



**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

Thursday, September 18, 2025  
11:30 AM

*or*

*Upon Adjournment of Previous Meeting*

**Chair:** Dean C. Colson

**Vice Chair:** Alberto R. Taño

**Members:** Noël C. Barengo, Francesca Casanova, George Heisel, Alexander M. Peraza

**AGENDA**

- |   |                    |
|---|--------------------|
| 1. Call to Order and Chair's Remarks  | Dean C. Colson     |
| 2. Approval of Minutes  | Dean C. Colson     |
| 3. Action Items   |                    |
| AP1. Tenure as a Condition of Employment Nomination   | Elizabeth M. Bejar |
| AP2. Textbook and Instructional Materials Affordability Annual Report                                   | Heather Russell    |
| AP3. Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct        | Elizabeth M. Bejar |
| AP4. Proposed Amendment to Regulation FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII) | Elizabeth M. Bejar |
| AP5. Proposed Amendment to Regulation FIU-116 Educational Sites   | Elizabeth M. Bejar |
| 4. Information and Discussion Items: No Action Required   |                    |
| 4.1 Student Government Updates  | Francesca Casanova |
| 4.2 Faculty Senate Updates  | Noël C. Barengo    |

**5. Academic Affairs Regular Reports: For Information Only**

- Academic and Student Affairs
- Florida International University and Baptist Health South Florida Collaboration
- Information Technology
- Research and Economic Development/ University Graduate School

**6. New Business**

**Dean C. Colson**

**7. Concluding Remarks and Adjournment**

**Dean C. Colson**

## 09.18.25 - Academic Policy and Student Affairs Committee Meeting

### 1. Call to Order and Chair's Remarks

Dean C. Colson

### 2. Approval of Minutes

Dean C. Colson

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### 3. Action Items

#### AP1. Tenure as a Condition of Employment Nomination

Elizabeth M. Bejar

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#### AP2. Textbook and Instructional Materials Affordability Annual Report

Heather Russell

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#### AP3. Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

Elizabeth M. Bejar

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#### AP4. Proposed Amendment to Regulation FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII)

Elizabeth M. Bejar

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#### AP5. Proposed Amendment to Regulation FIU-116 Educational Sites

Elizabeth M. Bejar

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### 4. Information and Discussion Items: No Action Required

#### 4.1 Student Government Updates

Francesca Casanova

#### 4.2 Faculty Senate Updates

Noél C. Barengo

### 5. Academic Affairs Regular Reports: For Information Only

6. New Business

Dean C. Colson

7. Concluding Remarks and Adjournment

Dean C. Colson



September 18, 2025

**Subject: Approval of Minutes of Meeting held June 12, 2025**

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**Proposed Committee Action:**

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on June 12, 2025.

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**Background Information:**

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on June 12, 2025.

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**Supporting Documentation:** Minutes: Academic Policy and Student Affairs Committee meeting, June 12, 2025

**Facilitator/Presenter:** Dean C. Colson, *Chair, Academic Policy and Student Affairs Committee*

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**Academic Policy and Student Affairs Committee**  
**June 12, 2025**  
**FIU, Modesto A. Maidique Campus, Graham Center Ballrooms**

**MINUTES**

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**1. Call to Order and Chair's Remarks**

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Dean C. Colson on Thursday, June 12, 2025 at 11:18 AM.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Dean C. Colson, *Committee Chair*; Alberto R. Taño, *Committee Vice Chair*; Noël C. Barengo; Francesca Casanova; George Heisel; and Alexander M. Peraza.

The following Board members were also in attendance: Trustees Carlos A. Duarte, Board Vice Chair; Alan Gonzalez; Jesus Lebeña; Yaffa Popack; and Marc D. Sarnoff.

Provost and Executive Vice President Elizabeth M. Bejar provided updates related to the Dean of the College of Law, Antony Page, completing his service and Michelle Mason serving as Interim Dean with a search beginning in the fall 2025 semester; Dean of University Libraries Nancy Kirkpatrick leaving her role at FIU; Tomas Guilarte being celebrated as a highly ranked scholar by ScholarGPS Top 0.5%; Dr. Noël C. Barengo, Associate Professor of Epidemiology at FIU, being named the 2025 Conference USA Professor of the Year; and the tenth annual FIU Academy for International Disaster Preparedness Field Course.

**2. Approval of Minutes**

Committee Chair Colson asked if there were any changes or corrections to the minutes of the Academic Policy and Student Affairs Committee meeting held on April 15, 2025. Hearing none, a motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on April 15, 2025.

**3. Action Items**

**AP1. Tenure Nominations**

Committee Chair Colson explained that, at the conclusion of the spring semester each year, the administration conducts a thorough review of faculty candidates who are in their sixth year on their track towards tenure. He added that this year, a total of 34 candidates have met the scholarly requirements and have been recommended for tenure. Provost Bejar presented an overview of the tenure review process and candidates. She highlighted the collective accomplishments of the 34 tenure candidates. She mentioned that all faculty are mandatorily evaluated on an annual basis on

their annual assignment for research, teaching, and service and are subject to post-tenure review every five (5) years. Committee Chair Colson commented on the tenure and post-tenure review processes. Provost Bejar explained the process of selecting external reviewers in response to Trustee Alexander M. Peraza's inquiry.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

#### **AP2. Tenure as a Condition of Employment Nominations**

Committee Chair Colson commented on the Tenure as a Condition of Employment (TACOE) process. Provost Bejar commented on the TACOE candidates: Dr. Sara Castro-Olivo, who will be joining the Department of Counseling, Recreation, and School Psychology and Dr. Matthew Deroo who will be joining the Department of Teaching and Learning. She noted that both candidates are recommended for hire at the rank of Associate Professor within the School of Education and Human Development in the College of Arts, Sciences and Education.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the FIU Board of Trustees approve of the candidates for Tenure as a Condition of Employment as specified in the Board materials.

#### **AP3. Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code**

Associate General Counsel Ryan M. Kelley presented the proposed amendments to Regulation FIU-2501 Student Conduct and Honor Code. He detailed that the proposed changes include updated phrasing to address plagiarism where a student uses artificial intelligence without acknowledgement; correcting references to FIU Regulations 105 and 106; clarification of appeal submission instructions; and other edits related to scrivener's errors.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the proposed amendment to Regulation FIU-2501 Student Conduct and Honor Code.

### **4. Information and Discussion Items: No Action Required**

#### **4.1 Post Tenure Review**

Provost Bejar commented on Florida Board of Governors Regulation 10.003 Post-Tenure Faculty Review. She provided an overview of post-tenure review procedures and the 2024-2025 cohort. She remarked on the post-tenure review evaluation ratings and detailed the post-tenure review outcomes of the FIU 2024-2025 cohort.

#### **4.2 Planned New Academic Degree Program Proposals**

Provost Bejar presented anticipated new academic programs for 2025-2026. She explained the process for developing a new academic program. She noted that new academic programs may include areas of focus in urban policy and data analytics, national security, project management, artificial intelligence (AI) engineering, and public health.



#### **4.3 Student Government Updates**

Trustee Francesca Casanova mentioned that she attended the Commissioner's Summit on June 5, 2025, and participated in a panel discussion. She explained that the Student Government Association (SGA) senate has met regularly, elected their senate leadership and is working on filling vacancies. She commented that she will be meeting with SGA Vice President Wilkin Caseres and members of FIU leadership to discuss initiatives. She noted that her focus during her second term as Student Body President is to align with the Experience Impact 2030 Strategic Plan and enhance the student experience. Trustee Casanova stated that on April 25, 2025, she signed an executive order which created the SGA Department of Greek Enrichment and Expansion (DOGEE). She explained that DOGEE created a feedback survey and hosted an in-person town hall to gather feedback from students in the Greek community and that the report and recommendations were received from DOGEE.

#### **4.4 Faculty Senate Updates**

Trustee Noël C. Barengo stated that the Faculty Senate and the Steering Committee convened once since the April 15, 2025, Board of Trustees meeting. He mentioned that the final Faculty Get-Together of the spring 2025 semester took place on April 25, 2025, and the first Faculty Get-Together of fall 2025 will be hosted by the Chaplin School of Hospitality and Tourism Management on Thursday, September 18, 2025. He shared that he provided the Steering Committee and the Faculty Senate with a report on his experience serving on the FIU Presidential Search Committee. He commented that the faculty look forward to working collaboratively with University President Jeanette M. Nuñez and mentioned that President Nuñez was invited to attend the first Faculty Senate meeting of the fall 2025 semester. He commented on the Faculty Senate's concern with FIU Police Department (FIU PD) involvement in the 287(g) agreement with United States Immigration and Customs Enforcement (ICE) and noted a formal request that FIU PD withdraw their signed letter of interest in this agreement. Senior Vice President for Operations and Safety and Chief of Staff, Javier I. Marques clarified that there are no anticipated additional operational costs associated with signing the agreement, similar to other collaborative agreements that are already in place. He noted that additional costs related to on-campus protests are not budgeted by FIU PD. Trustee Barengo expressed that the Faculty Senate remains committed to fostering an open, constructive, and collaborative dialogue with both the FIU administration and FIU PD about said agreement.

#### **5. Academic Affairs Regular Reports**

There were no questions from the Committee members in terms of the Academic Affairs regular reports included as part of the agenda materials.

#### **6. New Business**

No new business was raised.

#### **7. Concluding Remarks and Adjournment**

With no other business, Committee Chair Dean C. Colson adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, June 12, 2025, at 12:16 PM.

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September 18, 2025

**Subject: Tenure as a Condition of Employment Nomination**

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**Proposed Action:**

Florida International University Board of Trustees approval of one (1) candidate for Tenure as a Condition of Employment (TACOE).

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**Background Information:**

Pursuant to Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The TACOE nominee holds tenure at their previous institution and has been selected to receive TACOE based on the caliber of their work.

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**Supporting Documentation:** Tenure as a Condition of Employment Nominee:

- Overview
- Bio
- Curriculum Vita

**Facilitator/Presenter:** Elizabeth M. Bejar

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**Florida International University**  
**Tenure as a Condition of Employment Nomination - September 2025**

	Last Name	Name	College	Department	Proposed Rank
1	Comas	Xavier	College of Arts, Sciences & Education	Earth and Environment	Professor

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## **Xavier Comas**



**Tenure as a Condition of Employment  
Department of Earth and Environment  
School of Environment, Arts and Society  
College of Arts, Sciences & Education**

Dr. Comas earned his PhD in Environmental Sciences from Rutgers University and the New Jersey Institute of Technology in 2005. He joined the Department of Geosciences at Florida Atlantic University (FAU) as a tenure-earning Assistant Professor in 2007, received tenure and was promoted to the Associate Professor rank in 2013 and has held the rank of Professor since 2019. His research centers on environmental geophysics, with a particular emphasis on hydrogeophysics. He has secured more than \$5.4M in external funding, including \$3M as Principal Investigator and \$2.4M as co-Principal Investigator. Currently, he leads a \$1.3M Department of Defense grant. He has published over 50 research papers in leading peer-reviewed journals, with four (4) additional manuscripts under review. His teaching portfolio includes a broad array of Geosciences courses. He currently mentors four (4) PhD students and has previously guided four (4) others to completion. He has a sustained record of commitment to graduate and undergraduate mentorship. Professionally, Dr. Comas is a well-established scholar with recognition at the local, national, and international levels. He maintains strong professional ties with local and regional geological and research institutions, enhancing his collaborative reach and fostering his ability to connect undergraduate and graduate students with government agencies, private industry, and professional organizations. He has assumed several distinguished professional roles, including as a member of the Council Leadership Team of the American Geophysical Union (AGU) and has served as President of the Near-Surface Section of the AGU. His proven leadership in the discipline positions him to play a key role in guiding and advancing Earth and Environment's geology program into the future.

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**XAVIER COMAS, Ph.D.**

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**SUMMARY**

Environmental Geophysicist: Field of specialization is hydrogeophysics with emphasis on critical zone studies and climate change.

**EDUCATION**

B.S. Geology, Universitat de Barcelona (Barcelona, Spain), 2000.

Ph.D. Environmental Sciences, Rutgers University and New Jersey Institute of Technology (Newark, New Jersey), 2005.

**EMPLOYMENT**

- Professor, Dept. of Geosciences, Florida Atlantic University, Boca Raton, FL (8/19-present): Environmental Geophysics.
- Associate Professor, Dept. of Geosciences, Florida Atlantic University, Boca Raton, FL (8/13-8/19): Environmental Geophysics.
- Assistant Professor, Dept. of Geosciences, Florida Atlantic University, Boca Raton, FL (8/07-7/13): Environmental Geophysics.
- Post Doctoral Fellow, Dept. of Earth Sciences, University of Maine, Orono, ME, (9/06-7/07): Environmental Hydrogeophysics (Geophysical evaluation of biogenic gases in peatlands, continuation of NSF funded project); Dept. Earth and Environmental Sciences, Rutgers University, Newark, NJ, (9/05-9/06): Environmental Geophysics (Geophysical evaluation of biogenic gases in peatlands, NSF funded project); University of Maine / US National Parks Service (10/05-11/05): Environmental Geophysics as part of collaborative research (Nutrient loading to the Sieur de Monts spring, Acadia National Park).
- Lecturer, Dept. Earth and Environmental Sciences, Rutgers University, Newark, NJ, (9/05-12/05): instruction of undergraduate courses in Physical Geology, and Environmental Disasters; Academic Foundations Center (AFC), Educational Opportunity Fund (EOF) Program, Summer Session. Rutgers University, Newark, NJ (7/04-8/04; 7/05-8/05): lecture and laboratory instruction of undergraduate courses in Introduction to Geology.
- Graduate Research Assistant, Dept. Earth and Environmental Sciences, Rutgers University, Newark, NJ (9/02-9/04): Environmental Geophysics research (Evaluation of mass transport in a large Maine peatland, NSF funded project); Dept. of Geosciences, University of Missouri-Kansas City, Kansas City, MO, (10/01-7/02); Applied Geophysics research; Graduate Teaching Assistant, Dept. Earth and

Environmental Sciences, Rutgers University, Newark, NJ (7/04-8/04): laboratory instruction of undergraduate courses in Environmental Geology.

- Student Advisor, University Orientation Office (G.O.U.), Facultat de Geologia, Universitat de Barcelona, Barcelona, Spain, (09/97-08/00); organization of several short courses, and student assessment.

#### HONORS AND AWARDS

- President of the American Geophysical Union (AGU) Near-Surface (NS) Section, January 2017-December 2020
- Council Leadership Team of the American Geophysical Union (AGU), March 2017-2019
- Broward Faculty Mentor Award, 2014, Office of Undergraduate Research and Inquiry, Florida Atlantic University.
- Researcher of the Year 2013, Assistant Professor Level, Division of Research, Florida Atlantic University.
- Dissertation Fellowship. Graduate School-Newark, Rutgers University, Newark, NJ, (2004-2005).
- Full Tuition Scholarship. Facultat de Geologia, Universitat de Barcelona, Barcelona, Spain, (1995-1999).

#### REFERED WORKS

##### EDITED BOOKS

1. Uhlemann, S., **Comas X.**, Perrone, A. 2021. Special Issue: Near-surface geophysics for geohazard assessment. Near Surface Geophysics.
2. Baird, A., Belyea, L., **Comas, X.**, Reeve, A. and Slater, L., 2009, Carbon Cycling in Northern Peatlands, Geophysical Monograph 184, American Geophysical Union (AGU), Washington DC, 299 pp

PEER-REVIEWED JOURNAL PUBLICATIONS (\* indicates student advised, both as primary or committee member)

##### Published:

1. Moore H. E., **Comas X.**, Briggs M. A., Reeve A. S., Slater L.D. 2024. Indications of Preferential Groundwater Seepage Feeding Northern Peatland Pools, Journal of Hydrology, 638, doi.org/10.1016/j.jhydrol.2024.131479
2. Swick, K., Johanson, E. N., **Comas, X.** 2024. A multiproxy analysis of modern environmental change within a cypress swamp forest, Collier County, FL, Discover Environment, 2:39; doi.org/10.1007/s44274-024-00065-x
3. Sirianni\*, M., **Comas, X.**, Shoemaker, B., and Anderson, F. 2023. Methane gas ebullition dynamics from different wetland vegetation communities in Big Cypress National Preserve (Florida) are revealed using a multi-method, multi-scale approach, Journal of Geophysical Research – Biogeosciences; 128 (12), 2023JG007795.
4. Schröder, S., Corella, J.P., Pellicer, X.M., Rook, P, Kara, A., and **Comas, X.** 2023. Characterizing the heterogeneous nature of tufa mounds by integrating petrographic, petrophysical, acoustic and electromagnetic measurements; The Depositional Record, DEP2-2023-02-0011.

5. Sirianni\*, M. J., **Comas, X.**, Mount, G. J., Peirce, S., Coronado-Molina, C., Rudnick, D. 2023. Understanding peat soil deformation and mechanisms of peat collapse across a salinity gradient in the southwestern Everglades; *Water Resources Research*, 59 (1), 2021WR029683, doi: 10.1029/2021WR029683.
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7. **Comas, X.**, Slater, L., and Reeve, A. 2021. The Role of the Critical Zone Structure on the Hydrology and Pool Patterning of Boreal Peatlands, *FastTIMES* Technical articles, vol 26, 3, Climate Change and Critical Zone Geophysics, EEGS.
8. Palaparthi, J., Roberts-Briggs, T., Kumar Kali, P., **Comas, X.** 2021. Evaluating offshore sediment resources for non-traditional coastal restoration projects, USA. OCMA-D-21-00925R1, *Ocean and Coastal Management*.
9. Al-Halbouni, D., Watson, R. A., Holohan, E. P., Meyer, R., Polom, U., Dos Santos, F. M., **Comas, X.**, Alrshdan, H., Krawczyk, C. M., and Dahm, T. 2021. Dynamics of hydrological and geomorphological processes in evaporite karst at the eastern Dead Sea – a multidisciplinary study, *Hydrol. Earth Syst. Sci.*, 25, 3351–3395, <https://doi.org/10.5194/hess-25-3351-2021>.
10. Zhang, C., Brodylo, D., Sirianni, M. J., Li, T., **Comas, X.**, Douglas, T. A., Starr, G. 2021. Mapping CO<sub>2</sub> fluxes of cypress swamp and marshes in the Greater Everglades using eddy covariance measurements and Landsat data, *Remote Sensing of Environment*, 262, <https://doi.org/10.1016/j.rse.2021.112523>.
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12. Sirianni\*, M., and **Comas, X.** 2020. Changes in physical properties of Everglades peat soils induced by increased salinity at the laboratory scale: implications for changes in biogenic gas dynamics, *Water Resources Research*, 56, e2019WR026144. <https://doi.org/10.1029/2019WR026144>.
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14. Silvestri, S., Knight, R. J., Viezzoli, A., Richardson, C. J., Anshari, G. Z., Dewar, N. Flanagan, N. E., **Comas, X.** 2019. Quantification of peat thickness and stored carbon at the landscape scale in tropical peatlands: A comparison of airborne geophysics and an empirical topographic method. *Journal of Geophysical Research: Earth Surface*, 124; 2019JF005273
15. Gutiérrez, F., Carbonel, D., Sevil, J., Moreno, D., Linares, R., **Comas, X.**, Zarroca, M., Roqué, C., McCalpin, J. P. 2019. Neotectonics and late Holocene paleoseismic evidence in the Plio-Quaternary Daroca Half-graben, Iberian Chain, NE Spain. Implications for fault source characterization, *Journal of Structural Geology*, 103933, doi: 10.1016/j.jsg.2019.103933.
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- alluvial sinkholes inferred from trenching and ground penetrating radar (GPR). Implications for subsidence and flooding hazard assessment, *Quaternary International*, 525, 1-15, doi: 10.1016/j.quaint.2019.09.008.
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  18. Seo\*, Seokju; Perez, Gabriela; Tewari, Ketan; **Comas, Xavier**; Kim, Myeongsub. 2018. Catalytic activity of nickel nanoparticles stabilized by adsorbing polymers for enhanced carbon sequestration. *Nature-Scientific Reports*; volume 8 (1), 11786.
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  22. McClellan\*, M., **Comas, X.**, Benscoter, B., Hinkle, R., Sumner, D. 2017. Estimating belowground carbon stocks in isolated wetlands of the Northern Everglades Watershed, central Florida using ground penetrating radar (GPR) and aerial imagery. *Journal of Geophysical Research-Biogeosciences*. 122 (11), 2804-2816, doi: 10.1002/2016JG003573
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28. Orlando\*, J., **X. Comas**, S. A. Hynek, H. L. Buss, and S. L. Brantley, 2016. Architecture of the deep critical zone in the Río Icacos watershed (Luquillo Critical Zone Observatory, Puerto Rico) inferred from drilling and ground penetrating radar (GPR), *Earth Surface Processes and Landforms*. 41(13), 1826-1840, doi: 10.1002/esp.3948
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32. **Comas X.**, Terry N., Slater L., Warren M., Kolka R., Kristijono A., Sudiana N., Nurjaman D., Taryono Darusman. 2015. Imaging tropical peatlands in Indonesia using ground penetrating radar (GPR) and electrical resistivity imaging (ERI): implications for carbon stock estimates and peat soil characterization. *Biogeosciences*, 12, 2995-3007, doi: 10.5194/bg-12-2995-2015
33. Mount\*, G. and **Comas, X.** 2014. Estimating porosity and solid dielectric permittivity in the Miami Limestone using high frequency ground penetrating radar measurements at the laboratory scale. *Water Resources Research*, 50 (10), 7590-7605, doi: 10.1002/2013WR014947.
34. **Comas, X.** and Wright\*, W. 2014. Investigating carbon flux variability in subtropical peat soils of the Everglades using hydrogeophysical methods. *Journal of Geophysical Research-Biogeosciences*, 119, doi:10.1002/2013JG002601.
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#### ABSTRACTS

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1. **Comas, X.**, Zhang, C., Terry, N., Benzi, F., and Islam\* Md R. Mapping microbial gas dynamics in subtropical peat soils using airborne ground-penetrating radar (GPR) and multispectral imagery. Abstract NS21B-1200 (**invited**) presented at the Fall Meeting AGU, Washington D.C., Dec.9-13, 2024.
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  59. Silvestri, S., Knight, R. J., Viezzoli, A., Richardson, C. J., Anshari, G. Z., Flanagan, N. E., Dewar, N., Behroozmand, A., **Comas, X.**, Efferso, F., Faber, I., Parsekian, A., Spitz, K., Wright\*, W. A ground-breaking method to map peat thickness and detect the carbon pool of Indonesian peatlands. Abstract B21J-2469 presented at the 2018 Fall Meeting AGU, Washington D.C., 10-14 Dec.
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  62. **Comas, X.**; Wright\*, W.; Hynek, S.; Ntarlagiannis, D.; Terry, N.; Job\*, M.; Fletcher, R.; and Brantley, S. L. 2017. Multi-scale geophysical study to model the distribution and development of fractures in relation to the knickpoint in the Luquillo Critical Zone Observatory (Puerto Rico). Abstract H44G-08 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.
  63. Sirianni\*, M; **Comas, X.**; and Shoemaker, B. 2017. Characterizing spatial and temporal variability in methane gas-flux dynamics of subtropical wetlands in the Big Cypress National Preserve, Florida. Abstract B33E-2110 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.
  64. McClellan\*, M.; Cornett<sup>†</sup>, C.; Schaffer<sup>†</sup>, L. ; and **Comas, X.** 2017. Spatial and Temporal Variability in Biogenic Gas Accumulation and Release in The Greater Everglades at Multiple Scales of Measurement. Abstract B33E-2111 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.
  65. Slater, L.; **Comas, X.**; Mumford, K. G.; Reeve, A. S.; Varner, R. K.; Chen, X.; Wright\*, W.; Wright, J.; Molnar, I.; Krol, M. 2017. Methane ebullition fluxes from northern peatlands: initial observations from four sites of contrasting vegetation type in Caribou Bog, ME. Abstract B33E-2114 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.
  66. Chen, X.; **Comas, X.**; Binley, A.; Slater, L. D. 2017. Layered storage of biogenic methane-enriched gas bubbles in peat: A lumped capacitance model controlled by soil structure. Abstract B33E-2123 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.
  67. Wright\*, W.; Ramirez, J.\*\*; and **Comas, X.** Testing an Ebullition Model Shows the Importance of Peat Structure in The Florida Everglades. Abstract B33E-2135 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.

