

May 2023

To Whom It May Concern:

This document stipulates the background and support material relevant to our faculty applications for SuRE grants. We begin with (A) an overview of the Queens College mission and organizational structure, followed by (B) a discussion of Queens College's strategic plan that will foster the SuRE goals of building research capacity and excellence. We have included (C) profiles of Queens College undergraduate and graduate (Master's) students and (D) CUNY doctoral students. We provide (E) summary data regarding Queens College funding and scholarship. We describe (F) a number of initiatives for training and retaining URM students at Queens College, particularly students in STEM. We conclude with (G) summary data regarding Queens College eligibility for SuRE funding.

A. Queens College Mission and Organizational Structure

The mission of Queens College, in place since 1995, is to prepare students to become leading citizens of an increasingly global society. The College seeks to do this by offering its exceptionally diverse student body a rigorous education in the liberal arts and sciences under the guidance of a faculty that is dedicated to the pursuit of excellence and the expansion of the frontiers of knowledge. Its goal is that students learn to think critically, address complex problems, explore various cultures, and use effectively the full array of available technologies and information resources. As an academic institution, Queens College has an enrollment of 14,406 undergraduate students and 2,595 graduate students in 2022. We are one of 25 colleges of the City University of New York (CUNY), the nation's largest urban public university. Established in 1937 to offer a strong liberal arts education to the working classes, Queens College was hailed by the people of the borough as the "college of the future." This continues to be a hallmark of our identity and serves as an organizing principle in our College's ongoing development. Queens College offers a rigorous education to undergraduate and graduate students, guided by a highly gualified faculty dedicated to teaching and research and their interaction. We have been recognized as one of the top 10 Best Northern Regional Universities in U.S. News and World Report, and we are continuously listed in the Princeton Review's "Best 385 Colleges." The Washington Monthly ranked Queens College among the top five American colleges for offering students the "best bang for the buck".

Our academic programs, authorized to grant degrees in over one hundred areas including disciplines germane to SuRE, are housed in five Schools: Mathematics and Natural Sciences, Arts and Humanities, Education, Social Sciences, and a new School of Business. The School of Mathematics and Natural Sciences houses eight departments that offer undergraduate and graduate degree programs that prepare students for leadership roles in science, technology, and the health professions. Through our research-active faculty and through a number of joint programs, we have a formal, close, and highly productive relationship with the CUNY Graduate Center, the principal doctorate-granting institution in CUNY, which is home to over thirty doctoral

degrees and over thirty research centers in the sciences, humanities and social sciences. CUNY (and through its relationship to the Graduate Center, Queens College) grants doctoral degrees in biomedical fields, including Biology, Biochemistry, Chemistry, and Psychology (Neuroscience), utilizing a consortia model through which we, along with a number of other CUNY colleges, participate in programs housed at the Graduate Center. Many of our faculty are actively involved in doctoral education and are thereby producing pre-doctoral and post-doctoral researchers.

B. Queens College Strategic Plan (2021-2026) and its Relationship to SuRE Goals

Our institutional effectiveness planning is engineered to help us live up to our motto, *Discimus ut Serviamus*: "We learn so that we may serve". Our formal blueprint for this work is our 2021-2026 Strategic Plan, which identifies five core principles and goals: (1) provide an integrated, interdisciplinary, experiential academic foundation through the Curriculum; (2) Focus on Diversity, Equity, and Inclusion (DEI): Support for a more diverse, equitable, and inclusive culture at QC; (3) Support Faculty Scholarship and Creativity: Interconnected with teaching, learning, and student success; (4) Fiscal Sustainability that is mission and values-aligned; and (5) Build Student Success and Student Life: A community of care in support of student success. Queens College is deeply committed to providing faculty and students with the foundation to succeed in research, scholarly work, and creative projects and to increase the number of Black, Indigenous, and People of Color who are part of this community.

This plan supports expanded engagement of students in scholarship, creativity, and research, providing distinctive learning opportunities for students who might not otherwise have access. Faculty across disciplines will receive support to integrate scholarship, creativity, and research into their curricular and pedagogical practice. Intentional networks will connect QC scholars, researchers, and students with wider world community stakeholders.

THREE principal STRATEGIES outlined to achieve our goal:

1. Foster the conditions that allow faculty scholarship, creativity, and research to thrive and have an impact on teaching excellence, student learning, and student success, as well as diversity, equity, and inclusion. This means allocating sufficient resources to maintain and sustain faculty scholarship, in a way that acknowledges that needs differ by discipline.

