

InView

2025–2026

HIGHLIGHTING UPEI RESEARCH



A message from the Vice-President, Academic and Research

Welcome to *InView*, our UPEI research magazine, where we highlight some of the incredible research from the past year. Since starting in my position as Interim Vice-President Academic and Research in June 2026, I have met many of the hard-working faculty, students, and staff that contribute to our UPEI research ecosystem. I am excited to learn more about these projects alongside you, our readers.

This magazine was started to highlight and celebrate the work UPEI researchers are doing in various disciplines, with different methods, at different career stages, across all our faculties. With over 750 funded research projects active in 2025–2026, and many more non-funded, it would be impossible to highlight them all. This magazine is a sampling of our research and scholarly accomplishments. We recognize the extraordinary effort our researchers put in every day, whether they are writing grant applications, developing methodology, running tests, interviewing participants, drafting creative works, analyzing data, drawing conclusions, or sharing results. It is their dedication and brilliance that is driving social, cultural, technological, and economic innovation in PEI and beyond.

UPEI's research and scholarly success would not be possible without the support of our many funders. These include but are not limited to the Natural Sciences and Engineering Research Council of Canada (NSERC), the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), the Atlantic Canada Opportunities Agency (ACOA), Innovation PEI, the Canada Foundation for Innovation (CFI), and the Canada Research Chair (CRC) program. Their investment in research at UPEI gives students the chance to learn from and work with outstanding professors in world-class facilities.

I hope you enjoy this second edition of *InView: Highlighting UPEI Research 2025–2026*!



Sincerely,

Dr. Paula Wood-Adams,

Interim Vice-President, Academic and Research

UPEI's Signature Areas of Research Excellence

Healthy Animals

Healthy Community

Humanity, Justice, and Organizations

Environmental Stewardship

Sustainable Development

A message from the Associate Vice-President, Research

I have been thrilled by the positive response to the first edition of *InView*. When I envisaged it, I could not have predicted how it would prove to be such a fantastic way to highlight the tremendous scholarly work happening on campus, celebrating our success and broadening our impact.

Research is stronger together. You will notice that many of this edition's articles feature collaborative research projects. In our *Strategic Research Plan (2023–2028): Roadmap to Research Excellence*, one of our three key goals is to strengthen outreach and partnerships. Our researchers work with companies, community organizations, and government agencies on PEI and across the country. They work closely with partner organizations to co-develop projects that will be impactful for their community, the environment, the economy, and beyond (*pages 9, 10, and 16*).

I am often reminded that being impactful does not require grand actions. The articles on caregivers, Shakespeare, and driving habits (*pages 8, 11, and 15*) highlight ways that individuals can make a difference and support those around them.

UPEI is also committed to supporting our researchers, especially early-career researchers. We have a suite of internal research grants, including the SSHRC Explore Research Grant that funded the work of Drs. Sébastien Parker and Yasmin Koop-Monteiro (*page 13*). Moreover, the Internal Scholarship of Teaching and Learning Research Grants support researchers as they combine teaching and research in new and innovative ways to inspire active learning and curiosity (*pages 18 and 19*).

My role as Associate Vice-President, Research and the Dean of Graduate Studies gives me a front-row seat to witness the incredible research our students are working on every day. We continue to increase opportunities for students to learn, develop their research skills, and share their research. Our annual Three Minute Thesis™ competition is just one way that graduate students were able to share their research this year (*page 21*).

So much wonderful research happened at UPEI in 2025–2026. I hope that you enjoy this glimpse into our research ecosystem.



Sincerely,
Marva Sweeney Nixon

Dr. Marva Sweeney-Nixon,
Associate Vice-President, Research,
and Dean of Graduate Studies



LAND ACKNOWLEDGEMENT

The University of Prince Edward Island is located on the unceded and ancestral lands of the Mi'kmaq people, known to them as Epekwitk, a traditional district in the territory of Mi'kma'ki.

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No artificial intelligence was used in the creation of this magazine

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UPEI research by the numbers

**\$15.9
MILLION
IN RESEARCH
INCOME***



**\$1.1 MILLION
IN RESEARCH
SUPPORT FUND
ALLOCATION***

**14 NSERC
UNDERGRADUATE
STUDENT RESEARCH
AWARDS†**

**7 ENDOWED AND
SPONSORED
RESEARCH CHAIRS***

**6 CANADA GRADUATE
RESEARCH
SCHOLARSHIPS—
MASTER'S PROGRAM†**

**4 CANADA
RESEARCH
CHAIRS***

**1 CANADA GRADUATE
RESEARCH
SCHOLARSHIPS—
DOCTORAL PROGRAM†**

**8 INSTITUTES
AND CENTRES†**

**1 BANTING POSTDOCTORAL
RESEARCH
FELLOWSHIP†**

**120 RESEARCH
PARTNERSHIP
ENGAGEMENTS†**

* Based on UPEI by the Numbers, published November 2025

† Based on Office of Research Services data

UPEI acknowledges the assistance of Canada's tri-council of federal granting agencies—Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), and the Canadian Institutes of Health Research (CIHR)—through its Research Support Fund (RSF), which helps fund services and infrastructure that support research activities at the University.

Stimulating fish immune systems using warmer water



Fish experience infections; when a fish is sick, they do not eat as much. Unfortunately, fish antibiotics are expensive and are typically added to their feed, so the sickest animals are less likely to consume a full dose. As a low-cost alternative to antibiotic use in aquaculture, Dr. Mark Fast, Professor of Immunology and Fish Health, is studying how warmer water temperature can naturally stimulate the immune system of fish.

When a human is sick, their immune system raises their body's temperature to fight the bacteria or infection. Cold-blooded animals, like fish, match their body temperature to their local environment. However, recent research found that infected fish will choose to be in warmer water to raise their body temperature, an action called behavioural fever. The immune system works faster at higher temperatures, making it more effective at fighting an infection.

Since fish species live in different water temperatures, researchers need to determine the temperature that best stimulates the immune system for each species and pathogen combination. Dr. Fast is collaborating with Dr. Dan Barreda, from the University of Alberta, who has built a thermal preference tank to run these tests. The tank uses water flow and buffer zones to define different temperatures zones while the fish can move freely throughout. The researchers can then note the preferred temperature of the fish and the time spent at

that temperature when under an infectious challenge.

Dr. Fast and graduate student Taylor Wheatley started with a species that they know very well, the Atlantic salmon. Bacterial kidney disease (BKD) is a huge problem for salmon farming. The disease has a high mortality rate and does not currently have an effective vaccine or antibiotic. They found that when an infected salmon was exposed to the pathogen that causes BKD at 18°C, they did not show signs of infection. Additionally, they found that these salmon were resistant to reinfection.

They are now studying how quickly the water temperature should be raised after BKD is detected to minimize fish mortality and how long salmon need to be at 18°C to achieve the maximum immune response.