68. Mount, G.; and **Comas, X.** 2017. Near Surface Geophysical Investigations of Potential Direct Recharge Zones in the Biscayne Aquifer within Everglades National Park, Florida.. Abstract H51C-1282 presented at 2017 Fall Meeting, AGU, New Orleans, LA, 11-15 Dec.
69. **Comas, X.**, Wright\*, W., Job\*, M., Terry, N., Ntarlagiannis, D., Hynek, S. Brantley, S. L., and Fletcher, R. C. 2017. Understanding the architecture of the deep critical zone and its relation to knickpoint evolution in the Rio Icacos watershed (Luquillo Critical Zone Observatory, Puerto Rico) using hydrogeophysical methods. Current Advances and Future opportunities in Critical Zone science, Arlington, 4-5 June, 2017.
70. DiBiase, R. A.; Del Vecchio, J.; Mount, G. J.; Hayes, J. L.; **Comas, X.**; Guo, L.; Lin, H.; Zarif, F.; Forsythe, B.; Brantley, S. L. 2017. Shallow critical zone architecture of a headwater sandstone catchment quantified using near-surface geophysics. Current Advances and Future opportunities in Critical Zone science, Arlington, 4-5 June, 2017.
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73. **Comas, X.**, Terry, N., Warren, M., Kristiyono, A., Murdiyarso, D. 2017. Exploring the potential of ground penetrating radar (GPR) for delineating the extent of burned peat soils in Palangkaraya, Indonesia. Greater Everglades Ecosystem Restoration, Coral Springs, FL, April 17-20, 2017.
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75. Sirianni\*, M., **Comas, X.**, Shoemaker, B., Cooper, H., Job, M., Cornett, C., Schaffer, L. 2017. Investigating Spatial Variability In Gas Flux Dynamics Within Big Cypress National Preserve, FL Using Hydrogeophysical Methods. Greater Everglades Ecosystem Restoration, Coral Springs, FL, April 17-20, 2017.
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78. Sirianni\*, M., **Comas, X.**, Shoemaker, B., Job\*, M., Cooper, H. 2016. Investigating spatial variability in gas-flux dynamics within Big Cypress National Preserve, Florida using hydrogeophysical methods. Abstract NS24A-06 presented at 2016 Fall Meeting, AGU, San Francisco, Calif., 12-16 Dec.

79. Terry, N., D. Ntarlagiannis, **X. Comas**, W. Wright\*, M. Job\*, and F. Whiting\*, 2017. Complex electrical resistivity measurements at the Luquillo Critical Zone Observatory, presented at the Symposium on the Application of Geophysics to Engineering and Environmental Problems (SAGEEP) 2017, Denver, CO. Mar. 19-23.
80. McClellan\*, M., Job\*, M., and **Comas, X.** 2016.: Carbon Dynamics in Isolated Wetlands of the Northern Everglades Watershed is Revealed using Hydrogeophysical Methods and Aerial Imagery. Abstract NS21B-1896 presented at 2016 Fall Meeting, AGU, San Francisco, Calif., 12-16 Dec.
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83. Hynek, S., **Comas, X.**, and Brantley, S. 2016. The effect of fractures on weathering of igneous and volcanoclastic sedimentary rocks in the Puerto Rican tropical rain forest. Abstract EA 432 presented at the 15th Water-Rock Interaction International Symposium, , Évora, Portugal, 16-21 October.
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86. Wright\*, W., Shahan\*, T., Sharp\*, N., and **Comas, X.** 2015. Time-Lapse Geophysical Measurements targeting Spatial and Temporal Variability in Biogenic Gas Production from Peat Soils in a Hydrologically Controlled Wetland in the Florida Everglades. Abstract B41C-0446 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14-18 Dec.
87. Sirianni\*, M., and **Comas, X.** 2015. The Effect of Increased Salinity and Temperature in Peat Soils from the Everglades: Implications for Biogenic Gas Production and Release Under a Sea Level Rise Scenario. Abstract B21H-0577 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14-18 Dec.
88. Ntarlagiannis, D., **Comas, X.**, Wright\*, W., Recinos, E., Hynek, S., Brantley, S. 2015. Spatially continuous characterization of the bedrock – regolith interface at the Rio Icacos Watershed (Luquillo Critical Zone Observatory) Puerto Rico. Abstract NS41A-1922 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14-18 Dec.



89. Terry, N., Slater, L., **Comas, X.**, Mwakanyamale, K., Wright\*, W., Freeburg†, Z., Goldman, B., Morocho, A. 2015. Spatial Variability in Biogenic Gas Dynamics in Relation to Vegetation Cover in a Northern Peatland from Ground Penetrating Radar (GPR). Abstract NS41B-1949 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14-18 Dec.
90. McClellan\*, M., Wright\*, W., Job†, M., and **Comas, X.** 2015. High Temporal Resolution Measurements to Investigate Carbon Dynamics in Subtropical Peat Soils Using Automated Ground Penetrating Radar (GPR) Measurements at the Laboratory Scale. Abstract NS44A-07 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14-18 Dec.
91. Mount, G., and **Comas, X.** 2015. High Resolution ground penetrating radar (GPR) measurements at the laboratory scale to model porosity and permeability in the Miami Limestone in South Florida. Abstract NS44A-04 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14-18 Dec.
92. Munzenrieder\*, C., and **Comas, X.** 2015. Using capacitance moisture probes to investigate the effect of changes in water table elevation on biogenic gas dynamics in peat soils from the Florida Everglades. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
93. Garcia†, A., and **Comas, X.** 2015. Temporal variability of biogenic gases in peat soils from Water Conservation Area 3 in the Everglades using capacitance moisture probes. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
94. Job†, M., Collins†, M., McClellan\*, M., Sirianni\*, M., Wright\*, W., Munzenrieder\*, C., and **Comas, X.** Variability of biogenic gas emissions due to temperature variations in peat soils from the Everglades. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
95. Collins†, M., Job†, M., Sirianni\*, M., McClellan\*, M., Wright\*, W., and **Comas, X.** Temporal Variability of Biogenic Gases in Peat Soils from the Everglades from Simulated Changes in Atmospheric Pressure. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
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97. McClellan\*, M., Shahan\*, T., Sharp\*, N., and **Comas, X.**, Using high frequency ground penetrating radar (GPR) at the laboratory scale to investigate the spatial variability in releases of biogenic gases from three subtropical wetland ecosystems in Central Florida. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
98. Mount\*\*, G., **Comas, X.**, Wright\*, W., and McClellan\*, M. Characterization of porosity in the unsaturated zone of the Miami Limestone using ground penetrating radar, Miami, Florida. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
99. Leung\*, T., **Comas, X.**, and Root, T. 2015. Spatial variability in soil physical characteristics in Boca Raton, FL revealed by ground penetrating radar (GPR).

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100. Reeve, A., Slater, L., and **Comas, X.** 2015. Measuring biogenic gas ebullition events using hydraulic head time series data in Caribou Bog, Maine. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
  101. Terry, N., Slater, L., **Comas, X.**, Reeve, A., Schafer, K., and Zhongjie, Y. 2015. The influence of pressure on free-phase gas dynamics in a northern peatland from field-scale resistivity imaging. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.399. Baltimore, Maryland, 1-4 November 2015.
  102. **Comas, X.**, Wright\*, W., and McClellan\*, M. 2015. Investigating carbon stocks and fluxes in subtropical peatlands using ground penetrating radar (GPR) (**INVITED**). Near Surface Asia Pacific Conference; 7-10 July, 2015; Waikoloa, Hawaii, USA.
  103. Zarroca, M., Carbonel, D., **Comas, X.**, Gutiérrez, F., Guerrero, J., Linares, R., Roqué, C., Mozafari, M., Pellicer, X. (2015). Aplicación de GPR, ERT y análisis de retrodeformación para reconstruir el impacto del desarrollo de dolinas en la dinámica y sedimentación fluvial, valle del Gállego, NE de España. En: Galve, J.P., Azañón, J.M., Pérez-Peña, J.V., Ruano, P. (Eds.). XIV Reunión Nacional de Cuaternario. Una visión global del Cuaternario. Granada, 219-222.
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  105. McClellan\*, M., Wright\*, W., **Comas, X.** 2015. Spatial Variability in Biogenic Gas Releases from Subtropical Wetland Ecosystems is Revealed from Ground Penetrating Radar (GPR) at the Lab and Field Scale. Joint Assembly AGU-GAC-MAC-CGU, May 3-7, 2015, Montreal, Canada.
  106. Wright\*, W., Shahan, T., Sharp, N., **Comas, X.** 2015. Time-lapse geophysical measurements targeting spatial and temporal variability in biogenic gas distribution and releases from peat soils in a hydrologically controlled wetland in the Everglades. Joint Assembly AGU-GAC-MAC-CGU, May 3-7, 2015, Montreal, Canada.
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  108. **Comas, X.**, Wright\*, W. 2015. Carbon flux variability in the Everglades using hydrogeophysical methods (**INVITED**). Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
  109. Ramirez\*\*, J., Wright\*, W., **Comas, X.** 2015. Modeling methane ebullition from peat soils of the Florida Everglades. Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
  110. Sirianni\*, M., **Comas, X.** 2015. Investigating the effects of increased salinity and temperature on Carbon gas dynamics of subtropical peat soils. Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.

111. Munzenrieder\*, C., Garcia†, A., **Comas, X.** 2015. Examining biogenic gas dynamics in peat soils of the Florida Everglades using capacitance moisture probes. Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
112. Sharp\*, N., Shahan\*, T., Wright\*, W., **Comas, X.** 2015. Utilizing ground penetrating radar (GPR) to investigate the temporal and spatial distribution of biogenic gases from peat soils at the Loxahatchee Impoundment Landscape Assessment (LILA). Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
113. McClellan\*, M., Wright\*, W., Shahan\*, T., Sharp\*, N., Mount\*\*, G., **Comas, X.** 2015. Spatial Variability in Biogenic Gas Releases from Subtropical Peat Monoliths is Revealed from High Frequency Ground Penetrating Radar (GPR). Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
114. Mount\*\*, G. J., **Comas, X.**, McClellan\*, M., Wright\*, W. 2015. Using ground penetrating radar (GPR) to image spatial variability in porosity in the Miami Limestone. Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
115. Wright\*, W., Mount\*\*, G. J., McClellan\*, M., **Comas, X.** 2015. Seasonal biogenic gas dynamics in the Florida Everglades are revealed using hydrogeophysical methods. Greater Everglades Ecosystem Restoration (GEER), April 21-23, Coral Springs, FL.
116. Munzenrieder\*, C. N. and **Comas, X.** 2015. Using capacitance probes for investigating biogenic gas dynamics in peat soils from the Everglades. Geological Society of America Abstracts with Programs. Vol. 47, No. 7, p.16. Southeastern Section; 64th Annual Meeting; Chattanooga, TN, 19–20 March 2015.
117. Garcia†, A. D. and **Comas, X.** 2015. Temporal variability of biogenic gases in peat soils from the Everglades using capacitance moisture probes. Geological Society of America Abstracts with Programs. Vol. 47, No. 2, p.79. Southeastern Section; 64th Annual Meeting; Chattanooga, TN, 19–20 March 2015. Winner of the Undergraduate Poster Session.
118. Kristijono A. **Comas X.**, Terry N., Slater L., Warren M., Kolka R., Sudiana N., Nurjaman D., Taryono Darusman. International Workshop on Forest Carbon Emissions, Jakarta; March, 2015.
119. **Comas, X.**, Wright\*, W., Hynek, S., Orlando, J., Buss, H., Brantley, S. 2014. Using Hydrogeophysical Methods to Understand the Spatial Distribution of the Bedrock-regolith Interface in the Rio Icacos Watershed (Luquillo Critical Zone Observatory, Puerto Rico). Abstract H31E-0670 presented at 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.
120. McClellan\*, M., **Comas, X.**, Wright\*, W., Mount\*, G. 2014. Estimating Carbon Stocks Along Depressional Wetlands Using Ground Penetrating Radar (GPR) in the Disney Wilderness Preserve (Orlando, Florida). Abstract B31C-0029 presented at 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.
121. Wright\*, W., **Comas, X.**, Mount\*, G., McClellan\*, M. 2014. Multiple season, field scale exploration of biogenic gas dynamics in two peat soils of the Florida Everglades using hydrogeophysics. Abstract B31C-0034 presented at 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.

122. Mount\*, G., **Comas, X.**, Wright\*, W., McClellan\*, M. 2014. Characterization of the spatial distribution of porosity in the eogenetic karst Miami Limestone using ground penetrating radar. Abstract EP23B-3604 presented at 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.
123. Benscoter, B., McClellan\*, M., Benavides, V., Harshbarger, D., **Comas, X.** 2014. Estimating Carbon Stocks and Atmospheric Exchange of Depressional Marshes on the Central Florida Landscape. Abstract B41C-0043 presented at 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.
124. Terry\* N., **Comas X.**, Slater L., Warren M., Kolka R., Kristijono A., Sudiana N., Nurjaman D., Taryono Darusman. 2014. Improving Indonesian peatland C stock estimates using ground penetrating radar (GPR) and electrical resistivity imaging (ERI). Abstract B31C-0028 presented at 2014 Fall Meeting, AGU, San Francisco, Calif., 15-19 Dec.
125. Campbell, A., **Comas, X.** and Wright, W\*. 2014. Endangered Lizard Nest Detection Using Ground Penetrating Radar. Association of Zooms and Aquariums and International Marine Animal Trainer's Association 2014 Annual Conference, Orlando, 12-18 September.
126. Benscoter, B., Hinkle, R., **Comas, X.**, DeAngelis, D., Shoemaker, B., Sumner, D. 2014. Community Carbon exchange along an ecosystem hydrologic gradient in the Florida Everglades. Joint Aquatic Sciences Meeting 2014, Portland, Oregon. May 18-23.
127. Wright\*, W., **Comas, X.**, Berber, M. Time-lapse ground penetrating radar (GPR) measurements for exploring biogenic gas distribution and releases from peat soils in the Florida Everglades. Abstract B43G-05 presented at 2013 Fall Meeting, AGU, San Francisco, Calif., 9-13 Dec.
128. Orlando, J., Hynek, S. A., **Comas, X.**, Buss, H. L., Bantley, S. L. 2013. Drilling and GPR in the Rio Icacos watershed of the Luquillo CZO, Puerto Rico: weathering processes and architecture of the deep critical zone. Geological Society of America Abstracts with Programs. Vol. 45, No. 7, p.407. Denver, Colorado, 27-30 October 2013.
129. Bon, C. E., Reeve, A. S., Slater, L., **Comas, X.**, Schafer, K., Yu\*, Z. 2012. Investigating flow patterns and mechanisms for free phase gas variability in a Maine peatland. Geological Society of America. Northeastern Section - 48th Annual Meeting, 18–20 March 2013, Bretton Woods, New Hampshire
130. **Comas, X.**, Wright\*, W., Heij\*, G. Investigating methane flux dynamics in subtropical peat soils of the Everglades using hydrogeophysical methods. Abstract B31D-0456 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.
131. Orlando, J., **Comas, X.**, Mount\*, G., Brantley, S. Probing the architecture of the weathering zone in a tropical system in the Rio Icacos watershed (Puerto Rico) using drilling and ground penetrating radar. Abstract EP41I-02 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.
132. Yu, Z., Schafer, K., Slater, L., Varner, R., Amante, J., **Comas, X.**, Reeve, A., Alcivar, W., and Gonzalez, D. Continuous measurement of methane ebullition flux from a northern peatland using a fast methane analyzer. Abstract B21G-04 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.

133. Wright\*, W., **Comas, X.**, Heij\*, G., Slater, L., Schafer, K., Reeve, A. Autonomous ground penetrating radar (GPR) measurements for exploring biogenic gas dynamics of peat soils in a northern peatland. Abstract B23C-0471 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.
134. Terry\*, N., Slater, L., Sharma, S., Lewis, E., **Comas, X.**, Schafer, K., Reeve, A. Automated resistivity monitoring of free phase gas dynamics in a northern peatland. Abstract B23C-0467 presented at 2012 Fall Meeting, AGU, San Francisco, Calif., 3-7 Dec.
135. Leung\*, T., **Comas, X.**, Root, T., Wright, W. 2012. Variation of soil properties across different habitats in an ecological preserve in Boca Raton, FL. using Ground Penetrating Radar. Geological Society of America. Abstracts with Programs. Vol. 44, No. 7, p.390. Charlotte, North Carolina. 4-7 November 2012.
136. Mount\*, G. J., and **Comas, X.** 2012. Lab Scale Modeling of Porosity in the Miami Limestone Using High Frequency Ground Penetrating Radar. Geological Society of America. Abstracts with Programs. Vol. 44, No. 7, p.206. Charlotte, North Carolina. 4-7 November 2012.
137. Bon, C. E., Reeve, A. S., Slater, L., **Comas, X.**, Schafer, K., Yu, Z. 2012. Investigating flow patterns and mechanisms for free phase gas variability in a Maine peatland. Geological Society of America. Abstracts with Programs. Vol. 44, No. 7, p.473. Charlotte, North Carolina. 4-7 November 2012.
138. **Comas, X.**, Wright\*, W. J., and Heij\*, G. 2012. Using hydrogeophysical methods to constrain spatial and temporal dynamics of biogenic gas distribution and fluxes in peat soils of the Everglades. 9th INTECOL International Wetlands Conference, June 3-8, 2012. Orlando, FL.
139. Wright\*, W. J., and **Comas, X.** 2012. Autonomous ground penetrating radar (GPR) measurements for exploring temporal dynamics in biogenic gas dynamics releases from peat soils in the Florida Everglades. 9th INTECOL International Wetlands Conference, June 3-8, 2012. Orlando, FL.
140. Sukop, M.; Gokaltun; S., Pearson; A.; **Comas, X.**; and Kettridge, N. 2012. Lattice Boltzman simulation of bubble dynamics in peat. 9th INTECOL International Wetlands Conference, June 3-8, 2012. Orlando, FL.
141. **Comas, X.**, and Wright\*, W. J. 2011. Characterization of biogenic gas dynamics in low-latitude peat soils using hydrogeophysical methods. Abstract B21C-0267 presented at *2011 Fall Meeting, AGU*, San Francisco, Calif., 5-9 Dec.
142. Slater, L. D., **Comas, X.**; Schafer, K.V.; Reeve, A. S.; Terry\*, N.; Parsekian\*, A.; Wright\*, W. J.; Alcivar, W.; Monahan\*, P.; Doelger, S. 2011. Multi-scale, multi-method characterization of methane cycling in northern peatlands (*Invited*). Abstract H44B-04 presented at *2011 Fall Meeting, AGU*, San Francisco, Calif., 5-9 Dec.
143. Wright\*, W. J., **Comas, X.**; Slater, L. D.; Monahan\*, P.; Alcivar, W.; Parsekian\*, A.; Doelger, S.; Schafer, K.V.; Reeve, A. S. 2011. Autonomous ground penetrating radar (GPR) measurements for exploring biogenic gas dynamics of peat soils in a northern peatland. Abstract B21A-0248 presented at *2011 Fall Meeting, AGU*, San Francisco, Calif., 5-9 Dec.
144. Terry\*, N.; Slater, L. D.; **Comas, X.**; Parsekian\*, A.; Schafer, K. V.; Reeve, A. S.. 2011. Spatial variability in free phase gas dynamics in a Northern peatland using

- surface resistivity and GPR tomography. Abstract B21A-0247 presented at *2011 Fall Meeting, AGU*, San Francisco, Calif., 5-9 Dec.
145. Glaser P. H.; Siegel, D. I.; Rosenberry, D. O.; Chanton, J.; Reeve, A. S.; Slater, L. D.; Cooper, W. T.; Burdige, D. J.; **Comas, X.**; Corbett, J. E.; Malak m. tfaily; Morin, P. J.. 2011. Groundwater-carbon interactions within the Red Lake Peatland of northern Minnesota. Abstract B12C-06 presented at *2011 Fall Meeting, AGU*, San Francisco, Calif., 5-9 Dec.
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  147. Slater, L., **Comas, X.**, Parsekian\*, A. 2011. Improving understanding of biogenic gas dynamics in northern peatlands using ground penetrating radar. Geological Society of America (GSA) Annual Meeting, 9–12 October 2011, Minneapolis, Paper 17-9.
  148. Glaser, P., Rosenberry, D., Siegel, D., Reeve, A., Chanton, J., Slater, L., Burdige, D., Cooper, W., **Comas, X.**, Rhoades, J. 2011. The Red Lake peatland observatory (RLPO): a multi-sensor instrument array for monitoring Carbon-water dynamics in a large northern peatland. Geological Society of America (GSA) Annual Meeting, 9–12 October 2011, Minneapolis, Paper 232-9.
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  150. **Comas, X.**, Slater L., Reeve, A. 2010. Monitoring biogenic gas dynamics in peat soils using constant offset ground penetrating radar and deformation rods, Abstract NS33A-07 presented at *2010 Fall Meeting, AGU*, San Francisco, Calif., 13-17 Dec.
  151. Mount\*, G. J., **Comas, X.**, Cunningham, K. J. 2010. Electromagnetic methods for rapidly characterizing porosity distributions in the upper part of the Biscayne aquifer, southern Florida, Abstract H23C-1203 presented at *2010 Fall Meeting, AGU*, San Francisco, Calif., 13-17 Dec.
  152. Cabolova\*, A. and **Comas, X.** 2010. Investigation of biogenic gas distribution and temporal dynamics in peat blocks from the Everglades using ground penetrating radar measurements. *Meeting of the Americas 2010*, Foz do Iguassu, Brazil. American Geophysical Union (AGU)
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  158. **Comas, X.**, Slater, L., Reeve, A., Glaser, P., Nolan\*, J., Parsekian\*, A. 2009. Non-invasive characterization of biogenic gas dynamics in peatlands using the ground penetrating radar (GPR) method. *Eos Trans. AGU, 90(52)*, Fall Meet. Suppl. Abstract B41A-0290.
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177. Nolan\*, J., Slater, L., **Comas, X.**, and O'Brien, M., 2006. Geophysical investigation of Kanokolus Bog (Maine): implications for peat basin development. Geological Society of America (GSA) Annual Meeting, Oct 22-25, 2006, Philadelphia, PA. Paper 104-13. Abstract 116104.
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179. **Comas, X.** and Slater, L., 2006. Evolution and Distribution of Biogenic Gasses in Peat Soils. 18<sup>th</sup> IAGA WG 1.2 Workshop on Electromagnetic Induction in the Earth, El Vendrell, Spain, September 17-23. Extended Abstract, S.1- P.20.