Suggested activities include: • Phase back in three credits of unsponsored research support for research-active faculty demonstrably engaging students in diverse, inclusive, and equitable ways. • Invest in annual internal, competitive seed grants targeted to all research-active faculty, with an initial focus on mid-career faculty. • Working with academic department chairs, deans develop school-specific multi-year faculty recruitment and retention plans that address scholarship, creativity, and research, while endorsing goals that strengthen DEI. • Reinvest in campus facilities including indoor environments. • Increase grant reviewing support for junior faculty to access federal research grants. • Increase applications to institutional grants that promote diverse student engagement with faculty scholarship. • Invest in research and assessment tools. • Partner with research and scholarly centers and cultural organizations and their research missions to provide opportunities for diverse students. • Reinstate the position of Associate Provost for Research. • Influence processes, including human resources/ hiring, APR, and facilities planning, to reflect this scholarship, creativity, and research identity.

2. Systematize the integration of scholarship, creativity, and research into curricular and

pedagogical practice. Encourage and support faculty exchange, interdisciplinary connections, and greater intentionality about how to incorporate scholarship and creativity into teaching and learning.

Suggested activities include: • Expand faculty interdisciplinary exchanges and collaborations that increase scholarship and creativity across the curriculum. • Incorporate student engagement with scholarship and creativity into curriculum, assignments, and student learning outcomes across academic programs at all levels. • Incorporate DEI principles into assessment of scholarship, creativity, and research, with attention to ensuring equitable student participation.

3. Engage undergraduate and graduate students in scholarship, creativity, and research. The college will support both faculty and students to make these experiences available.

Suggested activities include: • Introduce the student-as-scholar concept in student-facing communication. • Develop scholarship, creativity, and research cohorts within and across majors. • Build scholarship, creativity, and research opportunities into existing cohort programs, with a particular focus on programs serving BIPOC and low-income students, including the Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK) Program. • Create regular opportunities to showcase student scholarship, creativity, and research. • Expand supports that help students continue their scholarly and creative endeavors. • Expand experiential learning opportunities for students, including as peer mentors and advisors.

Included throughout our Strategic Plan is a commitment to Diversity, Equity and Inclusion (DEI), as it is not enough just to recruit a more diverse community of researchers and students but to ensure that they have ample support and opportunities to succeed. Queens College has initiated FIVE STRATEGIES in our plan to achieve our goals:

- 1. Build DEI into our campus-wide policies, processes, and interactions. Foundational steps in culture renovation, including intentional and sustained education, are needed to foster an environment where everyone has the awareness, knowledge, and communication skills to participate fully as members of the QC community.
- 2. Make infrastructure investments that demonstrate support for DEI. Changing culture requires infrastructure investments that ensure DEI issues remain prominent and consistently addressed. Culture renovation cannot happen without making our campus, and ways of connecting to it, more accessible.
- 3. Become a college and graduate school of choice for more Black students and students with disabilities. QC's Black student enrollment remains at about 1,500 students per year compared to between 3,000 and 4,000 for other ethnic groups. We admit many more than choose to come. In addition, while 20.2% of students in New York City public high schools are students with disabilities, only 1.7% of students enrolled at QC have a declared disability. This strategy prioritizes increasing the enrollment and retention of Black students and students with disabilities.
- 4. Close the retention and achievement gap for BIPOC students, students with disabilities, and economically disadvantaged undergraduate and graduate students. The QC experience can be isolating when you are a person of color, disabled, or face significant financial hurdles. Creating a sense of belonging is facilitated by addressing the intersectionality of identities and experiences, including students who are first

generation, immigrants regardless of status, LGBTQIAA+, and veterans. This strategy seeks to change these dynamics by helping students access financial resources, while creating opportunities for them to make social connections and experience a rigorous curriculum to which they can relate.

5. Strengthen recruitment, retention, and support of BIPOC faculty, staff, and administrators, as well as faculty, staff, and administrators with disabilities.

C. Queens College Undergraduate and Graduate (Master's) Student Profiles

Our low tuition and our location in one of the most ethnically diverse counties (Queens County) in the United States drive the diversity of our student body. Estimates from the U.S. Census Bureau indicate that the 2.3 million residents of Queens are 21% Black, 28% Hispanic, 27% Asian, 25% White not Hispanic. The combined total of under-represented minorities (URMs) as defined by NIH criteria among the population in our local community is 50%¹.

