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Eminent Leaders Lecture Series Foreign Minister Discusses ASEAN Regional Development



H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation) presented H.E. Dr. Marty Natalegawa (Foreign Minister of the Republic of Indonesia) with an honorary doctorate in International Relations for his contributions to ASEAN.

On June 2, 2010, the University of Cambodia (UC) was honored to host H.E. Dr. R. M. Marty M. Natalegawa, Foreign Minister of the Republic of Indonesia, as part of the Asia Leadership Center's Eminent Leaders Lecture Series.

Prior to speaking on the topic of ASEAN and its role in regional development, H.E. Dr. Marty Natalegawa was conferred an honorary doctorate degree in International Relations by H.E. Dr. Kao Kim Hourn, President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation.

In his welcoming address, Dr. Kao praised the country, saying, "Indonesia has done so much for the region in the past years, and it is a good thing that Indonesia will receive great

recognition for its global contributions when it plays host to the ASEAN chair."

He also noted that Cambodia and Indonesia have had very strong relations in the past, and these types of lectures and international learning experiences can only help strengthen the relationship and promote better cultural understanding between the two nations.

Stating that the world has changed significantly since the founding of ASEAN in 1967, Dr. Natalegawa discussed how ASEAN now plays a major role in international dialogues and decision-making on issues that include development, economic growth, climate change, and global peace. Furthermore, he shared his vision for Indonesia's upcoming chairmanship of ASEAN (which starts in 2011) and referred to the transformation of

(ASEAN - Continued on page 3)

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Bridges - Dialogues Towards a Culture of Peace VII: Future Challenges in HIV/AIDS Prevention and Therapy



LEFT: Dr. Angus Munro (Vice President for Academic Affairs) presented Nobel Laureate Professor Barré-Sinoussi with an honorary doctorate in Science on behalf of the University of Cambodia.

RIGHT: Professor Barré-Sinoussi advocated for a commitment from global leaders to provide universal prevention and care for HIV/AIDS.

On April 7, 2010, Nobel Laureate Professor François Barré-Sinoussi delivered a keynote address as a part of the “Bridges: Dialogues Towards a Culture of Peace” series presented by The University of Cambodia and the Asia Leadership Center. This was the seventh of the current series of Bridges Dialogues hosted by the UC Asia Leadership Center. This series was launched on November 5, 2009, at UC with Cambodian Deputy Prime Minister Sok An as the guest-of-honor, with a total of nine distinguished visitors to Cambodia (the Nobel Laureates Aaron Ciechanover, David Gross, Eric Maskin, Torsten Wiesel, Françoise Barre-Sinoussi and Jose Ramos-Horta; the classical pianist Vladimir Ashkenazy; the actor Jackie Chan, known in Cambodia as Chen Long; and the film director Oliver Stone) over a period of six months. Their visits were sponsored by Dr. Haruhisa Handa (Chairman and Founder of Worldwide Support for Development and the International Foundation for Arts and Culture) and facilitated by the International Peace Foundation.

Prior to her speech, Professor Françoise Barré-Sinoussi was conferred an honorary doctorate degree in Science from Dr. An-

gus Munro (Vice President for Academic Affairs) for her lifetime achievement in the field of medicine.

Professor Barré-Sinoussi opened with a brief history of the discovery of the Human Immunodeficiency Virus (HIV), the

“In a globalized world, health must be considered as a non-negotiable right for every human being and equity in access to it, as an international responsibility.”

PROFESSOR FRANÇOISE
BARRÉ-SINOUISSI, NOBEL LAUREATE

virus that causes Acquired Immune Deficiency Syndrome (AIDS), and declared that the sudden emergence of AIDS in the early 1980’s crushed scientific hopes of eradicating infectious diseases. And even 25 years after its discovery, scientists have still not found a preventive vaccine.

A community of clinicians, researchers, and patients collaborated in the discovery and, to this day, this worldwide collaboration has helped to expand knowledge, diagnostic tests, and antiretroviral drugs in response to the global health pandemic. For Professor Barré-Sinoussi, international cooperation and knowledge sharing on this issue is crucial to disseminating information on preventative measures, ending social stigmas related to HIV and AIDS, and finding an effective vaccine (even though there is still a very long way ahead).

The HIV virus poses serious challenges for the scientific community because it can mutate and become resistant to drugs. According to Professor Barré-Sinoussi, in order to produce an effective vaccine, scientists need to understand how HIV alters the host immune defense system faster than its ability to produce an effective response to control the infection. Moreover, scientists need to be able to identify the viral determinants responsible for early pathogenic signals and means to counteract these signals. They cannot do this in isolation though.

“Innovative and creative HIV vaccine strategies within the context of a clearly de-
(Barré-Sinoussi - Continued on page 5)



H.E. Dr. Marty Natalegawa (Foreign Minister of the Republic of Indonesia) spoke on how ASEAN will aim to maintain an equilibrium in the region that promotes inclusivity of countries.

(ASEAN - Continued from page 1)

Indonesia as a reflection of ASEAN.

“Indonesia has the world’s third best economy after the global crisis, as Indonesia is closer together than ever before, but de-

“ASEAN is about people, harmony, and prosperity.”

H.E. DR. R. M. MARTY M. NATALEGAWA,
FOREIGN MINISTER OF THE
REPUBLIC OF INDONESIA

mocracy is a work in progress and it is there to help provide a better lifestyle for its people,” stated Dr. Natalegawa, who expressed great hope that ASEAN can become stronger and more cohesive for the benefit of the entire region.

ASEAN will aim for what it calls regional architecture building, a dynamic equilibrium for the region that stresses inclusivity.

Countries will be engaged in multisectoral issues--politics, economics, environment, social, and cultural--and ASEAN will also invite key players from outside the region to participate in the ongoing evolving regional architecture to maintain this equilibrium.

In closing, Dr. Natalegawa praised the ambition and diversity of the region and urged people to work together, emphasizing that “ASEAN is about people, harmony, and prosperity.”

In October 2009, Indonesian President Susilo Bambang Yudhoyono appointed H.E. Dr. Marty Natalegawa as the youngest Indonesian Foreign Minister in his cabinet. Dr. Natalegawa has also served as Chief of Staff of the Office of the Minister of Foreign Affairs, Director General for ASEAN Cooperation, Ambassador to the United Kingdom and Permanent Representative to the United Nations.



Members of the UC community, public, and distinguished guests packed the UC Conference Center for H.E. Dr. Natalegawa’s speech.

Editor’s Note:

In this edition, we feature a few articles that highlight two very important themes at the University of Cambodia: student-centered learning and research (both at the student and faculty level).

*Successful educators around the world understand that different students learn in different ways, and that students have individual learning needs, strategies, and aspirations. These educators support and applaud learning across all fields, from the hard sciences to creative arts and athletics. They understand that excellence in learning is excellence **and** learning, and that there is significant value to society when students explore diverse learning activities.*

Learning (through the medium of education, whether formal or non-formal,) affords students and adults the opportunity to reach their fullest potential.

At the University of Cambodia, we recognize the value of learning as an opportunity to develop the self with respect to others. This is why we support learning development for students and faculty members, and invite you to see the exciting things UC students and faculty members are doing (see pages 14, 16-17, 19, 21, and 22).

Healthy and vibrant societies need talented individuals to fill different roles across a number of sectors. Those individuals can be scientists, artists, economists, teachers, policy-makers, lawyers, and so much more.

A rich and diverse educational experience will help to build caring communities and strong economies.

For those reasons, we should all strive to support a culture of learning and growing across the fields (and across all age groups).

Seng-Dao Keo
Editor, The UC Bulletin

Bridges - Dialogues Towards a Culture of Peace

VIII: Building a Culture of Peace and Development in a Globalized World



TOP: Nobel Laureate H.E. President José Ramos-Horta delivered his keynote address as a part of the Bridges Dialogues series.

BOTTOM: H.E. Dr. Kao (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation), H.E. President Ramos-Horta, and members of the UC Executive Team stand during the introductory ceremony



As part of the Bridges series presented by The University of Cambodia and the Asia Leadership Center, Nobel Laureate H.E. President José Ramos-Horta of Timor-Leste spoke to a packed audience in the UC Conference Center on April 21, 2010. Prior to His Excellency's address, UC President H.E. Dr. Kao Kim Hourn bestowed an honorary doctorate degree in Political Science to President Ramos-Horta for his lifetime achievement in the field of peace.

In his keynote address, President Ramos-Horta expressed his belief that peace may not be realizable in our lifetime with all of the "many wars and conflicts around the world," but encouraged people to not give up on humanity. He pointed out that people throughout history have shown extraordinary acts of kindness and solidarity to other human beings, such as the case of Haiti and Indonesia during their natural disasters.

Lasting peace in the world might be possible, President Ramos-Horta suggested, if all people take responsibility in their own homes, their own communities, and their own countries to eliminate prejudices, ignorance, and violence. He believes peace can be achieved through education.

"Education is the key towards lasting peace in our country and around the world," urged President Ramos-Horta, who insisted that educational institutions from kindergarten to the college level should offer students a well-balanced curriculum that promotes cultural understanding and awareness between the different races, ethnicities, religions, ages, genders, and socio-economic groups. In doing so, people can learn how to respect and appreciate the differences and similarities between different groups, and they can reason and find peaceful resolutions to conflicts. Moreover, he pointed out, just as students should feel safe from abuse at school, women and children should feel safe within their homes so they can thrive in a healthy environment and make positive contributions to their families and society.