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#### RESEARCH GRANTS (\$5.4M total as PI/co-PI)

##### Acting as Principal Investigator (PI): \$3.0M total

- “Reducing Uncertainty in Carbon Pools and Free Phase Gas Fluxes in Peatland Ecosystems from Spatially Rich Geophysical Datasets”, **Department of Defense, Strategic Environmental Research and Development Program (SERDP)**, RC25-C3-4905; \$1,292,160; 6/2025-5/2029 (*awarded; pending final paperwork*).
- “CESU-Developing Targets of Resilience Across Everglades National Park Coastal Ecotones: Incorporating Sea Level Rise and Climate Change:”, **U.S. Department of Interior, National Park Service**, P24AC02288-00, \$109,152, 9/1/2024-8/30/2025.
- “Predicting hot spots and hot moments of biogenic gas accumulation and release in a subtropical ecosystem using airborne ground-penetrating radar (GPR)”, **Department of Energy, Environmental System Science**, DE-SC0022233, \$142,423; 9/1/2021-8/31/2024
- “Collaborative Research: How does the deep critical zone (CZ) structure impact the hydrology and coupled carbon cycling of northern peatlands?”, **National Science Foundation (NSF), EAR-Hydrological Sciences**, 2051907, \$218,992; 07/01/2021-06/30/2024.
- " Investigating the effects of salinization in peat soils of the Everglades: implications for carbon fluxes and soil collapse during sea level rise", **U.S. Department of Interior, National Park Service**, 17-440, \$168,400, 9/1/2018-1/30/2023.
- “Linking methane gas dynamics to microbial communities in tropical wetlands and implications for greenhouse gas emissions: towards creating an International Network

Partnership lead by FAU and Exeter University”, **College of Science Research Fellow Program**, College of Science, **FAU**, \$48,076, 11/01/2023-06/30/2024.

- “Monitoring the effects of salt water intrusion for soil strength in the Everglades using geophysical methods: implications for peat collapse during sea level rise”, **Florida Sea Grant**, University of Florida, SUB00003569, \$9,999, 01/01/2023-12/31/2023.
- “Multi-scale characterization of carbon flux dynamics and biogenic gas distribution in the Everglades using hydrogeophysical methods”, **National Oceanic and Atmospheric Administration (NOAA)**, GC11-337, \$347,942, 08/01/12-07/31/17.
- "Collaborative Research: Towards a mechanistic prediction of methane ebullition fluxes from northern peatlands", **National Science Foundation (NSF)**, 1623882, \$61,040; 09/01/16-8/31/20.
- “Upgrading computer requirements for state-of-the-art geophysical processing in the Department of Geosciences: student impact and alignment to FAU’s strategic plan”, Technology Fee Grant, **Florida Atlantic University**; \$44,064; 2/1/202
- “Monitoring the effects of salt water intrusion for soil strength in the Everglades using a combination of geophysical methods, geotechnical tools and fiber optic sensors: implications for peat collapse during sea level rise”, **FAU, COECS-ISENSE Seed Funding**, \$20,000; 6/1/2021-6/1/2022.
- " Expanding collaboration between the Departments of Geosciences, Anthropology, and Visual Arts & Art History with undergraduate hands-on training in electrical methods ", Technology Fee Grant, **Florida Atlantic University**; \$58,643; 2/1/2021.
- “Characterizing Carbon Accumulation in the Arctic using hydrogeophysical methods”, **FAU, Division of Research**, Seed Grant Program, \$15,600; 8/1/2019-731/2020.
- "Geophysical investigation of potential dissolution structures at the Alexander Orr Water Treatment Plant, Miami (FL)", **Miami-Dade Water and Sewage**, \$7,736, 04/24/2018-10/01/2018
- " Ground Penetrating Radar (GPR) and OhmMapper investigation for the detection of potential dissolution structures and sinkholes", **Miami-Dade Water and Sewage**, \$5,395, 07/31/2017-08/28/2017.
- “Expanding collaboration between the Departments of Geosciences, Anthropology, and Visual Arts & Art History with undergraduate hands-on training in electrical methods” Technology Fee Grant, **Florida Atlantic University**; \$58,643; 5/1/2020.
- " Collaborative proposal between the Departments of Geosciences and Anthropology to expand undergraduate hands-on training by incorporating magnetic methods ", Technology Fee Grant, **Florida Atlantic University**; \$51,463; 5/1/2018.
- "Expanding undergraduate hands-on training in Field Geophysics in the Geosciences curriculum", Technology Fee Grant, **Florida Atlantic University**; \$52,627; 5/1/2016.
- " Incorporating undergraduate hands-on training in seismic methods in Geosciences", Technology Fee Grant, **Florida Atlantic University**; \$53,965; 3/6/2015.
- “Collaborative research: investigating hydrology-driven models for methane cycling in northern peatlands”, **National Science Foundation (NSF)**, 1045084, \$90,405; 01/01/11-2/28/14.

- “Using capacitance probes to monitor biogenic gas releases in peat soils”, Distinction through Discovery, Summer Undergraduate Research Fellowship (SURF), **Florida Atlantic University**; \$3,500; 2/19/2015.
- “Multi-Scale Characterization of Dissolution Structures and Porosity Distribution in the Upper Part of the Biscayne Aquifer Using Non-Invasive Electromagnetic Methods”, Environmental Sciences Everglades Fellowship Award, **National Park Service (NPS)**, \$63,595; 08/01/09-05/06/11.
- “Spatial and temporal distribution of biogenic gases in shallow peat soils using dielectric permittivity measurements: a comparative study between subtropical and northern peatlands at the laboratory scale”, Environmental Sciences Everglades Fellowship Intern Award, **National Park Service (NPS)**, \$10,340; 01/07/10-09/01/11.
- “Pilot study to investigate the spatial variability of greenhouse gas emissions from peat soils using an array of hydrogeophysical and geodetic methods” **FAU, Division of Research**, Seed Grant Program, \$19,264; 5/1/12-10/31/13.
- “Two-dimensional distribution of biogenic gases in peat soils at LILA”, contract to **South Florida Water Management District (SFWMD)**, \$10,000; 05/18/12.
- “LILA preliminary gas flux measurements using ground penetrating radar”, contract to **South Florida Water Management District (SFWMD)**, \$5,000; 04/20/11.
- “Stratigraphic characterization of groundwater-dependent ecosystems using electromagnetic methods in the Upper Deschutes Basin, Oregon.” Consortium of Universities for the Advancement of Hydrologic Sciences, Inc. (**CUAHSI**) **Hydrogeophysics Travel Grant** (NSF funded), \$3,188; 02/09/11.
- “Pilot study to characterize biogenic gas dynamics in a subtropical peatland using hydrogeophysical methods: implications for biogenic gas distribution and carbon flux in the Everglades”; **FAU, Division of Research**, Faculty Research Mentoring Program, \$3,000; 09/01/10-08/31/11.

Acting as co-Principal Investigator (co-PI): **\$2.39M total**

- “MACROCOSM: Monitor And Constrain tRopical eCOsystem Sensitivity to Moisture”, **Department of Energy (DOE)**, TES 143450; \$203,905; 09/22-08/25, (PI: Xiangtao Xu)
- “GP-IMPACT: A Geopathway Utilizing High-Tech Geoscience Experiences for Recruitment and Retention -- A Collaboration between PBSC and FAU”, **National Science Foundation (NSF)** 1911525; 6/15/2019-6/30/2022, \$258,100, (PI: Xie)
- “Developing Sensor-based Models for Mapping Greenhouse Gas Exchanges and Evapotranspiration from Wetlands in the Greater Everglades”, **NASA/Florida Space Grant Consortium (FSGC)**, \$37,404; 2022-2023, (PI: C. Zhang)
- Subcontract to "Luquillo CZO: The role of hot spots and hot moments in tropical landscape evolution and functioning of the critical zone", **National Science Foundation (NSF)** 1331841; 12/1/2013-30/9/2020, \$150,461, (PI: McDowell)
- “Carbon Dynamics of the Greater Everglades Watershed and Implications of Climate Change”, **Department of Energy (DOE)**, TES 10959421; \$785,554; 07/12-06/18, (PI: R. Hinkle)
- “Cooperative Agreement: Research and Technical Assistance for Assessing Carbon & Sea-Level Rise Dynamics in the Greater Everglades”, **US Geological Survey (USGS)**, \$84,000; 04/15/16-04/14/18, (PI: C Polsky)

- “Cooperative Agreement: Carbon Dynamics of the Greater Everglades”, **US Geological Survey (USGS)**, \$323,827; 08/1/11-07/31/15, (PI: L Berry)
- Subcontract to “A hydrogeophysical study of northern raised bogs: implications for generic models of peatland formation, vegetation patterning, pool formation and biogenic gas generation”, **National Science Foundation (NSF)** 0609534, \$50,000, 08/01/06-07/31/08, (PI: L Slater)
- “FAU Climate Change Initiative Priority Theme: Research, engineering, and adaptation to a changing climate”, Research Priority Areas initiative, **FAU, Division of Research**, \$495,891, 05/10-05/13, (PI: L Berry).

#### Acting as collaborator

- “Defining research and teaching priorities in Near-Surface Geophysics: a workshop in light of the NSF CORES report”, **National Science Foundation (NSF)**, EAR-Instrumentation and Facilities, 2139353, \$106,389; 08/01/2021- 11/30/2022. PI Hanson (AGU). Comas is Steering Committee co-lead.
- “Tropical Peatlands and the Carbon Cycle, TroPeaCC”, **European Research Council, ERC Consolidator Grant 2019**, 2,537,994 Euros. 06/30/2020-06/29/2023; PI Gallego-Sala, University of Exeter, UK.
- “ICAAP: Increasing Carbon Accumulation in Arctic Peatlands”; **UK Research and Innovation**, UKRI; £647,300, 06/30/2019-06/29/2022; PI Gallego-Sala, University of Exeter, UK.
- “Procesos Geomorfologicos en sistemas salinos activos. Levantamiento, subsidencia, erosion quimica, deslizamineots, alteracion en drenajes”; **Spanish Ministry of Economy, Industry and Competitiveness (Spain)**; 217,800 Euros, 09/01/22-08/31/26, (PI: Gutierrez, Universidad de Zaragoza).
- "Development of methodologies for mapping, characterizing, monitoring and predicting sinkholes in epigene and hypogene karst systems"; **Spanish Ministry of Economy, Industry and Competitiveness (Spain)**; 131,000 Euros, 08/01/18-07/31/22, (PI: Gutierrez, Universidad de Zaragoza).
- “Using the Susquehanna - Shale Hills CZO to Project from the Geological Past to the Anthropocene Future”, **National Science Foundation (NSF)** EAR-1331726; 10/1/2013-11/30/2020, \$6,399,992, (PI: S. Brantley)
- “Técnicas para la caracterización y predicción de dolinas. Trenching, GPR, ERT, InSAR, LIDAR, nivelación geométrica y modelos predictivos”, Plan Estatal de Investigacion Cientifica y Tecnica y de Innovacion 2013-2016; **Ministerio de Economía y Competitividad, Gobierno de España (Spain)**; 94,000 Euros, 08/01/14-07/31/17, (PI: Gutierrez , Universidad de Zaragoza).

#### PROFESSIONAL SERVICE

- President of the American Geophysical Union (AGU) Near-Surface (NS) Section, January 2017-December 2020.
- Chair of the program committee and member of the organizing committee for the 18th International Conference on Ground Penetrating Radar (GPR), Colorado School of Mines, June 12-17, Golden, Colorado, 2022.

- Co-Chair of the Steering Committee for the development of a National Near-Surface Geophysics Center (effort currently funded via NSF-EAR program).
- President, Search Committee for tenure-track lecturing staff in External Geodynamics through the Serra Húnter Programme (UAB-LE-207), Universitat Autònoma de Barcelona, Bellaterra, Spain. April-July 2016.
- Member, Council Leadership Team, American Geophysical Union (AGU) Near-Surface (NS) Focus Group, January 2017-January 2019.
- Chair of the Journal of Geophysical Research-Earth Surface Editor-in-Chief Search Committee, American Geophysical Union (AGU), 2018.
- Chair of the program committee and member of the organizing committee for the 18th International Conference on Ground Penetrating Radar (GPR), Colorado School of Mines, June 14-19, Golden, Colorado, 2020.
- Reviewer, National Science Foundation (NSF, CAREER, Hydrological Sciences, Instrumentation and Facilities), DOE (FAIR, GOPHURRS), Dec 2023.
- Reviewer, National Science Foundation (NSF), Frontier Research in Earth Sciences (FRES), May, 2022.
- Reviewer, Department of Energy (DOE), BasicEnergy Sciences (BES), Building EPSCoR-State/National Laboratory partnerships, June 2022.
- Reviewer, Department of Energy (DOE), Small Business Innovation research (SBIR) Small Business Technology Transfer (STTR); Dec, 2021.
- Reviewer, National Aeronautics and Space Administration, NASA, 15-19 June, 2020; Mars2020 Panel Review.
- Co-convener “NS41A: Geophysical Characterization and Monitoring of Natural Hazards”, Annual Fall Meeting AGU, San Francisco, CA, Dec.11-15, 2023.
- Co-convener “TH33A - Exploring a Near-Surface Geophysics Center in Light of the 2020 Earth In Time Report”, Annual Fall Meeting AGU, Chicago, IL, Dec.12-16, 2022.
- Co-convener “NS24A - Near-Surface Geophysics for Characterizing and Monitoring Natural Hazards”, Annual Fall Meeting AGU, Chicago, IL, Dec.12-16, 2022.
- Co-convener “NS21A - Near-Surface Geophysics for Characterizing and Monitoring Natural Hazards”, Annual Fall Meeting 2021 of the American Geophysical Union (AGU), December 13-17, New Orleans.
- Co-convener “NS43A - Near-Surface Geophysics: A Cross-Cutting Section That Facilitates Diverse Scientific and Societal Studies in Support of Earth Sciences”, Annual Fall Meeting 2021 of the American Geophysical Union (AGU), December 13-17, New Orleans.
- Reviewer, National Science Foundation, EAR-Instrumentation and Facilities, Nov 2020.
- Reviewer, Department of Energy (DOE), Small Business Innovation research (SBIR) Small Business Technology Transfer (STTR); Nov, 2020
- Chair, Promotion and Tenure Committee, Geosciences, FAU; 2019-current.
- External Reviewer, Full Professor Promotion at Department of Geography and Environment; University of Hawai'i-Manoa, Fall 2020.
- Co-Chair of the program committee, AGU-SEG Airborne Geophysics Workshop, Florida Atlantic University, Davie, FL, 11-13 June, 2019.

- Co-Chair of AGU-SEG Collaboration Committee, American Geophysical Union (AGU), and Society of Exploration Geophysicists (SEG); 2019-2021
- Convener “NS006 - Bridging AGU Science with Near-Surface Geophysics: Interdisciplinary Collaboration and Impact of Near-Surface Science Across the Union”, Annual Fall Meeting 2020 of the American Geophysical Union (AGU), December 1-17, virtual.
- Co-convener “NS004 - Characterization and Monitoring of Natural Hazards Using Near-Surface Geophysics”, Annual Fall Meeting 2020 of the American Geophysical Union (AGU), December 1-17, virtual.
- Convener “NS33A - Near-Surface Geophysics: A Centennial Perspective”, Annual Fall Meeting 2019 of the American Geophysical Union (AGU), December 9-13, San Francisco, CA, USA.
- Member, Search Committee for the Chair of the Fall Meeting Program Committee of the American Geophysical Union (AGU), Spring 2019.
- Fall Meeting Program Committee Representative of the American Geophysical Union (AGU) Near-Surface (NS) Focus Group, January 2013-2017.
- Near Surface Geophysics Section Fellows Committee, American Geophysical Union (AGU), February 2013-2015; 2019-present
- Chair of the Near-Surface Geophysics Section Early Career Award, American Geophysical Union (AGU), 2019-present
- Centennial Committee, American Geophysical Union (AGU), 2019-present
- Canvassing Committee, American Geophysical Union (AGU), 2019-present
- Editor of the American Geophysical Union (AGU) Near-Surface (NS) Focus Group newsletter, January 2010-2013.
- Coordinator, Outstanding Student Paper Award, AGU Near Surface Focus Group; 2010- 2018.
- Research affiliate, Carbonate Aquifer Characterization Laboratory (CACL), U.S. Geological Survey
- Faculty affiliate, Environmental Sciences Program, Florida Atlantic University
- Affiliate member, Florida Climate Institute.
- Reviewer, Department of Energy, Biological and Environmental Research (BER), Subsurface Biogeochemical Research, Panel Review 2019.
- Reviewer, National Science Foundation, Hydrological Sciences Solicitation, 2018.
- Workshop co-convener, " WS29: Distributed Acoustic Sensing: Principles and Case Studies", American Geophysical Union (AGU), Annual Fall Meeting 2018, December 10-14, Washing DC, USA.
- Convener, "NS41: Near-Surface Geophysics in the Critical Zone", and " NS33: Near-Surface Geophysics General Contributions", American Geophysical Union (AGU), Annual Fall Meeting 2018, December 10-14, Washing DC, USA
- Convener, “NS23A: Near Surface Geophysics General Contributions”, American Geophysical Union (AGU), Annual Fall Meeting 2017, December 11-15, New Orleans, LA, USA
- Convener, “NS31: Near Surface Geophysics General Contributions”, American Geophysical Union (AGU), Annual Fall Meeting 2016, December 12-16, San Francisco, CA, USA

- Co-convenor, “NS24: Near Surface Geophysical Applications to Soil Processes, Dynamics, and Agriculture”, American Geophysical Union (AGU), Annual Fall Meeting 2016, December 12-16, San Francisco, CA, USA.
- Reviewer, Department of Energy, Terrestrial Ecosystems Science; “Next Generation Ecosystem Experiments-Arctic: Phase II” Panel Review 2015.
- Reviewer, National Science Foundation, Hydrological Sciences Solicitation, 2015.
- Reviewer, National Science Foundation, Partnerships for International Research and Education, 2015.
- Convenor, “NS41: Near Surface Geophysics General Contributions”, American Geophysical Union (AGU), Annual Fall Meeting 2015, December 14-18, San Francisco, CA, USA
- Co-convenor, “NS44: Current trends in high resolution subsurface imaging”, American Geophysical Union (AGU), Annual Fall Meeting 2015, December 14-18, San Francisco, CA, USA
- Convenor, “Carbon storage and release in low latitude wetlands”; Greater Everglades Ecosystem Restoration Conference, Coral Springs, FL (April 23-25, 2015); Session Conveners: X Comas, M Warren, B Benscoter.
- Convenor, “NS33A: Near Surface Geophysics General Contributions”, American Geophysical Union (AGU), Annual Fall Meeting 2014, December 15-19, San Francisco, CA, USA
- Co-Convenor, “B31C: Carbon and Water Cycling within Low-Latitude Wetlands”, American Geophysical Union (AGU), Annual Fall Meeting 2014, December 15-19, San Francisco, CA, USA
- Reviewer, Executive Agency for Higher Education, Research, Development and Innovation Funding, Romania, 2014.
- Convenor, “NS31A, NS33A: Near Surface Geophysics General Contributions”, American Geophysical Union (AGU), Annual Fall Meeting 2013, December 9-13, San Francisco, CA, USA
- Co-convenor, “NS42A. Ground Penetrating Radar (GPR) Method: Advanced Research and Case Studies II”, American Geophysical Union (AGU), Annual Fall Meeting 2013, December 9-13, San Francisco, CA, USA
- Convenor, “B010: Carbon Release and Storage Mechanisms in Peatland Ecosystems”, American Geophysical Union (AGU), Annual Fall Meeting 2012, December 3-7, San Francisco, CA, USA
- Reviewer, Student Travel Grant Awards, AGU Near Surface Focus Group; 2012, and 2013.
- Reviewer, Estonian Research Council, Estonian research Information System, 2013
- Convenor, “Biogenic gas emissions from peatlands: the importance of tropical and sub-tropical ecosystems”; 9th INTECOL-SWS Joint Meeting in Orlando, FL, June 3-8, 2012.
- Reviewer, National Science Foundation, Partnerships for International Research and Education, 2015.
- Reviewer, National Science Foundation, Division of Earth Sciences; Geoinformatics Competition, 2012.
- Reviewer, National Science Foundation, Division of Earth Sciences; Hydrological Sciences Competition, 2012.

- Convener, “Biogenic Gas Production, Storage and Release in Peatland Ecosystems”, American Geophysical Union (AGU), Annual Fall Meeting 2011, December 5-9, San Francisco, CA.
- Co-convener, “Exploiting GPR and Seismic Wavefield Properties for Characterization of the Shallow Subsurface”, American Geophysical Union (AGU), Annual Fall Meeting 2011, December 5-9, San Francisco, CA.
- Reviewer, Department of Energy, Terrestrial Ecosystems Science; “Next Generation Ecosystem Experiments-Arctic: Phase I” Panel Review 2011.
- Co-convener, “Collaborative Workshop: Developing a Carbon Budget for the Greater Everglades ecosystem in a Changing Climate”, (partially funded by Department of Energy), Florida Atlantic University, Davie, FL, June 11-12, 2011
- Reviewer, National Science Foundation, Division of Earth Sciences; Hydrologic Sciences Competition, Spring Panel 2011
- Convener, “Carbon Cycling in Northern Peatlands”, American Geophysical Union (AGU), Annual Fall Meeting 2009, December 14-18, San Francisco, CA.
- Convener, “Advances in Hydrogeophysics: From Wetlands to River Basins”, American Geophysical Union (AGU), Joint Assembly 2008, May 27-30, Fort Lauderdale, FL.
- Co-convener, “Peatland Geophysics” (workshop funded by the National Science Foundation), University of Maine, Orono, ME, June 11-15, 2007.
- Convener, “Near-surface geophysical studies of soils and soil processes”, American Geophysical Union (AGU), Joint Assembly 2007, May 22-27, Acapulco, Mexico.
- Co-convener, “Characterizing wetland systems using hydrogeophysical techniques”, American Geophysical Union (AGU), Joint Assembly 2006, May 23-26, Baltimore, MD.
- Invited co-convener, “Hydrogeophysics: Characterization and Monitoring of Soil Properties and Processes in the Laboratory”, American Geophysical Union (AGU), Annual Fall Meeting 2003, December 8-12, San Francisco, CA.
- Reviewer, Water Resources Research, Journal of Geophysical Research-Biogeosciences, Hydrological processes, Journal of Applied Geophysics, Geophysics, Journal of Hydrology, Quaternary Research, Journal of Geotechnical and Geoenvironmental Engineering, Hydrogeology, Geologica Acta, Journal of Forensic Sciences, Hydrology Research, Journal of Coastal Research, Earth Surface Processes and Landforms, Near Surface Geophysics, Canadian Journal of Forest Research.
- Student Volunteer, Geological Society of America (GSA) Annual Meeting, Nov 2-6, 2003, Seattle, WA.
- Planet Earth Laboratory DVD (Gates, A.): Collaborative support in benefit of Spanish speakers. Dept. Earth and Environmental Sciences, Rutgers University, Newark, NJ.
- Student Representative in the School Committee and Studies Council of the School of Geology, Universitat de Barcelona (1995-1999).

#### INVITED TALKS (other than conferences)

1. **Comas, X.** Near-Surface Geophysics at the Luquillo LTER: current efforts and future opportunities/ Geofísica somera en Luquillo LTER: avances y oportunidades. LTER annual meeting, Luquillo, PR, June 2023.



