

The UC Bulletin



October - December 2014 Volume 20

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CEREMONY

HELP OUR COMMUNITY
CLUB

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LANGUAGE LAB

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On November 17th at 2:30pm Ms. Por Malis, Vice President of Operations, Dr. Angus Munro, Vice President of Research, Development and Policies, Ms. Samantha Smith, Director for the Office of the President, and Ms. Gina Lopez, Associate Dean for the College of Management, met with Dr. Wan-Lee Cheng, Leader of ESIT, Dr. Yung-Tsan Jou, Co-leader of ESIT, and Hung-Chun (Winnie) Chen, Project Manager of ESIT in the meeting room at UC.



Dr. Wan-Lee Cheng gave a brief presentation on the Elite Study In Taiwan program. ESIT was created in 2008 on behalf of the Ministry of Education to enhance international exchange to Taiwan. This is in response to a previous program which enhanced Taiwanese exchange to foreign universities, specifically in the United States and Europe. As a result of the later program, most of the professors, directors and deans of the universities in Taiwan have been educated abroad. Over the past 20 years, Taiwan's higher education institutions have improved dramatically, and are highly ranked internationally. Dr. Wan-Lee Cheng cited the Center for World University Rankings, where the top Taiwanese universities have scored in the top 100 in the world, and almost all Taiwanese universities have been ranked in the top 1000.

In Cambodia, the program acts as a bridge between individual Cambodian students and a consortium of 50 universities in Taiwan. The ESIT then seeks to find the right school for particular students, based on their majors and university preferences. ESIT is looking to attract talented foreign students to pursue advanced degrees in Taiwan. A foreign student can apply for the scholarship program, Southern Sun-

By: Ms. Samantha Smith

shine Scholarship, through their online portal. If the students are selected to receive the scholarship, they can choose their top 5 priority schools. It should be noted that students must select universities which offer their majors in the medium of English instruction, or be able to speak Chinese. ESIT will then facilitate the application process with the priority universities, and will ensure the university is a good fit for the student. ESIT provides assistance from the selection process, through the transition period and the student's exchange program, and even provides alumni services as well.

The Southern Sunshine Scholarship (SSS) program offers a tuition and fee waiver for the duration of the student's degree program (2 years for a master's degree, and 4 years for a doctoral degree). Students are responsible for paying for their books, transportation, housing, and living expenses while living in Taiwan. Generally the cost of living in Taiwan is about 7 thousand dollars per year, which the student would be responsible for paying. It is possible for some students to get a job as an assistant or research fellow (depending on their qualifications and relationships with professors) while attending university, but this is entirely case by case, and cannot be guaranteed.

The English requirement for the program is the basic IELTS 5.5, or TOEFL 550. However, since UC students do not receive these test scores, but are certainly proficient in English after the completion of the international track, it was discussed that another certification issued by UC could be used; however this is not an official agreement and more discussion will be required before the test scores could be replaced.

ESIT has a vast network of prestigious universities, and this is an excellent opportunity for UC students to obtain some financial support to study abroad, and receive an excellent education. It is also possible that ESIT could help facilitate some joint research projects between UC and Taiwanese Universities. If you are interested in applying for this scholarship program, or would like more information regarding the registration process, please visit: www.esit.org.tw.

New Language Lab

By: Ms. Caitlin Macquarrie

This December, the Center for English Studies unveiled a very special gift for its students: an all-new Language Lab, with 50 brand new computers, headsets and language learning software. The Dell PCs are equipped with an array of software, including programs specifically designed for learning English such as Rosetta Stone and Tell Me More, as well as Photoshop, Khmer-English dictionaries, and the full Microsoft Office Suite, so that students have all the tools they need to succeed in university at their fingertips.



Rosetta Stone is a world-renowned computer-assisted language learning (CALL) program, which allows students to improve their vocabulary, grammar and typing skills in an interesting and entertaining environment, while Tell Me More is designed to let students perfect their all-important speaking skills. The PCs are also installed with the TOEFL testing software, Longman Intro Paper.

In the near future, we plan to open the Language Lab as a full time self-study resource, with a digital library and world-class range of software, which students can use independently any time that they want to improve their English – or just have some fun.



CELEBRATION OF THE 10TH ANNIVERSARY OF THE KING'S CORONATION

By: Mr. Keo Rottanakvisal

On Wednesday, October 29th, 2014, Mr. Keo Rottanakvisal, Member of the University of Cambodia Cambodian Red Cross Youth (UCCRCY), joined youth from seventeen other CRCY branches in Phnom Penh, and gathered together in front of the Royal Palace to pay the highest respect and sincerest congratulations to celebrate the 10th anniversary of the Coronation of the King, His Majesty Preah Bat Samdech Preah Borom-neath Norodom Sihamoni.

The event was presided over by His Majesty the King, with the participation of the National Assembly President, Samdech Akka Moha Ponhea Chakrei Heng Samrin and Prime Minister, Samdech Akka Moha Sena Padei Techo Hun Sen, as well as many other senior officials, royal family members, and international guests.

The Royal Ceremony started at 9:00am and came to an close at 11:00am. There were three significant sessions of the event including the highest and meaningful speech of our king, the respectful wishing, and the closing remark and balloon wishing by the Cambodian Red Cross Youth.

His Majesty the King succeeded to the throne on Oct. 29th, 2004, by a vote of the Council of the Throne and following his father's abdication.



CHEA MAKES LARGE DONATION TO KANTHA BOPHA HOSPITAL

By: Ms. Por Malis

In the morning on September 30th, 2014, the University of Cambodia, represented by Ms. Por Malis, Vice President for Operations, in association with the Cambodian Higher Education Association (CHEA), presented a donation of 82,218,400 Riels to Kantha Bopha Hospital. This gift is comprised of funds generously donated by universities, staff, faculty, and students from all CHEA members.

In his opening remarks, H.E. LY Chheng, President of CHEA, said that the Cambodian Higher Education Association is a private educational institution with 59 members and was founded with the following purposes:

1. To contribute to educational development and to effectively create qualified human resources in association with the Royal Government of Cambodia, highly led by Samdech Akka Moha Sena Padei Techo HUN SEN, an intelligent and wise leader, who has brought full peace to the whole country and development in all sectors.
2. To gather intellectual resources from all private higher educational institutions for convenient exchange of ideas, opinions, experiences and curriculum with one another.
3. To easily facilitate communication and collaboration with both local and international institutions.



Furthermore, CHEA not only provides education and training, but it also actively participates in social activities such as blood drives, raising funds to support the military in Preah Vihear and the Cambodian Red Cross, scholarship programs for poor pupils and students, and organizing events for education exhibitions and other collaboration with local and international partners.

His Excellency thanked the management teams, staff, professors, teachers and students of CHEA institutional members who voluntarily made a donation of money to Kantha Bopha Hospital.

In closing, Dr. Beat Richner, representative of Kantha Bopha Hospital, expressed his profound gratitude and appreciation to all universities, staff, faculty, and students who donated their own money through CHEA to help the children's hospital. He mentioned the importance of donations at this time due to the rapid increase of operations costs, as more and more children are seeking help from the hospital.

WORKSHOP ON PRIORITIES AND PATHWAYS FOR SUSTAINABLE ENERGY AND DEEP DECARBONIZATION IN INDONESIA.

Dr. Munro was invited to attend this workshop in Jakarta on 26–27 November, which was co-hosted by the Indonesian Ministry of Environment and Forestry and United Nations’ Sustainable Development Solutions Network (SDSN), and organised by the University of Indonesia’s Research Center of Climate Change and the United in Diversity Forum (UID), in partnership with Monash University and the Carbon War Room; sponsors included the GT Group, the Australia–Indonesia Centre and the Harold Mitchell Foundation.

This workshop was a follow-up to the inaugural meeting of the SDSN Regional Hub for Southeast Asia,¹ of which UC President Dr. Kao Kim Hourn is a board member (Munro, 2013). The SDSN is a United Nations’ initiative for the identification of a number of Sustainable Development Goals (SDGs) to be set for all countries in the face of deteriorating environmental conditions; the plan is to finalise these SDGs by September 2015 for implementation in 2016 with the expiry of the Millennium Development Goals (MDGs) programme.²

The workshop focused on Deep Decarbonisation Pathways,³ the sixth of the SDSN’s 11 Thematic Groups related to identifying practical solutions to the challenges of sustainable development.⁴ Issues regarding energy sources and utilisation were largely absent from the MDGs. The purpose of the workshop was for the Indonesian chapter of the SDSN, comprising 25 members from academia, NGOs and business, to formulate proposals for strategies to reduce their country’s usage of fossil fuels. There were 110 invited participants from Indonesia and elsewhere.

The first session provided an overview of the current situation regarding the usage of fossil fuels in Indonesia, with particular reference to energy generation (especially from coal, including through exports to China) and transport (including tourism-related issues). The Minister for Environment and Forestry was not able to attend because she had to make a last-minute trip to Sulawesi with the President, but the Governor of Jakarta and the Minister of Finance came in by helicopter (roads in central Jakarta are very congested, with associated pollution problems). Three main categories of solution were identified: developing sustainable renewable alternatives (e.g. sun, water, wind, tidal), ‘clean’ transport and the design of ‘green’ buildings. Subsequent presentations developed on these: there were too many to mention all individually.

With regard to sustainable renewable alternatives (and thus ‘clean’ transport), these need to be securely available and accessible, including price-wise (so also being internationally competitive), relative to existing fossil fuels. The Finance Minister stated that developing these was a priority of his government, whilst the Governor of Jakarta focused on specific issues related to transportation. Subsequently, accounts of success stories included a pilot programme using coconut shells and other materials for bio-waste power generation; and the great potential for nano-/micro-/mini-hydropower generation. The Dutch NGO Hivos is developing an ‘Iconic Island’ project on Sumba (in collaboration with the Indonesian Ministry of Energy and Mineral Resources),⁵ where the aim is to have 100% sustainable energy sources (e.g. micro-hydro projects, the potential for solar and wind power) within a decade with financial commitment from stakeholders, including civil society and various levels of government (to offset the lack of private sector interest in a remote location): profits go back into the community, there being a virtuous cycle whereby users can find out and take advantage of the new horizons which are being opened up to them. Following on from this, Mr. Made Walyu Winatma (General Electric) reported that the use of biomass (rice husk, wood chips, and other solid wastes from agriculture) was being implemented on the island of Sumba in collaboration with the state electricity authority, based on GE’s Integrated Biomass Gasification process already under development in Cambodia in partnership with the Soma Group.⁶

1 <http://www.unitedindiversity.org/uid/corporate.asp?page=&menuid=16&subid=69>

2 <http://sustainabledevelopment.un.org/?menu=1300>

3 As a major greenhouse gas-emitter, Indonesia is one of the 15 national teams: <http://unsdsn.org/what-we-do/deep-decarbonization-pathways/>

4 <http://unsdsn.org/what-we-do/thematic-groups/low-carbon-energy-and-sustainable-industry/>

5 <https://hivos.org/activity/climate-and-energy-campaign-2012-2015-iconic-island-project-sumba>

6 1.5MW pilot project in rural Kampong Cham: <http://www.phnompenhpost.com/business/soma-group-power-deal-kampong->

Regarding ‘green’ buildings, a video presentation by Amory Levins (Chairman and Chief Scientist, Rocky Mountain Institute) noted that integrative design of buildings (including the use of ‘super-windows’ which let in light but not heat) can be profitable, and would boost the economies of the US and China by 2050 compared with business-as-usual: China has made major advances on various fronts in this regard.⁷

Turning to those taking an overall view, Hilary McMahon (Director of Research, Carbon War Room) introduced the ‘Ten Island Challenge’, which is based on efforts to recruit Caribbean islands to reduce their economies’ dependence on fossil fuels through commercially viable alternatives. This is based on a six-stage ‘Island Playbook’ to establish and then build capacity to this end.⁸

Mah Bow Tan (former Minister of National Development, Republic of Singapore) noted that Singapore is a special case, in that it cannot easily avoid dependence on fossil fuels. Nevertheless there is the obvious need to reduce the use of these, as part of a broader plan outlined in the Sustainable Singapore Blueprint 2009, which has been recently updated. He noted that there is the need for right-pricing, without any subsidies (indeed, Singapore taxes the use of water and energy). The Singapore government has also set standards for new buildings being eco-friendly regarding air-conditioning and water usage amongst other considerations; something which is now being extended to existing buildings. He also referred to other related measures regarding transport, energy and water use, waste and recycling, air quality, and green and blue spaces.

Ho Tong Yen (CEO, Sino-Singapore Tianjin Eco-City Investment and Development Co. Ltd.) presented an overview of the Tianjin Eco-City project,⁹ resulting from cooperation between the Chinese and Singapore governments. This de novo city was founded on a coastal area without any farmland or freshwater, with the aim of achieving three core harmonies for its future inhabitants – with the environment, the economy and each other. This was based on identifying and subscribing to 26 key performance indicators, which can also serve as international yardsticks.¹⁰ Moreover the results are scalable, and so practicable.

Speaking more generally, Dave Griggs (Chief Executive Officer of ClimateWorks Australia; Director of the Monash Sustainability Institute) noted that, to date, negotiations within and between nations generally focus on sharing burdens and costs, making those involved defensive and conservative. Instead, there is the need to focus on solutions to existing problems and highlight the resulting opportunities in order to promote ‘green’ growth. Developing upon this, Richard Price (Research Director, Australia–Indonesia Centre) emphasised the need for a broader collaboration, rather than just between two institutions, so that shared solutions for shared problems can be more easily identified and more readily implemented. He also noted the need for energy literacy, including at all levels of government. Furthermore, governments need to decrease investment- and price-risks; to relate policies to what is expected and needed; and to be consistent and transparent with no mixed messages. Thus there is the need to minimise the problem of vested interests; and to maximise the potential gains for all stakeholders through integration across jurisdictions and domains (health, etc.).

With regard to the problem of financing ‘green’ solutions and attracting private sector investment (see above), Budi Kuncoro (Green Prosperity Director, Millennium Challenge Account: part of the US-Indonesia Millennium Challenge Corporation)¹¹ described some of the various ways in which money could be accessed to develop alternative energy resources in Indonesia. So far, most potential lenders and private investors tend to see renewable energy projects as high-risk investments, thereby constraining their development. However, independent seed money can help to boost their confidence.

As noted above, the SDSN’s Thematic Groups aim to identify practical solutions to the various challenges for sustainable development: in this case, for the Indonesian chapter of the SDSN and other invited participants to formulate proposals for strategies to reduce Indonesia’s usage of fossil fuels. To this end, five “Brea-

7 http://www.rmi.org/Content/Files/20131115_China_Policy_Review-Reinventing_Fire.pdf ????

8 <http://tinyurl.com/nako3sq>

9 http://www.tianjinecocity.gov.sg/bg_intro.htm;

10 http://www.tianjinecocity.gov.sg/bg_kpis.htm

11 <http://gp.mca-indonesia.go.id/en/gp-facility/>; <http://gp.mca-indonesia.go.id/en/about-gp/>

out Groups' were established early on the first day of the workshop to review specific issues related to the overarching theme of Deep Decarbonisation and how to ameliorate them. The five groups were:

1. Renewable Energy
2. Transportation
3. Urban Development and Islands - Sustainability
4. Sustainable Tourism and Energy
5. Deep Decarbonisation (National Targets)

Each group analysed the issues related to their specific brief, based on a methodology provided by the Carbon War Room. After overnight gestation and further discussion, each submitted a focused, countersigned set of proposals for further action. Dr. Munro joined the Deep Decarbonisation group led by John Thwaites (SDSN Leadership Council, Chair of Climate Works Australia and Monash Sustainability Institute), with major inputs from Ucok Siagian (Chairman of the Petroleum Engineering Department, Bandung Institute of Technology) amongst others.¹²

Thereafter, there was meant to be a formal acceptance of the signed documents by the Minister for Environment and Forestry followed by a meeting of the signatories with the President; however this had to be postponed.