In the Fall 2022 semester, Queens College had 17,001 enrolled students of which 14,496 were undergraduate students, and 2,595 graduate students. Undergraduate self-reported ethnicity was 32% Asian, 9% Black, 29% Hispanic, 21% White, and 3% were two or more races for more than 40% URM's as defined by NIH criteria. Our students have origins in 133 countries, speaking 100 different languages. Sixty three percent are from households with income below \$50,000. Forty three percent are first-generation college. Forty one percent receive Pell Grants, and 68% receive some form of financial aid. Within CUNY, we rank at or near the top in student retention with a 56% six-year graduation rate.

Table 1. Queens College Undergraduate Student Profile (Fall 2022) ²					
New Undergraduates					
First-time full-time freshmen (FTFT)	63%	Commuters	98%		
Transfer students	34%	Have children	6%		
Part-time students	11%	Financial aid	68%		
All Undergraduates		International	6%		
Female	52%	25 years or older	19%		
African American/Black	9%	Family Income < \$50K	63%		
Asian	31%	Languages spoken	100		
Hispanic/Latino	29%	Countries of origin	153		
White, non-Hispanic	23%	Graduation Rates			
Two or more races	3%	FTFT 4-Yr Graduation (2017 Cohort)	33%		
Nonresident alien	5%	FTFT 6-Yr Graduation (2015 Cohort)	56%		
First generation in college	48%	Transfers 2-Yr Graduation (2019 Cohort)	21%		
Full-time students who also work	52%	Transfers 4-Yr Graduation (2017 Cohort)	57%		

A substantial proportion of our entering student population started college elsewhere. In Fall 2022, 34% of new students transferred from another college, while 63% entered as first-time freshmen. Queens College's transfer population is more diverse than its freshmen: 44% of transfer students are from underrepresented groups (American Indian/Pacific Islander, Black, and Hispanic), compared to 36% of first-time freshmen are in this category. Two of our major sources of transfer students are sister CUNY community colleges with sizable URM

¹ United States Census, Queens County QuickFacts

² Enrollment distributions, gender and ethnicity, and graduation rates are Fall 2022 data from the Integrated Postsecondary Education Data System (IPEDS); other estimates are from inhouse queries of the University's data warehouse and from the CUNY Student Experience Survey, CUNY Office of Institutional Effectiveness

populations: Queensborough Community College (55%) and LaGuardia Community College (62%).³ This has contributed to our recent designation by the United States Department of Education as an Eligible Institution under Title III and Title V of the Higher Education Act of 1965. By recruiting and graduating students who are diverse in every possible respect, we contribute to the public good and fulfill two key provisions of our Strategic Plan: Goal 2: "Diversity, Equity, and Inclusion: A more diverse, equitable, and inclusive culture at QC" and Goal 5: "Student Success and Student Life: A community of care in support of student success."

Table 2 summarizes the number of faculty in the departments housing faculty who typically submit biomedical research grants: Biology, Chemistry/Biochemistry and Psychology at Queens College. Table 3 provides historical enrollment and degree attainment data, which shows gradual increases in percentages of URM students both at the undergraduate and graduate level. Table 4 provides one estimate of our impact in the production of PhDs. Over the past eleven years, 101 Queens College graduates have completed a PhD in biomedical or behavioral sciences, of whom 23 (21.3%) are URMs. We turn to a second estimate of our impact in the production of PhDs in the next section.

Table 2. Faculty in three departments engaged in biomedical research, 2021					
Category	Biology	Chemistry/ Biochemistry	Psychology	Total	
Full-Time Faculty (N)	18	14	29	61	
URM N (%)	3 (16.6%)	6 (42%)	5 (17.2%)	14 (23%)	