2. **Comas, X.**, Terry, N., Zhang, C. Predicting hot spots and hot moments of biogenic gas accumulation and release in a subtropical ecosystem using airborne ground-penetrating radar (GPR). Department of Energy, BER-PI meeting (virtual), May 16-17, 2023. Bethesda, MD.
3. **Comas X.** Environmental Geophysics: providing opportunities for multi-scale, interdisciplinary research from the tropics to the Arctic. Physics Department Seminar Series, December 2, 2022.
4. **Comas, X.**, Terry, N., Zhang, C. Predicting hot spots and hot moments of biogenic gas accumulation and release in a subtropical ecosystem using airborne ground-penetrating radar (GPR). Department of Energy, BER-PI meeting (virtual), April 23, 2022.
5. **Comas, X.** Characterization of contaminant plumes and salt-water intrusion using geophysical methods, Technical Advisory Committee (TAC), Broward County Water Advisory Board, virtual, October 15, 2021.
6. **Comas, X.** Imaging the critical zone using near-surface geophysics: applications in peatlands, karst environments and fractured bedrock; Bay Area Geophysical Society Seminar Series (virtual), June 24, 2021.
7. **Comas, X.** MalaVida, GuidelineGeo (ABEM-MALA) company; Seminar (virtual), June 10, 2021.
8. **Comas, X.** Imaging the critical zone using near-surface geophysics: applications in peatlands, karst environments and fractured bedrock; Department of Environmental Engineering and Earth Sciences, Clemson University, SC; Fall Seminar (virtual); April 23, 2021.
9. **Comas, X.** Peatlands Geophysics: current trends in near-surface geophysics for understanding peat soil processes and its relation to the critical zone structure; Department of Environmental Sciences, University of Toledo, OH; Virtual Seminar; April 1, 2021.
10. **Comas, X.** Near-Surface Geophysics: A cross-cutting Section that facilitates diverse scientific studies; as part of TH047: A Vision for NSF Earth Sciences 2020-2030: Earth in Time Town Hall; American Geophysical Union (AGU) Fall Meeting; December 8, 2020.
11. **Comas, X.**; Mackenzie Vecchio; and Matt Sirianni. Geophysics at the Luquillo Forest Dynamic Plot (LFDP): a preliminary trip. LUQ LTER meeting, Aug 13, 2020, virtual.
12. **Comas, X.** Understanding change in the critical zone; Growing the Critical Zone Research Network - Panel 3: Dealing with change in the critical zone, CUAHSI Critical Zone Cyberseminar, Feb 19, 2020, virtual.
13. **Comas, X.** Effects of salinization in peat soils of the Everglades: implications for soil physical stability or collapse; National Park Service; Arthur R. Marshall Loxahatchee National Wildlife Refuge; December 19, 2019; Boynton Beach, FL.
14. **Comas, X.** Characterizing carbon accumulation using geophysical methods: an Arctic expedition, Department of Geosciences Colloquium Series, FAU, October 11, 2019, Boca Raton, FL.
15. **Comas, X.** Near-surface geophysical methods at the Luquillo CZO using multiple scales of measurement: from watershed dynamics to tree root extent; Annual Meeting of the Luquillo Critical Zone Observatory, June 6, 2019, Luquillo, PR.

16. **Comas, X.** What is a Geologist? Sunset Elementary School, May 22, 2019; Miami, FL
17. **Comas, X.** Near-surface geophysics: investigating the critical zone at multiple scales of measurement through interdisciplinary research, Seminar Series, Western Michigan University, April 12, 2018, Kalamazoo, MI
18. **Comas, X.** Environmental Geophysics in the critical zone: embracing interdisciplinary and international collaborative research, Seminar Grad Forum, University of Tulsa, March 24, 2017, Tulsa, OK.
19. **Comas, X.**, Wright, W., McClellan, M., Sirianni, M., Job, M.. Refining C stocks and fluxes in the Everglades using hydrogeophysical methods, Carbon cycling meeting, U.S. Geological Survey, September 29, 2016, Davie, FL.
20. **Comas, X.** Environmental Geophysics to characterize the critical zone: a series of case studies from around the world, Geosciences' Colloquium Series, Department of Geosciences, Florida Atlantic University, September 23, 2016, Boca Raton, FL.
21. **Comas, X.**, Wright, W., Shahan, T., and Sharp, N. High resolution spatial and temporal variability in greenhouse gas emissions from peat soils at LILA. LILA Seminar, *South Florida Water Management District*, Sept 19, 2016, Davie, FL
22. Hynek, S., **Comas, X.**, Orlando, J., Wright, W., Brantley, S., Ntarlagiannis, D., and Buss, H. Update on Focal Area 1 developments. All-hands Annual Meeting of the Luquillo Critical Zone Observatory, June 6, 2015, Luquillo, PR.
23. **Comas, X.** Understanding the architecture of the deep critical zone in the Rio Icacos watershed using hydrogeophysical methods, Department of Geosciences, Penn State University, May 2, 2016, College State, PA.
24. **Comas, X.** Environmental Geophysics: using hydrogeophysical methods to characterize the critical zone, Department of Biodiversity, Earth and Environmental Sciences, Drexel University, March 7, 2016, Philadelphia, PA.
25. **Comas, X.** Understanding the architecture of the deep critical zone in the Rio Icacos watershed using hydrogeophysical methods: implications for modeling of fracture development, February 19, 2016; Luquillo Critical Zone Observatory (LCZO) Webinar.
26. **Comas, X.** Near-surface geophysical methods for investigating peat soil properties in Indonesia. Workshop on Peat Geophysical Characteristics and Fire Emissions, organized by CIFOR, 12-17 October 2015, Palangkaraya, Indonesia.
27. **Comas, X.** Near-surface geophysical methods for investigating belowground carbon in peat soils in Indonesia. 4th GFOI SE Asia Workshop in Forest Monitoring: Methods for forest biomass mapping and estimation in the Tropics; organized by Silvacarbon, October 2015; Bogor, Indonesia.
28. **Comas, X.** Meeting of the Minds: Colleges of Science and Medicine. Office of Undergraduate Research and Inquiry, Florida Atlantic University, September 2015, Boca Raton, FL.
29. **Comas, X.**, Orlando, J., Hynek, S., Wright, W., Brantley, S., Ntarlagiannis, D., and Buss, H. Using an array of hydrogeophysical methods to understand the bedrock-regolith interface in the Rio Icacos watershed. All-hands Annual Meeting of the Luquillo Critical Zone Observatory, June 2015, Luquillo, PR.
30. **Comas, X.** Successful Grantsmanship Seminar: Federal Funding, Successful Grantsmanship Professional Development Seminars, Charles E. Schmidt College of

- Science's Master Research Program, *Florida Atlantic University*, April 17, 2014, Boca Raton, FL.
31. **Comas, X.** Application of hydrogeophysical methods for near-surface investigations, Pegrum Lecture Series, Department of Geology, *University at Buffalo*, January 23, 2014, Buffalo, NY.
  32. **Comas, X.** Characterizing carbon dynamics in the Everglades using hydrogeophysical methods, Geology Colloquium, *University of South Florida*, November 22, 2013, Tampa, FL.
  33. **Comas, X.** Carbon Dynamics in the Greater Everglades, International Student 2013 Training Session for the UNESCO-IHE Institute for Water Education, *US Geological Survey*, June 5, 2013, Davie, FL.
  34. **Comas, X.** Applied Hydrogeophysics in environmental studies, Department of Geology and Geophysics, *University of Wyoming*, April 25, 2013, Laramie, WY.
  35. **Comas, X.** Investigating peatland systems using non-invasive hydrogeophysical methods, Department of Geology and Geophysics, *University of Wyoming*, April 26, 2013, Laramie, WY.
  36. **Comas, X.** Characterization of peatland systems using hydrogeophysical methods. School of Geosciences Seminar Talk, *University of Louisiana at Lafayette*, March 25, 2013, Lafayette, LA.
  37. **Comas, X.** Application of hydrogeophysical methods for environmental investigations. Earth Sciences Fall 2012 Graduate Seminar, *Department of Geosciences, Florida International University*, October 5, 2012, Miami, FL.
  38. **Comas, X.** Characterizing biogenic gas dynamics in peat soils using hydrogeophysical methods: implications for climate change. Research Symposium: Climate Change: The Threat and Opportunity for Global Security, *Florida Center for Environmental Studies, Florida Atlantic University*, September 30, 2011, Boca Raton, FL.
  39. **Comas, X.** and William Wright. Preliminary non-invasive characterization of biogenic gas dynamics at M3E and M2SS (LILA) using ground penetrating radar. LILA Seminar, *South Florida Water Management District, Loxahatchee National Wildlife Refuge*, Sept 16, 2011, Boynton Beach, FL
  40. **Comas, X.** Environmental Hydrogeophysics: Application in South Florida Environments. Geosciences Colloquium Series, *Department of Geosciences, Florida Atlantic University*, November 5, 2010, Boca Raton, FL.
  41. **Comas, X.** Non-invasive characterization of biogenic gas dynamics in peat soils of the Everglades using ground penetrating radar, LILA Seminar, *South Florida Water Management District*, Oct 29, 2010, West Palm Beach, FL
  42. **Comas, X.** Characterizing biogenic gas dynamics in peat soils using ground penetrating radar: a comparison between northern and subtropical peatlands. *Department of Earth and Environment Sciences: SEG Student Chapter Seminar*, Rutgers University-Newark, Oct 20, 2010, Newark, NJ.
  43. **Comas, X.** Subsurface characterization using hydrogeophysical methods: applications in peatland studies and karst environments. *Earth Sciences Seminar Series, Florida International University*, April 2, 2010, Miami, FL.

44. **Comas, X.** Application of mixing models in GPR research. *Department of Earth and Environment Sciences: Ground Penetrating Radar Seminar*, Rutgers University-Newark, Oct 14, 2009, Newark, NJ.
45. **Comas, X.** Distribution of biogenic gases in peat soils using geophysical methods. *Physics Colloquium Series, Department of Physics, Florida Atlantic University*, October 4, 2008, Boca Raton, FL.
46. **Comas, X.** Applied near-surface geophysics. *Research in Geosciences Colloquium Series, Department of Geosciences, Florida Atlantic University*, October 17, 2007, Boca Raton, FL.
47. **Comas, X.** Evolution of biogenic gasses in peatlands: a new approach using geophysics. *Florida Atlantic University, Department of Geosciences*, January 19, 2007, Boca Raton, FL.
48. **Comas, X.** Using geophysics to evaluate biogenic gasses in peatlands. *SUNY-Buffalo, Department of Geology*, December 7, 2006, Buffalo, NY.
49. Slater, L. and **Comas, X.** Near-Surface Geophysics at Rutgers/NJIT. *Research Collaboration Discussion: DuPont/Rutgers-Cook College/Rutgers-Newark/Stevens Institute of Technology/Princeton/NJIT*. NJIT, Dec 19, 2005, Newark, NJ.
50. **Comas, X.** Geophysical and hydrological evaluation of two bog complexes in a northern peatland: implications for the distribution of biogenic gasses at the basin scale. *Department of Earth and Environment Sciences: Fall 2005 Seminar Series*, Rutgers University-Newark, Oct 19, 2005, Newark, NJ.

#### PRESS RELEASES

- June 2023, Preserving Everglades National Park: Peat Soils as a Key to Understanding Climate Change and Saving ‘River of Grass’;  
<https://www.geosciences.fau.edu/news/preserving-everglades-national-park/index.php>
- Fall 2021, FAU receives US DOE exploratory grant for novel radar prototype;  
<https://www.fau.edu/newsdesk/articles/doe-grant-everglades.php>
- Fall, 2021, Watching the World Warm Up. Periled Peat Soils, Owl Research & Innovation Fall 2021 Magazine, Division of Research, FAU.
- May 2020, FAU Geosciences news, Geology publication;  
<http://geosciences.fau.edu/news/comas-paper/>
- March 2019 Council meeting wrap-up, American Geophysical Union, From the Prow. <https://fromtheprow.agu.org/march-2019-council-meeting-wrap-up/>
- Gaining insight into Sea Level Rise, Owl Research and Innovation, Division of Research, FAU. <http://www.fau.edu/research/magazine/2018/01/dor-comas-2018-01.php>
- Cover of the Journal of Geophysics Research Biogeosciences, Volume 122, issue 11, November 2017. <http://onlinelibrary.wiley.com/doi/10.1002/jgrg.20655/epdf>
- Witman, S. 2018. A Better Way to Probe Peat. Eos 99.  
<https://doi.org/10.1029/2018EO089929>
- "Postcards from the Field: measuring methane and carbon dioxide gas distribution and releases in the Florida Everglades", EOS, Earth and Space Science News, Vol. 96, No 22, p.40, 1 December 2015, American Geophysical Union;  
[https://eos.org/wp-content/uploads/2015/12/12.1\\_magazine.pdf?18ecc3](https://eos.org/wp-content/uploads/2015/12/12.1_magazine.pdf?18ecc3)

- FAU Research Communications, online: "FAU Geophysicist Takes Peatland Research to Ecuador and Indonesia", September 2014;  
<http://fau.edu/research/researchcomm/articles/091014-2.php>
- FAU Press Release, online: "FAU Announces Researchers and Scholars of the Year", April 2013; [http://www.fau.edu/research/docs/Researcher\\_Scholar\\_of\\_the\\_Year.pdf](http://www.fau.edu/research/docs/Researcher_Scholar_of_the_Year.pdf)
- FAU Press Release, online: "FAU researcher to study release of gases in the Florida Everglades and the link to climate change"; April 2013;  
<http://www.fau.edu/mediarelations/releases0413/041331.php>
- FAU Division of Research, online: "FAU researchers to study Carbon dynamics of the Greater Everglades and implications of climate change"; March 2013;  
<http://www.fau.edu/mediarelations/releases0313/031309.php>
- "FAU College of Science Faculty Receive USGS Grant to Assess Carbon Dynamics of the Greater Everglades"; FAU Division of Research, online, November, 2011;  
<http://www.fau.edu/mediarelations/releases1111/111126.php>
- FAU Division of Research, online and newsletter; "FAU Awarded Collaborative NSF Research Grant to Study Greenhouse Gas Emissions from Peatlands and Potential Implications for Climate Change", April 2011;  
<http://www.fau.edu/communications/mediarelations/Releases0411/041106.php>

#### TEACHING

- GLYC6457: Environmental Geophysics, Dept Geosciences, FAU, Fall 2008-present
- GLYC6934: Ground Penetrating Radar, Dept Geosciences, FAU, Fall 2009-present
- GLYC6934: Wetlands Geosciences, Dept Geosciences, FAU, Spring 2009-present
- GLYC4451: Solid Earth Geophysics, Dept Geosciences, FAU, Spring 2010-present
- GLYC4700: Geomorphology, Dept Geosciences, FAU, Fall 2007-2011
- GLYC4400: Structural Geology, Dept Geosciences, FAU, Spring 2008-present
- GLYC4790: Senior Field Camp, Dept Geosciences, FAU, Summer 2008
- GLY 4750: Field Methods, FAU, Spring 2011
- 460:103:01: Planet Earth, Dept Earth & Env Sciences, Rutgers, Spring 2005
- 460:34186: Environmental Disasters, Dept Earth & Env Sciences, Rutgers, Spring 2005

#### ACADEMIC COMMITTEES

- PhD Committee (18 total); Primary Advisor: Florida Atlantic University (FAU): Matthew McClellan (2019); William Wright (2018); Greg Mount (2014); Matt Sirianni (2020); Mackenzie Vecchio (current); Shelley Peirce (current); Umida Turamuratova (current); Rajeun Islam (current); Committee Member: FAU: Jessica Dell (Biology; 2020); Jeremy Conrad (Biology, 2022); Seokju Seo (Engineering, 2019); Rutgers University: Andrew Parsekian (2011); Neil Terry (2017); Henry Moore (current, candidate); University of Maine: Victoria Niedzinski (current, candidate); Florida International University: Albert Yeboah-Forson (2013); Universitat Autònoma de Barcelona: Mario Zarroca (2012); Exeter (UK): Jhon Del Aguila Pasquel (current).
- MS Committees (26 total): Primary Advisor: Florida Atlantic University: William Wright (2013); Anastasija Cabolova (2010); Sabrina Camara dos Santos Porto (2017,

co-advisor); Cali Munzenrieder (2016); Troy Bole (2019). Joe Becker (2019, co-advisor); Maxwell Florey (2021); Sanju Khatri (2021); Haibat Khan (2022)  
 Committee Member: Florida Atlantic University: Kern Kassarie (2008); Adam Porath (2008); Zachary Mester (2010); Anthony Pezzotti (2011); Dominick Antolino (2011); James Johnson (2012); Caroline Wright (2014); Alex Chapman (2014); Richard Westcott (2015); Michelle Budny (2015, Biology); Jyothirmayi Palaparthi (2019); Monty Watson (2020); Kyle Shaver (2020); Jacob Russell (2020); Camila Ribeiro (Engineering, 2021); Kevin Jensen (Biology, 2021); Natalie Faron (Biology, 2021).

- Undergraduate research and DIS (25 total): Christine Fredricks, William Wright, Paul Monahan, Tyler McNabb, Gail Amalfitano, James Lauriello, Gerhard Heij, Devon Alexander, Derek Stephens, Claudio Zucarelli, Zachary Freeburg, Joanna Gaset, Garrett Jones, Reni Kunkel, Alex Garcia (Honors College), Mario Job, Mitchell Collins, Sarah Mitchell, Chase Cornett, Lucas Schaffer, Umida Turamuratova, Carolina Hernandez, Orlando Ventura, Zoe Wall, Danielle Neering, and Samuel Harris.

## MEMBERSHIPS

Member, American Geophysical Union, 2001-present

Member, Geological Society of America, 2001-2003-present

Member, American Association of Petroleum Geologists, 2001-2002

Member, Sigma Xi, 2001-2002

## RESEARCH SKILLS

- Equipment: Mala-RAMAC ground penetrating radar (GPR); Pulse-Ekko 1000 (Sensors and Software, GPR); IRIS-SYSCAL resistivity meter (R-1 and Pro-10 channel); ABEM Terrameter LS 2 (GuidelineGeo); Geode 48 channel seismograph (Geometrics); OhmMapper capacitively coupled resistivity meter (Geometrics); Geophex GEM-2 EMI multifrequency Sensor; Geonics EM31 conductivity meter; ENVI MAG proton precision magnetometer (Scintrex); Trimble GPS Pathfinder; Dual frequency Ashtech Z-surveyor GPS unit; Moisture probe (TE-5; ECH<sub>2</sub>O-20 probe, dielectric aquameter, by Decagon); Little Dipper in-place inclinometer (906, by Applied Geomechanics); National Instruments NI 4551 dynamic signal analyzer (DSA); Geoprobe gas sampling; Shimadzu GC-8AIF.

## OTHER SKILLS

- Languages: Catalan, Spanish (both native languages).



September 18, 2025

**Subject: Textbook and Instructional Materials Affordability and Transparency Annual Report**

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**Proposed Action:**

Florida International University Board of Trustees approval of the Textbook and Instructional Materials Affordability and Transparency Annual Report.

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**Background Information:**

Pursuant to section 1004.085, Florida Statutes, Education Access and Affordability, requires the Board of Governors and the State Board of Education to annually identify strategies to promote college affordability. Under this statute, all State University System institutions are required to submit a Textbook and Instructional Materials Affordability and Transparency Report that describes the institutional processes of selecting, adopting and posting course materials as well as undergraduate core curriculum course syllabi. In addition, the report must include an overview of institutional initiatives and policies designed to reduce the costs of course materials and promote college affordability.

Pursuant to Florida Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability and Transparency, each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor.

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**Supporting Documentation:** Textbook and Instructional Materials Affordability and Transparency Annual Report

**Facilitator/Presenter:** Heather Russell

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## Textbook and Instructional Materials Affordability Annual Report

### Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.  
Do not edit the content of the template. Expand the response space as needed.
2. **Submit the report in Excel.** The signatures may be submitted in PDF format. Statutory due date is September 29, 2025.
3. If there are questions, contact Tyler Aldinger, Assistant Director of Academic and Student Affairs, at [tyler.aldinger@flbog.edu](mailto:tyler.aldinger@flbog.edu)
4. Include the university contact name and email for the staff who completed the report below:
5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green.

**University Contact Name and Email:** Birgitta Rausch-Montoto ([gmontoto@fiu.edu](mailto:gmontoto@fiu.edu)) and Paden Goldsmith ([pgoldsmi@fiu.edu](mailto:pgoldsmi@fiu.edu))

**Textbook and Instructional Materials Affordability Annual Report  
Fall 2024 and Spring 2025**

University Submitting Report:  
Florida International University

Date Approved by the University Board of Trustees:

18-Sep-25

Signature of Chair, University Board of Trustees:

Signature of President:

## Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses ( $n=$ ). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Course Sections ( $n=$ )	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
ENC 1102	Writing and Rhetoric II	231	Department Committee	
AMH 2020	Amer Hist Since 1877	79	Combination of the Above	
MAC 1105	College Algebra	66	Department Committee	
SLS 1501	First Year Exper	182	Other (Describe in Column G)	Program director decides
ENC 1101	Writing and Rhetoric I	150	Department Committee	
BSC 2010	General Biology I	18	Combination of the Above	
ECO 2013	Principles Macroeco	46	Combination of the Above	
BSC 2010L	Gen Biology Lab I	114	Other (Describe in Column G)	Lower-division lab coordinator seects the materials
SPC 2608	Public Speaking	78	Other (Describe in Column G)	Course director decides
ECO 2023	Principles Microeco	39	Combination of the Above	
MUL 1010	Music Lit/Appreciation	35	Combination of the Above	
MAC 1147	PreCal Alg and Trig	52	Combination of the Above	
REL 2011	Intro to Religion	58	Combination of the Above	
CHM 1045	Gen Chemistry I	39	Department Committee	
CHM 1045L	Gen Chem Lab I	16	Department Committee	

### Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024	
<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7396
<b>Total Number of Course Sections Offered with No Cost Materials</b>	3950
<b>Percent of Course Sections with No Cost Materials (Auto-Calculated)</b>	53%

Spring 2025	
<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7276
<b>Total Number of Course Sections Offered with No Cost Materials</b>	3688
<b>Percent of Course Sections with No Cost Materials (Auto-Calculated)</b>	51%

## Board Action Plan - Low Cost Course Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

### Fall 2024

<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7396
<b>Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour</b>	4,476
<b>Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)</b>	61%

### Spring 2025

<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7276
<b>Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour</b>	4,214
<b>Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)</b>	58%

## Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

**Collective Textbook Affordability Efforts at FIU**

The collective efforts spearheaded by the Textbook Affordability Task Force consisting of members from FIU Online, the FIU libraries, Center for the Advancement of Teaching, our bookstore partner Barnes & Noble, and multiple faculty and administrators ensure that low- and no-cost materials are made available to our students through multiple strategic approaches:

**Affordability Counts**

For nearly a decade, FIU's Affordability Counts initiative has championed the adoption of low-cost course materials across Florida, helping thousands of students save money while maintaining high-quality learning experiences. In partnership with institutions such as the University of Central Florida, University of North Florida, University of South Florida, Florida A&M University, Florida Atlantic University, and Lake Sumter College, faculty have embraced open educational resources (OER) and other affordable materials that do not exceed \$20 per credit hour.

Faculty who meet these standards in their course earn the Affordability Counts Medallion, a digital badge displayed in their courses and featured in the statewide searchable database (<https://affordabilitycounts.org>), developed and maintained by FIU Online. In 2024–2025, the website and database received over 5,516 visits and 47,961 page views, continuing to serve as a valuable knowledge-sharing tool for instructors seeking to integrate low-cost materials. As the initiative approaches its tenth year, FIU Online will be taking the opportunity to reimagine Affordability Counts, building on its strong foundation while exploring innovative strategies that reflect today's rapidly evolving retail textbook landscape.

**FIU Libraries**

The FIU Libraries continue to support faculty in shifting to new models for course materials and providing access to e-resources with unlimited simultaneous user access. The collection development mission is to purchase e-materials whenever cost effective, feasible, and possible. The libraries have access to over two million e-books and subscribe to more than 1,200 databases.

Many faculty reach out to their library subject liaison to request e-books and other online materials. Oftentimes, these materials are easily obtainable in electronic formats or librarians suggest alternatives. In addition, Leganto, a third-party LTI that allows course resource lists to be curated seamlessly in Canvas at zero-cost to students, optimizes the use of library collections as well as open educational resources (OER) in general, reducing the administrative burden on faculty. Furthermore, librarians, in tandem with faculty, have curated 400+ Library Research Guides with content that is cost-free to students; these guides are embedded in Canvas.