Alongside collaborators Dr. Brian Dixon from the University of Waterloo and Dr. Mario Pablo Estrada Garcia from the Center for Genetic Engineering and Biotechnology in Cuba, Drs. Fast and Barreda will continue to study more species and pathogen combinations in the thermal preference tank. Through their work, thermal behaviour regulation could become a low-cost alternative to antibiotics in certain cases. It could be particularly useful in low-income countries and for fish farmers with smaller profit margins.

This work was carried out with financial support from the International Development Research Centre (IDRC), Canada, and the Global AMR Innovation Fund, part of the UK Government's Department of Health and Social Care. The views expressed herein do not necessarily represent those of IDRC or its Board of Governors. ■



Dr. Mark Fast,
Professor, Department of Pathology and
Microbiology,
Faculty of Veterinary Medicine

To pee or not to pee, that is the question before CT scans in dogs

Some veterinary research blazes a new trail in a field of study, while other research provides data that either supports or alters clinical practices. The small animal internal medicine team in the Department of Companion Animals in the Faculty of Veterinary Medicine is studying one of these clinical practices. When a canine patient comes into the Atlantic Veterinary College's Veterinary Teaching Hospital, the veterinary staff may run a variety of tests including blood work, a CT scan, and urinalysis. The research team wants to know if having a contrast agent from a CT scan in a urine sample impacts the urinalysis results.

When a dog naturally empties their bladder, their urine can become contaminated by fur or other matter. Veterinarians often need a sterile urine sample for accurate tests, so they collect it using a needle inserted directly into the bladder. However, the sterile collection process can sometimes create small air bubbles in the bladder that show on the CT scan and may interfere with the results. This is why veterinarians tend to collect urine samples after the diagnostic imaging is complete.

A contrast agent is often given to patients undergoing diagnostic imaging, like a CT scan, to highlight organs, tissues, and blood vessels during a procedure. Once the contrast agent is given, the kidneys immediately start filtering it from the blood and flush it into the bladder. So, a urine sample collected after a CT scan will contain the contrast agent. The team wants to know if the contrast agent impacts the urinalysis and whether the concentration of the contrast agent impacts any findings. For this study, they used naturally voided urine samples from healthy volunteer dogs. Keeping part of each sample as the baseline, they manually added the contrast agent at different concentrations to mimic the way the contrast agent flows through a dog's body. The team ran these samples through a series of urinalysis tests.

Once the data analysis is complete, the results will inform veterinarians on contrast agent effects in the urine, which may guide clinical decision-making around the timing of urine sample collection. These findings will not only help the small animal internal medicine team but also small



animal surgeons, emergency veterinarians, and general practitioners in the community. Much of the research in the Department of Companion Animals seeks to answer questions like this that practitioners encounter daily.

"We aim to address clinically relevant questions across a wide spectrum of veterinary medicine. These projects may appear relatively simple, but they can inform daily decision-making," said Dr. Katie Hoddinott, Associate Professor and Chair of the Department of Companion Animals.

This project was co-developed by Dr. Hoddinott and the late Dr. Sheri Ross, who was an Associate Professor in the same department. This research was funded by the AVC Companion Animal Trust Fund. ■

Building executive functioning skills on PEI



Executive functions are a set of mental skills that help a person plan, monitor, and execute their goals. When Dr. Terri Jackson, Assistant Professor of Education, met the late Sandy Slade, executive director and founder of ADHD PEI, they quickly discovered a shared interest in executive functions. Slade brought the Learning Disabilities Association of PEI (LDA PEI) onboard, and they developed a proposal for a series of outreach sessions teaching different executive functioning skills. Dr. Cinthya Guzman, Assistant Professor of Sociology and Anthropology, joined the project in April 2025.

Many neurodivergent people, including those with attention deficit hyperactivity disorder (ADHD), learning disabilities, and autism spectrum disorder, struggle with executive dysfunction. With funding from the PEI Alliance for Mental Well-Being, the team began holding outreach sessions in 2025, which will continue into 2026 and 2027, for a total of 12 sessions. Each session focuses on a different executive functioning skill, and they build on one another. The team explains the skill, shares implementation strategies, and provides resources and tools curated to each skill. Participants included Bachelor of Education (BEd) students, practicing teachers, parents and caregivers, people who identify as neurodiverse, and interested members of the public. Participants bring different experiences and perspectives that they can share during the sessions' regular discussion periods.

Drs. Jackson and Guzman work alongside two graduate research assistants, Synthia MacEachern and Krista Bryson. All four take part in the sessions by joining the

discussion and talking with consenting participants while keeping detailed fieldnotes of the anecdotes and strategies shared. These sessions are building community and equipping people with practical tools for their executive dysfunction. *"We have parents, neurodiverse individuals themselves, teachers, and social workers...they are all learning from each other's point of view,"* said Dr. Guzman. The sessions let the researchers see where existing supports fall short and identify changes that could make it easier for neurodivergent people to reach them.

MacEachern interviewed two of the BEd students who participated in the session as they completed their degrees. They told her that the sessions increased their knowledge on executive functioning and changed their approach to teaching neurodiverse children. They felt better equipped to advocate for the needs of their future students.

In between outreach sessions, ADHD PEI hosts small group sessions to help participants implement their new knowledge and strategies. LDA PEI also has a variety of programs to support executive functions and houses the Sandy Slade Lending Library, which is full of executive function books that anyone can borrow. Together, these efforts are equipping community members with executive functioning skills and providing data that will inform future supports for people with neurodiversity. ■



Dr. Terri Jackson,
Assistant Professor,
Faculty of Education



Dr. Cinthya Guzman,
Assistant Professor,
Department of Sociology and
Anthropology, Faculty of Arts

The caregiver's experience of adolescent self-injury

Content warning – This article discusses self-injury and suicide. Reader discretion is advised.

During her 12 years as an emergency department nurse, Tina Dill saw a lot of non-suicidal self-injury (NSSI) cases. When she began her Master of Nursing degree at UPEI, she knew that adolescent NSSI was a topic she wanted to research further. She recently defended her thesis under the supervision of Dr. Gail Macartney, Associate Professor in the faculties of Nursing and Medicine. Dr. William Montelpare, Professor of Applied Human Sciences and Nursing, and Dr. Alyson Campbell, former Assistant Professor of Nursing, were also supervisory committee members.

NSSI is a type of self-harm where a person deliberately causes pain or damage to their body without any suicidal intent. Some examples include cutting, scratching, or burning. A person usually engages in NSSI to help regulate their emotions. Adolescents sometimes explore ways to handle complex emotions and NSSI can be their way to regain a sense of control or express their distress. While there has been plenty of research on NSSI and suicide, Dill found very little information on the caregiver's unique experience as the primary support. She interviewed Island caregivers with an adolescent who had engaged in NSSI in the last 10 years. She wanted to understand their experiences, the information they needed and accessed, and how that information impacted their experiences.

“They thought if they talked about it, it would make [their adolescent] want to do it. And that wasn't the case at all.”

