



The U.C. Bulletin

March 2010 Edition, Volume 6

6th Asia Economic Forum Examining Asia's Opportunities and Challenges



Samdech Techo Prime Minister Hun Sen opened the 6th AEF with his keynote address, "ASEAN's Strategic Role in the Future of Asia."

Hundreds of delegates gathered for the 6th Asia Economic Forum (AEF), "Maximizing Asia's Strategic Roles in the World: Opportunities, Challenges, and Future Prospects," at the Raffles Le Royal Hotel in Phnom Penh on January 20-21, 2010. With an impressive list of distinguished speakers, the two-day forum explored Asia's strategic role in the global market and addressed economic, political, social, and environmental issues affecting national and regional development as countries continue to recover from one of the worst global recessions in recent times.

Samdech Techo Prime Minister Hun Sen opened the event with a keynote address that applauded the achievements made over the past few years, notably the strengthening of an ASEAN community, and presented several tasks for the ASEAN community to work jointly on to strengthen the region's competitiveness. To bolster national economic integration and development, he recommended that the region expand the infrastructures of finance, trade, investment, agriculture, tourism, and transportation within each na-

tion to minimize the cost of production and stimulate consumption. This has larger implications for the region as well, since Asia stands to emerge as an increasingly influential region in the global economy in the upcoming years.

In examining Asia's year in review, H.E. Dr. Kao Kim Hourn, UC President and Secretary of State for the Ministry of Foreign Affairs and International Cooperation, noted the significance of the Charter for ASEAN and stressed the need for countries to move forward in implementing the Charter so that ASEAN can take a leadership role in the region and worldwide.

"ASEAN has evolved from being an association to being a community with an identity, which belongs to the people rather than just the governments," stated Dr. Kao. He continued, "It needs to be people-centered with a single market in order to attract investment."

Promoting the progress of the economy and trade in Asia was the first of several major themes that emerged throughout the seven plenary sessions and also mirrored the

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TOP LEFT: Samdech Techo Prime Minister Hun Sen was poised before the audience. TOP RIGHT: Dr. Haruhisa Handa engaged with the audience during the session.



BOTTOM LEFT: Dr. Angus Munro (VP for Academic Affairs) thanked H.E. Ambassador Wang Xuexian for his participation on the distinguished panel. BOTTOM RIGHT: Audience members packed the room for the sessions.

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tasks Samdech Techo Prime Minister Hun Sen outlined in his opening address. H.E. Ambassador Ong Keng Yong, former Secretary-General of ASEAN, made several recommendations on this issue, ranging from encouraging ASEAN countries to commit to capital market liberalization (a relaxation of government restrictions) to increasing domestic demand and consumption. Countries should change their investment and financial rules and regulations to accommodate foreign companies and investors since they can bring significant growth and benefits to ASEAN countries, he argued. Furthermore, Cambodia has a capacity and ability gap in addition to its development gap, so Cambodia and other similar countries need to “mobilize their abundant human resources.”

Opportunities for economic recovery for ASEAN include strengthening relationships with the United States, European Union, and two rapid growth countries in Asia, China and India. Dr. Phan Phalla, Deputy Secretary-General of the Supreme National Economic Council, suggested that nations diversify their economies, export markets and domestic demand, and create outward policies to enhance regional purchasing power and demand, while Mr. Douglas Clayton (Managing Partner at Leopard Capital) highlighted private sector capital as a useful source of development capital and noted that the region offers attractive investment opportunities because the economies are open to entice investors who can come in early with little competition.

Expanding on the theme of economic progress, but also touching upon another major theme of poverty alleviation, H.E. Ambassador Wang Xuexian offered three promising recommendations to increase the region’s competitiveness and sustain development: 1) restructure the economic system so the focus includes wealth distribution within a nation instead of merely overall economic growth, 2) reform the income distribution system between trading nations so

“For any nation to prosper it must look after, care for, nourish, and educate people. It is not only good ethics, but it is also good business as well.”

LORD GEORGE CAREY,
FORMER ARCHBISHOP OF CANTERBURY

Asian countries retain a greater share of the profits from their exports than developed nations, and 3) develop tertiary (service) industries aimed at improving productivity and performance.

In the session on poverty and the development gap, H.E. Son Koun Thor (Advisor to Samdech Techo Prime Minister Hun Sen and Chairman and CEO of Rural Development Bank) discussed public investment programs focused on social service development and microfinance services

and small and medium enterprises (SMEs) in rural areas, two mechanisms the Royal Government of Cambodia (RGC) has introduced to alleviate poverty in the nation. Mr. Douglas Broderick, United Nations Resident Coordinator, continued with a review of the Millennium Development Goals and offered several tangible recommendations to reduce the inequality gap and the consequent social problems resulting from poverty. First, countries should improve gender equity so women have improved educational and economic opportunities, and - equally as important - are protected from violence and exploitation. Second, countries should implement programs that are proactive rather than reactive, so that the system aims to reduce poverty instead of merely treating problems of poverty. Next, countries need to improve health services and access to health services. And lastly, countries need to improve governance by fighting corruption and respecting human rights.

Other speakers addressed critical issues related to poverty, including economic inequity, food security, energy security, and communicable diseases. The ASEAN community must continue to cooperate on these issues and integrate frameworks to manage these challenges. Some solutions presented included enriched education and training programs, as well as social programs focused on job creation and income-generating opportunities.

The next major theme in the conference centered on peace and security. Prime

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TOP: (left to right) Dr. Haruhisa Handa (Chancellor of UC) and H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation) answered questions from the audience.



BOTTOM: H.E. Ambassador Ong Keng Yong (left), Former Secretary-General of ASEAN, discussed Asia's year in review in Plenary Session I, which Lord George Carey (right) chaired.



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Minister Samdech Techo Hun Sen identified regional peace, political stability, and security as necessary elements for ASEAN to sustain its development, and Ambassador Wang Xuexian agreed, saying, "There is a need for political harmony between nations, with economic cooperation in order to achieve a win-win situation." To build a harmonious Asia, he advocates respect between nations, both politically and culturally, and believes that mutual trust will help settle conflicts peacefully through negotiations.

Other suggestions to promote peace and security included implementing peace studies to facilitate conflict resolution, and encouraging public participation in politics and organizations so as to better serve the interests of the people.

A world-wide concern, minimizing the threat of climate change, was another major theme and the primary focus of the fourth plenary session. Earlier in the AEF, Dr. Kao stated that all countries are affected by climate change, with developing nations being the most vulnerable because of limited resources to mitigate the effects and implement adaptive measures. Speakers addressed this concern throughout the conference, proposing that countries coordinate efforts to collectively handle climate change issues and stressing the importance of a cohesive ASEAN to represent the region in related global dialogue. Working as an ASEAN community can help to strengthen the voice and leadership of the region and ensure that the interests of this region are taken into con-

sideration in global discussions and policy development, echoing a point raised earlier in Samdech Techo Prime Minister Hun Sen's opening speech.

During the plenary session, Mr. Lay Kim, Team Leader at the United Nations Development Program, highlighted how climate change is not solely an environmental issue, but also a development issue for countries because of its imminent threat to public health, agriculture, water resources, coastal systems, and other ecosystems. In addition to the common suggestions of practicing energy efficiency and developing renewable energy, several multidimensional recommendations were proposed on how governments, institutions, businesses, and citizens can respond to challenges of climate change. These include cooperating on conservation efforts to protect ecosystems, improving scientific knowledge, building more resilient infrastructures, developing effective policies and programs, coordinating national and international efforts, and creating a knowledgeable citizenry engaged in addressing climate change. For Southeast Asia, the highest mitigation potential to reduce greenhouse gas emissions comes from agricultural processes and practices, according to Mr. Teak Seng (Country Director of World Wildlife Fund), who also believes that crop land management can contribute to reduced carbon emissions and concurrently ensure food security in the region.

Perhaps one of the most important themes of the conference, and one that is

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Editor's Note:

Student leadership development is critical to building and sustaining a healthy, vigorous learning community.

Along with research and knowledge sharing, universities around the world have made student leadership development one of their priorities. They hope to develop future leaders in communities and countries by encouraging students to apply their knowledge and skills in ways that help make this world more peaceful, healthy, efficient, and just.

It is no longer sufficient for students to demonstrate academic excellence alone. To meet the demands of a global job market and be competitive, students must be leaders both within and outside of a classroom. They need to be technology savvy, able to think critically and creatively, capable of working effectively independently and in teams, and able to communicate in a logical manner and through multiple representations, to name a few skills. Those who innovate and have flexible problem-solving approaches will likely rise to the top. In short, students need to be able to perform and adapt in a rapidly evolving world.

Although some of these skills can be learned within the structures of a disciplined classroom, others need to be learned in real world situations.

And that's why the University of Cambodia (UC) offers students opportunities to learn about academic subjects and leadership, and supports and celebrates the leadership development of all students. In this edition, we introduce the 4th UC Student Senate (UCSS) mandate on page 20 and invite you to meet some of our student leaders.

It is our hope these new UCSS officers and members learn skills that help them become effective leaders in the future so they can strengthen their families and our communities. We also hope they inspire and teach others how to lead, and to do so with great compassion and humility.

Seng-Dao Keo
Editor, The UC Bulletin

Opening of SEATV Brings New Outlook to Cambodian Television



TOP LEFT: Dr. Haruhisa Handa (Chancellor of UC) and H.E. Dr. Kao Kim Hourn (President of UC) each cut a part of the red ribbon for the opening of SEATV.

TOP RIGHT: H.E. Khieu Kanharith (Minister of Information) gave the final cut to the ribbon for the opening.

With its official opening on January 21, 2010, Southeast Asia TV (SEATV; UHF Channel 31) became the ninth Cambodian TV station to go on air.

The vision of Dr. Haruhisa Handa, who is Chairman of the Board of Directors of SEATV and SEA Radio and has been a strong supporter of Cambodia's intellectual development (he is also Chancellor of The University of Cambodia), is to develop and use media as a vehicle for (i) promoting education and training (including learning foreign languages); (ii) providing news and information (also part of learning) including documentaries and special reports on important topics relevant to the needs and interests of the Cambodian people today; and (iii) promoting the appreciation, learning and preservation of Cambodia's rich culture, arts, traditions, history and heritage. Also, the idea is to bring learning and education to households everywhere in the country, as well as to promote distance education and a life-long learning philosophy, which is vital to building a knowledge-based society in Cambodia.