As one of the panel of closing speakers, Dr. Munro noted that, from the point of view of hydro-power, Indonesia has the luxury of comprising many islands: each can decide autonomously about the construction of dams in consultation with local stakeholders without the worry of wider downstream issues. He also reiterated the need for education to try to ensure that all – the public and private sectors, as well as the general populace – are aware of the underlying causes of the threats to our future and what needs to be done. He concluded by saying that he hoped to initiate the formation of a Cambodian chapter of the SDSN Network's Regional Hub for Southeast Asia (aided by the useful insights gained from attending the present workshop), as part of a planned First Cambodian Research and Development Forum, to be organised and hosted by the University of Cambodia in 2015.

Related to this, there was a ceremony during the workshop to recognise the winner of the Second UID-SDSN Award for a successful Indonesian initiative which can be scaled up to help meet one or more sustainable goals. The Learning Farm¹³ was selected from a strong field of entrants. It is an organic farming enterprise established by a US-based NGO in 2005 to train vulnerable youth and empower them with a practical skill. Organic farming has been identified as a potential niche market for Cambodia, and thus this is an example of what could be implemented here, to help both our own disadvantaged youth and the drive to develop a sustainable, export-oriented agricultural sector.

¹² As a Cambodian representative, he considered it not appropriate to be a signatory.

¹³ <http://thelearningfarm.com/>



INTRODUCING...

PARTNERS OF UC

The University of Cambodia understands the importance of cultivating meaningful relationships locally and internationally, and thus is excited to announce the implementation of a new program called, *Partners of UC*. This program aims to expand the UC family to include organizations and institutions throughout Cambodia and abroad, who support the mission, spirit and purpose of UC. Collaboration between *Partners*, and UC will be mutually beneficial, and will create a large network of innovative individuals that can be used to support personal, institutional, and national development.

Partners of UC will be invited to speak to students, faculty and staff regarding their individual specialties, display products on campus and at UC events, and offer internships or employment to our talented students. In addition, *Partners* are encouraged to work along side UC management to develop and enhance university curriculum and human resource development.

If you are interested in becoming a *Partner of UC*, or would like more information about the incentives and roles of *Partners*, please contact the Director for the Office of the President, Ms. Samantha Smith, at DirectorOP@uc.edu.kh or 093-777-884.

EXCHANGE PROGRAM: SOLBRIDGE INTERNATIONAL SCHOOL OF BUSINESS

In the blink of an eye, my one semester exchange study in Korea has come to the end. However, these past four months have been one of the most remarkable experiences I've ever had.

Let us rewind time to when I was informed by my Associate Dean, Gina V. Lopez, that I was selected for a one semester exchange study at SolBridge International School of Business in Daejeon, South Korea; I was more than pleased. After more than one month of preparing my application and going through interviews, my efforts had finally paid off. One of my dreams had finally come to fruition.

As an exchange student, I have been through a lot of priceless life experiences. Starting from the first day I arrived in Korea, most of the things, ranging from study life to the weather, were completely new to me. Studying in an international school, I experienced learning with students and lecturers from various backgrounds, and this diversity created a unique learning experience which is very competitive and required careful communication. Throughout this semester, I made friends with people from all over the world, and we learned how to live with each other peacefully.

On top of that, I have learned how to live independently. Unlike living in Cambodia where I can partly depend on my family and friends, living and studying alone abroad challenged me to be more mature and independent. I travelled to school on my own, I even cooked my own food sometimes, I travelled to different parts of the country by myself, and I managed my own schedule.

Particularly, what I loved the most about this exchange is that I got a chance to do volunteer work in another country. Every Tuesday after class, my friend and I would go to a homeless center for volunteering. We prepared dinner for elderly people and washed the dishes for them. Although these small tasks wouldn't help much, we showed them that we cared, and their smiles motivated us to continue doing so. I have realized that volunteerism has no borders; we can always help as long as we have the heart to do so.

To me, this exchange study is another eye-opening experience I have been through. I dare not say it's all about pleasing experiences, but it's one worth having. Going through difficult times makes you grow stronger, and going through pleasing times adds more meaning to your life. Personally, I appreciate this experience a lot. Thanks to UC for providing me not only education, but also many opportunities for personal growth. Also, my deep appreciation goes to my associate dean and lecturers for their constant motivation and encouragement for me to apply for any available opportunities. Especially, my heartfelt gratitude goes to my family and friends for their ongoing support which has given me strength and commitment to go through every obstacle.

To all students out there, never give up if you want to be successful; whether in a competition or in applying to study abroad. Always be ready, and trust yourself. Remember if you can dream it, you can do it, as long as you have commitment. So, have faith in everything you do.



By: Ms. Tang Sreyneang

ALUMNI TALK

Mr. Leav Kimlay

President

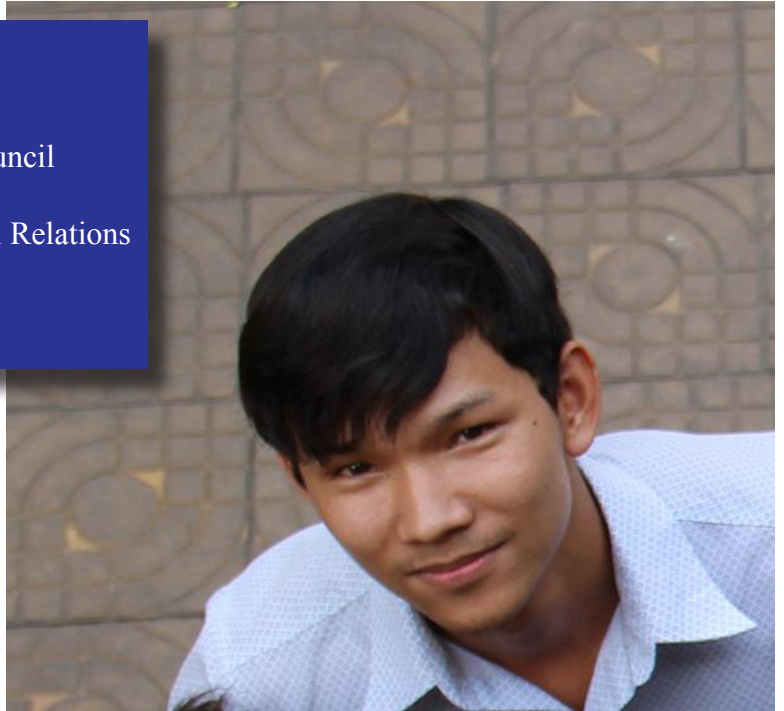
The U.S. Ambassador's Youth Council

Bachelor's Degree in International Relations

College of Social Sciences

Graduating Class of 2014

“What I could say is that UC students are challenging towards excellence.”



What did you like about UC?

“Using English as the medium of instruction allows me to advance my English skills in addition to my chosen major. Frequently, there are workshops and guest lectures on campus where students could learn from experienced speakers. I find it very useful to have different events organized by students on and off campus.”

What did you think of your program's facilities such as available technology, resources, and the classrooms?

“What makes me enjoy as a student at UC is to have hundreds of course books in the two big and comfortable libraries. Some classrooms are too big, meaning too many students, yet I still find it calm. Frankly, internet access (Wifi) could be faster and easier to get access. However, the E-library serves as the best place for doing online research with a number of on-desk computers available for every student.”

What accomplishments did you achieve during your university experience?

“In 2011 I was one among students majoring in IR who successfully organized the Mock Cambodia-Thailand Bilateral Meeting. As a scholarship student, I maintained high academic performance, and I received the academic excellence award in 2012. In

the same year, I was a part of the organizing committee of the, ‘Mock ASEAN Summit: Challenges and Opportunities of AFTA 2015’. In this mock summit, I was a speaker representing Vietnam. I, with four other students, represented UC and participated in the 2012 Summer Camp held in Siem Reap. Later in 2013, I won first place in the essay contest organized by the European Commission in Cambodia.

In terms of extra-curricular activities I was a volunteer for People's Health Development Association (PHD) in 2012. I was also a Member of the United Nations Youth Advisory Panel, from 2012 to 2014, where I represented a diversity of youth and worked closely with the UN country team on the issues of young people. In late 2013, I become a member of the U.S Ambassador's Youth Council where I am now the president.”

Was there a professor, staff member, or fellow student who made a lasting impression on you or helped you when you were at UC? How? Why?

“Yes! Some professors are very helpful. What I could say is that UC students are challenging towards excellence. Yet, we are very friendly and helpful to one another. Group discussions were always made to expand our understanding.”

Do you still keep in contact with any of your classmates, professors, or staff?

“I still maintain good relationships with my classmates, professors and some staff. Social media like Facebook helps me a lot with this.”

What was your most memorable moment as a student at the University of Cambodia?

“I could say it was when we celebrated Khmer New Year and the Christmas party, both in the old and new campus. Mock bilateral meeting and the Mock ASEAN summit are also memorable events for me.”

What would you like to tell prospective students about the university or the program?

“My short message to them is that the UC is truly a place for future leaders. What I must admit is that most UC students are known for their best performance. UC is a higher education institution where overseas-scholarship holders and successful students are from.”

“Career life has taught me to think bigger and out of the box.”

What advice can you offer to incoming or current students?

“I would like them to cultivate the culture of reading both within themselves and with others. Getting involved in extra-curricular activities like internships and volunteer work is what they really should do. My experience shows me how important it is to build good communication leading to network building. Through this, they can follow up all the information on new opportunities. Good opportunities never knock the door twice. Finally, they should use their time wisely.”

What is your current job? Is your current job related to your study program from the University of Cambodia?

“I am currently the President of the U.S Ambassador’s Youth Council (AYC). My major at UC helps me a lot in this work as it requires a lot of leadership and communication skills.”

How has UC encouraged you to pursue your career?

“Learning in UC, I was encouraged to get involved in social work since the first academic year. Basic-

ly, my chosen major at UC helped me have a clearer insight of what career type I am passionate about. I can apply well the theoretical study in my current position.”

“I would like them to cultivate the culture of reading both within themselves and with others.”

What are your career achievements you would like to share with students?

“For the past three years, my biggest achievement is to work with NGOs in Cambodia to deal with the issues of young people such as education, employment, environment, sexual and reproductive health and participation. Earlier this year, in late October, I was the only youth representative from Cambodia to speak at the First Global Forum on Youth Policies in Baku, Azerbaijan, which had the participation of experts, youth activists, and ministers from over 165 countries around the world.”

Can current UC students/alumni contact you for career related advice? How should they contact you?

“They can contact me through my email: kimlay.fame@gmail.com
Facebook: Kimlay Leav”

Describe UC in 3 words?

“UC: University for elite students.”

Do you still believe in the same principles as you did when you were a student?

“Some of my old principles have changed. Career life has taught me to think bigger and out of the box. When it comes to career life, it is more competitive and challenging. However, the right principles in school help me perform better at work.”



Leav Kimlay and the UN Secretary General’s Special Envoy on Youth, Mr. Ahmad Alhedawi, in the First Global Forum on Youth Policies, Baku, Azerbaijan.

CAMBODIAN HIGHER EDUCATION ASSOCIATION (CHEA) MEETS WITH THE MINISTER OF EDUCATION, YOUTH AND SPORT

By: Ms. Por Malis

On September 18th, 2014, Ms. Por Malis, Vice President of Operations at the University of Cambodia, joined the Cambodian Higher Education Association (CHEA) in conducting a courtesy call with H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, and Sport, at the Ministry of Education.

H.E. Ly Chheng, President of CHEA, represented CHEA to welcome and thank the Minister for allowing the delegation to meet with him. After, CHEA presented several proposals to the Minister:

Proposals requesting the Minister's Intervention:

1. To charge student's who will continue their study, internship, or attend a field trip overseas the same price as scholarship students to obtain a passport; \$4 (Anukret No. 205).
2. To wave visa fees for international students and faculty and who come to work or study in Cambodia.
3. To approve tax exemption on the import of study materials and lab equipment such as books, computers, and other equipment to help strengthen quality of education in Cambodia.

Proposals for the Minister to consider:

1. To give CHEA a chance to participate and provide comments on any reform strategies and plans of MoEYS, so that CHEA can have time to prepare in advance.

Minister's response: Since this year is the first year of reform, he did not expect that the result of the high school exam would be so low. He has reviewed the results of the grade A students, and has an idea how much knowledge students have and will use the lessons learned as the basis for future planning.

2. To organize an annual workshop focusing on higher education separate from the primary and secondary education workshops.

Minister's response: It is okay to do it separately from primary and secondary education in a forum or workshop style conference. Due to CHEA's plans to organize the second Higher Education Research Forum in February next year, he recommended merging the two programs together in order to save time and resources:

- Day 1: Focus on issues related to Higher Education Institutions (HEIs)
- Day 2: Focus on Research Forum

3. To allow HEIs to participate and provide comments on any draft Anukret, guideline, or policy related to private universities and to allow them to meet with MoEYS every 3 months to discuss.

Minister's response: He will try to get HEIs more involved in the discussion before issuing any decision on policy or guidelines. He will also allow CHEA to meet with MoEYS more often.

4. To request for equality between private HEIs and public HEIs in terms of funding priority and encouragement, since private HEIs currently receive most of their funding through bank loans.

Minister's response: He can support private HEIs by recommending potential donors, but individual universities shall be responsible for contacting and following up with them directly.

5. To provide flexibility on the implementation of the credit system in order to make it easier to complete student transfers, exchanges, recruitment, and degree completion.

Minister's response: He requested that CHEA discuss the issue internally, and study other ASEAN countries' policies and procedures before coming up with a consensus among the team. Then hold a separate meeting to discuss deeply on this, since this is a big issue related to the quality of education provided.

6. To simplify the procedure to request to open a new School or University, branch, or major and not to deposit funds to the National Treasury.

Minister's response: There will be no requirement to deposit funds into the National Treasury.

7. Make the process quicker for legally recognizing overseas' diplomas.

Minister's response: He has assigned H.E. York Ngoy, Secretary of State of MoEYS to be in charge of this. The process should be short, within 2 or 3 days. H.E. York Ngoy can sign on it, and will report to him regularly.

CAMBODIA INVESTMENT CLIMATE ASSESSMENT 2014

By: Mr. Ban Bunheng

On October 28th, 2014, Mr. Bandol Lim, Executive Director of the ASEAN Study Center, and Mr. Ban Bunheng, Deputy Director of the ASEAN Study Center, attended the workshop entitled, “Cambodia Investment Climate Assessment 2014.” The workshop was organized by the World Bank in cooperation with the Asia Development Bank, and was held at Sofitel hotel in Phnom Penh.

H.E. Sok Chenda, Minister attached to the Prime Minister and Secretary General of the Council for the Development of Cambodia, chaired the workshop. His keynote address highlighted the need for Cambodia to diversify FDI sources. In addition, how the CDC must continue to improve and provide better services, economic zones, computerized operation systems, investment law, and also be prepared for integration into the ASEAN Economic Community. Excellency Sok expressed that Cambodia has been working hard to attract foreign direct investment, and also provide incentives to domestic direct investment in order to sustain its economic development.

Several presentations followed the keynote speech which focused on:

1. The importance of the Investment Climate for Cambodia to meet its export and diversification goals.
2. Creating opportunities for firms: findings from the Investment Climate Assessment (ICA) 2014.
3. The Farm Investment Climate Assessment.
4. Perspective on improving the investment climate in Cambodia.

The presentations highlighted the continued development concerns over the high cost of electricity, difficulty in accessing financial assistance, poor infrastructure development, and limited connectivity with foreign direct investment.

Towards the end of the meeting, the Industrial Development Policy (IDP) and ICA provided recommendations to the Royal Government of Cambodia on how to improve the investment climate in Cambodia. Recommendations included the following:

1. Improved access to electricity is recognized as a key constraint in both the ICA and the IDP reports. The expansion of grid capacity and connectivity is advocated for in both reports.
2. The issue of access to finance presents a puzzling picture because while firms recognize that the cost of finance and the expense and difficulty of acquiring credit are major problems, very few of those businesses say that they require additional finance. The IDP adopts a long-term recommendation for enhanced credit intermediation through a strengthened regulatory environment for financial services, and by mobilizing capital through the securities market.
3. Diversifying the manufacturing base requires new investment and better integration into regional value chains. This issue comes across clearly in the IDP 2014-2024, and is likewise recognized as a key issue in the ICA 2014.
4. Increasing connectivity, including trade facilitation and improvements to transport infrastructure are recognized in both reports as crucial to developing the business environment. Streamlining export procedures and reducing obstacles to the development of new markets for Cambodia’s merchandise trade, also feature as key recommendations in both reports.