Table 3: Enrollments	Fa 20	all F 12 20	all F)13 2	Fall F 014 2	⁻ all I 015 2	Fall 016	Fall 2017	Fa 20 ⁻	ll Fa 18 20	all F 19 2	- all 020	Fal 202	I Fa 1 202	II 22
Undergradua	te													
Ν	20	25 21	72 2	254 2	293 2	422	2437	25	30 29	74 3	131	325	7 297	70
URM N	64	11 7	88 8	379 S	945 1	059	1086	112	28 13	53 1	420	142	1 129) 1
URM %	31	.7 3	6.3	39 4	1.2 4	3.7	44.6	44	.6 45	5.5 4	5.4	43.6	6 43.4	47
Graduate														
Ν	21	18 2	12 2	20 2	228 2	231	211	20	1 20)8 2	256	268	3 23	9
URM N	7	06	6	73	85	84	82	74	48	1 1	05	114	4 10	5
URM %	32	2.1 3	1.1 3	3.2 3	7.3 3	36.4	38.9	36	.8 38	8.9 4	1.0	42.	5 43.9	93
Degrees	2011-	2012-	2013-	2014-	2015-	201	6- 2	017-	2018-	2019	- 20	20-	2021-	
Granted	2012	2013	2014	2015	2016	201	17 2	2018	2019	2020	20	21	2022	
Bachelors														
(BA/BS)														
Ň	603	671	705	699	678	6	92	626	837	743	7	72	806	
URM (N)	154	170	235	238	233	2	48	253	340	289	2	293	324	
URM (%)	25.54	25.34	33.33	34.05	34.37	35.	84 4	0.42	40.62	38.90) 37	.95	40.20	
Master's														
(MA/MS)														
N	63	67	69	65	64	Ę	54	63	60	49		70	69	
URM (N)	6	13	14	20	19		15	29	21	15		28	28	
URM (%)	9.52	19.40	20.29	30.77	29.69	27.		6.03	35.00	30.61	40	.00	40.58	
Master's (MA/MS)								-						

³ CUNY OIRA, Total Enrollment by Race/Ethnicity, Gender and College: Percentages, Fall 2022

Excluding SLPSY- MSED											
Ν	32	32	35	39	38	38	25	27	20	38	35
URM (N)	4	7	8	8	10	9	7	9	8	13	15
URM (%)	12.5	21.88	22.88	20.51	26.32	23.68	28.00	33.33	40.00	34.21	42.86

Table 4. Queens College graduates who have completed a PhD in biomedical and behavioral sciences 2021 2011 2012 2013 2014 2015 2016 2017 2019 2018 2020 Total Ν 9 5 6 13 5 12 13 12 17 10 D 101 URM 6 Ν D D D D D 5 D D D 8

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D = suppressed to avoid disclosure of confidential information.

D. CUNY Doctoral Student Profiles

As mentioned, Queens College participates in a formal and close collegial relationship with the Graduate Center, the principal doctorate-granting institution in CUNY. CUNY (and through its relationship, Queens) grants doctoral degrees in biomedical fields, including Biology, Chemistry, and Psychology (Neuroscience) utilizing a consortia model. As a result of a self-study, the CUNY Graduate Center revamped its CUNY Doctoral Science Program in Biology, Biochemistry, Chemistry and Physics in 2008 to ensure adequate support for all incoming students. Queens College has been an active participant in this consortium, regularly recruiting graduate students to work with funded and tenured faculty. Whereas the Graduate Center provides full support in the first year, during which the students take courses and do laboratory rotations, the campuses and their faculty are responsible for funding their students from the second through the fifth year, while students complete their coursework, participate in gualifying examinations, and produce their doctoral dissertations.

Table 5. Non-URM, URM, and international doctoral students in biochemical areas						
Program	Non-URM	URM	International	Total		
Biochemistry	17(37.8%)	9 (29%)	19 (42.2%)	45		
Biology	65 (65%)	14 (14%)	16 (16%)	95		
Chemistry	28 (45.9%)	12(19.7%)	21(34.4%)	61		
Psychology	127 (72.6%)	29 (22.3%)	9 (5.1%)	175		

The CUNY Doctoral Science Program has also committed to diversity, especially URM doctoral training. These data have been consistent since the Doctoral Science Program was reorganized in 2008. Table 5 summarizes the distribution of non-URM students, URM students and international students for 2022 for the biomedical-related areas of Biochemistry, Biology, Chemistry and Psychology.

E. Queens College Funding and Scholarship

Queens College has consistently ranked amongst top five within the 25 CUNY campuses in the last five years in attracting external grant funds of between 20-28 million dollars annually, primarily from the National Institutes of Health, the National Science Foundation, and the U.S.

Department of Education. Queens College has been a CUNY leader in receiving Faculty Early Career Development (CAREER) Program research grants in STEM disciplines from the U.S. National Science Foundation. Faculty members in the Biology, Chemistry and Psychology Departments are critical and essential participants of the CUNY Doctoral Science Programs related to biomedical research in Biology (e.g., Neuroscience and Molecular and Cellular Biology), Biochemistry and Chemistry through formal joint appointments based at the CUNY Graduate Center. The College, particularly the Science faculty, ranks at or near the top of CUNY in the amount of annual research scholarship (peer reviewed publications, books, national conference presentations). Our faculty are noted for their collaborative approach to research involving doctoral, Master's-level, and undergraduate-level students in their projects, presentations, and publications.