To help achieve Dr. Handa's vision of developing and using the media as a vehicle to promote education and train Cambodians throughout the country, SEATV is strategically located along with Southeast Asia Radio FM 106 in a grand new building on the future UC campus. Apart from a large studio, it is equipped with an advanced digital

system which includes four studio cameras, digital master control, a nonlinear editing system and graphic animation. This is but the first step toward state-of-the-art high technology broadcasting.

Also, Dr. Kao Kim Hourn (Vice Chairman of the Board of Directors and President of SEATV and Radio; also President of The University of Cambodia) noted that SEATV has invested in 20 KW broadcasting power to reach those in all of the provinces, saying, "Since roughly 80 percent of Cambodian people are living in the countryside, it is essential that SEATV reaches out to them in the most accessible way."

Dr. Kao also said that SEATV will be known as the ECI (Education, Culture, and Information) Channel and will work with most of the cable networks in Cambodia, especially with DTV, to ensure that they broadcast SEATV programs in full. With the new building, including new studio and TV equipment, SEATV hopes to capitalize on its own assets and build its brand name.

With SEATV and Southeast Asia Radio FM 106 up and running, in addition to the Southeast Asia Weekly, UC plans to open a College of Media and Communications as early as possible. This will help SEATV build its own capacity, including technical expertise, human resources, and programming, all of which is vital to its long-term development.



Bridges - Dialogues Towards a Culture of Peace

III: The Future of Science and Human Development



Speaking on the contributions science has made and will continue to make for human advancement, Nobel Laureate Professor David J. Gross captivated an audience of over 500 at the University of Cambodia (UC) on January 6, 2010. This was the third 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 José 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.

After being conferred an honorary doctorate in Science by H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation), Professor Gross identified the discovery of the scientific method over 400 years ago as “perhaps the greatest gift of science” and stressed that the scientific method is valuable because it allows people to explore and understand ideas through systematic observation of nature and experimentation. People have been able to gain extensive knowledge about life, how things work, and different fields in the sciences without being influenced by

political powers or religious tenets.

“To have a healthy scientific culture, you must have an open society,” Professor Gross insisted. “Science requires openness where everybody can speak their mind.” He illustrated this point by noting that if a student in his physics class told him a part of his lecture was wrong and could prove it, he would agree with the student. He also acknowledged that theories are likely to be replaced by more correct theories in the future, so a healthy scientific community welcomes improvement.

Professor Gross went on to discuss the advancements in the fields of astronomy, physics, and biology since the discovery of the scientific method, and proposed that science is the most international of all human activities because it seeks to explore and understand natural phenomena.

Towards the end of the session, he answered several questions from the audience, ranging from the relation between Buddhist teachings and science to how scientific and technological developments may be detrimental to human ethics.

“I think scientific culture itself is one that enhances the humanity of people,” asserted Professor Gross. “It makes us humble with

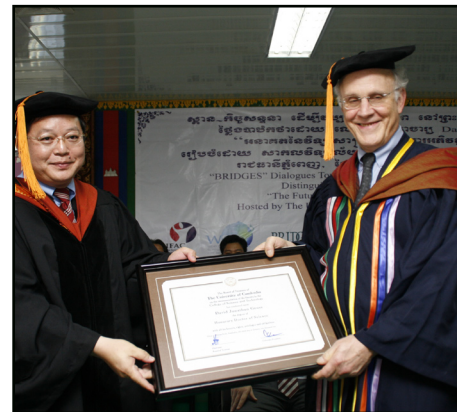
“To have a healthy scientific culture, you must have an open society.”

PROFESSOR DAVID J. GROSS,
NOBEL LAUREATE

respect to nature. . . Nature is beautiful and the more you understand, the more beautiful it appears.”

In response to a question about advice he could offer to students interested in pursuing a career in the sciences, Professor Gross replied, “All you need is the drive, and the ambition, and the curiosity, and the will power, and you can do it. Nothing is stopping you.”

Today, students have an opportunity to learn by using technological advances and the Internet, even those students who lack access to traditional sources of information and educational resources. For example,



Professor Gross highlighted how students can access and download a physics course on-line for free from Massachusetts Institute of Technology (MIT). MIT is consistently ranked as one of the top universities in the United States and, through its OpenCourseWare website, provides free global access to course materials for many of its undergraduate and graduate level courses.

When asked about any advice he could give educators interested in improving science and mathematics learning in Cambodia, Professor Gross delivered yet another positive and encouraging message:

Give. . .[students]. . .dreams, don't discourage them. They should be inspired to be ambitious and to dream big, and to attempt the impossible. . .aside from just teaching them basic skills and basic information, expose them to new ideas, to real frontier science, not just to what you have to do.

Educators at all levels, from primary school to higher education, can benefit tremendously from these wise words and can help pass along a love of learning to their students, a life-long characteristic that can help students succeed well after formal education.

Professor Gross was awarded the Nobel Prize for Physics in 2004 along with two others, Frank Wilczek and David Politzer, for the discovery of asymptotic freedom, which eventually contributed to further research leading to a new and important physics theory, Quantum Chromodynamics. He continues to do research and currently serves as the Director at the Kavli Institute for Theoretical Physics at the University of California, Santa Barbara.

Bridges - Dialogues Towards a Culture of Peace

IV: Why Have Global Markets Failed to Reduce Inequality?



Through the Asia Leadership Center, The University of Cambodia hosted the fourth in the current series of Bridges Dialogues on January 20, 2010. Nobel Laureate Professor Eric S. Maskin was the guest speaker and received an honorary doctorate in Economics from Dr. Haruhisa Handa, Chancellor of the University of Cambodia (UC), for his life-time contributions in the field of economics.

In a packed UC Conference Center, Professor Maskin delivered a riveting presentation on a topic which he is passionate about and that is relevant to the current context of Cambodia, the connection between global markets, globalization, and inequality. He explained that economic globalization, an increase of trade and production between countries, has dramatically risen in the past 20 years due to decreased communication and transport costs, as well as the removal of trade barriers.

According to Professor Maskin, globalization has promised the developing world two main things, which its proponents continue to assert: 1) it will help developing nations become prosperous, and 2) it will reduce inequality, the gap between the rich and poor, within these countries. He agreed that globalization has delivered, for the most part, on its first promise and cited China and India as “spectacular” examples of countries that have effectively utilized access to global markets and have reaped significant financial benefits as a result. However, globalization has not delivered on its second promise and instead has reduced inequality within some of these countries.

“In fact in many developing countries the gap between the rich and poor has actually increased as a result of globalization, and I am afraid to say that. . . Cambodia is such an example,” noted Professor Maskin. “Although Cambodia has made a lot of progress over the last ten years or so economically speaking, inequality has certainly increased.”

Cambodia is not alone in this problem; other countries in Asia and Latin America are also experiencing a rise in inequality, which is cause for concern. Professor Maskin identified three main reasons why reducing inequality in countries around the world is important:

- 1) *The egalitarian argument* - Egalitarianism advocates economic equality amongst people and puts forth the notion that everyone is entitled to the same basic rights.
- 2) *Eradication of poverty* - Many people in developing nations are living below the poverty line and may potentially be worse off because of globalization
- 3) *Political Stability* - Countries with large inequality tend to be unstable societies.

“In order to have peace, we must have an economic system that creates inclusive opportunities for those economically deprived, especially the poor unskilled workers.”

PROFESSOR DAVID J. GROSS,
NOBEL LAUREATE

Professor Maskin argued that, even if people do not support the first two reasons, “from a practical standpoint, you still must care about inequality because highly unequal societies also tend to be highly unstable societies. It’s very difficult to keep societies together politically or socially if there are enormous gaps in well-being, in income.”

The rise in inequality in poor countries resulting from increased globalization is quite unexpected, Professor Maskin pointed out,

and runs counter to the prevailing theory of comparative advantage. This theory refers to a party’s ability to produce a product or service at a lower opportunity cost, or with greater efficiency, than another party. Countries trade because of these differences, the most important of which are “factors of production,” namely labor (both high- and low-skill workers), capital (machinery and technology), and land.

The theory of comparative advantage predicts that countries with greater differences in skill ratios will experience greater trading, and that globalization and free trade should reduce inequality in developing nations, rather than increase it which is a situation that several countries, including Cambodia, are currently facing. But, as Professor Maskin noted, not only does this theory fail to adequately explain current international trading patterns, it has also failed to provide a competitive advantage to developing countries.

Professor Maskin, in collaboration with Michael Kremer, proposes a new alternative theory to explain international trade in an age of globalization. Its premise is that globalization allows for international production and that four skill levels exist (what Professor Maskin calls levels “A” and “B” in rich countries and levels “C” and “D” in poor countries, versus the two before, high and low). The production process also consists of different tasks, what Professor Maskin calls “managerial tasks” and “subordinate tasks.” Parties or countries compete to maximize output, which is produced by matching managers and subordinates and depends on skill level.

According to Professor Maskin, globalization allows rich and poor countries different ways of matching workers of varying skill levels so as to maximize gains for all parties, which his theory proposes has led to cross-matching (skill level B-workers from rich country matching with C-workers from poor country) and homogeneous-matching (skill level A-workers matching with A-workers from rich country, and D-workers with D-workers from poor country).

“Competition implies a worker is paid according to productivity,” Professor Maskin stated as he described the effect of glo-

(Maskin - Continued on page 7)

(Maskin - Continued from page 6)



Dr. Haruhisa Handa (Chancellor of UC) thanked Professor Maskin for his contributions to economic theory.

balization on wages. Wages for C-workers rise in a global market because they can be

(AEF - Continued from page 3)

inextricably linked to the success of every other theme, is that of human resources development. Developing the skills set, knowledge base, and capacity of people must be a priority for each nation and the collective ASEAN community, for without this critical component, nations will be unable to institutionalize economic and social development, further hindering their ability to develop and compete in the global market.