“[The caregivers] experienced persistent emotional distress. Parents talked about feeling powerless,” said Dill. In the face of this distress, the caregivers recognized that prioritizing their own self-care was important to be able to continue supporting their adolescent. After the initial shock and fear upon learning their adolescent was self-harming, the caregivers prioritized safety. They were extra careful about having sharp objects in the house, checked in with



their adolescent more often, and tried to stay physically closer to them.

While the caregivers did not know much about NSSI when they first discovered their adolescent was harming themselves, they quickly sought out more information. They looked to the schools, specifically guidance counsellors and principals; hospital emergency departments; outpatient mental health employee assistance programs; and the internet. These resources helped them determine how best to support their adolescent. *“One caregiver talked about going through multiple counsellors before she found the right one [for her child],”* said Dill. The caregivers were also hesitant to bring up NSSI with their adolescents. *“They thought if they talked about it, it would make [their adolescent] want to do it. And that wasn't the case at all,”* explained Dill. Instead, the caregivers found that talking freely allowed them to provide better support.

There is still a lot of stigma around NSSI. Dill explained that NSSI is often compared to suicide attempts and seen as attention seeking. She emphasized that NSSI and suicide are different medical conditions and should not be compared. However, those engaging in NSSI do have a greater risk of suicidal ideation in the future.

Dill hopes her study helps people understand the caregiver's experience of NSSI and leads to more research and better interventions and supports. ■



Tina Dill,
Master of Nursing
student

Dr. Gail Macartney,
Associate Professor,
Faculty of Nursing,
cross-appointed
to the Faculty of
Medicine

The stories and experiences of an urban Indigenous service organisation



Neil Forbes is an urban Indigenous member of Saddle Lake Cree Nation, located in the Amiskwaciyiniwak (“Beaver Hills”) region of central Alberta. He is an Assistant Professor in the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies, and is currently completing his PhD in Interdisciplinary Studies from the University of New Brunswick. He has partnered with the Mi’kmaq Family Resource Centre (MFRC) in Charlottetown, PEI, to examine how their stories and experience demonstrate the importance of urban Indigenous programming.

Urban Indigenous people are Indigenous people who do not live on reserves. They are the fastest growing and youngest population in Canada. The 1876 Indian Act severely limits the status, rights, and supports that urban Indigenous people receive. As a result, urban Indigenous service organizations are chronically underfunded and understaffed. Forbes described his research as *“understanding how [the MFRC] conceive their story to demonstrate how they go above and beyond for their community. Other organizations can then learn from them, and there can be documentation of the struggle of how hard it is to do this work with the improper funding.”*

Forbes first connected with the MFRC 10 years ago. Through prior work with the Urban Aboriginal Knowledge Network, he got to know the leadership team. Then in 2021, the Centre needed an academic lead for one of their projects. Executive Director Emily Spencer knew that Forbes was working on his PhD and asked him

to form a formal academic partnership. From there, they co-created his thesis question.

Forbes is a longtime advocate for Indigenous-led research, where the community is an equal partner in the research so that researchers are no longer speaking for Indigenous people. His research is grounded in reciprocal relationality, which means that knowledge needs to be created “based on your relationship, for your relationship.” He remembered explaining relationality in one of his classes, telling his students: *“If you ever find yourself doing research, if it’s Indigenous or not, ask if you would use these approaches if it directly impacted you and your family.”* It is important that this project is mutually beneficial. He gets the opportunity to complete his PhD, while the MFRC gets the chance to reflect and be better equipped to make more strategic and articulate choices going forward.

While collecting his data, Forbes worked at the MFRC three days a week for an entire summer. He did whatever was asked of him—from writing funding applications to grilling at a BBQ. Being embedded at the Centre fostered trust with community members, a crucial step given the negative experiences Indigenous peoples have had in the past with research. He conducted interviews, collected personal reflections, and studied the Centre’s documents to better understand the organization and their experiences.

Forbes is currently analyzing the data he collected. He and Spencer will soon synthesize the data to co-develop the themes and the implications that emerged from the data collection. ■



Neil Forbes,
PhD Candidate, Assistant Professor,
Faculty of Indigenous Knowledge,
Education, Research, and Applied
Studies

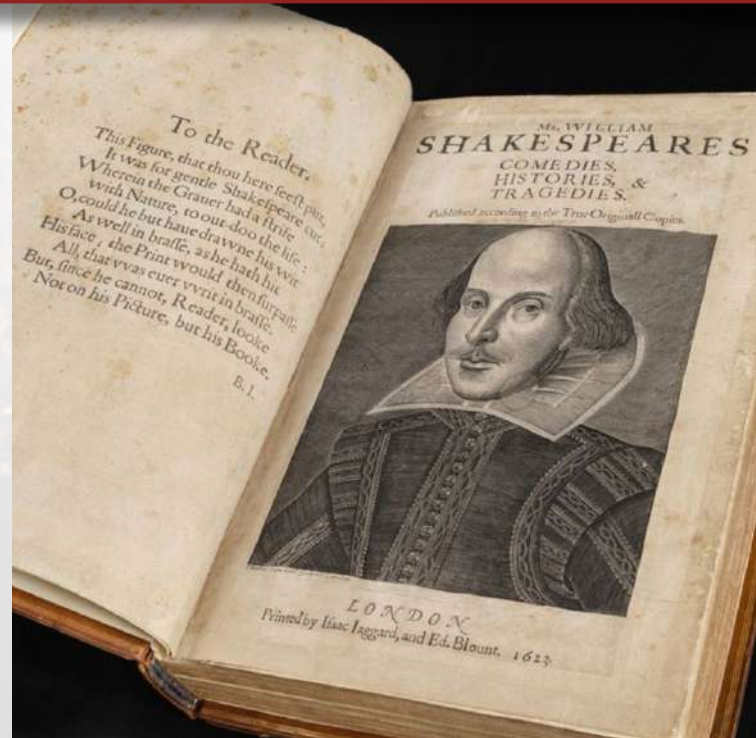
Shakespeare's guide to making a better world

How do you plan for the future when faced with deep hopelessness? Dr. Shannon Murray, Professor of English and 3M National Teaching Fellow, has been witnessing severe hopelessness among her students for many years. In her search to bring her students hope and a way forward, she went back to what she knows best, early modern literature, particularly Shakespeare.

“A lot of early modern literature gives us frameworks, models for thinking about how we can get out of really terrible situations,” said Dr. Murray. Her current research is for a book titled *Early Modern Creative Futures: Shakespeare's Guide to Making a Better World*. It will be her second collaboration with fellow early modern literature professors Dr. Lisa Dickson, University of Northern British Columbia, and Dr. Jessica Riddell, Bishop's University. The trio is diving into four of Shakespeare's plays: *The Winter's Tale*, *Julius Caesar*, *Twelfth Night*, and *Macbeth*. They are also drawing on John Milton's *Paradise Lost*, Thomas More's *Utopia*, and Edmund Spenser's *The Faerie Queene*.

