

Overview

When seeking an academic position, I hoped to find one that would allow me to combine research, teaching, and meaningful community service. In September 2001, I found such a position at Portland State University's (PSU) School of Community Health (SCH). PSU's motto, *Let Knowledge Serve the City*, and PSU and SCH mission statements that emphasize the value of partnerships, interdisciplinary efforts, an engaged university, and serving the metropolitan region, resonated deeply with me. PSU offers an intellectual home for my scholarship and teaching agenda that stresses the application of research to promote civic engagement and reduce social inequalities, and the ideal environment in which to continue to build my thriving scholarship.

Primary among my contributions to the School of Community Health is my ability to secure extramural grant monies to examine issues of social equity and health promotion. In 2004 I received the College of Urban and Public Affairs Emerging Scholar Award (see *Appendix A: Review Memos and Letter of Hire*) for outstanding grantsmanship and research. Additionally, the SCH Pay, Promotion & Tenure Committee reviewed my 3rd year portfolio and was unanimous in its recommendation that I "submit materials for tenure/promotion review in Fall 2005—during her 5th year" for early review (see *Appendix A: Review Memos and Letter of Hire*).

My success in receiving grant funds that support community-based research from such federal agencies as the Centers for Disease Control and Prevention and the National Institute of Environmental Health Sciences has benefited PSU, the participating communities, and the broader discipline and practice of public health. I also take very seriously my responsibilities as instructor, advisor, and community servant as demonstrated by my curricular and service records. In this narrative, I will highlight the significance and impact of my research and the integration of research with my teaching and community and professional service activities.

Focus of Scholarship and History

My research, teaching, and service activities are shaped by three common and related aims of my scholarship: 1. examine the social and environmental determinants of **health inequalities**, 2. increase **political and social capital** among the affected community members, and 3. involve a **collaborative partnership** of university, community agencies and organizations, and residents to achieve the first two aims. The incorporation of these aims into all levels of my scholarship (research, teaching, service) provides cohesiveness to my work, which enables me to be more efficient, effective, and productive.

Informed by the health inequality literature, my research draws from the principles of community-based participatory research, or CBPR, to examine and address health disparities. CBPR seeks to identify and build on strengths, resources, and relationships that exist within communities, involving a collaborative partnership in which all partners participate as equal members and share decision-making power. In this way, health inequalities, increased political and social power, and collaborative partnerships are very much integrated throughout my work.

I began to formulate my scholarship prior to joining the faculty at SCH. As a W.K. Kellogg postdoctoral fellow at the University of North Carolina at Chapel Hill, I conducted research with epidemiologists in the School of Public Health and rural residents to document residents' health and environmental needs. The research results and processes of working with government agencies and local organizations to bring about policy change have been published (Farquhar and Wing, 2002; Farquhar and Dobson, 2004; Farquhar and Dobson, 2005) and presented widely. Before taking the postdoctoral position, I completed my dissertation research with leaders in community-based research, Drs. Barbara Israel and Edith Parker at the University of Michigan School of Public Health. My research with the Community Action Against

Asthma project (CAAA), funded by the Environmental Protection Agency and the National Institute of Environmental Health Sciences, used a community-based approach to identify environmental health hazards and increase neighborhood capacity to improve the health of children with asthma (Farquhar, Schulz, Parker, and Israel, 2005).

The remainder of this narrative describing my contributions is organized into four primary areas: research; publications and presentations; teaching, mentoring, and curriculum; service to the university, the community, and the profession.

Research

Since joining the faculty in 2001, I have over \$2.4 million in funding on projects for which I serve as principal or co-investigator. Combined with proposals that have not been funded, my grant-seeking efforts over the past four years total nearly \$6 million, and provide substantial evidence of my ability to generate funding for scholarship (for complete list, see *Appendix B: Curriculum Vitae*).