"People are some of the most important elements of an organization, a business, a society, and a country. For any nation to prosper it must look after, care for, nourish, and educate people," Lord George Carey said while commenting on Asia's demand for human resources. "It is not only good ethics, but it is also good business as well." He continued by advocating for better education and training programs, greater investments in youth employment and training opportunities, and greater attention to caring for the vulnerable, such as the poor and the sick. He also warned policy makers in developing Asian countries about the impending dangers of exploiting their comparative advantage of cheap, unskilled labor. In particular, he cited low productivity, a lack of skill-based employment opportunities, and an inability to compete in a highly competitive global market as reasons to not utilize

matched with B-workers from other countries, he explained, whereas D-workers (who were once matched with C-workers prior to globalization and thus benefited from that increased productivity) are now left to match with other poor, low-skilled D-workers. The result? Lower wages for D-workers and greater inequality in that poor country.

Professor Maskin's theory also has strong implications for economic policy and resource allocation: developing countries should invest in educating and training the lowest skilled citizens to help them improve their lives and share the benefits of a global market.

"In order to have peace, we must have an economic system that creates inclusive opportunities for those economically deprived, especially the poor unskilled workers," Professor Maskin insisted.

Towards the end of the presentation, Professor Maskin answered several questions from the audience, citing South Korea as a great example of a nation that has

this strategy.

Reaffirming how development of human resources can help maximize opportunities for Asia, Mr. Michael Vatikiotis (Asian Regional Director of the Center for Humanitarian Dialogue) stated that countries are not yet realizing the full potential of their people

**"Great leaders
give more than they
receive."**

DR. HARUHISA HANDA,
ADVISOR TO THE PRIME MINISTER OF
THE KINGDOM OF CAMBODIA;
FOUNDER AND CHAIRMAN OF AEF;
CHANCELLOR OF UC;
PRESIDENT AND FOUNDER OF
INTERNATIONAL FOUNDATION FOR
ARTS AND CULTURE; AND CHAIRMAN
FOR WORLDWIDE SUPPORT FOR
DEVELOPMENT

and the value-added they can bring to development efforts. He proposed building strong institutions and developing people's talents and expertise to strengthen the region's resilience and ability to progress. Interestingly, he referred to "the culture of power" as a hindrance to developing human capacity within a nation; if delegating authority and responsibility were better institutionalized

transitioned its workers from low-skill to high-skill levels because Korean parents have placed significant value on education and its government has consistently made significant investments in education during the past several decades. He also stressed the importance of a functioning government without corruption to boost economic prosperity.

Professor Eric S. Maskin was awarded the Nobel Prize for Economics in 2007 for creating the foundations of mechanism design theory, a specialized form of game theory. He continues to do research in diverse areas of economic theory, including examining the causes of inequality, and currently serves as the Albert O. Hirschman Professor of Social Science at the Institute for Advanced Study. He is also a visiting Professor at Princeton University's Economics Department.

in ASEAN countries, more people can cultivate their knowledge and skills and more learning experiences will be shared, stimulating growth and development.

After emphasizing education as a core value of a successful society, using Japan as an example, and encouraging entrepreneurs to minimize business risks by making well-informed decisions, Dr. Haruhisa Handa (Advisor to the Prime Minister of the Kingdom of Cambodia, Founder and Chairman of AEF, and Chancellor of UC) closed the conference with wise words to inspire the participants: "Great leaders give more than they receive."

The AEF was established by UC to promote policy dialogue on economic, social, and political issues affecting Asia, and it serves as a platform to create synergies between developing nations and more developed countries. The sixth annual AEF was made possible through the generous support of its sponsors (the Worldwide Support for Development and the International Foundation for Arts and Culture), its media sponsor (The Southeast Asia Weekly), and its organizers (University of Cambodia, Asia Economic Forum, and the Asia Leadership Center).

Bridges - Dialogues Towards a Culture of Peace

V: Film-Making and Peace-Building



LEFT: Oliver Stone delivered his Bridges keynote address to hundreds at the UC Conference Center.

TOP RIGHT: Cameramen and photographers positioned themselves for the best shot of the famed film director.

BOTTOM RIGHT: Audience members laughed and enjoyed Oliver Stone's words of wisdom.

Internationally famed film director Oliver Stone delivered the fifth keynote speech at the University of Cambodia on January 27, 2010, as part of the ongoing six month program of the current Bridges Dialogues. He was conferred an honorary doctorate in Arts and Humanities by H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation) in recognition of his contribution to cinematography.

Directing his attention to the students in the audience, Mr. Stone's motivational speech focused on history and people's perception of it, as well as the connection to peace and education. In his opening, he revealed a strong connection to Southeast Asia and referenced his earlier years of teaching in South Vietnam and serving in the Vietnam War, experiences which changed his life as he described, "[It] . . . gave me a sense not only of a huge amount of destruction and darkness, but at the same time a tremendous sense of regeneration and fertility."

Mr. Stone admitted that, after the wars and devastation, he never expected Vietnam and Cambodia to rebuild as well as the two countries have, and expressed optimism that

Southeast Asian people can learn from and move forward after these events, citing the abundance of universities and young people who desire to learn in Cambodia as one example of progress.

History has not only influenced much of his work, as Mr. Stone noted, but also has important learning lessons for people and

"It is an amazing thing, the power of the people."

OLIVER STONE,
FAMED FILM DIRECTOR

countries today. He compared current world leaders and their nations with historical leaders and empires that rose to power and eventually fell, critiquing the United States as a country that grew "in the name of freedom and democracy" to become a country that has begun to "oppress those who were seeking the same things in their own countries." As sheer economic or physical force cannot sustain dominance, Mr. Stone points to the American Establishment's arrogance as the cause for countries around the world unit-

ing against the United States, a situation that may have been avoided by studying lessons from history.

"Read history to know humanity and to, above all, remember the past," he encouraged the audience.

Acknowledging that achieving peace is not easy or cheap, Mr. Stone turned his attention to his next major point and stated, "Peace is truly the result of struggle, and war is the result of the failure of a struggling peace. Most importantly, it is a struggle inside yourself that will make for your own peace."

His words resonated with audience members. Even decades after that struggle for peace, Cambodians--young and old--continue to experience its harsh consequences but, as Mr. Stone pointed out earlier, are resolute in moving forward.

Mr. Stone continued with a beautiful message advocating for everyone to take personal responsibility for promoting peace:

I believe the wars of the world are . . . [always] . . . going to be there, but I believe the peace we have in our home is perhaps the most important thing we can achieve if we cannot change the world. We can start with our

(Stone - Continued on page 10)

Bridges - Dialogues Towards a Culture of Peace

VI: The Future of Science and Human Development



LEFT: Nobel Laureate Professor Torsten N. Wiesel discussed how science has contributed to peace-building.



RIGHT: H.E. Dr. Kao Kim Hourn presented Professor Wiesel with a plaque in honor of his contributions to science.

Nobel Laureate Professor Torsten N. Wiesel delivered a keynote speech at UC on February 3, 2010. Under the direction of the Asia Leadership Center, this was the sixth of nine presentations in the latest series of Bridges Dialogues, hosted by the University of Cambodia over a six-month period. Prior to his presentation, Professor Wiesel was conferred an honorary doctorate in Science by H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation) for his contributions to science and the developing world. In his speech, Professor Wiesel identified three key mechanisms for how science has and can continue to promote peace around the world: 1) individual peace of mind; 2) the contributions of Nobel Peace Prize Laureates; and 3) building bridges through cooperation on international issues.

A trained medical doctor and neuroscientist, Professor Wiesel considers the world we live in to be “confused,” with its wars, suicide bombers, economic collapse, global warming, and widespread poverty. For him, individual peace of mind and its collective impact are a critical component to achieving peace.

“I am particularly conscious of the potential contributions to the prevention of war that can be made through better understanding of how the mind works and how it influences behavior – especially as it relates

to aggression and violence,” he stated.

He recalled a critical moment of his youth that continues to influence the work he does today. While growing up in Sweden during the 1930s, he witnessed the events that led up to the Second World War and heard the potent demagoguery used by Adolf Hitler on the radio to create mass hysteria at huge rallies. He told the UC audience that he was fascinated by “how fragile the mind is in that a powerful orator, with simple and destructive ideas, can easily seduce individual minds and an entire population.”

Scientists have yet to discover how this occurs in the brain, sparking Professor Wiesel’s interest in continuing to explore the idea of peace of mind. He suggested that if individuals find peace in their own minds, these individuals can cooperate with others to build peace throughout the world. However, whilst this solution seems critical, it is also a complex endeavor, since it involves societal structures, such as education, health and culture. Furthermore, he believes that increased knowledge about relationships and how they develop can help build alliances between different groups of people, which may reduce tensions that can lead up to war.

“Scientists do this naturally because the spirit of science is international,” Professor Wiesel insisted, “and we scientists strive to open gates to new knowledge.”

While this new knowledge has been blamed in the past for developing ever more

destructive weapons like nuclear bombs, scientists have sought to play an active role in promoting world peace. Speaking to his second main point, Professor Wiesel offered one source of insight into the role scientists have played to foster peace, that is, the number of scientists who have been awarded the Nobel Peace Prize. A total of 97 individuals and 23 organizations have been recognized by the Norwegian Parliament since 1901, and four of these awards were given to advocates of the banning of nuclear weapons and their proliferation, and that promoted peaceful resolution to social and political conflicts worldwide: American chemist and peace activist Linus Carl Pauling (1962); Russian physicist and human rights activist Andrei Sakharov (1975); Polish physicist Joseph Rotblat and The Pugwash Conferences (1995); and Egyptian lawyer Mohamed El-Baradei and the International Atomic Energy Agency (2005).

In addition, eminent scientists who were instrumental in the development of nuclear weapons used to accelerate the end of the Second World War became main advocates for the limitations of these weapons and were even persecuted as a result, namely American physicist Robert Oppenheimer (who is often referred to as “the father of the atomic bomb”) and Andrei Sakharov (who played a key role in the development of the Russian hydrogen bomb).

Addressing his third main point, science as
(Wiesel - Continued on page 11) 9

(Stone - Continued from page 8)

families, we can start with our children, we can start with our parents. And we know every time we get to our edge and we scream or we yell or we get angry, this is the beginning of a war. It is very important for us to realize we are all part of this planet and this madness and this hostility. We have to put a stop to it.