The University of Cambodia Now Offers **KHMER TRACK**

The academic program was introduced in 2013, and continues to grow in size and popularity.

Our original degree programs taught through the medium of English have been renamed as the INTERNATIONAL TRACK. In an effort to provide quality education to as many students as possible, selected programs will be taught in Khmer: the content and quality is the same, so the only difference in the KHMER TRACK is the language of instruction.

10TH ANNUAL GRADUTION CEREMONY



By: Ms. Samantha Smith, Mr. Cham Soeun, and Mr. Ban Bunheng

The University of Cambodia proudly hosted the 10th Annual Graduation Ceremony 2014: Conferring of Honorary Doctorate Degrees, Doctoral, Master's and Bachelor's Degrees at the Southeast Asia Television Studio on December 30th, 2014. **H.E. Dr. Hang Chuon Naron**, Minister of Education, Youth and Sport, presided over the graduation ceremony and conferred degrees of Honorary Doctorate, Doctor of Philosophy, Master's, and Bachelor's to all graduates.

In his welcome speech, **H.E. Dr. Kao Kim Hourn**, Founder and President of the University of Cambodia and Minister Delegate attached to the Prime Minister, expressed his personal gratitude to **H.E. Dr. Hang Chuon Naron**, Minister of Education, Youth and Sport for his continuous support of the University of Cambodia. He also congratulated to **Oknha Chear Ratana**, **Professor David Cohen**, and **Mr. Wang Jiemin** for receiving Honorary Doctorate Degrees from the University of Cambodia. **H.E. Dr. Kao Kim Hourn** addressed that Education is not just to help ourselves, but also to help our family, relatives and society. He also mentioned his appreciation and his support of the Education system reforms initiated and led by the Minister of Education, Youth, and Sport, **H.E. Dr. Hang Chuon Naron**.



H.E. Samraing Kamsan, Member of the Board of Trustees of the University of Cambodia presented his report on the Annual Graduation. On behalf of the UC Board of Management, faculty members, staff and all graduates of the University of Cambodia, he expressed his sincere thanks to **H.E. Dr. Hang Choun Naron** for spending his very valuable time to preside over this event and to motivate all of us, especially all of the graduates. He then briefly reported about the background of the University, academic training activities, and the graduation of students from the University of Cambodia.

In his report he explained that the achievements of the University have come into reality because of the great efforts of the UC board of management, faculty members and staff with active support from students' parents and guardians, especially the most generous support from **H.E. Dr. Haruhisa Handa** for granting a tremendous amount of scholarships to our students each year.

In an inspiring keynote address, **H.E. Dr. Hang Chuon Naron**, Minister of Education, Youth, and Sport, acknowledged the many contributions of the University of Cambodia in producing qualified human resources for the country. **H.E. Dr. Hang Chuon Naron** also provided his personal advice for success in study as follows:

1. Study rigorously on your chosen major and improve your general knowledge as well.
2. The importance of quality teachers in transferring knowledge.
3. Strong support from parents.
4. Supportive living, working and learning environment.
5. Right skill to right demand; and
6. Life-long learning to keep with globalization and rapid growth of knowledge and technology.

After the speeches and keynote address, **Lok Chumteav Khem Rany**, Member of the UC Board of Trustees presented a bouquet of flowers to **H.E. Dr. Heng Chuon Naron** to thank him for presiding over this year's graduation ceremony. A short video clip was then played which highlighted the achievements of UC over the years, including a comprehensive list of all honorary doctorate recipients since opening. Following the video clip, **H.E. Dr. Kao Kim Hourn** awarded the certificates of achievement to outstanding faculty and staff at UC.

After all certificates to faculty and staff had been awarded, **Ms. Samantha Smith**, Director for the Office of the President, read the citations for each honorary doctorate recipient for 2014. **H.E. Dr. Hang Chuon Naron** then conferred an Honorary Doctorate Degree in Humanitarian Law, from the College of Law, to **Professor David Cohen**, an Honorary Doctorate Degree in Business Administration, from the College of Management, to **Mr. Wang Jiemin**, and an Honorary Doctorate Degree in Business Development, from the College of Management, to **Oknha Chear Ratana**.



Directly following the conferring of the honorary doctorate degrees, **H.E. Dr. Kao Kim Hourn** conferred Medals of Honor to the top three graduating students, and certificates of outstanding academic achievement to all outstanding students for academic year 2014-2015.



Finally, **H.E. Dr. Hang Chuon Naron** conferred degrees to the 345 graduates in academic year 2013-2014. After the conferring of all degrees, the student representative, **Ms. Heng Malyka**, gave a brief closing remark which concluded UC's 10th annual graduation ceremony.





The Short Story Competition, an event organized by the University of Cambodia Student Senate, was thoroughly conducted with the purpose of showcasing UC students' abilities, and to demonstrate their creativity, talent, and English proficiency together with the implication of educational and spiritual wisdom. In addition, the reward of this competition was a magnificent opportunity for the winning UC student to explore the outside world, with a tour trip to Thailand.

After in-depth discussions, the organizing committee and the judges decided to divide the competition into three rounds which are evaluating and scoring, storytelling and public vote.

- Evaluating and Scoring (60%): The organizing committee first checked for plagiarism then passed the stories to the judges to score on four main criteria: English Proficiency, Creativity and Moral, Content, and Narration of the Story.

- Storytelling (30%): This round was intended to test the top 10 contestants' skill in telling their story with an emotional tone of voice, and facial expressions, while portraying the true meaning of the story. Each contestant was given only 10 minutes to tell their story.

- Public Vote (10%): the top 5 finalists' story telling videos were posted on UCSS's Facebook page and the scores were based on the ranking of 'likes'.

The 1st place winner, Mr. Ang Sunghourt, was announced at the International New Year Celebration. He then met with the editor of the UC Bulletin numerous times to discuss and edit his story to be ready for publication. His original short story entitled, "Misunderstanding," can be found on the following page.



MISUNDERSTANDING

By: Mr. Ang Sunghourt

One sunny afternoon in the autumn of the year 1980, a naughty, young, black-skinned and brown-eyed boy wearing old clothes with a hat made of grass, laid in a big grassland in Los Angeles, USA. He laid at full length upon his stomach, his feet resting upon the toes, his head upon the left forearm. In a very large green field, it was as if the colors and intensity of the light was just enough to calm the grassland. The sun was like a great big romantic ball slowly setting behind the hills. It was as if a powerful symphony was quieting down, becoming more emotional and beautiful as it died down. Its rays seemed welcoming. The field was bordered by high green mountains, with steep rice fields on their lower slopes, and a tiny hamlet by the side. While the sun was dying down, a herd of cows was spontaneously grazing in a green grass field.

While they were grazing, the boy was looking at the herd of the cows cautiously and intended to execute a battle mission with these animals. He was walking very slowly, and deliberately approached the animals while taking his bow and arrow from his back. Quickly, he viciously and cruelly shot at the innocent animals. One arrow was focused and directed and shot into one of animals' neck successfully.

"Moo... Moo... Moo..." The shot cow cried, while the other cows were running quickly and messily in chaos and screaming very loudly "Moo...Moo...Moo..."

The boy seemed to be so eager to see whether or not the cow died. "Oops!!!! It is not dying..." said the boy. While the deplorable cow was horribly screaming in pain and slowly moving to ask for survival, the boy knocked the cow out with another arrow, by shooting on and on until the cow stopped moving, staying still and gradually closing its two eyes gravely, in that large grass land. After that, the boy came close to the cow to see whether it was dead. What was creepy was that the boy was extremely glad with the death of the wretched animal. The abject animal was left alone on the grassland piteously with eyes half open.

In the market, there were many boys around the same age as the young boy, playing their local and traditional games. Among all these young lads who were playing the games, there were two boys who were the closest friends of the young boy. "Hey... Jack... Come and play with us. It is very great game of the day," said one of the young boy's friends, Tom. Jack was the boy who shot the cow dead in the previous plot. And now he was thinking of whether he should join with his friends or not, as it was almost 6:00 PM now, and his house was very far from the market.

"Come on... come on... dude... it is actually a very amazing and funny game," called another friend of Jack, Timmy.

Then Jack replied, "You play it and let me watch you buddies play the game first, so that I will know how great your games are." After observing for a few moments, still the young boy didn't seem to be familiar with the game, he felt like he never ever played the game before. After watching his friends playing the game happily, he felt interested in the game. "Wait for me ... wait for me..." shouted Jack loudly to the group of his friends, "I want to play it too."

When Jack joined the game in the first few minutes, he was damn unfamiliar and usually lost the game. Also, he was the one who got punishment most often- he was like a donkey in the group that made people punish him, and he felt damn terrible. Because he got number one for losing the game among the group of all the players, he felt indeed annoyed and stopped playing and ran out of the game instantaneously without saying any words. The two of his closest friends were following him when they asked him, "Why are you running? This is just a game; winning or losing is not a problem; all games are so tricky like this, dude," said one of his closest friends, Tom.

"But I was the loser of the game almost every round," replied Jack.

Then another of his closest friends, Timmy, comforted him, "You are the new player. Losing the game is not strange, as you are not familiar with the game yet. Anyways, this game is just created by us, so we seem to be more skillful and have more ideas of how to play and win the game than you buddy."

Jack stopped to think for a while and quickly pushed Tom and Timmy on the ground then he continued running enjoyably and shouted from afar loudly, "If one of you two can catch me, I will go and continue to play the game with all of you again." After running and frolicking for a moment, Tom could catch up to Jack, and then the three of them put a hand on one another's shoulder, laughing happily and walking to go on playing the game. **(The friend in need, is a friend indeed.)**

A day later, in the early morning, an old man with old dress looking like a farmer, came to Mr. Brown's house with extreme anger knocking the door and shouted loudly calling Mr. Brown. Mr. Brown felt in an outlandish way with the action of the old man. He wondered who the old man was and why he was doing so, making him feel so tiresome and troubled. Even though he was absolutely furious with that old man's action, Mr. Brown still kept feeling calm and opened the door simply in a polite way. And then, he made a smiling face to the door-knocking old man and said to that old man, "Good morning, Sir. You are...?" Mr. Brown did not finish his question yet, but he was hit by the old man's forceful hand.

The old man used a vigorous energy and violently pulled the necktie of Mr. Brown and asked Mr. Brown, "Where is your son? Where is your son?"

Mr. Brown felt even more outlandish and talked to the man, "My sons are sleeping upstairs, what you are finding them for?" continued Mr. Brown, "If there is any problem, you can just calm down and tell me everything first."

"Well, yesterday evening, one of your jobless sons - Jack - came to the grassland and irrationally shot one of my animals dead - a cow. I want to find him and ask him why he did this, and then get rid of this insane boy," said the old man even louder. Mr. Brown seemed to get more confused with the old man's words after he heard about this because he did not believe that his obedient, well-behaved son did such a crazy thing. And then, to find out the truth, he called his son to come and question him, "Jack... Jack... come down stairs now... Jack, Jack..."

One minute later, there arrived the boy who shot the animal yesterday named Jack. The boy was yawning and talking to his father, "What's going on, dad? I did not get enough sleep yet. Why are you calling me so early in the morning like this, dad?"

Mr. Brown started to ask his son, "Where did you go and what did you do yesterday evening, son?" The boy thought for a while and answered back, "I went to the market and played with the boys in the market. We were playing happily and ..."

The old man seemed to feel annoyed with the boy's irrelevant description and stopped the boy immediately. "Did you go to the grassland yesterday evening, young jerk?" asked the old man heatedly.

"Of course, I did and I did a very fantastic job. I shot a very cruel animal dead - a lion," said Jack.

After hearing the boy's words, the old man's fury grew larger and said stridently, "A lion?"

"Yeah, sir! It was a very fierce, large, razor sharp fangs, and golden fur lion," replied Jack.

"F**k you! Who told you it is a lion? Listen to me sensibly and cautiously, small jerk, it is not a lion, but it is my cow... it is my cow..." growled the old man to the small boy. "I use my cow to have the job done in the field every season, but now it is gone. How should I deal with this?" continued the old man disappointedly.

The boy felt so frightened with the old man's words and unkind actions, so he quickly ran into his room crying alone. After finding out the truth, Mr. Brown had nothing to say, but to express a whole hearted sorry to the old man and pay him a suitable compensation.

"I am going to give you compensation," said Mr. Brown calmly and embarrassedly. Then the two men agreed on the amount of compensation.

After the problem was solved, Mr. Brown went to his son's room and gently knocked the door "Knock! Knock!" Without hearing any sound replied his knocking, he managed to open the door and came in and sat on a big chair in the room. He was softly asking his son, "Why did you shoot the cow, my dear?" asked Mr. Brown.

"Well, I thought it was a lion," replied the son quickly.

"Why do you think so, son?" asked Mr. Brown.

The boy said nothing and ran downstairs nimbly. One minute passed, and the boy appeared again with a picture sticking on the wall of the house for more than twenty years. "It was because of this picture," said the son confidently. Then surprisingly, the father turned his face sadder and a little embarrassed and took the picture from his son's hand. He looked straight continually at the picture from right side to left side, from up to down. He seemed to feel pain and be like something reminding him a very mysterious history of this picture. He was sitting still and thinking for a while.

Twenty years ago, a man was sitting on new wooden table freely drawing a picture of an animal. While he finished drawing the head part of the animal which was supposed to be as a lion on the picture, coincidentally

his friend visited and came into the room that the man was taking place drawing the picture, “What are you doing, buddy?” asked Mr. Brown’s friend, Mark. Mr. Brown thought for a moment and passed the picture to his friend, Mr. Mark. Mr. Mark supposed that the man was drawing a cow since the picture looked really familiar to the cow’s head, but actually the man was expecting to draw a lion and he said, “Wow! This cow is very beautiful, dude, you seemed to be a skillful and artistic painter” (Mr. Mark was trying to pull the leg of his friend, Mr. Brown). Because the man had been flattered; anyways, the picture was already supposed to be as a cow, what the man could do at that time was just to finish the other part of the picture to be as a whole cow, so he added the body of the picture as a cow. After all, the picture was finished, looking like half lion in the head part and like a cow in body part of the animal. As soon as everything was finished, the picture was stuck to the wall of the house up to now...

Back to the present, the man was startled by a sound calling from his son, “Dad, dad, what are you thinking about?” asked the son curiously.

The father, for a while, tried to pretend to smile to his son and said, “Yeah, dear, nothing... this is father’s mistake that told you the animal in this picture is a lion. The animal in this picture is not a lion; it is actually a real cow. You son can see the whole of the picture. Does it not look alike to a cow?” Then the two of his sons bore in mind that the animal in this picture is cow. (Mr. Brown had two sons, and Jack, the one who shot the old man’s cow, was the elder brother, and the younger one named Paul).

There were many eyes looking at him and talking of criticism while Mr. Brown was walking on the street. At first, he did not realize those weird eyes looking straight at him. The more he walked, the more eyes looked at him. He felt so insecure with those eyes and continued to walk faster. Then he came in to a coffee shop and called the waiter for ordering a cup of coffee, “Hey, man, give me a hot cup of coffee with no sugar.”

“Please wait for a moment,” replied the waiter politely.

A minute later, there was a man looking self-assured, realistic, polite, thick, and somehow African American, came and sat near him. He gave a warm smile to Mr. Brown. That guy was called Mr. Steven, and Mr. Steven was living in the same village as Mr. Brown was. By seeing that Mr. Steven was generous, polite, and friendly, to deal with the wired feeling to all those people staying around him who kept laughing and seemed to criticize him, Mr. Brown decided to ask Mr. Steven, “Hey, Mr. Steven, do you know why people are laughing and talking about me?” asked Mr. Brown.