President Ramos-Horta added that peace-building in the region and throughout the world is a mission for people with patience, citing the people of Timor-Leste as a remarkable example. After 30 years of civil unrest and occupation, a referendum agreement was reached between Timor-Leste and Indonesia for the departure of Indonesia. Patience, dialogue and careful negotiation resulted in a free Timor-Leste.

But Timor-Leste still had much to do to develop itself and, in 1999, it decided to

(Ramos-Horta - Continued from page 4)



H.E. Dr. Kao (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation) presented an honorary doctorate in Political Science to H.E. President Ramos-Horta.

not set up an international tribunal (against the advice of others), and instead pursued a targeted social development program that aimed to heal its people. The new state organized public ceremonies to honor

victims and created programs to help the livelihood of survivors, and public officials and institutions invited citizens to have honest and open dialogue sessions with them. These positive actions from the state helped ease people's fears and gave them confidence in the government, mending

“Engaging people in development gives them a sense of ownership, dignity and pride in their home, community, and country.”

HIS EXCELLENCY JOSÉ RAMOS-HORTA,
PRESIDENT OF TIMOR-LESTE
AND NOBEL LAUREATE

the once-broken institutions and promoting self-determination.

“To build domestic peace requires a lot of dialogue,” President Ramos-Horta declared. “With dialogue, we empower the people and get people involved. Engaging people in development gives them a sense of ownership, dignity and pride in their home,

community, and country.”

Empowering the people of Timor will have substantial economic, social, and political payoffs for the country in the near future, so President Ramos-Horta is patient with the country's progress and is open to engage in dialogue with its citizens. He encouraged other Asian countries to do the same and stated that Asia has a unique opportunity to take a leadership role in building world peace, given that Asians constitute more than half of the world's population.

“Asia has a responsibility to contribute to eliminating poverty and illiteracy, to preventing further deterioration of our environment, and building a peaceful world,” he concluded.

In 1996, Dr. Ramos-Horta was awarded the Nobel Peace Prize with Bishop Carlos Belo, the religious leader of Timor-Leste, to “honor their sustained and self-sacrificing contributions for a small but oppressed people.” It was hoped that the award would prompt further diplomatic efforts to find a peaceful solution to the conflict of Timor-Leste, which was achieved in 1999 when a UN-organized referendum decided in favor of independence.

(Barré-Sinoussi - Continued from page 2)

financed international agenda that promote collaboration and knowledge sharing are essential,” Professor Barré-Sinoussi asserted.

The latest HIV vaccine trial, the “RV144 Thai,” shows much promise with a modest 30 percent efficacy in protecting humans from infection and raises hope that a vaccine can be developed in the near future. In the absence of an effective vaccine, Professor Barré-Sinoussi suggested several preventative treatment measures: promoting condom use to limit sexual transmission, improving diagnosis and introducing antiretroviral treatment to pregnant women with HIV to limit mother-to-child transmission, and promoting male circumcision to diminish the risk of infection.

Professor Barré-Sinoussi noted how the fight against HIV/AIDS has united people from all around the world:

Unified by the same impulse of solidarity, more political commitment has been gathered in the fight against HIV/AIDS to include equal access to treatment, care and prevention, social and legal justice for all, and the ending of stigma and

gender and sexual orientation discrimination.

People from civil society and the public and private sectors have joined together and mobilized to fight HIV/AIDS, but this will not succeed without substantial improvement of human rights throughout the world.

Professor Barré-Sinoussi urged international leaders and policy makers to “remain committed to providing universal access to prevention, treatment, and care,” especially in light of the global economic crisis and its threat to the funding of HIV/AIDS programs in developing nations. During the Q&A session, she encouraged countries to work together to find innovative strategies to fund AIDS research, sharing that France taxes plane tickets to fund research and foundations supporting prevention efforts.

“Health is undoubtedly an important factor of peace, stability and development for every country,” Professor Barré-Sinoussi declared. “In a globalized world, health must be considered as a non-negotiable right for every human being and equity in access to it, as an international responsibility.”

In response to a question from the audience on what can be done in Cambodia to prevent the ongoing problem of mother-to-child transmission, Professor Barré-Sinoussi noted that Cambodia has been successful in treating adults, including women, but pointed to a need for organizations in Cambodia to be better organized in providing treatment to infected mothers, citing Europe and the U.S. as no longer having this problem because treatment is provided to mothers there.

Professor Françoise Barré-Sinoussi was awarded the Nobel Prize for Medicine in 2008 for her discovery of the severe human disease, Human Immunodeficiency Virus (HIV). Her work made it possible for rapid cloning of the HIV-1 genome, which allowed scientists to understand its replication cycle and led to the development methods to diagnose patients and screen blood. The result was decreased spread of the disease and increased life expectancy among treated patients.

UC Students Graduate from the CES and Academic Foundation Year Programs



LEFT: H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation) presented certificates to students who graduated from the CES and AFD programs. RIGHT: H.E. Samraing Kamsan (Senior Advisor to the President of UC and a Member of the Board of Trustees; Secretary of State for the Ministry of Culture and Fine Arts) also helped present certificates to graduates.

Another round of students completed one stage in their studies at the University of Cambodia. The Center for English Studies (CES) issued certificates to students who had completed the sixth level of their Fast-track program, while the Academic Foundation Year Department (AFD) issued certificates to students who had completed the two terms of their undergraduate Foundation Year program in Term II of academic year 2009-2010. Both groups of students have passed another important milestone because they can now transition to the next phase of their young academic lives: working toward and earning a terminal Bachelor's degree in their particular field.

A preponderance of empirical data in the west suggests that a student's earning potential is increased with a college degree, and that increases further with additional graduate-level education. Thus, one ought to explore the critical relationship between education and the workforce. For example, an educated workforce may contribute effectively to economic growth and development, largely given the ability to fill stop-gap measures with highly-skilled and trained workers. Cambodia, as a result, has the capacity to inch its way closer to competing in the global market economy.

H.E. Dr. Kao Kim Hourn, President of

**“You have to
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H.E. DR. KAO KIM HOURN,
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TRY OF FOREIGN AFFAIRS AND
INTERNATIONAL COOPERATION

the University of Cambodia, congratulated students who were present at the ceremony, and commented on how they have succeeded with great achievement.

“I urge you all to try your best to learn and make friends with other students, and you have to prepare yourself in advance to catch new opportunities to develop yourself and contribute to developing the country,” Dr. Kao stated.

His message was clear. Students are encouraged to work hard and to apply themselves in real-world practicalities, in addition to meeting academic expectations.

They should learn to embrace and develop stronger habits of connecting bridges, with friends, peers, and colleagues in the future, because developing powerful soft skills will open up many doors for them, particularly as they enter the workforce and become responsible citizens, doing their part in making the world a better place.

Dr. Kao also reinforced the importance of preparation, planning and foresight. He suggested that students should place a heavy premium on developing structured, well-thought out plans for themselves, in various contexts, but with significant emphasis in planning around academic expectations. Moreover, students should plan accordingly in order to meet certain benchmarks and objectives that will make them leaders among leaders and, eventually, competitive in the 21st century.

“To be the best person, we have to set up our plan, and that plan will make us be a successful person in life,” Dr. Kao noted.

SEATV Hosts Performing Arts Event for Khmer New Year

This year, Khmer New Year fell on April 14th with the official holiday lasting until the 16th. Hundreds of artists, singers, and television presenters gathered on April 7, 2010, at Southeast Asia Television (SEATV) in order to welcome the 2010 Khmer New Year, which is the year of the Tiger and is predicted to bring prosperity for the country. The Association of Television Stations of Cambodia also participated in the event, with a speech delivered by H.E. Mao Ayuth, President of the Association of Television Stations of Cambodia and Secretary of State for the Ministry of Information.

In his speech, H.E. Mao Ayuth noted, "This year we selected SEATV stage and studios for performing traditional arts to welcome the Khmer New Year because the studio is a large space and SEATV is the youngest network in the country."

The objective of the event was to strengthen the cooperation between television stations across Cambodia, in addition to building solidarity among popular artists, singers and television personalities. These individuals are known quantities in the country, and people look to them for entertainment. The event was also another critical step to preserve Khmer culture and traditional art forms.

In addition, SEATV signed a Memorandum of Understanding (MOU) with the Ministry of Culture and Fine Arts. The purpose of that MOU was to promote a life-long relationship built on the understanding of hard work, joint collaborations, and the promotion of Khmer culture and tradition, in Cambodia and across the globe.

On January 21, 2010, SEATV officially opened its doors to the public. SEATV has made a commitment to serve the public regarding education, culture and information. The station, located in Sleng Roleung village, Teuk Thla commune, Sen Sok district, Phnom Penh, boasts the largest television facility, compared to other stations throughout the country. The auditorium can host up to 2,000 visitors, and locals can enjoy live education-related performances on a weekly basis.

"This year we selected SEATV stage and studios for performing traditional arts to welcome the Khmer New Year because the studio is a large space and SEATV is the youngest network in the country."