He views civilization as the critical link between humankind, a way for people to respect the rights of others and seek peace and justice.

Mr. Stone's final message centered around the importance of pursuing an education and cultivating the mind, a topic dear to faculty members at UC and pertinent to its students. He believes that getting an education is perhaps one of the most important things a person can do to improve his or her life because "[the]... mind is the most important tool [a person has]," and went as far as comparing the mind to a weapon, saying, "It's your weapon, your rifle."

Moreover, the arts and sciences serve to shape the mind and teach people how to think, allowing people to "see the world in a richer way." He challenged audience members to use the knowledge they gain through education to overcome adversity and any setbacks they may face in life.

In addition to encouraging students to explore the world, learn as much as they can,

and be happy with their efforts, Mr. Stone reiterated in his closing remarks the importance of cultivating knowledge through education and creating a culture of peace, even in the face of terrorism, discrimination, and



poverty. His other powerful message was one that UC students often hear from faculty members: "You can give back; you can contribute as you grow older."

At the end of his presentation, when asked about factors that caused U.S. public opinion to turn against the Vietnam War, Mr. Stone credited students and protesters as being incredibly influential in ending the war, a scene he depicted in his 1995 film Nixon.

"It is an amazing thing, the power of the people," he declared.

He went on to say that news in the U.S. has become biased because television has been, to use his word, "prostituted," so the media focuses on making money instead of being objective. As an example, He cited the lack of attention the U.S. media paid to global resentment of the Iraq invasion.

Interestingly, Mr. Stone also spoke about the tradeoffs of being an activist and making films, specifically about how being an activist can hurt his power and ability to affect people as a film director.

Mr. Oliver Stone is an American film director, screenwriter, and producer whose work has earned him international recognition and numerous accolades. He won three Academy Awards (Oscars) for his movies *Midnight Express* (1978), *Platoon* (1986), and *Born on the Fourth of July* (1989); the last two were about the Vietnam War. His other movies, which were also successful, earned him several Academy Award and Golden Globe nominations and wins. Mr. Stone continues to work on future film projects.

MoEYS Monitors Another Final Exam

On February 9, 2010, H.E. Ly Somony, Undersecretary of State for the Ministry of Education Youth and Sport (MoEYS), and other Ministry officials attended the Term I Final Exam at the University of Cambodia (UC) and monitored the process of our examination management.

His delegation was welcomed by H.E. Samraing Kamsan (member of the Board of Trustees and Advisor to the President of UC), who informed them that UC's goals and mission is to educate Khmer students so they possess solid quantitative, analytical, and leadership skills and can contribute to the future growth and development of the country. As an intellectual institution, the UC aims to provide high-quality education and rich, diverse learning experiences so students can improve their lives and the lives of their families.

"UC is a fundamental center for education. Students absorb their knowledge and build up their capacity through education. It will also help our young generation have good morality," H.E. Samraing Kamsan noted.

He explained to the MoEYS delegation that UC is building a new and expanded university campus in the Teuk Thla commune of Sen Sok district because the current location is too small to accommodate the growing number of students, as well as the rising number of faculty and staff members needed to operate it. With room for expansion, the new UC building will have great facilities and is significantly larger to accommodate the growing number of students.

Future plans include expanding UC to have a branch in Siem Reap province and the opening of a School of Government

and International Affairs, as well as a new College of Media and Communication and College of Performing Arts.

H.E. Samraing Kamsan also informed the delegation about the ongoing development of Southeast Asia Television (SEATV), SEA Radio, and the Southeast Asia Weekly newspaper.

Similar to this visit to UC, MoEYS plans to visit all universities in Cambodia to examine the quality of education and the management of each university, and to contribute to strengthening the quality of higher education in the country. According to H.E. Ly Somony, MoEYS will be more rigorous in its inspections of universities starting this year because the Ministry received several complaints from lawmakers about the failure of some universities to implement the required standards and their

(Wiesel - Continued from page 9)



LEFT: On behalf of UC, H.E. Dr. Kao presented Professor Wiesel with an honorary doctorate in science.



RIGHT: Students listened intently to Professor Wiesel's address to learn how science has helped promote peace.

international bridge-building, Professor Wiesel cited various science organizations and scientists that have helped to promote a culture of peace through their advocacy work. For example, the organization International Campaign to Ban Landmines, along with educator Jody Williams, won the Nobel Peace Prize in 1997 for their work for the banning and clearing of landmines. At the time, an estimated one hundred million landmines around the world had been deployed and needed to be safely destroyed before they harmed innocent victims. Agronomist and humanitarian Norman Borlaug won the Nobel Peace Prize in 1970 for his work in hunger alleviation and using science and technology to improve the quantity and quality of food production around the world.

He also highlighted several organizations that have facilitated global communication and cooperation among scientists, such as the New York Academy of Sciences, the International Brain Research Organization, and the Human Frontier Science Program, to name a few. These examples demonstrate how science has already had a profound ef-

fect on humankind and addressed international issues, fostering stronger alliances between people throughout the world.

Professor Wiesel ended his speech with the following quote from Albert Einstein, one of the most remarkable physicists and humanitarians of all time:

Science and art are the only effective messengers for peace. They tear down national barriers: they are far better assurances of international understanding than treaties.

A few questions at the end of the presentation focused on how science has not only contributed to promoting peace, but has also been responsible for some of the destruction and devastation, such as the case with nuclear weapons. Professor Wiesel responded by emphasizing how science has enriched our lives and blamed some of the world's misfortunes, like hunger, on a poorly organized world. He believes that humankind should value education, freedom of speech, tolerance, and generosity toward others to counter the negative repercussions of scientific and technological development, as well as to limit bad or harmful human ac-

tions.

In addition to encouraging individuals to be a part of the peace building process, he advocated for leaders to include the expertise of scientists in their policy-making and encouraged countries to invest heavily in education and training so their citizens are not only more competitive in the global market, but also more likely to promote peace and build strong, healthy alliances across borders.

Professor Wiesel was awarded the Nobel Prize for Medicine in 1981 for pioneering work on the neural basis of visual perception. Amongst his many other accomplishments, including awards for promoting science in the developing world, he is a founding member of the International Human Rights Network of Academies and Scholarly Societies, and the Scientific Council of the Israeli-Palestinian Science Organization. He co-chairs the Board of Governors of Okinawa Institute of Science and Technology and serves on the Board of the Pew Center on Global Climate Change.

(MoEYS - Continued from page 10)

lackluster facilities. This has already resulted in the closing of a few higher education institutions in Cambodia.

H.E. Ly Somony was pleased that the UC runs true credit system-based degree programs, and that this allows outstanding students to graduate earlier than a yearly-based education system. He also expressed his appreciation for the continued cooperation between the Ministry and UC, and praised UC for having amicable and professional

interactions with the Ministry.

One piece of advice H.E. Ly Somony offered UC and other universities that provide scholarships concerned students from remote and rural areas. He encouraged scholarship-giving universities to provide additional support to poor students from rural areas; otherwise, he feared, students from the provinces may not be able to access higher education.

"UC can help more students from remote

and rural areas study through scholarships, and help them with accommodations," urged H.E. Ly Somony. "If they lack places to live and stay, it will force them to abandon their studies."

Student housing is one area UC is starting to explore in its long-term development plans.

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

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

Every term, we recognize the best of our students who have completed their Foundation Year: those who have scored an 'A' overall for both terms are nominated to the Vice-President's List, whilst those who have scored a 'B+' overall are nominated to the Dean's List.

A total of 25 students scored an overall 'B+' grade in their Foundation Year starting in February 2009; no student got an 'A' overall. This represents about 13% of the 190 registered students who completed their Foundation Year in Term I of Academic Year 2009-2010. The following table provides a breakdown by College.

College	FY Students		Dean's List	
	Total Number	Number of Females (%)	Number (% of Total)	Number of Females (%)
Arts & Humanities	57	31 (54.4)	6 (10.5)	5 (83.3)
Education	1	1 (100)	0	--
Law	15	2 (13.3)	0	--
Management	63	33 (52.4)	6 (9.52)	3 (50.0)
Social Sciences	24	10 (41.7)	11 (45.8)	7 (63.6)
Science & Technology	30	3 (10.0)	2 (6.74)	1 (50.0)

The data show that, in terms of total numbers of students:

- about 10% of students in each of the two largest Colleges (Arts & Humanities and Management) are on the Dean's List;
- a slightly smaller proportion of students in the third largest College (Science & Technology) qualified for the List;
- a disproportionately large number of students in the fourth College (Social Sciences) are on the List; and
- Law students appear to have done worse than might have been expected, although their total number is too few to make any definite conclusion.

With regard to female students, the data indicate that:

- the Colleges of Law and of Science & Technology have relatively low proportions overall (less than 15% of their students are female); and
- the Colleges of Social Sciences and, especially, of Arts & Humanities have relatively high proportions of females on the Dean's List – about two-thirds and four-fifths respectively, in contrast to the comparable performance in Management.

The following are the students who qualified for the Dean's List as a result of their overall performance in the Foundation Year. This will be recorded in their academic transcripts. The students are to be congratulated on their hard work; it is hoped that this will encourage them to continue to do so as undergraduates.

Born Vandy (English Literature)	Ngoun Soksan (Economics)
Chea Sokty (Information Technology)	Norn Soreimeas (International Relations)
Chey Phalsokun (English Literature)	Ny Chan Lyda (International Relations)
Chhang Samnang (Finance and Banking)	Pheng Meas Sak (Economics)
Chin Tyheng (International Relations)	Samnang Vitheavy (Information Technology)
Ek Pichmony (English Literature)	San Boromeichan (International Relations)
Eng Ramin (International Relations)	Sea Vourchteang (English Literature)
Eung Kimmuyly (International Relations)	Sem Sophea (International Relations)
Hong Sreypov (Economics)	Taing Leangchhoung (English Literature)
Kheang Sathaboramana (International Relations)	Tea Huychou (English Literature)
Lak Chansok (International Relations)	Va Sophanrorth (International Relations)
Lim Nguon (Economics)	Vong Sopheap (Accounting)
Lor Chhayseng (International Relations)	

Best Undergraduate Students, Term I (2009-10)

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

Every term, we recognize the best of our undergraduate students, provided that they have done the minimum number of courses during that term: those who have scored an 'A' overall are nominated to the Vice-President's List, whilst those who have scored a 'B+' overall are nominated to the Dean's List.

