your professional career with targets and goals clearly defined. Review and revise them as needed
- Careful with very high impact journals: quality and quantity!
- Have a mentoring committee!
- Keep an updated CV in multiple versions
- Find your niche where you can quickly begin to be recognized

Work vs. Scholarship: here is what you need to work for

Scholarly work requires:

High level of discipline & related expertise

Innovation

Can be replicated or elaborated

Can be peer-reviewed

“work” becomes scholarship when it is:

Made public

Available for peer review and critique according to accepted standards

Able to be reproduced and built upon by others

[the 3 P's: product, peer-reviewed, published]

Scholarship work in Academic Medicine creates new knowledge within any of 4 domains

Clinical care – Education/Teaching – Research - Administration

Classic Methods:

Peer-reviewed journal articles about original contributions

Peer-reviewed “review” articles

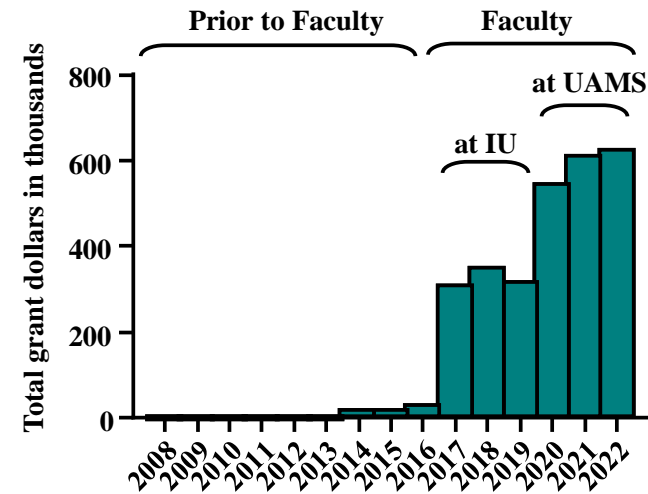
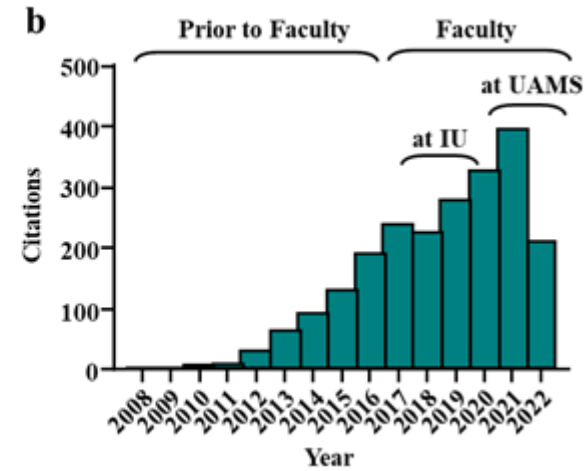
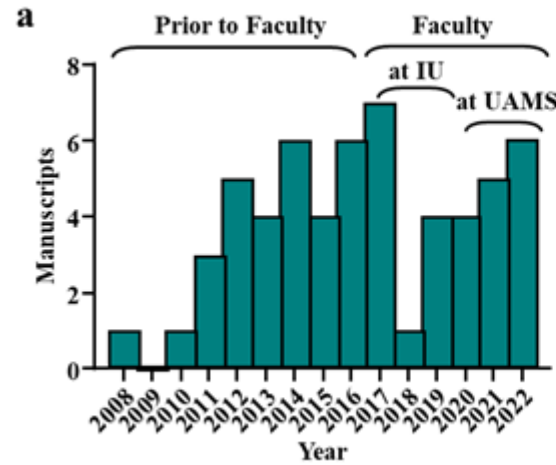
Textbooks and chapters; monographs

Peer-reviewed poster presentations and abstracts

Examples of Newer Methods:

- Peer-reviewed web-based materials
- CDs and other forms for enduring materials
- Educational syllabi and curriculum documents
- Patient education materials
- Quality improvement projects
- Clinical Practice Guidelines
- **Pre-prints (be careful!)**

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a RG Score ⓘ
36.93

Breakdown:

- 99.58% Publications
- 0.00% Questions
- 0.28% Answers
- 0.14% Followers

Percentile:
Your score is higher than 95% of all ResearchGate members' scores.

b Compared to all ResearchGate members
Your RI is higher than 94% of all ResearchGate members

Compared by date of first publication
Your RI is higher than 96% of all members who first published in 2008

