CURRICULUM VITAE

Afroza Parvin, PhD, SFHEA

Professor, Architecture Discipline
&
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EDUCATION

- Doctor of Philosophy (PhD) (Urban Design), Department of Architecture, The University of Hong Kong, 2009
- Master of Science (MSc) (Urban Planning, Best Dissertation 2002), The University of Hong Kong, 2002
- Bachelor of Architecture (BArch), Architecture Discipline, Khulna University, Bangladesh, 1997

Post-doc

- Fulbright Visiting Research Scholarship, 2015, for post-doctoral research on "Autonomous Adaptation in Built Environment: Towards Resilient Informal Settlement", School of Architecture, The University of Texas at Austin, U.S.A.
- Commonwealth Academic Staff Fellowship, 2012, for post-doctoral research on "Indigenous Knowledge in Disaster Adaptation", Development Planning Unit, University College London, UK

INTERNATIONAL PROFESSIONAL RECOGNITION

Senior Fellow of the Higher Education Academy (HEA) of UK

Professor Afroza's Senior Fellowship is an outcome of joint collaboration program between UGC and British Council Bangladesh towards obtaining professional recognition of six professors from the internationally reputed Higher Education Academy of UK. After successful completion of a rigorous process of study visit to UK, referee consultation, followed by stringent review of application, Professor Afroza (out of the six professors from public universities participated in the program), has been awarded the prestigious status of 'Senior Fellow' of the Higher Education Academy (SFHEA) on 15 November 2017.

FACULTY POSITIONS

- Professor, Architecture Discipline, Khulna University, 28.12.2011 till date
- Associate Professor, Architecture Discipline, Khulna University, 25.11.2007 to 27.12.2011
- Assistant Professor, Architecture Discipline, Khulna University, 23.08.2000 to 24.11.2007
- Lecturer, Architecture Discipline, Khulna University, 19.10.1997 to 22.08.2000

ACADEMIC-ADMINISTRATIVE POSITIONS

- Dean, Science, Engineering and Technology School, Khulna University, 2020-2022
- Director (in-charge), Institute of Fine Arts, Khulna University, 2009-2012
- Head, Architecture Discipline, Khulna University, 2012-2015
- Director, Centre of Excellence in Teaching & Learning, Khulna University, 2015-2018
- Deputy Director, Centre of Excellence in Teaching & Learning, Khulna University, 2014-2015
- Provost, Bangamata Sheikh Fazilatunnesa Mujib Hall, Khulna University, 2018

RESEARCH AREAS

- Habitat and Culture

- SDG 11 – Inclusive Cities and Communities
- Rural Settlement Planning
- Housing Architecture (housing for socially excluded communities; housing for special needs; slum housing upgrading; self-building process in informal settlements)
- Disaster Resilient Cities and Built Environment
- Social Logic of Urban Space Syntax
- Leadership and Quality Assurance in Higher Education and
- Contextual Pedagogy and Curriculum

EXCELLENCE IN SCHOLARSHIP

- Fulbright Visiting Research Scholar, School of Architecture, The University of Texas at Austin, U.S.A.
- Commonwealth Academic Staff Fellow, Development Planning Unit, University College London, UK
- Postgraduate Research Scholarship, 2003, Doctoral Study in Urban Design, The University of Hong Kong
- Asian Development Bank (ADB) Scholarship, 2000, Graduate Study in Urban Planning, The University of Hong Kong
- Vice-Chancellor Commendation Certificate – in recognition of Excellent Academic Achievement in Winning International Award, 2007, The University of Hong Kong
- Best Dissertation of the Year 2002 Award, HKIP (Hong Kong Institute of Planners), for MSc Dissertation in The Centre of Urban Planning & Environmental Management, The University of Hong Kong
- Best Doctoral Student Paper Award, AUBEA 2006, The Australian Building Educators Association, Sydney, Australia
- Hong Kong Institute of Planners (HKIP) Merit Award, 2002

ACADEMIC-STRATEGIC RESPONSIBLE POSITIONS HELD DURING LAST 10 YEARS
(Selected ones)

1. Member, Syndicate, Khulna University
2. Chancellor Nominated Member, Syndicate, Khulna University of Engineering and Technology
3. Dean, Science Engineering and Technology School, Khulna University
4. Dean (in charge), Fine Arts School, Khulna University
5. Director, Centre of Excellence in Teaching & Learning (CETL), Khulna University
6. Head, Architecture Discipline, Khulna University
7. Member (current), Academic Council, Khulna University
8. Provost, Bangamata Sheikh Fazilatunnesa Mujib Hall, Khulna University
9. Member (current), Board of Advanced Studies (BOAS), Khulna University
10. Member-Secretary, Sexual Harassment Prevention Committee, Khulna University
11. Chairperson (current), Executive Committee of Science, Engineering, and Technology School, Khulna University
12. Member (current), Executive Committee of Arts and Humanities School, Khulna University
13. Member (current), Executive Committee of Fine Arts School, Khulna University
14. Member (current), Research Cell Advisory Committee, Khulna University
15. Director, Research and Design Consultancy Unit, Architecture Discipline, Khulna University
16. Coordinator, Master of Science in Human Settlements Program, Architecture Discipline, Khulna University
17. Coordinator, Architecture Discipline Seminar Series, Khulna University
18. Coordinator, Visiting Scholar and Visiting Researcher Program (VSVRP) at ArchKU
19. Member, Selection Board (Officer), Khulna University of Engineering and Technology
20. Member, Planning and Development Committee, Khulna University of Engineering and Technology
21. Member, Sexual Harassment Prevention Committee, Jashore University of Science and Technology
22. Member (current), Teaching Staff Selection Board, Science, Engineering and Technology School, Khulna University, Khulna
23. Member (current), Teaching Staff Selection Board, Department of Architecture, Pabna University of Science and Technology, Pabna

24. Member (current), Teaching Staff Selection Board, Department of Architecture, Shahjalal University of Science and Technology, Sylhet
25. Member (current), Teaching Staff Selection Board, Department of Architecture, Khulna University of Engineering and Technology, Khulna
26. Member (current), Teaching Staff Selection Board, Department of Architecture, Haji Danesh University of Science and Technology, Dinajpur
27. Member (current), Committee of Courses, Pabna University of Science and Technology, Pabna
28. Member (current), Teaching Staff Selection Board, Department of Urban and Rural Planning, Rajshahi University of Engineering and Technology, Rajshahi
29. Member, Planning & Development Committee, Pabna University of Science and Technology
30. Member-Secretary, Board of Governors, Institute of Fine Arts, Khulna University
31. Member, Selection Committee (Upper Board for Registrar, Director of PND, Chief Engineer, Chie Medical Officer), Khulna University
32. Member, MPhil/PhD Ordinance Revision Committee, Khulna University
33. Member-Secretary, Fine Arts School's Organogram Revision Committee, Khulna University
34. Member-Secretary, Construction of Liberation War Sculpture Committee, Khulna University
35. Member, Liberation War Sculpture Committee, Khulna University of Engineering and Technology
36. Member, Curriculum Committee, Department of Fine Arts, University of Rajshahi
37. Member, Scientific Committee, The Sundarbans and Environment in the Southwest of Bangladesh (SESB) National Conference, 10 February, 2010, Khulna University, Bangladesh
38. Member, Editorial Committee, Khulna Bishwabidyaloyer Itihas (History of Khulna University), Khulna University, 2012
39. Theory Course Coordinator, Bachelor of Architecture program, Architecture Discipline, Khulna University
40. Member, PAC (Project Advisory Committee), "Khulna Detailed Area Plan" Project for Khulna Master Plan-2001 area, KDA (Khulna Development Authority)
41. Member, PEC (Proposal Evaluation Committee) of "Consultancy Services for Reconstruction of Extension of KDA New Market" Project by KDA (Khulna Development Authority)
42. Member, Organizing Committee, 15th Asian Biennale Art Exhibition, Bangladesh 2012
43. Member, Sub-Committee of Rabindranath Tagore's 150th Birth Anniversary Celebration, by India and Bangladesh
44. Member, Organizing Committee, 14th Asian Biennale Art Exhibition, Bangladesh 2009
45. Resource person for the "Post Graduate Diploma on Disaster and Disaster Management" at Environmental Science Discipline, Khulna University in collaboration with Comprehensive Disaster Management Program (CDMP), MoFD, March, 2010