Queens College also promotes faculty research by awarding research enhancement grants for faculty. Funding up to \$10,000 is provided for work that is publishable and advances the career of the faculty.

The College also provides Scholar Incentive Awards as additional support for research and creative projects that have external funding and show excellent promise for future endeavors.

F. Other Initiatives for Training and Retention of URM Students at Queens College

Queens College has a long-standing commitment to providing access to underserved minority, first-generation, and non-traditional college students. We actively recruit in local high schools with high proportions of URM students, like The Young Women's Leadership Academy (68% URM), Harlem Renaissance (99% URM), and Queens Gateway to Health Sciences (56% URM). Our commitment to access and degree completion is further illustrated through a coordinated network of care that consists of centralized support structures for undergraduate students: advising, counseling, tutoring, mentoring, and our SEEK Program, which supports economically disadvantaged students to attain adequate preparation for college-level work. Additional programs promoting student success in the sciences include the following.

- Queens STEM Academy Q-STEM (US Department of Education HSI-STEM) is a partnership with LaGuardia Community College of CUNY that is designed to improve the success of traditionally underrepresented students pursuing STEM degrees, with an evaluation plan designed to measure impact on Hispanic and low-income students. The aim is to increase the number of students from Hispanic and low-income backgrounds who graduate with STEM baccalaureate degrees, through three activities: (1) improve access by redesigning courses in STEM at Queens College and Queensborough Community College; (2) improve learning through learning collectives where peers provide instruction and mentorship to students; (3) bridge the two institutions by writing articulation agreements to implement joint degree programs, and facilitate faculty exchange and shared transfer advisement. Creating transfer partnerships and scaffolding transfer support, LaGuardia will connect students with faculty and peer mentors at Queens College while building bridges to successful STEM careers
- U-RISE (Undergraduate Research Training Initiative for Student Enhancement) (NIH) is an undergraduate student training program in academic research designed to increase the number of URM students involved in biomedical sciences by creating an environment conducive to research and learning. Queens College has held a NIH Maximizing Access to Research Careers (MARC-U*STAR) grant continuously since

2004 and through the years has trained 116 students in the biomedical sciences. Due to recent changes in the College's eligibility for MARC grants, the College applied for a U-RISE grant and was awarded the grant this April 2023. The U-RISE program at Queens College continues the legacy of the MARC program, providing research and professional development training to U-RISE students with direct laboratory participation and advising throughout their college years, while enhancing the research environment at Queens College. U-RISE effects change for the many talented and diverse students at Queens College and guides them toward graduate school and careers in biomedical research, maximizing the opportunities for successful admission to graduate biomedical research programs.

- Queensborough Community College Bridges to Baccalaureate Program and Bridges to the Baccalaureate Research Training Program at LaGuardia Community College (NIH) are programs through which Queens College participates with two sister community colleges to foster and strengthen minority participation in scientific research at community colleges and to facilitate educational progression of URMs to a four-year program.
- The **Mellon Mays Undergraduate Fellowship** (Andrew Mellon Foundation) supports underrepresented students financially and academically to enter PhD programs in targeted disciplines. Five Mellon fellows are selected annually, typically in their sophomore year, and receive supports that include structured programming, faculty mentoring, stipends for research, research abroad, and repayment of undergraduate loans. Fellows are selected based on academic ability and aspirations to pursue a doctoral degree.
- Freshman Year to Geoscience Career GEOPATHS program (NSF) IUSE-GEOPATHS is an NSF initiative that funds pioneering ways to increase the number and diversity of students majoring in the Geosciences, helping them complete these majors and preparing them with the needed skills for successful placement in employment or graduate school. Our Freshman Year to Geoscience Career GEOPATHS program serves Geology and Environmental Science majors at Queens College and our two largest feeder institutions, LaGuardia Community College and Queensborough Community College. The project was launched in September 2015, and has funding through 2020.
- Facilitating Teachers' and Young Children's Science Learning through Iterative Cycles of Teacher Professional Development (NSF) is designed to enhance the learning and teaching of STEM by preK-12 students and teachers, respectively, through research and development of innovative resources, models, and tools. The project draws from one of New York City's most diverse districts.
- Preparation of STEM Majors and Recruitment of STEM Graduates to Increase the Number of Highly Qualified STEM Teachers (NSF) supports students majoring in STEM in their trajectory to serve in high-needs schools in New York City. The participants receive scholarships for two years as they complete requirements for dual science and education majors. The project also supports STEM professionals seeking initial teacher certification in science.
- In the project Diversity by Design: Scaling and Fostering Diverse and Inclusive Intergenerational Communities of Practice (IMLS, https://www.imls.gov/grants/awarded/re-14-19-0054-19), Queens College, the University of Pittsburgh, the University of California, Irvine, and The Pennsylvania State University will explore how underrepresented minority students develop and maintain a sense of community and belonging within cohort-based recruitment