Compared by research area
Your RI is higher than 89% of researchers in:
Cancer Research

c Research interest

d Google Scholar metrics

| | All | Since 2017 |
|-----------|------|------------|
| Citations | 2579 | 1392 |
| h-index | 25 | 20 |
| i10-index | 35 | 34 |

| Type | Total | | | | | Since UAMS appointment | | | | |
|------------|-------|------|---------|----------|-------|------------------------|------|---------|----------|-------|
| | PI | Co-I | Pending | In prep. | Total | PI | Co-I | Pending | In prep. | Total |
| Extramural | 4 | 1 | 2 | 2 | 9 | 4 | 0 | 2 | 2 | 8 |
| Foundation | 3 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 |
| Industry | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Intramural | 5 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 0 | 1 |

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| Activity | Total | Since UAMS appointment |
|------------------------|-------|------------------------|
| Editorial Board | 3 | 2 |
| Guest Journal Editor | 1 | 1 |
| Peer review manuscript | 59 | 28 |
| Peer review grants | 47 | 40 |
| Peer reviewer abstract | 9 | 5 |

| Type | Total | Since UAMS appointment |
|----------------------|-------|------------------------|
| Invited lectures | 16 | 10 |
| Oral presentations | 14 | 5 |
| Poster presentations | 23 | 11 |
| Chaired sessions | 8 | 4 |

3. Leadership/Administrative Service/Professional Recognition

Recommendations:

- Ask your Chairman about Dept or College committees – usually not the first 1-2 years
- Serve as peer-reviewer for journals: helps to develop a good reputation
- By all means, if you are invited, **GO TO NIH STUDY SECTIONS!!!**
- Maintain a good network of colleagues also outside UAMS and keep a list of candidate people that may write a letter for your P&T. Invite them as speakers within your Dept seminar series.

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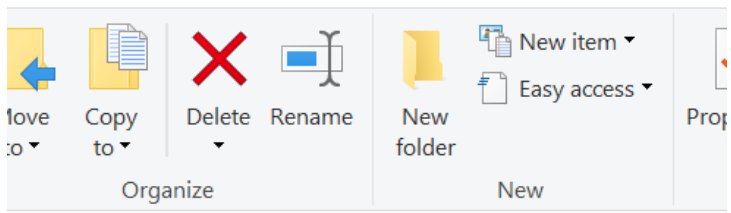
➤ **Leadership/Administrative Service**

6 hours/wk for Leadership/Administrative Service (40 hr/wk * 15% time/effort = 6 hr/wk)

- 1.5 hr/wk Physiology Seminars, Departmental
- 1.0 hr/wk vice-chair for Research, Departmental
- 0.5 hr/wk Junior Faculty Forum, Institutional
- 1.0 hr/wk Patent and Copyright Committee, Institutional
- 0.5 hr/wk PRO program, Institutional
- 0.5 hr/wk Section Editor, Current Osteoporosis Reports, Editorial
- 0.5 hr/wk Co-chair, Education Advisory Committee, Advocacy
- 0.5 hr/wk Other committee work

A summary of Dr. Delgado-Calle's Leadership/Administrative Service is shown in **Table 1**.

| Activity | Total | Since UAMS appointment |
|------------------------|-------|------------------------|
| International/National | 5 | 2 |
| Institutional | 5 | 4 |
| Departmental | 4 | 4 |



o-Calle laboratory > LAB PERSONNEL > JESUS DELGADO-C

Name

- 0. Referees
- 5. Teaching Evaluations
- 11. Top 5 publications
- Departmental letters**
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- 2. Curriculum Vitae_Dr. Delgado-Calle
- 3. Weekly schedule_Dr. Delgado-Calle (001)
- 4. Teaching and Mentoring_Dr. Delgado-Calle (001)
- 6. Research_Scholarly activities_Dr. Delgado-Calle (001)
- 7. Leadership_Administration_Dr. Delgado-Calle (001)
- 8. Annotated Bibliography_Dr. Delgado-Calle (001)
- 10. List of Publications_Dr. Delgado-Calle (001)
- 11. Honors and Awards_Dr. Delgado-Calle (001)
- 12. Summary of All section combined_Delgado-Calle...
- 2020-PT-Guidelines-procedural-revision-signed
- Dean and Chair letter approval for time in rank_Delg...

4. Professional Recognition

Each Department or free-standing Division of the College shall have a committee of senior faculty members whose job it is to review the requests for promotion and/or tenure put forward by individual faculty members within the Department or Division.

The Department Chair may be a member of this committee.

