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| SkillsI have over 10 years expertise as an educator and trainer from the NGO space, in basic education and academia. I am also an avid writer who has contributed towards policy development, academic writing, media, technical report writing in government and corporate. |
| ExperienceSociology Lecturer | University of the Free State, South Africa | 01/08/2018 – 2024 Leading decolonial curriculum development through the introduction of two new courses on Social Movements and Sociology of Health & Illness. These courses places African thought and practices at the core, which is not common in Sociology and in South African universitiesMedia, Information & Publications Manager | groundWork, FoE South Africa | 01/10/2016 – 01/07/2018 Creating a media training programme and online platform for communities faced with ecological injustice, these included coal affected communities from Mpumalanga, Kwa Zulu Natal, Limpopo, South African Waste Pickers Association and many others. The goal was to use digital storytelling to help people narrate the lived experiences typically ignored by mainstream media and institutions.EducationPhD Anthropology | 01/2020 – 08/2024 | University of the Free State, South Africa**Thesis title**: Identity and Environmental Harmony as practiced by Table Mountain Doctors: A Struggle over Land and African Healing Systems. MA Sociology | 2014 | Rhodes University, South Africa**Thesis title**: Shembe Religion’s Integration of African Traditional Religion and Christianity: A Sociological Case StudyTESOL | 2012 | Cape Town TESOL Training Institute, South Africa120 hours ESL Certificate BA (Hons) Sociology, Political Science and International Relations | 2010 | Rhodes University**Subjects:** Environmental Sociology, Methodology, Development Studies, Community, Justice and Freedom (Politics department), Research Project.**Thesis title**: Modernity as a hostile and intolerant environment: Focusing on issues around culture and the expression of culture, making specific reference to Xhosa initiation forms of expression and how they are received by Rhodes University as a modern society.BA (Hons) Sociology, Political Science and International Relations | 2010 | Rhodes UniversityThesis title: Life in the time of risk in Rhodes University: Racism and Xenophobia |

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| ObjectiveI would like to join a dynamic social development organization or academic institution contributing to positive transformation. I believe my academic and NGO expertise will enable me to rise to a position of leadership.AWARDSMember of Golden Key International National Research Fund’s Black Academic Advancement Programme Grant recipient  |
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| tholithemba.shange@gmail.com  | +27\*\*\*\*\*\*\*  |
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| [linkedin.com/in/nombulelo-shange-71539b1a](https://www.linkedin.com/in/nombulelo-shange-71539b1a?lipi=urn%3Ali%3Apage%3Ad_flagship3_profile_view_base_contact_details%3BtshZdP8GTBiaE0uzmkj%2Ffw%3D%3D) | <https://tholithembashange.wixsite.com/mysite>  |

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| Volunteer experience or leadershipBeing elected as Chairperson of University of the Free State Women’s Forum.Member of drafting committee for the African Governance Report. The African Peer Review Mechanism (APRM), in collaboration with the African Governance Architecture (AGA). |