The OER Library Research Guide provides alternative textbook options and Course Reserves is a service available to FIU faculty to house pertinent course materials available to students free of charge. The Library Access Services department reports that from June 2024 through May 2025, the Course Reserve repository consisted of 12,451 items that were checked out by students (a slight increase from last year). In compliance with copyright law, loan types include books, bound journals, articles, games, and equipment such as laptops, headphones, and tablets.

The FIU Libraries continue to build on its partnership with Open Syllabus (OS), an independent nonprofit organization supporting curricular research, archiving syllabi, and building instructional services. This collaborative project between the FIU Libraries and OS compares all FIU classes to other comparable university classes where Open Educational Resources (OER) textbooks are used. All faculty and administrators have access to the OS portal to assess: 1) where costly textbooks are used in FIU classes and where no-cost or other peer reviewed textbook options exist; 2) classes where there might be no clear options for OER adoption, and hence where faculty might author OER textbooks; and 3) how FIU OER adoptions compare with other Florida, R1, and research universities nationwide and globally.

OS recently announced that it just completed its "largest-ever data expansion, including 27.6 million syllabi in its analytics dataset and 9.5 million mapped courses in Course Matcher—now with significantly expanded international coverage and more data on OER adoption" to offer even greater insight into global teaching practices for the higher ed ecosystem.

**College of Law Library**

FIU College of Law continues to invest in student success by providing access to adopted course materials. Leveraging library-provided digital resources ensures that FIU Law students continue to avoid out-of-pocket expenditures for expensive legal education materials. Students enjoy access to course materials from major legal publishers, including Aspen, West Academic, Thomson Reuters, Lexis, and Carolina Academic Press.

In 2024-2025, FIU Law Library enhanced Affordability Counts initiatives in several ways. Through strategic purchasing, the law library now acquires ad-hoc course materials based on semesterly adoptions. These acquisitions are enabled by our existing subscription platforms capability to add titles as needed. The Law Library also leveraged digital course reserves, working with faculty to link recommended materials directly within students' Canvas courses. This improved student knowledge of and access to library-provided study aids and practice assessments. Finally, the Law Library added content from Aspen Publishers. Practice Perfect is directly aimed at exam and Bar preparation, providing FIU College of Law students additional support to succeed on their exams and prepare them for success on the Florida Bar.

FIU College of Law Library successfully leveraged existing Affordability Counts strategies and new initiatives in 2024-2025, saving students approximately \$402,519.62 across 82 College of Law courses.

**Financial Aid Textbook Advance**

Students receiving financial aid may apply for a book advance through the Office of Financial Aid. This aid ensures that students can purchase their course materials prior to the start of the semester and are prepared for class on the first day.

Term: Fall 2024

Count: 1,047  
Sum of Accepted: \$346,104.38

Term: Spring 2025  
Count: 565  
Sum of Accepted: \$177,482.71

Grand Total AY 2024-2025  
Count: 1612 and Sum of Accepted: \$523,587.09

Barnes & Noble Textbook Affordability Initiatives

FIU Barnes & Noble bookstores continue to offer cost savings through alternative formats such as used, rental and digital textbooks with new titles continuously added. Students may save as much as 80% by purchasing textbooks in alternative formats offered. The Price Match Program, originally started in Spring 2016, also passes savings on to students where applicable.

The 2024-2025 academic year saw continued growth in students choosing to participate in FIU’s inclusive access program branded as “Panther Book Pack”, which was first launched in Fall 2021. The 2024-2025 academic year saw continued growth in students choosing to participate in FIU’s inclusive access program branded as “Panther Book Pack”, which was first launched in Fall 2021. In Fall 2024 a total of 28.1 opted out (compared to 33.5% in Fall 2023); and in Spring 2025 a total of 26.3% opted out (compared to 32.7% in Spring 2024). This indicates that more and more students understand the value of the program and choose to participate. Barnes & Noble reports that the Panther Book Pack program generated significant savings to students as follows: Fall 2024 = \$5,579,413 (29,482 students participated) and Spring 2025 = \$5,209,542 (28,738 students participated). Barnes & Noble has been a formidable partner in lowering textbook costs for our students over the years.

Our undergraduate course sections (Fall 2024: 4, 950 or 67%; Spring 2025 4,808 or 66%) meet the BOG Action Plan for the Pricing of Textbooks and other Instructional Materials since the Panther Book Pack makes all required course materials available to our students at \$20 per credit hour.

Public Posting of Textbook Adoptions and UCC Syllabi  
In compliance with BOG Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency, FIU implemented the public Textbook and Instructional Materials (TIM) Explorer portal at <https://tim.fiu.edu> in July 2022. The TIM Explorer is a searchable database to view, search and print required and recommended textbooks and instructional materials across all FIU courses for five years. Undergraduate Core Curriculum (UCC) syllabi were initially accessible via the TIM Explorer as well but were transitioned to our new syllabi portal at <https://fiu.simplesyllabus.com> effective Fall 2023. The third-party provider, Simple Syllabus, allows FIU faculty to enter and maintain their syllabi information centrally and ensures that all syllabi are posted as stipulated by the BOG.

**Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has this had on student savings, if any.**

The University has not implemented an opt-in program.

**Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has this had on student savings, if any.**

FIU - Barnes & Noble Panther Book Pack: The 2024-2025 academic year saw continued growth in students choosing to participate in FIU’s inclusive access program branded as “Panther Book Pack”, which was first launched in Fall 2021. The 2024-2025 academic year saw continued growth in students choosing to participate in FIU’s inclusive access program branded as “Panther Book Pack”, which was first launched in Fall 2021. In Fall 2024 a total of 28.1 opted out (compared to 33.5% in Fall 2023); and in Spring 2025 a total of 26.3% opted out (compared to 32.7% in Spring 2024). This indicates that more and more students understand the value of the program and choose to participate. Barnes & Noble reports that the Panther Book Pack program generated significant savings to students as follows: Fall 2024 = \$5,579,413 (29,482 students participated) and Spring 2025 = \$5,209,542 (28,738 students participated). Barnes & Noble has been a formidable partner in lowering textbook costs for our students over the years.

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## University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

**Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.**

The University continues the innovative Panther Book Pack (PBP) inclusive access program for significant savings for all undergraduate students. Since the PBP guarantees that students have the required course materials available to them by the first day of class (print and digital) at the flat rate of \$20 per credit hour, students no longer need to search to purchase the textbooks and instructional materials at a low cost prior to semester start unless they opt out. FIU's institutional deadline for adoptions of required and recommended course materials is 30 days prior to the State's legal deadline. Faculty diligently post their adoptions in the Adoptions & Insights System 45 days prior to the first day of classes for each term.

**Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?**

Since Fall 2023, all UCC course syllabi have been entered in Simple Syllabus, a customized third-party portal that enables faculty and the administration to ensure that all syllabus requirements are met and the syllabi are posted publicly for viewing, searching and downloading. While our textbook partner is not able to provide the required information for all adopted textbooks via their systems, in Simple Syllabus we require the posting of all mandatory textbook information before the syllabus can be published.

Published List of Required and Recommended Textbooks and Instructional Materials	
Please use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials includes the following information.	
Information Required	Affirm Information is Included
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included *
Publishers	Included
Edition Number	Included
Copyright Date	Included *
Published Date	Included *
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective Student	Included

\*FIU reports all required information as received from our textbook partner.

Published Course Syllabus Requirements	
Please use the drop-down options to confirm the course syllabus of the general education core course options identified pursuant to section 1007.25, Florida Statutes include the following information.	
Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
How Student Performance will be Measured	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials
Please provide an active link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials.". If each course section has its own website link, please provide one example link.
<a href="https://fiu.simplesyllabus.com">https://fiu.simplesyllabus.com</a>

Link to Published List of Course Syllabi for General Education Courses	
Please provide active links to the webpages housing the information under "Published Course Syllabus Requirements."	
Please Provide Links Below	
Communication	<a href="https://fiu.simplesyllabus.com">https://fiu.simplesyllabus.com</a>
Humanities	<a href="https://fiu.simplesyllabus.com">https://fiu.simplesyllabus.com</a>
Mathematics	<a href="https://fiu.simplesyllabus.com">https://fiu.simplesyllabus.com</a>
Natural Sciences	<a href="https://fiu.simplesyllabus.com">https://fiu.simplesyllabus.com</a>
Social Sciences	<a href="https://fiu.simplesyllabus.com">https://fiu.simplesyllabus.com</a>



## Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
4793	2603	7396	35%	Class location, class type considered text optional; changes to course section or instructors prior to course start requiring text changes.

Spring 2025				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
4540	2736	7276	38%	Class location, class type considered text optional; changes to course section or instructors prior to course start requiring text changes.

**University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline**

Use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2024					
Total Course Sections at the 45 Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)*	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)*
4,793	4,630	97%	62.00	101	2.11%

Spring 2025					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)*	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)*
4,540	4,318	95.11%	53.00	169	3.72%

\* Note: The calculations using FIU data with the BOG formulas embedded in this spreadsheet (as required) create rounding effects that result in totals that do not sum to 100%

\*\*Note: Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.



September 18, 2025

**Subject: Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct**

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**Proposed Action:**

Florida International University Board of Trustees approval of the proposed amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

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**Background Information:**

This Regulation is being updated based on changes to the regulatory landscape at state and federal levels. Revisions include nomenclature of employees who must report sexual harassment from "Responsible Employee" to "Mandatory Reporters." Revisions also update terms and definitions to reflect recent guidance and enforcement and add an additional Deputy Title IX Coordinator.

Florida Board of Governors Regulation 1.001(5)(a), University Board of Trustees Powers and Duties, provides, in relevant part, that each board of trustees shall provide for the establishment of "the personnel program for all the employees of the university, including ... standards for performance and conduct,... disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment."

Florida Board of Governors Regulation 1.001(3)(j)(l) provides, in relevant part, that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedures adopted by the Board of Governors; and each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students and campus visitors.

Florida Board of Governors Regulation 6.0105(8), Student Conduct and Discipline, in relevant part, requires university Boards of Trustees to incorporate minimum standards into any process that evaluates whether a student is responsible for sexual misconduct, gender-based discrimination, sexual harassment, sexual assault, dating violence, domestic violence, or stalking.

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**Supporting Documentation:** Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

**Facilitator/Presenter:** Elizabeth M. Bejar

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS**

**NOTICE OF PROPOSED AMENDMENT TO REGULATION**

**REGULATION NO.:** FIU-105

**REGULATION TITLE:** Sexual Harassment (Title IX) and Sexual Misconduct

**SUMMARY:** Changes to the regulatory landscape at state and federal levels necessitate updates to FIU’s regulations prohibiting discrimination, harassment and sexual harassment. Revisions change the term for employees who must report sexual harassment from “Responsible Employee” to “Mandatory Reporters.” Revisions also update terms and definitions to reflect recent guidance and enforcement and add an additional Deputy Title IX Coordinator.

**TEXT OF REGULATION:** The full text of the Proposed Amendment to Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, [devillee@fiu.edu](mailto:devillee@fiu.edu), 305.348.2103.

**AUTHORITY:** Florida Board of Governors Regulation 1.001(3)(j)-(l), 6.0105(8).

**NAME OF PERSON INITIATING PROPOSED REGULATION:**

Dr. Elizabeth Bejar, Provost, Executive Vice President and Chief Operating Officer.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED AMENDMENT TO REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**THE CONTACT PERSON REGARDING THIS REGULATION IS:**

Eli Deville, Departmental Administrator, Office of the General Counsel  
Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199  
Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) | Phone: 305.348.2103 | Fax: 305.348.3272

**DATE OF PUBLICATION:** August 1, 2025

## FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

### I. POLICY STATEMENT

Florida International University (the University) is committed to encouraging and sustaining a learning and living environment that is free from discrimination based on sex ~~including gender, gender expression, gender identity, and sexual orientation~~. Discrimination based on sex encompasses Sexual Misconduct, Sexual Harassment, ~~Gender-Based Harassment~~, Domestic Violence, Dating Violence, ~~and/or~~ Stalking and/or any other form of discrimination based on sex protected by applicable law. The University has developed this regulation applicable to the entire University Community (i.e., students, student organizations, faculty, staff, affiliated third parties, and visitors) prohibiting discrimination based on sex consistent with Title IX of the Education Amendments of 1972 (Title IX), relevant provisions of the Violence against Women Reauthorization Act of 2013 (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), along with all applicable implementing regulations, and other applicable federal and state laws.

The University has identified two areas that are under the purview of this Regulation: Sexual Harassment as defined by Title IX and Sexual Misconduct. Sexual Harassment applies to alleged harassment, violence, and/or prohibited discrimination that occurs in a University education program or activity in the United States. This refers to locations, events, or circumstances over which the University had substantial control over both the Respondent and the context in which such incidents occurred, and also includes buildings owned by or controlled by a student organization that is officially recognized by the University. Sexual Misconduct applies to alleged harassment, violence, and/or prohibited discrimination that occurs in or outside a University education program or activity regardless of location.

All members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others and is consistent with this regulation. The Regulation is not meant to inhibit or prohibit educational content or discussions protected by academic freedom or the First Amendment, the Fifth and Fourteenth Amendments, or any other rights guaranteed by the U.S. Constitution.

The University emphasizes the importance of treating Complainants and Respondents equitably upon receipt of a Formal Complaint. There is a presumption the Respondent is Not Responsible for the alleged conduct until Final Agency Action.

### II. TITLE IX COORDINATORS

The *Title IX Coordinator* is:

- knowledgeable and trained in University policies and procedures and relevant state and federal laws;
- responsible for coordinating the effective implementation of Supportive Measures;
- responsible for responding to concerns raised by the Deputy Title IX Coordinator(s), University Police, or ~~Responsible Employee~~ Mandatory Reporters;
- responsible for overseeing investigations of alleged violations of this Regulation;

- responsible for ensuring the effective implementation of this Regulation, including monitoring compliance with all procedural requirements, recordkeeping, and timeframes;
- responsible for overseeing training, prevention, education efforts, and periodic reviews of climate and culture; and
- responsible for maintaining all reports of possible violations of this Regulation and reviews such reports and complaints for systemic patterns that need to be addressed.

The University's Title IX Coordinator is:

Jacqueline Moise Gibbs  
 Office of Civil Rights Compliance and Accessibility (CRCA)  
 Office number: 305-348-2785  
 Email: [jmoisegi@fiu.edu](mailto:jmoisegi@fiu.edu)  
 Address: 11200 S.W. 8<sup>th</sup> Street, PC 220  
 Miami, FL 33199

The Title IX Coordinator has designated Deputy Title IX Coordinators to assist in fulfilling the Title IX Coordinator duties. The Deputy Title IX Coordinators are:

- Heidi Louisy, Ph.D., Director  
 Employee & Labor Relations (ELR)  
 11200 SW 8<sup>th</sup> Street, PC 236, Miami, FL 33199  
 Phone: 305-348-4186  
 Email: [elr@fiu.edu](mailto:elr@fiu.edu)
- Kevin Kendrick, Ed.D., Senior Associate Athletic Director  
 University Compliance  
 Ocean Bank Convocation Center  
 11200 S.W. 8th Street, Room 154, Miami, FL 33199  
 Phone: 305-348-2843  
 Email: [kevin.kendrick@fiu.edu](mailto:kevin.kendrick@fiu.edu) [mailto:](#)
- Devin Parra, Assistant Dean of Students  
 Student Conduct and Academic Integrity (SCAI)  
 11200 SW 8<sup>th</sup> Street, GC 311, Miami, FL 33199  
 Phone: 305-348-3939  
 Email: [dmparra@fiu.edu](mailto:dmparra@fiu.edu)
- Yoruba T. Mutakabbir, Ph.D., Director of Organizational Development  
Faculty Leadership & Success  
11200 SW 8th Street, PC 230, Miami, FL 33199  
Phone: 305-348-4270  
Email: [yoruba.mutakabbir@fiu.edu](mailto:yoruba.mutakabbir@fiu.edu)

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, Hearing Officer(s), and the Hearing Body are properly trained based on their roles. Training includes what constitutes Sexual Harassment and Sexual Misconduct, the scope of the University's education programs and activities, how this Regulation is implemented, how to conduct an investigation and grievance process, including hearings, appeals, and alternative resolution processes, as

applicable, and how to serve impartially including by avoiding pre-judgment of the facts at issue, conflicts of interest and bias, any technology to be used at a live hearing, issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, and relevance to create an investigative report that fairly summarizes relevant evidence.

The Title IX Coordinator, investigators, and Hearing Officer(s), and Hearing Body will be free of actual or reasonably perceived conflicts of interest and biases for or against any party.

Concerns about the University's application of this Regulation may be addressed to the following offices below and/or to the Deputy Title IX Coordinators listed above.

- FIU Office of University Compliance and Integrity  
(305) 348-2216 | Email: [compliance@fiu.edu](mailto:compliance@fiu.edu)
- U.S. Equal Employment Opportunity Commission  
(800) 669-4000
- U.S. Department of Education, Office of Civil Rights  
(800) 421-3481

<mailto:OCR@ed.gov><http://www.eeoc.gov/employees/howtofile.cfm>

### III. DEFINITIONS

***Actual knowledge*** – Verbal or written notice of Sexual Harassment or Sexual Misconduct or allegations of Sexual Harassment or Sexual Misconduct to the Title IX Coordinator or ~~Responsible Employee~~ ***Mandatory Reporter***.

***Advisor*** - Any person chosen by the Complainant or Respondent to assist throughout the Sexual Harassment or Sexual Misconduct process (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process).

***Alternative Resolution Agreement*** – An alternative to the formal process that is a voluntary, structured interaction between involved parties and a facilitator that can be utilized to resolve the allegations following the filing of a Formal Complaint and prior to a final determination. The Alternative Resolution Process is intended to be flexible while also providing for a full range of possible outcomes.

***Appellate Officer*** - The Chief Student Affairs Officer or designee for student Respondents or the Vice President for Human Resources or designee for non-student Respondents.

***Business Day*** - A day when the University is open for regular business operations from 8:30 a.m. to 5:00 p.m. Eastern Time. For emailed correspondence, the day of delivery is not included in a designated time period. In computing any time period specified in this Regulation, the day of the event, act, or default that initiates the period shall be excluded.

***Complainant*** - Any individual who is alleged to be a victim of conduct that could constitute behavior prohibited by this Regulation.

***Consent*** - A clear, knowing, and voluntary agreement to engage in specific sexual activity at the



time of the activity. Consent can be communicated by words or actions as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent must be ongoing throughout the sexual activity and can be withdrawn at any time. Sexual contact must cease immediately once withdrawal of consent is clearly communicated.

- Consent must be active, not passive.
- Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.
- Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).
- The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter even in the context of a relationship, there must be mutual consent.
- If coercion or force is used, there is no consent.
- If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, physical or developmental disabilities.
- Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.
- In order to give consent, one must be of legal age.
- The question of what the Respondent should have known as to whether the Complainant was incapacitated is objectively based on what a reasonable person, sober and/or exercising good judgment, would have known about the condition of the Complainant.

***Deputy Title IX Coordinator*** – The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University's efforts to comply with this Regulation.

***Final Agency Action*** - Notice that the University has made a final determination and, as such, may be appealed to an external judicial forum.

***Formal Complaint*** – A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment or Sexual Misconduct against a Respondent and requesting an investigation of alleged Sexual Harassment or Sexual Misconduct.

- A document filed by a Complainant is a document or electronic submission that contains the Complainant's physical or electronic signature or otherwise indicates the Complainant is the person filing the complaint.
- Note: Submitting a report is distinct from filing a Formal Complaint.

***Hearing Body*** – Members of the University community responsible for determining the merits and sanctions of alleged conduct violating this Regulation. The Hearing Body for Sexual Harassment and Sexual Misconduct shall consist of a University Official or panel of University Officials except, if requested by a student Respondent and no objection is raised by the Complainant, a Hearing Body may be comprised of at least one-half of students.

**Hearing Officer** – The University official responsible for chairing the Hearing Body. The Hearing Officer will not be the same person as the Title IX Coordinator or investigator.

**Impact Statement** – An oral or written statement that describes how the Complainant or Respondent is impacted by the alleged conduct.

**Incapacitation** – Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.

**Interim Suspension or Administrative Leave** – An immediate separation or leave from the University.

**Responsible EmployeeMandatory Reporter** – Any employee with authority to institute corrective measures; who has been given the duty of reporting incidents of Sexual Harassment or Sexual Misconduct or any other misconduct by students or employees to the Title IX Coordinator or other appropriate University designee; or an individual who a student or employee could reasonably believe has this authority or responsibility.

Student employees are only **Responsible EmployeeMandatory Reporters** if they are employed in the following positions:

- Graduate Teaching Assistants and Graduate Research Assistants;
- The Athletics Department; or
- Housing and Residential Experience.

The definition of **Responsible EmployeeMandatory Reporter** does not absolve anyone with the knowledge of or reason to suspect child abuse, abandonment, or neglect of the responsibility to report such relevant information to the Department of Children and Families in accordance with FIU Policy #140.130 Mandatory Reporting of Child Abuse, Abandonment and Neglect.

**Obstruction** – Any action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of this Regulation committed by the Respondent, including, but not limited to, failing to participate in a University investigation or grievance process if not the Respondent, making false statement or submitting false information during the grievance process, or destroying potentially relevant evidence.

**Preponderance of the Evidence** – Based on the evidence provided, it is more likely than not that the actions alleged occurred. Grievance proceedings are conducted to take into account the totality of all evidence available from all relevant sources. The burden of proof rests with the University.

**Reporting Party** - Any person (excluding the Complainant) who reports an alleged violation of the FIU-105 Regulation.

**Respondent** - Any individual or group, including student organization, who has been accused of

violating this Regulation.

**Retaliation** – Any words or behavior made to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Regulation, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Regulation. Retaliation may be committed by the Respondent, the Complainant, the Reporting Party, or any other individual or group of individuals.

**Sexual Harassment** – Conduct on the basis of sex which occurs in the United States in a University activity or program that satisfies one or more of the following:

- An employee, including faculty, staff, or contractor, conditioning the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity;
- Sexual Assault is defined as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant.
  - ~~Attempts or assaults~~ Sexual Assault or attempts to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded;
  - Sexual assault includes but is not limited to; rape, sexual assault with an object, sexual battery, and fondling.
  - Fondling is defined as touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the other person. This includes touching of the breasts, buttocks, groin, or genitals.
- Dating Violence which means violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
- Domestic Violence is defined as violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim; or
- Stalking is defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

**Sexual Misconduct** – Conduct, regardless of geographic location, that includes:

- *Coercion* - Conduct, intimidation, and/or express or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:

- Causing the deliberate incapacitation of another person;
- Conditioning an academic benefit or employment advantage;
- Threatening to harm oneself if the other party does not engage in sexual contact; or
- Threatening to disclose ~~an individual's sexual orientation, gender identity, gender expression, or other personal or~~ sensitive information if the other party does not engage in sexual ~~activity, contact, or take actions involuntarily.~~
- *Domestic Violence* - violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim.
- *Dating Violence* - violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- ~~*Gender-based Harassment* - harassment based on gender, sexual orientation, gender identity, or gender expression, including acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve contact of a sexual nature.~~
- *Non-Consensual Sexual Touching* – any sexual touching without consent. Sexual touching is any intentional touching of a person's body, including the breasts, buttocks, groin, genitals, or other intimate parts. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant's own body.
- *Obscene or Indecent Behavior*
  - i. Exposure of one's sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution, or the facilitation or solicitation of a prostitute.
  - ii. Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
  - iii. Recording, photographing, transmitting, showing, viewing, streaming, or distributing intimate or sexual images, audio recordings, or sexual information of another person in any form without the knowledge and Consent of all parties involved.
  - iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email, and/or social media without the depicted person's Consent.
- *Revenge Porn* - to publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person's Consent.

