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THE UNIVERSITY OF CAMBODIA

**GRADUATE
TEACHING
HANDBOOK**

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- I. Introduction
- II. General Information
- III. Facilities
 - 1. Faculty Lounge
 - 2. The Toshu Fukami Library and e-Library
 - 3. The Computer, IT and Language Laboratories
- IV. General Expectations of Faculty
 - 1. Scholarship
 - a. Innovative Teaching Approaches
 - b. Research
 - 2. Responsibility and being a Role Model for Students
 - 3. Relations with Others
 - a. Others at the University of Cambodia
 - b. The Community at Large
 - 4. Time-lines
 - 5. Evaluation
- V. Overview of the Structure of Degree Programmes
 - 1. Master's Degrees
 - a. Overview
 - b. The Master's Students Academic Committee
 - c. Common Courses
 - d. Major Courses
 - e. The Thesis Option
 - f. The Comprehensive Exam Option
 - 3. Doctoral Degrees
- VI. Assessment of Students' Performances
 - 1. Expectations for UC Students
 - 2. Overview of the Assessment of Students' Performance
 - 3. Scholarship and Graduation Requirements
 - 4. Attendance
 - 5. Assignments
 - a. Academic Honesty and Plagiarism
 - b. Student Presentations
 - 6. Examinations
 - 7. In Conclusion
- VII. Overview of Faculty Teaching Obligations
 - 1. Appropriate Conduct
 - 2. Language of Instruction
 - 3. Preparation for the Start of Term
 - 4. Personal Time-Keeping
 - 5. Rescheduling of Classes
 - a. Public Holidays
 - b. Foreseeable Short-Term Commitments
 - c. Unforeseen Emergencies
 - 6. Student Classroom Attendance
 - 7. Plagiarism and Academic Honesty
 - 8. Hand-Outs
 - 9. LCD Projectors
 - 10. Assignments

- a. General
 - b. Student Presentations
 - 11. Examinations
 - a. The Need for Professional Integrity
 - b. Format of Exam Papers
 - c. Submission of Exam Papers
 - d. Running of Exams
 - e. Submission of Exam Grades
 - VIII. Suggestions for Running a Course
 - 1. Overview
 - 2. Preparation and organisation
 - 3. Starting the course
 - 4. Structuring a lecture
 - a. At the start of each lecture
 - b. At the end of each lecture
 - c. General presentation and maintaining students' attention
 - d. Introduction of terms and concepts
 - e. Class discussions
 - f. Monitoring students' understanding and performance
 - 5. Encouraging independent thought and higher-order thinking skills
 - 6. Assignments
 - a. General
 - b. Graduate student presentations
 - c. The need to take assignments seriously
 - 7. Examinations
 - IX. Assessment of Faculty Performance
 - 1. Student evaluations
 - 2. Peer evaluations
 - 3. Faculty self-evaluation
 - 4. Faculty assessment
- Appendix I: University Rules of Civility and Codes of Conduct*
- Appendix II: Pledge*
- Appendix III: Syllabus Format*
- Appendix IV: Form for Rescheduling of Classes*
- Appendix V: Leave-of-Absence Form*
- Appendix VI: Exam Paper Format*
- Appendix VII: Student Evaluation of Faculty*
- Appendix VIII: Peer Evaluation of Faculty*
- Appendix IX: Self-Evaluation of Faculty*

I. Introduction

There is the continual need for the University to ensure that its teaching staff members meet the expectations of their students, their sponsors and other stakeholders; and thus the requirements of the University's Rules of Civility and the Faculty Code of Conduct (Appendix I), together with the various policies regarding teaching performance.

Hence, there is the need to ensure that all faculty fulfill:

- i. their contractual obligations in the performance of their duties; and
- ii. their moral, social and other obligations as responsible role models.

Furthermore, there is the need to ensure that, where possible, faculty make positive contributions to the development of a research-related dynamism at the University.

The aim of this publication is to provide general information about degree programmes at the University of Cambodia and guidelines on what is expected of faculty in the teaching of these; together with some suggestions on the planning, running and assessment of courses.

II. General Information

In the past, all of our degree programmes were taught through the medium of the English language: what is now called the International Track. However, in October 2013, we have started to offer selected undergraduate programmes on a parallel Khmer Track.

To best meet the requirements of our diversity of students, we have two different sessions each term of each academic year:

| | |
|--|--|
| Evening Session | 5:45 pm - 9:00 pm |
| Weekend Session | 7:30 am - 12:15 pm & 1:00 pm to 4:15 pm* (Saturday and Sunday) |
| *Starting from Term III, Academic Year 2013-14 | |

Our academic calendar comprises three terms:

- Term I (generally starting in October) and Term II (generally starting in February), each comprising 15 weeks of formal teaching; whilst
- Term III (typically starting in June) is shorter, with 10 weeks of coursework.

Each term is followed by a one week break to allow for revision and 'make-up' lectures (when Public Holidays and other disruptions have meant that required formal 45 contact hours for a course could not be met during the allotted period).

New graduate students can only join the University in Terms I or II.

Graduate students in a given session can do up to three courses (45 contact hours each) in each term.

III. Facilities

Faculty can have up to 40 sheets printed for free for each course which they teach, on the computer in the Bookstore.

1. Faculty Lounge

This includes computers with internet access and an information board for announcements. Also please note the following, ***which is important for smooth administrative processes:***

1. Part-time faculty should sign in and out each day of teaching on the time-sheet in the Faculty Lounge, to ensure no problems with payment.
2. They should also collect the folder with attendance sheet before each class from the appropriate pigeon-hole..
3. At the end of each class, all faculty must return the folder with the updated attendance sheet (countersigned by the faculty) to the Faculty Lounge, so that OSAA can refer to it if necessary.

Note that signing in and out on the time-sheet is important for payroll purposes:

- In addition, faculty need to sign the payroll slip at the Office of Finance between the 1st and 4th of each month.

2. The Toshu Fukami Library and e-Library

These open at 7:30 am seven days a week (apart from public holidays), closing at 9:00 pm on weekdays and 6:00 pm at weekends.

The Library has about 60,000 items including books and a section for magazines, newsletters and newspapers. Apart from an academic collection of books for CES, the Academic Foundation Department Corner and each of the six Colleges, there is also a General Collection and Khmer, Chinese and Japanese Collections, together with the European Union Corner and the Indian Corner.

The University is extremely grateful to our Chancellor, Dr. Haruhisa Handa (Toshu Fukami is his pen-name) and other generous benefactors for the donation of books and other materials to the University.

- i. All items are catalogued according to the Dewey Decimal classification system and can be located and reserved (and thereafter renewed) using the Online Public Access Catalogue accessible from <http://uc.edu.kh/library> (staff will help when there are any problems).
- ii. Once they have agreed to teach at least one course, faculty can borrow up to two books from our Library for up to two weeks at any one time. All books must be returned upon completion of a term's teaching: Faculty will not receive their final payment until this is done.
- iii. Books must be returned within two weeks after borrowing; and cannot be re-borrowed by same person until one week thereafter.

The e-Library has more than 20 computers with internet access, as well as a Multi-Center; WiFi is also available. It has access to a large number of collections of electronic documents and related materials from various national libraries and university libraries overseas, including over 4,500 research e-journals.

Please also note that, ***for both Libraries:***

1. No food or drinks other than bottled water are allowed to be taken in.
2. All bags, materials, and other personal belongings (apart from books, pens, documents, and computers) must be left in the drawer.
3. Users must show their UC-ID or their membership card, and write their name in the log book at the entrance.
4. All users should keep quiet to avoid disturbing others.
5. Any damage caused to library property will lead to disciplinary action.
6. Please return all library books, magazines, newspapers, bulletins, or newsletters to where found them.

3. The Computer, IT and Language Laboratories

These are available for practical classes where computers are required. The use of the Computer and IT Laboratories or the Language Laboratory, which is an adjunct to the Centre for English Studies, can be booked through the IT Office on the second floor.

IV. General Expectations of Faculty

The following considers what is expected overall of faculty in terms of their academic performance and their relationships with students and others; more detailed aspects will be considered in later sections.

1. Scholarship

The first two of the nine goals of the Strategic Plan¹ of the University of Cambodia are:

1. to be a centre of excellence in instruction and original thinking, including through the development and introduction of innovative teaching techniques and approaches, especially in the context of relevance to Cambodia and the region.
2. to be also a centre of excellence in the conducting and publishing of research, with particular reference to Cambodia and the region.

a. Innovative teaching approaches These should be actively sought and developed, in order to maximise benefits for the students from their time at University.

- Such approaches should give students the relevant, up-to-date 'hard' skills (e.g. in accounting, IT), as well as a knowledge and understanding of the material in the course being taken.
- They should also aim to encourage students to further develop their 'soft' skills: those related to critical and analytical thinking, self-organisation and the ability to function independently, communication and the ability to work in groups, leadership, and other behavioural qualities of continued use in later life.

Ideas for how the above can be better achieved are suggested in Section VIII.

b. Research In addition, as academics, faculty should be interested in the active pursuit of knowledge and a greater objective understanding of their particular field of specialisation, so that they strive to keep up-to-date with recent developments.

- i. This will help in updating and refining the classes which are taught and in responding to students' questions.
- ii. Such scholarship should also focus on making sure that material covered is relevant to the situation in Cambodia and the region, and thus is useful in a regional context: this is especially important in order to properly prepare students with the knowledge and 'hard' skills needed when they enter the job marketplace.

Apart from the scholarship and literature research required for proper course preparation, faculty are also encouraged to initiate or participate in projects at the University for collecting primary data to answer specific research questions relating to Cambodia.

- i. This will facilitate their personal development.
- ii. Research projects should be done in consultation with the University Research Committee to ensure compliance with international standards.

This is consistent with the second of the nine goals of the Strategic Plan: that the University of Cambodia also be a centre of excellence in the conducting and publishing of research, with particular reference to Cambodia and the region. Thus the University aims to

- i. establish an interest in research in undergraduate students through appropriate courses and opportunities for follow-through with short research projects; as well as

¹ See the University of Cambodia website, uc.edu.kh.

- ii. try to encourage graduate students to be more open to doing research projects leading to a thesis.

2. Responsibility and being a role model for their students

All faculty need to abide by the University's Rules of Civility and the Faculty Code of Conduct (Appendix I): they have already agreed to this in signing their contract, with the unfortunate need for a back-up of their being asked to sign a Pledge (Appendix II: see also Section VII.1).

Thus, as role models, they must show responsibility in time-keeping, to ensure that their students get the full 45 contact hours required for each course; they should also 'do their homework' and come prepared for each lesson.

- i. Doing so will also encourage the students to do likewise.
- ii. Failure to do so whilst criticising students for the same failings will merely be considered by the class as hypocrisy.

Also, as professionals, faculty should be aware of the need for, and thus practice, the following principles:

- i. **Honesty** Faculty should also be transparent with all class-members and others at the University, in order to ensure credibility, respect and trust.
 - This includes avoiding plagiarism ('academic theft': see Section VII.7; also Section VI.5.a for what constitutes plagiarism and how to avoid it).
 - They should be open about all conflicts of interest between their other jobs or positions and their duties and responsibilities as Faculty at the University of Cambodia (see also Section IV.3.b).
- ii. **Trustworthiness** They should not betray their students' trust (except to the University administration under exceptional circumstances as appropriate).
- iii. **Integrity** Thus they should not seek to take advantage of any student in any way; and they should be open and objective in presenting information with no political or other bias.
 - They must not accept gifts from individuals or small groups of students, or arrange to meet these outside of class, to avoid exposing themselves to the risk of misinterpretation.
 - They should encourage class-members to give alternative, reasonable and reasoned opinions and promote free discussion of these.
- iv. **Equity** Faculty should treat – and be seen to treat – all class-members equally in both words and actions, regardless of gender, race, religion or any other characteristic.
 - Thus, no favouritism should be shown to any class-members.
 - Equally, none in the class should be ignored for any reason – a student guilty of improper behaviour should be warned in private and, if this continues, the matter should be taken up with the faculty's College.

Failure to abide by the above, if the subject of student complaints which are found to be justified, will mean that the faculty will be called before the University's Academic Disciplinary Committee to review the issue(s).

3. Relations with others

The key principles identified in the foregoing section apply equally here. The following provides more specific expectations with regard to relations with:

- a. others at the University of Cambodia; and
- b. the community at large.

Again, failure to abide by these guidelines will mean that the faculty will be called before the University's Academic Disciplinary Committee to review the issue(s).

a. Others at the University of Cambodia All faculty should aim to be part of the University of Cambodia Community.

1. *Consideration, understanding and respect* should be given not only to the students in the faculty's class(es), but also to others: most especially to other faculty and to support staff.
2. *Cooperation*: thus there is the need for productive working together for the good of all.
3. *Coordination and forward planning*: there is also the need for responsibility in submitting and requesting materials ahead of time, and for applying for class cancellations.
4. *Consensus*: in this way, through an awareness of the problems which others face, the University can strive to ensure the common good.

b. The Community at Large It is recognised that full- and part-time faculty are members of the Cambodian community at large, as well as the global community.

- All local and expatriate faculty are required to obey the laws of the Kingdom of Cambodia and respect the prevailing social mores.
- As members of the University of Cambodia, all faculty are expected to make positive contributions to the further development of not just our student community but the country as a whole.
- However all of the university's full- and part-time faculty should take care to protect the university's image in the public eye and thereby help to achieve its objectives.
- Thus, whilst Cambodians have the rights accorded to private citizens, they must exercise these rights as such, and not in the name of the University of Cambodia.
- Obviously the same applies for expatriates working at the University.
- On campus, all Cambodians and other nationals must refrain from indulging in partisan politics, but instead strive to present a balanced overview of contentious domestic and international issues, provided that this is relevant and appropriate to the course being taught.
- The University of Cambodia in no way wants to constrain the rights of its faculty as private individuals on campus; rather, it seeks to ensure that they behave as responsible and objective academics, as befits their appointment as educators (see *e.g.* Section IV.2.iii).
- Off campus, faculty can speak or write as citizens and/or members of the global community without fear of censure by the University of Cambodia, provided that they observe Cambodian laws and they show good judgement in their pronouncements.
- Thus they should not compromise their objectivity in their academic area of expertise, or their obligations to their students or the university.
- However they must remember that the public will judge their professionalism and thus that of the University by their actions and utterances.
- Therefore, on and off campus, faculty must be accurate in the information they provide, and show respect for the opinions of others without indulging in hyperbole; if asked for comment, they may mention that they are faculty at the University of Cambodia, *but*

there is the need to make clear that any controversial statements or conclusions that they make are in their personal capacity, and do not necessarily reflect the position of the University of Cambodia.

4. Time-lines

As an aid to help fulfill the above, on the basis of what will be detailed in Sections VII and VIII, the following time-line gives an idea of what is expected of faculty before, during and after each term.

| | Week 1 | | Week ($\approx x/2$) | | Week x | | Week ($x + 2$) | | Week ($x + 4$) |
|--|---------------------------------------|---------------|------------------------|---------------|-----------------|---------------|------------------|---------------|------------------|
| Research for lectures and preparation of syllabus, etc.* | Start lectures; submit syllabus, etc. | \Rightarrow | Mid-term exam** | \Rightarrow | Finish lectures | \Rightarrow | Final Exam** | \Rightarrow | Submit grades |

* Please submit the selected textbook two weeks prior to the start of classes.

** Draft exam papers should be submitted two weeks beforehand (see Section VII.11.c)

Please note that the University of Cambodia reserves the right to change some or all of these due to extraneous variables beyond our control: for example –

- the annual cycle of public holidays (many are lunar-based); and
- the ongoing problem of late registration, especially by graduate students (and thus the lack of clear information about whether a class will be run and, if so, in what manner), which we are trying to correct – we want to try to keep everybody happy and avoid being ‘stuck in the middle’ in future.