One does not have to look far to find parallels between Shakespeare's works and the modern world. *The Winter's Tale* is the story of a king who goes mad. His people respond in three different ways. One recognizes the king's authority and continues to obey. Another flees to safer places, while another stays and takes a stand against the king's tyranny. Each response is understandable and echoed in today's society. Dr. Murray said that Shakespeare has a “gappiness” that leaves space for the audience and its experiences. This lends a timelessness to the plays, which is why his works are still relevant today.

Dr. Murray described this book as a pearl necklace, where conversation is the central thread. Each chapter will feature a conversation between the three researchers. *“Conversation implies that one person doesn't have the answer. It's tentative, it's evolving, it's open to change, it's vulnerable,”* she said. The pearls are the various themes that the trio will explore more deeply through individual short essays in the margins.



One of these pearls is the idea that people can make a difference from the margins. In *Macbeth*, the Weird Sisters are marginalized characters, but they exert huge influence on Macbeth through their prophecies. *“We find it encouraging...that Shakespeare continually suggests it's not all about the king and the centre of the court and power,”* explained Dr. Murray.

“A lot of early modern literature gives us frameworks, models for thinking about how we can get out of really terrible situations”

Dr. Murray sees Shakespeare's works as a model to help her students envision a better world and conversation as the method for creating it. When asked what the humanities bring to society, Dr. Murray's answer was simple: *“Hope and good storytelling.”* ■



Dr. Shannon Murray,
Professor, Department of English,
Faculty of Arts, and 3M National
Teaching Fellow

Centres and institutes at UPEI

Every researcher wants their work to have impact. To increase that impact, researchers may form or join a research centre or institute to study topics of mutual interest. These centres and institutes can create a critical mass of researchers, facilitate interdisciplinarity, enhance collaborations and visibility of research at UPEI, and increase connections between research, education, and outreach.

There are currently six centres and institutes based at UPEI, including the Institute for Island Studies. UPEI is also a member of two national or regional research centres based at other institutions.

The vision of the Institute of Island Studies is “to be the leading centre of excellence on issues related to island studies scholarship, public policy, and engagement” locally, nationally, and globally. Since its founding in 1985, its principal activity has been the initiation and co-ordination of research projects and public engagement activities, including publishing books. Areas of special interest have included island culture, sustainable development, land use, population change, governance, climate change and “islandness,” and islander well-being. It is the home of Island Studies Press, the UNESCO Chair for Island Studies and Sustainability (held by Dr. Jean Mitchell, Department of Sociology and Anthropology), the Master of Arts in Island Studies program, and the Minor in Island Studies.

UPEI-based centres and institutes



UNIVERSITY
of Prince Edward
ISLAND

Faculty of ARTS

Centre for Korean Studies



UNIVERSITY
of Prince Edward
ISLAND

CENTRE for HEALTH and
COMMUNITY RESEARCH



UNIVERSITY
of Prince Edward
ISLAND



Sir James Dunn Animal Welfare Centre
ATLANTIC VETERINARY COLLEGE • UNIVERSITY OF PRINCE EDWARD ISLAND

National and regional centres



CANADIAN
WILDLIFE HEALTH
COOPERATIVE



Studying the perspectives that shape climate policy



Understanding how people engage with policy, and their attitudes towards it, is important to successful implementation. Dr. Sébastien Parker, Assistant Professor of Political Science and the Interim Academic Director of UPEI's new Master of Cleantech Leadership and Transformation program, studies democratic connections. These are the relationships between governments and the communities they serve, and among community members themselves. Democratic connections shape, for instance, what information reaches residents and who they might believe. Dr. Parker is collaborating with Dr. Yasmin Koop-Monteiro, Assistant Professor of Sociology and Anthropology, to better understand these connections with regards to climate policy.

In 2025, Drs. Parker and Koop-Monteiro surveyed residents of Charlottetown and Summerside, two cities taking different approaches to climate action. This work was enabled by an internal SSHRC Explore Research Grant (SERG). The survey asked about the issues facing their communities and their views on climate policy. It asked how familiar residents were with local environmental initiatives like Charlottetown's Climate Action Plan and Summerside's smart grid. The survey gave the researchers a way in to consider how residents learn about climate policy, and who they trust on it, revealing how the two cities connect on public questions more broadly.

Drs. Parker and Koop-Monteiro used two analytical methods to get the most out of the survey responses.

The first method, computational text analysis, looked for patterns in residents' open-ended written answers. It uses the same kind of software as generative artificial intelligence but analyzes the responses instead of generating new text. For this project, computational text analysis helped show how people described their climate concerns and how those descriptions differed from group to group. The second method, social network analysis, mapped how climate information moves through a community, from official sources through to family and neighbours. The pilot produced promising findings that shaped their emerging research program.

SERGs are intended to be a stepping stone towards larger SSHRC funding opportunities, and the pilot helped them explore this new research area. Drs. Parker and Koop-Monteiro were awarded a SSHRC Insight Development Grant in July 2026 to follow community connections as they change. The new project will study environmental advocacy in Charlottetown and Halifax. The researchers will follow climate advocates in each city and capture the connections and conversations that shape climate policy. This project will show how people across the two provinces connect around climate change and what those connections mean for democratic life in the region. ■



Dr. Sébastien Parker,
Assistant Professor, Department of Political Science, cross-appointed to the Department of Sociology and Anthropology, Faculty of Arts, and Interim Academic Director, Master of Cleantech, Leadership, and Transformation program



Dr. Yasmin Koop-Monteiro,
Assistant Professor, Department of Sociology and Anthropology, Faculty of Arts



Photo by Gleniese E. Mckenzie

Climate change is forcing farmers to deal with more extreme weather events that affect crop production and food security—challenges that cannot be solved individually.

To find solutions to the impact of climate change on agriculture, Dr. Xander Wang, Professor of Climate Change and Adaptation, formed the Climate Smart Agriculture (CLISA) training and research network in 2024. It aims to train highly qualified personnel with expertise in climate change, precision agriculture, sustainable food production, and climate-smart farming. These new researchers will support the development and adoption of innovative solutions for Canadian agriculture. The project is funded by the NSERC CREATE program and is valued at \$1.65 million. Dr. Wang is the first researcher at UPEI to be granted an NSERC CREATE as the principal investigator.

The CLISA network has four research themes: agricultural adaptation to climate change, agricultural greenhouse gas emission reduction, sustainable food production and food value chains, and finance and policy for climate-smart agriculture. Climate-smart agriculture uses advanced technology, like drones and artificial intelligence, to adapt and make the industry more sustainable. CLISA members are exploring climate-smart ways to reduce agriculture-based greenhouse gas emissions and developing policy and finance solutions to aid this transition.

