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This year, Rachel van Duyvenbode - a Senior University Teacher at the University of Sheffield (UK) - and facilitated the UK's first SEED (Seeking Educational Equity and Diversity) seminar on inclusive curriculum. Rachel has been teaching graduate classes in critical whiteness studies for many years and whilst developing her research interests in pedagogical and theoretical approaches to understanding privilege systems she discovered the work of the National SEED Project.

What started as a tentative conversation with her Head of School about how working with the National SEED Project might address local concerns about recruiting and supporting a diverse student population in the School of English, developed quickly into a broader proposal to integrate the SEED project into key areas of the University's strategic framework. Supported by a small team of enthusiasts including Ida Kemp, Gill Tait, Julie Campbell and Alex Mason (who writes about his experience as a Graduate student working on the SEED project below), Rachel led the process of bringing SEED to the UK.

Rachel attended the SEED New Leaders Training Week in 2014 and experienced for herself firsthand the transformative impact of the structured methodology and immersive, storying environment. Rachel returned to the UK excited by the prospect of using the scaffold of SEED pedagogy to build an effective and relevant programme for UK participants. Certainly some of her choices to adapt content and form mirror closely the experience of other Higher Education SEED projects. Leading the programme in a Research-intensive University, Rachel and Alex built and resourced a private area of the website to host peer-reviewed papers, videos and reflective exercises. Resolved to find a method rooted the principles of the SEED methodology (such as use of experiential activities, personal testimony and systemic thinking) whilst recognizing how unfamiliar this approach is to the practice and culture of UK Universities, Rachel undertook further training in group facilitation methods in order to develop a range of tools to nurture deep learning without always explicitly undertaking Serial Testimony talk. In addition, by drawing on the skills and experiences of colleagues, guest facilitators and student speakers, the sessions aimed to deploy an inclusive approach by balancing the pedagogical potential of theatre, art and video with structured conversations and cognitive dissonance arising out of personal and imaginative reflections on scholarship. In his writing below, Alex Mason talks about the impact of the Sheffield SEED project in shifting views of scholarship and knowledge production in the academy.

With the help of a focus group, Rachel selected seven key topics for the seminars including: towards an intersectional model of diversity, gender equity, institutional racism, privilege and power, meritocracy and elitism, knowledge production in the academy, inclusive curriculum and envisioning change. The seminars ran monthly from January to July 2015 with 23 participants representing all Faculties and a range of job grades and responsibilities. In an effort to foster a grass-roots, guild approach to institutional change, participants were invited at each session to conceive of ways to use their own influence and power to work for positive change. In recognition of her pioneering work

developing the Sheffield SEED project, Rachel was invited to address The University of Oxford's inaugural meeting about diversifying the curriculum and has been commissioned to write a paper for the Higher Education Academy joint publication with the Equality Commission Unit (forthcoming 2016). Rachel is facilitating the second Sheffield SEED Project on Inclusive Curriculum in Spring semester 2016.

Alex Mason worked as the Graduate SEED Assistant (2014-2015)

My role was to assist Rachel with designing, running and evaluating each workshop and to produce a series of online blogs and source stimulating research materials. For me, the most distinctive element of the project was Rachel's methodological approach to teaching because rather than use academic papers in the standard lecturing format she brought them into conversation with different stimuli and invited us to conceive of the implications of different truths (such as the University as institutionally racist) for us individually, for others and for the social systems and values education upholds. Her method tried to resist reproducing the same paradigms of knowledge that have failed to adequately address issues of marginalisation and exclusion in the University environment. Seeking to disrupt this paradigm's monopoly over knowledge production, Rachel placed a great emphasis on personal reflection and group discussion and impressed the value of each participant's experience as a worthwhile source of knowledge. By ensuring each person's voice was heard, SEED aimed to synthesize pedagogy with content so as to create a more inclusive and equitable institutional space.