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**ACCOMPLISHMENTS/ HIGHLIGHTS OF ENGAGED SCHOLARSHIP**

* 2024: Manchester University SOCY20302 Decolonising Sociology Guest Lecture, facilitated by Dr Ivette Hernandez. Platzky Milller, J, Mzileni, P & Shange NT. Lecture titled: *Decolonising Education and the South African Student Movement: from #FeesMustFall to #RhodesMustFall*.
* 2023: Key note speaker at University of Walter Sisulu’s 2nd Transformation Indaba. Discussion title: Integrating Indigenous Knowledge Systems in Teaching and Learning, Research and Community Engagement Ukufaka uLwazi lweMveli ekuFundeni nasekuFundiseni, kuPhando nokuSebenza noLuntu. East London
* 2020 – 2022: Awarded almost R900 000 PhD funding for lecture replacement, giving me 3 years sabbatical leave. Part of the funding was also for research expenses.
* April 2022: Invitation as a panel speaker: Calestous Juma Executive Dialogue (CJED) Webinar Series on “Pursuing Holistic Health and Well-Being.” The invitation came from The African Union Development Agency (AUDA-NEPAD). I presented an unpublished paper titled; *African Knowledge, not yet uhuru: Exploring ukuthunywa as African Methodology.*
* September 2021: Participated as a discussant in The 12th Es'kia Maphahlele Annual Memorial Lecture, hosted by the University of South Africa <https://www.youtube.com/watch?v=-Bs08wX2F5I>
* March 2021: Invited to participate in a discussion hosted by the Center for Civil Society. I shared the platform with students, community members and international scholar, Prof Mathew A Varghese. Shange NT, Varghese MA, Ngubane S & Mbuthuma N. *The challenges faced by youth in South Africa in the light of the Covid-19 pandemic*. UKZN’s Centre for Civil Society. virtual. <https://www.youtube.com/watch?v=zV9OK3Ko_UM>
* June 2021: Invited in the planning and participated in a discussion on *Youth Activism* hosted by care.org [careorg.zoom.us/rec/play/LVh\_XiFBCwUGBtD2mIQyFUpC2Q98-TB45VEssuT\_BjQtY9XeOBEBogAGXRcY8FRis4eozm4Eq6184Q4.U4Gz2KfHOZXUyDIA](https://careorg.zoom.us/rec/play/LVh_XiFBCwUGBtD2mIQyFUpC2Q98-TB45VEssuT_BjQtY9XeOBEBogAGXRcY8FRis4eozm4Eq6184Q4.U4Gz2KfHOZXUyDIA)
* December 2020: Member of drafting committee for the African Governance Report. The African Peer Review Mechanism (APRM), in collaboration with the African Governance Architecture (AGA), hosted a two-day validation workshop, the main goal of the meeting was to draft and adopt the 2021 African Governance Report (AGR) which consists of Africa’s Agenda 2063 goals. The issues I actively championed include, but are not limited to; gender policies, climate and ecological crisis, mental wellbeing and prioritising indigenous knowledge <https://au.int/sites/default/files/documents/41632-doc-800614_APRM_Governance_Report_2021_03.pdf>
* Member of Golden Key, an international honour society. The society focuses on academic excellence, leadership development and community service.
* 2012: Receiving a Commitment and Dedication in Community Engagement Award at Rhodes University. I worked as a mentor for disadvantaged high school students, most of them repeating 12th grade. I also assisted with their university applications.

**PEER REVIEW EXPERIENCE FOR PUBLICATIONS AND CONFERENCES**

* 2024 Book: *The Transformation Agenda in Higher Education Institutions for Sustainable Development in Sub-Saharan Africa,* edited by Madiope, M & Cishe, E. A University of Sisulu book project.

Chapter Reviewed: Empowerment and Inclusion in Teaching and Learning to Transform in Higher Education Institutions for Sustainable Development in South Africa.

* 2023 Book: *Revisiting Kwame Nkrumah Africa Must Unite,* edited by Ntapanta, S & Matusse, A.

Chapter Reviewed: Decolonizing African Language in Education Policies: A quest for African Unity.

Chapter Reviewed: Rethinking the Pan-Africanism Consciousness and Active Citizenship: A Critical Engagement in Kwame Nkrumah Life and Work.

* 2023 Book: *Social Mediated Gender Performances and Representations: Popular Culture, Politics and Everyday Citizenship in Africa*, edited by Mpofu, S & Aiseng, K. Lanham: Lexington Books

Chapter Reviewed: Online misogyny and gendered disinformation. Examining the online political landscape in

days leading to the Kenyan general elections.

Chapter Reviewed: In this “House” we Speak and are Listened to! Twitter as Memorial Archives for Gender-

Based Violence.

* 2022 Book: *Rethinking Higher Education in Africa: Examining the Ongoing Struggles for Cognitive Justice and Politics of Transformation*, edited by Msila, V & Djoyou-Kamga, S. Pretoria: Thabo Mbeki African School of Public and International Affairs.

Chapter Reviewed: Enhancement of sustainable education for all: A reality or Illusion in Botswana.

* 2022 Conference: 5th National Global Change Conference (GCC5) for 2023 “Research and Innovation Accelerating transformations to global sustainability”. Reviewed abstracts linked to Climate Change and African Indigenous Knowledge submissions.
* 2021 Journal: *Pretoria Student Law Review Journal*

Article Title: A Phenomenon Approach to Evidence Law: The study of racial stereotypes and implicit racial bias through the lenses of Critical Race Theory.

* 2020 Book: *Ethical Research Approaches to Indigenous Knowledge Education,* edited by Mthembu, N.C. Hershey: IGI Global.

Chapter Reviewed: The Significance of Western-centred Methodologies on African Indigenous Knowledge Research

Chapter Reviewed: Towards Holism: The Anthropocene as a Guiding Principle in Indigenous-Inclusive Education.