5. Evaluation of Performance

Each faculty's teaching performance will be assessed on a by-term basis through evaluations by their classes and by full-time faculty sitting in on these classes; constructive feedback on the results of these, together with a review of the faculty's self-assessment, will be provided (see Section IX).

- i. The Curriculum Development Committee for Degree Programs (CDC-DP) includes a review of the evolution of individual faculty's syllabi, and their proposals for how to develop courses further, as part of its purview.
- ii. The end-result will be a report by Faculty Review Committee for Degree Programs (FRC-DP), to be included in the faculty's personal file.

In addition, the performance of full-time and part-time in other University activities (including research) will also be taken into consideration by the FRC-DP.

V. Overview of the Structure of Degree Programmes

1. Master's Degrees

These programmes have been based on the American system to allow flexibility. However, recent MoEYS requirements mean that the University of Cambodia has to convert to fixed degree-plans, which comes into effect for new students at the start of Academic Year 2012-3.

a. Overview The admittance of students, together with monitoring their subsequent progress, is under the purview of the Master's Students' Academic Committee (see Section V.2.b).

The University of Cambodia reserves the right to change the material contained here without prior notice: updates will be posted on uc.edu.kh.

where necessary, they may require that a prospective Master's student must first take and pass up to three bridging courses before being allowed to join their chosen programme.

All students are required to complete a minimum of 54 credits to complete their Master's programme, although extra credits may need to be taken where a candidate's performance has been poor (see boxes below and Section VI).

- Note that the requirement to meet new guidelines set by MoEYS means that students starting in October 2012 or thereafter have to follow degree-plans with a different overall programme structure compared to students who first enrolled in earlier terms.

Courses to be taken by *all* students comprise:

- A series of common courses, the number of which depends on when the student first joined the programme (see Section V.2.c).
- A selection of courses related to a student's major and done by all students in a programme (again the number of these depends on when the student first joined the programme: see Section V.2.d).

Thereafter, depending on satisfactory performance, the student can opt to do either the Thesis (see Section V.2.e) or the Comprehensive Exam (see Section V.2.f) option.

The following boxes highlight important considerations for all students to bear in mind (and to be reminded about!) *throughout their Master's programmes*.

Box 1: The Need to Perform Consistently Well

A Master's student needs to have *a minimum overall Grade Point Average (GPA) of 3.0* in order to file for graduation; failure to do so means that extra courses will have to be done in order to bring the GPA above this minimum threshold.

- A student is allowed a maximum of three courses with a grade 'C'.
- Further courses with this grade count as grade 'F' with a Grade Point of 0.
- Students who plan to take the Thesis option (see section V.6) must have a GPA of at least 3.0 after completing the requisite initial 14 courses; if they fail to achieve this standard, then they have to convert to the Comprehensive Exam option.
- Students who take the Comprehensive Exam option (see section V.7) **can do up to an extra six courses (18 extra credits)**, to make a total of 72 credits) in order to bring their GPAs to above the requisite minimum: if they fail to do so, then they automatically drop from the programme.

Box 2: The Need to Meet Deadlines

A successful Master's student is expected to satisfactorily complete all course-work and then pass a Comprehensive Exam or Thesis defense *within two years* after first joining a degree programme. However, under exceptional circumstances, this may be extended up to four years, based on guidelines from MoEYS.

b. The Master's Students' Academic Committee This comprises the President; the Vice-President for Academic Affairs; the Dean of Graduate Studies; a representative from the Institute of Research and Advanced Studies and the Associate Deans of the relevant Colleges. It is responsible for:

1. reviewing applications to join Master's programmes regarding their suitability, based on their academic background and their potential to contribute as well as derive benefit from our existing and planned graduate programmes, and whether they need to do Bridging Courses (see Section V.3) – where considered necessary, candidates will be interviewed;
2. for successful applicants who pass the Entrance Exam, assigning a advisor from the full- or part-time faculty to assist in monitoring their progress, more especially in the final stages of their respective Master's programmes;
3. thus it is especially involved in monitoring the performance of students who are doing the Common Courses (see Section V.4) and, as appropriate, the Thesis (see Section V.6) or Comprehensive Exam with Master's Research Paper (see Section V.7) options;
4. to this end, the advisor of each student is responsible for routinely keeping the Committee informed of any problems through the Associate Dean of the student's College and the Dean of Graduate Studies.

c. Common Courses All students are required to take and pass the following three courses early on in their Master's degree programme:

- FDN501: Research Methodology
- FDN502: Statistics for Research
- FDN503: Research Paper Writing

In addition, students starting in October 2012 or thereafter have to also do a fourth Common course:

- FDN504: Ethical Leadership

All students are required to attend and pass their Common courses in a satisfactory manner.

d. Major Courses These include so-called 'elective' courses. All students starting in October 2012 or thereafter have to do *ten* such courses; students who enrolled before this date have to do an additional course (i.e. a total of *eleven*).

e. The Thesis Option Students doing this option for obtaining the remaining minimum of twelve credits for graduation must register for modules RPT601-RPT604.

- i. Students wishing to do this option must have completed their previous coursework with a minimum GPA of 3.0.
- ii. Further information is available in the Master's Students' Handbook.

f. The Comprehensive Exam Option Students who do this option must complete at least three more courses related to their chosen major.

- i. Having at least the minimum number of credits (51 credits) and maintained a GPA of at least 3.0, they can then register for the Capstone module (CAP601).
- ii. Thereafter, the prospective candidate must satisfactorily complete a Master's Research Paper (MRP).
- iii. Having completed an acceptable MRP, the student can then register to sit the Comprehensive Exam.
- iv. A student who fails the Comprehensive Exam may repeat it once at the discretion of their College (or other nominee of the President). A student who fails the exam a second time is dropped from the program and loses his/her registered graduate

student status.

- v. Further information is available in the Master's Students' Handbook.

2. Doctoral Degrees

These programmes are being revised at present in the light of recent MoEYS' recent issuance of a set of guidelines for all universities.

VI. Assessment of Students' Performances

1. Expectations for UC Students

We expect our students to acquire the necessary academic skills (and, where appropriate, 'hard' skills: for example, in accounting, IT) expected by potential employers.

We also expect them to further develop their 'soft' skills: for example, their thinking capabilities, such as being critical, logical and creative; and positive behavioural ones, including responsibility, self-discipline and teamwork, as well as a willingness to learn.

Thus students, with faculty as role-models (see Section IV.2), should recognise the need to:

1. practice time-management and be responsible and strive to maintain full attendance, arriving at each class on time and not leaving until it finishes;
2. come prepared for each class, including covering background reading and submitting all assignments on time;
3. be an active participant in class, but not to demand spoon-feeding (including detailed hand-outs).

To better develop their potential, students should be encouraged to actively take notes, rather than be passive watchers reliant on handouts. Thus they should be encouraged to take written notes in each class, and write them up afterwards (including a description of any graphs, etc.), and incorporate the findings of their own research outside class, to develop their writing skills and the ability to put things in their own words;

1. this will aid in the transfer of material to long-term memory;
2. performance in exams will thus be enhanced by having the knowledge and the ability to write it down;
3. performance in later life will also be enhanced through greater independence of collecting and collating information (without being reliant on spoon-feeding) and improved writing ability.

There is no official policy regarding the use of laptops by students in class. However, given evidence that their use impedes student attention and learning, the University will support any faculty who ban the use of laptops (see Box 3).

Box 3: Using Laptops in Class

There is growing evidence that the use of laptops by a subset of students in class is not conducive to their education.²

1. It is restrictive for proper note-taking, because of problems of drawing diagrams, etc., as well as flow-charts to capture what the faculty is saying in as few words as possible: the user is not getting the opportunity to develop a solid soft skill.

² e.g. Laptops vs. learning (<http://tinyurl.com/218vmw>); Banning Laptops in Classrooms: Can students multitask effectively? (<http://tinyurl.com/38sa2pg>); Using laptops for notes (<http://tinyurl.com/am5kwkw>); US unplugged: manifold benefits of disconnected learning (<http://tinyurl.com/bcznmnw>).

2. It distracts the user, because they are monitoring e-mail, *etc.*: **basic psychology confirms common sense** – ‘multi-tasking’ just means doing several things at once, *but* doing none of them very well.
3. It distracts neighbouring students through the sound of key-clicks and through watching what the user is doing.
4. It potentially also impedes interactions in *e.g.* classroom discussions.

Thus, even if the faculty does allow the use of laptops, students should actively consider whether they are helping or hindering themselves in trying to get the most out of a class.

- If they do decide to continue to do so, they should sit together at the back of the class to minimise distraction for others (including those sitting in to do peer evaluations☺).

Note that others have inevitably sought to argue against any such ban:

1. Some have argued that it is the instructor’s fault for being boring;³ but that’s life – learning to be positive and trying to make the most of something is an essential soft skill for adults (it is different with young children).
2. Some (in the US) have used the false analogy that students are “customers”:⁴ we **do not** sell degrees and we need to maintain a minimum standard to remain credible, not compromise standards to get higher enrollments where this means that there is a lack of any serious commitment to active study by the extra intake, and thus to the University’s endeavours to achieve its motto of ‘In pursuit of knowledge, wisdom and building tomorrow’s leaders’.
3. Some have observed that it is possible to design courses which take advantage of students with laptops:⁵ but what about those who cannot afford them?

More broadly, as part of its drive to produce the leaders of tomorrow, the University of Cambodia sets a high standard for the proper and responsible conduct of all of its students, as well as faculty and other staff.

- This is enshrined in the University Rules of Civility and Codes of Conduct (Appendix D).
- A central theme of these is the need for honesty and integrity.

2. Overview of the Assessment of Students’ Performance

Tables 5 and 6 below summarise the modes of assessment for Bachelor’s and graduate classes, respectively; whilst Table 7 shows the different grades awarded in relation to the marks allotted.

³ *e.g.* Banning Laptops in Classrooms (<http://tinyurl.com/a8ryr6u>).

⁴ *e.g.* Profs Should Rethink Banning Laptops from Lecture Halls (<http://tinyurl.com/a7st9n3>).

⁵ *e.g.* Miracle or Menace: Teaching and Learning with Laptop Computers in the Classroom (<http://tinyurl.com/9wlejkq>).

Table 2 Contribution of different components to the final score for graduate students

| Method of Assessment | Percentage of Overall Mark |
|-----------------------|---|
| Attendance* | 20% |
| Assignments and Exams | Apportioned in consultation with the Dean of Graduate Studies |

* Including *active* participation

Table 3 Equivalent grades and grade points for different scores: note that any more than three Cs for graduates count as Fs.

| Letter Grade | Grade Point | Score (%) | Definition |
|--------------|-------------|-----------|-------------|
| A | 4.00 | 90-100 | Excellent |
| B+ | 3.50 | 85-89 | Very good |
| B | 3.00 | 80-84 | Good |
| C+ | 2.50 | 75-79 | Fairly good |
| C | 2.00 | 70-74 | Fair |

3. Scholarship and Graduation Requirements

Master's students (see Section V.2) need to have a minimum overall GPA of 3.0 in order to file for graduation.

- i. A student is allowed a maximum of three courses with a grade 'C'.
- ii. Further courses with this grade, as well as all courses with a grade 'D+' or 'D', count as grade 'F' with a Grade Point of 0.
- iii. Students who take the Comprehensive Exam option can do up to another *six* extra courses (18 extra credits, to make a total of 72 credits) over the required minimum of 18 courses (54 credits) in order to bring their GPAs to above the requisite minimum: if they fail to do so, then they automatically drop from the programme.
- iv. Students who plan to take the Thesis option must have a GPA of at least 3.0 after completing the requisite initial 15 courses; if they fail to achieve this standard, then they have to convert to the Comprehensive Exam option.

Please note that the above is for your information: it is **not** asking you to make sure that students should be marked high enough to keep their scholarships or so as to be able to graduate. You should mark all assignments and papers fairly and objectively, based only on the merits of the work being assessed (see Section VII.11).

4. Attendance

For their own benefit, students are expected to be conscientious in attending to their studies at the University of Cambodia. A student who registers for a course is expected to attend all scheduled classes in the relevant session. For attendance at a class to be counted, students are expected to be present for at least 2.5 hours of a 3 hour session; and at least 1.25 hours for a 1.5 hour session.

- For graduate students, attendance and active participation contributes towards 20% of the final grade for a course (Table 6).

In addition, for undergraduates, fee-paying students are required to maintain a minimum of 60% attendance. However, the minimum is set higher for those who are under obligation to those who have awarded them a scholarship. Thus:

- All Scholarship students are required to maintain 75% attendance for each course taken.

There is greater flexibility for graduate students; however those who are receiving external support should have their sponsors informed on a term-by-term basis of attendance and other issues, to safe-guard our reputation.

Where a student fails to maintain adequate attendance, they will be barred from sitting the final exams for that course, and they will receive a failed grade 'F'.

- i. An exception will be made if the student asks to drop the course before the end of the second week of term, in which case their transcript will instead indicate 'Withdrawn' (WD).
- ii. Additional exceptions will be made for students who continue on a course but are unable to attend make-up lectures (Section ?) for good reason, provided that they submit a leave of Absence form with an acceptable reason to the Office of Student Academic Affairs prior to the date of the re-scheduled class.
- iii. Otherwise, apart from informing the students themselves, the University reserves the right to contact the student's parents or guardians to inform them of the situation.
- iv. In addition, scholarship students will also forfeit their scholarship awards.

To encourage punctuality, and thus responsible working habits and the consideration of others, faculty should take students' attendance within the first 15 minutes of the start of the class; and also after the mid-lesson break for 3-hour sessions.

- They should warn students whose attendance is poor of the consequences (as outlined above) of further absences; where appropriate, they should inform the College of the student's major.

Box 4: Student's Short Leave-of-Absence

A student who cannot attend one or more classes (or a test or formal exam) due to unavoidable circumstances should submit a *Short Leave-of-Absence* form with the appropriate supporting evidence and the date of return to the Academic Foundation Department or the Office of Student Academic Affairs as appropriate.

If the application is approved, then this will be noted in the student's academic record as a justifiable reason for not achieving maximum attendance.

- It is important to note that these are the limits of the University's obligations: *the student alone is responsible for making up for the lost time and completing the necessary homework and other assignments.*
- With the exception of make-up classes due to rescheduling as a result of public holidays or other circumstances (see Section ?). it does not affect the minimum level of attendance which the student needs to maintain (see Section VI.4).

If the approved absence is from a Midterm or Final Exam, then the student must do a new exam paper within the following week under appropriate conditions.

5. Assignments

These are meant to allow students to demonstrate their *scholarship*: how much they have read and how well they understand a particular topic in depth, rather than having only a superficial awareness of some aspects of it. The basic assignment should be written as a paragraph-based essay, rather than just disjointed bullet-points, to develop the soft skill of writing (and thus the thinking processes underlying this).

- These should be submitted on time, with late submissions having a prescribed number of marks deducted.
- The situation regarding student presentations will be considered below.

Where groups are involved, the faculty should provide advice about how the work should be divided up, and should be consulted as necessary about any problems during the implementation.

- For group assignments (including those involving class presentations), the instructor may require that a statement of the group-members' relative contributions be also submitted, signed by all in the group.

Assignments and answers to exam questions should, where appropriate, be balanced in reviewing different evidence and the resultant opinions: there is usually no simple answer, so the alternatives should be considered fairly. They should make a conclusion based on an evaluation of the evidence and justify why other, seemingly reasonable, alternatives have been rejected.

Major issues arising out of setting assignments are:

- a. academic honesty and plagiarism;
- b. student presentations.

a. Academic Honesty and Plagiarism Apart from ethical considerations, *academic dishonesty disadvantages those who practice it.*

- i. Those who cheat are depriving themselves of the education which they or others have paid for: they are preventing their instructors from identifying the students' weaknesses which need to be attended to and so help them to 'learn how to learn'⁶.
- ii. Thus, those who cheat are shortsighted: they can only see as far as getting an assignment finished, not the next assignment or the next course (never mind next year or ten years from now). They have failed to understand that *true* learning (and the investment of effort required) gives a solid foundation, upon which further learning can build a solid structure for greater understanding.