- *Sex-based Harassment* – any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature:
  - i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person's instruction, academic standing, or participation in any University program, activity, or benefit;
  - ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;
  - iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University's educational, and/or campus-residential experience when viewed both from a reasonable person in similar circumstances and the person in question.
- *Sexual Assault* – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded.
- *Sexual Coercion* – the act of using pressure or force to have sexual contact with someone who has already refused.
- *Sexual Exploitation* - Knowingly or recklessly transmitting a sexually transmitted disease or sexually transmitted infection (such as HIV) to another individual without the knowledge and consent of the person exposed.
- *Stalking* - A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

***Supportive Measures*** – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the Complainant or Respondent. The Title IX Coordinator is responsible for coordinating effective implementation of Supportive Measures.

***Title IX*** – refers to Title IX of the Educational Amendments of 1972, and applicable implementing regulations, which protects people from sex ~~and gender~~ discrimination in educational programs and activities at institutions that receive federal financial assistance. Title IX covers more than athletics and sexual assault, it addresses concerns relating to discrimination on the basis of sex ~~or gender~~ in all aspects of the educational process, including in the areas of recruitment, admissions, and counseling; financial assistance; the needs of pregnant and parenting community members, discipline; and employment.

***Title IX Coordinator*** –The individual University official with the primary responsibility for coordinating the University's compliance with Title IX.

***University Community*** - Any student, faculty, staff, other person currently employed by the University, or working on University premises, or any participant in a University program or activity regardless of the location of the program or activity.

***Violation of Supportive Measure(s):*** Failure to comply with a Supportive Measure(s) imposed pursuant to this Regulation.

#### **IV. JURISDICTION**

Jurisdiction applies to University educational program or activities, including locations, events, or circumstances over which the University exercised substantial control over both the Respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University. For Sexual Misconduct matters, jurisdiction applies to respondents who are members of the University community regardless of location.

#### **V. OPTIONS FOR SEEKING CONFIDENTIAL ASSISTANCE AND/OR MAKING A REPORT OF A POTENTIAL VIOLATION**

The University is committed to providing options through multiple contact points across campus that are broadly accessible to all University community members to address a potential violation of this Regulation. Anyone may seek confidential assistance and/or make a report to the University on behalf of themselves or others. It is important to understand the differences between these two options.

Seeking confidential assistance means talking about the alleged violation with a professional who cannot share the information with anyone else without the express permission from the person sharing the information unless there is a threat of serious harm to the person sharing the information and/or to others and/or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor or vulnerable adult). Any individual may choose to seek support from confidential professionals on and/or off campus, including the staff at the University Victim Empowerment Program, the counselors at the University Counseling and Psychological Services Center, medical health providers, clergy, and/or rape crisis counselors (as noted in the chart below). The confidential resource will provide help in addressing the incident to the extent possible and in accordance with the person's desires. Seeking confidential assistance does not prevent an individual from making a Formal Complaint at a later date. The chart below provides a graphical representation of the differences between the options.

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**THERE IS A DIFFERENCE BETWEEN “SEEKING CONFIDENTIAL ASSISTANCE” AND “MAKING A REPORT TO THE UNIVERSITY.” IT IS IMPORTANT TO UNDERSTAND WHAT WILL HAPPEN DEPENDING UPON WHICH ACTION YOU CHOOSE.**

### **CONFIDENTIAL ASSISTANCE\***

Means talking about the situation with a professional who cannot share the information with anyone else, getting help figuring out what can be done according to your wishes, and helping with the options you choose, including if you decide to make a report to the University.

\*There are certain legal limitations to confidentiality which will be explained to you at the beginning of any contact.



**CONTACT:**



#### **On-campus professionals who can provide Confidential Assistance:**

##### **Victim Empowerment Program**

24 hour crisis: 305-348-2277

MMC: SHC 270

vep.fiu.edu

##### **Counseling & Psychological Services (CAPS)**

MMC: SHC 270, 305-348-2277

BBC: WUC 320, 305-919-5305

caps.fiu.edu

##### **Student Health Clinics**

MMC: SHC, 305-348-8385

BBC: SHC, 305-919-5620

##### **Office of Employee Assistance**

MMC: 305-348-2469 • BBC: ACII 246B

##### **Empowerment Center**

MMC: M06 Room 100, 305-348-3907

### **MAKING A REPORT TO THE UNIVERSITY**

Means University Officials must take appropriate action



**CONTACT:**



**Title IX Coordinator**

**Deputy Title IX Coordinators**

**Mandatory Reporters**

**Campus Security Authorities**

**Dean of Students**

**Student Conduct and Academic Integrity (SCAI) Staff**

**Faculty**

**Police**



**Off-campus professionals  
who can provide Confidential Assistance:**

**Roxcy Bolton Rape Treatment Center at  
Jackson Memorial Hospital**

305-585-5185

1611 N.W. 12th Avenue, Miami, FL 33136

<http://www.jacksonhealth.org/services-rape-treatment.asp>

**Florida Council Against Sexual Violence  
Information Line**

1-888-956-RAPE

**Florida Domestic Violence Hotline**

1-800-500-1119; Florida Relay 711

**Florida Victim Assistance**

1-800-266-6667

**Miami Coordinated Victim Assistance Center  
(CVAC)**

305-285-5900

Any licensed mental health professional can  
provide **Confidential Assistance**



**University Officials to contact for  
Making a Report to the University**

**Jacqueline Moise Gibbs**

Title IX Coordinator

Office of Civil Rights Compliance and  
Accessibility (CRCA)

Phone: 305-348-2785 | Email: ~~jmoise@fiu.edu~~  
ocrca@fiu.edu

Primera Casa 220

**Heidi Louisy, Ph.D.**

Director, Employee & Labor Relations (ELR)

Phone: 305-348-4186 | Email: elr@fiu.edu

Primera Casa 236

**Kevin Kendrick, Ph.D.**

Sr. Associate Athletic Director,  
University Compliance

Phone: 305-348-2843 | Email:  
kevin.kendrick@fiu.edu

Ocean Bank Convocation Center 154

**Devin Parra**

Assistant Dean of Students

Student Conduct and Academic Integrity

Phone: 305-348-3939 | Email: dmparra@fiu.edu

Graham Center 311



**OR REPORT ONLINE:**



**FIU Central Reporting Page** provides a  
method to report on alleged violations of  
FIU-105 online:

<https://report.fiu.edu>

**Silent Witness Form** provides a method to  
report on an anonymous basis to the  
FIU Police Department:

[http://police.fiu.edu/Silent\\_Witness.php](http://police.fiu.edu/Silent_Witness.php)

**FIU Ethical Panther Line** provides a method  
to report anonymously to the University  
Compliance Office:

<https://fiu.i-sight.com>



All other employees not designated as confidential resources or Mandatory Reporters Responsible Employees will safeguard an individual's privacy, but are strongly encouraged to share any information about such conduct with the Title IX Coordinator or Deputy Title IX Coordinator(s) in recognition of the understanding that centralized reporting is an important tool to address, end and prevent prohibited conduct. Similarly, all students who are not otherwise required to report as a Responsible Employee Mandatory Reporter are strongly encouraged to report any information, including reports or partial reports, to the Title IX Coordinator or Deputy Title IX Coordinator(s).

The University encourages reporting conduct believed to be prohibited by this Regulation (or that left unchecked may rise to the level of prohibited Sexual Harassment or Sexual Misconduct) even if the reporter is not sure that the conduct violates this Regulation or does not want the University to take action against a Respondent. The University will make every effort to respect a Reporting Party's and/or Complainant's autonomy if that is the Reporting Party's and/or Complainant's desire. Making a report to the University does not mean that the Reporting Party and/or Complainant cannot also seek confidential assistance.

## **VI. SUPPORTIVE MEASURES**

When an informal or Formal Complaint is received, the Title IX Coordinator or designee, in consultation with other appropriate administrators, will make an assessment of any risk of harm to the parties, any other individuals, or the broader University community. The University may impose reasonable and appropriate supportive measures when necessary to protect the safety and/or emotional well-being of the parties or witnesses involved and/or to provide academic or other appropriate support. Implementing any supportive measures is within the sole discretion of the University. Because they are temporary in nature, interim protective measures may be amended or withdrawn as additional information is gathered. The Title IX Coordinator or designee, in consultation with other administrators, will maintain consistent contact with the parties so that all safety and/or emotional well-being concerns can be reasonably addressed.

Supportive measures may be afforded to the Complainant, the Reporting Party, the Respondent, and/or other involved individuals, as appropriate, to ensure their safety and/or well-being. Supportive measures may be requested by the parties at any time regardless of whether any particular course of action is sought by the Complainant while avoiding punitive action against the Respondent prior to the conclusion of the grievance process. The range of Supportive Measures includes, but is not limited to:

- Arranging for medical services;
- Access to counseling services either provided by the University and/or through community resources;
- Providing crisis intervention, case management, emotional and/or practical support, and/or safety planning through the Victim Empowerment Program for students and through the Office of Employee Assistance for faculty and staff;
- Imposition of a University "No-Contact Directive" for all or some of the parties involved in the incident;
- Rescheduling of exams and assignments;
- Providing alternative course completion options;
- Change in class schedule, including the ability to drop a course without penalty or to

- transfer sections;
- Change in work schedule or job assignment;
- Change in campus housing assignment;
- Assistance from University support staff in completing housing relocation, if feasible;
- Voluntary leave of absence from work in accordance with University policies;
- Providing an escort to assure safe movement between classes and activities;
- Providing academic support services, such as tutoring;
- University-imposed leave or suspension for the Respondent;
- Any other feasible measure(s), which can be tailored to the involved individuals to achieve the goals of this Regulation.

All individuals are encouraged to report concerns about the adequacy of the Supportive Measures or the failure of another individual to abide by any Supportive Measure to the Title IX Coordinator or designee. Any violation of a Supportive Measure will be investigated and adjudicated under this Regulation.

## **VII. ADVISORS**

During the grievance process, the Complainant and Respondent may have an advisor of their choice accompany them to any related meeting or proceeding. Advisors have no active role in any meetings or the grievance process except as explicitly provided in this Regulation. Meetings or proceedings may not be unreasonably delayed due to the selection or schedule of an Advisor, and it is the responsibility of the Complainant or Respondent to communicate relevant information to their Advisor and ensure that their Advisor comports themselves in a manner which respects this educational-administrative process. After an appropriate warning, the University reserves the right to stop a meeting or proceeding and remove an Advisor whose presence disrupts the meeting or ~~proceedings, and~~ proceedings and then begin the meeting or proceedings without the Advisor. During a hearing held pursuant to this Regulation, an advisor will be provided by the University for cross-examination purposes only if the Complainant or Respondent does not already have an Advisor.

## **VIII. FORMAL COMPLAINTS**

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or electronic mail.

If the Complainant files a Formal Complaint, the University will analyze whether it is to be dismissed. This analysis occurs prior to the investigation, and at any point in the investigation or grievance process when the grounds for dismissal appear. In all cases, if the Formal Complaint is dismissed, the Title IX Coordinator will promptly and simultaneously provide the parties written notice of the dismissal, the reasons for the dismissal, and an opportunity to appeal.

### **Mandatory Dismissal of Formal Complaints of Sexual Harassment**

The University must dismiss a Formal Complaint of Sexual Harassment to the extent the conduct alleged in the Formal Complaint:

- Would not constitute Sexual Harassment even if proved;

- Did not occur in the University's education program or activity; or
- Did not occur in the United States.

At the time a Formal Complaint is filed, a Complainant must be participating in or attempting to participate in a University educational program or activity. Where a Formal Complaint must be dismissed for Sexual Harassment (Title IX) purposes, the University may continue to review the allegations as Sexual Misconduct or other violation of the University's regulations, rules, and policies.

### **Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct**

The University may dismiss a Formal Complaint in the following circumstances:

- The conduct would not constitute Sexual Misconduct even if proved;
- Upon completion of the investigation, the Title IX Coordinator concludes that there is not reasonable cause to believe that a violation of this Regulation occurred. Reasonable cause is a lower standard than preponderance of the evidence;
- The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- The Respondent is no longer enrolled or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

In determining whether to dismiss in these circumstances, the University will evaluate whether a dismissal would be clearly unreasonable in light of the known circumstances.

If dismissed, the University may continue to review the allegations as a violation of other University regulations, rules, and policies.

### **Consolidation of Formal Complaints**

The Title IX Coordinator, Director of Student Conduct and Academic Integrity, or the Director of Employee and Labor Relations or designee(s) may consolidate Formal Complaints against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one Party against another Party where the allegations arise out of the same facts or circumstances.

## **IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE**

The University may remove a Respondent from some or all of the University's programs and activities or employment on an interim basis if it determines there is an immediate threat to the health, safety, or welfare of the University or University Community arising from allegations of violations of this Regulation. Prior to placing a Respondent on Interim Suspension or Administrative Leave, the University will conduct an individualized safety and risk analysis.

If a Respondent is removed pursuant to this section, the University will provide the Respondent with written notice and an opportunity to challenge the removal. The Respondent will have three (3) Business Days from the date of the notice of Interim Suspension or Administrative Leave to

challenge the decision, in writing, stating the basis of their challenge to the removal. A copy of the challenge to the Interim Suspension or Administrative Leave will be provided to the Complainant. No later than three (3) Business Days after receipt of the challenge, the University will provide a written determination to the Respondent and Complainant.

If Interim Suspension or Administrative Leave is upheld, the Respondent retains all rights to an investigation and hearing as set forth in this Regulation prior to any ultimate finding of responsibility and sanctions.

## **X. INVESTIGATION OF FORMAL COMPLAINTS**

### **Criminal Investigations**

To initiate a criminal investigation, reports of Sexual Harassment or Sexual Misconduct should be made to the University Police Department, or local law enforcement. The criminal process is separate from this grievance process. In this grievance process, the Rules of Civil or Criminal Procedure do not apply. The University has an obligation to promptly respond to allegations of Sexual Harassment or Sexual Misconduct and investigate all Formal Complaints while the criminal process is pending. Therefore, the University in its sole discretion may proceed with an investigation under this Regulation before, during, or after any law enforcement investigation or criminal proceedings.

### **Notice of Allegation**

Upon receipt of a Formal Complaint, the Title IX Coordinator or designee will provide the Complainant and Respondent with written notice stating:

- this Regulation and other applicable Regulations or policies;
- the allegations of Sexual Harassment or Sexual Misconduct, including sufficient details known at the time. Sufficient details include the identities of the parties involved if known, the alleged conduct constituting Sexual Harassment or Sexual Misconduct, and the date and location of the alleged incident if known;
- the Respondent is presumed Not Responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
- any provision of the Student Conduct and Honor Code or applicable regulations, policies, or procedures that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
- an appointment date and time where they will, separately, meet with the Title IX Coordinator for an information session to discuss the grievance process, supportive measures, and any other concerns a party may have. Each party will be provided with at least five (5) Business Days between receipt of the Notice of Allegation and the date of the initial interview to provide sufficient time to prepare a response, except in cases of emergency or where waived by the party.

If, in the course of an investigation, the University decides to investigate allegations about the Complainant or Respondent that are not included in the original Notice of Allegations, the University will provide notice of the additional allegations to the parties.

### **Timeline for Investigation and Responsibility Determination**

It is the University's intention to complete a Title IX investigation and reach a determination of responsibility within ninety (90) Business Days, although good-faith efforts to conduct a fair, impartial investigation in a timely manner may require a different timeline depending on the circumstances.

Any deadline set forth in this Regulation or imposed during the grievance process may be temporarily modified or given a limited extension of time for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the modification. Good cause may include considerations such as the absence of a party, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

The University may act on its own in modifying deadlines, or the parties may request an extension in writing by contacting the Title IX Coordinator, Director of Student Conduct and Academic Integrity or Director of Employee Labor Relations or designee(s) as applicable.

### **Appointment of an Investigator**

The Title IX Coordinator may designate one or more properly trained individuals to investigate a Formal Complaint, including University or third-party investigators.

In the event of a conflict or bias, the University will appoint an alternate individual so that the process is free of conflicts of interest and bias.

### **Concurrent Processes**

If the Respondent is a student and portions of the Formal Complaint include allegations that violate the Student Conduct and Honor Code but are not alleged violations of this Regulation, those allegations may be investigated and/or addressed separately by Student Conduct and Academic Integrity before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

Similarly, if the Respondent is an employee or member of the University Community and portions of the Formal Complaint include allegations that violate University regulations, policies, and procedures applicable to personnel, but are not alleged violations of this Regulation, then those allegations may be investigated and/or addressed separately by Human Resources before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

### **The Collection of Evidence**

Investigators will gather information from the Complainant, Respondent, and other individuals who have information relevant to the Formal Complaint. The parties will have an equal

opportunity to present facts and evidence, identify witnesses, and other inculpatory and exculpatory evidence. The investigator may also interview relevant third parties who, throughout the course of the investigation, are determined to have information that may assist in the review of the formal complaint. The investigator has the discretion to determine the relevance of any witnesses provided by either party, and will determine which witnesses to interview. The investigator will not consider relevant any witnesses who are offered solely for the purpose of providing evidence of a party's character. If a party declines to provide relevant information, the University's ability to conduct a prompt, thorough, and equitable investigation may be impaired.

The University will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews at least five (5) Business Days prior to the investigative meetings, or other meetings except in cases of emergency or unless waived by the party.

### **Exclusion of Certain Forms of Evidence**

The University cannot access, consider, disclose, or otherwise use a party's records that contain information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

If a party chooses to provide evidence that would otherwise be excluded under this subsection, it will be considered directly related evidence subject to the parties' inspection.

### **Review of Collected Evidence & Investigatory Report**

The Title IX Coordinator, Director of Student Conduct and Academic Integrity, or Director of Employee and Labor Relations, or designee as appropriate will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the University must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given at least ten (10) Business Days to submit a written response. The investigator will consider any written responses prior to completion of the investigative report.

The University will also make all directly related evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

The Title IX Coordinator or designee will send the parties and their advisors the final investigative report that fairly summarizes relevant evidence, with at least 10 (ten) Business Days prior to a hearing or determination of responsibility.

## **XI. ALTERNATIVE RESOLUTION**

If a Formal Complaint has been filed, the University has the discretion at any time prior to reaching a determination regarding responsibility to choose to offer and facilitate alternative resolution options, so long as the parties give voluntary, informed written consent to attempt alternative resolution. An alternative resolution is not available when a Complainant is a student alleging that a University employee has engaged in Sexual Harassment or Sexual Misconduct.

In offering an alternative resolution process, the University will provide the parties -written notice disclosing the allegations, the requirements of the alternative resolution process including the circumstances under which, upon reaching an agreed resolution, it precludes the parties from resuming a Formal Complaint arising from the same allegations; provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the alternative resolution process and resume the grievance process with respect to the Formal Complaint. The University will also explain any consequences resulting from participating in the alternative resolution process, including the records that will be maintained or could be shared.

The alternative resolution process must be completed within fifteen (15) Business Days of the parties agreeing to pursue such a process. If not completed by that deadline, in the absence of any approved extensions, the Formal Complaint will continue to be investigated and processed for a live hearing as described in this Regulation.

## **XII. HEARINGS**

### **The Hearing Process**

Live hearings may be conducted with all parties physically present in the same geographic location or with any (or all) parties, witnesses, and other participants appearing virtually utilizing technology that enables participants to simultaneously see and hear each other. At the request of either party, the University will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-makers and parties to simultaneously see and hear the party or the witness answering questions.

At the live hearing, the Hearing Officer will explain each Party's rights and options and assure that fairness and procedural due process are observed throughout the hearing. The Hearing Officer will permit each party's Advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor. Only relevant cross-examination and other questions may be asked of a party or witness. To ensure this, before a Complainant, Respondent, or witness answers a cross-examination or other question, the Hearing Officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

Party or witness statements, police reports, Sexual Assault Nurse Examiner (SANE) reports, medical reports, and other records may be relied upon in making a final determination after the completion of a live hearing to the extent that they contain statements of a party or witness who has not submitted to cross-examination, subject to the same relevance rules otherwise provided within this regulation. The Hearing Officer and Hearing Body will not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. Where a witness statement not subject to cross-examination is relied upon in reaching a decision, the Hearing Body must provide a written explanation of why the Hearing Body considered such evidence substantially trustworthy or reliable. In no event shall a party's uncorroborated statement, that is not subject to cross-examination, be the sole basis for a finding of responsibility.

The University will create an audio or audiovisual recording, or transcript of any live hearing. Live hearings will be closed to the public.

### **The Written Determination Regarding Responsibility**

The University will provide a written determination regarding the Respondent's responsibility simultaneously to the Parties within fourteen (14) Business Days from the conclusion of the hearing. The Decision-Maker will also provide a copy of the written determination to the Title IX Coordinator. Unless an appeal is filed, this written determination shall constitute Final Agency Action. The written determination regarding responsibility will include the following:

- Identification of the allegations potentially constituting Sexual Misconduct or Sexual Harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the University's regulations to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the University imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant (without disclosing the nature of those remedies except to the extent a remedy also imposes requirements on the Respondent); and
- The grounds for appeal.

### **XIII. DISCIPLINARY SANCTIONS**

In reaching a determination regarding sanctions, consideration will be given to any aggravating and mitigating circumstances. The sanctions described below are a description of the range of sanctions available, and not an exhaustive list of all sanctions that may be imposed.

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and



Honor Code, Regulation FIU-2501. Any sanctions will be proportionate to the severity of the violation and the student's cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation, restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.

Human Resources will oversee disciplinary sanctions for non-students. Faculty and staff who are found to have violated this Regulation will be subject to disciplinary action pursuant to applicable collective bargaining agreements or applicable personnel regulation, policies, or procedures. Sanctions include, but are not limited to letters of reprimand, training, performance improvement plans, reassignment, demotion, suspension with or without pay, and termination. Third parties (including contractors and visitors) who are found to have violated this Regulation may be barred from the campus and/or conducting business with the University.

#### **XIV. REMEDIES**

In some cases, the Hearing Official or Hearing Panel may find that remedies are needed for a Complainant when a Respondent is found responsible for violating this Regulation. Remedies are designed to restore or preserve the Complainant's equal access to the University's education program or activities. As an example of the range of remedies available, remedies may include similar individualized services as defined in Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. Remedies do not include damages or other financial awards, or other relief that would impose an undue hardship on the University.

The Title IX Coordinator is responsible for the effective implementation of any remedies. When a determination indicates that remedies will be offered to the Complainant, the Complainant should contact the Title IX Coordinator to arrange for appropriate remedies.

#### **XV. APPEALS**

Both parties will be notified and provided with the opportunity to appeal a determination or dismissal based on the following grounds only:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or Hearing Official had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- The sanctions are extraordinarily disproportionate to the violation committed.

An appeal must be submitted in writing to the Appellate Officer within seven (7) Business Days of the date of the Hearing Official or Hearing Body's written determination and identify the grounds and arguments for challenging the outcome. If the appeal is based on newly discovered evidence, the evidence must be submitted with the written appeal.

Upon receipt of an appeal, the University will notify the other party in writing when an appeal is filed and provide the other party with seven (7) Business Days to submit a written statement in support of or challenging the outcome.

After both parties have had an opportunity to present their arguments challenging or supporting the outcome, the Appellate Officer will issue a written decision within fourteen (14) Business Days simultaneously to both Parties with the result of the appeal and the rationale. The Appellate Officer will also provide a copy of the appellate decision to the Title IX Coordinator. The University's decision shall constitute Final Agency Action.