“Are you pretending not to know or you really do not know about it?” asked Mr. Steven back surprisingly.

“Of course not, could you just tell me what has happened?” asked Mr. Brown more curiously.

“Well, it is about the problem of your son,” answered Mr. Steven.

“My son?” said Mr. Brown startlingly, “What was the problem of him?” continued Mr. Brown, “Or was it about the action of him shooting the cow of the old man yesterday?” Mr. Steven said nothing but slowly nodded his head to show a “Yeah” sign -it was. Then Mr. Brown started to reconsider about this problem over and over. Was this my mistake?

By seeing Mr. Brown stop talking for a while and sit still, “Do not be worried, Mr. Brown,” said Mr. Steven. “Everything will recover itself and soon they all are going to forget about this unnecessary thing. And I know that your son was very young, somehow immature and he may not realize about this- not realize that this can lead to such an issue,” continued Mr. Steven, “Every child inevitably caused delinquent action, and so your son did. When he grow older, he will know and understand everything and even more.” “Thanks so much, Mr. Steven. You are such a helpful man. Your words are so motivating,” said Mr. Brown with a smile on his face. Mr. Steven and Mr. Brown seemed to get on well with each other and two of them had a long talk during their coffee time.

One day, another son of Mr. Brown, Paul, went into a dense and beautiful forest. The song of the sparrow drew him into the home of the trees where many birds made their nest. He was walking cautiously, yet full of eagerness as the world closed but grew massive at the same time. There was nothing in the world that compared to the very fresh of nature and wildlife around him. It was the solid, spirited heart that kept the world going. The woods were whispering their long antediluvian and somehow ancient history, the trees were in the wind which possibly was able to make the young boy only stare in wonder. It was the forest - nowhere else, that was the heart of the world. The river was what greeted the brave young

boy. He broke through the forested area and let a smile spread across his face. The sprinkles of light that continuously shimmered on its surface were like little fairies that spread their joy into the water. Then he leaned closer and dipped a hand into the cool clear water. The water spread around his hand and he was amazed at how it continued to flow so powerfully downstream though something immovable blocked its way.

A small noise caught his attention and he turned his head to look at a giant tree near him. After that, he sloped his head for a better view and realized the little chirp came from a nest not too far above him. The beautifully woven nest was a wonder of nature. Its design was specific and well fitted to hold the young of the mother bird who created it. Each straw, blade of grass, and stick was specifically picked out for the nest's creation. He stood up and continued to follow the river, the very blood of the forest. He smiled as a small squirrel scampered up the side of a maple tree; his eyes followed it and landed on the twinkling of the beautiful leaves of the tree. They turned in the cool autumn breeze, their colors painted the picture of a sunset. This all came to be, and this wonder was for people to see, to embrace and to learn from. The beauty of the nature around him stunned him, and all he could do was bow his head and thank God that he was able to enjoy this incredibly magic nature. This was the beauty of the forest, the heart of the world: the wonder of nature.

The forest was very quiet - there was no other person besides Paul in the forest walking alone. There were many birds flowing in under the sky - up and down, up and down. They were singing very beautiful songs that made Paul feel so happy. Immediately, Paul put his hand into his pocket and took a fist of rice opening his hand freely and he blew loud sounds to make a sign of calling birds to come and eat the ball of rice in his hand. A few seconds later, there were a number of birds that reached his hand without any fear of eating the rice and singing happily. After this, he went on and saw a big fruit tree. There were many ripe fruits on the tree with red color, looking really delicious. Without delay, Paul took his old bag off of his body and prepared to climb up the tree. He finally reached the position where the full of fruit consisted of and he leaned out his hand and picked the fruit. Paul started to eat a fruit as soon as he picked the first fruit on the fruit tree. After trying the first fruit's taste, he felt the fruit tasted very delicious- sweet and sour. "Great taste!" shouted Paul to himself. Then he picked more fruit and dropped them down to the ground first intending to collect them later after he reached the ground. Unluckily, when he almost reached the earth, the ant bit him on his neck and then he took one hand to kill the ant furiously. At that time, while he was getting rid of the ant by using a hand, he immediately fell from the tree. "Bump..." (The sound of Paul falling from the tree). He fainted for a while. Then he woke up and felt a little nervous and tired. Then he continued to walk to another side of the forest. He walked on and on - he walked until he reached the jungle where there were living many cruel animals. It was time for him to face with danger now - miserable boy, did he know that he was in danger? And could he survive this time?

He walked so far and felt so exhausted. Then he stopped and sat on a dead wood refreshing his feeling with the waterfall around him. Unfortunately, while he was taking a rest, there appeared a very fierce, giant lion. The lion was sized around 10 to 12 feet. It had a very large and heavy head. The head and the neck of that giant lion were covered with golden thick hair. Its paws looked very strong and cruel. And it possessed very sharp claws it could quickly and easily draw them in. It had large whiskers. Moreover, it could even grab and swallow a big buffalo. That lion looked hungry - it seemed like without eating food for weeks. The lion was likely to find food for eating and surviving itself. It was looking upside and downside, left side and right side whether any possible thing to eat, but hopelessly it could not find. Talking to our little boy, Paul, he did not feel frightened of the lion, but he was happily and hurriedly walking to the lion. Or he may not know the animal was a cruel animal? Oh god, please... please... please help our little boy to escape from this danger. Still, he was going closer and closer to the lion - what to do and how to survive him, the reader! Then Paul shouted loudly, "Hey, how come a cow can live in a jungle like this? It is very dangerous for him, you must be in danger if I do not arrive here on time, I will get you home, dear," talked the boy to the hungry lion.

Hearing Paul saying this reminds us about the day that his brother Jack shot a cow then the cow's owner came to their house. After that, their father got a picture that is not like a real cow, nor like a real lion. Back to our previous plot, did you remember what kind of animal in the picture that their father re-told them? This time, everything almost went to the end of the world for this sorry little boy, Paul. He did

not even recognize the lion as a lion but considered the fierce lion as an innocent cow. The result was very difficult to predict. Continued talking to Paul, he was 5 meters from the lion now. The hungry lion did not delay and unmercifully scratched Paul's head and used its sharp fangs to bite and swallow the miserable, innocent young boy.

After Mr. Brown had learned about his son's story, he was very upset and felt a million-times sorry to both of his sons, especially to Paul, and he felt very embarrassed to himself just because his picture led to a severe unluckiness. Since he had known that his son was dead, during first three days, he did not eat anything - expressing his sorrow and a whole-hearted sorry to his beloved son. He did not go out anywhere, just kept himself to be at home like staying in a prison. And then the elder son, Jack, approached him and said, "Dad, dad, I know you are very hurtful now, so am I. Sadness and sorrow do not help to solve any problem, it just can lead our life to go worse and worse," Jack said emotionally. "You must stop thinking about this, and forget everything, and turn to think and take care of our family for the family's sake instead," continued his son.

"Oh, dear, my son, my life, you are everything for me now; you are my life. I have already lost your brother, only you... only you that I am possessing like treasured wealth," said Mr. Brown sadly.

The two, father and son looked at each other in a minute and slowly bent to one to another and hugged. The son mentioned, "Dad, please please... stop sleeping on this problem. Stop being sad... I also love you and I need the real of you to come back like before. You are also my everything," the son continued. "You have been emotionally and physically strong. And you have been my hero... why not keep that on, my dad!" The father said nothing, so the boy knew that his father needed time to relieve about this stern problem and felt like staying alone rather than having someone disturb him, so the boy went out and closed the door softly. After the boy went out, Mr. Brown thought again and again about what he has done so far; he should not have told his first son that the animal in the picture was a lion, nor have told his second son that the animal in the picture was a cow.

Finally, he ended up with sadness and full of sorrow for his careless action that led his son to die. He was not able to live life to the fullest. He had committed to himself that next time he would never do such a thing making things more serious and more accurate, not to be like this time. One son irrationally had shot a cow, and another son had been miserably eaten by a lion.

***** The End *****

Moral of the Story

The moral of the story is to tell every parent that they should teach their children clearly. By giving advice to and telling their children the right things, the children will do the things right as well, compared to a leader and a manager. The manager will just follow what the leader ask him or her to do. And the leader is the one who make the plan. In this story, the father is like a leader, and the sons are like the managers. Because the father tells the sons wrong, it makes the sons confusingly misunderstand and led his sons to get into trouble again and again, more and more serious. The father has killed his son unintentionally, unconsciously and indirectly. This story educates not only the parents, but also everyone who live in any society, they should make things clear, accurate, and trustworthy, so that they themselves and even everyone around them will not both directly and indirectly lose and/or suffer by his or her actions.



Mr. Ang Sunghourt
Winner of the Short Story Competition

CONSULTATIVE WORKSHOP ON THE REVISION OF GUIDELINES FOR INSTITUTIONAL ACCREDITATION

Dr. Y Ratana, Vice-President for Academic Affairs at the University of Cambodia attended the Consultative Workshop on the Revision of Guidelines for Institutional Accreditation which was held on December 4th and 5th, 2014, at new Beach Hotel, Sihanoukville. The workshop was organized by the Secretariat General of ACC, and sponsored by the World Bank.

There were 50 participants including external assessors for HEIs, and ACC management and staff. This ACC workshop is the first consultative workshop to revise the officially existing documents of guidelines for institutional accreditation. ACC invited a few external assessors from HEIs, whereas the rest of the participants consisted of ACC management and staff.

The objectives of the workshop were:

- To revise the guidelines for institutional accreditation;
- To develop procedures and tools for accreditation;
- To develop a grievance mechanism;
- To develop a Reviewer Report Format and a Self-Assessment Report Format; and
- To revisit the Code of Conduct for reviewers and Glossary.

The workshop was presided over by His Excellency San Montaya, Secretary General of ACC. In his opening remarks, he expressed his warmest regards and thanks to ACC management and staff and all other participants for participating in this important workshop. He emphasized that this workshop should in fact be conducted internally with ACC management and staff, but it was suggested that external assessors to ACC who have good knowledge, understanding, and experiences with accreditation in Cambodia should be invited as well. Thereafter, he mentioned the above-objectives with extensive explanations. He requested that all participants actively participate and provide good inputs for making new guidelines for institutional accreditation, and encouraged participants to produce good results from the discussions at the end of the workshop. Thereafter, the participants were divided into 5 groups: Group 1 was responsible for making new Procedures and Tools for Institutional Accreditation; Group 2 was responsible for creating a Grievance Mechanism; Group 3 was responsible for developing new Roles and Responsibilities of Reviewers and Report Format (for reviewers); Group 4 was responsible for making a new Process of Self-Assessment and Report Format; and Group 5 was responsible for making a new Code of Conduct for Reviewers and Glossary. UC representative, Dr. Y Ratana, was a member of Group 1.

As for results of the group discussions, each and every group proposed new documents for institutional accreditation based on existing documents and other sources. The consultative workshop agreed that for the teams that had not yet fulfilled all their responsibilities, they should work at ACC to finish. ACC officials will send the completed drafts to all participants for further feedback.

The participants also made suggestions on some other issues:

- ACC should ask for assistance from the National Committee of Khmer Language regarding terminologies in Khmer such as outstanding and very good.
- ACC should rethink the components of the Commission for Grievances;
- On the status of accreditation recognition, instead of having status of accreditation recognition 1) full accreditation (five years), 2) Provisional Accreditation (3 years), and 3) Membership (one year), ACC should rethink to have satisfactory level of accreditation such as accreditation recognition level A, B, C, and D, and define such accreditation. *There is no agreement on this proposal yet. However, ACC appeared to be in favour of their proposal because the accreditation assessment and provision shall stick to their proposal.*

Upon the closing of the workshop, His Excellency San Montaya congratulated the fruitful outcomes of workshop despite the insufficient time allocation for discussions. The Secretary General of ACC will organize another workshop which many people from HEIs and other stakeholders will be invited to share their knowledge and expertise.

OUR STOCK TRADING EXPERIENCE:

THE MOMENT OF TRUTH

By: Ms. Ty Raksmeay

One week before final exams, I saw a poster on UC's activity board on the ground floor; it had a red and white background which really caught my eye. When I looked closer, I saw that it was an announcement for the CIMB ASEAN Stock Challenge 2014. From the start, I knew I wanted to join, but I had no idea who else should be part of the team. But then I found them, Sreang Boromey and Otdam, Rith Phyna, and Ty Raksmeay. Even though we each have uniquely different capabilities, we share the same direction, the same commitment, and the same soul for this competition. That's how we formed the "SRT Team," (Sreang Boromey and Otdam, Rith Phyna, Ty Raksmeay).



The competition focused on trading stock within four countries: Singapore, Malaysia, Thailand, and Indonesia. We were allowed to use our capital, a hundred thousand US dollars, to invest freely in any company located in the countries above for a period of three weeks. The purpose was to make as much profit as possible in order to be selected as one of the top 3 national winners.

The game began on October 6th, 2014; the game started, but we did nothing. At first, because we were afraid of losing, so we purchased a small amount of each stock just for testing, and then we would wait for one or two days to see the result. Since the stock price is always uncertain, we wanted to be sure before making a significant investment. After discussion, we decided that this was not a good method. We had to take a risk. It's like Albert Einstein said, "A ship is always safe at shore, but that is not what it's built for." It was time we really played.

At the beginning of the second week, we kept purchasing and selling on the Thailand and Indonesia stock markets because the commission fees were cheap and VAT (Value Added Tax) was low compared to Singapore and Malaysia. These factors also make the markets somewhat unstable. However, it

was one of our strategies to take advantage of, and we did make some profit at that time. Unfortunately, the price of a company in Indonesia, specifically Adaro Energy, was falling day to day after our big buy-in. It was really a difficult moment. The name that used to rank sixth fell almost to the bottom. Our faces turned black, our brains were stuck, and our hearts were beating fast. We weren't sure what to do. With only one week left, one of us raised the idea to acquire more shares from Adaro Energy Company with backup capital. It was the only way to pull the purchasing price down (by using average price method calculation). So once the price was up, we would make a huge profit. On the other hand, if it still fell, we all knew what the result would be, we would lose. In conclusion, we all agreed to take a chance and go for this option.

Fortunately, we were not disappointed. The price went up just like our prediction. We felt overwhelmed with excitement at our success; we were back into the top ten. But it was not enough, for we wanted to be in the top three. On our last day of competition, we set a goal: the smallest amount we had to earn to get into the top three. To accomplish this, we sold out stocks we held in Indonesia and invested all our capital into Thailand. We chose the company to invest in because its price was dropping and rising many times in a day. This strategy was extremely useful, especially for short term investment. In the end, we did reach our goal with an extra amount. And that is how we were selected.

We would like to say thank you CIMB Bank and Cambodia Stock Exchange for having this activity. We were able to improve our skills and confidence, and have brought pride to ourselves, our families, UC and our country!



STUDY VISIT TO THE FACULTY OF EDUCATION, AT HIROSHIMA UNIVERSITY

By: Dr. Y Ratana

From October 7th-12th, 2014, a delegation of five people from the Ministry of Education, Youth and Sport (MoEYS) led by Dr. Nith Bunlay, Deputy General Director of MoEYS, visited the Faculty of Education at Hiroshima University in Japan. Delegates from numerous universities in Cambodia also joined the visit.

This delegation was comprised of Dr. Y Ratana, Vice President for Academic Affairs, University of Cambodia (UC); Dr. Chhin Sitha, Associate Dean, Royal University of Phnom Penh (RUPP); Ms. Sam Sopheaktry, Chief of Curriculum and Policy Office, Department of Higher Education (DHE); and Dr. No Fata, Professor, Royal University of Phnom Penh (RUPP).

The purposes of the study visit were to learn more about the establishment and running of the Faculty of Education at Hiroshima University; to gain experience regarding the running of attached high schools for the Faculty of Education; to learn about the Japanese system of teacher licensing and recruiting, development, and monitoring; and to explore the opportunities and prospects of creating academic and research networks between the Faculty of Education at HU and Cambodian HEIs.