Academic dishonesty also harms those others who strive to do their best: it would damage the reputation of the University of Cambodia by devaluing our degrees and making them 'just pieces of paper' if we did not take measures to minimise its occurrence.

To deal with the problem of *cheating in exams*, the University of Cambodia has introduced a system of centralised midterm and final exams with strict enforcement (see Section VI.6).

Worldwide, plagiarism is a problem in Higher Education. This is basically a violation of another person's copyright:⁷ even if unintended, all forms of plagiarism should be penalised.⁸ Boxes 5 and 6 define what is meant by plagiarism; Box 7 reaffirms why plagiarism is bad.

Box 5: What is Plagiarism (1)?

Plagiarism is where the guilty party aims to pass off the work of others as his or her own, and is considered to include:⁹

- i. using another's words or ideas without giving the acknowledgement and credit due to them – *even if* the person who is plagiarizing independently had the same idea or reached the same conclusion; **or**
- ii. using another's words without quotation marks, even if the source is cited; **or**
- iii. paraphrasing or summarizing another's words without giving a citation (as noted elsewhere,¹⁰ "borrowing the structure of another author's phrases or sentences" is generally a consequence of laziness rather than the intention to deliberately deceive – an additional consideration is a lack of confidence in English); **or**
- iv. borrowing another author's outline for a paper or book without due credit; **or**
- v. using another's computer code; **or**
- vi. incorporating the editorial suggestions of family, tutors or others who have contributed to the final script – even if only to edit the grammatical content - without due credit; **or**
- vii. using 'ghost writers', or any sort of paper-writing service (including translation services for a student's paper originally written in Khmer).

Box 6: What is Plagiarism (2)?

The source of the original material (*which is effectively being stolen*) in the first five of the items in Box 5, whether in print or from the internet, is irrelevant: copyright

⁶ <http://depts.washington.edu/grading/issue1/honesty.htm>

⁷ http://amow.boardofstudies.nsw.edu.au/downloads/module4_print.pdf

⁸ <http://depts.washington.edu/grading/issue1/honesty.htm>

⁹ http://policies.anu.edu.au/policies/code_of_practice_for_teaching_and_learning/policy;

http://amow.boardofstudies.nsw.edu.au/downloads/module3_print.pdf

¹⁰ <http://www.lc.unsw.edu.au/plagiarism/how.html>

applies for web material also. What is considered as plagiarism can be illustrated by the following example, from *A Writer's Reference* by Diana Hacker (New York, 1989; as quoted by [//depts.washington.edu/grading/issue1/honesty.htm](http://depts.washington.edu/grading/issue1/honesty.htm)):

- **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
- ✗ **Unacceptable borrowing of words:** An ape who knew sign language unsettled linguists and startled animal behaviorists.
- ✗ **Unacceptable borrowing of sentence structure:** If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.
- ✓ **Acceptable paraphrase:** When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.

Note that, with an acceptable paraphrase, the source(s) should be cited; the same applies for quoting of the original (in inverted commas or as an indented paragraph).

Box 7: Why is Plagiarism Bad?

Apart from the ethical issue of theft and stealing the work of others, plagiarism is bad for the following reasons.

- i. It denies the rightful authors the recognition which the culprit implicitly acknowledges that they deserve.
- ii. It disadvantages the guilty plagiarists, who are depriving themselves of the opportunity to develop their writing 'muscles' with exercise and the resultant feedback from instructors and others.
 - a. Otherwise, students develop a cut-and-paste mentality, where often inappropriate sentences or paragraphs are placed one after the other, indicating a lack of understanding about the topic or issue.
 - b. Instead, students should make the effort to actually *think* about the big picture, rather than just juxtapose disparate, often unrelated material without any evidence for a basic *understanding* of what has been written by those others whom they are stealing from.
- iii. Instead, citations allow a student to demonstrate the breadth and the depth of their reading in the relevant field, and thus develop (and create a favourable impression of) their academic abilities by comparing, contrasting and evaluating different viewpoints.

Experience in Cambodia and elsewhere indicates that students who have been dishonest and cheated in various ways have often tried to excuse themselves by claiming ignorance: they did not realise that they were doing anything wrong. This is not acceptable.

Developing on the University of Cambodia's Student Code of Conduct (Appendix I), course guidelines state that "Students caught plagiarising in assignments (including class presentations) will be asked to resubmit something which is their own work; if this is their second offense, they will be referred to the Academic Honesty Committee for further disciplinary action".

- Please see Section VII.10.a for further guidelines.
- '**Ignorance**' is not an excuse, but just shows a lack of clear thinking and understanding about an individual's long-term responsibilities to him or herself and to society (apart from not reading the guidelines provided).
- Note that, if one student copies from another, both will be penalised according to whether it is their first or subsequent offense.

b. Student Presentations These should be to further develop the students' 'soft' skills, implying that they are still learning these as part of life-long learning (and that the faculty are at a more advanced stage along this path).

Thus they need proper coaching in preparation for their presentations and how to use Powerpoint properly: the University is planning to run extracurricular workshops to help with the latter point.

Issues related to this will be covered further in Section VII.10.b.

6. Examinations

Note that exams are meant to test not just the knowledge of the individual students but also the 'soft' skill of their ability to handle stress: none should expect (or try to demand) any preferential treatment from the examiners.

- The idea of an exam is to test everyone under standardised conditions.
- Other students have the right to complain if they see that one or more students seem to be getting personal advice from an examiner.

Issues related to this will be covered further in Section VII.11.

7. Conclusion

Students are expected to demonstrate personal integrity during the course of their studies. Specifically, they should:

1. be ethical, and avoid plagiarism or other forms of cheating;
2. thus be honest about what is their own work (without stooping to massaging or fabricating data) and what is the result of the efforts of others;

All students should strive to be *active* learners.

1. Otherwise, they are only 'vomitters': they hopefully take in the material in lectures (plus that cut-and-paste for assignments, at least), but do not bother to digest and absorb it (supplemented by outside reading) to generate their own ideas and insights.
2. Thus, when it comes to assignments or exams, they just void everything regardless, and should be graded accordingly.

Thus they should:

1. always write using their own words (something which will be easier if they have practiced note-taking during the course: see Section VI.1);

2. in assignments, list all of the sources cited accurately and precisely;
 - a. only cite references which are real and have actually been read, not those cited by others but not consulted in the original (not only is that dishonest 'padding' but also naïve: the secondary source may have misunderstood or misrepresented the original study);
 - b. do not pad this section out with others not referred to in the text.

Otherwise they have failed themselves; and UC should fail them accordingly.

VII. Overview of Faculty Teaching Obligations

As a private university, our financial viability depends on students' (or their sponsors') fees and the generosity of our other supporters; we are thus answerable to these stakeholders for our performance. In particular:

- the students – and our other supporters – expect responsibility and value-for-money from the University; and
- the University, in turn, is bound to expect the same from the people who agree to work with us.

1. Appropriate Conduct

Past experience has found that some (now 'black-listed') faculty – both local and expatriate – were guilty of a variety of basic errors of judgement in their job performance. Such lapses in professionalism can only damage the University's reputation, and thus its ability to attract and retain students; and its efforts to establish itself as a leading university in Cambodia and the region. Thus, all existing and new faculty are required to observe the University's Rules of Civility and the Faculty Code of Conduct (Appendix I).

In this regard, Section IV has outlined much which should be obvious. Key elements are that:

1. all faculty should be role models; and
2. the fundamental basis for a faculty accepting to teach a course is to follow and complete a syllabus agreed upon in advance – they must be professional and *cannot* use the classroom as a platform to pursue any personal agenda or a subjective one related to political or other issues.

To ensure that there is no room for misunderstanding about what the University of Cambodia expects of faculty, we have had to resort to preparing a Pledge which all are required to sign (Appendix II). We realise that many of faculty may feel insulted by being required to sign such a pledge; however, it is hoped that they will understand why we have had to resort to this measure, to try to avoid any misunderstanding on the part of a minority which will let us and our students down.

2. Language of Instruction

The explicit policy of the University of Cambodia is that we provide classes through the medium of the English language for our International Track programmes. Faculty who teach in Khmer obviously are violating the contract (and the pledge) which they have signed. We have been progressively phasing out those of our existing Faculty who persist in teaching in Khmer: this is not just because they are violating the terms of the agreements which they have signed, but also because of students' complaints that the University is violating its proclaimed policy on this issue.

On the other hand, starting in October 2012, we are introducing a parallel set of programmes as a separate track taught through the medium of Khmer. The same instructors are encouraged to teach in both tracks, provided that they respect the need for observing the different languages of instruction.

3. Preparation for the Start of Term

Having agreed to teach a particular course, the faculty *may* be required to submit a detailed syllabus (Appendix III) of what will be taught together with a list of textbooks (which may be compilations of articles, etc.) and other resource materials.

Whilst the ideal would be that each faculty has completely free rein in preparing these materials, there are various constraints.

- i. Those teaching undergraduate Foundation Year courses have to follow what has already been approved by ACC.
- ii. For those teaching higher level courses, there is also the need to ensure a measure of consistency between different sessions in any one term; and also between terms when the course is repeated.
- iii. A further consideration is the need to avoid overlap with other courses.

The relevant College will provide advice on this, and serve as a coordinator to ensure that there is comparability between sessions in any one term.

- The faculty must submit a copy of the course text, and preferably also the final syllabus and list of other reading materials, **to the OSAA** by *two weeks before the start of term*.
- Otherwise, the final syllabus and list of other reading materials should be submitted to OSAA by the end of the first week of term.
- The faculty should also circulate the syllabus and list of materials to students on the first day of class.
- Based on a faculty's past lapses, monthly payment may be suspended until these obligations are met.

Note that faculty must not sell textbooks, handouts or other materials to their students.

4. Personal Time-keeping

As part of their requirement to be role models, faculty should set a good example to their students by arriving in class on time and not finishing their class early.

- Also, they should sign in and out each day on the time sheet in the Faculty Lounge for payroll purposes.

The University and our students expect that a faculty will fulfill the contracted number of contact hours for formal teaching, together with other implicit obligations (adequate prior preparation of lectures and assessments; marking of the latter with timely feedback to the students; marking of exams and submission of grades on time).

The following section addresses issues where a faculty is not able to fulfill the timetabled teaching hours for various reasons.

5. Rescheduling of Classes

Apart from Public Holidays, we recognise that faculty may have to take time off because of illness or other *important* commitments.

- However some faculty have been very irresponsible, only notifying the University at the last minute.
- Even worse, some have frequently taken time off for frivolous reasons, with or without adequate notice.
- This is most unfair to their students, who justifiably complain about a wasted journey when the faculty has not had the elementary courtesy to give advance notice.
- Students complain (quite reasonably) that they *also* have busy schedules with other commitments, and that they will not be able to attend rescheduled make-up classes: thus their overall attendance (see Section VI.4) will be adversely affected.
- We get back to the issue of all faculty being responsible and thus **positive** role models for their students (see Section IV.2), rather than setting an example of how **not** to behave and thereby incurring students' justifiable complaints.
- This means that, whilst we aim to be flexible, the University will blacklist those who take advantage of this by persistently taking time off from their scheduled classes.

Thus there is the need for mechanisms to ensure that make-up classes are held to fulfill the set 45 formal contact hours required by the Ministry of Education, Youth and Sports (MoEYS) and the Accreditation Committee of Cambodia (ACC).

- Faculty should be aware of the problems for students and seek ways to minimise the latter's further inconvenience (especially when the faculty has had to cancel a class for personal reasons).

a. Public Holidays Where classes are cancelled due to public holidays, the faculty should identify an alternative timeslot in consultation with the students in the affected class, and submit a form (see Appendix IV) through the relevant College to the Office of Student Academic Affairs.

- i. This should be done early in the term, to better allow forward-planning.
- ii. The proposed slot(s) should be for an equivalent number of hours, and should be outside the timeslots for the session in question (e.g. in the afternoon or at weekends, in the case of classes for the morning session), to avoid disrupting students' attendance of other classes at the University of Cambodia.
- iii. Rescheduling to the one-week break before the exams should only be as a last resort, given the exigencies of later, unforeseen emergencies.
- iv. An agreed-upon date must be discussed with the class and be accepted by at least 60% of class-members, as supported by a counter-signed list of names.
- v. The requisite form, together with the students' signatures, should be submitted, after approval by the relevant College, to the Office of Student Academic Affairs at least one week before the intended make-up class.

Once approved, the Office of Student Academic Affairs will allocate an appropriate venue for the class and make arrangements accordingly.

- i. The make-up class should be run as a normal class, with attendance taken.
- ii. The relevant College should be informed and should monitor to ensure that things run smoothly.

b. Foreseeable Short-term Commitments Where a faculty is aware in advance that one or more classes will have to be cancelled for good reason (e.g. a training workshop; a seminar

or other academic event), the appropriate form (see Appendix V) should be completed and submitted to the Office of Student Academic Affairs at the earliest possible date, and at least three days before the first postponed class.

- i. Important social occasions may also be considered.
- ii. The completed application form should be accompanied by support documents in each case, including evidence that the attendance at a seminar or workshop is relevant to the individual's personal development and capacity-building, where appropriate.
- iii. A copy should also be given to the relevant College, and to the Academic Foundation Department if appropriate.

Where possible, this form should include a proposal for a substitute faculty for the affected classes.

- i. This will be followed up by the relevant College, in order to ensure that there is no need to cancel a class and disrupt the timetable.
- ii. Any substitute must already be an approved faculty with the University of Cambodia who is appropriately qualified and in good standing.
- iii. If this or another substitute is approved, then the faculty is responsible both for briefing the substitute about what needs to be done, and for informing the relevant College accordingly.
- iv. Thereafter, the relevant College should monitor to ensure that things run smoothly.

Where an alternative is either not proposed or not accepted, the faculty should identify an alternative timeslot for each class missed in consultation with the students in the affected course, and make an appropriate proposal to the Office of Student Academic Affairs.

- i. The procedure is as for Public Holidays (see Section VII.5.a).

c. Cancellation of Classes due to Unforeseen Emergencies "Unforeseeable emergencies" include personal illness and serious illness or death in the immediate family.

- i. Important social occasions (apart from funerals), together with the attendance of workshops, seminars, etc., are excluded, since they are planned well ahead of time, and thus are considered under Section VII.5.b, above.
- ii. Thus, where leave for the attendance of events such as those covered in Section VII.5.b (with the appropriate follow-ups, as outlined) has not been applied for in a timely manner, then this will be included in the faculty's record as "absent without permission."

Where there is at least one day's forewarning, the faculty should obtain and complete the appropriate form (see Appendix V), and submit it to the Office of Student Academic Affairs; it should be copied to the relevant College, and to the Academic Foundation Department if appropriate.

- i. The submitted form should include supporting documents and propose possible alternative (university-approved) Faculty.
- ii. The Office of Student Academic Affairs is responsible for informing the students affected by whatever means feasible.
- iii. Where an alternative faculty is approved, the procedure is as Section VII.5.b.
- iv. Where no alternative faculty is possible, the procedure is as Section VII.5.a, to be followed up on as soon as the faculty returns to work.

Where the faculty has too little forewarning, the aim is to minimise disruption to scheduled classes.

- i. The faculty should inform the Office of Student Academic Affairs and the relevant College as soon as possible.
- ii. The Office of Student Academic Affairs is responsible for informing the students affected by whatever means feasible.
- iii. During the first class after the faculty's return, a suitable time for the necessary make-up class(es) should be identified (see Section VII.5.b).
- iv. Immediately after the next class, the faculty should obtain and complete the appropriate form, and submit it to the Office of Student Academic Affairs with appropriate supporting documents and the proposed make-up class times; it should be copied to the relevant College and to the Academic Foundation Department if appropriate.
- v. Once approved, the make-up class should be run as a normal class, with attendance taken.
- vi. The relevant College should monitor to ensure that things run smoothly.

