## Knowledge Development and Integration-Investigator/Scholar (MD, DrPH, DDS, DNP or PhD)

### Description

The scholarship of knowledge development consists of discovery and the generation of new knowledge derived from traditional inquiry methodologies. It also may include analysis, synthesis and novel applications of existing observations, as well as positioning knowledge within larger, interdisciplinary contexts.

### Major Focus *

The expectation for faculty with this area of focus will be a major investment of time in supported investigative work, which may include basic, translational, population based, clinical and educational research. Technology development and membership in multidisciplinary investigational teams with would also be appropriate. Research may be in any discipline related to health sciences, including but not limited to:

- Laboratory research
- Clinical and translational research
- Population based research
- Health services/Policy/Economics research
- Outcomes research
- Biostatistics, Bioinformatics
- Novel applications of existing technologies or treatments, or public health interventions
- Multidisciplinary research team membership with a critical, unique role
- Pedagogical research

### Scholarly Products Expected**

The value of individual faculty accomplishments will be based on the quantity and quality of the particular form of scholarship. Evidence of quantity will tend to focus on the number of products documented. Evidence of quality will tend to be based on peer review within meaningful communities of practice (e.g., editorial boards, funding study sections).

Examples include:

- Publication of research findings, that contribute new observations or that synthesize existing knowledge in a way that enhances the discipline.
- Research presentations at national meetings, national recognition of leadership in a discipline by virtue of invited presentations.[number]
- Research support from federal, foundation or industry derived or primarily in a collaborative role as part of a research team.
- Invited professorships, and lectures
- Development of innovative public health or clinical technology and/or interventions/treatments
- Membership on multidisciplinary or collaborative research teams, in which the faculty member’s contribution is substantive and recognizable.
- Membership on research advisory panels.
- Membership on editorial boards
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<tr>
<th>Metrics for Evaluation</th>
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<tbody>
<tr>
<td>• Number of publications in peer reviewed journals of original research</td>
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<td>• Membership on national and international committees for review of research in area of expertise</td>
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<td>• Number and impact of presentations to academic institutions and professional societies.</td>
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<td>• Research funding record.</td>
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<td>• Invited professorships, and lectures</td>
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<td>• Institutional research committee membership</td>
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<td>• Evidence of participation in multidisciplinary or team based research</td>
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<td>• Editorial board membership</td>
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<td>• Special panel membership</td>
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*It is expected that most faculty will have a single major academic focus with accompanying evidence of competency in the appropriate type and quantity of teaching. However, there will be instances in which faculty make high quality substantive contributions in two areas of focus. It is expected that their contributions will be of excellent quality though perhaps quantitatively reduced in each focus area.*

**Scholarly products provide a sample of the kinds of materials which would be evidence of strength in a particular area of focus. A faculty member need not have evidence of all examples, but should provide evidence of excellence in those selected.

***Educational contributions as described in section 12 of the CUMC CV format are required for all faculty, through the type and quantity will vary with the academic focus.

*For more information about the new title system, please refer to our website at:*

http://www.cumc.columbia.edu/faculty/uni/proposed-academic-tracks