Dr. Wang has eight collaborators across six Canadian universities. The network funds graduate students and post-doctoral fellows researching one of these themes under the supervision of the network collaborators. Beyond providing funding, the CLISA network provides additional training and networking opportunities, including workshops, webinars, and field visits. In 2024

Training climate-smart agricultural researchers

and 2025, Dr. Wang chaired a three-day Climate Forum at UPEI's Canadian Centre for Climate Change and Adaptation in St. Peter's Bay, PEI. Attendees heard from keynote speakers, and students presented their research. They also visited field sites across PEI. *"The main purpose is to engage the students and encourage them by saying 'You are the future leaders of climate change,'"* explained Dr. Muhammad Awais, CLISA project coordinator.

Collaboration is a central feature of the CLISA network. Government agencies, farmers, and industry associations are important network members. They share their current struggles and provide feedback on impactful research projects. Farmers also give researchers access to their fields to run studies and test new technologies. Through the CLISA network, researchers share their knowledge and data, streamlining processes and enhancing student training.

The students trained through CLISA are the next generation of climate-smart agriculture researchers, and their work will ensure that Canada continues to be able to feed its population through extreme climate events. CLISA is the first multi-institutional training and research network of its kind in Canada. The format has since been replicated for other research areas. ■



Dr. Xander Wang,
Professor, School of Climate Change and Adaptation, Faculty of Science, cross-appointed to the Faculty of Sustainable Design Engineering, Member of the Royal Society of Canada College of New Scholars



Dr. Muhammad Awais,
CLISA Project Coordinator and Post-Doctoral Scholar, Faculty of Science

Small driving-habit adjustments that can make a big difference

On PEI, transportation is responsible for about 40 per cent of greenhouse gas emissions (GHGE). Driving personal vehicles is still widely considered more convenient than taking public transit on PEI, and around 80 per cent of the current vehicles on the road are gas-powered. While many business analyses study how to optimize systems, Dr. Lena Liang, Assistant Professor in the McDougall Faculty of Business, wanted to study the human behaviour changes that could bring PEI closer to its goal of net-zero emissions by 2040. She is collaborating with Dr. Xiao Chen, Associate Professor in the same faculty, and Net Zero Atlantic, an energy research organization advancing Atlantic Canada's transition to a carbon-neutral society. Six graduate research assistants worked on the project thanks to funding from Mitacs, whose programming is supported by Innovation PEI.

Nearly two-thirds of transportation-related GHGE come from personal vehicles. The research team is trying to identify practical ways to encourage individuals to make small, sustainable changes to their everyday driving habits. *"For many people, the first thing that comes to mind when they think about sustainable driving is switching to an electric vehicle (EV),"* says Dr. Liang. *"While EVs are an important part of the solution, there are also simple, low-cost changes in driving behaviour that can significantly reduce energy consumption, in EVs or gasoline-powered cars."* These energy-saving behaviour changes are called 'eco-driving.' While rapid acceleration and hard braking may feel more exciting behind the wheel, smoother, more gradual acceleration and coasting gently toward a stop can significantly improve driving efficiency. Turning the engine off when waiting in a parked vehicle instead of idling for extended periods can also reduce unnecessary energy use in gasoline-powered vehicles. These are examples of eco-driving habits that can lower emissions and improve overall driving efficiency.

Drs. Liang and Chen are investigating what will encourage people to adopt more eco-driving practices. They are using interviews and surveys to develop

different intervention strategies designed to encourage eco-driving habits. They have analyzed the interviews and are currently collecting survey responses. The intervention strategies will be tested in a driving simulation experiment.

From the interviews, the team has learned that financial incentives would be the greatest motivator to adopt eco-driving practices; drivers save gas money using these techniques. Insurance companies could offer premium rebates to eco-friendly drivers too. Interviewees have also suggested better education and awareness about eco-driving techniques in the community. Implementing penalties and regulations for not adhering to eco-driving principles could be another strategy. By comparing participant responses in the simulation's controlled environment, the team aims to identify the most effective intervention for promoting lasting changes in driving behaviour.

Dr. Liang hopes this research will inform government policy and raise community awareness about the environmental benefits of eco-driving. She also wants to empower driver education programs to integrate eco-driving techniques into their curricula, equipping new drivers with sustainable driving habits from the very beginning. More project information is available on Net Zero Atlantic's [website](#). ■

net-zero
atlantic



Dr. Lena Liang,
Assistant Professor,
McDougall Faculty of Business



Dr. Xiao Chen,
Associate Professor,
McDougall Faculty of Business



Connecting methane emissions modelling systems

Methane is a powerful greenhouse gas that significantly contributes to global warming and air pollution. Canada's methane emissions largely come from oil and gas, agriculture, and waste. Over the course of 100 years, methane has 28 times more global warming potential than carbon dioxide¹. There are natural processes that remove methane from the atmosphere, but they are quite slow. New technologies are being developed to enhance these processes. However, the atmosphere is very dynamic, so developing background measurement systems for these technologies is a big challenge. Dr. Dania Tamayo-Vera, Assistant Professor of Mathematics and Computational Sciences, is helping address this challenge.

Inversion Point Technologies Ltd (IPTL), a Calgary-based clean-technology company, is working on the background systems needed to inform atmospheric methane-removal systems. To measure the technology's potential effectiveness and demarcate possible deployment locations, IPTL needs to understand how methane moves, disperses, and chemically transforms downwind. Dr. Tamayo-Vera is working with the company to develop the computational modelling infrastructure needed to evaluate these effects locally and regionally.

IPTL currently uses several atmospheric modelling tools that do not connect to one another. "Skyply" three dimensionally simulates the transportation, dispersion, atmospheric transformation, and concentration of emissions. It is informed by detailed weather and baseline environmental chemistry data, and the simulation resolution is adjustable down to several meters near the emission source. The Community Multiscale Air Quality-Adjoint (CMAQ-Adjoint) model uses regional- and continental-scale data to identify the broader, longer-term effects from an emissions source. This model also determines locations where methane-removing technologies could have the

greatest positive benefit. They are currently focusing on agricultural methane sources.

Dr. Tamayo-Vera and her graduate student Liam MacLennan are building a software pipeline to combine the strengths of high-resolution plume models like Skyply with CMAQ-Adjoint's regional and global quantifications. This computational combination has never been attempted and could create new capabilities for assessing the impacts of regional and global emissions. Dr. Tamayo-Vera is leveraging her background in large environmental data processing to automate this work, enabling detailed statistical accuracy testing to be completed in days instead of months. The completed system will allow users to prepare, run, and analyze complex modelling scenarios with a few keystrokes.

The team is actively exploring implementation specifics including data transformations and optimal modelling efficiency. These simulations will help inform conditions and locations where methane-removal technologies could have the greatest net benefit. Dr. Tamayo-Vera's work will support IPTL, farmers, atmospheric researchers, and other industry partners in making informed decisions about emissions and future technology deployments.

