


International Consortium for Educational Development Network Profile

<p>Network Name</p> <p>URL</p>	 <p>HIGHER EDUCATION LEARNING AND TEACHING ASSOCIATION OF SOUTHERN AFRICA</p> <p>http://heltasa.org.za/</p>
<p>Mission / Aim / Focus</p>	<p>HELTASA is a non – profit, voluntary organization comprising of HE practitioners (academics, HE professionals, students, strategic partners) committed to supporting and enhancing learning and teaching practices and scholarship in higher education; strengthening collegial and professional relationships across the sector and building an inclusive and diverse association that prioritises the upliftment of the academic project.</p>
<p>Brief History</p>	<p>HELTASA was established in 2004 and emerged from the history of the Academic Development (AD) movement in South Africa. AD was introduced into South African higher education in the early 1980s in response to imminent political changes which saw relatively small groups of black students admitted to historically white, liberal universities (Boughey 2010). Prior to this, the South African Association of Academic Development (SAAAD) was the professional organisation for AD and after its demise in 2002, an interim structure, South African Academic Development Association (SAADA) was established, which then led to HELTASA.</p> <p>In line with AD movements internationally, it is concerned with staff, student, curriculum and institutional development in higher education and training (HET). Its focus is the promotion of teaching and learning in HE. Working with the Council on Higher Education (CHE) and the Higher Education Quality Committee (HEQC), HELTASA, as a professional network, interrogates and researches critical quality-related ideas, structures and practices pertaining to teaching and learning in HET. HELTASA strives to mobilise a broad spectrum of tertiary educators and HE practitioners through a series of teaching and learning focused projects and its annual event.</p>
<p>Membership types</p>	<p>e.g. institutional, individual, numbers in each category, fees, benefits of membership (i.e. what you get as a member)</p> <p>We have expanded from our historical academic developers as members to include academics, instructional designers, learning designers, HE quality practitioners and HE practitioners enhancing institutional learning and teaching. Our membership is inclusive of strategic partners (CHE, DHET, USAf) as well as students.</p> <p>HELTASA provides support HE professional working in the field of higher education and learning and teaching across the Southern African region. HELTASA membership now includes not only academic developers but academics, university teachers, instructional designers, learning designers,</p>

	<p>blended learning professionals, HE curriculum professionals, HE quality practitioners, disciplinary researchers and all HE professionals contributing to HE learning and teaching. This includes our strategic partners: DHET, CHE, USAf, NCC, HELM as well HE students.</p> <p>HELTASA membership pays and annual subscription of R600. Membership is privy to a newsletter, participation project team activities and scholarship opportunities, networking and collaboration opportunities.</p>
Legal Structure	<p>e.g. legal registration, constitution, URL if available</p> <p>Non-Profit Organisation (registration underway) Amended 2022 constitution will be ratified at the 2023 AGM</p>
Governance / Operating Structure*	<p>e.g. executive committee (including how elected and term of appointment), sub-committees, portfolios, Special Interest Groups (SIGs), branches, working groups, administrative support</p> <p>HELTASA has a three-tiered structural arrangement that ensured increased capacity for strategic decision-making and governance to sustain being relevant, responsive and resilient.</p> <p>HELTASA Board: To maintain structural, historical and contextual stability and sustainability via change, the HELTASA Board is chaired by the past president. It acts as a high level strategic advisory body constituting of national and global strategic partners.</p> <p>The second tier constitutes the Co-ordinating Council (CC): The President will chair the CC, Deputy Chair, Executive Administrator, Legal and Constitutional Portfolio, and the 10 Project Team Leads. This tier represents the decision - making structure with the Project Team Leads carrying through the voices of their respective team members.</p> <p>The foundational third tier: 4 project team members each, from 2 strategic (Sustainable Membership; Media & Comms) and 8 scholarly teams (Student Learning; Professional Learning; Programme Development; Digital Learning and Teaching; Decolonisation and Decoloniality; AD leadership SIG; National university teaching awards; PhD).</p> <p>Each project team consists of a project lead, a scholarly researcher, a practitioner and a strategist. To build capacity and capability, a rotation of roles is encouraged. The project teams, often in collaboration with one another, create the activities for broad membership participation, involvement and to further learning and learning scholarship.</p> <p>The organisation is also supported by a set of diverse strategic partners inclusive of students, based locally and internationally to provide think tank opportunities.</p>
Funding Sources	<p>Membership fees contribute to the main source of funding for operational running of the organisation. Annual conference registration fees include a membership fee and all profits from annual conference.</p> <p>University Capacity Development Grant (UCDG) The DHET granted HELTASA a national collaborative grant (2018-2020) to bolster its activities and to consider strategies to ensure its sustainability. This was extended till 2023. We have used the funds to ensure HELTASA's longevity and sustainability using multiple strategies such as bolstering the Special Interest Group activities, our recruitment drive, etc.</p>