## **XVI. PRIVACY AND CONFIDENTIALITY**

The University will keep information and actions taken in accordance with this Regulation confidential to the extent possible under the law, meaning it will only disclose information to individuals with a legitimate need to know in order to review, investigate, and resolve reports of Sexual Misconduct or Sexual Harassment, or as permitted or required by law.

The University may release information about Sexual Misconduct or Sexual Harassment in certain circumstances without permission in order to warn and protect the University Community.

## **XVII. RETALIATION AND OBSTRUCTION**

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New 4.15.15, Amended 6.8.18, 8.13.20, 10.30.20, 3.3.21, 3.4.22, 9.14.23, ~~and~~ 6.10.24, and \_\_\_\_\_.



September 18, 2025

**Subject: Proposed Amendment to Regulation FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII)**

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**Proposed Action:**

Florida International University Board of Trustees approval of the proposed amendments to Regulation FIU-106 Nondiscrimination, Harassment and Retaliation, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

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**Background Information:**

This regulation is being updated to define the scope of the Regulation and its application to the University community members. The proposed updates also include additional citations to applicable state and federal law, additional definitions and clarifications to terms and procedures, and delineate an alternative resolution process.

Florida Board of Governors' regulation 1.001(5)(a) grants the university board of trustees the power to establish personnel program for all employees.

Regulation 1.001(5)(a)(10) University Board of Trustees Powers and Duties, states in part as follows: "Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president. ..."

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**Supporting Documentation:** Proposed Amendment to Regulation FIU-106  
Nondiscrimination, Harassment and Retaliation (Title VII)

**Facilitators/Presenters:** Elizabeth M. Bejar

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS**

**NOTICE OF PROPOSED AMENDMENT TO REGULATION**

**REGULATION NO.:** FIU-106

**REGULATION TITLE:** Nondiscrimination, Harassment and Retaliation (Title VII)

**SUMMARY:** Changes to the regulatory landscape at the state and federal level necessitate updates to FIU's regulations prohibiting discrimination, harassment and retaliation. Proposed revisions include defining the scope of the Regulation and its application to the University community members. The proposed revisions also include additional citations to applicable state and federal law, additional definitions and clarifications to terms and procedures, and delineate an alternative resolution process.

**TEXT OF REGULATION:** The full text of the Proposed Amendment to Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the proposed Regulation, please contact: Eli Deville, Departmental Administrator, Office of the General Counsel  
Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) | Phone: 305.348.2103 | Fax: 305.378.3272.

**AUTHORITY:** Florida Board of Governors Regulation 1.001(4)(a) and (5)(a).

**NAME OF PERSON INITIATING PROPOSED REGULATION:**

Dr. Elizabeth Bejar, Provost, Executive Vice President and Chief Operating Officer.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED AMENDMENT TO REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**THE CONTACT PERSON REGARDING THIS REGULATION IS:**

Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199  
Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) | Phone: 305.348.2103 | Fax: 305.348.3272

**DATE OF PUBLICATION:** August 18, 2025

THE FULL TEXT OF THE PROPOSED REGULATION IS PROVIDED BELOW:

## FIU-106 Nondiscrimination, Harassment and Retaliation ~~(Title VII)~~

~~Responsible University Officer: Director, Office of Civil Rights Compliance and Accessibility/ Title IX Coordinator~~

**Responsible Office:** Office of Civil Rights Compliance and Accessibility (CRCA)

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### I. POLICY STATEMENT

Florida International University (the University) affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and veteran status: as provided by law. The University recognizes its obligation to work towards a community ~~in which diversity is valued~~of fairness and equal opportunity ~~is equalized~~. This Regulation establishes procedures for an applicant or a member of the University community (faculty, staff, affiliated third parties, and/or student) to file a ~~complaint~~report of alleged discrimination or harassment. It shall be a violation of this Regulation for any member of the University community to discriminate against or harass any member of the University community or applicant. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the Regulations/policies of the University.

~~The University is also committed to creating a work or academic setting free from illegal discrimination based on sexual misconduct, sexual orientation, gender identity or expression which is addressed in Regulation FIU 105 Sexual Harassment (Title IX) and Sexual Misconduct.~~

This regulation ensures compliance with federal and state laws including, but not limited to, Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, the Americans with Disabilities Act of 1990 as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment of 1967, Pregnancy Discrimination Act of 1978, and Pregnant Workers Fairness Act (PWFA).

This Regulation shall not be implemented in a manner that restricts or prohibits speech protected by the First Amendment or the principles of academic freedom.

### II. PURPOSE, SCOPE, AND INTENT

This Regulation applies to the conduct of University students and employees, including faculty ~~and~~, staff, applicants for employment, as well as certain affiliates under University control. The non-

discrimination provisions ~~also~~ apply to ~~contractors and other third parties~~ conduct occurring ~~under circumstances~~ within the ~~University's control~~ scope of University employment or University programs and activities. The Regulation provides for prompt and equitable resolution of reports of discrimination, harassment, and retaliation.—

Programs and activities covered under this Regulation include, but are not limited to, all educational, athletic, cultural, and social activities occurring on a University campus or sponsored by the University, housing supplied by the University, and employment practices between the University and its employees.

### III. DEFINITION OF TERMS

**Alternative Resolution Process** – An alternative to the Formal Complaint and Resolution process is a voluntary, structured interaction between involved parties and a facilitator that can be utilized to resolve the allegations at any time prior to reaching a final determination. The Alternative Resolution Process is intended to be flexible while also providing for a full range of possible outcomes.

**Complainant** - Any individual who is alleged to be a victim of conduct that could constitute behavior prohibited by this Regulation.

**Discrimination** - treating any member of the University community differently than others are treated based upon race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and/or veteran status.

Examples of conduct which falls into the definition of discrimination ~~includes~~ include, but ~~is~~ are not limited to:

- Disparity of treatment in recruiting, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in one of the listed groups.
- Disparity of treatment in educational programs and related support services on the basis of membership in one of the listed groups.
- Limitation in access to housing, or participation in athletic, social, cultural, or other activities of the University on the basis of membership in one of the listed groups.
- Retaliation for submitting a report, filing complaints, a Formal Complaint, participating in the complaint process, or ~~protesting practices which are~~ reasonably opposing an unlawful and discriminatory practice prohibited under this Regulation.

**Formal Complaint** – A document filed by a Complainant alleging a Respondent engaged in discrimination and/or harassment based on race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and/or veteran status ~~against a Respondent~~ and requesting an investigation of the alleged ~~acts~~ act(s).

- A ~~document~~ Formal Complaint filed by a Complainant is a document or electronic submission that contains the Complainant's physical or electronic signature or otherwise indicates the Complainant is the person filing the complaint. Note: Submitting a report is

distinct from filing a Formal Complaint.

**Harassment** - Harassment is unwelcome conduct which unreasonably interferes with an employee's, student's or applicant's that is based on a protected status or performance by creating an intimidating, hostile, or offensive working or educational environment. It, which includes offensive or demeaning language or treatment of an individual, where such language or treatment is based typically on prejudicial stereotypes of a group to which an individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against the individual. Harassment becomes unlawful where:

- 1) enduring the offensive conduct becomes a condition of continued employment, or participation in an educational program, and/or related support services, or
- 2) the conduct is severe or pervasive enough to create a work or educational environment that a reasonable person would consider intimidating, hostile, or abusive.

**Respondent** - Any individual or group, including student ~~organization, who~~ organizations, that has been accused of violating this Regulation.

#### **IV. — PROHIBITED CONDUCT**

~~Activities~~ **Retaliation** – Occurs when adverse action is taken or threatened against an individual covered by this Regulation for submitting a report, filing a Formal Complaint, participating in the complaint process, or reasonably opposing an unlawful and discriminatory practice prohibited under this Regulation—include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus

**Student** – Any person who participates in any course or program of or sponsored by the University, housing supplied by either full-time or part-time, in-person or online, and whether degree-seeking or non-degree seeking. Students are also considered:

- Persons who are academically dismissed or withdraw after allegedly violating this regulation,
- Persons who are not officially enrolled at the University, and employment practices—between— for a particular term but who have a continuing relationship with the University— and its employees.,
- Persons who have been notified of being accepted for admission, and
- Persons who are living in the residence halls but not enrolled at the University.

#### **V. IV. FORMAL COMPLAINT, INVESTIGATION, RESOLUTIONS, AND INVESTIGATIVE PROCESS DISMISSAL**

CRCA shall administer the policies and procedures outlined in this Regulation. ~~CRCA shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination.~~ Members of the University community are encouraged to report conduct they believe that may be constitute prohibited discrimination or harassment ~~(or and concerns that left unchecked may rise to the level of prohibited discrimination or harassment) even if they are~~



~~not sure that the conduct violates this Regulation. not addressed.~~ The identity of any individual who reports discrimination, harassment, or other personally identifiable information will be kept confidential to the extent possible and permitted by law. In cases where the potential ~~complainant~~ Complainant chooses not to file a ~~formal complaint, action will be taken to inform~~ Formal Complaint, CRCA may speak with the ~~alleged offender of the concerns, suggesting that the individual~~ monitor ~~Respondent~~ and ~~modify~~ discuss this Regulation, possible violations based on their behavior, monitoring and modifying (if necessary) their behavior, and what is expected of them as a member of the University Community.

A. Reporting

1. ~~FIU~~ The University's Central Reporting Page, located at <https://report.fiu.edu> provides a method ~~to report on~~ of reporting alleged violations ~~of FIU 106 online~~ this Regulation to the Office of Civil Rights Compliance and Accessibility: <https://report.fiu.edu>. Please note that submitting a report is distinct from filing a Formal Complaint.

B. Formal Complaints-

1. A ~~complaint~~ Formal Complaint must be made in writing to CRCA. The complaint shall contain the name of the Complainant and state the nature of the act(s) complained of, including such details as the name of the alleged Respondent, the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s).
2. A Formal Complaint must be filed within three hundred (300) calendar days of the alleged act(s) of discrimination. ~~CRCA shall investigate the Formal Complaint. This~~
3. If the Respondent is a student and portions of the Formal Complaint include allegations that violate the Student Conduct and Honor Code, those allegations may be investigated and/or addressed separately by Student Conduct and Academic Integrity (SCAI) before, during, or after the investigation coordinated by the Director of CRCA.

Similarly, if the Respondent is an employee or faculty member or other member of the University Community and portions of the Formal Complaint include allegations that violate University regulations, policies, and procedures applicable to personnel then those allegations may be investigated and/or addressed either together or separately by Human Resources before, during, concurrent with, or after the investigation coordinated by the Director of CRCA.

4. Where a potential Complainant is unable or unwilling to pursue a submitted complaint of discrimination, the Director of CRCA may nevertheless choose to pursue an investigation of the alleged offense or take any other appropriate action based on:
  - The egregiousness of the alleged offense,
  - The basis for the Complainant's decision not to pursue a complaint, and
  - The availability of apparent evidence supporting the allegations.
5. In the event that a claim of discrimination is found to be frivolous or malicious, the

Complainant will be subject to appropriate University disciplinary action pursuant to applicable University regulations, policies, and procedures.

### C. Resolution and Findings

#### 1. Formal Resolution - Investigation

- 3.● Should the Complainant select the Formal Resolution Process, the investigation may include, but shall not be limited to, interviewing the Respondent regarding the allegations, ~~interview of~~ interviewing other ~~persons~~ individuals who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a report shall be prepared ~~which~~ that includes a summary of the complaint, a description of the investigation, the findings, and recommendations.
4. ~~There may be instances in which a potential Complainant is unable or unwilling to pursue a complaint of discrimination, but where the University administration is aware of the behavior. In such instances, CRCA may choose to pursue an investigation of the alleged offense. The decision of whether or not to pursue an administrative complaint will be based on the egregiousness of the alleged offense, the basis for the Complainant's decision not to pursue a complaint, and the apparent evidence supporting the allegations. The decision to pursue an administrative complaint shall be made by the director of CRCA in consultation with the Vice President in charge of the Complainant's unit and the Vice President in charge of the alleged Respondent's unit, in the event that the two parties are in different units. An administrative complaint will follow the same procedures as a Formal Complaint.~~
5. ~~In the event that a claim of discrimination is found to be frivolous or malicious, the Complainant is subject to appropriate University disciplinary actions pursuant to applicable University regulations, policies, and procedures.~~

### C. Conciliation.

1. ~~CRCA may attempt conciliation during the course of an investigation of a complaint. If conciliation of the complaint was achieved between the parties in cooperation with CRCA, and the Respondent fails to abide by the agreement or retaliates against the Complainant, the Complainant or supervisor should notify CRCA. The Vice President for Human Resources or a designee may then require the Formal Complaint to proceed as if conciliation had not been reached.~~
- 2.● ~~If conciliation is not achieved, then CRCA shall continue to investigate through the Formal Complaint process. The investigation by CRCA~~ The investigation will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter and the availability of witnesses. CRCA will attempt to complete its investigation and recommendation within ~~sixty (60~~ ninety (90) calendar days of ~~initiation~~ filing of the Formal Complaint, if possible.

D.● Findings. Respondents found to be in violation of this Regulation are subject to appropriate sanctions and/or disciplinary action.

~~1.~~ The findings shall be shared with the Complainant, the Respondent, the Vice President for Human Resources, and/or Director of Student Conduct and Academic Integrity or their designee(s), and all other appropriate University officials. All disciplinary actions and sanctions shall be subject to applicable University Regulations and Policies, including but not limited to University Regulation 2501.

2. Review Alternative Resolution Process

- CRCA may attempt an Alternative Resolution at any time before or during an investigation .
- If the Alternative Resolution of the complaint was achieved between the parties in cooperation with CRCA, and the Respondent fails to abide by the terms of the resolution or retaliates against the Complainant, the Complainant or supervisor shall immediately notify CRCA.
- If the Alternative Resolution is not achieved, then CRCA may continue to investigate through the Formal Resolution process at the request of the Party.

D. Dismissal

1. The University may dismiss a Formal Complaint in the following circumstances:

- The conduct would not constitute a violation of this Regulation, even if proved;
- Upon completion of the investigation, the CRCA Director concludes that there is no reasonable cause to believe that a violation of this Regulation occurred. Reasonable cause is a lower standard than preponderance of the evidence;
- The Complainant notifies the CRCA Director in writing that the Complainant would like to withdraw the Formal Complaint or any allegations, therein;
- The Respondent is no longer enrolled or employed by the University;
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein;
- A final written decision either dismissing the complaint or taking appropriate disciplinary action.

2. The Vice President for Human Resources or a designee shall have the right to affirm, modify, or reverse any prior decisions.

E. Appeal.

1. Either party may seek ~~review of~~ to appeal the finding made by CRCA to the Vice President for Human Resources ~~or a designee or Chief Student Affairs Officer or their designees~~ by filing a request for a review (“appeal”) within seven ~~(7)~~ business days of ~~receipt~~ the date of CRCA’s finding. ~~It shall~~ The appeal must be in writing and must specify the basis of the appeal. The appeal shall be based on one or more of the following:-

- Relevant evidence was not reviewed, and/or-
  - New evidence is available that was not reasonably available at the time the finding was made, that could affect the outcome of the matter, ~~and/or~~
  - ~~The evidence relied upon to support the finding was insufficient.~~

~~2. The appeal shall be in writing, and shall set forth the issues to be considered in the appeal.~~

Copies

~~3.2.~~ CRCA will distribute copies of the appeal ~~shall be provided~~ to the opposing party and to the Director of CRCA.

~~4.3.~~ The opposing party may file a response to the appeal to the Vice President for Human Resources or Chief Student Affairs Officer or designee within seven (7) business days of receipt of the appeal.

~~5.4.~~ The Vice President for Human Resources or Chief Student Affairs Officer or designee shall issue a written finding no more than seven (7) business days after receipt of the appeal, or of a response to the appeal, whichever is later.

~~6.5.~~ Upon final acceptance by the Vice President for Human Resources or Chief Student Affairs Officer or designee of a written finding on the complaint, the ~~Office~~office of Employee and Labor Relations along with the immediate supervisor of the Respondent shall provide a reasonable resolution to the complaint (e.g., that a student be allowed to change sections, that the employee report to a different supervisor) and may also recommend or take disciplinary action against the Respondent. In the case of students, this will occur in collaboration with the office of Student Conduct and Academic Integrity. The proposed resolution shall be approved by CRCA. Disciplinary action shall be taken in accordance with the Regulations and policies affecting the class of employee and the terms of any applicable collective bargaining agreement. Student Conduct and Academic Integrity (SCAI) will oversee disciplinary sanctions for students and student organizations found in violation of this regulation.

#### ~~IV.~~ V. RETALIATION PROHIBITED

Retaliation because an individual submitted a report, filed a Formal Complaint, participated in the complaint process, or reasonably opposed an unlawful and discriminatory practice is prohibited ~~expressly~~ by this Regulation, and the. The University will take ~~immediate and~~ responsive action to any report of Retaliation. ~~No University community member shall retaliate against a Complainant or any person involved in,~~ which may include, but is not limited to, interim action and investigating consistent with the process. ~~Any attempt to penalize a Complainant outlined above.~~

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New -- June 8, 2018, Amended 6.10.24, \_\_\_\_\_.



September 18, 2025

**Subject: Proposed Amendment to Regulation FIU-116 Educational Sites**

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**Proposed Action:**

Florida International University Board of Trustees approval of the proposed amendments to Regulation FIU-116 Educational Sites, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

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**Background Information:**

This regulation is being proposed for amendment in order to align with changes to Board of Governors Regulation 8.009. This regulation's proposed revisions reflect recent amendments to Regulation 8.009 relating to the University's establishment, reclassification, relocation, and closing of educational locations. The revisions define the types of additional campuses and other classifications and provides corresponding procedures for approval related to establishing, reclassifying, relocating, and closing educational locations. The regulation requires the monitoring of enrollment at additional campuses and sites and sets forth procedures in the case that enrollments either increase beyond the level approved by the Board of Governors or decrease, during three (3) consecutive years, below the minimum approved as required by the Board of Governors.

This regulation is being created pursuant to Board of Governors Regulations 1.001 and 8.009.

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**Supporting Documentation:** Proposed Amendment to Regulation FIU-116 Educational Sites

**Facilitators/Presenters:** Elizabeth M. Bejar

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS**

**NOTICE OF PROPOSED AMENDMENT TO REGULATION**

**REGULATION NO.:** FIU-116

**REGULATION TITLE:** Educational Sites

**SUMMARY:** The revisions incorporated in the FIU-116 Regulation align with the Board of Governors 8.009 Regulation, as amended and approved on September 18, 2024. Furthermore, this revised regulation governs the university's establishment, reclassification, relocation, and closing of educational locations either apart from the University's main campuses or related to additional campus(es), including international sites and educational sites located in other states and special purpose centers. This regulation defines the types of additional campuses and other classifications and provides corresponding procedures for approval related to establishing, reclassifying, relocating, and closing educational locations. The regulation requires the monitoring of enrollment at additional campuses and sites and sets forth procedures in the case that enrollments either increase beyond the level approved by the Board of Governors or decrease, during three consecutive years, below the minimum approved.

**TEXT OF REGULATION:** The full text of the Notice of Proposed Amendment to Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, (305) 348-2103.

**AUTHORITY:** BOG Regulations 1.001 and 8.009.

**NAME OF PERSON INITIATING PROPOSED REGULATION:** Elizabeth M. Bejar, Provost, Executive Vice President and Chief Operating Officer.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**CONTACT PERSON REGARDING THE PROPOSED REGULATION:** Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199. E-mail: [devillee@fiu.edu](mailto:devillee@fiu.edu) Phone: 305.348.2103, Fax: 305.348.3272.

**DATE OF PUBLICATION:** August 18, 2025

**THE FULL TEXT OF THE PROPOSED REGULATION IS PROVIDED BELOW:**



## FIU-116 -Educational ~~Sites~~Locations

(1) **General.** Pursuant to Board of Governors Regulation 8.009, this regulation ~~is created to regulate~~governs the Florida International University's establishment, reclassification, relocation, and closing of educational ~~sites~~locations, apart from the main campus, including international ~~educational~~ sites and educational ~~sites located~~locations in ~~other states~~the United States, and for the acquisition of real property ~~on which such educational sites will be located~~at these locations.

### (2) **Definitions.**

a) The following Board of ~~Governors~~Governors' definitions of educational ~~sites~~locations shall be used for classification purposes under this regulation:

i. The Main campus~~Campus~~ is defined as the primary ~~site~~location of ~~university~~the university's educational, research, and administrative activities.

ii. Additional campus~~, including one that has received separate regional accreditation,~~ is defined as an instructional, research, and administrative unit ~~of a university,~~ apart from the main campus~~, that.~~ This includes campuses that have received separate institutional accreditation. Campuses under this definition meet the following requirements and require Board of Governors' approval: 1. primarily offers students upper-division undergraduate and graduate programs~~, as well as;~~ 2. provides a wide range of administrative and student support services appropriate for the number of ~~student FTE~~full-time equivalent university students served; and 3. reflects a relatively permanent commitment [see (2), g)] by the university ~~for the foreseeable future, not an occasional, time limited, or transitory activity,~~ in facilities ~~which~~that are university-owned, university-leased, or jointly used with another public institution.

~~b) Campus Types.~~

b) Additional Campuses will be classified as follows:

i. Type I Additional Campus ~~is defined as a university operation that has obtained and continues to maintain:~~ Maintains an enrollment ~~level~~ of more than 2,000 full-time equivalent university ~~student FTE~~students in courses ~~which~~that lead to a ~~college~~ degree. ~~A Type I Campus typically and~~ provides a broad range of instruction for numerous full and partial degree programs, research activity, and an extensive complement of student services.

ii. Type II Additional Campus ~~is defined as a university operation that has obtained and continues to maintain:~~ Maintains an enrollment ~~level~~ of 1,000 to 2,000 full-time equivalent university ~~student FTE~~students in courses ~~which~~that lead to a ~~college~~ degree. ~~A Type II Campus typically and~~ provides a moderate range of instruction for full and partial degree programs, limited research activity, and a moderate complement of student services.

iii. Type III ~~Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 university-student FTE. The Board of Governors may, within its discretion, require an operation with less than 300 FTE to be presented to the Board of Governors for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Campus typically~~ Additional Campus: Maintains an enrollment of 300 to 999 full-time equivalent university students and provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services. At its discretion, the Board of Governors may require an operation with less than 300 full-time equivalent university students to be presented for approval.

c) Special ~~purpose center is defined as a~~ Purpose Center: A unit of the university, apart



from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, ~~not an occasional, time limited, or transitory activity~~, in facilities ~~which that~~ are university-owned, university-leased, or jointly used with another public institution. ~~Instructional~~ Special purpose centers typically do not offer instructional programs or courses leading to a ~~college degree are typically not offered (but may be under certain circumstances) at special purpose centers.~~ Cooperative extension sites are not ~~included in the definition~~ considered special purpose centers. Special purpose centers require Board of special purpose-center. Governors' approval.

d) ~~\_\_\_\_\_~~ -International Site: A unit of a university other than an additional campus or special purpose center located outside of the United States.

~~d)e) \_\_\_\_\_~~ Instructional site is defined as Site: Within the United States, a temporary instructional unit of the university, apart from the main campus, that provides a limited range of instructional educational programs or courses leading to a college degree, in facilities not owned by the institution.university.

e) ~~\_\_\_\_\_~~ Special purpose site is defined as a unit of the university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to a college degree, in facilities not owned by Florida International University. Instructional programs or courses leading to a college degree are typically not offered (but may be under certain circumstances) at special purpose sites.

f) ~~\_\_\_\_\_~~ Other Site: A location, in the United States, apart from the university and primarily intended for non-instructional functions. Limited courses or community outreach services may be available at such locations; however, entire degree programs may not be offered at locations classified as other sites.

g) ~~\_\_\_\_\_~~ Relatively Permanent Commitment: Maintaining continuously, beyond the length of a single course, for any purpose related to offering a degree or certificate program, a physical location away from the main campus, including classrooms, teaching laboratories, or other facilities for student instruction. Externships, internships, residencies, clinical rotations, student fieldwork, and other similar educational experiences do not constitute a relatively permanent commitment. The convening of students for orientation, testing, practica, and group seminars or projects does not constitute a relatively permanent commitment.