PROFESSIONAL/RESEARCH/SOCIAL ORGANIZATION MEMBERSHIP

1. Senior Fellow – Higher Education Academy, UK
2. President – Khulna University Teachers' Association, 2018
3. Member, The Federation of Bangladesh University Teachers' Association, 2018
4. Member, Research Group on Climate Change Adaptation (RGCCA) ICCIRP, Hamburg University of Applied Sciences, Germany
5. Member – SEED (Social Economic Environmental Design) Network
6. Member - U.S. Department of State's International Exchange Alumni
7. Member - Bangladesh Association of Commonwealth Scholars and Fellows (BACSAF)
8. Diamond Jubilee Alumni - Commonwealth Scholarships-Fellowship Alumni
9. Associate Member - IAB (Institute of Architects Bangladesh)
10. Member, Bangladesh Association of Commonwealth Staff and Fellows (BACSAF)
11. Member – Advisory Committee, SASIP (Shadhinota Shikkhok Parishad), Khulna University
12. Member – RAiN (Resource Available in Nature) Forum
13. Member – Convening Committee, Peshajibi Shomonnoy Parishod, Khulna

14. Member – Shammilito Nagorik Committee, Mayor Election, Khulna City Corporation, June, 2013
15. Member - Convening Committee, India-Bangladesh Friendship Forum, Khulna
16. Member - Bangladesh History Congress (Bangladesh Itihash Sommiloni)
17. Member – Bangladesh Shilpokola Academy, Khulna
18. President – ITP-SUWAS Khulna Alumni Association

SPEAKING
(Selected ones)

- **Invited Speaker** of Peter Blundell Jones Memorial Lecture Series, Title: "The Art of Living with the Impermanence of Deltaic Landscape", online lecture, hosted and invited by the **School of Architecture, University of Sheffield**, on 7 December 2021.
- **Invited Speaker**, on the book titled: গ্রাম-নগর রূপকল্প - ফরিদপুরের কুমার নদ তীরবর্তী বসতির সামাজিক-পারিসরিক পুনরুজ্জীবন ; Envisioning Ru-Ban: Socio-Spatial Re-Vitalization Along Kumar Nod in Faridpur in The Seventh Asia-Pacific Urban Forum (APUF-7), 15-17 October 2019, Penang, Malaysia. Invited by Urban Development Directorate of Ministry of Housing and Public Works, Bangladesh Government.
- **Presenter of Country Seminar as the Team Leader** in the opening of the International Training Program on Sustainable Urban Water and Sanitation – Integrated Processes" (ITP SUWAS Asia 2019 A), 6 May, 2019, Stockholm, Sweden. Initiated and invited by SIDA in partnership with NIRAS and WaterAid.
- **Guest Speaker**, Training on 'Role, Responsibility & Ethical Principles in Higher Education', 7 October, 2018, hosted and invited by Jashore University of Science and Technology (JUST), Jashore, Bangladesh.
- **Exchange Seminar Speaker**, as the Director, CETL-KU, on "Quality Assurance in Teaching-Learning: Reflections on CETL-KU Experience", 5 April 2017, hosted and invited by Arena, University College London, UK.
- **Fulbright Outreach Lecture** on "Autonomous Adaptation in Built Environment: Towards Resilient Informal Settlements", 28 January, 2016, hosted and invited by Dillard University, New Orleans.
- **Fulbright Scholar Speaker**, Fulbright Research Seminar in the Alumni Outreach Initiative, 17 November Thursday 2016, organized and invited by The American Center, Dhaka.
- **Lecture for graduate students** on 'Conducting Qualitative Research Using NVivo', 6 December 2015, hosted by The School of Architecture, The University of Texas at Austin.
- **Invited Speaker** of the City Forum seminar series, 6 November, 2015, hosted and invited by the Community and Regional Planning Program (CRP) at the University of Texas at Austin.
- **Invited speaker**, ClimbUrb International Workshop, on Living in Low-income Urban Settlements in an Era of Climate Change: Processes, Practices, Policies, and Politics, 9-10 September 2013, hosted and invited by The University of Manchester, UK.
- **Invited Speaker**, DPU Dialogues in Development, on 5 December 2012, hosted and invited by The Bartlett Development Planning Unit, University College London, UK.
- **UGC Nominated Resource Person**, Workshop on Challenges of 4IR and The Way Forward, Participants: VC, Pro-VC, Deans and Directors from 52 Public Universities of Bangladesh, from October 2021 to June 2022.

SPECIAL TRAINING, WORKSHOP AND COURSES ATTENDED

- Trainee, "International Training Program on Sustainable Urban Water and Sanitation – Integrated Processes" (ITP SUWAS Asia 2019 A), from February 2019 to April 2020, initiated by SIDA in partnership with NIRAS and WaterAid, held in Sweden, Nepal, and Bangladesh.
- Invited expert member, "Wuhan Place-making Week", December 6-13, 2018, (meeting, advocacy and action events) at Wuhan, P.R. China, jointly organized by UN-Habitat and Wuhan Land Resources and Planning Bureau.
- Director, CETL, Exchange Visit to Centre for Advancing Learning and Teaching (CALT), University College London (UCL), under the CETL-KU and UCL-CALT Link Program, initiated by the British Council, in April 2017.

- KU nominated 'Future Academic Leader', "Strengthening Leadership Capacity in Higher Education" program, delegate of Khulna University, from April 2012 to November 2013, mentoring at The University of Manchester, UK, jointly organized by University Grants Commission of Bangladesh and British Council.
- Invited expert member, National Workshop on Incorporating Earthquake Resilience Feature in Engineering and Technological Universities Curriculum, 30 November 2014, UGC Dhaka, jointly organized by University Grants Commission of Bangladesh (UGC) and National Alliance for Risk Reduction and Response Initiatives (NARRI).
- Invited expert member, Workshop on Implementation of Bangladesh National Building Code (BNBC), 19 November 2014, Khulna, conducted by Housing and Building Research Institute (HBRI).
- Invited expert member, Stakeholder Orientation Workshop on "Incorporating Earthquake Resilience Feature in Engineering and Technological Universities Curriculum", 24 September, 2014, UGC Dhaka, participated as Head, Architecture Discipline, jointly organized by University Grants Commission of Bangladesh (UGC) and National Alliance for Risk Reduction and Response Initiatives (NARRI).
- Trainee, Training Course on "Teaching-Learning, Curriculum & Quality Assurance for University Teachers", 16 to 21 August 2014, as Deputy Director of Centre of Excellence in Teaching & Learning, Khulna University, organized by GTI (Graduate Training Institute) Bangladesh Agriculture University, Mymensingh.
- Workshop on "Strengthening Teaching and Learning Capacity in the Higher Education Sector of Bangladesh", 15-17 June, 2014, UGC, Dhaka, as the Deputy Director of Centre of Excellence in Teaching & Learning, Khulna University, jointly organized by British Council and University Grants Commission of Bangladesh.
- Invited research paper presenter, ClimUrb International Workshop, 9-10 September 2013, at The University of Manchester, UK.
- Invited expert, International Workshop on an IDS Research Case Study on Cyclone and Climate Change, 28-30 April, 2013 Dhaka.
- Invited expert, Training on Land Administration, organized by Urban and Rural Planning Discipline, Khulna University, under the Higher Education Quality Enhancement Project (HEQEP), 14-16 January 2013.
- Invited woman scientist, Workshop on Challenges of Young Women Scientists in New and Emerging Sciences, 24-25 March 2012, Dhaka, organized by Bangladesh Academy of Sciences (BAS).
- Invited panelist, International Conference on Gender Participation in the Development of Science, 14-15 November 2009, Dhaka, organized by Bangladesh Academy of Sciences (BAS).
- Trainee, Training Program on Urban Rainwater Harvesting System, 8 to 11 August, 2011, conducted by Centre for Science and Environment (CSE), India in collaboration with WaterAid, Bangladesh.
- Trainee, Training Program on Decentralized Wastewater Management System, 11 to 13 November 2014, conducted by Centre for Science and Environment (CSE), India in collaboration with WaterAid, Bangladesh.
- Trainee, Training Course on GIS, 2010, by PDRC, Urban and Rural Planning Discipline, Khulna University.
- Certificate of Teaching and Learning in Higher Education, by Graduate School, The University of Hong Kong, 2006.
- Special Course on Culture and the Built Environment, offered by ACP (Architectural Conservation Program, The University of Hong Kong), September 2004 to January 2005.
- Special Course on Logic and Critical Thinking, offered by Graduate School, The University of Hong Kong, September 2003 to January 2004.
- Special Course on Topics in Heritage Conservation, offered by Architectural Conservation Program, The University of Hong Kong, September 2004 to January 2005.
- Special Course on Basic Research Skills and Methods – Basic Quantitative Research Methods, offered by Graduate School, HKU, September 2003 to January 2004.
- Special Course on Intermediate Research Skills and Methods – Intermediate Quantitative Research Methods", offered by Graduate School, The University of Hong Kong, March 2003 to July, 2003.
- Workshop on Teaching Awareness, Business Administration Discipline, Khulna University, 1998.