H.E. MAO AYUTH,
PRESIDENT OF THE ASSOCIATION OF
TELEVISION STATIONS OF CAMBODIA,
AND SECRETARY OF STATE
FOR THE MINISTRY OF INFORMATION



Best Foundation Year Students Graduating in Term II (2009-10)

BY DR. ANGUS MUNRO (VICE PRESIDENT FOR ACADEMIC AFFAIRS)

In our continuing efforts to make our graduate programs the best in Cambodia, we have taken various measures, including those which can be broadly categorized as:

1. raising our expectations of students' performances in their courses; and
2. encouraging students to take a more research-oriented attitude

To this end, the appointment in the latter half of last year of Dr. D. Kyle Latinis as our Associate Dean of Graduate Studies has helped to further UC's drive for excellence in our graduate student population.

1. Performance in Course-Work

Master's students are required to maintain a minimum GPA of 3.0 (equivalent to a 'B' grade) for their course-work; they are allowed a maximum of three grade C-scored courses (provided that they maintain a GPA of 3.0). Those courses where they score a 'D+' or lower are given a grade-point of 0 and have to be repeated, together with doing other courses as necessary to bring their GPA above the required minimum.

Grading criteria were raised University-wide in Term II of AY 2008-09, with the aim of encouraging all of our students to work harder and raise their standards. Whilst there was the expected initial drop in the performance of undergraduate students, the grades of graduate students were largely unaffected in the term when the new system was introduced, except for some evidence for an increase in the proportion of 'F' grades mainly (Munro, 2009, 2010) – a result which is confirmed by the latest data, for Term I of AY 2009-10 (fig. 1).

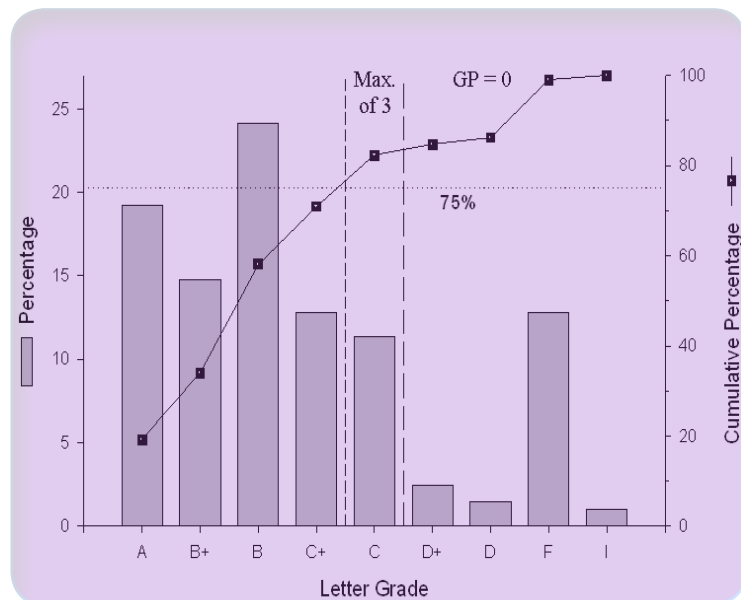


Figure 1 Data for Term I of AY 2009-2010, showing the frequency distribution of the scores for different grades for all graduate classes combined (bars), together with the cumulative frequency (line-plot); almost half of students scored at least a 'B+', and almost 75% at least a 'C+'. Note that a graduate student is allowed a maximum of three classes at Grade 'C' (with a grade-point of 2.0), whilst lower-scored classes each have a grade-point of 0.

Whilst over 10% of grades awarded were 'C' (fig. 1; similar frequencies occurred in earlier terms), this is not an immediate cause for concern: out of the 17 courses [= 51 credits] that students have to take if they are not doing a thesis, the permitted maximum of three 'C' courses corresponds to a threshold of about 18%. This is well above the observed by-course occurrence, assuming that these low grades are equally distributed over all graduate students in the long term. However, if this assumption is not correct then this implies that certain of our graduates are weaker and thus having problems. On the other hand, the relatively high proportion of papers graded lower than 'C' is a cause for concern.

The data in fig. 1 represent an analysis of scores in individual papers, and provide no insight into how individual students perform or whether there are differences between Colleges and sessions or the possible impact of gender. An initial analysis of each of these dimensions indicates that there were no statistically significant differences.

(Best FY Students - Continued from page 8)

The data were further analyzed to take into account the fact that not all students took the same number of courses, and also to look at the distribution of grades for individual students. Overall, regardless of number of courses taken:

- 45 (58%) of all students in term I scored a minimum of a 'C+' in each of the courses they did;
- 10 (13%) had one 'C' as their lowest score and 4 (5%) had two 'C'-grades (the latter, in particular, are a cause for concern, given that each student is allowed a maximum of three courses with this grade); and
- the remaining 19 (24%) had at least one grade of 'D+' or lower (generally an 'F').

Considering the last group further, almost half (9) failed all courses taken; whilst another 4 not only scored at most a 'D+' in one of their courses but also got a 'C' in another. This suggests that at least 13 out of the 19 can be considered as being weak performers in Term I.

There is also evidence that the number of classes taken was associated with differences in performance. Figure 2 gives a profile, for the individual Colleges (Law is excluded because of the small number of students) and overall: more detailed analyses can be found on our web-site. It shows that there is an general trend for the proportion of students who performed badly to increase with the number of courses taken. This is also the case for the individual Colleges where there are sufficient students to give meaningful results, with the notable exception of Management (fig. 2), where instead the optimal number of courses taken would appear to be three, compared with those who do only two courses or those who do an extra one (Management was the only College where some students elected to do four courses in Term I: of the six who did so, only two got 'good' grades for all their courses, whilst half failed at least one).

The foregoing data obviously raise the question of about the cause(s) underlying the poor performance of a proportion of graduate students. In the absence of a longitudinal study across successive terms (in progress), the main cause for concern is the finding that about a quarter of all graduate students effectively fail at least one course (only a small proportion get a 'D+' or 'D' grade: fig. 1); and that about two-thirds of these are doing particularly badly.

It could be argued that this is the result of our setting too high standards. The present findings (fig. 1) together with previous data (Munro, 2009, 2010) indicate that, compared with the term before introduction of the new grading system when about 5% of grades for graduate courses were less than a 'C', the figure has risen to about 10% for the subsequent three terms. However the fact that many students (nine of 19 with at least one grade less than 'C': see above and table 2) fail outright for all courses taken would seem to argue against this, as would the low incidence of grades 'D+' and 'D'. Obviously changing the grading scheme will have effects on students' performances, which will take time to adapt to; ultimately, the issue distils to the question of how high are 'too high' standards and we believe that the new scheme is commensurate with the other measures which we have since been introducing (see below).

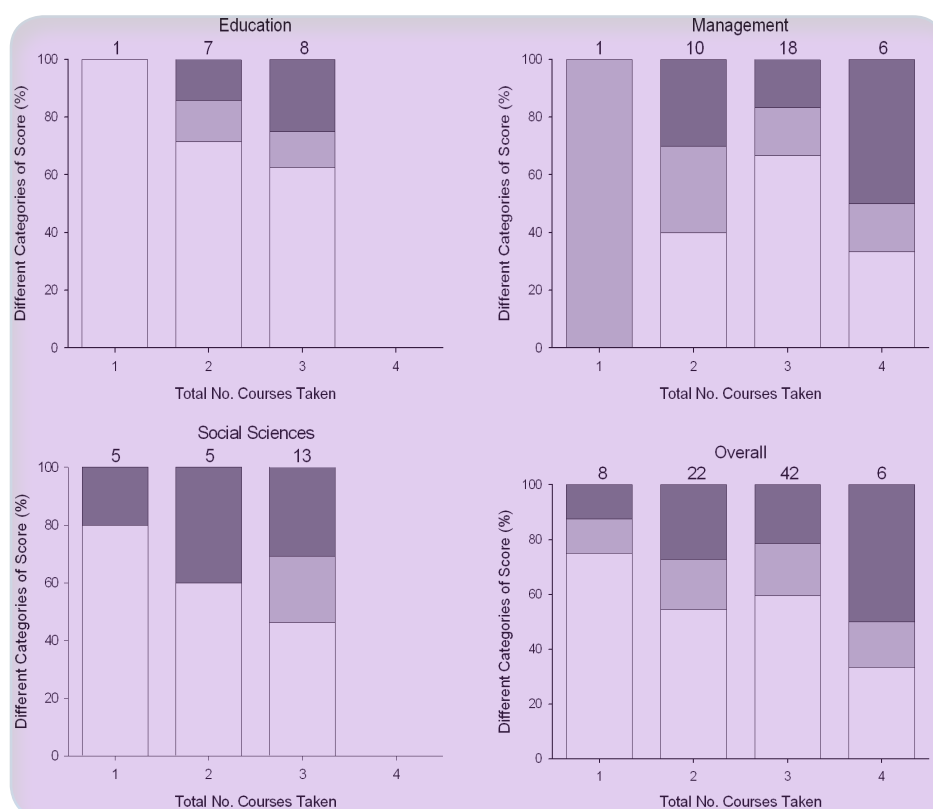
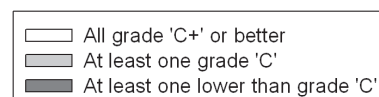


Figure 2 Overview of the data in Table 2 for the three Colleges with the largest number of graduate students, and for all four Colleges combined. The number above each stacked bar indicates the total number of students under consideration.