Poder es Salud/Power for Health

During Year 1 at PSU, I co-authored a proposal that was funded by the Centers for Disease Control and Prevention (CDC) for \$1.5 million. As principal investigator of this project, I devote .30 FTE to the research, implementation, and evaluation. The project, *Poder es Salud/Power for Health*, is a collaborative intervention research study with Multnomah County Health Department, Oregon Health and Science University, and several Portland community-based agencies and is funded from 2002-2005, with a no-cost extension recently granted to extend to 2006. *Poder es Salud/Power for Health* was one of only 25 funded out of 311 grant applications, and it has been very visible and promoted as a successful example of using community-based approaches to improve health. As the PI overseeing a large budget and partnership, I have demonstrated the organizational skills necessary for managing large projects.

The principal goal of *Poder es Salud/Power for Health* is to increase the capacity of members of the African American and Latino communities in Multnomah County, Oregon, to promote health in their communities. This project defines health promotion as an approach that empowers communities to identify their problems and work together to decide how to address these problems. *Poder es Salud/Power for Health* seeks to improve the health of the communities involved by drawing on the skills and experiences of Community Health Workers (CHWs) who use the Freirian method of Popular Education. The CHWs are selected from the participating communities and attend an extensive 160-hour training to augment their skills and knowledge in leadership, local politics and governance structure, advocacy and community organizing, and health and disease. An evaluation of the project has demonstrated a statistically significant increase in overall health ($p < .05$), a decrease in depression ($p < .01$), and an increase in civic participation among project participants ($p < .05$) ($n = 170$). These research results have been included in a manuscript to be submitted in December 2005.

Promoting the Occupational Health of Indigenous Farmworkers

In Year 2004, I co-authored a proposal that was funded for \$900,000 by the National Institute of Environmental Health Sciences and the National Institute for Occupational and Safety Health. The intervention research project, Promoting the Occupational Health of Indigenous Farmworkers, is a joint effort with Oregon Law Center, Salud Health Clinic, Farmworker Justice Fund, and Pineros y Campesinos Unidos del Noroeste (PCUN). A growing number of farmworkers in the United States are from indigenous communities in Mexico and speak languages other than Spanish. This multidisciplinary project develops methods to improve the capacity of migrant farmworkers who speak indigenous languages to understand the hazards associated with agricultural work, and to increase their access to health and social services. As the environmental scientist and co-investigator of this project, I helped

develop the research methodology and the measurement protocol for pesticide knowledge, exposure, and related behaviors.

Other Research Efforts

From 2002-2003, I was asked to serve as a steering committee member of the Oregon Health Sciences University School of Nursing's Center for Health Disparities Research project (\$200,000). In this capacity, I contributed to the Center's direction and helped make decisions on content and purpose of grant proposals written to address health disparities in Oregon.

Additionally, I have four grant proposals that are pending review (for list of pending proposals, see *Appendix B: Curriculum Vitae*). I submitted seven grant applications to external funding sources that did not receive funding, but established productive working relationships and set the foundation for future funding opportunities. Most recently, I co-authored as co-investigator a proposal with Dr. Alan Melnick of Oregon Health and Sciences University to address methamphetamine use in rural Oregon. I feel confident that it will receive a fundable score from the National Institutes of Health review panel.

I have clearly demonstrated a track record to initiate, co-author, and secure external funding. Additionally, one of my recognized strengths is to bring together individuals and groups to identify shared goals and to design and implement a well-defined intervention. During my tenure at PSU, I have worked with dozens of community-based organizations, local, regional, and national agencies, and colleagues from other departments and campuses, revealing an important inter-agency and interdisciplinary approach to my scholarship. This is the current trend for national funding, and I am proud to be actively contributing to this vision through my research and the multiple national research and editorial boards on which I serve. As an appointed member of such foundations as the W.K. Kellogg Community Health Scholars Program, and as an organizer for American Public Health Association meetings, I directly shape the definition, practice, and scholarship of community-based participatory research.