On October 8th, 2014, the Cambodian Delegation met with Prof. Masaki Sakikoshi, Executive Vice President and Dean of the Graduate School of Education at Hiroshima University and his colleagues: Prof. Makoto Miyatani, Prof. Hirokazu Mimura, Prof. Masataka Koyama, and Prof. Yasushi Maruyama. The meeting exchanged introductions and discussed the goals for the visit. The agreed upon aims were as follows: to learn and understand more about the establishment of the Faculty of Education, governing and management procedures, curriculum development, staff and faculty capacity building, functions and operations of the Faculty of Education, and the relationship between Hiroshima University (HU) and the HU Attached High School, including HU's roles for the HU attached High School, as well as how the HU attached High School functions, among other related issues.

On October 9th, the Cambodian delegation met with the management team of Hiroshima University Attached Junior High School and Senior High School in Midori, Hiroshima City. The Cambodian delegation was received in the board meeting room by Prof. Masakura Matsura, Vice Executive for Attached School; Associate Prof. Taiji Hotta, Vice Executive for International; Prof. Kazuhiro Koga, Principal of Attached School; Mr. Yoshiro Mitoh, Vice Principal (Head Teacher) of Attached Senior High School; and Mr. Toru Sunahara, Vice Principal (Head Teacher) of Attached Junior High School. The two-sides exchanged introductions before beginning a discussion about the background of the school, its mission, educational policy, school mottoes, teaching staff, teaching timetable and academic year, school curriculum, practicum, challenges, and benefits from Hiroshima University, enrollment to HU from the school, research, and school events with parents and communities.

After the initial discussion, the Cambodian delegation was invited to do a classroom observation and school tour. Student teachers from Hiroshima University led the classes, as a part of the practicum component for their degrees. There were two head teachers in the classroom to monitor and evaluate the teaching and about three to four student teachers per class to observe. Each class consists of forty students; however since there are so many teachers and student teachers available, the student to teacher ratio remains quite good. The students were arranged to sit in six rows, each with their own desk. TV sets and modern LCD projectors were available in every classroom to supplement teaching.

On the afternoon of the same day, our Cambodian delegation met Prof. Kazuhiro Koga, Principal of Attached School in Midori and Prof. Takashi Hayashi, Principal of Attached Elementary School and Junior High School in Shinonome, to discuss more about issues related to Hiroshima University Attached Junior High School and Senior High School such as the school governing structure, the support and in-service training from FoE (Faculty of Education), the purpose of the Elementary School attached to HU, recruitment of teachers, good school management, and other related issues. HU provides 24 million dollars per year to the attached schools. This is a significant expense for the university, and although they benefit from having a place to train new teachers, they explained that they see education as a public good, and are happy to devote such a large sum of money to an important cause.

On October 10th, the Cambodian delegation met Prof. Yasushi Maruyama, Assoc. Prof. Taiji Hotta, Assoc. Prof. Hirofumi Soyoda, Dr. Hisashi Kuwayama, Mr. Takanori Tanaka, Assistant Chief Manager of Management Support Office, and Mr. Suetsugu, Chief of Management Support Office, to discuss more about the education system and FoED at FoE, HU. The delegates from HU explained that the university is governed by five guiding principles: pursue peace, creation of new norms of knowledge, nurturing of well-rounded human beings, collaboration with the local, regional, and international community, and continuous self-development. And with these principals, HU is committed to promoting advanced scientific research that benefits the future of humankind while fostering excellent human resources.

HU is considered a research university; any professor can receive a research grant from the FoED, from the government, or other sources. The FoED allocates about 60,000 US dollars for research to

faculty members. The delegates from HU explained their research policy further saying, “We respect academic freedom; we do not force professors to teach courses that they are not specializing in. They work independently and cooperatively; they can receive research grants from our faculty or from elsewhere.”

It is interesting to note that the tuition fee is significantly higher than HEIs in Cambodia, despite receiving financial support from the government, undergraduate students pay about 5,000 US dollar per year (more than 50,000 yen). The increased tuition fee however allows the university to employ full time faculty, promote research and generously give back to the community in the form of attached schools. HU has about 11,000 undergraduate students and 4,800 graduate students; 1,400 staff, and 1,900 faculty.

The Cambodian delegation was really satisfied with the mission; they learned and experienced a lot. The visit provided very good lessons for Cambodian higher education in establishing an institution, faculty, and new programs, and in governing and managing the university. The lesson-learned on the role of the university with the attached school in Japan can be a very good example for Cambodian higher education and general education in Cambodia. Another thing, the way in which a higher education institution was established including establishment of curriculum and approval by the Ministry of Education in Japan can be also a good lesson-learned for Cambodian HEIs, particularly for the Ministry of Education, Youth, and Sport on requirements, process, and procedures for getting approval from the Ministry.

Last but not least, the Faculty of Education, HU promises to help and cooperate with Cambodian HEIs, through the Ministry of Education, Youth, and Sport based on the reality of needs in the future.



Dream and Reality

UC INTERNATIONAL NEW YEAR CONCERT

By: Ms. Seang Sokcheng



On December 28th, 2014, the University of Cambodia held an International New Year celebration concert under the theme, “Dream & Reality”. Hundreds of UC students were present at the concert, which was held in front of UC on a beautifully adorned stage. The UCSS advisory committee, deans, directors, associate deans, faculty members, and lecturers were also in attendance. Most honorably, the event was presided over by H.E. Dr. Kao Kim Hourn, President of the University of Cambodia, and Chum Teav Khem Rany, Member of the Board of Trustees and General Director of SEATV. This concert was exclusively organized by the University

of Cambodia Student Senate (UCSS) 8th Mandate. International New Year concerts have always been held at the University of Cambodia, in order to welcome the upcoming international New Year. The objectives of this celebration are to, promote the prosperity of UC, to show the potential of the University of Cambodia, to provide this precious opportunity to all UC students, lecturers, staff and management team to enjoy the activities produced by UCSS, to create sense of unity and belonging, enhance the relationships among UC students, to mark end of year and to warmly welcome the upcoming New Year, and last but not least, to raise funds for underprivileged children.

This International New Year celebration event, in particular, was held for a entire Sunday evening from 2:00 PM till 8:00 PM. The event started at 2:00 PM, and a handful of people joined the event by stationing themselves around the food stands and photo-zone. The actual concert started at 5:00PM which was then marked with numerous songs performed by both UC students and outside performers, converging on the stage showcasing their variety of talents. From 6:20PM until the end of the event, the celebration was held under the honorable presence of H.E. Dr. Kao Kim Hourn, and Lok Chumteav Khem Rany, Member of the UC Board of Trustees. At the same time, there was also the presence of our project advisors namely H.E. Samraing Kamsan, member of UC's Board of Trustees, Ms. Por Malis, Vice President of Operations, lecturers and UC staff. The formal program began by the welcoming speech of Miss SEANG Sokcheng, President of UCSS 8th Mandate, and was followed by the Keynote address by H.E. Dr. Kao Kim Hourn.



Afterwards, there were many activities set forth in the agenda including numerous group performances which included both singing and dancing, a roll-play, and the award ceremony for the UCSS Short Story Competition, all of these performances made our event remarkably memorable and enjoyable.



It was such a joyful and successful event, as there were about 500 participants joining the concert; many staff and students from the University of Cambodia and some public audiences attended. Most of them dressed in smart casual clothes which showed different styles and colors indicating the celebration of the upcoming New Year. There were also 12 booths prepared by UCSS for UC students to sell various different kinds of things such as meatballs, drinks, souvenirs, etc. The total sum of money will be donated to a poor rural primary school called Pech-Mkot, located in Areyaksatt.



ACADEMIC FOUNDATION YEAR NEW STUDENT ORIENTATION

By: Mr. Cham Soeun

The Academic Foundation Department (AFD) of the University of Cambodia (UC) gave an orientation to new students regarding foundation year course training, policies and completion requirements for the undergraduate program on October 31st, 2014, in the UC Conference Room. The orientation was presided over by Dr. Y Ratana, Vice President for Academic Affairs, and Mr. Cham Soeun, AFD Director. A total of 347 students attended the orientation.

Mr. Cham Soeun opened the orientation by presenting a brief history of AFD and the objectives of its establishment in 2005. He explained that the AFD program aims to ensure the quality of higher education in Cambodia by providing students with fundamental knowledge through courses from different fields of study. He also talked briefly about the Accreditation Committee of Cambodia (ACC); continuously stating that AFD must comply with all conditions set by the ACC. He then presented the details surrounding the following topics, foundation year course requirements, policy and regulations, policies regarding changing major and study session, the subject for entrance exams for each major, and the structure of foundation year courses. He also encouraged students to study hard to complete all requirements of their undergraduate degree program, and become a qualified, hardworking human resource for Cambodia.



In conclusion, Dr. Y Ratana provided more detail regarding some critical information to ensure students have a good understanding of the policies surrounding the AFD re-sit exam, policies on changing major or session, as well as the structure of Foundation Year and the many fields of study offered. He also introduced the activities of UC Welcome Week and encouraged students to attend.

SHOULD STUDENTS IN CAMBODIA BE ABLE TO DO A DOUBLE MAJOR AT ONE UNIVERSITY?

By: Dr. Angus Munro

with inputs by: Mr. Travis Mitchell

Overview The current practice of many Cambodian university students, as presumably exemplified by a recent survey of UC undergraduates, is to split their time between studying at two different higher education institutions (as well as trying to hold down a job in many cases). This would seem to be an inefficient process, from the point of view of the students involved as well as other stake-holders. It is proposed that there is the need to allow individual higher education institutions to introduce some variant on the various types of joint degree programme which are available elsewhere. Given the current practice in the Cambodian higher education system, this should not be a logistical problem, and it could attend to the problem of questions about the quality of Cambodian undergraduate output. It might also help to contain continuing concerns about high student drop-out rates.

Introduction

A recent survey of undergraduate students at UC found that about half of respondents in both the Foundation Year and at higher levels were studying at another higher education institute; and that almost one in five students at higher levels was also holding down a job (Munro, 2014a; see also Figure 1).

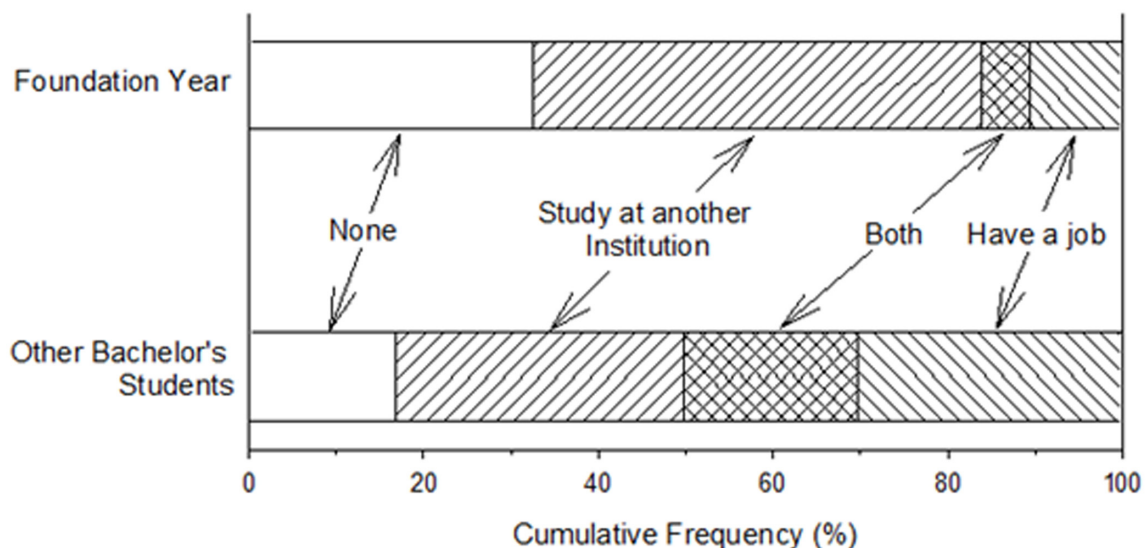


Figure 1 Summary of UC undergraduate students' outside study and job commitments. Compared with those surveyed in their Foundation Year, fewer students at higher levels had no such outside commitments; and more had jobs. About half of all students had study commitments elsewhere, with a greater proportion of higher-level students combining this with a job (data adapted from Munro, 2014a).

Given that more than 90% of all UC undergraduates who were studying for a second degree elsewhere (typically a public university) were enrolled for a major different from that at UC, Munro (2014a) suggested that these students were trying to maximise their future options in the face of competition for limited numbers of potentially lucrative jobs.

- o On the other hand, the fewer than 10% doing similar majors at two different universities may not have confidence that one university would give them an adequately rounded background in their chosen subject; or lacked confidence in themselves and felt the need for reinforcement; or were simply looking for the easiest way to maximise the number of degree certificates to pad out their résumé.

Focusing on those students who are studying different majors at two different higher education institutions, there are clear inefficiencies with regard to current practice.

1. Most obvious is the need to commute around town during rush hours, with associated personal and environmental costs.
 - i. Personal costs include not just economic ones associated with transport itself but also 'stress' in its various forms (e.g. psychological).

- ii. Environmental ones include not just the immediate economic costs of contributing to traffic jams but also more long-term ones related to adding to the burden of pollution.
2. Other personal costs (for students not on scholarships) arise from the fact that MoEYS directives allow only a very limited number of courses done at one university to be considered as transfer credits at another when different majors are involved.
3. An apparently clear case regarding personal costs from the perspective of academic performance at UC is that, as noted by Munro (2014b; Mitchell and Munro, this issue), the proportion of awardees for the Dean's and Vice-President's Lists is higher in Term III of each Academic Year, presumably reflecting the fact that there are no classes at public universities then.
4. There are also organisational costs, for UC at least: UC's need to follow a tight schedule of three terms each year which means that there is the need to schedule 'make-up' classes to compensate for those which fall on the many public holidays. Making this other than a cosmetic exercise is much complicated by the fact that so many students have classes elsewhere during other sessions (such classes obviously cannot be run during the session for which a student is registered).
5. These and other downstream inefficiencies will be considered further in the Discussion and Conclusions, below.

An obvious solution to the above and other related problems would be to allow universities to run integrated programmes where a student can register to study a more broadly-based programme at one institution.

- o This is not considered in MoEYS' established practices, where the only provision is for a student to study a single major between two universities (one being overseas, generally in France in the case of RULE).

The following will first consider the practices in selected other countries; and then consider the implications for what would be required for Cambodian universities to be able to adopt and implement similar strategies.

The Practice of 'Joint Degrees' at Universities Elsewhere

Broadly speaking, a distinction can be drawn between universities which follow more-or-less fixed degree plans (where most or all courses are prescribed for a student signing up for a particular major: many European countries and their former colonies); and those which follow a credit-based system and are more flexible, especially with regard to the courses which can be read outside the student's major (epitomised by many universities in the US).

- o Many countries which previously followed fixed degree plans have been adopting a more flexible approach in response to the needs and expectations of prospective students and other stakeholders.

The United States The original structure of UC's degree programmes was modeled on the general practice in the US, to include not only courses related to the student's chosen major but also those considered as General Education and other electives of the student's choice: the aim (since also recognised in ACC's establishing of a common Foundation Year programme structure for all Cambodian universities) was to provide a broad knowledge base, in part to offset the existing limitations of the high-school education system in Cambodia (Munro, 2011, 2013).

Traditionally, most students at universities in the US have studied for a single major over four years.¹ Now, up to 40% of students at a US university elect to study two different majors simultaneously (Pitt and Pepper, 2012); although the time-line for meeting all of the necessary requirements for each must necessarily be somewhat flexible (see below).² There is considerable variability between universities regarding how the double major is structured, but most of them follow roughly similar guidelines. Typically, General Education requirements are fixed: there is no need to expand this component of the requisite workload. The courses for the second major (or for a minor: see below) come from what would otherwise be non-major electives.