RESEARCH GRANTS
Government Research Grants:
- Principal Investigator

Title: Implementing the Vision '*My Village My Town*' through Resilient Transformation of Rural Settlement
Year & Duration: Year 2022-2023, two years
Research Grant funded by: Ministry of Education, Government of Bangladesh, under the Grants for Advanced Research in Education (GARE) program

- Principal Investigator
  Title: Conservation of Indigenous Habitat & Culture: Comprehensive Strategies for the Munda Community of Sundarbans
  Year & Duration: Year 2022-2023, two years
  Research Grant funded by: Ministry of Cultural Affairs, Government of Bangladesh

ITN-BUET Research Grant:
- Co-Principal Investigator
  Year & Duration: Year 2023-2024, two years
  Title: Clean Energy Village: A Spatial Model Towards Sustainable Transformation of Rural Settlements
  Research Grant funded by: ITN-BUET

RESEARCH CLUSTER OF ARCHITECTURE DISCIPLNE
Principal Investigator: Climate Change and Resilient Human Settlements
- Title: Ensuring Food Security through Women-Led Integrated Homestead Agro-Farming in different Agroecological Contexts of Bangladesh
- Title: Clean Energy Village: A Spatial Model Towards Sustainable Transformation of Rural Settlements

RESEARCH-LED DESIGN STUDIO PROJECT SUPERVISION
(Selected ones)

Postgraduate Design-Research Studio:
- Pouroshobha Development Plan: Envisioning Faridpur Sadar as a 'Gram-Nagar'
- Adaptive Upgrading by People's Design: The case of Informal Settlements in Khulna and Kathmandu
- Re-thinking Moyuri Residential Design: Evidence-Based Alternative Design Solution

Undergraduate Design-Research Studio:
- Research Title: Resettlement of Riverbank Erosion Prone Rural Homeless and Landless People, Dakope, Khulna, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh
- Research Title: Resettlement of the Harijan Community of Jashore Municipality, Study of three Harijan settlements in Jashore, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh
- Research Title: Rethinking Rural Built form: Compact Design Solutions, Study of three villages in the peri-urban area in Batiaghata, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh
- Research Title: Design of Low-cost Housing for Urban Poor, Study of three settlements in Rupsha slum, Khulna, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh
- Research Title: Master plan of zero point: Envisioning 50 years of urban development surrounding Khulna, Study of peri-urban area surrounding Khulna University, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh
- Research Title: Design of a Jute Industrial Park, Study of industrial areas in Khulna, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh
- Research Title: Design of Disaster-Adaptive Rural Settlement in Coastal Area, Study of Cyclone AILA-affected villages in Shamnagar, Shatkhira, 4th year design-research studio project, Architecture Discipline, Khulna University, Bangladesh

- Research Title: Design of Housing for the Jute Mills Workers, Study of housing in three Jute Industries – Crescent Jute Mill, Peoples Jute Mill, and Platinum Jute Mill, Khulna, 4th year design studio project, Architecture Discipline, Khulna University, Bangladesh

EXTERNAL EXPERT EXAMINER/SUPERVISOR FOR MSC AND PHD PROGRAMS

- Chair of Doctoral Studies Committees of eight disciplines (Architecture, Computer Science, Electronics & Communication, Chemistry, Physics, Mathematics, Statistics, and Urban and Regional Planning)
- Supervised 20 postgraduate Thesis of Master of Science in Human Settlements (MScHS) program of Architecture Discipline, Khulna University
- External Examiner of Doctoral Thesis by Amy MacMahon (2017), Titled: Climate Change Adaptation in Southwest Bangladesh: Vulnerability, Gender and Social Justice, from The University of Queensland, Australia
- External Examiner of Doctoral Committee of PhD course by Catherine Daisy Gomes (Roll No. P 04050101, Session: April, 2005) in Bangladesh University of Engineering & Technology (BUET), Dhaka
- External Examiner of an M. Arch. Thesis, titled - "A study on physical requirements of housing for low-middle income families in Dhaka City – an attempt towards affordability", by Asma Akter (Roll No. 100701014, Session: October 2007) in Architecture Department, Bangladesh University of Engineering & Technology (BUET), Dhaka, 31 January 2009
- External Examiner of an M. Arch. Thesis, titled - "A study on the morphological transformation and the emerged built form along Gulshan Avenue, Dhaka", by Nuzhat Zereen (Roll No. 100101005, Session: October 2001) in Architecture Department, Bangladesh University of Engineering & Technology (BUET), Dhaka, 31 January 2009
- Member of Board of Examiners of an MPhil Thesis, titled – "Daru shilpe lokayoto shomaj o shangskriti", by Monir Uddin Ahmed (Roll No. 07024, Session: 2007-2008, Batch-July 2007) in Department of Fine Art, University of Rajshahi

PAPER REVIEWER/EDITOR

- Member, Editorial Board, Journal of Architectural Education in South Asia (JAESA)
- Former Member, Editorial Board, Khulna University Studies, Khulna University
- Reviewer of several national and international journals and conference proceedings
- Guest Editor: Khulna University Studies, Special Issues (SESB 2010), June, 2010
- Member, Scientific & Technical Committee, The 1st International Conference on Advances in Civil Engineering (ICACE), December 12-14, 2012 organized by The Department of Civil Engineering, Chattogram University of Engineering & Technology (CUET)

PUBLICATIONS

- Parvin, A., Mostafa, A., & Syangadan, R. (2023). Disaster Adaptive Housing Upgrading: Insights from Informal Settlements in Bangladesh and Nepal. *Journal of Housing and the Built Environment, Springer*. doi:https://doi.org/10.1007/s10901-023-10031-3
- Parvin, A., Hakim, S. S., & Islam, M. A. (2022). Policy, Design, and Way of Life in Resettlement Projects: the Case of Ashrayan, Bangladesh. *International Journal of Disaster Risk Reduction, Elsevier*. doi:https://doi.org/10.1016/j.ijdrr.2022.103073
- Parvin, A., Piashi, S. R., & Das, A. (2022). A spatial model towards renewable energy and water safe village. *Khulna University Studies (Special Issue)*.
- Parvin, A., Das, A., & Piashi, S. R. (2022). Women-led Integrated homestead agro-farming: A designerly perspective. *Khulna University Studies (Special Issue)*.
- Siddiqua, L., Evan, A. A. Z., Shahriar, A. T. M., Moni, A. H., & Parvin, A. (2022). Designing coexistence of social-cultural-economic spaces in traditional settlement: learning from Bang-Phli, Thailand. *Khulna University Studies (Special Issue)*.
- Parvin, A., Biswas, M. H. A., Hakim, S. S., Ahsan, M. S., & Rahman, M. A. U. (Eds.). (2022). *Khulna University Studies Special Issue: International Conference on STEM and the Fourth Industrial Revolution (ICSTEM4IR), Khulna University, Khulna, Bangladesh, 01-03 July 2022*: Khulna University.