Research: Internal Funding

My efforts to create successful research intervention partnerships are not solely focused on agencies and colleagues outside of PSU; I recognize and value the expertise here on this campus. For example, I co-authored funded proposals for internal funding, including the Departmental Engagement Project Grant (\$6,000) from the PSU Center for Academic Excellence, 2001-2002, for which I served as co-investigator to increase awareness among SCH faculty around civic engagement and service-learning. One of the opportunities I am most excited about is the opportunity to co-author research proposals with colleagues in the College of Urban and Public Affairs (CUPA). Most notably, in the winter 2005 I organized and facilitated discussions among CUPA and other faculty to brainstorm fundable research projects that would combine our research and disciplinary talents to examine the intersection of urban planning, public health, and policy. These initial discussions have continued and we will pursue grant support to study urban design and health in the Portland Metropolitan region.

Publications and Presentations

An extremely important aspect of scholarship is disseminating research results widely and to audiences where research findings can have the greatest impact. I have been very successful in sharing my work via peer-reviewed publications, in edited volumes, and at national professional meetings, local town halls, and workshops.

Publications

Since 2001, I have published 11 peer-reviewed articles and 2 book chapters. One of the articles was published in the *American Journal of Public Health*, arguably the most prestigious and widely cited

journal in the discipline of public health. Two additional articles were published in leading journals in the field of health education, *Health Education and Behavior* and *Health Promotion Practice*. I submitted two articles for peer review October 2005, was asked to write a book chapter to be included in a Jossey-Bass book, *Prevention is Primary*, and have three articles in progress (for list of accepted and in progress publications, see *Appendix B: Curriculum Vitae*).

One of my early successes was an invitation by Dr. Meredith Minkler, respected scholar in the field of community-based research at UC Berkeley, to write a chapter for her book, *Community-Based Participatory Research*. The book is lauded as an authority on community-based methods in public health, and is used in university classrooms and as a reference for community-based researchers (for samples of published articles, see *Appendix C: Publications and Presentations*).

Presentations

I have been lead or sole author and presenter of numerous presentations at professional and community meetings during the past several years. My abstracts were peer-reviewed and accepted for presentation at the American Public Health Association Meetings each year from 2000 through 2005. The annual meeting, which attracts upwards of 20,000 participants, is the largest and most visible public health meeting with a diverse audience. Recently, I co-presented with 2 community residents from the Poder es Salud/Power for Health grant a presentation entitled, “Building capacity to address health disparities in African American and Latino communities” at the American Public Health Association meetings in Washington, D.C. This presentation was especially well-received by the audience for its novel method that combined academic and community presenters. I was invited, along with my colleague, Dr. Yvonne Michael of Oregon Health and Science University, to present at the Social Determinants of Health conference in Atlanta, GA, that was sponsored by the Centers for Disease Control and Prevention. Proceedings and materials from this conference have been broadly distributed, and I continue to get requests for copies of our presentation paper, “Building on history and social capital to create change in two urban communities” (Farquhar, Michael, and Wiggins, 2005), included in *Appendix C: Publications and Presentations*.

I have been invited to present at meetings and annual retreats of several organizations. Last year I facilitated a portion of the Oregon Health and Science University Child Development and Rehabilitation Center’s annual retreat. My talk entitled, “Creating opportunities for community-building” was structured to encourage interaction and problem-solving among the retreat participants. The same group invited me to return to this year’s retreat to build on the discussion I initiated last year, and to facilitate part of the retreat. A full list of presentations is included in *Appendix B: Curriculum Vitae*, and a representative sample of presentations can be found in *Appendix C: Publications and Presentations*.

Teaching, Mentoring, and Curriculum

Teaching, mentoring, and curriculum development is very important to me, and I am devoted to providing quality teaching, service and advising to students. I have served as faculty supervisor for 10 research and teaching assistants, including five GRAs who have participated in the CDC research project; three GRAs who have assisted with classes and teaching; and one GRA working on the NIEHS grant. I also serve as mentor and adviser to students who are working on the university-mandated Undergraduate Assessment Project, providing structured feedback on assessment tools, data, and presentation of our assessment results. I have advised dozens of MPH students, served on five Masters Thesis Committees, and serve on the doctoral dissertation or field committees of five doctoral students.