1 <http://chronicle.com/blogs/next/2012/10/11/the-worrying-rise-of-double-majors/>

2 <http://www.yourguidethroughcollege.com/double-majors/>

Pitt and Tepper (2012)³ identified two kinds of double majoring students, based on a survey of nine institutions:

- i. about a third who “hyper-specialise” (both majors are in similar academic fields: e.g. psychology and sociology, so that some courses may be double-counted); and
- ii. the majority who “hypo-specialise”, with majors in distinct fields (e.g., English and chemistry).

Although the Wikipedia article on Double Majors⁴ states that “There is sometimes a difference in the time it takes to pursue a double major compared to a single major, such that it may take an additional year or more,” this would not seem to be strictly correct. A random survey (Mitchell, unpublished) of over twenty American universities, both public and private, indicated that none stated that declaring a double major would result in extra courses, or a longer study period for hyper-specialist and hypo-specialist double-major students. Thus, provided that students consult with their allotted advisor early in their degree programmes, they are able to complete both majors in the normal allotted time-frame without the need to do extra courses. However, if a student delays in declaring a second major, there is the likelihood that there will be the need to take extra courses to satisfy the pre-requisites for that other major: presumably this is the explanation for the statement mentioned above in Wikipedia.

- o Given situations where students doing a joint degree have to expend more time and/or money (presumably because of delayed decisions regarding declaring a second major), Pitt and Tepper (2012: see also Webley, 2013) considered that this was not an important factor regarding drop-out rates.

There are several reasons for students opting for double majors.

1. Employment: it increases the odds for finding better jobs and increase potential earnings, especially for hypo-specialisers and most especially those combining business and science or mathematics.⁵
2. This includes not just ‘hard’ but also ‘soft’ skills: the acquisition of different approaches towards understanding, discovering, and problem solving.⁶
3. More personal satisfaction:⁷ they want to explore one or both out of personal curiosity, rather than just for hoped-for future financial remuneration.

As an alternative, US students who are reading for a single major may be able to register to do a minor at the same time.⁸ This is an optional second subject, different from that of their selected major and with a smaller workload of more general courses. It may be chosen out of personal interest alone; and/or as a supplementary area of specialisation to make them potentially both more flexible and more attractive in a competitive employment market.

- o In contrast to many other elite universities, Yale has not offered minors in the past (although students can do a double major), but is now considering this option: amongst the various arguments advanced in favour, student surveys indicate that it would be popular.⁹

France While the system in France varies depending on the university, most universities require students to choose both a major and a minor during their first year, which allows them to be exposed to two separate fields of study. Then, for the second year, students must choose among three options:¹⁰

1. keeping only one of the two subjects already chosen;
2. following a double major track (double licence), which means pursuing two full bachelor degrees simultaneously; or

3 See also <http://majorsmatter.net/schools/Readings/Pitt%20Laster%20UNPUB.pdf>

4 https://en.wikipedia.org/wiki/Double_majors_in_the_United_States: an annotation indicates that a citation is needed for this statement.

5 http://www.newyorkfed.org/research/economists/zafar/DoubleMajors_Final.pdf

6 ‘Hard’ skills are those specific to a particular situation, whereas soft skills (e.g. various types of thinking capability) are more general in their utility.

7 Or parental, where there is pressure to pursue at least one major with promise of employment and financial return.

8 <http://classroom.synonym.com/explanation-major-minor-college-degrees-4159.html>: spot the typo!

9 <http://ycc.yale.edu/files/2014/03/YCC-Minors-Proposal.pdf>

10 <http://www.letudiant.fr/etudes/orientation/une-licence-bidisciplinaire-est-ce-mieux-quune-licence-tout-court-17368/apres-un-bac-es-bi-licence-et-double-licence-deux-modeles-differents.html>

3. choosing the middle way and doing a bi-disciplinary track (bi-licence or licence bidisciplinaire) towards a single degree, when that students opt for two subjects (one often being a foreign language) with a number of hours of formal schooling typically being intermediate between that for options (1) and (2).

The United Kingdom This follows a different system to gain a Bachelor's degree, with considerable variation within the UK: Scotland is very different from England and Wales.¹¹ Undergraduate programmes start off broadly focused around the expected future major(s) to be taken by a student: there is no General Education component (this is considered to have been covered in secondary school). Streaming occurs at the end of the second year: students who do well in the first two years of their chosen programme can proceed to do an Honours degree, whilst those who do not instead may graduate with a general degree (after a further year of study in Scotland, generally with flexible choice of courses).

Of relevance here is the fact that there is the possibility of doing either a Single (Honours in X) or Joint Honours programme (Honours in X and Y), or even a Major/Minor combination (Honours in X with Y). Whilst the requirements to fulfill a Single Honours programme are fairly standard, there is considerable variability amongst universities with regard to the options available and the requirements set for a student doing a Joint (or Combined) Honours programme¹² or a Major/Minor combination. In order to ensure that candidates are Honours-competent in both subjects of a joint programme, some universities may require students to do an extra year. Others set less high requirements, so that a candidate can fulfill their course-work within the same time-frame as one who is pursuing a Single Honours programme. In various Commonwealth countries where an Honours degree may be taken as a follow-on (rather than as an alternative) to a basic Bachelor's degree,¹³ a joint Bachelor's degree may be an option (e.g. Russell et al., 2007).

Joint degrees have proved to be popular: they are taken by 18% of undergraduates in the UK.¹⁴ Advantages are that the student can pursue different interests and may be perceived¹⁵ as more flexible as a potential employee.

- o One problem is that there may be a clash between timetables, exacerbating that between the need to switch between different modes of thought where the chosen fields are sufficiently different in intellectual approach.¹⁶

The latter reports echo the analysis of Russell et al. (2007) who noted that, typically, "[d]ouble degree programs in most Australian universities involve no formal integration of content, skills or teaching between disciplines. ... As such, they are administrative rather than pedagogical structures."¹⁷ Thus they did research on the experiences of double degree students (both graduated and still studying), with regard to the problems the latter faced and how universities could attend to these and thereby tap a latent demand. Based on their survey, they considered that double degrees may be favoured by female students, although the statistical basis for this would seem unclear; and they were not attractive to international students, perhaps because of the increased monetary outlay required.

Discussion

The job-market for graduates in Cambodia is very competitive, something which presumably will become worse with the pending formation of the ASEAN Economic Community. Thus the ILO (2013: 55) recently reported that the highest rate of unemployment amongst youth (aged 15–24) was amongst those with a university degree, at 21.1%, being higher amongst males (24.8%) than females (17.3%). This means that there is pressure for individual students to try to stand out from the crowd in order to maximise the chances of their securing a good job.

11 https://en.wikipedia.org/wiki/Bachelor's_degree

12 https://en.wikipedia.org/wiki/Joint_honours_degree

13 e.g. Australia: https://en.wikipedia.org/wiki/Bachelor's_degree

14 <http://www.theguardian.com/education/2013/aug/09/studying-a-joint-honours-degree>

15 As well as perceiving themselves!

16 <http://www.theguardian.com/education/mortarboard/2013/sep/02/joint-honours-degrees-double-the-trouble>; <http://www.telegraph.co.uk/education/universityeducation/clearing/10226371/Joint-honours-degrees-are-two-subjects-better-than-one.html>

17 Note that such students study two degrees in parallel and graduate with two separate certificates (although the workload for each may be reduced), in contrast to a double major: https://en.wikipedia.org/wiki/Double_degree.

1. The existing situation A ‘full-time’ student in Cambodia must study a minimum number of credits each term, which translates to also being the maximum, given past directives that universities follow fixed degree programmes with a prescribed set of courses each term. Students typically register for classes in only one session – morning, afternoon, evening or weekend. The result is that Cambodian students have much potential ‘spare’ time.

This ‘free’ time allows Cambodian students the opportunity to try to deal with at least two interlocking sets of potential issues confronting them:

1. economic constraints in the immediate term – not being able to afford a higher education to help a student realise her or his full potential; and/or
2. experiential constraints in the longer term.

Potentially related to the first of these, about half of Bachelor’s students at higher levels use this time to hold down a job (Figure 1; there was a smaller proportion of Foundation Year students at the time sampled). For an unknown proportion of these, this will reflect the economic realities of a need for a source of money to support themselves at least:¹⁸ as noted by Munro (2014a, b), student loan-systems are poorly developed in Cambodia, in part probably because of a general debt-aversion (Munro, 2013). Regardless, for about half of all students with jobs, these are relevant to their UC degree and/or their proposed future career (Munro, 2014a),¹⁹ so that they presumably derive non-monetary benefits in terms of relevant ‘soft skills’.

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Turning to the second set of issues, the ILO (2013: 55) reported that, for urban youth, achieving the aspired-for long-term objectives of doing a degree in the first place may be offset by “difficulties transitioning from university to jobs due to lacking the skills needed by the labour market, or most likely to skills inadequacies.” It is worth noting that the ILO did not offer any data to substantiate this statement.²⁰

At first sight, this criticism would seem to at least partly contradict the concluding sentence of the previous paragraph here, at least regarding UC students who are working whilst studying. Regardless, about half of all UC undergraduates (including a significant proportion who are also juggling a job: Figure 1) are presumably seeking to try to correct, or at least compensate, for this perceived problem through either augmenting their background in a particular major or through diversifying their options by studying different majors (see Introduction and Munro 2014a).

- o The result is that those ‘double-time’ students speak of exhaustion and feeling overwhelmed by having to take so many classes each week.
- o The fact that students consistently perform better in Term III (when there are no classes at the public universities) suggests that this may be because students also studying elsewhere have more time to focus on their studies at UC then (Munro, 2014a; Mitchell and Munro, this issue), although this working hypothesis clearly needs to be tested.

There is obviously an intersection between these two sets of issues. Thus immediate economic constraints will preclude many students from pursuing a second degree (about half of UC students also doing a degree elsewhere are on scholarships at their other place of study: Munro, 2014).

¹⁸ Scholarships in Cambodia typically only cover tuition fees and not other study materials, never mind living expenses.

¹⁹ A more detailed analysis, including breakdowns related to e.g. whether jobs are full- or part-time (Table 3 in Munro, 2014a), is in preparation.

²⁰ As noted by Munro (2013), such complaints by employers are not restricted to Cambodia, being common world-wide: but this is not to deny that the problem may be relatively more acute in Cambodia.

The actual and potential inefficiencies of the present system have already been noted in the Introduction: these are identified as perceived costs associated with existing practices in Table 1.

2. A Proposed Way to Improve the Efficiency of the Higher Education System This attends to efficiencies and the possible gains in quality as a consequence. The rightmost column in Table 1 summarises some of the key possibilities arising out of the practices outlined in the foregoing brief review of the practice of ‘joint degrees’ at universities elsewhere.

- o It is readily admitted that Table 1 ignores the possible benefits of the existing practice and the potential costs of implementing potentially better alternatives.
- o Thus it could be argued that at least one benefit of the present system is the greater opportunity for networking where students study at more than one university: but, while it may strengthen social cohesiveness, it is questionable whether it has any educational benefits.
- o On the other hand, Pitt and Tepper (2012) found that, compared to their single major peers, double majors in US universities were more involved in extracurricular activities, more likely to hold positions in student organizations and more likely to pursue academic interests outside the classroom.

As noted by Russell et al. (2007), degrees which encompass more than one major²¹ should not only benefit those individuals doing them but also potential employers and other stakeholders in society at large. Through being familiar with different fields and being able to acquire and apply the disparate supposedly ‘transferable’ skills most applicable to each, such graduates have the potential to bridge traditional boundaries and provide insights into based on their broadened personal perspectives. Today’s world, with its continual and essentially unpredictable evolution (at least in terms of society’s immediate needs and demands – the downstream consequences of these are another issue) requires flexibility of an increasingly qualified work-force in terms of their knowledge and understanding. Such flexibility requires not only the ability to move between jobs in the longer-term (something recognised as an increasing reality), but also the capacity to bring different skills and perspectives to one particular job at any given time.

The transition to the AEC in 2015 will pit Cambodians against other community members, in the local job-market as well as elsewhere in the region. Flexibility will be at a premium, if only to offset the present limitations in the Cambodian system of higher education (an inevitable inheritance of its recent history and the consequences for earlier stages in the education process: Munro, 2013). This would seem to argue strongly in favour of adopting an additional educational strategy based on the potential advantages outlined in the right column of Table 1 (table continues on following page).

Table 1 Comparison of selected aspects of doing two separate single degrees at different institutions (as is common practice in Cambodia) with the alternative of doing a double degree or a single degree with a minor (as is possible elsewhere).

Factor	Costs associated with existing practices	Benefits of introducing a system of ‘Joint Degrees’
Environmental	1. Contribution to traffic congestion and resulting increased pollution	1. Reduced, since the student needs to attend only one HEI
Personal	1. Time and money wasted in commuting 2. Stress from uncontrollable delays in commuting 3. Possible stress from having to adapt to different institutional environments and resulting requirements and expectations	1. Commuting minimised with associated savings 2. More efficient use of time and reduced associated stress 3. Greater identification with one specific institution and its core values and working practices, so again increased efficiency (4. Increased flexibility, and thus proficiency, in a foreign language where both are taught in this)

²¹ Or include a minor concentration.

Educational		
<i>Paper Qualifications</i>	<ol style="list-style-type: none"> 1. Having to pay for doing the same or similar courses at two different institutions 2. Having to study two different majors with a lack of any coherence regarding a clear common end-goal 	1 + 2. An HEI can rationalise and streamline an appropriate joint or double programme to maximise the overall benefit (including minimising the redundancy) for an ambitious and capable student
<i>Skills Development</i>	1. Timetabling constraints for students with outside educational or other commitments make it difficult to organise extra-curricular courses, workshops and other activities	1. For students who did not have to divide their time between two different HEIs, at least, it would be easier to organise activities to help them further develop their hard and soft skills
Other Organisational	1. Timetabling constraints for students with outside educational or other commitments make it difficult to organise make-up classes when regular ones cannot be run because of public holidays or for other reasons	1. For students who did not have to divide their time between two different HEIs, at least, it would be easier to re-schedule such classes

3. How could such a proposal be achieved? It must be emphasised that the following refers only to how to improve overall efficiencies in higher education, and the presumed gains in quality as a consequence. Quality assurance by individual HEIs is a completely separate issue (Munro, 2011), although it obviously has a bearing on the actual implementation of any proposed changes.

One potential issue relates to logistic problems. However, this should not be the case in a Cambodian context, where students currently register for only one of four sessions each week.

- o Above, it was noted that doing a joint degree elsewhere required careful planning to minimise the need to do extra courses in order to meet the various requirements for the different majors (as well as other general requirements).
- o This need not be the case in Cambodia – whether a student registered to do a double degree or a double major, any extra requirements could be absorbed by holding classes in another session (when the student would previously have had to commute to another HEI).
- o Indeed, a double major (or a single major with a minor) could be specifically designed to include extra courses to help produce more rounded students and thus compensate for the generally acknowledged failings of previous levels in the educational system.

A worry in the Cambodian higher education system is the high level of drop-outs. However few data would seem to be available in order to get a true understanding of the perceived problem. For example, a student who starts off being registered for degrees at two different universities but then decides (due to excessive workload or other reasons) to drop out from one of these programmes still remains within the higher education system.

- o Having the option to do a joint degree at one university would help the student make the transition to higher education and thus increase their feeling of personal commitment to a particular path into the future.
- o It would therefore also help with more effective student counselling regarding their present problems and future career plans.

Conclusions

The Ministry of Education, Youth and Sport should look into the possibility of allowing individual higher education institutions to introduce some variant on the various types of joint degree programmes which are available elsewhere. This should be part of its efforts to stream-line the higher education system, and should not be a logistical problem. It will benefit students by optimising their time invested in studying and maximising their potential future employment opportunities (especially with the pending transition to the ASEAN Economic Community and increasing outside competition for jobs, here and elsewhere).

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BOOK DONATIONS TO THE ASEAN STUDY CENTER

By: Mr. Ban Bunheng



The ASEAN Study Center (ASC) would like to extend a special thank you to Ambassador Kevin Cheok for donating Singaporean related books; and to Ambassador Thach Du for donating Vietnamese related books to the new ASEAN Study Center Library. These books will help build the resource capacity of the ASC at UC.