* 2018/2019 Journal: *Gender, Place and Culture*

Article Title: Art(s) of Visibility: Resistance and Reclamation of University Spaces by Women Students in Delhi

**CONFERENCES**

* 2023 UFS Teaching and Learning Annual Conference, Bloemfontein, 2 papers were presented:
	+ - Innovating assessments: Exploring the role of art, social media, community engagement and peer support as decolonial tools.
		- Rethinking curriculum: Decoloniality, movements and Sociology from the Global South.
* Alternative Futures and Popular Protest Conference: Platzky Milller, J, Mzileni, P & Shange N.T. (2023). *Student movements intellectualise their relation to capitalism.* Argentina: Mancester University (joined online).
* GCC5: Shange, N.T. (2023). “The holism of ubuntu: The missing link in 4IR led environmental justice solutions”. Bloemfontein: University of the Free State (Conference).
* South African Sociology Association (SASA): Shange, N.T. (2019). “PhD Proposal Chapter” *Table Mountain Doctors: Revitalising African indigenous knowledge, a struggle for land, cultural rights and acceptance.* Pretoria: University of Pretoria (Conference)
* SASA 2018: Shange, N.T. (2017). “Mapping of feminist/womanist resistance within student movements across the African continent” *Agenda,* 31, 3-4, pp 60-67 (Conference).
* SASA 2012: Shange, N.T. (2013). “Historical background” *Shembe Religion’s Integration of African Traditional Religion and Christianity: A Sociological Case Study.* Makhanda: Rhodes University (Conference)

**PUBLICATIONS**

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| **Citation** | **Type** | **Location** | **Status** |
| Shange N.T. (2024). “The holism of ubuntu: The missing link in 4IR led environmental justice solutions” in Ndzendze, B; Singh, A; Timm, S; Barnes, B and Graham, S. *The 4IR and the Humanities in South Africa: Critical perspectives on Innovation, Power and Potentialities.* Cape Town: AOSIS Books. | Book Chapter | Local | Published |
| Shange, N.T. (2024). “African Ubuntu Humanness Ontology and Ecological Connection”. *Environmental Justice*. (Ahead of print) <https://doi.org/10.1089/env.2023.0068>  | Article, Q1 rank, H-Index 32 | International, USA | Published |
| Olivier K, Shange N.T. & Ntsele B. (2023). “Wrestling to exist: Womanist struggles of junior scholars in South African Higher Education” *Pan-African Conversations: An International Journal.* 1(1), 122-144. <https://doi.org/10.36615/pac.v1i1.2552> | Article  | Local, University of Johannesburg | Published |
| Shange, N.T. (2021). “Fighting for Relevance: The Revitalization of African Knowledge in the Learning Sphere in South Africa” in Mthembu, N.C. *Ethical Research Approaches to Indigenous Knowledge Education*. Hershey: IGI Global. <https://www.igi-global.com/book/ethical-research-approaches-indigenous-knowledge/231907>  | Book Chapter | International, USA | Published |
| Shange, N.T. (2017). “Mapping of feminist/womanist resistance within student movements across the African continent” *Agenda,* 31, (3-4), 60-67 <https://doi.org/10.1080/10130950.2017.1392155> | Article, Q3, H-Index 29 | Local  | Published |
| Shange, N.T. (2024). “The Paradox of Environmental Conservation in South Africa: Marginalising Indigenous Sustainability Practices and Ideologies” *Journal für Entwicklungspolitik*. XXXX (1/2), 182-190. | Article, Q1 ranking, H-Index 106 | International, Austria | Published |
| Guest editor for Special Issue Journal. Hernandez, J, Shange, N.T. & Martinez, T. (2024). “Indigenous Peoples & Environmental Justice” *Environmental Justice* <https://home.liebertpub.com/cfp/special-issue-indigenous-peoples-and-environmental-justice/454/>  | Article, Q1 rank, H-Index 32 | International, USA | Everything complete, awaiting release |
| Shange, N.T. (2024). “The Tinderisation of Love: A Threat to Love as a Revolutionary Rebellion” in Mpofu, S & Aiseng, K. *Social Mediated Gender Performances and Representations: Popular Culture, Politics and Everyday Citizenship in Africa.* Lanham: Lexington Books | Book Chapter | International, USA | Everything complete, awaiting release |
| Shange, N. T. (2024). [Review of the book *Navigating Womanhood in Contemporary Botswana*, by Stephanie S. Starling]. *Feminist Encounters: A Journal of Critical Studies in Culture and Politics*, 8(2), 41. <https://doi.org/10.20897/femenc/14953>  | Article, Q2 rank, H-index 5 | International, United Kingdom | Published |
| Shange, N.T. (2024). “Feminist approaches to Ethnic and Indigenous studies research” *Adam Matthew Digital*. | Case Study, Sage Publication | International, United Kingdom | Everything complete, awaiting release |
| Shange, N.T. (2024). “Severing the umbilical cord: South African betrayal of the Pan-Africanist dream” in Ntapanta, S & Matusse, A. *Revisiting Kwame Nkrumah Africa Must Unite.*  | Book Chapter | International, Germany | 2nd draft accepted |
| Shange, N.T. (2024). “Collective African memory as restorative healing and relearning: A storytelling anddreams discussion” *Safundi* | Article, Q2 ranking, H-Index 16 | International, United Kingdom | Everything complete, awaiting release |