(Best FY Students - Continued from page 9)

As an alternative, the quality of instruction would not appear to be a significant cause: the evaluation of our instructors both by full-time UC faculty and by students provides no support for this contention (Munro, 2010). Indeed, one class which contributed a fair number of 'F' grades to the data in fig. 1 had an instructor who was evaluated very highly by the students; the fact that a proportion of students failed is presumably related to the demands of the subsequent project work required (which were deemed reasonable in a subsequent consideration of the exam results).

Overall, we believe that the main problem lies with the students themselves: in particular, a lack of attendance due to other commitments, whether to their family or to their jobs. Thus the evidence for a poorer performance on the part of evening students (Table 1) may reflect the fact that they have been working all day. This is clearly a problem that only the students themselves can solve.

- In the case of those who are sponsored by their employers, the latter need to be aware of the fact that they may be placing conflicting demands upon those students' limited time, negating the original purpose of their sponsorship.

In addition, some students join a program without really thinking about what is expected of them. Thus the data in fig. 2 suggest that there is a progressive decline in performance for most Colleges with the number of courses a student takes; perhaps because of differences in their work-experience or their motivation, Management students are somewhat different, but even with them there is a clear decline amongst those who decided to do an extra, fourth course. Also the attitude of some students indicates that they think about the scroll they want to get, without realizing the amount of individual time and effort (both inside and outside the classroom) that they have to invest in order to merit this potentially valuable piece of paper.

Thus our changes in the grading scheme used have been followed by other measures, made realizable with the appointment of Dr. Latinis). These reflect our expectations that students should use all aspects of their graduate program (including the three compulsory Foundation courses) in order to have a more rounded, holistic perspective based on what they have learned. A major route to achieving this goal is to promote research as a means of expanding students' understanding, and thus their horizons and their value to employers.

2. Promoting a more Research-Oriented Attitude

According to existing degree requirements, Master's students can opt to do 12 of their 54 credits by preparing an acceptable research proposal, doing the proposed research and then writing up a thesis on their findings. Alternatively, they can elect to do these 12 credits through further course-work and then sit a Comprehensive Exam (which comprises questions of a general nature which require the candidates to bring together information from different courses in their program). Since this system was originally put in place, MoEYS added an extra requirement – that students taking the non-thesis route must submit a mini-research paper.

To date, all students have taken the non-thesis option, the requirement to write a thesis in English being a major deterrent. Initially, because students wanted to graduate as soon as possible, we let them take the Comprehensive Exam (and also submit the mini-research paper required by MoEYS) in the same term as they were taking their final courses. However, it was obvious that this final term's demands on their time were too much for many students, so that the quality of their mini-research papers suffered (many resorted to plagiarism, and were automatically rejected).

In recognition of this, together with the fact that our graduate program was now putting out a steady stream of students, we revised the non-thesis option requirements in early 2009. Henceforth, graduate students taking this route were required to complete only 51 credits of formal coursework. Having done so, they then register for the remaining three credits for a final term, in order to write their mini-research paper (which was now accepted as a requirement by UC as well as being expected by MoEYS). Once a satisfactory paper had been submitted, they could then sit the Comprehensive Exam; otherwise they would have to register for further three credits until an acceptable mini-research paper was prepared.

This had an immediate effect on the quality of the papers submitted, an effect which has subsequently been massively boosted by the very active involvement of Dr. Latinis and the high standards which he has set, starting in Term I of Academic Year 2009-2010. As a result, we now have material (including some earlier mini-research papers) which will allow us to re-launch the Journal for Cambodian Studies.

3. Conclusions

'Quality control' and 'quality assurance' increasingly are buzz-words in higher education, in Cambodia as elsewhere. As with our other programs, their underlying concepts have a central role in the running and continual upgrading of those for our graduate students (see also Munro, 2009, 2010).

Our increasing demands regarding students' performance in formal coursework would not seem to have overly affected the performance of the majority of our graduate students. Available data indicate that poor performers are thus because of lack of time and/or the necessary motivation.

(Best FY Students - Continued from page 10)

Building upon this, our increasing expectations regarding students who have completed their formal coursework and are preparing for the mini-research paper (now recognized as a requirement by The University of Cambodia) and comprehensive exam mean that the quality of our output has shown a recent dramatic increase (as evidenced by the fact that the bar for an acceptable mini-research paper has been set higher, with consequences for the quality of our students' output).

This is the first step in our aim to promote (thesis-based) research and the development of further independence in our graduate students. In going down this road, we also aim to further promote research, scholarship and innovation in our academic staff (including through their list of publications – an international standard), to the benefit of all at The University of Cambodia.

The bottom line is that we are trying to provide a superior level of graduate education which we cannot compromise if our graduate degrees are to be things to be proud of. Students need to realize this and respond accordingly; if they do not, then there will be the inevitable drop-outs/ To give the last word to Dr. Latinis: "UC will not condone a graduate program in which students expect to receive a diploma merely because fees were paid – they have to demonstrate quality, professionalism, insight, ability, dedication, and significant effort. It takes hard work and motivation. This is best gauged through the research paper process."

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Workshop to Protect Cambodian Business Under the Trade Remedies Law

On May 20, 2010, UC Associate Dean Gina Lopez attended a full-day workshop, "Public-Private Dialogue on Protecting Cambodian Business Under the Trade Remedies Law," organized by Micro, Small, & Medium Enterprises (MSME) and funded by USAID.

The workshop was held at the Intercontinental Hotel and invited scholars, government officials, legal experts, and business people to check and discuss a commercial anti-dumping law with members of the team drafting the new legislation. According to H.E. Sok Sopheak, Director General of the Ministry of Commerce, the law will play an important role in analyzing and assessing imports that may be problematic for Cambodia's economy because the foreign products are being sold at "dumping prices" (or extremely low pricing levels that are cheaper than local products), causing the local industries to struggle or completely fail and leaving foreign importers able to supply their products endlessly.

Mr. Curtis Hundley, Chief of Party for USAID's Cambodia MSME Project, helped

create the draft and noted that, in the recent past, Vietnam and Thailand exported large quantities of their products to Cambodia at dumping prices, which has devastated local industries and products.

Workshop participants were divided into six small groups for in-depth conversations, and then each team presented on their thoughts. Ms. Lopez's group consisted of a representative from Mong Reththy Group, who shared insights on their business of breeding pigs, and another person from Kompong Cham, who started a fish farm in 1996 and discussed several challenges he faces with his business. In particular, he identified the rising cost of both electricity and imported fish feed from Vietnam, as well as lower market prices, as challenges to grow his business and increase productivity. However, he expressed hope that the government could assist small business owners in overcoming these challenges.

The other groups highlighted similar concerns among the participants: high cost of production as a result of importing raw materials, rising cost of electricity,

high interest rates at the banks, and a lack of technical skills and knowledge among employees.

Mr. Andrew Stephens, Senior Trade Law Advisor DAI/STAR-Vietnam, presented on two topics, the first on whether trade remedies will help industries and the second, pig imports in Cambodia. Afterwards, participants discussed the challenges of competition from foreign markets and, with help from MSME and USAID trade experts, examined dumping problems in the meat industry using data they collected and analyzed.

The drafting team will use input from the workshop to help them refine the draft on anti-dumping resolutions, while the appropriate authorities from the Ministry of Commerce will consider making recommendations related to potential import taxes and quotas on foreign products. Organizers and participants hope these efforts will lead to more fair and equitable competition for commerce in Cambodia.

National High School Festival of Arts



TOP LEFT: First place winner Srun Seng Ky's oil painting entitled, "Generosity and Humanity"

BOTTOM LEFT: Students worked diligently on their art submissions for the competition.

TOP RIGHT: Second place winner Nuth Khem's oil painting entitled, "Promotion of Generosity and Humanity"

BOTTOM RIGHT: The five pieces selected to represent Cambodia at the International High School Arts Festival

For the sixth consecutive year, the University of Cambodia (UC) facilitated the National High School Festival of Arts in collaboration with the International High School Arts Festival. This festival is sponsored by the International Foundation for Arts and Culture (IFAC), an organization founded in 1996 by Dr. Haruhisa Handa, UC Chancellor and Vice Chairman of the Board of Trustees, to support arts activities and promote global cultural exchange.

UC hosted the awards ceremony for the winners of the 2010 Cambodia National High School Festival of Arts. The top three awards were for oil-paintings from students from Wat Koh High School. First prize was

awarded to Srun Seng Ky for "Generosity and Humanity"; he received 2 million riel and a sponsored trip to Japan, where he will participate in the International High School Arts Festival from July 29 to August 2 at Tokyo's famous Ueno Royal Museum and meet other young artists from around the world. Second prize was awarded to Nuth Khem, who won 1.6 million riel for his painting on "Promotion of Generosity and Humanity"; whilst the third prize was to Sao Sokvansak, who received 1.2 million riel for an oil painting on "Preservation and Protection of Cultural Heritage."

In addition to the artwork created by the three prize winners, UC will send two other

pieces of artwork created by high school students to represent Cambodia at the International High School Arts Festival.

The International High School Arts Festival aims to highlight and celebrate the artistic talent and ability of high school students, while concurrently promoting international cultural understanding. Entrants are expected to create artwork based on the following topics: promoting humanity and generosity, maintaining peace and development, international cooperation, new ideas on the world, and preservation and protection of cultural heritage.