A total of 73 students scored an overall 'B+' grade in Term I of Academic Year 2009-10; this represents 8.5% of the 860 registered undergraduate students, excluding those in their Foundation Year. The following table provides a breakdown by College.

College	UG Students (Term I)*		Dean's List*	
	Total Number	Number of Females (%)	Number (% of Total)	Number of Females (%)
Arts & Humanities	301	150 (50.0)	10 (3.32)	6 (60.0)
Education	3	1 (33.3)	0	--
Law	60	20 (33.3)	4 (6.67)	3 (75.0)
Management	316	168 (53.2)	40 (12.7)	28 (70.0)
Social Sciences	90	48 (53.3)	13 (14.4)	7 (53.8)
Science & Technology	90	8 (8.89)	6 (6.67)	0 (0)

* Excluding Foundation Year students

The data show that:

- there are marked differences between Colleges in the proportion of students who are on the Dean's List: relatively more do so in Management and Social Sciences, whilst there are relatively few in Arts & Humanities, the other two Colleges being intermediate;
- amongst the Colleges with a relatively high proportion of female students, the latter do relatively better than male students in the Colleges of Management and, to a lesser extent, Arts & Humanities, in contrast to the comparable performance in the Social Sciences;
- as a College where only about a third of students are female, Law stands out by its proportionately much higher than expected representation on the Dean's List.

The following are the 74 undergraduate students who qualified for the Dean's List. This will be recorded in their academic transcripts. The students are to be congratulated on their hard work; it is hoped that this will encourage them to continue to do so, and other students to try harder in order to also earn this distinction in later terms.

An Putratha (Business Management)	Lim Ainay (Marketing)	Saya Molika (Business Management)
Ban Leakhena (International Relations)	Lim Bora (Information Technology)	Seng Chantho (Law)
Chan Raksa (International Relations)	Long Geklourng (Finance and Banking)	Sngin Sovann On (Marketing)
Chann Veasna (Finance and Banking)	Long Vathana (International Relations)	Sok Ao Sreileak (Accounting)
Chea Nich (Business Management)	Ly Bun Heng (Finance and Banking)	Sok Sovatha (International Relations)
Chea Ratha (Finance and Banking)	Ly Sokchou (Finance and Banking)	Sok Vann Chanry (Accounting)
Chheng Dolla (International Relations)	Ly Souchen (Business Management)	Sopha Maliny (Finance and Banking)
Chheng Sovannka (English Literature)	Meas Lenh (Finance and Banking)	Sorn Chantha (Finance and Banking)
Chhoeung Norinmony (Finance and Banking)	Meng Seng Kry (Economics)	Sovann Monyroth (Finance and Banking)
Chhuon Panha (Law)	Mey Samedy (English Literature)	Sreng Leakhena (Business Management)
Chrea Channa (English Literature)	Morm Sambathrathmanith (International Relations)	Suon Sokha (Accounting)
Chum Pheasa (Law)	Nhan Kongkearith (Information Technology)	Taing Leng (English Literature)
Diep Soksereyros (International Relations)	Noch Sophuong (International Relations)	Tann Ty (English Literature)
Dy Channthou (Accounting)	Nut Ngounheng (English Literature)	Thien Hongsobondith (Finance and Banking)
Han Chanchumnor (Economics)	Ny Rattana (Law)	Thul Si Borann (Economics)
Heang Setha (Finance and Banking)	Ny Vatey (International Relations)	Tum Narita (Finance and Banking)
Heng Kim Chy (Economics)	Penh Pilika (English Literature)	Ty Bros (Finance and Banking)
Hok Siem (Finance and Banking)	Phal Nyveara (Finance and Banking)	Ung Sokkim (International Relations)
Ieng Chankreusna (Finance and Banking)	Phal Sereiratha (Computer Science)	Yang Leaphea (International Relations)
Kaing Channraksmeay (Information Technology)	Poch Kanha (Accounting)	Yoeng Sopheary (Finance and Banking)
Keo Buntheng (International Relations)	Pouk Sopheap (Finance and Banking)	Yon Sokhorn (Finance and Banking)
Kong Chetra (English Literature)	Prom Pharavatey (Finance and Banking)	Yous Sedtha (Information Technology)
Ky Sovutda (English Literature)	Rath Sovannsathya (English Literature)	Yun Davy (Economics)
Ky Vannroath (Information Technology)	Roeun Sovanny (International Relations)	
Lam Sothea (Accounting)	Ros Sopheavuth (Economics)	

Report on Academic Performance for Academic Year 2008-2009

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

The following is the executive summary of the report. The figures and tables cited below refer to this document, although three are included here also.

An overview of instructor involvement indicates that of the 74 who taught the 331 undergraduate and/or graduate classes (for 124 courses) at UC over the three terms of 2008-9, a 'typical' instructor taught for two terms, during which they did 2.50 courses (3.50 classes: data are medians). The relatively small contribution of individual instructors (Tables 2 and 3; Figure 1) in part reflects attrition due to poor performance based on poor student and peer evaluations, but also is the result of other factors: for example, only a periodic need for a particular instructor's expertise or individuals' changing circumstances (including leaving the country).

The introduction of a new grading system in Term II had an impact on the distribution of grades for both undergraduates and graduates in this (Munro, 2009) and Term III (Figures 2, 3), as well as on the class Grade Point Average (cGPA: Table 4). An additional difference was that there was the emergence of differences in cGPA between sessions in Term II, with morning and afternoon students having higher scores compared with weekend students; scores for those attending evening classes were intermediate (Figure 4, Table 5). Further analysis indicated that, in Term II, this was mainly associated with differences in the performance of Foundation Year students in different sessions (Table 6). However, this difference was maintained in Term III (Figure 5), when Foundation Year courses are not offered.

Table 6 Overall performance of Foundation Year (including 'common' and 'oriented' components) and other undergraduate classes during the four sessions for Term II, as assessed by cGPA (mean \pm standard deviation [N]).

	Foundation Year			All Other Undergraduate Courses
	All Courses Combined	Common Courses	'Oriented' Courses	
Morning	2.77 \pm 0.16 (15) ^A	2.58 \pm 0.33 (5) ^B	2.86 \pm 0.08 (10) ^{AC}	2.68 \pm 0.31 (18)
Afternoon	2.77 \pm 0.14 (15) ^A	2.65 \pm 0.14 (5) ^B	2.83 \pm 0.15 (10) ^A	2.76 \pm 0.29 (16)
Evening	2.69 \pm 0.29 (15) ^A	3.04 \pm 0.39 (5) ^B	2.51 \pm 0.17 (10) ^{Ac}	2.32 \pm 0.30 (21)
Weekend	1.68 \pm 0.37 (13) ^a	1.58 \pm 0.36 (5) ^b	1.73 \pm 0.43 (8) ^a	2.48 \pm 0.29 (17)

* Within-column comparisons by Mann-Whitney U tests: A vs. a, $P < 0.001$; B vs. b, $P < 0.05$; C vs. c, approaching statistical significance ($P < 0.10$)

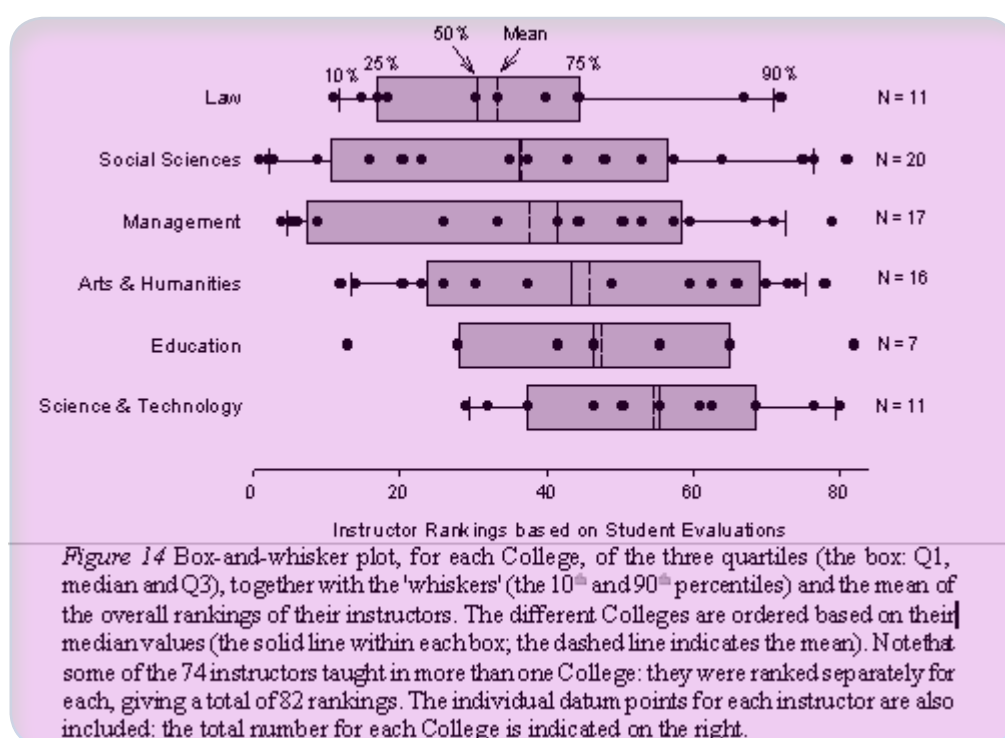
The instructor of each class was evaluated by the students. In general, results were comparable between terms (Figures 6 and 7). Overall, poor evaluations were for a small proportion of instructors who taught relatively few classes (Figure 8); and there was no obvious trend for an instructor's evaluation to improve over subsequent terms (Figure 9). Whilst large class-sizes tended to be associated with relatively low student evaluations of the instructors involved (especially in Term I), there was no discernible negative effect on cGPA (Figures 10 and 11). Also, contrary to what might be expected, an overall analysis indicated that students' evaluation of a class was not related to the cGPA, in any of the terms (Table 8 and Figure 13); whilst, for Foundation Year classes, there was a negative correlation rather than the anticipated positive one (Figure 14). Overall, the best correlation with student evaluations was for the proportion of an undergraduate class getting at least a B+ grade for Term II and especially Term III; no such correlation was apparent in Term I (Table 8 and Figure 12). There were no clear correlations between evaluations and any measure of the performance for the smaller number of much smaller-sized graduate classes (Table 8).