6. Student Attendance

Following up on Section VI.1, students need to learn the importance of the 'soft' skill of responsible time-keeping. Not only should they aim to arrive at a class on time and stay until its end, but they should be consistent throughout the term. Thus these various aspects are an important component of the student's final grade (see Section VI.4).

- For graduate students, attendance includes a *positive* participation in class activities (see Table 6).

Thus there should be a strict policy on deadlines for the handing in of assignments, with late submissions having marks deducted.

Therefore, faculty are required to take attendance in the first 15 minutes of each class (and also after the mid-period break in 3-hour classes) and sign the attendance sheet.

- The reason for taking attendance near the start of the instruction period is two-fold: to encourage responsible time-keeping by our students (which will put them in good stead for later life), and to highlight the importance of proper time-keeping by our faculty (which will help them to meet their contractual obligations to the University).

At the end of each class, please return the folder with the updated attendance sheet to the Faculty Lounge, so that OSAA can refer to it if necessary.

7. Plagiarism and Academic Honesty

This has been considered above (Sections IV.2 and VI.5.a) and is an important component of the University's Rules of Civility and the Faculty Code of Conduct (Appendix I).

Where a person copies someone else's work, word-for-word or with minor alterations, and gives the impression that it is their own work (see Boxes 5-6) is a universal problem. In this as in other respects, the faculty has to lead by setting a *positive* example: to be a role model (Section IV.2).

- Therefore, there is a critical need for faculty to avoid themselves committing the same intellectual sin of plagiarism.

To avoid being seen by their classes as guilty of plagiarism, faculty should always cite their sources; if a block of text is used unchanged, then it should be in quotation marks ("...") or

by other equally transparent means (e.g. by a separate indented paragraph for longer pieces of text), and the source cited.¹¹

8. Hand-outs

Where material from textbooks, the internet or other sources is included in a hand-out, this should be made explicitly clear (using quotation marks, and citing the source): otherwise, the faculty is guilty of **plagiarism**, and committing the same ‘crime’ as the students whom we deem should fail (see Section VI.5.a).

- Where a faculty lacks confidence in the compilation of their material, they should seek the advice of the relevant College.

Please do not spoon-feed your students with detailed hand-outs: just include graphics, tables, etc., to save the class time in copying.

- Encourage them to learn to be independent and develop their own capabilities through taking their own notes, reading the textbook, etc.
- Also encourage them to use the facilities in the Library and e-Library.

For our records, both for internal quality control (both within and between years) and to satisfy the demands of ACC and MoEYS, all hand-outs are required to be deposited with the University.

- Please submit at least a soft copy to the relevant Associate Dean (and the Academic Foundation Year Department, where appropriate) at least one day before the relevant class.
- The University will treat the material submitted is the author’s personal intellectual property and thus will respect it as such, regardless of whether there is a © annotation or not.

Note that faculty must not sell handouts or other materials to their students.

9. LCD Projectors

LCDs are state-of-the-art for the 21st century. They also give *the appearance* of professionalism, and are thus considered essential by some faculty and many students.

- However good instructors were perfectly able to teach their classes before the advent of LCDs.

Their main advantage is that they are good for colour graphics and meaningful (not ‘gimmicky’ with minimal information content) animations. To use them to project paragraphs of text which the students already have as hand-outs, and which the faculty just reads word-for-word, is unprofessional and the misuse of an expensive resource.

- Instead, the faculty should give bullets of the key points, if they *have* to use an LCD.
- Please see Box 8 for further comments on the proper use of Powerpoint.
- Alternatively, an overhead projector (OHP) can be used: preparing something in Word for use with an OHP takes much less time than in Powerpoint, and additional material can be written or drawn on the transparencies during class as needs be.

¹¹ http://amow.boardofstudies.nsw.edu.au/downloads/module1_print.pdf;
http://amow.boardofstudies.nsw.edu.au/downloads/module2_print.pdf

Box 8: The *Proper and Effective* use of Powerpoint

A search on the internet on “death by powerpoint” or “powerpoint abuse and misuse” turns up many links: many (most?) people do **not** use Powerpoint properly as a communicative tool. A compilation of resources on effective use can be found here (<http://tinyurl.com/8jya8gr>). The following is based on personal experience (including at UC) and a selection of useful guidelines¹² (note that UC plans to introduce a course or workshop which covers these and other issues).

1. Do **not** put up a screen full of text and then just read it out: use graphs, tables, photos, or just bullet points of the most important points and then expand on them: the audience can take notes (i.e. they are active participants, not passive ones, and are *thus developing an important soft skill*).
2. Don't go too fast: give them time to not only write notes but also think about what you are saying and ask questions.
3. Do **not** put all bullet points, etc., up at once: the audience will be too busy looking and reading all of them rather than listening to you.
4. Make sure slides can be read, including by those who are red-green colour-blind.
5. Be professional and avoid various ‘gimmicks’ – what is important is the message itself, not the template or other distractions ... this is a University, after all, not a sales-pitch.
6. Provide recaps and summaries of the important points at various stages of the presentation, or ask the audience to do so, to make sure they have been paying attention and have the opportunity to ask questions where not clear.

The fact that many in the US military have a poor opinion of the (ab)use of Powerpoint¹³ indicates that the problem is a more general one than just in Academia!

If absolutely needed (for graphics, tables, etc.: preferably with copies of the latter provided as hand-outs), an LCD projector may be booked from the Office of Student Academic Affairs at least one day in advance.

- Block-bookings of an LCD are not allowed, and requests may have to be refused on a case-by-case basis, depending upon availability.

10. Assignments

The use of assignments is an important component of student-centred learning, where members of the class are required to work individually or in small groups to do research and then prepare a report on their findings (and thus help to develop their soft as well as their hard skills).

However, the use of assignments which just include presentations to the rest of the class can be abused, by the faculty and/or student(s).

1. Faculty may look on it as an opportunity for students to do their job for them.

¹² The use and abuse of PowerPoint in teaching and learning in life sciences (<http://tinyurl.com/9ua6tgl>); 10 things you should know about PowerPoint abuse (<http://tinyurl.com/8u46342>); Five Crimes Against Power-point (<http://tinyurl.com/7ujj7r9>); Powerpoint is Evil (<http://tinyurl.com/kqnr>; also <http://tinyurl.com/2vl9nax> and <http://tinyurl.com/2dbp9me>)

¹³ We Have Met the Enemy and He Is PowerPoint (<http://tinyurl.com/23kd3rs>)

2. Other students do not take these presentations seriously, but think that it is an excuse to do whatever else.

a. General Faculty should be fair to their students: they should give them topics comparable in difficulty and with an adequate timeframe to complete the assignments without differential treatment to different (groups of) students.

- They should set a reasonable deadline, and make sure that students know that they will be penalised if they are late (and then do not be soft: make sure that they *are* penalised!).
- Faculty should respect their students by giving them timely, constructive feedback on their assignments: in the past, **many students have complained that this is lacking**.

Group projects should not normally be run in graduate courses.

All faculty must ensure that their students do not plagiarise in their coursework, and that guilty students are penalised: where students copy from one another, each should be punished (see Section VI.5.a).

They should aim to be positive, and concentrate on rewarding a student's original work. Thus, they should take care not to be negative in their criticisms (especially with regard to any misuse of English), to ensure a student does not lose face and confidence (but see Section VII.6.b).

Where a student commits a first offence of plagiarism, the faculty should ask the student to submit something which is their own work as a replacement; the faculty should pass the document as evidence to the Associate Dean of the student's College.

- The Associate Dean will give the student a warning.

If the student commits a second act of plagiarism in the same course, then the faculty should automatically give them zero marks for that assignment, with no further warnings; again the evidence should be passed to the Associate Dean of the student's College for the latter's reference.

In the case of final assignments, the faculty needs to make a clear announcement that plagiarism will not be accepted. If this is ignored, then the culprits will obviously be failed.

- These and other assignments should be passed to the Examination Review Committee for their information and further action as necessary.

For Master's Research Papers and Theses, members of the student's Committee should make clear at the outset that plagiarism or any other form of intellectual dishonesty is unacceptable.

- i. Thus it should be pointed out that there is the need to sign a form stating that the submitted work is all that student's own work, unless otherwise indicated.
- ii. Where plagiarism is detected, the student should be issued with a warning that the misdemeanor will be logged and will be included in the final report (together with supporting evidence) which will be included in the student's academic record and will be made available to those asking for a reference from the University about that student.
- iii. Subsequent repetitions of this offence will lead to the student facing severe action, up to and including the risk of being expelled from the programme

b. Graduate Student Presentations Note that *all* presentations must be prepared in tandem with a text-based assignment: the student should be expected to further develop their writing skills (the essay should be paragraph-based, rather than just making often-disjointed bullet-

points), not just as preparation for writing a thesis or research paper but for their future professional life.

- i. To better develop more rounded soft skills, students are advised not to rely on Powerpoint as a crutch: it is easy to misuse without careful thought (see Section VII.9, Box 8), and is of little use in many everyday situations.
- ii. The student will be assessed based on both the original text-based assignment and the quality of the presentation.

11. Examinations

These are an important component of the assessment of students. Whilst it is often considered that exams are a poor way to monitor a student's ability in a subject, it should be pointed out that they are a good way of developing (and assessing) soft skills related to the ability to organise oneself and one's thoughts, and to handle stress related to deadlines and dealing with the (hopefully) unexpected.

Faculty are required to set exam questions for their classes; to assist in the running of the centralised exams where their classes are involved; and then to mark the scripts and return them and the grades in a prompt fashion (see Section IV.4).

a. The Need for Professional Integrity As with classroom teaching, various core principles apply: all faculty are required to be fair and transparent at all stages of the examination process, from the setting of questions to the submission of the final results.

Thus faculty should obviously:

- *not* give hints to some or all in their classes about the contents of the exam beforehand; and
- *not* give undue assistance to individual students during the exam itself.

Evidence for any lapse will be referred to the Academic Disciplinary Committee.

b. The Format of Exam Papers The faculty should have a broad spectrum of difficulty in the questions in the exam paper.

1. One possibility is provided by the following example.

"A professor of Business Administration distributes test items as follows: about 25% are reasonably easy questions that nearly everyone gets correct. About 50% of the questions require a little more sophistication but can be answered by students who have kept up with the course material. About 25% of the items are quite challenging and generally are answered correctly only by the top 5-10% of the class.

*"A balanced test with easy, moderate, and difficult items gives students an opportunity to show whether they have mastered the fundamentals of my course or have gone beyond the minimum," explains this faculty member. "I try to give students a feeling of satisfaction at the end of a course by providing them with an opportunity to express what they have learned, rather than frustrating them because what they have studied does not appear on the exam."*¹⁴

2. However, it is for individual Colleges to propose their own policy on this, in terms of the balance of easy vs. difficult questions, etc.

¹⁴ http://intranet.umanitoba.ca/academic_support/uts/media/7.pdf

3. For quality assurance, there is the need to ensure that not only the curriculum of each course but also the nature and difficulty of the questions is consistent across sessions and across terms.
 - i. Thus draft exam papers should be submit to the College two weeks before the start of the Mid-term and Final exams, for vetting by the Examination Review Committee.
4. For essays (including as assignments), questions need to be carefully written so as to make clear what is expected in the answer with regard to ideas and/or arguments.
 - i. It is preferable to have at least two essays, rather than just one general one.
 - ii. Students should be informed that essays must be organised into paragraphs, not written as bullet-points.
 - iii. Those in the I-track should be informed that only what is written in English will be evaluated.
 - iv. Students should be informed that essays will be evaluated based on (a) ideas (e.g. the underlying concepts and the interpretation of results); (b) arguments (e.g. points are clear and logically organised); and (c) mechanics and style.¹⁵
 - v. Based on this, one possible schema might be that essays good in all three categories would receive mark in the 'A'-band; those strong in two but weak in the third, one in the 'B'-band; those strong in only one, a 'C'-band mark; and those weak in all three, a mark in the 'D'-band.
 - vi. Component scores and brief related comments can then be made for each essay.
 - vii. Another helpful strategy is to quickly read through all essays once, put them into a rough ranking, then go through them all more thoroughly.
5. Marks for each question should be clearly indicated in the exam paper.
 - i. Keep the marking scheme simple: for example, do not allocate a total of five marks to seven multiple-choice questions (where each is worth 0.71... marks).
 - ii. The relative number of marks for each question should reflect the difficulty and the time spent on that question.
 - iii. Thus it is important to be sure not to have an *unbalanced* paper (e.g. where ten multiple-choice questions – five minutes total time spent – have the same number of marks as the essay which constitutes the rest of the paper).
 - iv. Arising from this, there is the need to be sure that the questions asked are overall appropriate for answering in the 90-minute time-frame.
9. Do not wish the students “Good Luck” at the end of the paper, since it gives the wrong impression.
 - Passing an exam should have nothing to do with luck *if* the paper is properly designed and the student is properly prepared.
 - Students must understand that they are accountable for their own failings.
 - Better might be “Have Fun” or “Happy Headaches” or whatever.

c. Submission of Exam Papers For the purposes of standardisation and quality assurance, there is the need to ensure that:

- i. the midterm and final exams for each session for each course are compatible with the pre-arranged syllabus;

¹⁵ //trc.virginia.edu/Publications/Teaching_Concerns/Fall_1996/TC_Fall_1996_Caraco.htm; for one alternative, see <http://tep.uoregon.edu/resources/assessment/rubrics.html>

- ii. the midterm and final exams for each session for each course are comparable in the level and types of questions set;
- iii. the questions are different for different sessions;
- iv. the questions set and the form of the response expected are of a nature appropriate to the level of the course.

These are some of the remits of the Examination Review Committee for Degree Programs (ERC-DP), comprising full-time faculty and chaired by the Vice-President (Academic Affairs).

Faculty are requested to submit their draft exam papers (using the standard format: see Appendix VI) to the relevant College representative two weeks before the scheduled week of exams, or other date as decided appropriate by the administration based on public holidays and other extraneous factors (see time-line in Section IV.4).

- i. Use a standard font (Times New Roman, Arial, Calabri) and font-size (11-12);
- ii. Make sure that the information about Course Code, *etc.*, is correct;
- iii. Follow the guidelines about the style of the questions as detailed in Section VII.11.b;
- iv. Use tables rather than text-boxes for inserts, to avoid potential printing problems (some material in text-boxes may be not printed if it runs over the bottom of a page).
- v. Indicate the marks for each question, and make sure that they are both reasonable, (given what is expected of the answer in time and effort, including understanding) and add up to the total for the paper as a whole.

The College will vet the papers, including the formatting, based on the criteria outlined above and report to the ERC-DP and propose any changes as necessary.

Based on their proposals and any feedback from the ERC-DP, the College will liaise with the Faculty regarding any suggested changes.

- Where and when necessary, the Vice President for Academic Affairs will be consulted further.

The faculty must then submit the finally agreed-upon versions of each exam paper, properly formatted, to the College by one week before the scheduled date of the examination (or other date as deemed appropriate – see above) for onward transmission to the Office of Student Academic Affairs.

- Please submit single-sided hardcopies, after checking for formatting and other mistakes.
- Please indicate how many extra blank pages are required (do not include these as lined pages for copying).

Failure to follow the above procedure will be noted in the faculty's record, and will be taken into consideration when reviewing whether to continue further employment.

d. Running of Exams Faculty should ensure that they:

- 1. provide help when appropriate for examinees, without fear or favour;
- 2. only answer queries where there is a problem with the wording or other aspect of a question, informing the whole class; and
- 3. prevent cheating, not just through detection but also by deterrence.

e. Submission of Exam Grades A compilation of all relevant scripts (including the final exam) and all marks, for the final exam together with the mid-term exam and any other tests or assignments, should be submitted together with all scripts to the relevant College within

one week after the course's final exam: the format and agreed weightings provided by the Registrar should be used.