Orientation about ACC and AFD for Staff



On April 30, 2010, the Academic Foundation Department (AFD) and the Office of Student Academic Affairs (OSAA) hosted an event for UC faculty and staff members to explain the “Six Minimum Standards for Accreditation on the Foundation Year Program.” These standards are set by the Accreditation Committee of Cambodia (ACC) for the programs offered to new undergraduate students by all recognized Cambodian universities. The mission of ACC is to ensure and promote academic quality for greater effectiveness that is consistent with international standards. It also provides quality control with respect to organizational structure, roles, functions, and duties of HEIs that grant degrees in the Kingdom of Cambodia.

The Foundation Year program (FYP) is a required first stage for a student’s undergraduate degree program at the University of Cambodia, as at other accredited universities. The program is composed of two academic terms per year, with the first term lasting from October to February, and the second from March to July. Students can join the program in either the first or second term. Once they have successfully completed their two-term program, students are given a Foundation Year Certificate.

However, in order to run their FYPs and issue these certificates, each institution is expected to meet the six minimum standards established by the ACC, who monitors all universities on a regular basis

to determine whether they conform with these requirements. According to circular No. 02/04 ACC/SSR, all higher education institutions (HEIs) offering an accredited FYP are required to:

- have a Department of Foundation Year;
- have a Strategic Plan which shows its ability to intake at least 500 students in full time or part time;
- have a Foundation Year Course curriculum with the details of its content and structure of each subjects;
- have qualified teaching staff, sufficient in number, with relevant background and experience to support the institution’s FYP;
- have sufficient physical facilities such as classrooms, laboratories, books, and other necessary study materials to support the study and research for both students and instructors of the institution’s FYP; and
- base student admission for the FYP on the results of baccalaureate or other equivalent qualifications and/or based on legal framework of the Ministry of Education, Youth and Sports, and the requirements of the individual HEI.

The goal of the meeting was to provide a brief but thorough overview of the ACC Six Minimum Standards and how they are evaluated, in addition to preparing for the visit by a team of ACC assessors.

Nick Yinger, a Paul Heng Fellow, Arrives at UC

The University of Cambodia is excited to welcome Mr. Nick Yinger. He is our sixth Paul Heng Fellow, and hails from Ohio University. Mr. Yinger will be spending two months at the University of Cambodia, where he will work in collaboration with the Asia Leadership Center (ALC). His responsibilities will include helping the Director of the ALC draft, edit and organize related documents, programs and events. He will also be conducting research that

is related to Cambodia, as a way to better engage his time with us. This provides another layer of real-world insight to inform his important academic endeavors.

Mr. Yinger’s visit is an extension to previous engagements between the University of Cambodia and Ohio University. We have signed a Memorandum of Understanding with Ohio University on June 20, 2006, and part of our agreement is to encourage student and faculty exchange in order to

increase and enhance research between both institutions. Indeed, we are very grateful for the opportunity to continue building a lasting friendship with this institutional partner, and to Mr. Paul Heng for providing the financial support.

Mr. Nick Yinger joined us on June 16, 2010, and will serve as a Paul Heng Fellow at UC for the next two months.

Training on Self-Motivation at UC



LEFT: Mrs. Por Malis (Vice President for Operations) presented Professor Sokhom with a plaque on behalf of the University of Cambodia.

TOP RIGHT: UC staff members and students posed for a picture after the training.

BOTTOM RIGHT: Professor Sokhom presented a session on self-esteem and motivation for her research study.

The University of Cambodia (UC) was pleased to cooperate with Professor Sovathana Sokhom from Claremont Graduate University in the United States in recruiting participants for her research.

The purpose of the study was to better understand how intangible human capital, through intervention of a self-esteem and motivation session, impacts self efficacy and political efficacy with respect to work activities. The study also explored the impact of such activities on economic growth in Less Developed Countries (LDC), such as Cambodia.

Staff members and students from UC

volunteered for the study, and UC provided the necessary facilities for Professor Sokhom to conduct her survey.

Mrs. Por Malis, UC Vice President for Operations, found the session useful for staff members.

"I believe this type of activity will encourage people to work hard and believe in themselves," she said. "This can help them become better workers at their jobs."

The survey and session were confidential, and only Professor Sokhom will have access to identifiable data. The university will receive a final published copy detailing the results of study.



MFIs Development in Cambodia Today

On June 26, 2010, Amret Microfinance Institution delivered a workshop to the University of Cambodia. The workshop, presented by Sean Thorninn (an instructor with UC's College of Management), was on "MFIs Development in Cambodia Today." UC representatives attended the seminar, including Associate Dean Gina Lopez.

MFI refers to a Microfinance Institution, which is an organization that provides financial services to the poor, in the form of access to loans, savings facilities, money

transfer services and micro-insurance.

The presenter covered the development of MFIs in Cambodia, the relationship between MFIs and Cambodian Economic Development, the impact of the global financial crisis on MFIs and strategies that were implemented to ease the resultant tensions and further challenges still ahead for MFIs.

He noted that, in Cambodia as elsewhere in the developing world, MFIs have played a critical role in filling the gap between the

top 20 percent of the economic pyramid and rural communities that make up more than 80 percent of the overall population. MFIs provide loans to rural Cambodians who live in poverty. Some of the strategies implemented include increasing deposit through interest rate, creditability building, customer relationship and mobile banking, in addition to diversifying and strengthening the relationship with international and local lenders and customers.

UC Donates to the Cambodian Red Cross: Commemorating the 147th Anniversary of the World Red Cross - Red Crescent Day

The Cambodian Red Cross (CRC) held a fund-raising drive to commemorate the 147th Anniversary of the World Red Cross - Red Crescent Day. The goal was to help CRC continue to support and relieve the sufferings of the most vulnerable, given its historic record of aiding those who lack the wherewithal to help themselves. The group has also helped with trying to reunite family members in the aftermath of the displacement of the Khmer Rouge years.

H.E. Dr. Kao Kim Hourn, President of the University of Cambodia (UC) and Secretary of State for the Ministry of Foreign Affairs and International Cooperation, presented a donation of \$5000 on behalf of UC to CRC on April 30. He also helped facilitate a donation from Thakral Company, which made a separate donation of \$5000 to CRC.

The theme for the commemoration was "Saving Lives – Changing Mindsets," and donors were recognized at an event on Saturday, May 8, 2010, in Phnom Penh. Prime Minister Samdech Techo Hun Sen presided over the event.

The event marked another important collaboration between the CRC, the Royal Government of Cambodia, and the Cambodian people. It spoke to a shared sense of determination and effort with the aim to spur socioeconomic growth and development. Those suffering from the threat of natural disasters were at the heart of the conversation.

Prime Minister Samdech Techo Hun Sen poignantly noted the important work of the CRC with respect to stop-gap poverty measures and the alleviation of human suffering. He stated, "The CRC has been an instrumental force in social development, poverty reduction and the protection of humanity."

The CRC has committed an incredible source of energy and resource to Cambodia. Some of their work includes rescue missions, response and prevention against natural disasters, disease control and prevention, public health services, promotion of human value, first aid services, clean water supply, flood-related early warning systems, education, and traffic safety.

"We acknowledge that the CRC has always faced daunting challenges in mobilizing human and financial resources, rescue equipments, and other support to respond effectively to the urgent needs of victims," noted the Prime Minister.

CRC's work reflects Cambodia's "culture of sharing." The Cambodian Red Cross Movement, which happens to be the largest humanitarian organization in the country, dates back to February 18, 1955, when it was first inception.

"Saving Lives – Changing Mindsets" was the key message for the campaign during the Commemoration of the 147th Anniversary of the World Red Cross-Red Crescent Day. It was included in the strategic framework 2011-2020, thus highlighting the importance to "take more actions," "make it better," and "take a step deeper and farther than before" in its humanitarian operation. This will help to ensure the continued fight to combat abject poverty and build on the human strength and dignity of the Cambodian people.

National Bank Hosted Seminar on "Money and Sovereignty"

On March 22, 2010, the National Bank of Cambodia hosted a seminar on "Money and Sovereignty." The seminar addressed the economic, political and monetary history of Cambodia. It celebrated the revival of the Riel, which was reborn in 1979 and started to circulate again on, March 20, 1980. UC representatives attending this very important seminar included Associate Dean Gina Lopez and UC students.

The seminar reviewed the different currencies that have been used during key periods in Cambodia in history. It was noted that the riel was reestablished after 10 years of devastation. Cambodia had essentially gone five years without money circulating in the economy. They also pointed out that a

national currency is crucial for the economic development, social welfare, and political independence of any country, small or large, rich or poor.

Once the riel had re-arisen from the ashes of recent history, the National Bank of Cambodia (NBC) committed a great deal of time to monetary restructuring and macroeconomic stabilization, especially during the period 1990-1997. Central Bank statutes and roles were revamped in depth, in order to make way for a modern market economy. Since 1998, there has been more focus on modernizing, restructuring, and supervising the banking system in order to strengthen public trust in it. The NBC also focused on promoting a broader use

of modern monetary instruments, and on steering the economy in a more pro-active manner.

As a result of the NBC's swift reforms, Cambodia now has a vibrant banking industry, in addition to a strong and continuous "bancarization" of the economy. There is no flight of domestic capital, and the prospects for the implementation of a stock exchange in Cambodia are now better than ever.