Meet with your departmental P&T committee to ensure you are on track

Jesus Delgado-Calle, PhD
Promotion and Tenure Candidate
Basic Scientist Track

List of Referees

External Referees

Matthew Drake, MD, PhD

Drake.Matthew@mayo.edu

Associate Professor of Medicine.

Division of Endocrinology, Diabetes, Metabolism, Nutrition, Department of Internal Medicine, Mayo Clinic, US.

The long-term aim of Dr. Drake's research is to improve understanding of how both normal aging and the presence of hematological malignancies (monoclonal gammopathy bone disease and multiple myeloma) can lead to the softening or destruction of bone mass, with the ultimate goal of contributing to new or improved methods for the prevention and treatment of bone loss. He is internationally recognized for his clinical studies in bone loss. He is a member of the American Society for Bone and Mineral Metabolism and the Soft Bones Foundation and has extensively published in the field of bone biology and hematological malignancies.

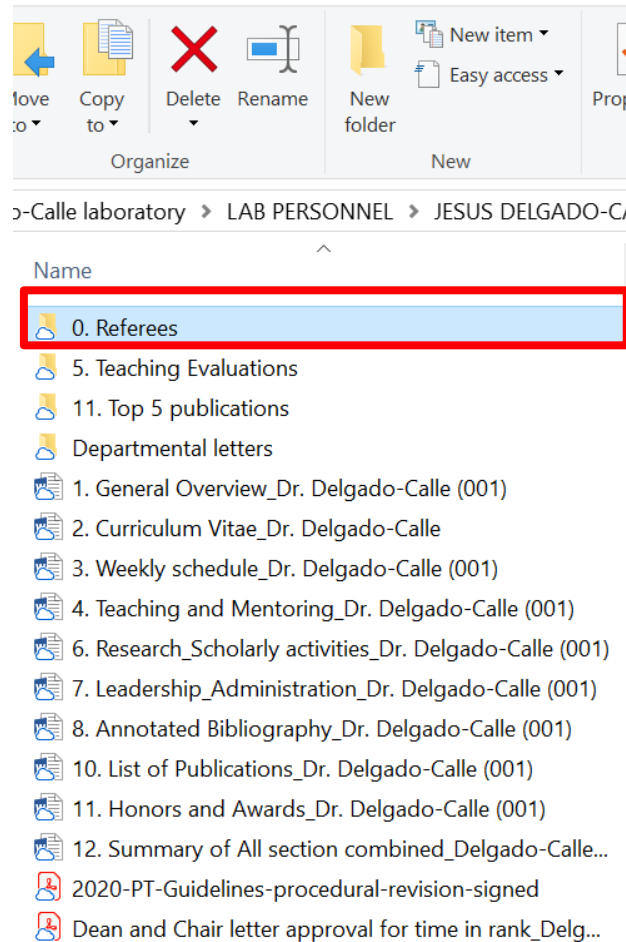
Ivo Kalajzic, PhD

ikalaj@uchc.edu

Professor of Reconstructive Sciences and Genetics and Genome Sciences.

Center for Regenerative Medicine and Skeletal Development, University of Connecticut Health, US.

Dr. Kalajzic's research aims to define bone formation's signaling mechanisms under physiological and pathological conditions. His lab is particularly interested in fracture healing and the role of Notch signaling. He is internationally recognized for his cutting-edge genetic approaches to study bone biology. He is a member of the American Society for Bone and Mineral Metabolism and the Orthopedic Research Society and has extensively published in the field of bone biology and Notch signaling.



The Challenge:

CREATE YOUR NICHE – FOR WHICH YOU ARE PERFECTLY EVOLVED AND INTO WHICH YOU ABSOLUTELY LOVE FITTING. (i.e. determine who you want to be when you grow up)

The Path:

Is yours to design

There are some tested courses and there is help

Ultimately, it is your work

Determine your goals

Chart your course

Document your progress

and most importantly –

LOVE YOUR WORK!

Take home messages

- Keep track, document and save everything that you do in research, teaching and administration – do it right away or you may forget to do it
- Have a great relationship with your Chair
- Work hard and be committed to excellence
- Take risks but always have a plan B and C
- It takes a lifetime to build a reputation and 5 seconds to destroy it!

Resources for P&T

- P&T Database Training
- P&T Forum
- [Jr. P&T Prep Recordings](#)
- [Faculty Center](#)
- Department P&T Committee
- Previous faculty members that served on the P&T Committee
- Faculty members that were recently promoted