Instructors were also evaluated by one or more full-time faculty. There was a trend for an improvement in average instructor performance in Term II, relative to Term I (Figure 15). Overall, there was a weak positive correlation with the weighted-mean score of the student evaluations for the same instructor (Figure 16). Comparisons of different sessions for Terms I and II failed to identify any potential instructor-related contribution to the observed inter-session difference in cGPA, based on the limited data available.

Table 10 Overview of the number of courses and classes offered by each College in Academic Year 2008-2009

College	Number of Courses		Number of Classes	
	Undergrad	Grad	Undergrad	Grad
Arts & Humanities	18	--	73	--
Education	8	6	14	6
Law	12	--*	34	--*
Management	22	9	72	17
Science & Technology	13	1	46	2
Social Sciences	13	11	46	14

A profile of each of the six Colleges was compiled, based on data on the number of courses and classes offered (Tables 10 and 11), together with data on the overall rankings of individual instructors based on student evaluations (Figure 17), and also the relationship between student evaluations and both mean cGPAs and peer evaluations (Figures 18-23). Whilst there were no clear-cut differences between Colleges, there was some evidence for at least two 'leagues': one comprising Law, Management and Social Sciences, the other with the Colleges of Arts and Humanities, Education and Science and Technology.



It is concluded that there is evidence for an improvement in students evaluations over the previous year. The emerging differences between sessions for undergraduate cGPAs cannot be easily attributed to differences in the quality of teaching; instead, it may reflect differences arising from other pressures upon the students in evening and weekend sessions, or the selective effects of the Scholarship Exams. The differences between Colleges, most especially the low rating of Science and Technology, are consistent with the findings at other universities overseas.

Various proposals are made regarding the future implementation of student and peer evaluations, and how they should be best utilized in order to ensure the University's further development whilst maintaining its academic integrity.

Examining Cambodia's Pottery Industry

BY DR. D. KYLE LATINIS (ASSOCIATE DEAN OF GRADUATE STUDIES) AND
SAN YOU (PH.D. CANDIDATE)



Associate Dean of Graduate Studies Dr. Kyle Latinis (left) and Ph.D. candidate San You (middle) examined the pottery industry in Kampong Chhnang, from how to fire the pots to the pottery ox carts.

Ph.D. candidate Mr. San You at the University of Cambodia, has recently launched a small research project to investigate various aspects of the pottery industry in Kampong Chhnang, especially in relation to socio-economics and gender. This traditional household industry is almost entirely controlled and managed by women, from production to distribution and use.

Although men are frequently seen commanding the ox-carts throughout the country, they are well-trained about business behavior and negotiation by their women 'bosses', who dominate production, management, and labor—from raw material acquisition to firing the pottery. Women potters even have a special high status among community members. Female dominance in household craft industries, such as pottery and textiles, is common worldwide. However, it has yet to receive the significant attention it deserves in relation to numerous policies and development goals.

The magnitude of the industry is not to be taken lightly. The household production industry and hub of distribution, based in Kampong Chhnang, effectively produces at a large-scale corporate factory level.

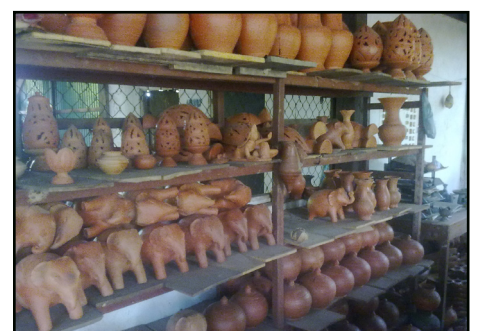
Mr. San You's research interest is certainly designed to be 'applied' rather than 'interesting, but trivial.' The implications are very important; aiding the realization of the Millennium Development Goals by further promoting and helping Small and Medium Enterprises (SMEs) and thus reducing poverty.

Furthermore, it aims to identify areas for

potential improvement such as enhancing efficiency, as well as designing better, more environmentally-friendly technology, production practices and distribution methods. Mr. San You has already played a significant role in re-designing the traditional cooking stoves to be more fuel efficient, reducing consumption of wood and charcoal, and thus the price for consumers as well as being beneficial for the environment.

Careful attention must be given to improve the industry and social conditions simultaneously without disrupting traditional social norms. Of particular importance is a further in-depth understanding of gender factors. Maintaining female empowerment is essential to the industry's success. The Kampong Chhnang potting industry, as an example to society, may be good for promoting needed resolutions concerning many gender inequity/inequality problems still inherent in other sectors of society.

Dr. D. Kyle Latinis, Associate Dean of Graduate Studies at the University of Cambodia, adds a different perspective. Dr. Latinis has been working closely with Mr. San You. They jointly presented and published a paper, "Cambodian Clay-Based Commodities: Spatial, Historic, Cultural and Economic Dimensions Through Time", at the 5th International Conference on "Southeast Asian Cultural Values: Cultural Industry" (Dec 2009), one of a series of annual conferences organized by the Asia Research Center of the Royal Academy of Cambodia, under the auspices of the Korea Foundation for Advanced Studies, who



(Pottery - Continued on page 17)

Japanese Ambassador Visits UC



LEFT: H.E. Ambassador Masafumi Kuroki and H.E. Dr. Kao Kim Hourn (President of UC and Secretary of State for the Ministry of Foreign Affairs) exchanged pleasantries during the first visit from a Japanese Ambassador to UC. RIGHT: Mr. Kazuo Chujo, Counselor for the Embassy of Japan, and H.E. Ambassador Masafumi Kuroki met with members of the UC Executive Team to strengthen cooperation between the embassy and UC.

H.E. Ambassador Masafumi Kuroki and Mr. Kazuo Chujo, Counselor for the Embassy of Japan, visited the University of Cambodia on March 4, 2010, to strengthen cooperation between the Japanese Embassy and the University of Cambodia (UC). H.E. Dr. Kao, President of UC and Secretary of State for the Ministry of Foreign Affairs and International Cooperation, noted that this was the first Japanese Ambassador to visit UC. Dr. Kao also took the opportunity to inform Ambassador Kuroki of Dr. Haruhisa Handa's significant contributions to UC and to human resource development in Cambodia. Dr. Handa currently serves as Chancellor of UC; Advisor to the

Prime Minister of Cambodia; President and Founder of International Foundation for Arts and Culture; and Chairman for Worldwide Support for Development.

Impressed by the developments of UC in its short history, Ambassador Kuroki asked about future plans for growth and development. After informing Ambassador Kuroki that UC is one of just two universities in Cambodia that uses English as the language of instruction for all students, Dr. Kao shared his plans for expansion with the future opening of three UC schools: the School of Government and International Affairs, the College for Media and Communication, and College of

Performing Arts.

During his visit, the Ambassador encouraged UC students to apply for scholarships to study in Japan and abroad, a learning opportunity UC students are craving and one that Dr. Kao pushes.

"Students should consider further studies in Japan," Dr. Kao encouraged. "They can gain a better knowledge of life and education outside of Cambodia so that, when they return, they can put that knowledge into practice and help to develop Cambodia."

Dr. Kao and Ambassador Kuroki will continue to explore possibilities for cooperation between the Japanese Embassy and UC.

(Pottery - Continued from page 16)

generously funded their participation.

Dr. Latinis, who lists heritage and archaeology among his research interests in cultural resource management, has been exploring the history of potting industries which began well over 5000 years ago in Cambodia. "If you think there's a lot of ancient temples in Cambodia, try multiplying that estimated total by 'ga-zillions' and you might come close to estimating the number of ancient pots," says Dr. Latinis.

By Cambodia's Funan period, some 1500-2000 years ago, there were likely highly specialized potting industries producing and delivering to the whole region; possibly very similar to the Kampong Chhnang operations today, including long-distance distribution by ox-carts and boats.

The pinnacle of technological and artistic achievement in the ancient potting industry is commonly attributed to the Angkor period which witnessed the development of high fired kiln technology and the definitive highly stylized Khmer glazed ceramics. Highly skilled ceramic production, however, dates back to the Neolithic period in Cambodia, with new and interesting industries developing in the pre-Funan and Funan periods, at least 1000 years before Angkor. Analyzing the Kampong Chhnang industry, as well as changes within the industry through space and time, provides a vitally useful analogy for understanding the past. Both Dr. Latinis and Mr. San You are also interested in environment and ecology, especially the implications of large scale wood fuel consumption, past and present.

Heritage preservation and conservation are also important concerns. Pottery production in Kampong Chhnang has a history. We know little of it, except that it has been embedded in the Kampong Chhnang local culture for uncountable generations according to local producers. This is important for their cultural identity. This is also an asset that, if managed properly in the hands of local stakeholders, will possibly benefit the local economy and social esteem through promotion of heritage and cultural tourism.

Debate on What ASEAN Can Do About Climate Change



(Left to right) Ms. Nao Ikemoto, H.E. Dr. Kao Kim Hourn, H.E. Ambassador Andrew Mace, Mr. Nguyen Chi Dzong, and Mr. Lay Kim sat on the debate panel and addressed what ASEAN can do to mitigate climate change.

On March 16, 2010, the University of Cambodia (UC) was honored to host the second debate on Climate Change in a series jointly organized by the British Embassy and the Ministry of Environment.

The debate included several distinguished speakers: H.E. Dr. Kao Kim Hourn, UC

of the debate, clearly expressed the need for ASEAN to come up with a set of common positions on how to benefit from the recently adopted “Copenhagen Accord,” a concern shared by Counselor Mr. Nguyen. Although the Copenhagen Accord remains a political document, it is not a legally binding one. One outcome of the Accord was a

responsibilities” under the Kyoto Protocol and the United Nations Framework Convention on Climate Change (UNFCCC) requires states to protect the climate system for current and future generations according to their respective capabilities. This principle is a cornerstone of international law on climate change.