- Parvin, A., & Moore, S. A. (2020). Educational colonialism and progress: An enquiry into the architectural pedagogy of Bangladesh. *Pedagogy, Culture & Society, Taylor & Fransis. 28*(1), 93-112.
- Parvin, A. (Ed.) (2019) (Bi-Lingual). গ্রাম-নগর রূপকল্প - ফরিদপুরের কুমার নদ তীরবর্তী বসতির সামাজিক-পারিসরিক পুনরুজ্জীবন ; Envisioning Ru-Ban: Socio-Spatial Re-Vitalization Along Kumar Nod in Faridpur. Dhaka: UDD & ArchKU.
- Parvin, A. (2018). Leadership and management in quality assurance: insights from the context of Khulna University, Bangladesh. *Higher education, Springer*. 77(4), 739-756. doi:https://doi.org/10.1007/s10734-018-0299-1
- Parvin, A., Alam, A.F.M., and Asad, R. (2016), "A Built Environment Perspective on Adaptation in Urban Informal Settlements, Khulna, Bangladesh", in M. Roy, S. Cawood, M. Hordijk, and D. Hulme (eds.) (2016), Urban Poverty and Climate Change: Life in the slums of Asia, Africa and Latin America, Routledge, pp. 73-91.
- Parvin, A., and Johnson, C. (2014), "Disaster Vulnerability in the Policy Context of Bangladesh: A Critical Review" in Walter Leal Filho (ed), Handbook of Climate Change Adaptation, International Climate Change Information Programme (ICCIP) and Springer. ISBN 978-3-642-40455-9 (online). http://link.springer.com/referenceworkentry/10.1007/978-3-642-40455-9_26-1
- Alam, A.F.M., Asad, R., and Parvin, A. (2014), "Climate change adaptation through grassroots responses: learning from the 'Aila' affected coastal settlements of Bangladesh", Walter Leal Filho (ed), Handbook of Climate Change Adaptation, International Climate Change Information Programme (ICCIP) and Springer. ISBN 978-3-642-40455-9_16-1 (online).
- Parvin, A., Alam, A.F.M., and Asad, R. (2013), "Climate Change Impact and Adaptation in Urban Informal Settlements in Khulna: A Built Environmental Perspective", ClimbUrb International Workshop, on Living in Low-income Urban Settlements in an Era of Climate Change: Processes, Practices, Policies, and Politics, 9-10 September 2013, The University of Manchester, UK.
- Parvin, A., and Johnson, C. (2012), "Learning from the indigenous knowledge: towards disaster-resilient coastal settlements in Bangladesh", Proceedings of the 1st International Conference on Urban Sustainability and Resilience, 5-6 Nov. 2012, University College London, UK.
- Mostafa, A., and Parvin, A. (2012), "Learning from the Living Laboratory: Towards Responsive Design Pedagogy", in the Proceedings of the International Seminar on Architecture: Education, Practice and Research, 2-4 February, 2012, Bangladesh University of Engineering and Technology, Dhaka pp. 292-301.
- Parvin, A., and Mostafa, A. (2010), "Re-thinking Disaster-Prone Vernacular Settlement: A Comprehensive Strategic Planning towards Disaster-Adaptive Settlements in Bangladesh", Proceedings of 5th International Seminar on Vernacular Settlements (ISVS 5), 30-31 July, 2010, Colombo, Sri Lanka.
- Parvin, A, and Mostafa, A (2010), "Sustainable re-invention of the industrial areas of Khulna: Strategic Planning Implications", Proceedings of the 16thAnnual International Sustainable Development Research Conference, 30 May-01June, 2010, Hong Kong, http://www.kadinst.hku.hk/sdconf10/Papers_PDF/p401.pdf
- Parvin, A. (2009), "Integrating Open Space in Compact Layout: Study of a High-Density Residential Development in Hong Kong", Protibesh, Vol. 13, No. 1, pp. 43-53.
- Parvin, A. Ye, A. M., and Jia, B. (2008), "Effect of visibility on multilevel movement: a study of the high density compact built environment in Hong Kong", Urban Design International, Vol.13, pp.169-181, http://www.palgrave-journals.com/udi/journal/v13/n3/pdf/udi200822a.pdf
- Parvin, A. Ye, A. M., and Jia, B. (2007), "Multilevel Pedestrian movement: does visibility make any difference?", Proceedings of the 6th International Space Syntax Symposium, June 2007, Istanbul, Turkey. http://www.spacesyntaxistanbul.itu.edu.tr/papers/longpapers/040%20-%20Parvin%20Ye%20Jia.pdf
- Parvin, A., Ye, A. M., and Jia, B, (2006a), "Multilevel spatial configuration and its effect on pedestrian movement: A study of high-density built environment in Hong Kong", Proceedings of iNTA 2nd International Conference on Sustainable Architecture and Urban Design in Tropical Regions, 3-5 April, 2006, Jogjakarta, Indonesia, pp. A6-1 – A6-9, ISBN 979-25-2110-0.
- Parvin, A., Ye, A. M., and Jia, B, (2006b), "Spatial configuration and its effect on community space use: A study of compact built environment in Hong Kong", Proceedings of 12th International Sustainable Development

Research Conference, 6-8 April, 2006, Hong Kong, pp. 154-164, ISBN-13:978-962-7589-27-3, ISBN-10: 962-7589-27-6.

- Parvin, A., Ye, A. M., and Jia, B. (2006c), "Modeling multilevel spatial configuration and its effect on pedestrian movement: study of high density built environment in Hong Kong", Proceedings of the Australasian Building Educators Association Conference, 12-14 July, 2006, University of Technology, Sydney, Australia, pp. 1-15, ISBN-09775325-0-X.
- Parvin, A., Ye, A. M., and Jia, B. (2006d), "Multilevel pedestrian movement: does configuration make any difference?", Proceedings of the Global Built Environment Network Conference, 11-12 September, 2006, Preston, United Kingdom, pp. 7-16, ISBN 978-1-84728-396-2.
- Parvin, A., Ye, A. M., and Jia, B. (2006e), "Visual accessibility and pedestrian movement: A study of the compact spatial environment in Hong Kong", Proceedings of The Second Mega-Cities International Conference, December, 2006, Guangzhou, China, pp. 258-265.

CONTRIBUTION TO ENHANCE LEARNING ENVIRONMENT OF KHULNA UNIVERSITY
Reflective Commentary on Selected Leadership Roles During 2009-2018

Establishment of Fine Arts School
Director (in Charge), Institute of Fine Arts

In 2009 I was appointed the first Director of the Institute of Fine Arts (IFA). IFA was previously an Art College (affiliated with The University of Rajshahi) located at Boira, Khulna (outside KU campus), later absorbed by KU in 2009 under the "Khulna University Act 1990" (the constitution of KU approved by the parliament). As per this Act, the status of IFA is of a School comprised of several Disciplines (Ministry of Education, 1990, p. 6608). Therefore, IFA ought to run its academic activities under the existing ordinance for the schools of KU. I found that, violating the Act, IFA was downgraded from the status of a school (Section 28(1) of the Act) to the status of a discipline, while the disciplines were degraded as subjects. It was deliberately done by enacting a new ordinance titled - "Ordinance for the Institute of Fine Arts, Khulna University" by a section of the then authority who considered fine art education to be a threat to 'fundamentalism'.