~~(3) — Procedures. Procedures.~~ The following approval processes are denoted below for establishing, reclassifying, relocating, and closing educational sites apart from the main campus locations that will be utilized by the University:

a) ~~\_\_\_\_\_~~ Instructional Sites and Special Purpose Sites.

i. ~~The President is authorized to establish or close instructional sites and special purpose sites consistent with the University's strategic plan, except for closure of instructional or special purpose sites that are funded by the Legislature or established pursuant to law.~~

ii. ~~If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the BOT must approve the closure. Documentation justifying the closure shall be submitted to the BOT, along with confirmation that the University has communicated with legislative leadership regarding the closure. Upon approval, the University shall provide the BOT approval and related backup information to BOG.~~

iii. ~~(3) \_\_\_\_\_~~ FIU is required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) institutional accreditor of changes in accordance with its

~~Substantive Change Policy~~ policies and, when required, seek approval prior to the initiation of changes. If the university is closing an educational location that was funded by the legislature or established pursuant to law, the university shall provide notification to the Chancellor, and the Chancellor shall provide notification to the Governor and legislature. The Chancellor or designee shall establish a template for the university to request actions related to educational locations.

~~b.)~~ a.) Additional Campuses and/or Special Purpose Centers.

~~i. As an initial part of the process that may lead to the acquisition, establishment, reclassification, relocation, or closing of additional campuses or special purpose centers, the President shall consult with the Chancellor of the State University System to inform system-wide strategic planning.~~

~~ii.i.~~ i. Establishing, reclassifying, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the Board of Trustees and, subsequently, by the Board of Governors. Except as may be expressly authorized by law, no capital outlay funds shall be requested of the Legislature or expended, except for planning, prior to such approvals being obtained. Additionally, approval from the Board of Governors must be obtained prior to making a formal request for separate accreditation of a campus.

ii. Proposals for If the establishment, relocation, and reclassification location of the additional campuses and campus or special purpose centers shall be submitted by center is outside of the United States, the university must follow the steps in (3), b).

iii. If the university would like to establish lower-division (1000- and 2000-level) courses at a new location, such as at an Additional Campus, the President to the university's Board of Trustees and, subsequently, must collaborate with the presidents of the Florida College System (FCS) and/or State University System (SUS) institution in that area to ensure that the course offerings are not duplicative. Following the determination regarding lack of duplication with an FCS or SUS institution, the university is required to obtain approval from the Board of Governors, and shall include the following elements: to establish offering the lower- division courses at the educational location.

1. — Accountability,

2. — Needs Assessment,

3. — Academic Programs,

4. — Administration,

5. — Budget and Facilities,

6. — Student Services, and

7. — Monitoring of Implementation.

iv. In addition to addressing the elements specified in subsection (3)(b), a If the university would like to offer a new degree program or programs at a new additional campus or special purpose center, the university must follow the steps in Regulation 8.011, Academic Degree Program Coordination and Approval and collaborate with the president of any impacted State University System institution.

v. If the university would like to offer an existing program or more than half of the total required credits of an existing program at a new location, the university must provide details on the location change to the Chancellor and collaborate with the president of any impacted State University System institution.

~~iv.b)~~ b) Any location outside of the United States: The President must notify the Chancellor in writing regarding any proposal for the establishment of campuses and special purpose

~~centers~~any location outside ~~of~~ the United States ~~shall~~. The proposal to establish any location outside the United States should include the following ~~elements~~:

~~1.i.~~ 1.i. The relationship of the ~~international program~~location to the university's mission and strategic plan;

~~2.ii.~~ 2.ii. Any known legal requirements of the host country that must be met to establish and operate a ~~campus or special purpose center~~location in that country and the legal jurisdiction that will be applicable to the ~~University's~~university's operations, ~~and a plan and timeline for meeting those requirements~~;

~~iii.~~ iii. Any financial obligations the university is responsible for relating to the operation of the location;

~~3.iv.~~ 3.iv. A risk assessment of the ~~University's~~university's responsibility for the safety of students, faculty, and staff, ~~including a plan to mitigate these risks~~;

~~v.~~ v. ~~How~~The process by which the ~~University~~university will exercise control over the academic program, faculty, and staff, ~~if the program is~~programs are not operated exclusively by the ~~university~~university; and,

~~vi.~~ vi. Any additional requirements outlined in Board Regulation 9.012, Foreign Influence.

~~c)~~ c) International sites: All international sites must follow the provisions in (3) b). After informing the Chancellor in writing according to these provisions, the President is authorized to approve the establishment, reclassification, relocation, or closing of international sites.

~~d)~~ d) Instructional sites and other sites: The President is authorized to establish, reclassify, relocate, or close instructional sites and other sites, taking into account that dual enrollment secondary school sites are outside the scope of this regulation.

~~i.~~ i. If the intent is that the site will transition to a location that requires Board of Governors' approval, notification must be provided to the Board office in advance of establishing the site. The Chancellor may require that the site and proposed plan for transition be approved by the Board of Governors prior to establishing the site. If the university would like to establish lower-division (1000- and 2000-level) courses at an instructional or other site, the President must collaborate with the presidents of the -FCS and/or SUS institution in that area to ensure that the course offerings are not duplicative and notify the Chancellor.

~~ii.~~ ii. If the university would like to offer a new degree program or programs, the university must follow the steps in Regulation 8.011, Academic Degree Program Coordination and Approval and collaborate with the president of any impacted State University System institution.

~~4.iii.~~ 4.iii. If the university would like to offer an existing program or more than half of the total required credits of an existing program at a new location, the university must provide details on the location change to the Chancellor and collaborate with the president of any impacted State University ~~and~~ System institution.

~~5.~~ 5. ~~Details on any exit agreements with foreign partners or governments.~~

~~v.~~ v. ~~Proposals for closing additional campuses and special purpose centers shall be submitted by the President to the Board of Trustees and, subsequently, to the Board of Governors, using the format(s) specified by the Office of the Board of Governors. The proposal shall include a request for the Board of Governors to initiate a dialogue with the University and legislative leadership regarding the appropriateness of seeking statutory changes, if the educational site has been established pursuant to law.~~

~~iv.~~ iv. The President or designee is responsible for monitoring enrollment at the

~~University's campuses. The university shall annually monitor enrollment at its additional campuses and sites.~~

e) ~~If enrollment increases at locations beyond what was approved by the Board of Governors, the university should notify the Board office and submit a plan for maintaining enrollment at the approved levels or reclassify the location.~~

~~vi.f) If enrollments fall below the minimum designated for that was approved by the site as defined herein Board of Governors for three consecutive years, the University shall develop and implement university should notify the Board office and submit a plan for increasing enrollment, reclassifying the site, or closing the site. An exception shall be made for a Type III Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in Section (2)(b)(3). In that case, if enrollments fall below the Board of Governors approved minimum for that site for three consecutive years, the University shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site location.~~

Authority: Board of Governors Regulation 8.009- Educational Locations. History: - New 10/4/2013-

; Amended: x/xx/2025.

## **ACADEMIC AFFAIRS REGULAR REPORTS**

- I. Academic and Student Affairs**
- II. Florida International University and Baptist Health South Florida Collaboration**
- III. Information Technology**
- IV. Research and Economic Development / University Graduate School**

## **I. ACADEMIC AND STUDENT AFFAIRS**

### **1. U.S. Department of Education awards FIU \$1.3 million for TRIO Student Support Services**

The U.S. Department of Education has awarded Florida International University a federal TRIO Student Support Services (SSS) grant totaling \$ 1.3M to improve college retention and graduation rates among students from low-income backgrounds, first-generation students and students with disabilities. This award marks the continuation of 28 years of SSS at FIU. Since 1997, the program has served over 2,000 students, helping them stay on track to earn their degrees and build meaningful careers. At FIU, 92% of first-time-in-college freshmen participating in SSS graduated within the six-year time frame, in comparison with 78% of peers who were not in the program. SSS students were also more likely to remain at FIU through their second year, with 100% of SSS students being retained in comparison with 89% of their similar peers.

### **2. Federal Government Statewide Conference expands to include local-, state-level employers**

To celebrate 20 years of connecting students to fulfilling careers in public service, the annual Federal Government Statewide Conference, hosted by FIU Career and Talent Development, expanded this year to include employment opportunities at the state and local levels, as well. Representatives of more than 30 agencies and departments, ranging from the Florida Fish and Wildlife Conservation Commission to the Federal Bureau of Investigation, gathered at FIU in June to share their personal experiences as public servants and discuss the employment opportunities available at their respective organizations. The annual conference, open to FIU students and alumni as well as students from public colleges and universities across Florida, is a highlight of FIU's multifaceted initiative to support its many students who are interested in pursuing careers in government, nonprofits, and other areas of the public sector.

### **3. Enrollment Report University Enrollment**

The Common Application opened on August 1 for the first-year class of 2026. Our admission plan for the upcoming FTIC class will be similar to the class of 2025, with two (2) non-binding early action deadlines: one (1) for students applying from Florida high schools and one (1) for students applying from non-Florida high schools. To better manage expectations and housing, we intend to offer rolling admission decisions after the final deadline in March.

<b>Early Action 1</b>	<b>Early Action 2</b>	<b>Regular Decision</b>
Deadline November 3	Deadline December 17	Deadline March 4
Notification December 11	Notification January 21	Final notification April 2
Deposit May 1	Deposit May 1	Deposit May 1

We will automatically award scholarships during the first two (2) rounds of decisions.

### **Transfer and Transition Services and Connect for Success**

#### **Transfer and Transition Services (TTS)**

The course equivalency team has reviewed 2,012 transcripts for Summer 2025 matriculants and over 2,320 for Fall 2025. They are proactively evaluating all records for fulfillment of foreign language and civic literacy requirements, as well as credit-by-exam—including 2,147 test scores for 474 students—covering exams commonly taken by First Time-in-College (FTIC) students such as AP and IB. To date, we have 93,389 domestic and 6,631 international articulated transfer rules, supporting a transparent, timely, and efficient credit articulation process for all students.

In July 2025, building on our initial pilot with the Green School (SIPA), we expanded the new Upper Division Course Equivalency process to include biology and psychology, the two (2) largest majors in College of Arts, Sciences, and Education. The pilot has provided valuable feedback from faculty and advisors, helping us refine manuals and plan improvements to the e-form. A full launch is planned for Fall 2025. This new process brings the same transparency, efficiency, and accountability to upper-division evaluations as our lower-division process, enhancing the student experience through more accurate and timely equivalencies.

#### FIU Connect4Success (C4S)

Between 5 May and 2 August 2025, Bridge Advisors—including those supporting “other/out-of-area schools” and referrals from the new [Adult Learner](#) website—met with 1,080 students (1,027 unique). Services provided included course selection guidance, major requirement clarification, support with major changes, and transition planning. Bridge Advisors participated in seven (7) events, collectively reaching an additional 484 students and family members. Three (3) of these events featured our signature Kickoff, a formal introduction and welcome for new C4S students and their families. These were hosted by Miami Dade College, Broward College, and Palm Beach State College.

#### **Financial Aid** Disbursement

As of August 6, 2025, The Financial Aid Office has disbursed \$533.5M to 42,136 students. For the same time period last year \$505M was disbursed to 42,156 students.

#### **Scholarships**

##### Merit Scholarships

For the 2025–2026 academic year, FIU awarded over \$4M in merit scholarships to 1,600 high-achieving students beginning their academic journey with FIU. This marks a continued investment in attracting and enrolling top-tier talent who demonstrate academic excellence, leadership, and a commitment to service.

##### FIU All In Scholarship Initiative

Since the official launch of the All In Scholarship Initiative on November 1, 2024, we have secured \$937,754.58 in philanthropic support. This campaign was designed to expand our capacity to support student scholarships that remove financial barriers and empower students to complete their degrees. The success of the campaign to date reflects our community’s strong commitment to student success and positions FIU to continue supporting talented students from our community.

## **II. FLORIDA INTERNATIONAL UNIVERSITY AND BAPTIST HEALTH SOUTH FLORIDA COLLABORATION**

### **1. Joint Graduate Medical Education**

Our inaugural Graduate Medical Education programs in Internal Medicine, General Surgery, and Neurology welcomed their first resident classes on July 1<sup>st</sup> along with our new resident classes in the existing Primary Care, Family Medicine, and Interventional Radiology programs. Our matched residents in Diagnostic Radiology will complete their intern year and begin training with us in July 2026. Ongoing additional program planning is progressing steadily with applications for Anesthesiology, Hematology/Oncology and Transitional Year well underway and applications for Urology, Cardiology, Critical care, and Thoracic Surgery complete. Active work groups are also progressing on plans for programs in Obstetrics and Gynecology and Psychiatry.



## **2. Joint Research Initiatives**

The research group made significant progress in several strategic areas. Rubric is being developed to guide biorepository agreements, aiming to subsidize tissue bank investments through grants. In preparation for the upcoming Baptist Research Symposium on September 12, pilot awardees have been confirmed to present their projects. The group also established a formalized set of criteria and procedures for data access and IRB processes, particularly for residents conducting research at Baptist, ensuring alignment with institutional policies. In the area of research, progress on finalizing the framework with our partner has slowed, with key decisions remaining unresolved. While Huron consultants have completed interviews with stakeholders to inform their recommendations, the delay poses a concern, as it may impact the timing and scope of how our research activity is represented in the national Higher Education Research and Development (HERD) survey.

## **3. Clinical ACC Assessment**

The ACC operational transition to Baptist Health was successfully completed on July 1<sup>st</sup>, and the site saw its first patient under the new operating model on July 7<sup>th</sup>. All major milestones were achieved in advance of the go-live date, which included but not limited to a transition in the electronic medical record (EMR) along with the installation of new signage and some minor renovations. The ACC sublease was finalized ahead of the transition date. Non-faculty employees have transitioned to Baptist employment. Existing FIU Faculty are contracted now via a professional service agreement allowing Baptist to bill for the same clinical services at the Ambulatory Care Center (ACC). A physician recruitment plan for the upcoming FY 25-26 year was presented to the Joint FIU/Baptist Steering Committee and was subsequently approved. Baptist leadership continues to coordinate with Office of Research and Economic Development to potentially utilize the MRI space in PG5.

## **4. Joint Marketing**

Signage was activated at the Baptist Hospital campus to welcome the new cohort. Additionally, plans for the ACC transitions were implemented, and some of the signage has already been placed to help guide visitors and enhance their experience through evolving space.

## **5. Medical Center**

The project has secured \$53M in second-round funding, originally anticipated at \$100M. The construction schedule still anticipates a go-live on March 2028, with substantial construction completed by December 2027. Due to recent funding decisions, the two (2) FIU-designated floors have been removed from the current project scope, with the focus now shifting to the clinical floors and supporting parking structure. Design work and budget estimates for the clinical spaces, including required exterior modifications, are in process to get to GMP. Fifty percent construction documents (CD's) are expected by the end of August with 100 percent CD's expected by December 2025. Value engineering efforts are underway in collaboration with Stantec and Robins & Morton to ensure all costs are optimized while maintaining quality. Baptist has continued providing input during the advanced design development phase which is expected to be completed by the end of August.

## **III. INFORMATION TECHNOLOGY**

### **1. Vera Rubin Observatory Long Haul Network (LHN)**

The Division of Information Technology, through its FIU AmLight program, plays a critical role in supporting the Vera Rubin Observatory, a landmark international project exploring dark matter, dark energy, and the evolution of the universe. Located in Chile, the observatory will generate 20 terabytes of astronomical data each night, capturing high resolution images every 27 seconds. To meet strict data



transfer requirements, a global Long Haul Network (LHN) was established to provide a guaranteed 40Gbps connection from the observatory to the U.S. Data Facility at SLAC in California. FIU AmLight operates the largest segment of this network, spanning more than 16,000 miles of fiber from Santiago, Chile to Atlanta, Georgia.

As a key member of the LHN operator group, FIU AmLight supports real time network monitoring, performance measurement, and data transfer optimization to meet service level agreement requirements. This infrastructure enables the Legacy Survey of Space and Time (LSST), a 10-year mission to map billions of stars, galaxies, and celestial objects. The observatory will advance research in four key science areas: dark matter and dark energy, time domain astronomy, mapping the Milky Way, and cataloging the solar system.

## **2. FIU Mobile App Update**

Early in the Spring 2025 semester, the Division of IT successfully completed a full revamp of the FIU Mobile app, transforming it into a more modern, user friendly, and functional platform. The redesigned app offers an improved interface, streamlined navigation, and enhanced features that provide quick access to essential university resources such as class schedules, campus maps, academic calendars, financial aid, and more. The updated app also focused on performance improvements, accessibility, and seamless integration with other FIU systems.

By reimagining the mobile experience, the new FIU Mobile app empowers users to stay connected and engaged with the university community, supporting academic success and campus life through a more personalized and intuitive digital experience. Updates to the app with additional functionalities for employee, manager, and faculty roles will be deployed this coming fall.

## **3. Cybersecurity Education and Workforce Development**

The division is committed to cybersecurity education to protect digital resources and help generate talent to minimize the gap in the workforce. For the ninth year in a row, the Division of IT along with several industry partners, hosted the Secure Miami Cybersecurity Conference on Wednesday, May 7, 2025. This year's conference brought together close to 400 attendees who examined the latest cybersecurity trends and their implications for organizations facing new and emerging risks and threats.

Additionally, the division, in collaboration with the Jack D. Gordon Institute for Public Policy, and New America hosted the annual NICE Conference and Expo in Denver, Colorado from June 1 – 3, 2025. The conference tackled some of the most pressing challenges in today's cybersecurity landscape, including workforce development, public-private collaboration, and innovative approaches to training and resilience. Centered around the theme, "Climbing Higher: Educating & Sustaining a Resilient Cybersecurity Workforce," the event emphasized the urgent need to strengthen and expand the talent pipeline through cross-sector partnerships and immediate action. Through engaging keynotes, panels, and discussions, participants explored practical solutions to today's threats while laying the groundwork for a more secure future.

# **IV. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL**

## **1. External Grant Awards' Performance**

In fiscal year (FY) 2024–2025, the total value of awards received was \$227.3M, reflecting a 9% decrease from the previous year's \$249.3M. This decline is associated with two (2) factors: the termination of grants from the federal government and delays in the awarding and continuation of federal grants due to changes in federal agencies. As it pertains to grant terminations, thus far 60 grants were terminated by

federal agencies with remaining values of over \$32M. Thus, the FY 2024-2025 funding for many of these grants was lost. As for delays in the awarding of new grants and continuations of existing grants, from February through May 2025 the federal agencies significantly reduced the functions of distributing the funding of existing and new grants, with over \$10M less funding from the same period in the previous fiscal year. Funding actions started to move toward a regular flow, and this is reflected by \$26.4M in awards in July 2025 compared to \$15.9M in July 2024, a 66% increase. Such an increase is largely due to grant funds that were due in April-May arriving in July. Despite the overall decline, several academic units demonstrated notable growth. The Herbert Wertheim College of Medicine reached its highest level of awards ever at \$17.9M, an increase of 41% from the previous fiscal year's \$12.7M, with 43% of the awards for the College of Medicine produced by the Center for Translational Science (CTS) in Port St. Lucie. The Robert Stempel College of Public Health and Social Work reported a 14% increase in funding, rising from \$25.4M to \$28.9M. The Department of Civil and Environmental Engineering also experienced significant growth, with award funding increasing by 189%, from \$5.7M to \$16.6M, supported by a \$4M initial award from the U.S. Department of Commerce for Windstorm Research Instrumentation and Testing Enhancements at FIU. In terms of centers, the Community-Based Research Institute increased by 367%, from \$1.1M to \$5.1M; and the Extreme Events Research Center and International Hurricane Center (EEI/IHC) grew by 84%, from \$6.6M to \$12.2M. Federal funding accounted for 77% of total awards (down from 83%), while private and other sources comprised 11% (up from 9%), and state and local government sources contributed 12% (up from 8%).

## **2. Innovation, Partnerships and Economic Development**

During fiscal year 2024–2025, FIU supported significant faculty and student engagement in research commercialization and entrepreneurship. Nine (9) faculty teams began working on NSF I-Corps grant proposals, with two (2) teams receiving \$50,000 awards. Twelve (12) teams pursued Small Business Innovation Research and Small Business Technology Transfer (SBIR/STTR) opportunities, with four (4) submitting proposals, and three (3) additional teams received commercialization support. Over 490 faculty and graduate students attended workshops, while 93 students received direct mentoring and 357 participated in entrepreneurship learning communities. StartUP FIU also played a key role in hosting the 2024 World Bridge Engineering Conference, showcasing technologies from FIU and industry partners as part of the EDA-funded Tech Hub initiative.

StartUP FIU expanded its external partnerships through collaborations with organizations such as the Wright Brothers Institute, Pathfinder, and Carbon Limit. It hosted multiple international and federal delegations, including from Chile, Turkmenistan, and the U.S. State Department, and co-hosted events like the Red Bull Basement launch and Google's "Influencer Mark." Active grants include the \$10.3M EDA ClimateReady Tech Hub and the \$100K DOE Project Access grant. Additional large-scale proposals were submitted to NSF and DOE, with others in development, including a potential \$65M DOE grant with Titan America.

In addition, during FY 2024-2025, FIU researchers had 69 intellectual property disclosures, filed 76 patents (74 US and 2 foreign patents) applications. Licensing income received during FY 2024-2025 was \$363,712.65.

## **3. University Graduate School (UGS)**

In FY 2024–2025, FIU awarded 3,577 master's degrees (down from 3,598 in the prior fiscal year), 241 research doctorates (down from 252 in the prior fiscal year), 164 professional doctorates (up from 152), and 32 specialist degrees (down from 33). Ph.D. applications rose by 3.7% to 3,083, while master's applications fell 4.6% to 11,570 and specialist applications dropped 16% to 56. Admissions increased

overall by 4.6%, including 30 more Ph.D. students, 247 more master's students, and 2 more specialist students.

Graduate enrollment increased notably in doctoral programs, particularly in Nursing and Health Sciences (+36 students) and CASE (+28 students). Within CASE, the largest growth occurred in Earth and Environment (+17), Psychology (+9), and Teaching and Learning (+4). Most master's programs also experienced growth, including CASE (+63), Nursing and Health Sciences (+44), International and Public Affairs (+42), Public Health (+37), and Engineering (+33).

During FY 2024–2025, the University Graduate School (UGS) made important improvements to support graduate students. They updated the Annual Student Evaluation to include in-person meetings between Ph.D. students and their professors, meeting new NSF mentoring rules. Workshops helped spread the word, leading to 1,325 completed evaluations—a 16.5% increase. UGS also moved thesis proposals online to make submissions easier and improve research compliance.

UGS awarded \$51,174 to 27 Ph.D. students to help publish their research, more than doubling last year's awards. Summer 2025 orientation included food vouchers, virtual sessions, and resource events, with 64 students attending. They also launched a Writing Mentorship Program offering weekly support for student writing projects. UGS hosted training and info sessions on doctoral onboarding, GA contracts, and fellowships, with over 100 students participating. Staff attended a national conference and started a monthly meeting with other Florida graduate schools. In July, UGS held workshops on research resources and launched a social media series called Grad Edge to highlight university services for graduate students.

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