They concluded by saying that "political issues are often tainted with financial and monetary considerations. But monetary issues are also technical and political by nature."

From the Dean's Desk

Research Involving Historical Ecology

BY DR. D. KYLE LATINIS (ASSOCIATE DEAN OF GRADUATE STUDIES)



LEFT: Neolithic Banteay Kou sites in Kampong Cham (about the size of 4-5 football fields; approximately 500-2500 BCE; 2500-4500 BP)

RIGHT: Aerial of Angkor Borei in Takeo (the first city in Southeast Asia—over 2000 years old and connected by a 60m wide 90 km long ancient canal to a sister city in what is now Southern Vietnam)

Next time you admire an environment for its seemingly pristine and untouched natural beauty, think twice. One approach within the growing field of historical ecology is to view the environment and landscape as an evolving artifact of partial human creation. Sometimes the landscape modifications are large and obvious such as Neolithic circular earthworks (banteay kou) in East Cambodia and neighboring Vietnam. More familiar examples include urban sites, water features (e.g., canals, baray, trapeang, etc.), large earthworks, infrastructure and ancient temple monuments from the Funan to Angkorian periods throughout Cambodia and neighboring countries. These are cases where it is clear that large features on the landscape were made by humans. Additionally, the rice fields that dominate the floodplain rural areas have been created, used and modified for centuries. In other cases, however, the human contribution can be difficult to determine to the untrained eye, such as differences in the plant and animal repertoire as well as species-genera ratios in an otherwise natural appearing forest or aquatic landscape. These modifications are often hundreds and even thousands of years old. They leave their cultural fingerprints as well.

Dr. D. Kyle Latinis and a team of

researchers are currently investigating the ancient ecological and economic fingerprints left by past societies in Cambodia, Laos and Vietnam. Recent fieldwork included a survey of northern Cambodia and southern Laos along the Mekong and Sekong Rivers. The Sekong is a tributary to the Mekong which begins in the mountains of Vietnam, flows through southern Laos and meets the Mekong in Stung Treng, Cambodia. Dr. Latinis' impressions of areas such as Wat Phu in Champassak and Attapu (both in southern Laos) was not how natural the forests appeared (what any lay person would admire about the panorama), but how 'ancient Khmer' the forests, environment and ecology have been and still are.

The layout of the rice fields and palm trees as well as the plant and animal species in house gardens, chamkar (akin to distant gardens and small plantations) and proximate forest areas are a quick and clear indication of the antiquity and people who lived in the area according to Dr. Latinis. The 'natural' looking forests are hardly natural at all. They appear to have been modified whether systematically planned or haphazardly for several millennia. This will probably cross-check with pollen data as it seems to elsewhere.

Ecosystems can be as culturally distinct

and as culturally manufactured as a pot or a temple. Imagine that the environment is a list of all the biological and non-biological things and conditions in a given area. The ecology is all the relationships between things on that list. Humans exploit and manage (or mismanage) resources as well modify the distribution of resources in the environment. They alter that list and the relationships. They change the ecology whether intentional or not once they are in the ecosystem. Historical ecologists study the changes on that list including the changes in the relationships over time.

It becomes a subsistence and economic issue as well. Different cultures have different economies and management strategies much like they have different cuisines and cooking/eating habits. Their environment becomes a culturally distinct resource warehouse over time. What is put into or removed from that warehouse, how it is managed, how it also acts like a giant resource biosphere is particularly interesting to Dr. Latinis. However, the warehouses can be mismanaged (i.e., exhausted or destroyed). This leaves ancient fingerprints as well (more like scars).

The fingerprints also change over time, whether from an erosional or replacement process following abandonment, emigration

(Research - Continued from page 16)



Phnom Chisor: People see the temple as the 'artifact' when in reality the temple is merely just more visible. Everything beyond the door in the first picture is equally connected, altered and managed. The entire landscape inclusive of the river, roads, canals, rice fields, villages, etc. extending to the horizon and beyond is a massive landscape and biodiversity modification. It is very Khmer. This landscape was actually created over 1500 years before the Suryvarman I temple which rests atop Phnom Chisor. The temple was incorporated into the anthropogenic landscape much later.

of different people, introduction of new items and approaches, and so on. Changes also occur naturally, including some catastrophic events such as massive flooding. New technologies, strategies, intensities, policies, etc. can also alter the

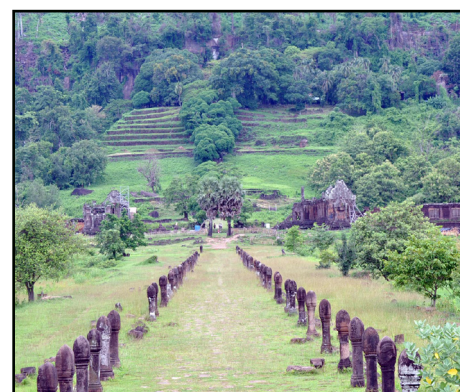
patterns. Landscapes have a dynamic history, but there are ways to peel away the history and understand it layer by layer. Besides learning more about the history, lessons on how to appropriately manage or avoid mismanagement over lengthy time scales can be gained from historical ecology research.

The distribution of plant resources such as economically important trees (e.g., *Borassus palm*—Daum Thnout-Cambodia's national tree) are clearly ancient Khmer around Wat Phu and throughout much of Attapu in Laos. Clearly these areas were well connected to Thalaborivath in Stung Treng and the rest of the later Angkor empire. Numerous Angkor and pre-Angkor sites were recently discovered and recorded in the recent survey in Attapu within this ancient ecosystem. However, why were they there and what was the importance?

Dr. Latinis and the research team think that relations with the people in the mountainous areas and on the traditional Cham eastern side of the mountain ranges extending to the coast in Vietnam were important for resource extraction, processing and commerce. The Austronesian Cham, their predecessors and similar societies certainly had links to Southern China, Java, the Malaccan Straits, the Philippines, Maluku and New Guinea as well as areas far west of Mainland Southeast Asia. This formed an important partnership with the emerging Khmer civilizations on the western side of the mountain ranges and around the Tonle Sap which later burgeoned into the Angkorian mega-polity. Dr. Latinis speculates that these relationships formed well before Angkor times. The semi-global economy inclusive of almost half the planet has a significant amount of supportive archaeological evidence dating to the early centuries BC here in Cambodia—probably a major factor in early kingdom formation and incipient urbanization from before the Funan period.

Thus, the distribution of the normative archaeological evidence (e.g., temple, architecture and settlement remains) may provide a blueprint to a sizeable and older inter-cultural and inter-environmental large scale economic system that may have been well established over 2000-2500 years ago. That is, the pre-Angkor (e.g., Chenla) and Angkor elements are possibly the culmination of several centuries or more of socio-economic and ecological interaction and evolution. 'Globalization' in Cambodia

is nothing new by all means. The connections between globalization and environmental transformation have been established for much longer than most people think. The success in the sub-regional Cambodia-Laos-Vietnam research area that led to the Angkor and Cham complex polities may be largely due to inter-cultural appreciation also with ethnic 'hill tribe' minorities likely playing a



Wat Phu



Dr. D. Kyle Latinis at Wat Phu, Attapu, conducting research.

far more significant role (this seems to be the case in the ethno-historic and ethnographic records). This included overall mutually beneficial socio-economic interaction and successful large scale management as well. Failures likely occurred when these factors broke down. Perhaps we can still gain some advice from studying the past in different ways.

UCSS Celebrates Khmer New Year

BY CHIN TYHENG (UC STUDENT AND UCSS VICE PRESIDENT)



After many months of preparation, we finally conducted a third project on 10 April, 2010, in order to welcome the Khmer New Year. During the event, we completed many activities, which lasted from the morning until night time. Some of the activities included praying with the monks, watching Ro Bam Trot, and playing many traditional games, such as Veay Kaorm, Loat Bao, and Bos Angkonh. Besides, we also prepared some small businesses, where our students were given the opportunity to sell their products. Those products included food, sweets, water, flowers and Khmer cake. We contributed a portion of net profits to fund raising for charity.

In the evening, we also hosted a concert so that UC students could show off their talents. This event allowed students to enjoy Khmer traditional song and dance, which was really fun, especially before we returned back to our home town. Those pictures and

moments were memorable, because we were all happy together. Though we had to spend half of the day on the traditional ceremony and games, it was all worth it in the end, because the day was packed with joy and laughter.

One of the participants in our program, Mrs. Pech Sophearleak (a Term IV student majoring in International Relations) told us that the event was really interesting in the morning, because she was able to enjoy playing Khmer traditional games with her friends, not to mention all gifts that she had won. In addition, she told us that the evening session was also fun, and that she again won gifts by playing really exciting games. At the end of the program, we danced together and had a pleasant time. Sadly, the day had to end, and we said "goodbye" to our friends. Hope everyone also enjoyed the New Year break!



The University of Cambodia Introduces Football as a Recreational Sport

BY SENG LEAP (UC STUDENT AND UCSS PRESIDENT)

Sport is a recreational activity that provides many advantages to all people, regardless of their age. Playing sports is very beneficial for the health, because it improves our heart and lung function and also prevents illness. It also makes your body slim for women and strengthens muscle for men. It also relaxes us by releasing stress, especially during team work outs when we shout out loud and gather together with friends.