<p>Activities**</p> <p>Detail separately</p>	<p>e.g. conferences, events, fellowships, awards, grants</p> <p>Calendar of events The Project Teams provide a series of responsive and relevant activities in the form of webinars, panel discussions, workshops etc throughout the year.</p> <p>Annual Event The main activity of the organisation is an annual conference or varied formats of an (un)conference, hosted and convened by a different national university or HELTASA.</p>
<p>Publications</p>	<p>Behari-Leak, K, Chitanand, N. Vorster, J.E., Ganas, R, Padayachee, K, Masehela, L and Merckel, V (2018). How to be or not to be? A critical dialogue on the limitations and opportunities of academic development in the current higher education context. South African Journal of Higher Education. 32(6), 401-421. http://dx.doi.org/10.20853/32-6-2993. ISSN 1753-5913</p> <p>HELTASA Conference Special Issues: 2017: CRiSTaL Vol 5 No 1 (published in 2017) Drew on the contributions from the 2016 ICED/ HELTASA conference through a focus on “Ethics, care and quality enhancement” as well as its related subthemes.</p> <p>Opinion Editorials http://heltasa.org.za/sasasa-responds-to-covid19/</p> <p>Behari-Leak, K., et al (2020). http://heltasa.org.za/on-leaving-no-one-behind-students-on-a-pgdip-masters-course-in-higher-education-studies-reflect-on-dimensions-of-difference-for-socially-aware-teaching-in-remote-emergency/</p> <p>Behari-Leak, K. (2020) http://heltasa.org.za/deep-dialogue-rich-reflection-and-authentic-action-needed-as-we-move-towards-the-truncated-curriculum-in-response-to-the-covid-19-crisis/</p> <p>Behari-Leak, K. and Ganas, R. (2020). Going online – What cost to the social justice agenda? University World News. 02 April 2020 https://www.universityworldnews.com/post.php?story=20200402072608864</p> <p>Behari-Leak, K. (2020). http://heltasa.org.za/message-from-the-heltasa-executive-team/</p> <p>HELTASA Conference Special Issues: 2020: CRiSTaL Vol 9 (SI) (published in 2021) Drew on the contributions from the 2019 HELTASA/ Rhodes conference through a focus on “Pedagogies in context” and its related subthemes.</p> <p>HELTASA Book 1: Govender, R., & Jacobs, A. H. (2022). Critical reflections on professional learning during COVID-19: context, practice and change.</p> <p>HELTASA Book 2: Cupido, X., Frade, N., Govender, T., Pather, S., & Samkange, E. (Eds.). (2022). <i>Student Peer Support Initiatives in Higher Education: A collection of South African case studies</i>. African Sun Media.</p>
<p>Special initiatives</p>	<p>HELTASA- DHET PhD Programme Ten academics from a range of South African Universities have been accepted onto the cohort programme as PhD candidates and they will design and execute a study addressing the overarching research question below: How could AD theory and practice reimagine and recontextualise itself to respond to persistent inequality and social injustice in contexts facing challenges? The PhD programme is supported by a team of experienced supervisors and mentors.</p>

Connections with other networks, agencies, etc	<p>e.g. Government departments, Vice-Chancellor/Rector committees, similar T&L or disciplinary networks. Note the type of connection (eg membership of committee).</p> <p>DHET: NATIONAL FRAMEWORK FOR ENHANCING ACADEMICS AS UNIVERSITY TEACHERS HELTASA has positioned itself as a key professional and academic development organisation pursuing the enhancement of learning and teaching in the sector. HELTASA features prominently and substantively in the DHET National Framework for Enhancing Academics as University Teachers. We are now represented on the National Co-ordinating Committee (NCC) and Management Committee; two strategic committees focused on the implementation of the framework across the 26 universities.</p> <p>CHE-DHET-USAf-HELTASA NATIONAL TEACHING EXCELLENCE AWARDS The CHE-DHET-HELTASA National Teaching Excellence Awards, a special project of HELTASA, takes a 'gap-year' this year: there will be no national award in 2020. HELTASA will use this year to lead a reconceptualization of the awards in line with a concept note written by DHET-CHE-USaF-HELTASA.</p> <p>CHE: National Qualification Framework HELTASA contributed to the draft framework. HELTASA has a presence on the 6 CoPs initiated to create the guidelines for the operationalisation of the framework.</p> <p>As we continue to engage critically with stakeholders such as the DHET, CHE and USAf, as well as international networks such as ICED, we build important partnerships and we continue to influence the national discourse on the following: # who teaches matters, #who they teach matters, #how they teach matters, #what they teach matters and #where they teach, matters.</p>
Contact Details (name & email)	<p>President: Rieta Ganas (rieta.ganas@wits.ac.za)</p> <p>ICED representative: Rieta Ganas (rieta.ganas@wits.ac.za)</p> <p>Administrative Office: Ms. N. Siqwede (n.siqwede@ru.ac.za)</p>
Social media	<p>e.g. Listserve, twitter, Facebook</p> <p>Twitter: @Heltasa01 and for conference, #Heltasa2020</p> <p>Website: http://heltasa.org.za/</p> <p>FB: HELTASA Education</p>
Other relevant information	<p>Special Projects Special projects in HELTASA continue to enrich the national and southern African landscape with activities to build networks and strengthen the professionalization of teachers.</p> <p>The Erasmus Mundus PUAT project in partnership with Makerere University in Greece in collaboration with Rhodes, Univen and UKZN was based on the</p>

	<p>embedding of the sustainable development goals in undergraduate curricula. HELTASA played a dissemination role for the project.</p> <p>TAU is the teaching advancement at universities project that looks at enhancing academic's learning and teaching at their respective universities. HELTASA is board representative.</p>
Date last updated	September 2023