The donated books related to Singapore and Vietnam's domestic and international affairs will make a lasting impact on the UC community. It makes a huge difference to have these books at our center in order for students to learn from the many admirable Singaporean and Vietnamese leaders that have helped transform our dynamic ASEAN Community.

As we count down to the ASEAN Economic Community, the ASEAN Study Center (ASC) will do all we can to help raise awareness and understanding of our diverse community. We have several exciting programs in the works for 2015 including publications, round-table discussions, a lecture series, and workshops aimed at helping bind our diverse ASEAN community together. We are very grateful to have the cooperation and support of the Embassy of the Socialist Republic of Viet Nam, and the Embassy of Singapore to help make our programs successful.

If individuals or institutions would like to donate resources to help build ASC's capacity in helping to promote ASEAN awareness, please take a few minutes to come visit our center. Mr. Ban Bunheng, our deputy director, is always available to set up a visit for you, or to answer any questions you may have. Please don't hesitate to call him at 012-795-558, or email him at bunheng-asc@uc.edu.kh.



EU ESSAY WRITING CONTEST

The University of Cambodia would like to extend its most sincere congratulations to the following students who have placed in the EU essay writing competition:

Mr. Siem Pichnorak, an International Business student, was awarded 1st Prize for his essay under the topic: ASEAN toward 2015: challenges and opportunities for Cambodia.

Mr. Pheng Sopheak, an International Relations student, was awarded 3rd Prize for his essay under the topic: ASEAN toward 2015: challenges and opportunities for Cambodia.

Mr. San Menghong, an International Relations student, was awarded 3rd Prize for his essay under the topic: Youth and political engagement in Cambodia: challenges and opportunities.

Mr. Seng Sovath, an English student, was awarded 1st Prize for his essay under the topic: Migration and development in Cambodia: challenges and opportunities.

Ms. An Sita, a Business Management student, was awarded 3rd Prize for her essay under the topic: Migration and development in Cambodia: challenges and opportunities.



SOME TIPS FOR ESSAY WRITING

By: Mr. Seng Sovath - 1st Place Winner

I would like to share some experience and suggestions that might be useful for those who wish to join such a competition. Grabbing an opportunity is important, but knowing our real ability before getting involved should be done first if we want to succeed. To me personally, I would get myself ready for such an event by sharpening the required ability first. In such competition, I see that not only is a good English command needed, but also the ideas we have about the topic provided. So, before starting the first line, we should have a comparatively good command of English first. To strengthen our English capacity, I would suggest that we practice what is taught at school and constantly notice what can be learnt outside, both grammar and vocabulary. When we are confident in our English, then it is time to start. For the competition as such, we should prepare well before starting the writing. When we have chosen the topic, we need to get ourselves ready by finding whatever related sources and read them as much as we can in order to build our ground knowledge, and also strengthen the vocabulary needed for the writing. There is a quote that goes “a good writer reads well; a good reader writes well”. Then while writing, I would suggest that we pretend to be both a reader and a writer, and ask ourselves whether every sentence is well written and meaningfully constructed until the end of the writing process in order to minimize the mistakes in terms of language use and ideas about the chosen topic. We should never neglect any grammar points that we are not sure of. When the whole work is finished, there comes a time for thorough proofreading that should be done as many times as possible until it is impossible for the proofreader to find any more mistakes in the work. This method works well for me; and I hope it works for others too.



On November 21st, 2014, Dr. Angus Munro, VPRDP, Dr. Y Ratana, VPAA, Ms. Samantha Smith, Director for the Office of the President, Mr. Pay Chheng How, Associate Dean (AD) for CoAH, Mr. Khun Channy, AD for CoEd, and Ms. Gina Lopez, AD for CoM, met with a delegation representing several Japanese universities. The delegation included, Koem Oeurn, the Director of the Cambodia Japan Cooperation Center in Phnom Penh, Dr. Reiko Furuya from Nagoya University and her colleague, Professor Taro Mochizuki from Osaka University, and Ming Liu from the International University of Japan.

After introductions and the exchanging of business cards, Dr. Munro provided a brief background of UC and future plans to open TSSIGR, CMC and the School of Foreign Languages. He gave background on H.E. Dr. Kao Kim Hourn, and the SEATV station before discussing our competitive scholarship programs. The delegates from Japan asked several questions about the operations of the university, academic programs, and research projects. UC representatives were happy to share this information with the delegates. Immediately following the question and answer portion of the meeting, UC representatives took the Japanese delegates on a tour of the University, and answered some additional questions.

This was a wonderful opportunity for UC to network with prestigious universities in Japan, as all three universities expressed interest in future collaboration, whether through exchanges or joint research ventures. Ms. Smith was invited to visit the CJCC to learn more about Japan's projects in Cambodia, and to discuss future collaboration efforts with UC.



INTERNATIONAL

On November 4th, 2014, Nicole Densmore, Program Coordinator of the International Conflict Management program at Kennesaw St. University in Georgia, USA, visited UC to discuss possible collaboration efforts with Ms. Samantha Smith, Director for the Office of the President, and tour the campus.

To begin, Ms. Densmore presented some basic information about Kennesaw and the International Conflict Management Program; currently Kennesaw offers this major for MA and PhD degrees. The program consists of both theoretical and practical components. The PhD program requires all students to complete an international experience, which consists of 150 'contact hours' and a research paper that can be completed upon their return to the states. The international experience component is different for each student, and will cater to their particular dissertation topic. Kennesaw St. also encourages its MA students to study abroad, and use the experience to help inform their thesis. Ms. Densmore explained that they currently have no study abroad or international experience opportunities for their students in Cambodia, and they would like to create a partnership with UC. The possibility of conducting research projects between PhD. students on their international experience and UC's research department or the ASEAN Study Center was discussed.

About 45% of current students in the conflict management department are international students, and the department itself has the ability to pay for tuition for about half of those students. Ms. Densmore explained that many of the students are from Africa (Ghana in particular) and Europe, and they would like to broaden this enrollment to include students from Asia as well. The scholarships available through their program include tuition, fees, books, living expenses, and on campus housing. The scholarship lasts for the duration of the program, but covers students only during the academic year (10 months), usually students will go back to their home countries during the long break. Ms. Densmore added that Kennesaw St. has extensive scholarship programs outside of the conflict management program, which our students would surely be able to apply for. UC could certainly send BA and MA graduates there to complete their master's or doctoral degrees at Kennesaw St., whether in the international conflict management program, or another department.



On December 16th at 9:30am, members of the UC management team met with a delegation from Shoreline Community College from Seattle, USA. Ms. Samantha Smith, Director for the Office of the President, Mr. Pay Chheng How, Associate Dean for the College of Arts and Humanities, Ms. Gina Lopez, Associate Dean for the College of Management, and Mr. Travis Mitchell, Research Fellow for the Institute of Research and Advanced Studies, greeted Dr. Cheryl Roberts, President, Mrs. Dianna Sampson, Executive Director for International Education, and Mr. Bo Fu, Associate Director for International Education Outreach, in the UC meeting room.

After brief introductions, Mrs. Sampson presented a short overview of the college and explained about the very active international education program available. Currently about 10% of Shoreline's students are international students, and the college employs six full time advisors for international students. The college currently offers merit based scholarships to current students, and is working to expand their scholarship opportunities. In addition to hosting international students at Shoreline, the college offers an international summer institute program that allows students and faculty to travel internationally and obtain cultural experiences abroad.

By: Ms. Samantha Smith

Ms. Smith inquired about the possibilities of collaboration between Shoreline and UC, and the meeting found numerous ways in which a relationship could be beneficial for both parties; including short term student exchanges, exchanges for full associate degrees, faculty exchange, and research collaboration. Mrs. Sampson will be returning to Asia in February and will meet with Ms. Smith again to discuss details of a possible MOU. UC very much looks forward to future conversations regarding student and faculty exchanges, as well as possible research collaboration with Shoreline Community College.



NATIONAL STANDARDS FOR ACCREDITATION

By: Dr. Y Ratana

I, Dr. Y Ratana, was assigned by the University of Cambodia to attend the Consultative Workshop on the National Standards for Accreditation which was held from November 17th-19th, 2014, at Angkor Land Hotel, Siem Reap. The workshop was organized by ACC and sponsored by the World Bank. There was 112 participants including representatives from ACC, HEIs, MoEYS, World Bank, and the Department of Higher Education in attendance.

The objectives of the workshop were:

- To get inputs from various educators and leaders from different higher education institutions, and ministries in charge of education for improving the fourth draft on National Standards for Accreditation of Higher Education;
- To improve assessment tools and focus on student output; and
- To finalize the revised draft of the National Standards for Accreditation of Higher Education resulting from the workshop and submit to the Minister of Education, Youth, and Sports for review and approval.

The workshop was presided over by H.E. San Montaya, Secretary General of ACC. In his opening remarks, he expressed his warmest regards and sincere thanks to Kanak-athipa-dei and all participants, and highlighted the objectives of the workshop. In addition, he also gave a brief the background of ACC and the current situation of ACC, particularly in regard to the revision of the National Standards for Accreditation of Higher Education known as the 9 Minimum Standards. The main goal of the workshop is to get inputs from various educators, experts and leaders from various institutions and stakeholders in order to improve the 9 Minimum Standards and to finalize the revised 9 Minimum Standards and get approval from the Minister of Education, Youth and Sports for implementation in 2015. He hoped that all participants would actively participate and provide good inputs to the third draft of the 9 Minimum Standards.

After his opening remarks, the participants were divided into 9 groups, each and every group was responsible for one standard. The group had to study and provide inputs to all indicators in each standard. They could also suggest to correct terminology, sentences, and inappropriate content and/or meaning in the indicators.

As for the results of the group discussions, they found that some indicators are very difficult for HEIs to implement; some indicators remained intangible which are not easy for the assessors or HEIs to assess, measure the indicators and show the evidence. They proposed to change some terminology in Khmer language; for example, ACC uses the word 'policies', they suggested using either 'policies or principles' depending on the objectives and scope of activities. The meeting also suggested to remove the phrase 'policies on rating of fail and pass and rating of pursuing on study to second year' to 'policy on study completion and continuity of study' because one cannot set up such a policy in Cambodia today.

The closing of the workshop presided over by H.E. Pit Chamnan, Secretary of State of the Ministry of Education, Youth and Sport. H.E. San Montaya reported briefly about the outcomes of workshop to Kanak-athipa-dei and all participants. Thereafter, H.E. Chaman congratulated all participants on the fruitful outcome of the workshop, and he admired and valued highly the spirits of higher education educators who have one single objective: to improve the quality of education in Cambodia.

H.E. Chamnan stated that the reform of higher education is a high priority for MoEYS. MoEYS really wants to see higher education Cambodia become stronger and more competitive within the region (ASEAN), and internationally as well. Human resources are one of the top priorities of the Royal Government of Cambodia listed in the strategy for national development. MoEYS really needs HEIs to join with the government, especially regarding the production of qualified human resources.

Last but not least, H.E. Chamnan encouraged all HEIs to prepare themselves from now on for the accreditation assessment; do not wait until ACC committee has approved the National Standards for Accreditation of Higher Education. You can start with what you already have regarding accreditation. What you have discussed here and in the past can be good references for you to train your staff and prepare quality assurance in your institution. He also recommended the ACC team to prepare all documents, including the result of the workshop today and prepare a draft of amendment of Royal Decree on the Establishment of ACC Committee to be officially submitted to the Minister of Education, Youth, and Sport for his approval.

TOSHU FUKAMI LIBRARY



Reading is essential in learning, as it helps develop a creative mind, imagination, and fosters the creation of new ideas. Throughout history, innovative ideas have truly changed the destiny of nations. Unfortunately, Cambodia faces the harsh reality that not all people have access to books in their homes or schools. Therefore, the University of Cambodia has opened the Toshu Fukami Library to the entire community, and has one of the most extensive collections of books, periodicals and reference materials in the country.

Nevertheless, the library is limited in resources, and still has a long way to evolve in order to match the resources, standards, and wealth of knowledge available at other institutional libraries around the world. As a member of the WTO and ASEAN, Cambodia grapples with modernity and struggles to catch up with the rest of the world due to a lack of resources, especially books. Building the capacity of libraries and centers for learning is crucial for developing the entire society. As the Toshu Fukami Library strives to be a vital center of learning and knowledge in Cambodia, we call upon donors like you, to help make this vision a reality.

This library book drive is aimed not only at organizations for large donations, but at individuals who can do their part to give back to society by donating their old books. Anyone can be a donor, and every book donated is a celebrated accomplishment. The UC Toshu Fukami Library is a place where members of our community can share wisdom and knowledge. Become a donor and you can be a part of this vital exchange of knowledge. Please contact Ms. Samantha Smith at ucf@uc.edu.kh for more information about how you can become a donor, and give back to your community.

The University of Cambodia Foundation would like to extend its most sincere gratitude to the CDRI, the Embassy of the United States, the Cambodia Center for Human Rights, Ms. Kem Ly Heang, the National University of Management, and Mr. Min Seiha for

their continued support of the university and its missions.

On October 9th, 2014, the Cambodia Development Resource Institute (CDRI) donated 20 copies of six different reports and studies covering an array of topics affecting Cambodia, from climate change to rural governance, including pest control, post fishery reform and a development review of Cambodia.

On October 10th, 2014, the Embassy of the United States of America in Phnom Penh, under the request of UC alumni and US Embassy employee, Mr. Uy Akara, donated 51 books related to various topics regarding the United States including history, geography, politics, sports, English language, military, and justice. In addition, the donation includes a few books regarding international human rights, and global health.

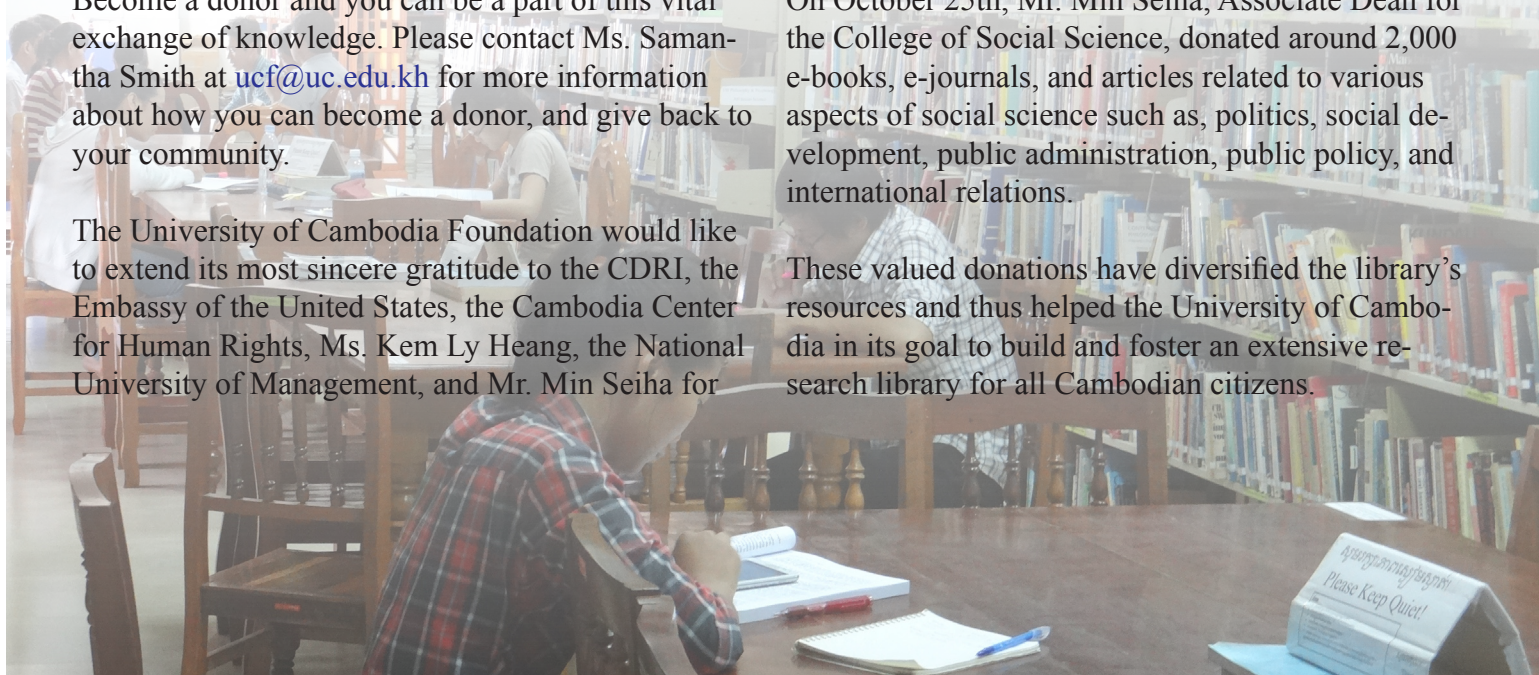
On June 6th, 2014, the Cambodia Center for Human Rights donated 9 copies of, "The Application of Principles Issued by the United Nations Regarding Business and Human Rights" in both English and Khmer.

