IChemE
Sustainability
Special Interest Group

IChemE
Education Special Interest Group

IChemE Sustainability Teaching Award 2020

Introduction

'Sustainability and Sustainable Chemical Technology' are a key theme of IChemE's Technical Strategy Roadmap and the recent update Chemical Engineering Matters, extending the commitment already demonstrated through signature of the London and Melbourne Communiqués, and publication of the Sustainability Metrics. If our students are going to make meaningful contributions to sustainability in their working lives, they will be better placed to achieve this if they have been given a sound grounding in "Sustainable Chemical Engineering" during their undergraduate degree courses. The Sustainability and Education Special Interest Groups therefore introduced an award in 2014/15 for teachers on undergraduate courses to encourage the development of better approaches to achieving this. The award is open for entry again this academic year with a revised entry procedure aimed to simplify submissions.

The objectives of the award are to:

- encourage teachers to think of sustainability as a key element of their lecture courses;
- influence Chemical Engineering Departments to position sustainability at the heart of the curriculum;
- demonstrate that IChemE takes sustainability seriously;
- provide a showcase for teaching talent, and reward achievement in the field of sustainability education.

The winning entrants will receive a presentation certificate.

Eligibility for Entry

The award is open to individuals or teaching teams. Teams may include representatives from other disciplines as long as the teaching is directed at chemical engineering undergraduates. All teachers on accredited chemical engineering courses are invited to submit entries with each department submitting one entry.

What are the judges looking for

The philosophy behind this award is to encourage lecturers to integrate the principles of sustainability into the chemical engineering curriculum. The judges will be looking at new approaches to incorporating sustainability principles into

mainstream teaching, rather than adding "sustainability modules" onto an existing syllabus. We are looking at ways in which students will learn about new "beginning of pipe" ideas rather than 'better end of pipe' solutions. We are seeking to recognise not just a transfer of knowledge and experience but, more importantly, a set of values that tomorrow's chemical engineers can apply in their future professional careers.

The judges will be looking at teaching outcomes and entries must therefore include the reflective analysis of innovative / effective ways of teaching students.

The judges will be flexible in their evaluation of entries and will give more weight to a good reflective analysis of teaching outcomes than to a "catalogue of course content". The inclusion of reflective student citations on the course material, if available, would assist the judges in evaluating teaching outcomes.

A key outcome from this award will be the development of a body of good practice in teaching sustainable chemical engineering. As well as awarding a prize for the best entry, it is IChemE's intention to publish a collection of good practice to spread it widely. **This will also give recognition to entries that do not receive a prize.**

Submission of entries

Entries for the first round of judging should complete and submit the attached entry form with a maximum of 2,000 words (a limit not a target) by 29 November 2020 at the latest.

They should be clearly marked **IChemE Sustainability Teaching Award**.

Each entry should include full contact details for the entrant or entrants.

Privacy Policy: Information on how IChemE processes data provided can be found at: www.icheme.org/legal Please confirm you have read and agree to this policy at the beginning of your email entry.

Email entries, headed **"IChemE Sustainability Teaching Award" should be sent to:** specialinterestgroups@icheme.org

The Judging Process

All entries will be reviewed by the judging panel (made up of members of the Sustainability and Education SIGs), to select a short list for the final round of judging. In this final round, entrants may be asked to make available more details of their course material for detailed examination by the judging panel.

Rules

The competition is open to teachers on IChemE accredited undergraduate courses worldwide.

Entries will be accepted from both individuals and teams. In the case of team entries, the team may include members from other disciplines, provided that at least one team member is from an IChemE accredited department.

Entries are to be submitted in electronic format, via email, in accordance with the instructions given.

The closing date for the competition is 29 November 2020. Entries received after the closing date will not be eligible for consideration.

After the first round of judging, short listed entrants may be invited to submit further details of their teaching material for detailed review by the judging panel.

The winning entry will receive a presentation certificate (one for each team member in the case of a team entry).

In the event that the judges consider that no suitable entry has been received, IChemE reserves the right not to award the prize.

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ENTRY FORM

Notes to applicants:

- Each department is allowed to submit only one entry.
- Applicants should confirm the approval of their Head of Department or Director of Studies (or equivalent) for the application to be submitted.
- The application should be a maximum length of 2,000 words which should be taken as a limit rather than a goal. Content is more important than volume.

Enter the following details:

Institution:
Full name(s) of the applicant(s):
Email and ‘phone number of the lead applicant:
Role(s) of the applicant(s):
Course title to which the entry refers:
Head of Department name and contact details:

Please answer the following questions:

1. Highlight the innovative and unique aspects of your teaching to integrate sustainability thinking both vertically (*i.e.* through the years) and horizontally (*i.e.* across different modules within the same year) into the programme to transfer a set of values that tomorrow’s chemical engineers can apply in their future careers.
2. How is success measured and assessed in terms of teaching outcomes and used to promote continuous improvement? Provide evidence of the part student feedback plays in this analysis.