I consistently strive to keep my courses current, interactive, reflective, and challenging, and my teaching evaluations reflect this effort. I have included my quantitative departmental course evaluations in *Appendix D: Teaching and Curriculum*, along with a representative sample of qualitative comments.

Figure 1 presents a summary of course evaluations from 2002-2004 (Note: evaluation questions varied in 2001 and 2005 and are not included in Figure 1.)

<i>[1=strongly disagree to 5=strongly agree]</i>	2002	2003	2004
Instructor is clear and understandable	4.70	4.61	4.62
Course was presented in a well organized fashion	4.44	4.58	4.57
Instructor motivated me to do my best work	4.48	4.25	4.43
Instructor has given me new viewpoints or appreciations	4.72	4.42	4.58
Lectures gave information not contained in reading material	4.31	4.32	4.40
There was freedom to ask questions and disagree	4.78	4.71	4.64
Instructor provided useful evaluation of my work	4.30	4.23	4.42
Instructor provided adequate conference time outside of class	4.31	4.40	4.45
Reading material was appropriate and well chosen	4.16	4.38	4.43
Course has increased my analytical and creative skills	4.33	4.21	4.48
Course has increased my knowledge and comprehension	4.55	4.37	4.57
I would recommend this course instructor to others	4.70	4.37	4.48
<i>Number of Students (n)</i>	111	109	75

Figure 1. Course evaluations 2002-2004 (for complete summary, see Appendix D: Teaching and Curriculum)

I am very proud of my reputation as a professor who challenges her students, and who is committed to nurturing students' abilities to think critically, learn public health theory and practice, and find rewarding jobs. I have a desk drawer full of handwritten and email notes from students thanking me for my energy, commitment, and diligence in and outside of the classroom.

I actively invite students to participate in my research projects and in co-authored publications (*for example*, Farquhar and Dobson, 2005 & Michael, Green, and Farquhar, in press). Through this participation, students are able to shape research questions, data collection and application of research results. This inclusion of students is aligned with my philosophy of creating collaborative partnerships. I approach my teaching in much the same way that I approach my research projects – recognize the strengths of each participant, give people the opportunity to make meaningful contributions, cultivate skill and capacity-building, and provide very clear and structured guidance.

Courses Taught

Currently I teach three required Master of Public Health courses, including Foundations of Public Health (PHE 511), Community Organizing for Health (PHE 517), and Health Promotion and Program Planning (PHE 550). I have also taught two undergraduate courses -- PHE 471: Program Planning and Evaluation and PHE 410: Maternal and Child Health. I am especially pleased about teaching the Foundations of Public Health, the course that PSU and OHSU Master of Public Health students must take during their first enrolled quarter, and the course that is intended to establish the philosophical and disciplinary background for the program coursework (for course syllabi, see *Appendix D: Teaching and Curriculum*).

As part of a Center for Academic Excellence grant and under the leadership of Dr. Leslie McBride, Dr. Barry Messer, and Janet Hammer, I am working with other SCH and Urban Studies and Planning faculty to integrate the issue of Sustainable Food Systems into CUPA's community-based curriculum. I have reorganized my Community Organizing service-learning course around this topic. Initial feedback from students suggests that restructuring the course around a single theme has increased the course's

cohesiveness and improved students' experience with the service-learning component of the course. I am scheduled to discuss the curricular changes at the upcoming Oregon Public Health Association meetings with Dr. Leslie McBride, the teaching assistant for the course, and others in Corvallis, Oregon on October 7th, 2005. I will continue to revise and update the content, readings, evaluation methods, and overall course structure in all courses based on student feedback and my own assessment of student learning.

Service

My university, community, and professional service has reflected and supplemented my research and teaching interests of collaboration, partnerships, and an improved social and physical environment.

University Service

Most recently, I was elected to the PSU Faculty Senate. I look forward to serving in that capacity to find ways to improve the PSU environment for faculty and students. In my position as the Oregon MPH Track Coordinator for PSU's Health Promotion track, I work with Oregon MPH faculty coordinators from PSU, OHSU, and OSU to guide the self-study in preparation for reaccreditation, organize student and faculty orientations, field questions from prospective graduate applicants, and coordinate our programs to ensure a positive learning experience for our graduate students.