I brought it to the knowledge of the Chairman, University Grants Commission of Bangladesh (UGC); Vice-chancellor, all Deans/Heads and other senior management teams of KU; raised it as an agenda in appropriate strategic and executive committee's meeting; and created a pressure group of progressive academics to create pressure on the authority to resolve the issue. It took two years of struggle to solve the problem, which was not only an academic issue but also a political and cultural one. The Vice-chancellor however, assured me of discarding the unlawful ordinance and suggested me to run IFA as a school. Meanwhile I had conducted admission test, recruited faculties, and developed three curricula for the bachelor degree programs in three disciplines: Drawing & Painting; Printmaking; and Sculpture.

Later in 2014, I produced the agenda of discarding the unlawful ordinance in the 'Academic Council' meeting. But the right-wing members of the council did not let to solve the issue making chaos and the Vice-chancellor left it unresolved. Protesting this indecisiveness of the authority I resigned from my Director position on 22 January 2014. Following my protest, the next day 30 of my fellow colleagues submitted their resignation from 33 different academic leadership positions. Thus it became a national issue as the anti-liberation force – the fundamentalists were preventing fine arts education in KU. Leading national daily newspapers[i] and local newspapers[ii] made lead report on it. Also leading TV channel[iii] broadcasted a live talk show with the Vice- chancellor of KU and revealed the matter in front of the nation. Finally, following the protest through mass resignation, the Vice-chancellor called two urgent meetings of "Academic Council" and "Syndicate" on two consecutive days to resolve the status of IFA.

I then planned to relocate IFA from Boira to KU campus. It was another major struggle to bring IFA within KU campus, as there was resistance from different sections of KU faculties against bringing IFA in KU campus. For relocating IFA I had to do many-fold negotiations with political leaders; law and order personnel, land administration officers and KU administration. I convinced and motivated all the relevant stakeholders. Meanwhile, I had developed necessary infrastructure and services for IFA within KU campus and then relocated it from Boira to KU.

These two milestones (status and relocation) created deep impact on the teachers and students of KU who were concerned about the status and future of fine arts education. It also created impact at national level. For instance, following the change in KU, the status of fine arts education in The University of Rajshahi was reformed from its previous status of a 'department' with 'groups' of nine subjects to a faculty with nine departments.

Uprooting Sexual Harassment
Member Secretary, Sexual Harassment Prevention Committee

In 2010 I was appointed the Member Secretary of a high-power committee "Sexual Harassment Prevention Committee" formed by a High Court order. Sexual harassment by teachers in different forms is very common in universities. Owing to the conservative socio-cultural context of Bangladesh, female students normally tend to suppress it in fear of being labeled as a 'bad girl' or getting fail grades from the concerned teacher. They would only complain if it is severely intolerable. I started to motivate female students formally and informally and encouraged them contact me should there be any incident of sexual harassment. In 2010 I received one complaint against an influential senior professor, investigated the case, and could successfully solve it. The complaint against the professor was proved to be true without doubt and he was not only fired from his job, but also all 132 universities were notified about the punishment and not to recruit him as teacher. As revealed by the prosecution witnesses and circumstantial evidence, the punished professor was a dreadful serial sexual abuser, who used to abuse female students regularly without any fear. Punishing such a criminal was a milestone to ensure healthy learning environment in the concerned discipline.

This case created much confidence and trust among the female students, and they started to make complaints to the committee. During the last seven years, I have solved 13 cases; out of that three teachers and one security guard have been fired from their job. The extent and rigor of my committee's work is exemplary and unprecedented with regard to the performance of similar committees in other universities. The impact of these cases are explicit - out of 13, most of the complaints were lodged during the first three years, after that less complaints were received. It indicates, due to well-circulated exemplary punishment, incident of sexual harassment is reduced dramatically. It has made significant contribution to the improvement of teaching-learning environment at KU.

Quality Enhancement through Reform in Governance, Curricula and Teaching Learning
Head, Architecture Discipline

I was appointed Head of ArchKU in 2012 for three years. I was the only Professor at that time and the first fully qualified Head of the then 21-year old discipline. Initially, I found, some staff are generous contributors while others are 'lone rangers', focused on their own priorities and largely ignoring their academic responsibilities (Debowski, 2012). However, with a 'collegial focus' (Garrett & Davies, 2010; Yielder & Codling, 2004) I could make significant contributions towards the enhancement of teaching-learning, research, and governance of ArchKU[iv], During my Headship I achieved 20 milestones in the areas of teaching-learning, assessment, research and staff development. I made significant enhancement of the overall academic environment of ArchKU during three years of my leadership.

Identification of Issues
In the orientation meeting with staff of ArchKU, I raised the issues that, we are conducting only one program – BArch with no curriculum, no vision, mission, objectives or intended learning outcomes. I arranged a brainstorming

session to address these issues. Through an intensive workshop I finalized the core values, mission, vision, objectives and Intended Learning Outcomes (ILOs) of the program[v].

I investigated the governance of ArchKU from available data, archival sources and my own teaching experience in the discipline. I found that, since last 21 years there has been no structure of governance. Heads used to govern 'all academic matters' consulting 'all teachers' through so called 'Academic Committee' that includes 'all teachers' irrespective of status/capacity/experience/qualification. The then leadership and management had been characterized by a 'laissez-fair' style, 'passive' and 'defensive' practice of governance (Debowski, 2012). Heads were more involved in mere administrative routine works with lack of strategy, policy, or plan of action.

Regarding teaching-learning and assessment, I found that, there is no monitoring of teaching performance; ArchKU graduates have the lowest CGPA compare to any other architecture schools of Bangladesh; current students have highest number of re-take courses and drop-outs among eight disciplines of SET school; and current students get poor grades (less than 50%) in continuous assessment of majority of theory courses. Regarding learning support, there is no website; no partnership/exchange/link program; no community outreach program; no exhibition of students works; no awards or recognition for student/teachers; and no design competition. Regarding research and development there is no platform for sharing research works; no seminar/dialogue; no CPD activities; and no postgraduate program.

Identifying these issues, I sat with the senior teachers and developed a Three Year Strategic Plan for the next three years, formulated policies, designed activity plan, and set Key Performance Indicators and milestones accordingly. I grouped the activities under four areas: 1) Governance; 2) Teaching-Learning & Assessment; 3) Learning Support; and 4) Research & Development. Gradually I implemented the policies.

Reform in Governance
Reflecting on the academic context, I adopted a 'distributed leadership' approach where all the teaching staff shoulder range of assigned responsibilities for the management of the program (Bolden, Petrov, & Gosling, 2009; Debowski, 2012). I designed a system-laden 'integrative and participative' (Bawden, 1995) "Three-Tier Integrated Governance" (TTIG) system underpinned by Victor's "political model"[vi] of university governance (Baldridge, 1971). The TTIG system integrates all teachers in a hierarchical system with regard to the designation, qualification, interest and capacity. In order to ensure active participation of students in governance, I formed a special "Teacher-Student Coordination Committee" that comprised two student representatives from each class.

Research-informed Curriculum Design for BArch
The Fulbright research findings led me to initiate curriculum reform for BArch program of ArchKU. This curriculum reform took place simultaneously with the ongoing program level Self Assessment (SA) project of ArchKU initiated by the Institutional Quality Assurance Cell (IQAC) of KU, where curriculum development was one of the SA components, and I was the member of SA Committee.

Good education can be defined as the development of new understandings and practices, through dialogue and human relationships, which make an impact for good in the world (Fung, 2017, p. 17). With this framing of education, I arranged a two-day workshop on curriculum development with major stakeholders to share my ideas and collect feedback from them[vii]. Later I conducted 3 workshops with students, alumni, and potential employers and collected their feedback on curriculum. Based on critical analysis and synthesis of all feedback, I envisioned a curriculum to instill visionary leadership in students that would enable them to pioneer diversified career path and meet emerging local and global challenges. I designed the curriculum following the 'Process Model', underpinned by the 'Outcome Based Education' (OBE) paradigm. With a 'students-centered learning' approach, the teaching strategy is set in line with the generic graduate skills. Teaching, learning, and assessment strategies are designed in accordance with the 'Universal Design for Learning' (UDL), a set of principles for curriculum development that give all individuals equal opportunities to learn. The course outlines were designed so as to implement the 'Inclusive Teaching Strategy' (ITS) through use of appropriate learning technology that would benefit diverse student

population. Replacing the conventional 'teacher-centered' and 'content-focused' assessment, I introduced a 'generic skills based' assessment strategy. In this strategy, both formative and summative assessments at all levels are conducted based on five evaluation criteria: 1) knowledge and understanding; 2) intellectual skills; 3) scholarly practices; 4) research and enquiry; and 5) professional and life skills. Evaluation Standard (lower to higher) of these criteria varies according to the year of study, while, under the Evaluation Standard set for a year, grading varies based on project/course-specific level of skills achieved in terms of pre-defined Intended Learning Outcomes (ILOs) of that particular project/course.