IPTL also has an ongoing partnership with the Faculty of Sustainable Design Engineering as they continue to develop methane-removing technology and the necessary supporting innovations for this dynamic technology. Both partnerships are supported by Mitacs, which receives funding from Innovation PEI. ■



Dr. Dania Tamayo-Vera,
Assistant Professor, School of
Mathematical and Computational
Sciences, Faculty of Science

¹ Intergovernmental Panel on Climate Change

Developing a gearless wind turbine



Wind power is an excellent clean alternative energy source to oil or coal. As more wind farms are built, it is crucial to minimize downtime caused by unplanned mechanical failures. Dr. Kuljeet Grewal, Associate Professor of Sustainable Design Engineering, and his team have developed a new transmission mechanism that is intended to replace the wind turbine's most fragile component, the gearbox.

Most wind turbine designs use a gearbox with input and output shafts to bridge the gap between the slow-rotating turbine blades and the high-speed generator that converts the mechanical energy into electricity. Wind gusts can jerk the input shaft, putting sudden pressure on the gearbox and gears, causing gear teeth to break. A single failure can put an entire turbine out of commission until the gearbox is repaired or replaced. Dr. Grewal's design circumvents the gearbox completely. While his transmission mechanism is not the first to do so, the existing alternative direct-drive design has the input shaft directly connected to a special generator. This generator is much bigger, heavier, and uses significantly more rare earth metals and copper, making the design less sustainable.

Dr. Grewal and co-inventor Dr. Alampratap Tiwana came up with the idea for a gearless transmission while they were completing their PhDs at the Indian Institute of Technology Ropar, in India. Dr. Tiwana now works as a post-doctoral scholar with Dr. Grewal. Using the same generator and two-shaft concept as the gearbox

turbine, they developed a system that transmits energy to the output shaft without being directly connected to the input shaft. The lack of physical connection between systems helps protect it from wind gust pressures. The transmission delivers successive torque pulses to the output shaft like a piston engine. Before building a larger proof-of-concept, undergraduate student research assistant Jimmy Hulton ran structural analysis simulations to see if the design would hold up at full commercial scale. After some adjustments, the team recently finished building a 2.5-kilowatt scale prototype (1000 times smaller than commercial).

Since wind does not blow at a constant speed, the turbine's rotor and generator speeds vary, producing power at a variable frequency rather than the fixed frequency the electrical grid requires. Thus, geared or direct-drive turbines must use expensive power converters before the electricity can be safely fed to the grid. Dr. Grewal's transmission is adjustable in real time, ensuring a constant output speed, so the system can be directly integrated with the grid. Being directly connected to the grid reduces the need for power electronics. It also lets the turbine act as a quick and easily accessed power reserve.

This project received funding from the PEI Department of Land and Environment and Springboard Atlantic. With support from UPEI's Research Partnerships and Innovation team, the trio filed a patent application for their invention in September 2025. They are now looking for an industry partner to help with field validation and scaling up this design, which could reduce turbine mechanical failures and associated costs while limiting the use of rare earth metals. ■



Dr. Kuljeet Grewal,
Associate Professor, Faculty of
Sustainable Design Engineering

Where community energy and active learning intersect



Dr. Nick Mercer, Assistant Professor of Environmental Studies, has been researching the field of community energy for years. A community energy system is a decentralized one, where the community using the system governs it, sets its priorities, and shares meaningfully in its benefits.

During a session about active learning at UPEI's 2023 Faculty Development Summer Institute, Dr. Mercer saw the similarities between active learning and community energy systems. Active learning moves away from a system where one person—the teacher—dominates as they passively transmit knowledge to students. *“Learning outcomes improve dramatically when students can actually construct knowledge themselves...when they can bring their own experiences to the forefront and make connections to their lives,”* said Dr. Mercer.

Using his Internal Scholarship of Teaching and Learning Research Grant and with additional support from UPEI's deans of Science, Arts, and Graduate Studies, Dr. Mercer brought together experts from these seemingly unrelated fields for a cross-disciplinary panel workshop. *“The goal was to tease out themes and patterns of how these two fields can inform, improve, and enhance each other,”* he said. He was fascinated by the way they “spoke the same language” and questioned the same things, like power and transparency.

Power devolution, or the sharing of power among many interest-holders, is a core tenet of both community energy and active learning. *“We're trying to build a system that*

looks more like a circle,” explained Dr. Mercer. *“Where everybody can contribute to governance, everyone can contribute to decision-making, everyone can contribute to teaching and learning, as opposed to a pyramid where one person at the top dominates, to the detriment of everybody else on the bottom.”*

“Learning outcomes improve dramatically when students can actually construct knowledge themselves...”

Dr. Mercer put power devolution into practice by inviting several of the panellists to become co-investigators on the project. Dr. Martin Boucher from Norquest College, Dr. Julie MacArthur from Royal Roads University, and Dr. Chad Walker from Dalhousie University joined from the community energy side, while Dr. Ann Braithwaite and Dr. Libby Osgood, two of UPEI's 3M National Teaching Fellows, brought their pedagogical experience. Dr. Charlene VanLeeuwen, manager of UPEI's Teaching and Learning Centre, and student research assistant Jehaan Cooper rounded out the team. Moreover, Dr. Mercer invited workshop attendees to share their insight through facilitated discussions with the panelists and written responses as research participants.

The team is currently analyzing the data from the workshop. Dr. Mercer hopes this project will provide practical recommendations to “make our classrooms more joyful places.” He also wants to show the value of breaking down silos and drawing insights from beyond one's narrow domain of expertise. *“We are wiser together than any single person as an individual,”* he concluded. ■



Dr. Nick Mercer,
Assistant Professor, Department of
Environmental Studies, Faculty of
Science, cross-appointed to the Master
of Arts in Islands Studies program

Reigniting curiosity and inquiry in the classroom

It all started with a book club. In 2023, Dr. Katy Proudfoot, Professor in the Department of Health Management, participated in the UPEI Teaching and Learning Centre's (TLC) book club. They were reading *Reigniting Curiosity and Inquiry in Higher Education*, co-authored by Dr. Stacey MacKinnon, Professor of Psychology.

"The book is about inquiry-based learning, and I remember thinking 'This fits so well with my teaching philosophy,'" said Dr. Proudfoot. The TLC connected them, and they have been research collaborators ever since.

Inquiry-based learning is a curiosity mindset. It revives the natural curiosity that children use to explore the world. *"Inquiry-based learning is not a strict pedagogy,"* said Dr. MacKinnon. *"It's about being question-oriented, and those questions come from the students."*

With Dr. MacKinnon's help, Dr. Proudfoot implemented an inquiry-based learning project in her first-year animal welfare class. In groups, students picked a topic of interest, developed their question, researched the answer, created an output that resonated with their target audience, then wrote a reflection about their experience. The students displayed real creativity and thorough research with the outputs which ranged from a quiz that matches dog breed to owner lifestyle, to TikTok videos about the downsides of electric shock collars on dogs, to a music playlist for cows which is now being used in UPEI's Veterinary Teaching Hospital. Inquiry-based learning strengthens critical and creative thinking skills and prepares students to continue learning after university.