programs, examining also how these experiences compare to participants' sense of community in their graduate programs and workplaces.

• Queens College participates in the **CUNY Louis Stokes Alliance for Minority Participation (LSAMP) Program** (NSF) which provides support for STEM freshman and sophomore students to conduct research. Each year the program recruits 30 freshmen Apprentices and 10 sophomore Fellows. Apprentices take an introduction to research course facilitated by our LSAMP faculty mentors, and Fellows (drawn from the previous year's Apprentices pool) work with a faculty mentor on a research project, supported by a \$3,000 stipend.

G. Queens College Eligibility for SuRE Funding

Queens College has been designated by the United States Department of Education as an Eligible Institution under Title III and Title V of the Higher Education Act of 1965 and all institutional grants are reviewed by the appropriate Departments, Dean, and the Provost Office. Queens College is eligible for SuRE funding as a public institution of higher education, granting science degrees to undergraduate and graduate students, with a documented track record of recruiting, retaining, training, and graduating URMs. We have 41% or more of our students receiving PELL grants each year for the last two years. Furthermore, as Table 7 indicates, Queens College has received on average less than \$6 million dollars per year from R01 and other NIH research support in the last two fiscal years.

Fiscal Year	Project Number	Contact PI / Project Leader	Department	Total Cost
2023	5R03NS126987-02	BRUMBERG, JOSHUA CRAIG	PSYCHOLOGY	\$77,000
2023	5R21AG075315-02	SAVAGE-DUNN, CATHY	BIOLOGY	\$199,727
2023	5R01MH121605-04	DENISOVA, KRISTINA	PSYCHOLOGY	\$387,310
2022	1U01OH012265-01A1	MORABIA, ALFREDO	Barry Commoner Research Center	\$599,251
2022	5R01HD102429-02	HINTON, VERONICA J	PSYCHOLOGY	\$571,643
2022	1R03NS126987-01	BRUMBERG, JOSHUA CRAIG	PSYCHOLOGY	\$77,000
2022	5R03MH125386-02	UNGER, KERSTIN BIANCA	PSYCHOLOGY	\$77,000
2022	1R21AG075315-01	SAVAGE-DUNN, CATHY	BIOLOGY	\$256,144

Table 7. NIH external grant funding for Queens College (NIH Reporter)

2022	5R21AI156798-02	DENNEHY, JOHN JOSEPH	BIOLOGY	\$192,500
2022	5R01ES027890-05	BARON, SHERRY L	Barry Commoner Research Center	\$547,218
2021	7R01MH121605-03	DENISOVA, KRISTINA	PSYCHOLOGY	\$387,765
2021	3R01ES027890-04S2	BARON, SHERRY L	Barry Commoner Research Center	\$96,262
2021	3R01ES027890-04S1	BARON, SHERRY L	Barry Commoner Research Center	\$1
2021	1R15DA052871-01A1	BEELER, JEFF A.	PSYCHOLOGY	\$462,000
2021	1R01HD102429-01A1	HINTON, VERONICA J	PSYCHOLOGY	\$646,418
2021	1R33MH126187-01	SNEED, JOEL R.	PSYCHOLOGY	\$406,660
2021	1R21AI156798-01	DENNEHY, JOHN JOSEPH	BIOLOGY	\$231,000
2021	1R03MH125386-01	UNGER, KERSTIN BIANCA	PSYCHOLOGY	\$77,000
2021	5R01ES027890-04	BARON, SHERRY L	Barry Commoner Research Center	\$553,378

Grant Total	\$5,845,277

Queens College remains committed to developing and sustaining a research environment in support of our faculty and in fulfillment of our educational mission for our students. Thank you for your consideration.

Sincerely,

Patricia Price, PhD Interim Provost and Senior Vice President for Academic Affairs