The curriculum got approval from the SET School Executive Committee, Academic Council and Syndicate of KU in 2016. This new curriculum has made a paradigmatic shift in the pedagogy throughout the five-year program, in the mind-set of 19 staff and most of all in the learning attitude of all students. It has happened as I adopted a participatory and inclusive approach in curriculum development. It has also created impact on staff from other disciplines, especially the Heads, and Deans since they have witnessed the process closely. As a result, many discipline Heads of KU and staff from two other architecture schools have expressed their intention to reform their curriculum and syllabus following my approach. Acknowledging my leadership in designing a research-informed and context-responsive curriculum, IQAC has included me in the central 'Curriculum Review Committee' and has adopted the OBE for KU in mid 2016.

Introduction of the first Postgraduate Program at ArchKU
Since 1991, ArchKU has been running only one undergraduate program – Bachelor of Architecture. In 2015 I initiated the first postgraduate program – Master of Science in Human Settlements (MScHS). In response to the local and professional needs, I started the program to enable the professionals approaching human settlements from multiple viewpoints. The key quality of MScHS program is its combined strength of multidisciplinary theory, design research, international studio, and thesis. The program is now at its second year, and it is too early to make comments on its impact. Nevertheless, 100% increase in the number of intake in the second year indicates positive impact on potential students.

Enhancement of Teaching-Learning, & Assessment
Owing to lack of accountability and students participation in teaching-learning and assessment, I introduced "Teacher-Student Day" (TS Day) – an open sharing platform where students can express anything about their learning experience. It enabled to get students' feedback on teaching-learning environment in a transparent, accountable and participatory manner. The TS Day is arranged in the first Thursday of the first month of each academic year[viii].

To address the issues in teaching-learning and assessment, I conducted series of discussion sessions with all students and concerned teachers. I collected written feedback from students (anonymous) on why they get re-take/poor grades/low CGPA, and what could be done to improve the situation. I analyzed the data, set milestones and informed all the teachers about it. In two years, I could reduce the number of re-take more than 50%, the grades of continuous assessment were increased dramatically (more than 60%), and CGPA increased more than 20%. During the last TS Day of my Headship in 2015, I presented this achievement in front of the Vice-Chancellor and Dean of SET School.

In order to encourage students learning, I started awarding the "Head List" (which has been there in the undergraduate ordinance but never practiced before) since the first year of my headship[ix].

In order to ensure quality and monitor teaching performance, I introduced SFQ for ArchKU faculties – since 2014. It is a very new concept in Bangladesh context, and initially there was resistance from 20% of the staff. However, after conducting a series of motivational activities, in the second year 100% staff used SFQ for 100% theory courses. Introduction of SFQ has made a paradigm shift in the traditional practice of teaching in ArchKU.

Enhancement of Learning Support Services at ArchKU

I developed of ArchKU website in 2014[x]. I initiated regular publication of ArchKU Yearbook since 2013 that includes selected works of students from each year[xi]. I initiated Degree Show - annual exhibition of thesis projects since 2014, which includes stakeholders participation[xii]. I arranged the first 'ArchKU Design Competition' for architecture students at national level in 2013 for the first time[xiii]. I introduced the ArchKU Community Outreach Program - since 2014[xiv]. The students used to arrange the community outreach programs once in every term. I arranged an Exchange Program with Fakultät Gestaltung, Bauhaus-Universität in 2013[xv].

Enhancement of Research & Development
I initiated Induction for Fresh Recruits in ArchKU in 2014. To encourage staff, I introduced the "Head's Recognition of Best Faculty Award" in the same year. In order to create a research environment, I initiated ArchKU Seminar Series[xvi] and ArchKU Dialogue in Research & Development – since 2012. I initiated ArchKU Partnership Program with one government agency and one international development organization. Under the first partnership program, two teams of ArchKU students designed one hospital and one collegiate school under the supervision of two staff.

In a nutshell, the impact of my leadership to the development of ArchKU is well documented and acknowledged not only by the Vice-chancellor of KU and KU faculties, but also by local stakeholders, and relevant government agencies, regional universities, and other architecture schools in Bangladesh. Compared to the previous status of ArchKU, in last three years, highest number of toppers from the merit list of admission test had selected ArchKU as their 'first choice' among eight disciplines under SET School. This students' preference is a valid indicator of the enhanced teaching-learning environment that was created during my leadership.

Continuous Professional Development of Young Teachers of Khulna University
Director, CETL

Quality assurance is a new concept in Bangladesh where Khulna University (KU) is no exception. It is yet to have any systematic professional development mechanism for its teaching staff. To this end KU, along with a consortium of 5 other universities participated in a 12-month program in 2014, toward the establishment of six CETLs in the selected public universities, in partnership with BC, and UGC. Formal establishment of CETL in KU in 2014 is the outcome of this program. I was appointed the Deputy Director in 2014, and then Director in 2015, with no office, no staff, and no regulations and I had to start CETL from scratch.

Developing Approach, Strategies, and Curriculum
In Bangladesh, in the absence of any quality assurance, accreditation, or accountability mechanism, teachers are reluctant about their professional development, and ignorant about pedagogic competence. This attitude involves a double bottom-line concern: firstly, being free from 'accountability' and 'responsibility' is taken for granted in university teaching, and is deemed as exercise of 'freedom' and 'self-esteem'. Secondly, 'no training can make good teachers' is a deep-rooted mental construct of teachers that makes them sceptical about any support offered for their professional development.

With regard to this cultural attitude of existing academic practice, the main challenge I identified was to bring change in the 'mind-set' of teachers and academic-strategic decision makers. Thus 'engagement' of teachers in the process of quality assurance was my key concern (Debowski, 2012). I prepared the "Ordinance for the Centre of Excellence in Teaching & Learning (CETL), Khulna University", which was approved by the 175th Syndicate meeting of KU on 4 January 2015. This ordinance has been approved by the UGC and been adopted by five other CETLs. I also developed a curriculum for CETL-KU with regard to KU's academic context.

Conducting Training Modules
I arranged 'Induction for the Lecturers' with 32 staff. To evaluate the effectiveness of the program and get suggestion for the design of next Training Module I, participants' feedback was collected in a structured form. The feedback revealed the program was successful as 100% of the participants agreed about the necessity and

significance of such orientation right at the beginning of their teaching career and they were keen to take part in the next training modules.

In the second year (2015), I conducted a 3-day training program with 64 lecturers on "Teaching on Pedagogy: Module I - Teaching & Learning". This time participation doubled, indicating my success in motivating increasing number of young teachers to take part in CPD. For this training, I invited two external resource persons with education background to conduct the sessions along with four in-house resource persons with no background in education/pedagogy. Participants' feedback revealed, they were enthusiastic about the topics; however, they were less satisfied with the performance of most of the resource persons.