Drs. Proudfoot and MacKinnon added a new element to the inquiry-based learning framework by introducing community "clients" to engage with the students. The clients, like the Veterinary Teaching Hospital, helped the students refine their research questions, making sure they were applicable to the real world. Incorporating community partners in a meaningful way has been a gap in inquiry-based learning research, which led to their successful application for an Internal Scholarship of Teaching and Learning Research Grant to study the addition of clients to the framework.



Three student research assistants have been involved with the project. The team obtained consent from students in the animal welfare class to study their reflections, and they conducted interviews with interested students to further understand their experiences. The researchers are currently analyzing their data to find shared themes among participants. They are excited to understand the impact the community client engagement had on the framework.

"It [inquiry-based learning] can be done in any classroom, at any age, for any purpose whatsoever," said Dr. MacKinnon. They encourage anyone interested in adding inquiry-based learning to a course to read the book and to connect with the TLC. *Reigniting Curiosity and Inquiry in Higher Education* is available through the Robertson Library. ■



Dr. Katy Proudfoot,
Professor, Department of
Health Management, Faculty
of Veterinary Medicine and
Director, Sir James Dunn Animal
Welfare Centre



Dr. Stacey MacKinnon,
Professor, Department of
Psychology, Faculty of Arts

Archives as a research tool

The University Archives and Special Collections Unit (UASC), located in the Robertson Library, has a treasure trove of interesting records and artifacts. Juanita Rossiter is the first full-time archivist in the UASC. Working alongside Simon Lloyd, Special Collections Librarian, she acquires, arranges, describes, and provides access to UASC holdings.

Archives contain primary source material whereas special collections are often made up of secondary source records, i.e. publications. The UASC's largest collection is the Prince Edward Island collection. Established in 1973, it has over 16,000 titles that were written by PEI authors, published on PEI, or have a connection to PEI. Maps, newspapers, and government reports are also part of the collection. The UASC houses the L.M. Montgomery Institute's collection of Montgomery records and artifacts including her pocket watch and a homemade afghan. Some of the primary source records include a collection of letters to Montgomery's cousin Penzie Macneill and an original 1924 manuscript called "A Visit to Mammoth Cave." UPEI's archives also contain historical records and collections about the University and its predecessors, St. Dunstan's University and Prince of Wales College. These documents include student newspapers, yearbooks, academic calendars, and class photographs.

Archives and special collections are research resources meant to be used. Rossiter and Lloyd collaborate with classes, individual students and researchers, as well as community patrons, fulfilling various requests for information.

The UPEI Stories Project is a great example of classes working with the archives. As part of the University Studies course, UPEI 1030, the UPEI Stories Project was championed for many years by Inge Dorsey, retired coordinator of the Bachelor of Integrated Studies and the University 100 programs. Students research a campus building or an individual who has made a big impact at UPEI. They visit the archives, and Rossiter guides them through finding, digitizing, and citing relevant primary and secondary sources. The archives have a large collection of sound and moving image records. Students can also search the UASC collection of vertical files that contain a myriad of records about the University, thanks to the library staff members who have listed these files in a keyword-searchable spreadsheet.



"We're still very much in the process of uncovering new and interesting records in our archives. So, when I tell them [the students] no one has used this source before, they get really excited," said Rossiter.

Time in the UASC teaches students many important research skills. As part of the Robertson Library renovations that began in May 2026, the space housing the UASC unit will be doubled. Rossiter is always happy to hear from UPEI community members and visitors about historical items that may be of interest to the archives' collections. She is excited to continue working with campus and community researchers. ■



Juanita Rossiter,
Archivist, University Archives
and Special Collections,
Robertson Library



Simon Lloyd,
Librarian, University Archives
and Special Collections,
Robertson Library

Three minutes to explain a thesis



Big ideas took centre stage as graduate students transformed complex research into compelling three-minute presentations during UPEI's 2026 Three Minute Thesis® (3MT®) competition.

With only one slide and three minutes, participants were challenged to communicate their research clearly and creatively, highlighting both academic excellence and strong communication skills. The annual competition brought together an impressive group of graduate student researchers who delivered engaging fast-paced presentations to an audience of faculty, staff, students, and community members.

This year's competition featured a diverse range of research topics including drone-based agricultural decision-making, wildfire risk mapping, virtual emergency care simulations, machine learning applications in food quality assessment, protein targeting strategies, neurodegenerative disease research, and climate impacts on wild blueberry production in Atlantic Canada.

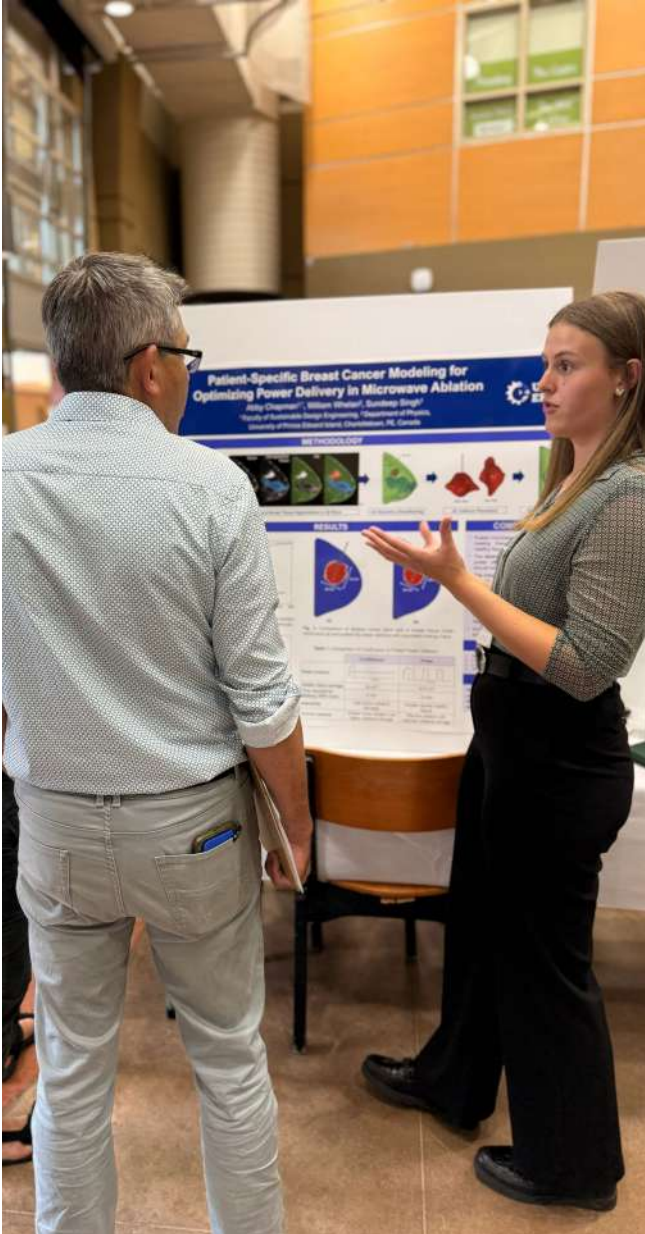
Taking first place was Owen Brown, Master of Applied Health Services Research, for his presentation, "A Different Kind of Virtual Care: Simulating an Emergency Department." Brown was supervised by Dr. William Montelpare. He went on to represent UPEI at the Eastern regional 3MT® competition at Saint Mary's University in Halifax on June 5, 2026. Second place was awarded to Kaushik Raj Bengahalli Kundu Raja, Master of Science,

Sustainable Design Engineering, for his presentation, "Industrial Vision for Frozen Fries: Measuring Blemish Severity, Enabling Automated Sorting." He was supervised by Dr. Senthilkumar Thiruppathi. Third place went to Mukhayyo Sultonova, Doctor of Philosophy, Molecular and Macromolecular Sciences, for her presentation, "Developing New Strategies to Find Protein Targets." Sultonova was supervised by Dr. J. Patrick Murphy.