Playing sports is very crucial for university students. Students will burn out if they do not take the time to enjoy recreational activities. Often, they are loaded with a lot of work and are in between studying and taking exams, so students need to find time to relax.

Regarding health and sports, our lives cannot be successful if we face health problems. According to H.E. Dr. Kao Kim Hourn (President of UC), our life is like the number 1000: number one (1) represents our health, zero (0) for education or knowledge, zero (0) for money, and the other zero (0) for happiness. Therefore, we can say that all the three zeros will not represent any value if they don't have number one (1). We will not have education, wealth, or happiness if we don't have good health.

Moreover, playing sports also helps us to build relationships between friends, which is a vital factor for future employment. By playing sports, people spend time with

friends for pleasure, release stress and make new friends. After that, people feel fresh which enables them to easily get back to studying and working hard in school. Furthermore, according to the assessment made by the *Phnom Penh Post*, sports teams are regarded as important elements to consider for universities, particularly those seeking to move up in rank.

In understanding that, the University of Cambodia Student Senate's (UCSS) fourth mandate created the first ever University of Cambodia Football Club, in order to facilitate student-led sport activities. This club enables students to showcase their talents, thus bringing the university's reputation up a notch. This particular project was put into the list of UCSS projects for its one year mandate. It is a remarkable project that requires many resources, both financial and human.

The project was initially contemplated in early March 2010, under the leadership of the UCSS officers, with supervision from Dr. Y Ratana, the Director of Academic Foundation Year Department. We made the announcement to all university students. After receiving enough candidates, we made a list of eligible players and sent a project proposal to UC President, Dr. Kao. Once approved, we found a qualified coach with experience playing for the national team.

We conducted a meeting to set a

timeframe for training sessions, in addition to placing internal rules into the agenda. We came up with a clear schedule that allows all players to train for four days a week. On Wednesdays and Thursdays, players work on increasing speed because we have to be able to run long distance.

Now, the University of Cambodia Football Team is working permanently. We have sufficient supplies and enough committed players to make a real team. We have an experienced and professional coach. We have also won many games. Now, we plan to enroll for the National Football Championship, which will start in the middle of October.

On behalf of the University of Cambodia Student Senate, and also the management team of the University of Cambodia Football Club, I strongly believe that our football team will prosper and will be victorious in all of our matches. I also hope that more students will get involved in next year's recruitment process.

I greatly appreciate all of the hard work from our coach and players, who have spent valuable time and dedicated much effort to attend the training sessions. We have won many games because of their commitment. Finally, I would like to express my gratitude to H.E. Dr. Kao Kim Hourn, Dr. Y Ratana, the University of Cambodia, and UCSS officers for helping to facilitate this project.

**The University of Cambodia
extends a special thank you to
Mr. Paul Heng
for donating two main servers
to support the learning of UC students.**

Tips for Studying in Japan

BY DR. VIRAK PRUM

On March 29, 2010, new recipients of Japanese scholarships (“Monbukagakusho”) attended a send off ceremony at Sunway Hotel. Over a dozen eager and smart Cambodian students will fly to Japan this year to do their undergraduate or graduate degree programs at various well known universities. As a former recipient of this scholarship, I answered a few questions concerning the preparatory work needed in order to be successful in this program, and have provided my recommendations below.

First, students should focus on mastering the Japanese language although this may not be part of the requirement. It's no use complaining of a stressful life in Japan if one does not take efforts to learn the language. Communication with the landlord, government and private agencies, shops and the public is largely done in Japanese. More often than not, international students should be able to communicate with the school administration in basic Japanese if they wish to have their claims/applications quickly understood or processed.

The second focus would be on the integration of oneself into the Japanese lifestyle. This means that international students should join as many activities as possible with Japanese student groups (they often call these “circles”) and participate in

local festivals organized by community NGOs and NPOs, instead of hanging around with their own buddies from the same country. In the process of this integration, a lot of good things will happen: more fluent Japanese language ability, recognition from peers and teachers, first to learn of beneficial news (i.e. scholarships), and first to be considered for opportunities.

My third recommendation is that students should focus on building good relationships with their academic advisors. Students need to be attentive and willing to ask questions to clarify their understanding of the educational system and courses and should seek opportunities outside of class to converse further with their advisors.

Thus far, the Japanese government has offered scholarships to some 79,000 recipients from over 160 countries. The following are the seven types of Monbukagakusho scholarships currently available, and I encourage all interested UC students to pursue these wonderful learning opportunities:

- 1) *Research Scholarship*: This is for current or prospective college graduate students who are under 35 years of age.
- 2) *Teacher Training Scholarship*: This is for graduates of a college or a teacher training college who have at least 5 years

of teaching experience.

3) *Undergraduate Scholarship*: This is for students between 17 and 22 years of age who have completed 12 years of schooling.

4) *Japanese Studies Scholarship*: This is for those majoring in Japanese language or Japanese cultures.

5) *College of Technology Scholarship*: This is for students between 17 and 22 years of age who have completed 11 years of schooling.

6) *Special Training College Scholarship*: This is for students between 17 and 22 years of age who have completed 12 years of schooling.

7) *Young Leaders' Program (YLP) Scholarship*: This is exclusively targeting students who are inspired to become public administrators. Candidates must be university or college graduates and possess at least 3-5 years of work experience in public administration or enterprises.

For more detailed information on any of the above scholarships, please visit the official website, <http://www.studyjapan.go.jp/en/toj/toj0302e.html>.

UC Alumnus Wins Japanese Scholarship

After studying at The University of Cambodia (UC) for three years, 22 year-old Seng Peseth headed off to Fukouta, Japan, on April 4, 2010, to start the International Master's Program in Economics (IMPE) at the Kyushu University Graduate School of Economics. He received a prestigious Monbukagakusho Scholarship from the Japanese government that allows him to study there for two-and-a-half years, and is now among a select group of students from around the world who have received this exciting opportunity to study in Japan.

A hard-working and focused student, Seng Peseth first completed the Fastrax English program at UC's Center for English Studies (CES) and then earned a Bachelor

Degree in Business Administration at UC. His dreams include contributing to business and economic development in Cambodia and, after studying abroad, he hopes to bring his knowledge, skills, and experiences back to Cambodia for the benefit of his family and country. He contributes his success in passing exams and winning the scholarship to his hard-work ethic, family support, and his studies at UC.

“Although I will leave my country to study in Japan, I cannot forget UC, especially H.E. Dr. Kao Kim Hourn and Dr. Haruhisa Handa who have given me a chance to study with UC free of charge,” he said. “I will study hard in Japan before coming back to teach the next generation of students and

show my gratitude to UC.”

He also expressed his sincere gratitude to the Japanese government and the scholarship donors, and committed to working diligently in his pursuit of higher education and contributing to the development and progress of Cambodia.

UC congratulates Seng Peseth and wishes him the best in his future pursuits. Any UC student interested in applying for scholarships from the Japanese government to study in Japan can find pertinent information at the following website, www.studyjapan.go.jp/en/index.html.

Students Take Charge of Political Science with Guidance from Instructor

BY DR. D. KYLE LATINIS (ASSOCIATE DEAN OF GRADUATE STUDIES)



LEFT: UC POL 101 students organized a “Solidarity Building Fieldtrip” and traveled to Thmar ROUNG Nature Park. RIGHT: Students also enjoyed an afternoon at Chambok Community-Based Ecotourism Park.

In an effort to increase experiential learning and to “innovate” large classes, a new approach was taken to teach the morning and afternoon sessions of POL101 (Introduction to Political Science: Theory and Practice) for Foundation Year students during the Academic Year 2009/2010. What was this innovation? Put the students in charge. While studying about the Theory (inclusive of a lot of history and comparison), they did the Practice.

Each of the two classes formed interest groups (later to be provinces), elected group leaders, nominated overall class leaders, campaigned, held class elections and formed their own governments. They then set goals, policies and formed an administration at both the group level and class level—Democracy in practice (with a necessary ‘peppering’ of Dictatorship from the instructor). Classes not only designed their governments, goals and policies, they implemented them.

The students and their leaders set short-term and long-term goals—helping each other with individual and group homework, projects, presentations, reports and exams. They were responsible for systematically understanding and explaining each chapter to group members and the class while expanding their explanations with real examples and interactive discussions and

feedback. Progress reports on studies, activities and group member efforts were produced every two weeks (these also frequently included progress on other courses as well). Class groups and individuals were essentially responsible for increasing each other’s performance and the class performance as a whole.

As an organized class, they had the power to provide feedback and make suggestions to augment the course requirements and structure (i.e., there was some flexibility for this designed in the original class plan and syllabus). Instead of asking to decrease the workload, they asked to increase it!!! How? By implementing well-organized debates in addition to post-term class excursions/field trips to build solidarity among class members and set future goals at UC.

Feedback from all class members indicated that the debates proved to be the most valuable practical skill that they enhanced (and students enjoyed it the most). Two other innovations were: 1) evaluation of a series of no less than ten political cartoons (group assignments), and 2) following a ‘hot topic’ news story over the course of six weeks (individual assignments, minimum of ten newspaper articles on separate days with references); these also demonstrated high motivation, sincere efforts and unique

insights well above personal observations on top students anywhere else in Cambodia. All students even participated in a ‘gender and politics’ Masters Research Project conducted by Ros Dadnet, one of UC’s recent MA graduates in Social Sciences, the results of which are planned to be published as a research paper in the near future.