Reflecting on the learning from the induction and Training Module I, I decided to focus on two issues before offering the second training module: 1) preparing in-house resource persons with the philosophy of 'learner-centered' training; and 2) re-designing the content of Module II through making it more contextual. Accordingly, based on three criteria: 1) brilliant academic and research background; 2) held strategic leadership positions (Head/Dean); and 3) has acceptance in young teachers community, I selected 12 resource persons from KU as trainers. I arranged a 2-day training program for 64 lecturers on "Teaching on Pedagogy: Module I — Teaching, Learning & Assessment" in 2016. Before the training, I conducted three dialogues with the resource persons and developed five common strategies for conducting the training sessions: 1) learner-centered, 2) workshop format, 3) participatory, 4) interactive, and 5) use of contextual materials and evidence from KU. I ensured use of motivational approach and topic-specific appropriate tools, aids, and materials for conducting the sessions. I used internet-based tools for invitation, online registration, reminders, uploading and sharing training materials, giving feedback to the participants, submitting assignments, and evaluating participants' performance. In order to evaluate the effectiveness of the training, I collected participants' feedback on a six-page prescribed 'format for reflection'. The summery of the reflection revealed the training to be highly effective for the pedagogical development of the participants.

I myself was one of the 12 trainers and conducted one session. In my session I applied a 'trainee-centered' approach with an activity ration of 30%:70%::Trainer:Trainee, and provoked the young teachers improve their pedagogic competence through sharing their own experiences. I mostly used online resources/references from world leading universities. Used various advanced methods/aids (PowerPoint, multimedia, video clip, large touch-screen interactive system, smart TV) to conduct learning activities during the session. Strategic focus of my session was 'feedback' from both participants and trainer's end. All the learning activities were designed/evolved surrounding 'speculation of feedback'. This strategy could yield an enthusiastic and highly interactive learning environment. The result of participants' evaluation of individual trainer's performance reveals, I got highest score among 12 trainers.

Activities for Continuous Professional Development
During 2016, I conducted series of events to support and monitor CPD of young teachers. I also invited the Vice-chancellor and senior management to these events to ensure two-way motivation. Selected events include 1) Dialogue on KPIs; 2) Seminar on Peer Observation; 3) Faculty Development Exhibition of Reflections on Impacts of Training; 4) Dialogue on Student Feedback Evaluation; 5) Individual Consultation on Result of SFQ; 6) Seminar on Creative Question; 7) Seminar on Exam Paper; and 8) Motivational Seminar with Strategic Administrators on Ensuring Accountability in Teaching-Learning. In order to make the participants accountable, I introduced a systematic process of evaluation and monitoring of their gradual development based on five Key Performance Indicators (KPIs): 1) Lesson Plan; 2) Detailed Course Syllabus; 3) Student Feedback Questionnaire; 4) Peer Observation Record; and 5) CETL Certificates of CPD.

Establishment of Discrimination-free Female Hall of Dignity
Provost, Bangamata Begum Fajilatunnesa Mujib Hall

In 2016 I was appointed the first Provost of newly established female hall Bangamata Begum Fajilatunnesa Mujib Hall. I developed all support facilities, recruited five Assistant Provosts (APs), three officers and 10 supporting employees for 288 students. There are three male halls and another female hall (Aparajita Hall) in KU. In Bangladesh, the way female halls in public universities are administered lags far behind the philosophy and objective of a university hall. The other female hall of KU is nothing different. There is gender-discrimination in the code of conduct and regulations. The living environment seems like 'tenement house' for 'minor girls' where ensuring 'safety' and 'security' is considered as the prime concern. There is hardly any opportunity to enable students to gain life, professional or interpersonal communication skills. Such environment offers nothing but sense of 'confinement', 'insecurity', 'vulnerability', and 'inferiority'. This approach has severe negative impact on the students' personal development.

I conducted intensive literature review, and national and international case studies to acquaint myself with the concept, philosophy, objectives and operation of a university hall. It helped me to set visionary strategies with regards to Bangladesh's socio-cultural context and KU's academic atmosphere. I developed a strategic framework in terms of core values, vision, mission, and objectives. I conducted a daylong dialogue with 288 students, five APs, and three admin officers. The dialogue included three components: seminar, workshop, and brainstorming session. First, I presented an interactive seminar on the philosophy and concept of a university hall to create a conceptual understanding among the students. Then I conducted a motivational workshop where I introduced ideas of core values, vision, and mission so as to shape the 'characteristics' of the Hall. Finally, through a brainstorming session, the students finalized the core values, vision, mission, and objectives of the hall.

To implement this strategy, I developed a student-centered thematic domain-based governance system to run the hall and shared it with the students in another dialogue session. I focused on five thematic domains: 1) cultural ambience; 2) healthy lifestyle; 3) counseling happy souls; 4) zero sexual harassment; and 5) zero 'Jongi' (radical Islamist) activities. Accordingly, I assigned five APs in five domains and formed five student sub-committees to run the domain-centric governance.

In order to deter gender discrimination, I adopted the same rules of the male halls of KU. For students' skills development, I designed a term calendar that included series of events under the five thematic domains (e.g. Orientation of Hall; Film Appreciation; Sharing Untold Stories; Volleyball Competition; Photographic Competition on KU Campus Events; Seminar on Sexual Harassment Prevention; Dialogue on "Why I am not a Jongi"). Each of the activities was arranged by the domain concerned and well circulated throughout the campus by posters.

Impact of my leadership is evident in two instances: 1) happy and confident faces of all hall students; and 2) more than 85% participation in all KU/hall events. Being inspired by my administration, student participation from other halls in KU events has also increased dramatically (from about 5% to 40%). The provost of the other female hall has expressed her interest to re-visit her administrative approach reflecting on my approach.

CONTRIBUTION TO SOCIETY
Reflective Commentary on Selected Social Commitments

Home

- I was elected the President of Khulna University Teachers' Association (KUTA) in 2018 with the highest number of votes in the history of Khulna University. Owing to the unprecedented mandate of KU teachers bestowed on my leadership, I started to nurture the spirit of social-cultural-intellectual interactions among faculties, which is, I believe, the foundation of quality research and learning environment. Accordingly, I organized series of social-cultural and non-formal events for KU teachers; activated KU teachers club; and organized indoor sports events and competitions, where, for the first time, more than 10 female teachers were active participants. I raised voice to fulfill

about 30 long pending demands of general teachers. In first three months, through series of intensive dialogues with the authority, my committee could get 80% of the demands fulfilled and reported the achievements back to the teachers in KUTA general meeting. In line with the government's quality assurance drive, through series of (planned) informal motivational sessions/debates/socialization/adda/dialogues, I could convince the early- and mid-carrier teachers about the significance of continuous professional development and the value of producing evidences of self-development. As a result, regarding the UGC-Guidelines on "Unified Teacher Recruitment Rules", KU teachers welcomed the initiative with few minor corrections in the general meeting held on 8 July, 2018. During my term, I attended all the meetings and actively participated in all the activities initiated by the Federation of Bangladesh University Teachers' Association (FBUTA). As recognition of my contribution to the Federation, I was elected the member of the Executive Committee of FBUTA.

- Being an executive committee member of Peshajibi Shomonnoy Parishod I have been active in social movement that a) upholds the spirit of Independence War of Bangladesh, b) demands capital punishment for all the war criminals of 1971 Independence War of Bangladesh; c) upholds Secularism as introduced by The Father of the Nation Bangabandhu Sheikh Mujibur Rahman; d) Strongly protests any attempt to destroy the age-old ethnic and religious harmony in Bangladesh; and e) Protests any attempt by the anti-liberation forces that goes against the supreme Constitution, hard-earned sovereignty, and unique socio-cultural and political identity of Bangladesh. I have been working continuously towards the development of a divisional network of Peshajibi Shomonnoy Parishod with the same political mission. Meanwhile, since last year, the executive committee has formed several sub-committees at Upazila level (Bagerhat, Shatkhira, Jashore, and Gopalganj). The sub-committees are well connected and active in organizing events and activities pro-actively.

- Driven by patriotic political consciousness, I have actively worked for the Mayor Election, Khulna City Corporation, June, 2018 and June, 2013 being a member of Peshajibi Shomonnoy Parshod and Shadhinota Shikkhok Parishad, as a representative of intellectuals and professionals of Khulna City.