- i. The faculty's last payment may not be made until these have been submitted, any library books have been returned and all other commitments have been fulfilled.
- ii. Note that grades will be vetted by the ERC-DP.
 - Be aware that the distribution of final exam grades does *not* normally feature in evaluating a faculty's performance (see Section IX), unless there is obviously something highly skewed about the distribution.

VIII. Suggestions for Running a Course

1. Overview

The following is inspired by the University of Cambodia's Strategic Plan (see Section IV); by the nine booklets of the University of Manitoba's *Tips to Improve Academic Teaching Series*,¹⁶ together with Pan (2001);¹⁷ and by the personal teaching experiences of full-time University of Cambodia faculty here and elsewhere, together with their experiences in peer-evaluation of classes. It is recognised that some of what follows may not be applicable in all classes.

- Some of the suggestions from the references quoted above might seem rather eccentric in a local context, but are included for completeness.

Overall, faculty should:

1. identify the learning objectives (in terms of knowledge and skills) and measurable outcomes of the course;
2. prepare a logical course plan and syllabus, with a list of recommended reading matter, appropriate to the level and expected background of the students;
3. set the material covered in a broader context, wherever possible, to encourage breadth in students' thinking and understanding;
4. thereby identify specific, useful learning outcomes including those which are transferable 'soft skills';¹⁸
5. ensure that all of the proposed content is covered adequately;
6. introduce specific teaching strategies which can be used *effectively* to optimise the teaching environment and maximise the benefits gained by the students, without resorting to spoon-feeding;
7. thereby encourage students to think for themselves through exercising critical thinking and doing independent reading and further research in order to better understand the concepts and their knock-on consequences;
8. incorporate mechanisms to identify students who are relatively weak and ways to take appropriate remedial action;
9. maintain an acceptable professional standard of conduct (including not plagiarizing material), as outlined in Section IV.

At the end of the course, a faculty should:

1. be fair in assessing each and every student;

¹⁸ 'Soft' skills are not related to a particular major, and include thinking ones (e.g. being critical, logical and creative) and behavioural ones (e.g. responsibility, self-discipline, teamwork).

2. submit exam grades and other supporting material on time;
3. submit a personal assessment of performance;
4. provide constructive feedback regarding the course and its objectives; and
5. meet the relevant Associate Dean to discuss evaluations.

Abiding by the above will be considered by the Faculty Review Committee in the course of their evaluations (see Section IX).

2. Preparation and Organisation

There is the need to ensure that the course is planned before the start, in order to make sure that all important points are covered in a logical order, and can be presented in a stimulating manner. The following ideas and suggestions are listed in no particular order; several points will be expanded upon in later sections.

1. A detailed course syllabus is essential, including required reading and recommended supplemental readings.¹⁹
 - i. This should set clear goals and challenges for students doing the course, through the use of appropriate teaching strategies and methods which foster the students' intellectual growth whilst heeding their diversity in talents and learning styles.
 - ii. The level should be pitched at what is expected to be the 'average' student to enroll in the class.
 - iii. The learning objectives and measurable outcomes, including means of assessment, should be clearly identified.²⁰
 - iv. Outcomes may be in one or more of three domains: cognitive (related to thinking and knowledge); psychomotor (related to skills and doing things); and affective (related to feelings and attitudes).²¹
 - v. *This should be submitted to OSAA by the first week of term (see Section VI.3).*
2. The organisation should be incremental in approach, laying the groundwork of the necessary basics (without too much detail) first, so that students have a solid grounding in the relevant concepts.
 - i. Try to make what is covered in the course evolve as in a story to get across the major points.
 - ii. The material should be relevant (including to the students' experiences) and also up-to-date.
3. More generally,²² identify which components of a particular course are “Basic” (i.e. should be mastered by every student); those which are “Recommended” (i.e. should be mastered by every student seeking a good understanding of the subject); and those which are “Optional” (i.e. need to be mastered by those students with special interest in the subject).
 - i. 'Optional' aspects can be the subject of assignments and class presentations.
4. No single text is perfect for a specific topic: use a number in order to try to find an optimal set of material which does not just repeat what is in one of the texts.

¹⁹ http://wiki.ubc.ca/Documentation:CTLT_Resources/Selected_TL_Topics_Effective_Teaching_Principles_and_Practices

²⁰ <http://tep.uoregon.edu/resources/assessment/learningobjectives.html>

²¹ <https://helpdesk.bcit.ca/fsr/teach/courseprep/htoutcomes.pdf>

²² http://intranet.umanitoba.ca/academic_support/uts/media/1.pdf

- i. This is especially the case at the graduate level, where there is an especial need to encourage critical thinking supplemented by independent research.
 - ii. Careful choice of material can often provide a range of different examples to select from to encourage a broader understanding in a local context.
 - iii. Careful choice of material will also provide differing views and thus encourage deeper thinking.
 - iv. However, reading even the same material written differently promotes reinforcement of learning, rather than just causing habituation.
5. Counterbalance standard texts with reports of recent developments in the field, including encouraging students to critically read newspapers and periodicals.
 - i. Keep separate physical and soft files for each topic within the course which can be easily updated with articles, etc.
6. Prepare a detailed set of lecture notes and then, just before the scheduled class, prepare an abbreviated set to identify the key-points and how to present them.
 - i. Plan that each lecture should have a clear beginning, middle and end;²³ and that the language used throughout will be clear, not vague or ambiguous.
 - ii. Do not try to cram too many facts into a lecture – nor try to get away with too few.
 - iii. Point students to a few, selected relevant sources if they want to follow up on certain points – if they do not, that is not the lecturer's fault
 - iv. Reread relevant recommended texts before a lecture, rather than relying on memory.
7. If used, powerpoint presentations should *not* comprise slides with large blocks of text input from handouts (see Section VII.9, Box 8).
8. *Handouts should comprise only the most basic material (lecture outline headers; graphs and tables).*
 - i. *They should not be a substitute for students who do not attend class (**an exception is make-up classes, where all students may not be able to attend**).*
 - ii. *They should thus encourage students to write their own supplementary and thus develop their English language skills as well as reinforce learning and memory (see Section VI.1).*
 - iii. *In addition, further references can also be included, together with questions and/or problems*
9. There is a need to avoid complacency and just recycling a course: faculty should rework it and update it based on experience as a result of their own other life-long learning activities (including that gained from running the course previously), so that it remains fresh and does not become boring to teach (and thus boring to those who are meant to be being taught).
10. If guest lecturers are to be brought in, then this needs careful planning.²⁴
 - i. Approval needs to be sought based on their background in relation to the proposed topic to be covered, and the relevance of the latter to the course as a whole.
 - ii. The guest lecturer needs to be clearly informed about what is expected, in order to ensure that it is indeed a valid contribution to the course syllabus and a learning experience for the class.

²³ <https://helpdesk.bcit.ca/fsr/teach/courseprep/htlessonplans.pdf>

²⁴ <http://www.developfaculty.com/tips/tip46.htm>

- iii. Issues regarding equity need to be considered: will students doing the same course in other sessions be disadvantaged (or even advantaged?) as a result?
11. The bottom lines (see also Section IV.1, VII.8 and below) are that faculty should strive to:
- i. *not spoon-feed students*, but encourage them to make their own notes whilst not wasting valuable time copying down tables or elaborate drawings; and thus
 - ii. *stimulate their interest*, so that they will want to learn more on their own; and also
 - iii. *stimulate their curiosity*, so that they will ask questions which will lead to a deeper understanding; so that they
 - iv. *encourage students to develop their 'soft skills'*, including in the use of English, so that the class has the opportunity to maximise the benefits gained from the course.

3. Starting the Course

There is the need to make sure that the students are aware right from the start what to expect from the course in terms of learning outcomes; and thus what is expected of them. The following ideas and suggestions are listed in no particular order.

1. Provide students with the underlying conceptual framework of the topic (including as a chart or other representation), which:
 - i. should rest upon the basic 'truths' underpinning the particular topic (but see Sections III.1.a and VIII.5);
 - ii. is used to organise the information presented; and
 - iii. is often repeated during the rest of the course in order to reinforce students' understanding of the broader picture in the context of the fundamentals.
2. Identify the objectives and anticipated outcomes of the course.
3. Emphasise that students are ultimately responsible for their own learning, in terms of attendance, punctuality and putting effort into contributing to the class, doing assignments and studying for exams:
 - i. the nature of the assignments should be described, and what is expected of the faculty and the students;
 - ii. the nature of the exams should also be described, and what is expected of the students;
 - iii. it should be emphasised that the potential benefits of the course are more than can be obtained from mere 'spoon-feeding'.
4. Consider giving an un-graded diagnostic test at the start of the course to determine each student's strengths and weaknesses regarding the course syllabus, especially if they have different academic backgrounds.
 - i. They can then be given the chance to make up for deficiencies in their own time (or drop the course, if they prefer): *the faculty should make clear that the course-work will **not** be 'dumbed down' for their benefit.*
 - ii. The test can also be used to assess students' existing attitudes, as a means for subsequently soliciting opinions and provoking discussion.

4. Structuring a lecture

There is the need to make sure that this is logically organised so that the students know what is going on and what is important.

- Basically, the idea is to "tell them what you're going to tell them; tell them; then tell them what you told them".²⁵

a. At the start of each lecture There is the need to ease a transition into what will be covered, based on what has been covered. The following ideas and suggestions are listed in no particular order.

1. Set an example by arriving early for class and talking about the course or in general, with different individuals (by name, if possible) each day;
 - i. the faculty is then in a position to *tactfully* making latecomers feel self-conscious about their tardiness as a hopeful incentive for better punctuality;
2. Put up an outline of the content of the lecture on the glassboard, and then indicate during the rest of the class how progress is being made.
3. Begin classes on time with a specific incident, anecdote, question or other example to relate the content to the theme and concepts of the course as a whole and to get the students' attention.
 - i. The question asked should be a higher-order one, to make the students think and prepare them to do so further.
4. *Briefly* summarise the key relevant points in what has been covered previously (do not extend this just because of peer evaluation: see Section IX and Appendix VII).
5. Then proceed to say what the objectives and end-point of the present lecture will be, so that confusion can be avoided and the class can focus on what is being said and identify the important points.

b. At the end of each lecture There is the need to make the students feel they have got an overall idea of what has been covered, so that they can hopefully digest its import and do outside reading in preparation for the next lecture. The following ideas and suggestions are listed in no particular order.

1. Summarise the most important points in what was covered, using the outline on the glassboard.
2. Finish classes with a specific incident, anecdote, question or other example to relate the content to the theme and concepts of the course as a whole and prime students for the next lecture.
3. Try not to just dash off after class, but linger behind to discuss problems.

c. General presentation and the need to maintain students' attention There is the need to make the scheduled long sessions as study-friendly as possible. The following are some suggestions to think about, listed in no particular order.

1. Prepare detailed notes beforehand, with various 'stage directions', but do not just read from them.
2. With increasing detail, always relate back to the basics to reinforce the latter and set the context.
3. Use pauses as a prelude to making important points, in order to attract the class' attention, followed by another pause so students can write down what was said.

²⁵ ???

- i. This can be reinforced by repetition using different phraseology and/or graphic examples.
4. Incorporate other colour-coded 'stage directions' into notes as reminders to slow down when explaining important concepts or summarising these or other major blocks of information.
 - i. Writing on the glassboard can also be used as a 'brake' in order to pace presentation for those who are prone to going too fast, as well as helping to emphasise *important* points for note-taking and ensure that students can write down unfamiliar words properly rather than trying to guess their spelling.
 - ii. However excessive writing (especially verbatim transcript of what is being said) should be avoided to avoid slowing down the class.
5. If students have questions during a class, try where possible to defer them to the end or during a break, rather than disrupt the continuity of the lecture.
 - i. This obviously does not apply for questions which are fundamental to what is being considered, only to those relating to further information about details.
 - ii. Deal diplomatically with those weaker students who like to monopolise questioning, so that the efficient conduct of the class is not sacrificed.
 - iii. If a student asks a question to which you do not know the answer, do not try to bluff your way out (they will know, and you will lose face), but say you will get back to the class next meeting and/or ask the class themselves to do some research and suggest answers at the next meeting.
6. Schedule constructive breaks to provide a change without disrupting the continuity of the lecture.²⁶
 - i. Remember that a typical student's attention span at the start of a lecture, after the class has settled down, is 15-20 minutes.
 - ii. After that, there is the problem that they will 'switch off' for a time before re-engaging.
 - iii. Thereafter, periods of attention become progressively shorter, and the students more easily distracted.
7. Thus, it is best to divide up the middle portion of the lecture into 10-20 minute segments which can be adjusted to keep within schedule.
 - i. Each segment should focus on a specific point with examples, closing with a brief summary and lead-on for the next segment;
 - ii. Use various devices between segments in order to recapture students' interest: for example, set a relevant problem for small groups to solve and thereby enhance their understanding of what has just been covered (with a debriefing of the class afterwards to reinforce the main points), or ask a student to give a recap of what was covered,
8. Use a variety of different ways of presentation, both within and between lectures and introduce an element of unpredictability to how the prescribed syllabus will be covered.
9. Keeping a journal of how things progress can be of help, including for completing the self-assessment (Appendix IX).

²⁶ <http://www.ntlf.com/html/pi/9601/article1.htm>

d. Introduction of terms and concepts There is the need to make sure that students are familiarised with these as they are introduced, so that they are in a position to understand the rest of the session. The following ideas and suggestions are listed in no particular order.

1. There is the need to explicitly tell ('signpost') students what is important, rather than rely on them to identify the key points for themselves.
 - i. This includes identifying the most important factors amongst a list, with explanations and illustrative examples.
2. For each lecture, identify either at the start (see Section VIII.4.a) or during the lecture what are the most important concepts to be remembered and then explain why they are so.
3. Especially at lower undergraduate levels, concentrate on generalisations – the main fundamental points which the students should know, and not confuse them with too many details and other complexities or exceptions which would only serve to obscure the main points and cause confusion.
4. Do not rely on students remembering or having understood important terms and concepts from previous courses: give short, clear definitions when they are first introduced, to minimise problems with students' understanding of what follows.
5. Remember that what a faculty may find easy (especially if it is not the first time that they are teaching the course) may not be so for the students.
 - i. As an expert in a particular area, the faculty may make implicit assumptions which may not be clear to the class, with the potential for great confusion.
 - ii. Thus it is important to check for understanding.
6. Use colour-coding to indicate which parts of the lecture notes are likely to be found difficult, based on personal experience in preparing the course in the first place and, later, on student feedback (including in assignments and exam papers).
 - i. The fact that something is difficult should be acknowledged in the lecture, before and after as appropriate.
7. Choose concrete examples which are anecdotal, personal, or humorous to attract attention and allow the students to relate to the topic and thus aid memory.
8. Rather than just describing a concept, where possible demonstrate how it is can be understood using everyday experience and especially visual imagery.
 - i. This is also important when trying to convey numerical data: there is the need to relate to something 'tangible'.

e. Class discussions In traditional instructional systems, this is fulfilled by tutorials and practicals. There is the need to make sure that these are productive, rather than just wasteful time-fillers. The following ideas and suggestions are listed in no particular order.

1. For classes in the International track, students should be expected to conduct these in English when working in groups.
2. Studies indicate that students learn best and retain most (and also report being more satisfied) when they are actively engaged: for example, in small collaborative groups.²⁷
3. However, faculty should *not* consider this as a soft option where the students do all of the work.