Exams were designed to challenge the high activity and homework performance levels. No rote memorization “cram it into my head the night before and forget it the day after” approach would do. The unanimous feedback, “Teacher, the exam was soooooo difficult!!!!” Students, however, were allowed to suggest challenging exam questions and form study guides (which generally resulted in allowing the instructor to increase the exam difficulty; i.e., weed out the easy questions but identify weak areas to be reinforced in lectures). Most students scored well in the end.

What resulted overall? Increased performance by all students. Top performing students can give themselves a medal because it is more than likely that their efforts helped strengthen all student performance scores—it’s always nice to see your efforts actually work to help others.

Cambodians Should Learn Safe Driving Behavior at an Early Age

BY CHHAY RAKSMEY (UC STUDENT) AND DR. D. KYLE LATINIS (ASSOCIATE DEAN FOR GRADUATE STUDIES)



Sem Chenda, one of UC's top graduate students, is taking advantage of the redesigned FDN503 course on Research Paper Writing in order to address the relationship between poverty and traffic accidents. She is simultaneously meeting course requirements, refining her professional skills and helping the community.

Ms Chenda has integrated her work experiences, access to relevant data, and keen awareness of real problems in order to design practical and better solutions for meeting Cambodia's development goals. Not only are traffic accidents one of the leading killers in Cambodia, they are expensive physically, socially and financially.

Country-wide, the costs of even minor traffic accidents (through damage to vehicles and other property; clinic and hospital expenses and even funerals) must be enormous. For example, a totalled (completely wrecked) motorcycle costs hundreds of dollars to fix or replace: this is more than the annual income for many poor Cambodian families who rely on such vehicles to generate income. The common perception is that poor Cambodians are frequently the victims of the bad traffic behavior of middle and upper class drivers; and that they thus are often ignored and can seek very little legal aid if any at all.

Cambodians (whether rural or urban) start learning either good or bad road, safety and maintenance behavior from an early age: riding bicycles, driving motorcycles and even tractors, cars, trucks, and other motorized vehicles (don't forget the Norry of Battambang and Pursat—motorized rail track carts), as well as operating motorized and other heavy machinery. Initiatives from family, community, non-government and government levels can effectively push education at earlier ages to reduce accidents, thus reducing costs and increasing health and productivity at all scales. Many adults also need to be better informed on what the safety standards are and how to teach safety behavior to their children. This includes teaching safe pedestrian behavior and making vehicles safer and more visible as well.

Currently, dangerous behavior is socially accepted with limited consequences. Police have been increasing efforts to enforce traffic safety. However, since bad habits have become entrenched and socially accepted, all the police enforcement in the country has limited effect. Young adults (the top accident and injury category), for example, can be seen fleeing from police checks everyday with no respect for the law. Escape behaviors are actually far more dangerous

Other costs seldom considered are injury recovery time and/or permanent physical and mental disabilities (many if not most serious injuries are head injuries) which lead to a productive labor loss for the individual, the workplace and the economy.

Like those in many other countries, both poor and wealthy

than the initial offense.

The laws would be more effective if people respected and obeyed them. Traffic laws are designed and enforced to increase safety, not to punish the community. The community as a whole needs to increase efforts to educate the youth early and help support campaigns to reinforce ideas that dangerous driving behavior is socially unacceptable.

In relation to poverty and traffic accidents, the message is clear: better safety, taught and enforced at an earlier age with active support from all sectors of society, will reduce traffic accidents and thus reduce social, physical and financial costs for all. Additionally, teaching by example means that adults have a significant role and responsibility. Bad safety behavior and high accident rates will only hinder Cambodians and Cambodia as a nation from achieving its development goals.

The University of Cambodia

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To give supporters from the private sector the opportunity to contribute to the University of Cambodia's mission of excellence in providing quality education, research and public service initiatives, the university established the UC Foundation. Founded in 2005, the UC Foundation will support academic programs, student scholarships, faculty and facility developments, and more.

If you have a passion for improving higher education and would like to learn more about how to unite with us in continuing the UC tradition, please visit our website.

www.ucfoundation.net

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UC and University of Houston Sign MOU

On April 23, 2010, the University of Cambodia signed a Memorandum of Understanding (MOU) with the University of Houston. That Memorandum was entered into effect as of June 1, 2010, and stipulates many important exchanges between the two institutions. First, it acknowledges that both universities agree to contribute further to the regional understanding between both countries (the United States of America and the Kingdom of Cambodia), both cities (Houston, Texas and Phnom Penh), and both universities through mutual cooperation programs. Second, it notes that both universities will engage to further collaboration through academic programs in instruction, research, and faculty development among the faculty and students of both institutions. Third, they will enhance the international experience of faculty and students in the areas of research, joint program and collaboration, and exchange of faculty and students.

The MOU marks another milestone for

the University of Cambodia in its active promotion of academic experiential learning across the globe, through linking up with world-class universities. The University of Houston, founded in 1927, is the leading public research university in the vibrant international city of Houston, which is the fourth largest city in the United States, and is home to the seventh largest school district in the nation. More than 37,000 students are educated through this university in more than 300 undergraduate and graduate academic programs, offering both on campus and online programs for distant learning. The University of Cambodia is eager to play a positive role in working with the University of Houston, and hopes that some of our students will benefit from scholarship awards and study abroad programs. UH is also home to one of the most ethnically diverse student bodies in the nation, and has many Southeast Asian students attending and matriculating through their academic programs.

Mr. Peter Tan Keo, Vice President for Strategy, Development, and International Cooperation for the University of Cambodia, met with the executive team of the University of Houston. Mr. Keo began developing and building a fruitful relationship with the university over the course of many months. In January 2010, right around the time of the 6th Asian Economic Forum, Dr. Jerald W. Strickland and two other delegates visited a team from the University of Cambodia to lay the groundwork for the MOU that was signed later that year.

"The University of Houston is at the forefront of research related to petroleum and natural gas, medicine, media and communications and other important fields," said Mr. Keo. "They are also one of the most diverse institutions of higher learning in the country, which speaks volumes about their commitment to learning without borders or artificial restrictions. The University of Cambodia has made another committed friend for the ages."

Thank you to all individuals and institutions who have lent their support to the University of Cambodia. We hope to have included a complete list of those who have made financial and in-kind contributions to UC, and express our sincerest apologies to any individual or institution we have forgotten. If you have contributed to the University of Cambodia and are not present on the list, please write our editor at seng@uc.edu.kh so we can add your name in next quarter's newsletter.

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UC Signs MOU with People Health Development Association



LEFT: Mrs. Por Malis (Vice President for Operations) signed the MOU on behalf of the University of Cambodia. **RIGHT:** Representatives from the universities signed an MOU with PHD to help stop violence against women.

On June 25, 2010, the University of Cambodia and the People Health Development (PHD) Association signed a Memorandum of Understanding (MOU). The purpose was to build cooperation and support for the implementation of the “Man Engagement to Stop Violence Against Woman Project” in Cambodia.

The project runs for three years, and will be implemented from 2010 to 2013. Financial support is provided by the UN Trust Fund. The main objective of the agreement is to cooperate, support and join hands for implementation between PHD and the University of Cambodia. We are

committed to educating students and youths about violent acts against women, children and girls, domestic violence, and gender and women’s reproductive health.

The Memorandum was signed at the Tonlé Bassac Restaurant. Ms. Por Malis, Vice-President for Operations, represented the University of Cambodia, and Mr. Ou Ratanak, Executive Director, signed for the People Health Development Association. Both entities are working to end violence against women and promoting gender equality in Cambodia, and believe that young men and women can help to spread the message.

In partnership with PHD, the University of Cambodia aims to raise awareness about domestic violence against women and children, gender equality, the problems of beer girls as promoters, and sexual health among students and youths in universities in Cambodia.

In addition to the University of Cambodia, PHD will sign MOUs with five other partner universities, specifically Build Bright University; National University for Management; Norton University; Phnom Penh International University; and Putisastra University.

Donated Books Expand UC’s Toshu Fukami Library

The Toshu Fukami Library received another round of generous donations from existing and new supporters. This quarter, we received the generous support of 285 books and 135 magazines, bringing us to a total of 420 total donations for this quarter.

Many supporters, old and new, played a huge role. Those supporters include: the Ministry of Economy and Finance, who donated 14 books; Care International, who donated 13 books; Mr. Chang of Chang Chevron Company, who donated 22 books; and our very own UC Bookstore, with a donation of 29 books. The U.S. Embassy

also donated 29 magazines.

The University of Cambodia would like to send a very special “thank you” to the Asia Foundation for donating 162 books and 84 magazines. We are most grateful for your continuing generosity and support.

The University of Cambodia invites all members of the UC community (including the general public) to explore the wonders of our library. It is open seven days a week, except holidays. Hours of operation are Monday to Friday, 7:30 am to 9 pm, and Saturday to Sunday, from 7:30 am to 6 pm.

Thank you to all individuals and institutions who have lent their support to the University of Cambodia. We hope to have included a complete list of those who have made financial and in-kind contributions to UC, and express our sincerest apologies to any individual or institution we have forgotten. If you have contributed to the University of Cambodia and are not present on the list, please write our editor at seng@uc.edu.kh so we can add your name in next quarter’s newsletter.

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