**TECHNICAL REPORTS**

* Shange, N.T. (2021). “Post School Education and Training Situational and Feasibility Assessment Report in Context of the PSET CLOUD” in Cooi Studios. PEST CLOUD Business Case Development. produced for MerSETA, Jet Education Services (Technical Report)
* Shange, N.T. (2015). Community Development Workers Program ​Evaluation. produced for GAB Consulting and Western Cape Department of Local Government.
* Dube, A & Shange, N.T. (2015). Malmesbury Box Park Project Feasibility Study. produced for GAB Consulting and Swartland Municipality.

**EXTERNAL EXAMINER**

* 2022, University of Johannesburg, Industrial Sociology Department**.** Masters Mini Dissertation; *Women As ‘Space Invaders’ in Construction: Examining Stories of Women’s Agency in The Construction Sector.*
* 2023, Sol Plaatje University, Sociology Department. Honours Research Project; *Instagram Influencers and Youth Lifestyle Behaviours: A case study of Sol Plaatje University students at Kimberley, South Africa*
* 01/2024 – Present: Rhodes University, Sociology Masters programme external examiner.

Thesis examined: *An exploration of the influence of gender dynamics on the experience of NGO staff members in Makhanda.*

Thesis examined: Instagram and male body image: An in-depth study of perceptions surrounding Instagram-related body ideals amongst gym-going, male students at Rhodes University.

**STUDENT SUPERVISION**

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| **Details** | **Year** | **Level** | **Status** |
| Kamohelo Karen Keta, *Social Media and desktop analysis on the life experiences of LGBTI++ community in South Africa* | 2020 | Honours | Complete |
| Sanelisiwe Khumalo, *Overcoming Financial Hardships: A study of undergraduates at the University of the Free State (UFS)* | 2023 | Honours | Complete |
| Lindokhule Charity Skosana, *Exploring the enablers and barriers to African spiritual activism at the University of the Free State* | 2024 | Honours | Complete |
| Mulalo Sadiki, *African Independent* *Churches: A case study of the ZCC church* |  | Masters | Pending |
| Sphamandla Mthembu, Understanding Spiritual Diversity (Ubungoma) in Higher Education |  | Masters | Pending |
| Muziwakithi Bhutiza Nhlabathi, Ubuntu in Action: Exploring Communal Values and Social Cohesion in South African Communities. |  | Masters | Pending |

**MOST RELEVANT WORK EXPERIENCE**

Position held: **Sociology Lecturer**

Organisation: University of the Free State

Level taught: 2nd, 3rd year, honours and masters students

Courses taught: Classical and Contemporary Sociological Theory, Environmental Sociology, Social Movements

Period of Employment:    2018/08 - Present

* Research course content, planning and preparing weekly lessons.
* Consult with students during consultation hours.
* Postgraduate (Hons) supervision to completion and pending Masters supervision
* Set tests, essays and examinations.
* Created and coordinated a new tutorial programme.
* Leading decolonial curriculum development in the department:
* Social Movements course: which priorities overlooked scholarship by African and global south scholars and theorists.
* Sociology of Health and Illness course: which priorities African discourse and underpinnings around health and illness while still juxtaposing it with traditional sociological discussions on the study of health and illness in society).
* Mark assignments and test or exam scripts and provide general feedback.
* Lecturing and coordinating postgraduate (Hons) and undergraduate courses
* MA and PhD coordinator, reviewing applications and facilitating the shortlisting process between the applicants, academic staff and faculty.
* External examiner for Hons and Masters level for different institutions (University of Johannesburg, Rhodes University, University of Cape Town and Sol Plaatje University), across various departments (Sociology, Industrial Sociology and Psychology)
* Deliver lectures to between 100 and 500 students.