In preparation for the competition, participants were supported through a series of workshops designed to strengthen their communication, storytelling, and public engagement skills. These included "Planning Your Three Minute Thesis®" with Julie VanLeeuwen, Research Navigator with the Office of Research Services; "Effective Presentation Skills" with Jeremy Hartz, Entrepreneurship Program Officer with the Catherine Callbeck Centre for Entrepreneurship; and "Your Three Minute Thesis® Visuals" with Dr. Emma Ladouceur, Assistant Professor in the Department of Biology and School of Climate Change and Adaptation.

The competition highlighted not only the breadth and impact of research at UPEI, but also the ability of graduate students to translate complex ideas into accessible and engaging stories for a broad audience. Events like Three Minute Thesis® continue to foster confidence, creativity, and connection across the research community, while helping students develop skills that extend beyond academia. ■

Undergraduate Student Research Awards



The Natural Sciences and Engineering Research Council's prestigious Undergraduate Student Research Awards program gives students the opportunity to gain valuable research experience complementary to their program of study. These awards provide financial support for students to work on faculty-based research projects during the summer. The program aims to encourage students to consider graduate studies or a research career. In 2025, 14 UPEI students received a USRA.

Rowan Baranowski, "*Passive Microrheology to Study the Dynamics of DNA and Topoisomerase II*," mentored by **Dr. Maria Kilfoil**

Myra Lisette Barquilla, "*Anti-consumer Defenses in Two Strains of Irish Moss*," mentored by **Dr. Pedro Quijon**

Abby Chapman, "*Impact of Power Delivery Protocol on Microwave Ablation of Breast Cancer: A Computational Study*," mentored by **Dr. Sundeep Singh** and **Dr. William Whelan**

Lauryn Craswell, "*Behavioural and Physiological Effects of Sea Lice on Three-spined Stickleback*," mentored by **Dr. Suzanne Gray**

Alina Crockett, "*Study of the Activity of Topoisomerase II in Condensates with DNA by Active Microrheology*," mentored by **Dr. Maria Kilfoil**

Bridgid Gail Gallagher, "*Effects of an Isocaloric High-fat Diet on the Rat Physiology*," mentored by **Dr. Désirée Seib**

James Hulton, "*Design and Optimization of Novel Wind Turbine Transmission System*," mentored by **Dr. Kuljeet Grewal**

Brenna Ing, "*Defining Phytochemical Cellular Targets*," mentored by **Dr. J. Patrick Murphy**

Annalena Mauz, "*Disturbance, Regeneration, and Restoration Across Ecosystem Boundaries*," mentored by **Dr. Emma Ladouceur**

Leah Meister, "*Orchid Distribution, Phenology, and Restoration under Global Change Pressures on PEI*," mentored by **Dr. Emma Ladouceur**

Matthew O'Connell, "*Effects of Topology on Polymer Segregation under Confinement*," mentored by **Dr. James Polson**

Caleb Skinner, "*Efficient Certifying Algorithms for k -Colouring Graph Families*," mentored by **Dr. Benjamin Cameron**

Noah Striker, "*Alienation or Ownership: Measuring Authenticity in Human-AI Collaboration*," mentored by **Dr. Christopher Power**

Mandarin Alexis Walker, "*Marine Algae as Drivers of Coastal Biodiversity*," mentored by **Dr. Pedro Quijon**

Graduate Student and Postdoctoral Awards

UPEI administers a variety of graduate scholarships and awards. Among the most prestigious is the Canada Graduate Scholarship (CGS) program. These scholarships provide financial support to outstanding graduate students who have demonstrated a high standard of achievement in undergraduate and/or early graduate studies. They are funded by the National Tri-Council (NSERC, SSHRC, and CIHR), which allocates the specific number of CGS–Master’s (CGS-M) awards each university may offer to its students. For the CGS–Doctoral (CGS-D) competition, UPEI gets to nominate six applications that are considered in a national competition. UPEI does not have institutional quotas for national post-doctoral research awards applications. In 2025, six CGS-M awards, one CGS-D scholarship, and one Banting Post-Doctoral Fellowship were awarded to UPEI graduate students and postdoctoral scholars.

Canada Graduate Scholarship—Master’s program:

Funded by NSERC:

Mikkayla Ellsworth-Reid, Master of Science, Sustainable Design Engineering, no supervisor at time of application

Hailey Hill, Master of Science, Molecular and Macromolecular Sciences, supervised by Dr. Brian Wagner

Funded by SSHRC:

Quinn MacDonald, Doctor of Psychology, no supervisor at time of application

Erin Pilling, Master of Education, Leadership in Learning, supervised by Drs. Ron MacDonald and Gabriela Arias de Sánchez

Matthew Slusky, Doctor of Psychology, no supervisor at time of application

Funded by CIHR:

Nisha Owens, Master of Science, Human Biology, supervised by Dr. J. Patrick Murphy

Canada Graduate Scholarship – Doctoral program

Funded by SSHRC:

Carola Knockwood, Doctor of Philosophy, Educational Studies, supervised by Dr. Kathy Snow

Banting Post-Doctoral Fellowship

Funded by SSHRC:

Dr. Katie Koralesky, Postdoctoral Scholar in the Faculty of Veterinary Medicine, supervised by Dr. Caroline Ritter

The awards above were combined into the newly renamed Canada Research Training Awards Suite in 2026. Going forward, these awards will be known as the Canada Graduate Research Scholarship – Master’s (CGRS-M), the Canada Graduate Research Scholarship – Doctoral (CGRS-D), and the Canada Postdoctoral Research Award (CPRA).

The Governor General’s Medal for Graduate Studies

is awarded to the graduating master’s or PhD student who has achieved the highest academic standing in a combination of course work and thesis. For 2025–2026, this award was presented to **Dr. Hassan Afzaal**, Doctor of Philosophy, Sustainable Design Engineering, supervised by Dr. Aitazaz A. Farooque.



InView

HIGHLIGHTING UPEI RESEARCH



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