²⁷[//teaching.berkeley.edu/bgd/collaborative.html](http://teaching.berkeley.edu/bgd/collaborative.html); [//teaching.berkeley.edu/classroom_groups.html](http://teaching.berkeley.edu/classroom_groups.html)

- i. Careful planning beforehand is essential, to ensure effective implementation and evaluation.²⁸
 - ii. Students will need guidance on how to work together to achieve the desired result.
4. To help students to understand why there are group discussions, there is the need to explain the benefits of participation, for themselves and for the class as a whole, in developing soft skills through shared responsibility.
5. Circulate open-ended discussion questions in advance, together with any relevant reading assignments.
 - i. One possibility is to also ask all students to hand in a one page response before the start of the discussion, to ensure that they come prepared and as an additional basis for assessment.
6. Have chairs arranged in a circle or as a 'U', and sit with students.
 - i. Try to get all members of the group to say something within the first 10-15 minutes.²⁹
 - ii. Facilitate discussion through moving around the room: it is better to move away from rather than towards a student who is speaking.
 - iii. Rather than answer questions raised by a student, try to get another student to answer or ask the class.
7. Seek inputs from students who might have a different perspective, based on their background and experience (including their gender): see also Sections VIII.3, item 4 and VIII.6.a, item 1.
 - i. Where possible, assign students to groups on a similar basis.
8. Do not be authoritarian; but, *when necessary*, be authoritative.
 - i. Do not try to dominate the discussion, but try to guide it towards the desired end.
 - ii. **But** be open to the possibility of alternative end-points.
 - iii. Be encouraging, positive and non-discriminatory, to try and build on previous points whilst leading the discussion forward.
 - iv. Remember the importance of 'face' – yours and the students'.
9. In small classes, to encourage student participation, individual students can select a particular question to prepare for, and then lead a discussion at a scheduled later class.
 - i. Alternatively they can just be assigned the reading material and required to set their own discussion questions, again for circulation in advance.
10. Large classes should be split up into smaller groups, each assigned a different question on the day from the pool given out earlier.³⁰
 - i. Different members may be assigned as the leader of the discussion, the summariser and an evaluator: each member of a group should function at least once in each position during the term.
 - ii. The class should be briefed in advance, so that they know what is expected of them.
 - iii. The faculty should circulate around the groups to monitor progress and deal with any problems.

²⁸ <http://teaching.berkeley.edu/bgd/collaborative.html>;

[//tep.uoregon.edu/resources/assessment/successfulgroupassign/effectivegroupassign.html](http://tep.uoregon.edu/resources/assessment/successfulgroupassign/effectivegroupassign.html)

²⁹ D. Pan, *loc. cit.*

³⁰ http://intranet.umanitoba.ca/academic_support/uts/media/4.pdf

- iv. The session concludes with each group's summariser presenting the results of their discussion, and the evaluator openly but tactfully assessing the group's performance and how it could have been improved.
- 11. At the end of the scheduled discussion, it is essential to summarise the main points which emerged (including opposing points of view) and also correct any misconceptions.
- 12. Where students are assigned to give presentations as a replacement for part of the faculty's lecture-time, see Section VI.5.

f. Monitoring students' understanding and performance There is the need to ensure that the running of a course is going as hoped for, and that students are familiar with the terminology, concepts, etc. as they are introduced. The following ideas and suggestions are listed in no particular order.³¹

- 1. Ask specific students to paraphrase or summarise what has just been said, to monitor progress and to keep them on their toes (as well as helping to break up the long class-time), rather than just asking the class as a whole if they understand.
 - i. Alternatively, use a multiple-choice question.
 - ii. Additional inputs can then be sought from the rest of the class.
- 2. *One-minute questions*: notify students at the start of a class that they should spend one minute at the end of the class to answer the following two questions on a piece of paper, sign it and hand it in before the faculty leaves:³² (1) What's the most significant thing you learned today? and (2) What question is uppermost in your mind at the end of today's class session? (As a variation, can just ask one question: What is the most unclear point?) This helps to focus students' attention during the lecture and also to determine whether they are understanding the major points, as well as further improving writing skills.
 - i. one variant during long classes is to periodically ask students to discuss the above questions and then ask for volunteers to make a report so that further action can be taken to reinforce the learning process.
- 3. Encourage students to form study groups, with one serving as a representative to consult the faculty if necessary.
 - Students in the International track should be encouraged to conduct these in English.
- 4. Pay attention to the needs of weaker students, but without making it obvious.
 - Follow up with students who perform poorly in assignments or in the mid-term exam.

5. Encouraging independent thought and higher-order thinking skills

There is the need to shift students away from the belief in rote learning and towards exercising their 'mental muscles' to get a deeper understanding of the theme of the course and its significance in a broader context. The following ideas and suggestions are listed in no particular order.

- 1. Whilst lecturing is an efficient vehicle for the transmission of information, it is not generally a good means for promoting the development of 'soft skills'.³³

³¹ http://tep.uoregon.edu/pdf/assessment/Ways_to_Assess_Student_Learning_During_Class.pdf

³² <https://pi.library.yorku.ca/ojs/index.php/core/article/view/2453/1658>

³³ These include thinking ones (e.g. critical, logical and creative) and behavioural ones (e.g. responsibility, self-discipline, teamwork).

2. Rather than describing what a graph or other diagram means, ask the students to do it first.
3. Provoke thinking and problem-solving skills, and thus understanding and self-confidence, by presenting the class with:
 - i. (apparent) paradoxes where possible and challenge students to reconcile these; or
 - ii. 'thought problems' such as a professional might encounter – rather than just enumerate a series of possible causes, also diagnose the most and least likely ones; or
 - iii. use real problems and the primary data from case studies to the same end.
1. Encourage deductive and inductive reasoning by posing class with a problem at the start of the class, and then working through to the solution, identifying and validating assumptions en route.
2. Use a Socratic approach to consider different viewpoints, or to develop and critique a particular viewpoint.
3. Assign students to critique, for example, a newspaper article, research paper or web-site to encourage analysis and reasoning and to further their learning outcomes.
4. Where there are alternative realistic interpretations, present each in its own terms, and let the students decide; if the faculty has a particular stance, leave to closing discussion, without trying to force students towards their thinking. Alternatively, either:
 - i. try using lectures to present a view opposite to that in the set text, to produce balance and provoke questions and discussion (as well as increasing attendance: students can no longer fall back on the text); or
 - ii. at least make clear that there are other ways of interpreting and understanding a particular set of data.
8. Give provocative or controversial topics which are difficult to plagiarise as assignments.

6. Assignments

There is the need to pay heed to the recommendations made in Sections VI.5 and VII.10, of which this is largely a repetition and expansion.

a. General The following ideas and suggestions are listed in no particular order.

1. Where feasible, give students frequent assignments.
 - i. Set an early first assignment to determine students' background and weak points which need to be attended to in order to get most benefit from the course, as well as providing a gentle introduction to the main body of the syllabus (see also Section VIII.3, item 4).
 - ii. As (part of) a short assignment near the end of the course, ask students to write an example of a question (without the answer) which they think would be good to set in an exam.
2. Give students adequate time to prepare long assignments.
 - i. Make clear that late submission of assignments will result in the deduction of marks.
3. Where groups are asked to do an assignment, the faculty should allocate students to groups rather than let the students do so themselves.³⁴

³⁴ <http://tep.uoregon.edu/resources/assessment/successfulgroupassign/generalguidelines.html>

- i. Advice should also be provided about how the group should proceed with the assignment.
 - ii. These groups may be permanent for the duration of the term, as a means of ‘team learning’.³⁵
4. Select a specific practical problem, or outline a likely one, and ask students to analyse it and propose solutions.
 - i. Use the Socratic method to make students go through the various stages in resolving a specific problem.
5. To stimulate interest and thinking (and hopefully minimise plagiarism), set controversial or otherwise provocative assignments (whilst observing the University of Cambodia's Rules of Civility and Codes of Conduct: Section IV and Appendix I).
 - i. Avoid assignments which just let the students regurgitate spoon-fed facts: in this context, vomiting is not a desirable soft skill.
 - ii. Require students to try to demonstrate deep-level understanding related to the concepts and material covered in the course, and to question assumptions.
6. Assign students to critique, for example, a newspaper article, research paper or web-site to encourage analysis and reasoning and to further their learning outcomes.
7. After the assignments have all been received, review what was expected at the next available class (preferably the current class) in order to clarify any misunderstandings and maximise learning.
8. Thereafter, when returning the assignments, provide general feedback to the class without naming names.
 - i. Feedback to individual students on their assignments should be constructive and detailed, to let them know how well they are doing and how to further improve; and thus should be returned *promptly* (preferably at the next class), without a long time-lag.
9. The possibility of peer-review of assignments should be considered at the graduate level, at least, with both the original paper and the evaluator's comments being assessed.
10. For graduate students at least, require them to keep a log-book of their work on a specific project, so that they can self-critique.
11. Use role-playing – for example:
 - i. Give classes details of a specific project (which may be *de novo* or an actual proposal submitted elsewhere) as homework, and assign half the class to prepare to be consultants on a project and the other half to be clients or funding agency representatives; on day of presentation, select students to play these roles in front of the rest of the class who critique the two sides' respective performances;
 - ii. Ask students to each prepare speeches such as might be made by someone in a particular historic event to advocate a particular cause.

b. Class presentations The following ideas and suggestions are listed in no particular order (see also Sections VI.5.b and VII.10.b).

1. The faculty should form small study groups (3-4 students) within the class:

³⁵ <http://tep.uoregon.edu/resources/assessment/teamlearning/teamlearndefined.html>;
<http://tep.uoregon.edu/resources/assessment/teamlearning/definitionofterms.html>

- i. Each group selects or is allocated a particular topic from a short list (prepared based on guidelines similar to those in Section VII), and discusses amongst themselves *and with the faculty* outside class, and then make a presentation.
2. The faculty should be aware of the potential benefits and limitations of this form of student-centred learning;
 - i. potential benefits include increased understanding of the topic under consideration for the student(s) doing the presentation, together with increased confidence and competence in skill related to making a presentation in general; *but*
 - ii. potential limitations include poor quality of presentations (including plagiarism) setting a bad example to the rest of the class, inattention by the rest of the class, and some groups having an unfair advantage in the exams.
3. Thus the faculty should:
 - i. only consider presentations with classes where all students (either individually or in small groups) can make one;
 - ii. ordinarily, set a maximum of 6 hours of class presentations (30 minutes each, including faculty-led class discussions: a total of 12 presentations);
 - iii. consult the relevant Dean or College if they plan to include student presentations.
4. It is the faculty's job to cover the basic material in the textbook, to ensure that all in the class benefit equally from the instruction and none are unfairly advantaged in the exams.
5. Student presentations of *appropriate* supplementary material must be done under the guidance of the faculty, to assure the quality of the final presentation.
 - i. The faculty should brief each group and identify how the workload should be divided up.
 - ii. The students should be given adequate forewarning to prepare their assignment: at least two weeks.
 - iii. The assignment should include drafts of a Powerpoint or other form of presentation and a more detailed term paper, and should be submitted at least three days before the due date of the presentation.
 - iv. The faculty should review each draft carefully (for quality and quantity of content, *including checking for plagiarism*) at least once before the finalised presentation is made to the class: the faculty should give final approval only when satisfied about the material content, in terms of adequacy and accuracy.
 - v. Performance in presentations, together with the quality of the ***original*** submitted assignment, will be counted towards each student's assessment: where a group is involved, they should also submit a summary identifying the contributions of each member and signed by all group-members.
6. Other class-members should be encouraged to treat it as a learning experience for themselves as well.
 - ii. This requires the faculty and all class-members to treat the presentations seriously as an academic exercise for the benefit of all.
 - iii. For example, including quizzes may help to foster a more positive attitude amongst the rest of the class.
7. *Thus there is the need for ensuring that **each** student presentation is a learning experience for **the whole class**.*

7. Examinations

There is the need to ensure that these are fair: the stress level should not be *too* high. The following ideas and suggestions are listed in no particular order.

1. The faculty should have a broad spectrum of difficulty in the questions in the exam paper.
 - i. *"A professor of Business Administration distributes test items as follows: about 25% are reasonably easy questions that nearly everyone gets correct. About 50% of the questions require a little more sophistication but can be answered by students who have kept up with the course material. About 25% of the items are quite challenging and generally are answered correctly only by the top 5-10% of the class. "A balanced test with easy, moderate, and difficult items gives students an opportunity to show whether they have mastered the fundamentals of my course or have gone beyond the minimum," explains this faculty member. "I try to give students a feeling of satisfaction at the end of a course by providing them with an opportunity to express what they have learned, rather than frustrating them because what they have studied does not appear on the exam."*³⁶
2. Multiple-choice questions are not appropriate.
3. After mid-term exams, provide the class with what would be considered to be a perfect answer to each question.
4. Grades for exams, as for other pieces of work, should be given objectively, based on academic performance to the exclusion of behavioural characteristics (attendance, attitude, punctuality, etc.).³⁷
 - i. Maintain a consistent grading policy at all times.
 - ii. Record the original numerical marks, rather than the letter grades.
 - iii. Do not try to force allotted marks to fit a normal distribution.
5. For essays (including as assignments), where there is a wide range in quality based on different aspects, try breaking down the allocation of marks into three categories: (a) ideas (e.g. the underlying concepts and the interpretation of results); (b) arguments (e.g. points are clear and logically organised); and (c) mechanics and style.³⁸
 - i. The class should be informed of this strategy so that they know what is expected of them.
 - ii. Questions need to be carefully written so as to make clear what is expected in the answer with regard to ideas and/or arguments.
 - iii. Based on this, one possible schema might be that essays good in all three categories would receive an 'A'; those strong in two but weak in the third, a 'B'; those strong in only one, a 'C'; and those weak in all three, a 'D'.
 - iv. Component scores and brief related comments can then be made for each essay.
 - v. Another helpful strategy is to quickly read through all essays once, put them into a rough ranking, then go through them all more thoroughly.

³⁶ http://intranet.umanitoba.ca/academic_support/uts/media/7.pdf

³⁷ <http://teaching.berkeley.edu/bgd/grading.html>

³⁸ http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_1996/TC_Fall_1996_Caraco.htm; for one alternative, see <http://tep.uoregon.edu/resources/assessment/rubrics.html>

IX. Assessment of Faculty Performance

It is necessary to monitor new appointees to ensure that they are performing in the classroom up to expectations; and to continue monitoring those who have proved adequate, in order to guard against complacency. This is done through three different, complementary ways:

1. the use of standardised student evaluation forms (Appendix VII) for each class each term;
2. peer-evaluation by full-time faculty who sit in on one or more of a faculty's classes and assess the performance using a standardised form (Appendix VIII); and
3. each faculty also submits a self-assessment form (Appendix IX) for each class.

The collated data from student and peer evaluations are analysed for subsequent consideration by the Faculty Review Committee (FRC), to provide feedback to the Faculty. Such feedback will be used in a constructive way, to help you and UC improve.

- Where faculty have positive teaching approaches which do not try to take the soft option of spoon-feeding, this will be taken into consideration as a counterbalance to negative student evaluations (based on peer evaluations and other considerations)

After this feedback (together with the self-assessment) from the faculty has been taken into consideration, a report will be deposited in the faculty's personal file. This report will be taken into consideration when considering the faculty for teaching the same and other classes; and for promotion and pay raise.

1. Student evaluations

The aim is to give students an opportunity to provide feedback, which is meant to be objective.

1. These are generally done in the week before the midterm exams.
2. On the chosen day, the faculty is asked to leave the class for 15 minutes.
3. Representatives of the Office of Student Academic Affairs, with help from the Academic Foundation Department and others as necessary, then distribute copies of the form and give further explanation including reminding the students that the evaluations are conducted anonymously; that they are treated seriously and are important for the continuing improvement of our educational system; but that this requires the students to be fair and objective in their assessment.
4. The data are then collated and analyzed by the Office of Student Academic Affairs and the Office of the Vice President for Academic Affairs.