When I joined the faculty at PSU, I immediately got involved with the Center for Public Health Studies Task Force. I saw this as an opportunity to more clearly define and provide the administrative infrastructure necessary to conduct significant research at SCH. I will continue working with faculty and staff to identify ways to create a thriving and innovative Center.

I have served as the Chair of the SCH Curriculum Committee since 2002. In this role, I am responsible for organizing the Curriculum Committee to develop policies related to curriculum, review new course proposals, and report activities at faculty meetings. I am also currently working with faculty in Urban Studies and Planning to develop a joint graduate program that would offer a Master of Urban and Regional Planning and a Master of Public Health (MURP/MPH) (for joint curriculum, see *Appendix D: Teaching and Curriculum*).

From 2003-2004, I directed the PSU SCH Undergraduate Program Review. This was a sizable task, as I was charged with creating the assessment tools, and drafting and posting the long-term program assessment plan and supporting documents to the university program review website. Other responsibilities include my present service as Chair-elect of the SCH Faculty Advisory Committee, serving as a Committee Member on the Faculty Search Committee (2003) and Director Search Committees (2004-2005). In these capacities, I have shaped the direction and agenda of SCH, consistently seeking input and opinions from colleagues (for committee descriptions, see *Appendix E: Service to University, Community, and Profession*).

Community Service

Much of my research and teaching involves community organizations and residents. I am also, however, engaged in activities that are more traditionally considered "community service." Most recently, I served as a volunteer organizer for the Northwest Health Foundation Community-based Conference, scheduled for September 2005 in Portland. I have served as a research consultant on several community-driven projects, including the Lents Food Assessment Project, the Environmental Health Assessment conducted by Multnomah County Health Department PACE Project, and the SE Uplift Healthy Neighborhood Project. I have also assisted several non-profits in writing and submitting research proposals to foundations, including proposals that I co-authored for the Environmental Justice Action Group and for City Repair.

One of my most notable achievements that bridges academia with community service is the work I recently completed as an appointed member of the city-county Sustainable Development Commission (SDC). In September 2004, I co-authored and presented a Toxics Reduction Strategy to the City Council and County Board of Commissioners. Both governing bodies adopted the resolution unanimously, giving the SDC a mandate to identify ways to reduce or eliminate the use of toxic products and practices in government operations and private businesses throughout Portland (for resolution and commission appointment letter, see *Appendix E: Service to University, Community, and Profession*).

Professional Service

During the past four years, participation on national advisory boards and review committees has allowed me to shape the direction of public health and to network with colleagues around the nation. I have reviewed several manuscripts for Health Education Research, Health Promotion Practice, Health Education Monographs, two book proposals for Jossey-Bass, and grant proposals for the National Institutes of Health and the Centers for Disease Control and Prevention. For the past three years, I reviewed abstracts for APHA meetings, and in November 2003 I was appointed as co-chair of the Presentations committee for the APHA Community-based Public Health caucus. In this position, I am responsible for choosing panel topics and selecting panel presenters for APHA meeting sessions.

I also serve in a variety of advising positions at the national and local level, including as an appointed member of the W.K. Kellogg National Advisory Committee and member of the Board of Directors of the Oregon Center for Environmental Health. (for invitation letters and organization descriptions, see *Appendix E: Service to University, Community, and Profession*).

Future Scholarship

Being at Portland State University has allowed me to develop and refine those aspects of my research, teaching, and service that are both highly valued at this institution and central to my own philosophies of public health. I will continue to examine how inequities in society translate into inequities in health through my research, teaching and practice. Currently, I have four grants pending review and am listed as co-investigator with colleagues from PSU and OHSU. I will continue to develop a joint MURP/MPH graduate program with colleagues in the School of Urban Studies and Planning, and will co-author, with other faculty in CUPA as well as with those in departments across campus, proposals that examine the intersection of health, policy, and the environment in relation to health inequalities. I also look forward to identifying ways to reinforce and practice my commitment to communities, PSU students, and the profession of public health.