- With a commitment to uphold the Constitution at a time when the nation was facing the most critical challenge of safeguarding the country from the deadly attack of BNP-Jamat-led anti-liberation allies, I have actively worked to monitor the 10th National Parliament Election, 2014. From the Peshajibi Shomonnoy Parishod an "Independent Election Observers Committee" was formed. Being a member of the committee, I formed 12 sub-committee to observed the election process at 124 centers in Khulna (1, 2, and 3 constituency). Based on findings from 248 questionnaires (2 for each center), I produced a report on the observations, and submitted it to the central committee of Peshajibi Shomonnoy Parishod.

- It has been a long period of 43 years since independence, yet religious minorities in Bangladesh remain vulnerable to persecution by anti-liberation forces. As a continuation of this, BNP and Jamaat-Shibir men looted, vandalized and burned Hindu houses in Thakurgaon, Dinajpur, Rangpur, Bogra, Lalmonirhat, Rajshahi, Chattogram and Jashore as soon as the voting of the 10th National Parliament Election, 2014 ended. In order to investigate the post-poll election violence, an eleven-member "Post-poll Violence Investigation Committee" was formed by the members of all the progressive socio-cultural organizations of Khulna, after the attacks. Being a member of the investigation committee, I visited the Hindu families in Malopara village in Abhaynagar, Jashore and stood beside the affected families.

- Being a member of the Convening Committee of India-Bangladesh Friendship Forum I have been working to enhance the friendly relationship between two historically related nations through arranging joint events and making grassroots people aware of the significance of friendship between India and Bangladesh. The committee works to uphold interests of both nations based on a win-win principle regarding matters of dispute such as Teesta water sharing agreement; maritime dispute on the rights on outer Continental Shelf in the Bay of Bengal; Chhit Mahal Binimoy (exchange of enclaves) etc. The committee also expresses concerns to protect and patent famous, exceptional and extraordinary products originating within the geographical territory of the country (such as jamdani sari, the exquisite nakshi kantha and fazli mango etc.) under the GI Act 1999.

- Being a member Advisory Committee of Shadhinota Shikkhok Parishad (SASIP), Khulna University, I actively worked with the commitment – a) to uphold the spirit of independence among the faculty members through regular socialization, arranging focused discussion, sharing session, and demonstration (if required) on any emerging national issue; b) to safeguard the university's teaching-learning, research, and administrative environment from the influence of anti-liberation forces (teachers-officers-students) who are hyper-active to brain-wash the learners and teachers with fundamentalist ideals; c) to enhance the cultural atmosphere of the campus through arranging programs and events that highlight Bengali cultural heritage, identity, and folk arts; d) to nurture patriotism and spread the political bases of independence among the students observing all the national days with utmost care and enthusiasm; and e) to encourage and inspire the young faculty members to prepare themselves as internationally competent and dedicated academics so as to enhance and sustain the high quality and healthy academic environment of Khulna University.

- Being an active member of RAiN (Resource Available in Nature) Forum I have been working with concerned policy-makers, grassroots communities and concerned stakeholders to build awareness about the importance and urgency of harvesting rainwater to protect ecological balance and natural environment; to save life and livelihood and to ensure food security. Making strong campaign to ensure equity eliminating the unequal distribution of scarce public fund for ground water extraction and surface water purification (by WASA, KUWASA etc.) based on vicious 'rural-urban divide' in delivering public services and utilities among the people.

- Comrade Ratan Sen Collegiate Girls' School, Rupsha, Khulna is a non-profit, social welfare school that offers inclusive education for the underprivileged, underestimated and vulnerable girls from poor and distressed families with a vision to make them competent and self-dependent personalities. Schooling is for free with necessary educational, and vocational training facilities. Alongside regular formal teaching-learning, the school emphasizes cultural and social development of the girls through regular music practice, sports, and participation in various cultural programs on different occasions. Being a member of the Advisory Board, I am actively involved in inspiring the students, raising funds, recruiting good teachers and motivating them. I also prepared the architectural design of the school building, which is under construction.

Abroad

- Over the course of the 2015-2016 academic year, the University of Texas at Austin has been working to develop a Sustainability Master Plan. Being invited in Fulbright Scholar capacity, I actively participated in three consultation meetings held in September 2015, November 2015 and January 2016, organized by the concerned committee and contributed to the development of strategies and policies through group discussion and workshop.

- As a Fulbright Scholar contributed in the Faculty Meeting of School of Architecture, University of Texas at Austin, on 'Campus Carry' legislature, which was one of the then most debated issues in UT Community, held on 3 November 2015.

- As a Fulbright Scholar contributed in the dialogue session arranged by the "Diversity Task Force" of School of Architecture, The University of Texas at Austin (UT) held in November 2015. Objective of the dialogue was to share thoughts and ideas about the challenges, consequences and implications of achieving greater diversity and equity within each program and the School as a whole. Being a Fulbright Visiting Scholar I shared my experiences verbally as well as in written form that was appreciated by the committee members as valued contribution towards developing strategies and action plans for ensuring increasing diversity in a more informed manner.

- As a Fulbright Scholar, I contributed in a faculty recruitment seminar as an invited observer on 29 February 2016. The seminar was presented by one of the four candidates shortlisted for the post of Assistant Professor at School of Architecture, The University of Texas at Austin.

- I attended the 2015 Fulbright Visiting Scholar Enrichment Seminar, held on December 9-12, 2015 in San Diego,

California. During the seminar I met with several minority community groups who advocate for human and civil rights of minority communities. The community groups included San Diego LGBT Community, San Diego LGBT PRIDE, Alliance San Diego, Somali Family Services, Partnership for the Advancement of New Americans, Survivors of Torture International, ACLU of San Diego, and GLSEN. During seminar Q&A sessions I shared human and civil rights situation of minority communities in Bangladesh and possible socio-political strategies to ensure their rights that would fit in the socio-cultural context of Bangladesh. Drawing on my experience in Bangladesh, I also suggested possible regulatory, political, social, and cultural ways to improve minority community's rights in the US.

- As a Fulbright Scholar, I visited Dillard University, New Orleans, to present an expert lecture on disaster impact and adaptation, sponsored by The Fulbright Visiting Scholar Outreach Lecturing Fund (OLF). It has provided me a great opportunity to share my insights on disaster adaptation practices in Bangladesh and learn from the experience of post-Katrina recovery and city planning process in New Orleans. In collaboration with the host institution, the visit comprised four major components, (1) visit to Katrina affected settlements and physical adaptation sites; (2) visiting the campus and meeting faculty and students; (3) formal lecture & dialogue session with the faculty and students of Urban Studies and Public Policy program; and (4) visiting the historic core of the city.

ACADEMIC REFEREES

Home

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[i] Kaler Kantha, Prothom Alo, The Daily Star; http://www.prothom-alo.com/bangladesh/article/130996

[ii] The Daily Purbanchal

[iii] *71 Television*

[iv] http://archku.ac.bd

[v] http://archku.ac.bd/undergraduate_course.php

[vi] Political model is offered as an alternative to two of the dominant models of university governance, the bureaucratic and the collegial. Policy model enables contextual understanding of the dynamics of policymaking in academic organizations. In this model, the university is understood as a complex social structure that generates conflict; there are many forms of power and pressure that affect the decision-makers; there is a legislative stage in which these pressures are translated into policy; and there is a policy execution phase that eventually generates feedback with the potential for new conflicts (Baldridge 1971).

[vii] http://archku.ac.bd/event_details.php?eid=109

[viii] http://archku.ac.bd/event_details.php?eid=105

[ix] http://archku.ac.bd/event_details.php?eid=104

[x] http://archku.ac.bd/event_details.php?eid=74

[xi] http://archku.ac.bd/publications.php

[xii] http://archku.ac.bd/event_details.php?eid=122

[xiii] http://unstoppableschooling.blogspot.co.uk

[xiv] http://archku.ac.bd/event_details.php?eid=127

[xv] http://archku.ac.bd/event_details.php?eid=126

[xvi] http://archku.ac.bd/notice_details.php?nid=67