2. Peer evaluations

These aim to provide a potential counterbalance to student evaluations through full-time faculty sitting in on one or more classes.

1. Peer evaluation is an essential complement and balance to student evaluations, but must be conducted fairly and constructively in order to be effective.
2. The Vice President for Academic Affairs is responsible for tabulating a list of faculty each term, the classes they teach and the scheduled times; and then allocating full-time faculty to at least one class of each faculty.
3. Allocation is based primarily on the part-time faculty's College: especially for new faculty, the Associate Dean of that College should sit in on at least one class.

- i. where the faculty is teaching a Foundation-Year class, a faculty from the Academic Foundation Department will also be allocated, especially for new faculty.
4. In addition, for new part-time faculty and all full-time faculty, the Vice President for Academic Affairs will sit in on at least one class.
5. Additional peer evaluation duties, so that each faculty is evaluated by at least two peers, will be allotted to other full-time faculty, in the first instance based on relevance and thereafter to try to ensure balanced workloads.

3. Faculty self-evaluation

This aims to encourage each faculty to think about their own teaching performance in each class, and how they could improve their future performance, not just for that course but for any other which they are offered to teach.

1. At the end of each term, faculty should complete a self-assessment form of their performance on each class, and how it could be improved.
2. This, together with the outcome of the Faculty Review Committee's preliminary assessment of the faculty's performance based on peer and student evaluations (together with whether the course has been upgraded since previously taught, and time-keeping and other considerations) serve as a basis for discussion between the faculty and the appropriate College.
3. Based on this discussion, the College will report back to the FRC on the outcome and the report on the faculty updated accordingly for onward transmission.

4. Faculty assessment

Based on this analysis, each faculty will receive feedback from the relevant Associate Dean on a by-term basis.

Also, together with an evaluation by the relevant Associate Dean and a consideration of other factors such as time-keeping and other items covered in Sections IV and VII, the Faculty Review Committee will consider all faculties' performances when their contracts come up for annual review.

A favourable review will mean that a faculty's contract will be extended. Depending on the overall assessment, the Committee may recommend that the faculty:

- i. be offered extra classes, of a scope and number based on past performance (subject to availability), including the possibility of being offered a full-time position;
- ii. be considered for a salary increase;
- iii. be considered for promotion.

In addition, the best teachers based on all of these factors throughout the Academic Year will also receive a Best Faculty award at our annual graduation ceremony.

Those faculty who are considered not to be up to the expected standard will be 'black-listed' from further teaching for the period of one year, with re-hiring only be considered after re-interview.

- *Where a faculty shows poor performance earlier in the contract period and fails to improve after counselling, they will be black-listed without further warning.*

It is important to realise that we truly value our deserving faculty and try our

best for them within the many constraints under which we have to operate.

UNIVERSITY RULES OF CIVILITY AND CODES OF CONDUCT

The University of Cambodia expects all its members, students, staff, faculty and guests, to abide by its Code of Conduct and Rules of Civility based on a collective commitment to mutual respect and a “social contract” with one another so that we may become a true community of seekers for knowledge, truth and excellence.

1. Rules of Civility

In order to provide an environment conducive to optimum learning, the University of Cambodia has issued the following guidelines for students, faculty, staff and guests. All students, upon registration, must be familiar with and adhere to these rules: any failure to do so must be reported to the University of Cambodia Disciplinary Committee.

- Every member of this community is to be treated with respect and dignity. Differences in opinion are evidence of independent thinking: this is to be encouraged in a learned community to aid broadening of the mind. However, such differences should be shared in a civil manner, with respect and understanding, and so a healthy dialogue: insults, threats and assaults have no part in a learned community and will not be tolerated.
- An ethical, open and honest code of behavior is expected of all members of the UC community: propagating false or unfounded rumors, lying and cheating are examples of conduct that will not be tolerated.
- Discrimination based on age, color, disability, ethnicity, gender, marital status, national origin, race, religion or sexual orientation will not be tolerated at the University.
- Harassment, sexual, racial or otherwise, is unacceptable behavior, and must be reported by victims or witnesses.
- All individuals are required to dress appropriately when on campus.
- The sale and/or use of alcohol and illicit drugs is strictly prohibited on University premises. Smoking is prohibited inside all University buildings.
- Weapons of any kind, whether they are carried for self-defense or otherwise, are strictly prohibited on University premises.
- Other animals are not allowed on University premises without permission.
- The distribution of religious, political or other unauthorised documents and all types of solicitation are strictly prohibited on the University premises. Likewise, political gatherings and rallies are not allowed on campus.
- Any act of theft, robbery, or vandalism, graffiti or any other damage on University premises will be reported to the local authorities and the police, and will be subject to criminal charges according to the laws of the Kingdom of Cambodia.
- For security reasons, students, faculty, staff and guests are required to produce their ID on demand.

2. Student Code of Conduct

In addition to the University rules of civility, students are expected to be familiar with and follow the classroom code of conduct:

- Students should be conscientious and self-disciplined, and take full personal responsibility for their studies and other actions.

The University of Cambodia reserves the right to change the material contained here without prior notice: updates will be posted on uc.edu.kh.

- For their own benefit (*and out of respect for their instructor and their classmates*), students should be conscientious in their time-keeping, including completing assignments on time.
- Thus class attendance is important for students' learning; it is taken in all courses and is included in the student's final grade in the class. Failure to maintain adequate attendance will mean that the student is barred from sitting exams and will forfeit any Scholarship awards.
- Students who have to miss a class for whatever reason during term should apply for Leave of Absence.
- Students who arrive late and/or leave early, or who miss a class, should not expect any preferential treatment from the faculty.
- **Cheating and plagiarism (*the copying and pasting of material into assignments – including student presentations – from the internet or other sources*) cannot be tolerated.** Faculty members are required to be responsible for enforcing the rules and for disciplinary actions. They may also refer the student to the University of Cambodia Academic Honesty Committee for further actions that may lead to probation, suspension and/or expulsion.
- When on campus, students should wear their UC ID
- Students should respect Cambodian customs: they should avoid being dressed provocatively or displays of intimate behaviour.
- The use of handphones, beepers and pagers is strictly prohibited in classrooms; the Toshu Fukami Library and e-Library; and the various computer-based Laboratories.
- Eating and drinking are prohibited in classrooms; the Toshu Fukami Library and e-Library; and the various computer-based Laboratories.
- Disruptive behavior and abuse of privileges (for example by blocking others' access to the WiFi) on campus will be reported to the University of Cambodia Disciplinary Committee.
- Students should be involved in extracurricular activities organised by the University, not only for their own benefit but for that of UC as a whole.
- Students should avoid arranging to meet members of faculty off-campus, including going on trips which do not have the official approval of the University of Cambodia.

3. Faculty Code of Conduct

In addition to the University rules of civility, all teachers are expected to:

- come prepared for the lesson;
- be properly attired, and both start and stop on time;
- keep classes on-topic with a balanced overview of relevant and appropriate material, and thus refraining from indulging in partisan politics;
- refrain from taking the easy option of merely spoon-feeding the students;
- motivate and encourage students to be active learners, by facilitating participation in classroom activities, challenging them to think for themselves and thereby develop an understanding of the underlying principles;
- show humility, respect for the students, be aware of their cultural sensitivities and be positive in making criticisms;
- treat all students fairly, both face-to-face and in marking their work;
- nurture each student's self-respect and self-confidence (where necessary), and thus encourage their increasing independence in thought and action;

- gain the confidence of class and maintain confidentiality;
- not accept any gifts from students, to avoid misunderstandings;
- avoid arranging to meet students off-campus, other than as groups preferably involving the whole class: to avoid misunderstandings, they should seek prior approval of the relevant Associated Dean;
- should not organise tours for students in the name of the University, or in situations where others may consider the University liable in the absence of any legal disclaimers, without prior permission of the University;
- not sell anything to the students; and
- coordinate with other instructors and support staff to ensure that things flow smoothly for students and everyone else at the University of Cambodia.

Dear Lecturer,

It has been our unfortunate experience that many Faculty have been unreliable in the past.

In order to avoid any misunderstandings about what we expect of you, we would be very grateful if you would read the following (together with the material in the Green Book), sign it and submit it to Ms. Por Malis, (Vice-President, Operations), University of Cambodia. Failure to do so will imply that you do not agree to conform to these professional requirements.

Thank you for your understanding.

Pledge

I, promise that I will abide by the following whilst teaching classes at the University of Cambodia.

1. I will submit a completed, acceptable course syllabus before the first week of term.
2. I will fulfill the required number of teaching hours, starting and finishing the lessons on time.
3. I will dress appropriately, and I will not appear inebriated in front of a class.
4. I will teach in the English language for the International Track.
5. I will keep to the point in lectures, and not complain about personal problems or discuss politics or other issues which are not pertinent to the coursework.
6. I will show humility and respect for the students, be aware of cultural and other sensitivities and be positive in making criticisms.
7. I will refrain from taking the easy option of merely spoon-feeding or force-feeding the students to try and get a good evaluation.
8. I will motivate and encourage students to be active learners, by facilitating participation in classroom activities, challenging them to think for themselves and thereby develop an understanding of the underlying principles.
9. I will treat all students fairly, both face-to-face and in marking their assessments.
10. I will nurture each student's self-respect and self-confidence (where necessary), and thus encourage their increasing independence in thought and action.
11. I will get **all** hand-outs and photocopied materials through the University of Cambodia Bookstore and the Library, with an extra copy submitted to the University for its records.
12. I will not sell anything to the students in class.
13. I will not accept any gifts from students, to avoid misunderstandings.
14. I will submit questions for exams by the due date.
15. I will submit grades and all other relevant information within one week of the final exam; and also return library books and any other borrowed materials.
16. I will coordinate with other teachers and support staff to ensure that things flow smoothly for students and everyone else at the University of Cambodia.

(Signed)

(Date)

UNDERGRADUATE COURSE SYLLABUS**Course Number & Title:****Credit & Contact Hours per Term:** 3 credits (45 contact hours)**Course Instructor's Name, Telephone and E-mail Address:****Course Description:****Course Learning Outcomes:****Course Prerequisites:****What Instructor Expects of Students during the Course:****Required Text Book(s):****Additional Materials:**

Attendance: Note that students receiving scholarships must maintain a minimum level of attendance in order to meet the requirements of their awards.

Evaluation: The questions in the tests and examinations are derived from what is covered in the lectures, any additional materials provided, *together with* relevant portions of the text book.

Evaluation of the students' overall letter grades will be based on the following modes of assessment:

| | |
|--|-------------|
| Attendance | 15% |
| Class Activities and other Assignments | 25% |
| Midterm Test | 30% |
| Final Exam | 30% |
| TOTAL | 100% |

Students caught cheating – by copying the work of others or any other means – will have the marks from that test, assignment or exam excluded from their final grades (and they run the risk of further penalties).

| Letter Grade | Grade Point | Score (%) | Definition |
|---------------------|--------------------|------------------|-------------------|
| A | 4.00 | 90-100 | Excellent |
| B+ | 3.50 | 85-89 | Very good |
| B | 3.00 | 80-84 | Good |
| C+ | 2.50 | 75-79 | Fairly good |
| C | 2.00 | 70-74 | Fair |

Course Outline:

| Nº | Topic | Contact Hours | Week |
|-----------|--------------|----------------------|-------------|
| 1 | | 3 | 1 |

The University of Cambodia reserves the right to change the material contained here without prior notice: updates will be posted on uc.edu.kh.

| | | | |
|----|-------|----------|----------|
| 2 | | 3 | 2 |
| 3 | | 3 | 3 |
| 4 | | 3 | 4 |
| 5 | | 3 | 5 |
| 6 | | 3 | 6 |
| 7 | | 3 | 7 |
| 8 | | 3 | 8 |
| 9 | | 3 | 9 |
| 10 | | 3 | 10 |
| 11 | | 3 | 11 |
| 12 | | 3 | 12 |
| 13 | | 3 | 13 |
| 14 | | 3 | 14 |
| 15 | | 3 | 15 |
| | Total | 45 hours | 15 weeks |

Teaching Methodologies:

- Lecturing
- Group discussion and individual work
- Presentation
- Homework and assignment
- Internet activity
- Instruction in English

Form for the Rescheduling of Classes

THE UNIVERSITY OF CAMBODIA
Make-Up Class Request

Ref: T11314 _____ rrCss _____

Name of Teaching Staff: _____ Phone: _____

College of: _____

| N° | Teaching Class | | | | | Make-up Class | | | |
|----|----------------|---------|---|---|---|--------------------------|------|--------------------------------|-------|
| | Course Code | Session | | | | Date (Day/Month/Year) | Time | Room (Assigned by: OSAA) | Other |
| | | M | A | E | W | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

Note: In Case of Cancellation of a Make-Up Class Request, please inform OSAA in advance.

Reasons for make up class request: _____

Phnom Penh., Date: _____

Approved by: _____ Signature

Dean/Associate Dean

Assigned Classroom by: _____


Director _____

Office of Student Academic Affairs


Notes

1. Copies of this form can be obtained from the Office of Student Academic Affairs (OSAA) or the relevant College Associate Dean; and should be returned to the latter upon completion for onward transmission to the OSAA.
2. For public holidays and times when you know in advance that you have to take personal Leave-of-Absence, please make arrangements for make-up classes at as early a date as possible (do *not* tempt fate by leaving this until the week before the exams).
3. Please find a time which is convenient for the majority of students (at least 60% of class as signatories), not just for yourself (remember that students also have other commitments, and you will be taking attendance).
4. Once approved, the date(s), time(s) and location(s) will confirmed by OSAA in the appropriate class-folder.
5. Note that, for pay-roll purposes, only hard copies of this form can be accepted

Leave-of-Absence Form

|  | | សាកលវិទ្យាល័យកម្ពុជា THE UNIVERSITY OF CAMBODIA Application for Leave of Absence | | | | | |
|--|-------------|---|------|----------------|-------------------|----|-------------------------|
| Ref.T11314_____ | | | | | | | |
| Lecturer's Name:_____ | | Phone:_____ | | | | | |
| College of:_____ | | | | | | | |
| N° | Course Code | Session | Time | Class Location | Date(s) Requested | | Make up/ Substituted by |
| | | M / A / E / W | | | From | To | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| Reasons for leave of absence:_____ | | | | | | | |
| _____ | | | | | | | |
| Documentary Evidence? | | | | Yes / No | | | |
| | | | | | | | |
| Associate Dean (Respective College) | | | | Signature | | | |
| Signature | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Date:_____ | | | | Date:_____ | | | |
| Notes | | | | | | | |
| 1. Copies of this form can be obtained from the Office of Student Academic Affairs (OSAA) or the relevant College Associate Dean; and should be returned to the latter upon completion for onward transmission to the OSAA. | | | | | | | |
| 2. To be fair to others, including their students, faculty should submit this form <i>at least</i> two (2) days in advance for an absence with good reason for a planned event such as a workshop (important social occasions may also be considered) so that classes can be notified or a substitute found. | | | | | | | |
| 3. For unforeseeable serious happenings (illness, etc.), faculty should inform by phone or e-mail the relevant College or the OSAA (023-993-276 ext. 1016) at the earliest available opportunity; thereafter, they must submit the above form in hard copy to the Associate Dean as soon as possible. | | | | | | | |
| 4. In either case, the faculty should seek to find a suitable time-slot to make-up the necessary lecture(s) as soon as possible thereafter. | | | | | | | |
| 5. Please try to avoid taking too many Leaves-of-Absence: it will reflect poorly in your personal records. | | | | | | | |

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 **THE UNIVERSITY OF CAMBODIA**

College of

Final Undergraduate Centralized Examination

SCORE:

Course Code: Course Title:

Instructor's Name: Instructor's Signature:

Dean/ID: Session:

Date: Duration: 90 Minutes

Student's Name: Student's Signature: Please type in correct information

Student's ID: Student's Seat:

⚡ All students are expected to be familiar with the exam regulations, which include the following:
 (1) No use of a handphone or any other electronic device, apart from approved calculators; (2) no cheating; (3) no documents or bags to be brought into the exam room; (4) no communicating with other students in the exam room; (5) no leaving the exam room without permission; (6) students must have their UC ID-card and must sit in the assigned seat; (6) questions about the exam paper should be asked within first 20 minutes.