Expanding upon the idea of cooperation among states, Ms. Ikemoto described some joint projects between the World Bank and the UNDP and stated that Japan’s voluntary reduction policy has worked exceptionally well and could be used as a model for other countries.

Dr. Kao stressed the importance of ASEAN countries acting as a community and in a consistent manner, and expressed appreciation to the British Embassy and the Cambodian government for initiating this project. He also informed the audience that ASEAN signed a legally binding agreement on Climate Control in 2007 and had already planned to work on issues of climate change.

“Progress and awareness of the growing



“As a nation and as individuals, we should lead the way and be accountable for what we do.”

H.E. DR. KAO KIM HOURN,
PRESIDENT OF UC
AND SECRETARY OF STATE
FOR THE MINISTRY OF FOREIGN AFFAIRS
AND INTERNATIONAL COOPERATION

H.E. Dr. Kao Kim Hourn stressed how ASEAN needs to act as a community.

President and Secretary of State for the Ministry of Foreign Affairs and International Cooperation; H.E. Ambassador Andrew Mace from the British Embassy; Mr. Nguyen Chi Dzong from the Vietnam Embassy, Mr. Lay Kim from the United Nations Development Programme (UNDP); and Ms. Nao Ikemoto from the Asian Development Bank (ADB).

Ambassador Andrew Mace, Chairman

commitment from developed countries to provide resources, technology, and capacity building to help developing nations adapt to the changing climate. An amount of US\$30 billion was pledged to developing countries between 2010 and 2012, while another US\$100 billion a year by 2020 would be raised annually for the cause.

Although some may believe that Cambodia should not be concerned about global warming and its impact on the world, the principle of “common but differentiated



H.E. Ambassador Andrew Mace chaired the event.

climate change affects all of us, young and old. As a nation and as individuals, we should lead the way and be accountable for what we do,” Dr. Kao urged the crowd. “Nothing speaks louder than our actions.”

In answering a question about the conflicts of interest between development and environmental protection, Mr. Lay Kim stressed the need for countries to take action now in order to avoid greater costs to the economy in the future. He cited a study

Japan's Former Finance Minister Promotes Science and Technology Forum

BY DR. VIRAK PRUM

On March 5, 2010, the University of Cambodia (UC) received a distinguished delegation led by Japan's former Finance Minister, H.E. Dr. Koji Omi, who was conferred an honorary doctorate from UC in 2007 in recognition for his lifelong achievements in the humanities.

Dr. Omi is the founder and chairman of the world's renown "Science and Technology in Society Forum," held every year in October. The primary purpose of the visit was to raise awareness of the Forum in Asia and to reiterate the Forum's deep desire in having more Asian scientists attend it. Dr. Omi pointed out that only 8% of the participants at last year's Forum were from Asia, despite Asia becoming a leading force in the world economy and scientific research.

In response to the chairman's invitation, UC President H.E. Dr. Kao Kim Hourn, who has twice attended the Forum, warmly welcomed the suggestion and promised to help raise the Forum's profile within government, business, and academic circles in Cambodia. Dr. Kao strongly hopes that at least one representative of UC will be able to attend the Forum in the near future.

Given Dr. Kao's official position as the Secretary of State at the Ministry of Foreign Affairs, the discussion went further to include Dr. Omi's overall strategic plan to encourage ASEAN participation in the

Forum's activities, to which Dr. Kao gave his full support. Apart from suggesting that the Forum invite the ASEAN Secretary General to attend the gathering, Dr. Kao expressed his wish to organize an annual Science Fair in Cambodia where students will compete using their own creative works, a plan Dr. Omi noted with interest. After the meeting at UC, Dr. Omi met with Deputy Prime Minister H.E. Sok Ann and Senior Minister H.E. Cham Prasith, and also agreed to give an exclusive interview with SEATV on the following day to further expand on his mission to Asia.

The Japanese delegation included several notable figures, namely H.E. Mr. Katori, Japan's Ambassador to ASEAN; Mr. Chujo, Counselor at the Japanese Embassy; Mr. Fukuda, Director of the Japan International Science & Technology Exchange Center (JISTEC); and Mr. Nakatani, Second Secretary at the Japanese Embassy.

RIGHT: (top) UC President H.E. Dr. Kao Kim Hourn thanked Former Finance Minister H.E. Dr. Koji Omi for his visit. Members of the UC Executive Team (middle) met with the Japanese delegation (bottom) to discuss the "Science and Technology in Society Forum."



(Climate Change - Continued from page 18)

which found that Asia loses 6% of its GDP each year if climate change measures are not seriously enforced.

Mr. Lay Kim also offered advice on how governments and citizens can help reduce emissions that contribute to global warming, saying, "By using renewable sources... and... natural resources, such as wind, water and sun, we can reduce our carbon footprint."

According to Ambassador Andrew Mace, global problems will continue to plague ASEAN countries if they do not act now to protect the climate system. Some of these problems include diminishing woodlands, rising sea levels, rice yields falling by 50%, and shortage of accessible drinking water—all relevant issues to the economic development and sustainability of Cambodia. Moreover, he encouraged an exploration on what can be done to mitigate the negative effects of global warming and pushed ASEAN to be more vocal in global negotiations.

"All polluters, past and present, must work together to help reduce the greenhouse gas emissions," Mr. Nguyen emphasized in his closing remarks. He further explained ASEAN's proposal to deal with climate change and reduction of emissions and stressed the need for more support from governments and citizens for mitigation and adaptation measures in Asia.

Though not under a legal obligation to reduce the greenhouse gas emissions, ASEAN must still meet a common target as a community and can learn from the EU's internal arrangements that allow for differentiated reduction targets.

The debate concluded with the viewing of a provocative docudrama film entitled, *The Age of Stupid*, which shows a devastated world in the future and questions the complacency of people in regards to climate change.

4th UCSS Mandate Has Ambitious Plans for 2010



Congratulations to the newly elected officers of the University of Cambodia Student Senate (UCSS) 4th Mandate, who were elected by their peers on December 27, 2009, at the UC Conference Center. The new UCSS officers are: Mr. Seng Leab (President), Mr. Chin Tyheng (Vice President of Administrative Affairs), Mr. Chhoun Panha (Vice President of Technical Affairs), Ms. Yang Leaphea (Treasurer), and Ms. Soun Mealea (Secretary).

"We are focused on serving the students, first, and then UC and society," stated Seng Leab, who also shared his excitement about learning teamwork and communication skills with the other new officers in the upcoming year.

Agreeing with his fellow officer, Chin Tyheng said, "We are ready to work as a team and are committed to planning and managing successful projects for our UC peers."

One of the reasons why Chhoun Panha ran for office, and why he encourages his peers to do so in the next mandate, is to develop stronger relationships at UC. He's

on to something. Recognized as student leaders amongst their peers and by the UC administration and faculty, UCSS members have an opportunity to develop great relationships with both students and staff members while planning and managing

"Now it's time for the new UCSS members of the 4th mandate to continue on with their efforts to help build UC."

H.E. SAMRAING KAMSAN,
SECRETARY OF STATE FOR THE
MINISTRY OF CULTURE AND FINE ARTS;
AND SENIOR ADVISOR TO THE
PRESIDENT OF UC AND TO UCSS

university-wide activities. This experience (of building strong relationships and project management) will provide officers with an enriched learning opportunity and helps to cultivate knowledge and skills outside

of a classroom, characteristics that will prove highly advantageous when they seek employment.

A week after the election, the new officers met and discussed their future projects, which they later proposed to the UC administration and received approval for, along with a designated \$10,000 budget for their projects. The UCSS projects will focus on education-, entertainment- and competition-based activities for the UC campus.

H.E. Samraing Kamsan, Senior Advisor to the UC President and to UCSS, expressed his confidence in the new officers and stated, "A year has passed with the tremendous success of the UCSS 3rd Mandate and huge support from The University of Cambodia. Now it's time for the new UCSS members of the 4th Mandate to continue on with their efforts to help build UC."

Once again, congratulations to these students, who join a select group of UC students contributing to the improvement of university culture and school spirit.

Student Scholarships and Career Development in the Age of Globalization

On Saturday, March 20, 2010, the University of Cambodia Student Senate (UCSS) and UC organized a seminar on student scholarships and career development as a means to face the challenges posed by current globalization.

In his opening remarks, H.E. Hing Thoraxy, Secretary of State of the Council of Ministers, emphasized that this seminar would help students decide what to study and where to go to find good jobs after graduation. He also encouraged students to do volunteer work in their second and third year of study, and believes that most students do not pay enough attention to the benefits of working voluntarily. Students can gain valuable skills and knowledge and build character through these volunteer opportunities, which will help them develop greater capacity in the workplace and make them more competitive for jobs in the global market.

In Cambodia, about 200,000 students graduate with degrees every year, making competition in the job market fierce. Only a small number of graduates secure employment as government officials, a

“Our students have to plan ahead for their education and to develop their English proficiency to compete with other students to study abroad.”

MR. TEP PUNLOEU,
ASSOCIATE DEAN
OF THE COLLEGE OF LAW

coveted position that is based on professional skills students learn at the university. The remaining graduates must attempt to find jobs in the private sector.

H.E. Hing Thoraxy also noted that the government has already established a National Training Board to help provide training in professional skills so the labor force can contribute to the economic growth of the country. At present, Cambodia depends on four main pillars for



growth, including tourism that contributes about US\$1.5 billion this year. Cambodian students may want to study majors related to this and the other three important pillars – agriculture, construction, and the garment industry – so they can work in industries that help boost economic growth.

The next speaker, Mr. Tep Punloeu, Associate Dean of the College of Law at UC, recommended that our students search for learning opportunities at overseas universities with which we have signed MoUs. Many overseas scholarships require that students have solid English language skills, so it is important for students to master this skill.

“The UC, which uses English in the course programs, gets top priority for foreign scholarships,” he said. “Students can save a lot of money by winning a scholarship, and I encourage students to apply for these foreign scholarships. Our students have to plan ahead for their education and to develop their English proficiency to compete with other students to study abroad.”