Position held: **Media Information and Publications Manager**

Organisation: groundWork, Friends of the Earth South Africa

Period of Employment: 2016/10 – 2018/07

* Working with and strengthening the use of media within community campaigns; by organising and facilitating media training workshops.
* Editing and reviewing media created by communities
* Undertaking, developing and managing research processes to inform community campaigning.
* Investigating and publisising issues that affect communities;
* Linking community campaigning nationally, regionally and internationally through media work;
* Act as media contact person for all queries from the various media;
* Offering general support to community queries.
* Engaging in strategy meetings and implementation processes linked to challenging coal, climate change and promote zero waste and healthier more sustainable hospitals

Position held: **Sociology** **Lecturer**

Organisation: University of Kwa Zulu Natal

Period of Employment: 2016/02 – 2016/07

Reason for Leaving: End of Contract

Level taught: 2nd and 3rd year students

Courses taught: Classical and Contemporary Sociological Theory, Gender and Social Theory

* Assist with departmental student registration.
* Research course content, planning and preparing weekly lessons.
* Coordinator and create course structure.
* Consult with students during consultation hours.
* Set tests, essays and examinations.
* Invigilate during tests and exams, ensuring students understand the rules.
* Mark assignments and test or exam scripts and provide general feedback.
* Deliver lectures to between 100 and 300 students. Lectures include course content, exam test and preparation and guidelines on how to prepare, write and structure essays and assignments, including presentations.

Position held: **Media and Business Intern**

Organisation: Fetola

Period of Employment: 2015/06 – 2015/08

Reason for Leaving: Personal Reasons

Published Work: 1. The role of Ubuntu in Africa’s development agenda. - **The Catalyst Mag**

1. Can environmentalism and poverty alleviation work hand in hand? – **Business Essentials**

Projects: 1. JustAddGreen – Enterprise development/ Green and environmental sustainability initiative.

 2. SAB Foundation Tholoana Enterprise Programme.

 3. Fragile States research.

* Proofing and editing articles, manuals and project related documents. Data capturing
* Writing opinion pieces and press releases.
* Assisting in the distribution of articles written for publication purposes.
* Researching and collating data, including market trends and lessons for ED workshops.
* Creating social media promotion adverts and weekly business or project related posts.
* Assisting with recruiting and selecting new employees

Position held: **Research Intern**

Organisation: GAB Consulting

Period of Employment: 2015/02 – 2015/05

Reason for Leaving: Found better opportunity

Project Compiling proposals and technical reports for government and private sector tenders.

* Compiling interview questions for participants and various stakeholders.
* Organising and conducting interviews with community members, government officials.
* Liaison with stakeholders and clients regarding research.
* Supervising temporary employees or fieldworks on research details.
* Facilitating interviews and questionnaire capturing process.
* Researching social development legislation and government policies.
* Compiling literature reviews, analyzing data collected from interviews and case studies.
* Assisting with recruiting and selecting new employees or outsourced consultants.

Position held: **English teacher**

Organisation: Ssangryong Elementary and Shin Lee Elementary school, South Korea

Period of employment: 2013/04 – 2014/04

Grades taught: Pre-school to 6th grade

Reason for Leaving: End of contract

* Compiling daily lesson plans and teaching English using textbooks and multimedia.
* Teaching preschool to 6th grade students English as a second language. This included teaching; grammar, conversational English, reading lessons and figurative work such as poetry and song lyrics analysis.
* Managing the classroom by setting up classroom rules and code of conduct.
* Invigilating during tests and exams.
* Dealing with disruptions quickly and effectively, should they arise.
* Reviewing and managing the performance of the students by setting and marking tests.

Positions held: **Teachers’ Assistant for Sociology (**2011/01 – 2012/12)

 **Political Science & IR department Tutor** (2011/02 – 2011/11)

 **Tutor for the Sociology** (2009/02 – 2010/11)

Organisation: Rhodes University

Level taught: First and Second year students

Reason for Leaving: End of contract

* Preparing for weekly lectures or tutorials by reading and researching on theories.
* Marking weekly tutorials, tests and essays. Making notes and corrections.
* Assisting lecturers in the setting of tests, essays and examinations.
* Lecturing or tutoring two groups of between 15 and 34 students in each class.
* Invigilate tests and exams. Ensuring students understand and respect the exam rules.
* Working as a mediator between students and lecturers.
* Assisting with academic registration for first and second year students.
* Attend weekly meetings with other tutors and lecturers to discuss student’s progress.