WARNING

⚡ All students must comply with the Exam Regulations. Failure to do so will mean that the student will be asked to stop the exam and the paper will be given zero marks.

Questions:

.....

.....

Sample

Please use this format to help OSA

Page 1 of 1



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The University of Cambodia

Class Feedback Form

2010 – 2011

Course Code: _____ Instructor's Name: _____ Date: _____

Session: AM/PM1/PM2/WE Are you a Scholarship student? Yes/No Your Name (optional)* _____

Which College are you in? CoAH/CoE/CoL/CoM/CoSS/CoST How many terms have you been studying at UC? ____

We continually strive to improve the quality of teaching and our teacher's effectiveness. However, we realise that, no matter how good the instructor might be, it is important that the students have an open attitude to being challenged, so that they are willing to actually learn about the course material rather than passively absorb it by 'spoon-feeding'.

Please take a few minutes to complete this survey: for each statement circle or tick the number that you choose from 1 to 5.

* Note that we would prefer for you to include your name: it will allow us to follow up if necessary to sort out any problems, but will not be given to the instructor.

I. Self-evaluation

The first section allows you to assess your participation in the course. Do you *honestly* think that you tried to get as much out of the course as possible? Please use the following scale:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. My English is good enough for this course: | 1 | 2 | 3 | 4 | 5 |
| 2. My attendance of all timetabled classes is good: | 1 | 2 | 3 | 4 | 5 |
| 3. I prepare for lectures by reading the material beforehand: | 1 | 2 | 3 | 4 | 5 |
| 4. I participate in class-room activities – asking and answering questions, etc.: | 1 | 2 | 3 | 4 | 5 |
| 5. I try to understand difficult points in the course by thinking about, and researching about, them outside the class-room: | 1 | 2 | 3 | 4 | 5 |
| 6. I do homework and other exercises on time and independently, without having to cheat by plagiarising my class-mates or other sources: | 1 | 2 | 3 | 4 | 5 |
| 7. I prepare for tests and do not cheat (<i>omit if no tests have been received</i>): | 1 | 2 | 3 | 4 | 5 |

II. Impression of the Course

This section allows you to give feedback about this course, compared with other courses you have done at The University of Cambodia. You should be fair, mature and responsible in this assessment, because your responses can have important consequences for the future design and running of the course.

- | | | | | | |
|---|---------------------|------------|-------------------------|---------|------------------|
| 1. The content was consistent with course description and objectives: | 1 Strongly Disagree | 2 Disagree | 3 Neutral or Don't Know | 4 Agree | 5 Strongly Agree |
|---|---------------------|------------|-------------------------|---------|------------------|

The University of Cambodia reserves the right to change the material contained here without prior notice: updates will be posted on uc.edu.kh.

| | | | | | |
|--|-----------------------------|-----------------------------|--------------------------|---------------------------|------------------------------|
| 2. The level of this course was: | 1 Very Difficult | 2 Difficult | 3 Average | 4 Easy | 5 Very Easy |
| 3. The workload of the course was: | 1 Very Heavy | 2 Heavy | 3 Average | 4 Light | 5 Very Light |
| 4. The pace of the course was: | 1 Very Slow | 2 Slow | 3 Average | 4 Fast | 5 Very Fast |
| 5. The number of hours I spent each week outside of class was: | (1) 0 to 1.99 hrs | (2) 2 to 4.99 hrs | (3) 5 to 7 hrs | (4) 8 to 11 hrs | (5) 12 or more hrs |
| 6. I expect that my performance in this course will be: | 1 Very Poor | 2 Poor | 3 Average | 4 Good | 5 Very Good |

III. Impression of the Instructor

This section allows you to assess your instructor. You should be fair, mature and responsible in this assessment, because your responses can have important consequences for the future employment of your instructor at The University of Cambodia. Remembering what you put in the self-evaluation section above, please rate your instructor using the following scale:

| <i>1</i> Strongly Disagree | <i>2</i> Disagree | <i>3</i> Neutral | <i>4</i> Agree | <i>5</i> Strongly Agree | |
|---|--------------------------|-------------------------|-----------------------|--------------------------------|-----------------|
| 1. My instructor has a good knowledge of English: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 2. My instructor is easy to understand: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 3. My instructor is friendly and approachable: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 4. My instructor makes the subject interesting: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 5. My instructor seems to be well prepared before each class: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 6. My instructor uses the course book: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 7. My instructor follows the syllabus | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 8. My instructor has many activities to help me practice what I study: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 9. My instructor encourages me to learn: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 10. My instructor assigns me sufficient homework: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 11. My instructor gives me sufficient tests so I can check my progress: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 12. The results of homework and tests are returned promptly with useful comments: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
| 13. My instructor encourages us to share our ideas and opinions on the subject: | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |

Any comments related to your responses to the above questions and other aspects of the course and instructor. *Please be constructive and responsible; remember that we take your comments into account when evaluating the teacher's performance for giving feedback and continuing employment.*

I. Self-evaluation

II. Course

III. Instructor

IV. Other Comments

Peer Evaluation of Instructors

Instructor:**Evaluator:****Class:****Time:****Location:*****Notice to Instructors***

As a counterbalance to student evaluations (we know students can be unfair in their assessments!), at least one full-time faculty will sit in on at least one of your lessons.

Please note the following:

1. Where student presentations are part of the class when a peer-evaluator sits in, then these presentations will be evaluated as if it was the instructor who was doing the teaching (see previously-circulated memo: copy attached).
2. If you are late when a peer evaluator has planned to sit in on your class, then that peer will leave and you will get ***an overall rating of '1'***: we are busy and do not want to waste our time waiting around for you to appear (and it is also *very* embarrassing in front of the students).
3. In the past, when some instructors saw that an evaluator was present, they obviously abandoned their plans for what they intended to do that session; they instead did a general review of what they had taught over most or all of the course. In such cases, the class may be evaluated a second time (when the instructor will hopefully be teaching *new* material), and the first evaluation will not count; or the evaluator may record ***an overall score of '1'***, depending on other commitments.

Please consider this exercise positively. Thus we will provide you with constructive feedback later.

Notice to Evaluators

Please use the criteria on the attached sheet as a basis for your evaluation: *where applicable*, rate each on a scale from 1 (strongly disagree) to 5 (strongly agree); 3 is 'neutral'.

- You should enter the class before it starts, and spend at least 30 minutes in the class. Be unobtrusive in your behaviour: sit at the back of the class, and do not distract the instructor or the students.

Please return the completed forms to the Vice-President (Academic Affairs) for collation and circulation to the Faculty Review Committee. Instructors will be given feedback by the relevant College Associate Dean at the appropriate time: normally after the end of term unless particular observations warrant more immediate action.

General Comments

Please be fair and constructive, brief and to the point (as with the Specific Comments section on the following page).

| Criterion | Rating* | | | | | | Specific Comments |
|--|---|---|---|---|---|----|-------------------|
| A. Communication/Interpersonal Skills | * 1 = Strongly disagree → 3 = Neutral → 5 = Strongly agree; na = not applicable or unable to properly assess. | | | | | | |
| 1. Instructor teaches through medium of English. | 1 | 2 | 3 | 4 | 5 | na | |
| 2. Instructor appears friendly. | 1 | 2 | 3 | 4 | 5 | na | |
| 3. Instructor projects enthusiasm subject. | 1 | 2 | 3 | 4 | 5 | na | |
| 4. Instructor maintains good eye contact. | 1 | 2 | 3 | 4 | 5 | na | |
| 5. Instructor uses gestures/body movements effectively. | 1 | 2 | 3 | 4 | 5 | na | |
| 6. Instructor is responsive to the students in class. | 1 | 2 | 3 | 4 | 5 | na | |
| 7. Instructor regulates pace of the delivery well. | 1 | 2 | 3 | 4 | 5 | na | |
| B. Organization and Presentation of Content | | | | | | | |
| 1. Lecture has brief introduction to what will be covered | 1 | 2 | 3 | 4 | 5 | na | |
| 2. Lecture runs smoothly from one topic to the next | 1 | 2 | 3 | 4 | 5 | na | |
| 3. Students are fore-warned about important points. | 1 | 2 | 3 | 4 | 5 | na | |
| 4. Important material is stressed. | 1 | 2 | 3 | 4 | 5 | na | |
| 5. Examples and illustrations are appropriate. | 1 | 2 | 3 | 4 | 5 | na | |
| 6. Explanations are clear. | 1 | 2 | 3 | 4 | 5 | na | |
| 7. Summary statements are provided. | 1 | 2 | 3 | 4 | 5 | na | |
| 8. Visual aids are appropriately and effectively used. | 1 | 2 | 3 | 4 | 5 | na | |
| 9. Amount of material for available time is appropriate. | 1 | 2 | 3 | 4 | 5 | na | |
| 10. Effective use of time available | 1 | 2 | 3 | 4 | 5 | na | |
| 11. Ability to answer students' questions | 1 | 2 | 3 | 4 | 5 | na | |
| 12. Ability to get students to answer questions | 1 | 2 | 3 | 4 | 5 | na | |
| C. Interest | | | | | | | |
| 1. Instructor captures student's interest at the beginning. | 1 | 2 | 3 | 4 | 5 | na | |
| 2. Instructor varies the mode of presentation. | 1 | 2 | 3 | 4 | 5 | na | |
| 3. Instructor invites class involvement and participation. | 1 | 2 | 3 | 4 | 5 | na | |
| 4. Instructor stimulates student's interest in the subject. | 1 | 2 | 3 | 4 | 5 | na | |
| 5. Instructor livens things up by appropriate use of humor. | 1 | 2 | 3 | 4 | 5 | na | |
| 6. Instructor relates lecture to students' likely experiences. | 1 | 2 | 3 | 4 | 5 | na | |
| D. Student-related | | | | | | | |
| 1. Students comfortable with use of English | 1 | 2 | 3 | 4 | 5 | na | |
| 2. Students understand the material covered | 1 | 2 | 3 | 4 | 5 | na | |
| 3. Students are interested and motivated to learn | 1 | 2 | 3 | 4 | 5 | na | |
| 4. Students ask questions or offer opinions | 1 | 2 | 3 | 4 | 5 | na | |
| 5. Students respect and get on with instructor | 1 | 2 | 3 | 4 | 5 | na | |

Self Evaluation of Faculty

Faculty:

Class:

Time(s):

Notice to Faculty

The University would like you to continually evaluate your own performance in each of the classes which you teach, so that you can learn from the experience. To help you achieve this life-long learning, the following form should be completed at the end of your course and submitted to the Assistant to the Vice-president (Academic Affairs), together with some reasons as to why you believe that you should be considered as a nominee for best lecturer of this academic year. The completed form will be included in our records for future reference: however you should be self-critical and honest, and resist the temptation to overly praise yourself!

| General | Comments |
|---|----------|
| Did I understand the contents of the 'Green Book'? | |
| Did I submit the syllabus on time? | |
| Did I submit materials for photocopying on time? | |
| Did I show good time-keeping in class? | |
| What media (glassboard, etc.) did I use? | |
| What problems did I encounter with students? | |
| What problems did I encounter with system? | |
| Did I attend, and participate in, public lectures and other events organised by the University? Did I encourage students to do so also? | |

| Criterion | Rating* | | | | | How do I justify this conclusion, and how could I improve? |
|---|---------|---|---|---|---|--|
| <i>Faculty-related</i> | | | | | | |
| My use of English in the classroom | 1 | 2 | 3 | 4 | 5 | |
| Was I audible? | 1 | 2 | 3 | 4 | 5 | |
| Did I follow the course syllabus? | 1 | 2 | 3 | 4 | 5 | |
| Did I follow the text-book? | 1 | 2 | 3 | 4 | 5 | |
| Was the material taught at the appropriate level? | 1 | 2 | 3 | 4 | 5 | |
| Did I prepare for the lessons? | 1 | 2 | 3 | 4 | 5 | |
| Did I make effective use of time available? | 1 | 2 | 3 | 4 | 5 | |
| Did I make effective use of media? | 1 | 2 | 3 | 4 | 5 | |
| Did I identify important points? | 1 | 2 | 3 | 4 | 5 | |
| Did I make good use of examples? | 1 | 2 | 3 | 4 | 5 | |
| Did I explain concepts or issues adequately? | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | |
|---|---|---|---|---|---|--|
| Did I attract and maintain students' interest? | 1 | 2 | 3 | 4 | 5 | |
| Was I able to answer questions adequately? | 1 | 2 | 3 | 4 | 5 | |
| Did I get students to answer questions in class? | 1 | 2 | 3 | 4 | 5 | |
| What was my overall attitude to students? | 1 | 2 | 3 | 4 | 5 | |
| Did I set enough adequate homework? | 1 | 2 | 3 | 4 | 5 | |
| Did I return the marked homework promptly? | 1 | 2 | 3 | 4 | 5 | |
| Did I give students adequate beneficial feedback? | 1 | 2 | 3 | 4 | 5 | |
| Did I set fair exam questions? | 1 | 2 | 3 | 4 | 5 | |
| Did I set sufficiently demanding exam questions? | 1 | 2 | 3 | 4 | 5 | |
| Did I take adequate steps to prevent cheating? | 1 | 2 | 3 | 4 | 5 | |
| Did I mark the exams fairly? | 1 | 2 | 3 | 4 | 5 | |
| Did I hand in grades, etc., promptly? | 1 | 2 | 3 | 4 | 5 | |
| <i>Student-related</i> | | | | | | |
| Were students comfortable with use of English? | 1 | 2 | 3 | 4 | 5 | |
| Did students understand the material covered? | 1 | 2 | 3 | 4 | 5 | |
| Were students interested and motivated to learn? | 1 | 2 | 3 | 4 | 5 | |
| Did students ask questions or offer opinions? | 1 | 2 | 3 | 4 | 5 | |
| Did students respect and get on with me? | 1 | 2 | 3 | 4 | 5 | |

* 1 = Poor; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Excellent

Cross-References for the Various Policies

[illegible]

- Policy and Code of Practice for Academic Honesty
- Policy on Curriculum Development Committee - Degrees
- Policy on Examination Review Committee for Degree Programs
- Policy on Setting Mid-Term and Final Exam Papers
- Policy on Centralised Exams for Degree Programs
- Policy on Reviewing Final Course Grades for Degree Programs
- Policy on Recruitment and Selection Process
- Policy on Role of Deans and Associate Deans
- Policy on Part-Time Faculty Responsibilities and Conduct
- Policy on Making-up of Cancelled Classes
- Policy on Monitoring of Teaching Performance by Full- and Part-time Faculty

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Policy on Admission to Undergraduate Degree Programs
Policy on Credit Transfer - Undergraduate Students
Policy on the Structure of Bachelor's Degree Programs
Policy on Attendance and Leave of Absence during Term-Time (UG)
Policy on Undergraduate Student Presentations
Policy on Graduation for Bachelor's Programs
Policy on Admission to Graduate Degree Programs
Policy on Credit Transfer - Graduate Students
Policy on the Structure of Master's Degree Programs
Policy on Master's Student Academic Committee
Policy on Bridging Programs Committee
Policy on Bridging Programs
Policy on the Structure of PhD Degree Programs
Policy on Doctoral Student Academic Committee
Policy on Graduate Attendance and Leave of Absence during Term-Time
Policy for Package Modules
Policy on Graduate Independent Studies
Policy on Master Research Paper
Policy on Research Proposal Guidelines
Policy on Thesis and Dissertation Guidelines
Policy Master's Comprehensive Exams