Students who win scholarships to study abroad have taken a critical first step in their job search and are in a strong position to

compete in the global job market, having demonstrated proficiency in English and academic skills and acquiring valuable skills overseas.

UC students have a competitive advantage when applying for foreign scholarships because English is the medium of instruction here, and students feel comfortable using it. Our students and graduates continue to reap the benefits of attending UC during their job search, as English is a major language in international business.

Mr. Sun Samnang and Mr. Mom Seilakboth, both UC lecturers in the College of Law, also spoke at the seminar and shared their experiences about the application process for scholarships and studying abroad. They encouraged students to study abroad so they can see different cultures and learn about the development of other countries.

Volunteer work and studying abroad are mind-expanding growth opportunities that provide students with greater competency in their academic and professional development, so UC encourages and supports its students in these pursuits.

Orientation for New Students in Term II

The Academic Foundation Department (AFD) of the University of Cambodia (UC) hosted an orientation for all new registered students on February 19, 2010, at the Conference Center. This orientation is conducted twice a year for all new students who join UC's Foundation Year Program.

The purpose of the orientation was to provide all new students with important information about UC, the registration process, the Entrance Exam, the Foundation Year program and requirements for its completion, university regulations, the Honor Code, and Student Code of Conduct. In addition, it offered students guidance on how to study and be successful at UC, and helped them understand the credit system and its implementation.

UC Associate Deans of the Colleges, representatives of the UC Student Senate, and 68 of the 109 students who had registered to start in Term II attended the two-hour orientation.

During the presentation, Dr. Y Ratana, Dean for Undergraduate Studies

and Director of Academic Foundation Department, encouraged students to work hard in their courses, improve their English



proficiency, and pay attention to important announcements from both AFD and UC. He also stressed the importance of becoming good friends with students from other fields of study, sharing knowledge and experiences with classmates, and fully utilizing UC's resources while studying here, which can enrich students' academic and personal experiences and help develop their

professional capacity in the future. For those from rural areas, he recommended that they make the best use of living in the city.

Perhaps one of the most powerful messages in the presentation, and one that UC President Dr. Kao Kim Hourn has continued to espouse since the founding of the university, is that students should be good students and good citizens of Cambodia who give back to strengthen their families and develop the country.

After the presentation, many students asked questions about the Entrance Exam, grading requirements for the Foundation courses, the importance of the Foundation Year program and its certificate, credit transfer, and the curriculum.

In addition to providing information that will help attendees prepare for undergraduate studies at UC, the orientation served as a valuable opportunity for new students to meet UC faculty members and current students, an important academic and social network that can help new students successfully transition into university life.

Payap University and EAN Visit UC

BY DR. VIRAK PRUM

On March 29, 2010, a video crew representing Payap University and the Education Abroad Network (EAN) did a series of interviews with the management as well as members of the faculty and students at the University of Cambodia (UC). The purpose of the filmed interviews was to gather some useful oral facts on Cambodia as a country, on the daily life of university students and on what Western residents feel about living in the country. Such first-hand facts will be presented to potential students in the United States who are considering joining a program called South East Asia Comparative Semester this fall 2010, a popular and successful program at Payap University. This year, following the official signing of the Memorandum of Understanding with UC, Payap decided to include Cambodia in their program. Dr Kao, UC President, made it clear in his statements that Cambodia has become a very welcoming place for Westerners and other visitors and is often described as a true place for discoveries, either in terms of cultures and civilizations or in terms of

socio-economic development. He went further to categorize Cambodia as a center of ASEAN.

Such sentiment is fully shared by students too. Indeed, four members of the UC Student Senate who participated in separate interviews endorsed Phnom Penh City (and Cambodia at large) as a great place for students to experience new adventures, and noted the fun sports activities on and off campus as well. When asked about the "must-do" things in Phnom Penh, the Senate members agreed that visitors should check out traditional and modern markets, visit the museums and pubs, and talk to Khmer people so they can see things from a Cambodian's point of view. They specifically stressed that unlike what some critics may say about traveling in Cambodia, the truth is that it is safe to travel around the country and foreigners are welcomed anywhere they go. Given their various backgrounds and interests (one Senate member is studying international relations, while another is pursuing a law degree), their common opinion

helps to strengthen the belief that coming to Cambodia for a short term study under the proposed program would be a life-changing experience for any Western students.

Aside from their filming in and around Phnom Penh, the video crew visited Siem Reap a few days earlier for more footage on popular ancient sites. They also paid a courteous visit to SEATV and toured UC's new campus, which is currently under construction.

EAN is an education network organization that specializes in arranging semester programs in Australia, Asia and New Zealand. Participants in the program will spend the first half of it taking courses on Buddhism and Thai Society; Sustainable Development, Environmental Justice and Ethnic Minorities; and Thai Language at Payap University in Chiang Mai. Afterward, they will study Contemporary Cambodia; Hinduism and Khmer Civilization; and Khmer Language in Phnom Penh and Siem Reap.

The UC looks forward to receiving these students in the fall.

Ohio University and UC Move Forward in Deepening Cooperation

Ohio University and the University of Cambodia (UC) moved a step forward in strengthening their bilateral cooperation to enhance the activities for both universities after Dr. Kao Kim Hourn, President of UC, met with Dr. Greg Emery, Director for the Global Leadership Center of Ohio University.

“We plan to have an exchange program for students and professors from UC and Ohio University to provide mutual benefits, such as sharing experience and knowledge on how to build student capacity,” Dr. Kao told reporters. He also hopes that outstanding UC students can study for three years at UC and one final year at Ohio University, and then graduate with a Bachelor’s Degree from Ohio University.

“Such opportunities would encourage UC students to study harder, and would help de-

velop the next generation of leaders to contribute to the development of our country,” Dr. Kao said.

In addition, the two university leaders discussed how to continue collaborations aimed at expanding and improving UC’s undergraduate and graduate programs. Dr. Kao stressed how increased cooperation will be of great benefit to UC students and the opening of a College of Media and Communication at UC because Ohio University has a successful School of Journalism.

The University of Cambodia and Ohio University signed an agreement in 2006 to develop collaborative programs that advance higher education and promote international understanding. Since then, this collaboration has resulted in several academic scholars and students from Ohio University making significant contributions to our institution dur-

ing their visits to UC, including the development of UC’s Asia Leadership Center. Next steps include further discussion to identify and implement cooperative programs for the future.

Dr. Emery affirmed that it would be mutually beneficial to expand cooperation so that students from both universities can increase their personal capacities and potential for future success. The two universities will also need to meet more often to discuss the details for the cooperation and strengthen their relationship. He noted that the relationship is facilitated by the fact that Dr. Kao has an intimate knowledge of Ohio University, since Dr. Kao earned two Master’s degrees there and also recently received an honorary doctorate.

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 319 books and 167 magazines, bringing us to a total of 486 total donations for this quarter.

Books and magazines were provided by a number of supporters, including the Goodhill Enterprise (Cambodia) Ltd., the

British Embassy, the Embassy of India, the US Embassy, the Australian Embassy, the Asia Foundation, the NGO Forum, Lea IP and Work Resource, Mr. Chang of the Chang Chevron Company. We are also grateful to a host of private donors, including our very own, Dr. Kao Kim Hourn.

A very special “thank you” to the British Embassy for donating 208 books and seven magazines, and to the Chang Chevron Company, the US Embassy, and the Embassy of India, for their continued support to the Toshu Fukami Library. Indeed, their thoughtful contributions play a huge role in building out the internal capacity of the library, thus expanding its reaches. Many members of the UC family have benefitted tremendously.

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.

The University of Cambodia

Toshu Fukami Library

Explore the wonders of learning and reading in our library.

Our library 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.

We also welcome book and magazine donations to our library. Please donate any educational materials to the UC administration office at your convenience.



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MOU with University of Jenderal Achmad Yani



Members of the UC and UNJANI Executive Teams held hands in a symbolic gesture of cooperation.

Agreeing to encourage academic cooperation, the University of Cambodia (UC) and the University of Jenderal Achmad Yani (UNJANI) signed a Memorandum of Understanding (MOU) and an Agreement for Student Exchange on March 13, 2010. This formalizes a commitment to collaborate in educational research and studies through faculty members and students, which aims to further develop each university and also helps to improve international understanding.

H.E. Dr. Kao Kim Hourn, UC President, met with representatives of UNJANI, Director Heriyono M. Psi and Mr. Nico Barito of the Indonesian National Defense, to discuss future collaborative efforts between the two universities, their faculty members, and students. The Ambassador of Indonesia, H.E. Ngurah Swajaya, also attended the meeting.

The MOU facilitates academic cooperation between UC and UNJANI on multiple levels that include: 1) encouraging faculty visits in educational activities and research and development; 2) providing support for undergraduate and graduate student exchange programs, including graduate level research and; 3) promoting international understanding by offering accredited courses on language and heritage and collaborating on teaching and learning; 4) fostering scholarly exchange and academic publications; and 5) promoting any other related academic activities.

As part of the MOU, the Agreement for

Student Exchange serves as a preliminary framework for a student exchange program between the two universities, with an emphasis on developing global outlook and cultural appreciation. The hope is for students to broaden their insights and expand their skills set through an academic exploration of other cultures, languages, and higher education institutions. Concurrently, it also serves as a way for students to represent their own home country and share their heritage, culture, ideas, and experiences with the host university's students. This exchange of ideas and knowledge promotes critical thinking skills within classrooms, and benefits students and faculty members involved in the exchange. Learning about diverse cultures, and how to appreciate and respect the differences and similarities between cultures, is a critical part of university life within a connected world, especially given the internationality of academia and knowledge sharing.

Director Heriyono and H.E. Ambassador Ngurah Swajaya expressed appreciation for the opportunity to have the universities collaborate and learn from one another, a sentiment also shared by Dr. Kao.

"Signing the MoU will serve to better both institutions, and this partnership will bring a lot of achievement and success for both universities," stated Dr. Kao.

They also agreed that the MOU will help strengthen the international relationship and cooperation between the two nations.

The University of Cambodia

FOUNDATION

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

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, however, we would like to express our sincerest apologies to any names we have forgotten. If you have contributed to The University of Cambodia and are not present on the list, please write our editor at ucbulletin@gmail.com so we can add your name in next quarter's newsletter.

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