On August 18th, Ms. Kem Ly Heang donated 5 copies of a poem entitled, "Black Star".

On November 4th, 2014, the National University of Management donated 5 copies of their research volume no. 1.

On October 25th, Mr. Min Seiha, Associate Dean for the College of Social Science, donated around 2,000 e-books, e-journals, and articles related to various aspects of social science such as, politics, social development, public administration, public policy, and international relations.

These valued donations have diversified the library's resources and thus helped the University of Cambodia in its goal to build and foster an extensive research library for all Cambodian citizens.



OUTSTANDING

What are your daily study habits?

"I study two universities at the same time, one is in the morning and the second one is in the evening. Usually I study for 4 hours per day, two hours for each university. Also, I take notes during class on the paper, and then at night when I get home, I type them in the PC. When you take notes in the class the detail is not very much, and when we type it in the PC we can include more details."

Do you do anything different when studying for a quiz or exam?

"Yes, for the daily study habits I just review for the overall points. And for the quiz or exam, I go through it again and take out the main points because for the lessons there is a lot of information in there, so I just take the main points and the key words so we can remind ourselves what we should write on the exam. Usually we also have the group study because it may help us a lot. Some point that we are not very clear with our friend maybe could clarify, so it is a good study technique."

Do you study at another university or have a job or internship?

"Yes, I study at the Institute of Foreign Languages (IFL), majoring in International Studies program. Now I am also working as an interpreter for a Chinese Construction Company, because I also speak Chinese."

How do you manage your time and schedule?

"I take notes on the paper during class, and then when I get home I type it in the PC so I don't forget it."

Being a student can be a very stressful and busy time, how do you manage your health?

"Usually, for my health I drink carrot juice. Carrot juice is very helpful for the eyes because when studying we use our eyes a lot and we sit in front of the PC for long hours. So drinking carrot juice may help. To release stress I go to the coffee shop with my friends and just chit-chat. Sometimes I walk along the riverside, because my house is near there, but I rarely go there because I don't really have the time."

What are your future plans?

"If I have the chance I will find a job related to accounting, my major. And I also want to have a business, but it is a long term goal. I want to open a coffee shop, because I like coffee. Now-a-days the coffee business is very prosperous, because everyone likes coffee!"

What advice can you give to other students who are hoping to be more successful next term?

"You should manage your time well. If you cannot manage your time and you just delay and delay the assignment, at the end of the day the assignment will put you down. So, you should manage your time well. And one more point, is that during the class you should take note. Taking notes, I think, is very important. Taking notes can remind you what the lecturer has already told you, and from that note you can search for more detail on your own."



Ms. Keo Muyleang
Accounting
Term 10
3.8 GPA

STUDENTS

Mr. Long Chanrady
English Literature
Term 10
4.0 GPA



What are your daily study habits?

“I don’t finish studying until 8:30pm, so I don’t study until after I eat dinner. Usually, I study every day for two hours from 10pm until midnight. I always review my lessons, and then plan for the next session. I will read my notes, books and search the internet to do further research on topics discussed in class.”

Do you do anything different when studying for a quiz or exam?

“Yes, if I have an exam I need to strengthen myself more on the key points. I think team study is important. This helps us find the best points for the quiz.”

Do you study at another university or have a job or internship?

“Yes, I just finished my degree in Civil Engineering from ITC. Now I work as a structural engineer at Oversea Cambodian Investment Corporation. I design structures, revise drawing plans, and monitor the tasks at the construction site.”

How do you manage your time and schedule?

“At ITC I studied two sessions, morning and afternoon, then at UC in the evening. I have to set a schedule for myself. I tried to balance my time between both universities, by paying attention to the importance of each class, depending on exams and assignments, and focus on those assignments. I would never give up on one or the other, but I am so busy that I have to prioritize the important ones. Also, I always take note of everything the teacher says.”

Being a student can be a very stressful and busy time, how do you manage your health?

“I am happy to study with my friends, but the amount of assignments and exams can be very difficult for me. I must take time to relax. Music is very important for me, and makes me feel less stressed. On the weekend, I always go to the stadium to play sport. Also the food, it is very important to me. You must make sure to eat regularly, even if a task is very important, we cannot skip our meal. My family also, they pay more attention to me.

What are your future plans?

“First I’d like to continue working for about two years, so I can gain real life experience. I want to know the real functions of construction. Then I will have real practice and theory from class. Then I want to continue my Master’s degree abroad, in Spain, Italy or France. I want to exchange my ideas with abroad students and get to know their culture. I am happy to be a civil engineer in ASEAN integration. It is a very exciting time for Cambodians. I would like to work in Singapore for a while, if possible. Also, I hope to own my own construction company in Phnom Penh someday.”

What advice can you give to other students who are hoping to be more successful next term?

“First, I want them to spend more time to study. Don’t waste time with useless things like Facebook and searching the internet for things unrelated to their studies. I also want them to study not just to remember, but to analyze and use critical thinking to find the real meaning of the topic you study. To be a successful student you must be respectful of your time, and to your family.”

ENHANCING SCIENCE AND TECHNOLOGY IN HIGHER EDUCATION PROJECT (ESTHEP)

By: Mr. Teav Chhun Nan

From December 24th, 2014 to December 28th, 2014, Mr. Teav Chhun Nan attended the Consultative Workshop on Enhancing Science and Technology in Higher Education Project (ESTHEP), organized by the Ministry of Education, Youth and Sport at Kampot Diamond Hotel in Kampot Province.

As stated in Rectangular Strategy-Phase III, Capacity Building and Human Resource Development has become the first priority of the Royal Government of Cambodia. In order to ensure consistency in terms of hierarchy, coherence, and synchronization among this policy document and the “National Strategic Development Plan 2014-2018,” the Ministry of Education, Youth and Sport (MoEYS) has renewed commitment in the three main policy objectives: Ensuring Equitable Access to Education Services, Improving the Quality and Efficiency of Education Services, and Institutional and Capacity Development for Educational Staff for Decentralization. Simultaneously, the Ministry envisages a time when graduates from all institutions under its supervision are able to meet regional and international standards, to be competitive in job markets worldwide, and act as engines for social and economic development in Cambodia particularly in the context of ASEAN integration 2015.

Despite the desperate need of human resources in science and technology, the survey showed that, “Nearly 60% of all tertiary students study business, social science and law, and less than 25% study engineering and sciences, although many of these latter sectors provide, and will continue to provide, most jobs.” Moreover, an analysis of the current situation of higher education has revealed an alarming mismatch between education and employment. For example, according to a study conducted by the Cambodian Development Research Institute (CDRI), Cambodia would need about 35,000 engineers and another 46,000 technicians in order to keep GDP growth of 6-8 percent over the next five years. From the financial perspective, the amount of public funding on the higher education sub-sector in Cambodia totally depends on the government’s extremely low public expense of approximately 0.1% of GDP, which is equal to about one tenth of the world average of 1%. With this small percentage, MoEYS’ share of the budget on higher education is only 4.1%. More critically, funding for human resource development in the fields of science and technology in Cambodia is even more limited despite being a prioritized area for the country’s development.

The project on Enhancing Science and Technology in Higher Education Project (ESTHEP) has been proposed through the cooperation between Cambodia and China, with an ambitious aim of building capacity of higher education institutions so as to produce graduates who are skilled in science and technology in order to better respond to the industrial and technology-oriented economic development agenda.

Due to the fact that the needs and gaps among HEIs are very much diversified and at different levels of education development in Science and Technology, it is vitally important that the Directorate General of Higher Education, through the funding of Higher Education Quality and Capacity Improvement Project, has to kick off this consultative workshop to gather all constructive ideas and feedback from different stakeholders.

The objectives of this consultative workshop are to receive feedback for the revision of the proposal on Enhancing Science and Technology in Higher Education. To achieve this aim, the following specific objectives are of great importance:

- Highlight the importance and adaption of application on science and technology.
- Exchange experiences on actual implementation of science and technology education and research.
- Discuss the activities within the project components of the draft ESTHEP proposal.
- Build capacity of higher education in producing graduates who are skilled in science and technology in order to better respond to industrial and technology-oriented economic development.
- Enhance capacity of HEIs in producing science and technology-related graduates through scholarship scheme, exchange programs, upgrading of laboratory facilities, and mechanisms to disseminate research findings.

Enhancing Science and Technology in Higher Education Project (ESTHEP) consists of five components which focus on specific benchmarks for reaching the aforementioned objectives.





By: Ms. Por Malis

On December 8th, 2014, at 4:00 PM, Ms. Por Malis, Vice President of Operations at the University of Cambodia, joined the Cambodian Higher Education Association (CHEA) in conducting a courtesy call with Samdech Akka Moha Sena Padei Techo HUN SEN, Prime Minister of the Kingdom of Cambodia at the Peace Palace. The purpose of this meeting was to request his high recommendations on various issues in an effort to support the ideals for promoting high quality educational institution development, and for future sustainability of Higher Education Institutions.

H.E. LY CHHENG, President of CHEA read a report on the general situation and activities of CHEA, and immediately following the report Samdech Akka Moha Sena Padei Techo HUN SEN, Prime Minister of the Kingdom of Cambodia gave a warm welcome to the CHEA delegation and provided 6 important recommendations in his following remarks. His recommendations are as follows:

1. CHEA shall try their best to enhance the education field, educate students and boost the effectiveness and quality of education.
2. CHEA shall further increase collaboration with local and international partners.
3. CHEA shall promote the diversification of skills.
4. CHEA should consider encouraging mergers between small universities in order to increase institutional capabilities and capital to promote quality HEIs in Cambodia.
5. CHEA should establish funds for research and development in order to promote challenges and competitiveness both in the country and the region. The research should focus on two dimensions: academic research and policy oriented research.
6. Regarding the request for tax exemption, Samdech Akka Moha Sena Padei Techo Hun Sen agreed to extend the current practices until December 2015.

The courtesy call was concluded at 6:10 PM with fruitful results. The University of Cambodia and the Cambodian Higher Education Association were very pleased with the results of this courtesy call, and extend their most sincere appreciation to Samdech Akka Moha Sena Padei Techo, HUN SEN, for allowing CHEA to visit, and for providing insightful recommendations.

The UC Bulletin

If you wish to provide articles, comments, complaints, or suggestions for the improvement of the UC Bulletin, or you would like to apply for a student internship, please contact the editor, Ms. Samantha Smith, at Bulletin@uc.edu.kh.

*"Preparing for new life, Welcoming to new home,
Discovering the secret of University Life"*



By: Ms. Samantha Smith

On October 31st, 2014, UC opened its doors to the community and hosted a grand welcome day event, a project organized by the UC Student Senate. The event began at 1:30pm in the UC conference room, where H.E. Samraing Kamsan, member of the UC Board of Trustees and representative of UC President - H.E. Dr. Kao Kim Hourn, gave an inspirational speech as the opening remarks for the day's festivities. Dr. Angus Munro, Vice President for Research, Development and Policies, and Dr. Y Ratana, Vice President for Academic Affairs, were also in attendance, as co-chairs for the event.

After the opening remarks by H.E. Samraing Kamsan, Mr. Khun Channy, AD for the College of Education, took the stage along with two UC students, Mr. Sam Sochet and Mr. Leng Hywfi. Mr. Leng Hywfi gave academic advice to new university students, while Mr. Sam Sochet informed new students about the benefits of UCs many and diverse student organizations. The first session was concluded with an excellent video by Mr. Keo Rottanakvisal regarding student life at UC.



The second session was chaired by Ms. Gina Lopez, AD for the College of Management, and focused on social activities of university students. The two speakers were, Mr. Bun Penghuy and Ms. Heng Malyka. Mr. Bun Penghuy spoke in depth about the different social activities available to UC students, and the importance of engaging in different kinds of activities during the university experience. Ms. Heng Malyka, a UC alumni, gave a motivational speech encouraging students to always try their best and set goals for themselves. She put a heavy emphasis on the fact that many times in life you will fail to achieve your goal on the first try, and it is very important not to give up on your goals when you fail, but instead to learn from your mistakes and try again. The second session was concluded with motivational video messages from UC alumni.



After the closing of the second session, students returned to the ground floor for an afternoon of fun. There was a photo booth for students to take pictures together using silly props, a mini concert where talented UC students performed songs, and plenty of refreshments and UC memorabilia were available both for sale and for free. The mini concert took place on a carefully constructed Halloween stage, created by UCSS members. Students enjoyed laughing, singing and dancing together during the concert, and everyone was blown away by the talent of the performers. After the conclusion of the concert, students joined together outside to play a series of games, including a watermelon eating contest and a hula hoop challenge. The festivities came to a close with a balloon wishing ceremony, where students tied written wishes to balloons and sent them into the sky.



Throughout the event, UCSS members collected donations for charity, and all proceeds from the refreshments sold were allocated to charity as well. Over 300 students came to join in this event, and it was a huge success for UC. The aim of this event was to share with new students the benefits of UC, advice for how to be successful in university, and to create an atmosphere where new students, current students, faculty and staff could enjoy spending some fun time together.

From Study Tours and Charity Missions to HOCC Establishment



By: Mr. Ya Chanreaksmey

As a senior lecturer at the University of Cambodia (UC), Mr. NENG Vannak has spent more than 10 years working in the education sector. Besides lecturing students in class, he tries to encourage his students to enrich their knowledge and experience by organizing several study tours and charity missions to some historical sites, local non-governmental organizations (NGOs) and local communities in Takeo, Kep and Kampong Speu provinces. By seeing some difficulties and challenges faced by the local community in those provinces, Lecturer NENG Vannak and a group of UC students and alumni have decided to establish the club called, Help Our Community Club (HOCC).

“As a social member, helping our society is everyone’s obligation”
-Lect. NENG Vannak, Chairman of HOCC

The HOCC was officially founded on October 15th, 2014, in Phnom Penh. According to the interview session with Lecturer NENG Vannak, founder and chairman of HOCC, the main purpose of the establishment is to gather the existing resources from all relevant parties including UC students and alumni and other generous donors to provide useful assistance to people and some local communities which need it most. He emphasized that “The HOCC has a clear vision to improve the existing condition of our poor people and vulnerable communities. After the establishment, the HOCC team has set up their main actions and missions to encourage Cambodian youth, especially UC

students, to join in social work. When our UC Bulletin reporter asked him about the key planned activities of HOCC for the next year, Lect. Vannak replied, “Our HOCC team has set 3 main missions to be done in 2015”. The first activity is study tours and charity missions which will be organized at least three times per year. The second mission is to conduct knowledge sharing for high school students. Moreover, HOCC will also conduct another kind of knowledge sharing session for its members and university students. This session will focus on several issues including diplomatic affairs, human resource management, and scholarship preparation, among others. As a recently established club, the HOCC doesn’t have any core sponsors yet, but this club has been strongly supported by its own members and other UC community members. On the other hand, when the HOCC organized study tours or charity missions, the club has also received some additional financial support and study materials from their participants and other generous donors.

As chairman of HOCC and UC senior lecturer, Mr. NENG Vannak has recommended all UC students and other Cambodian youth to get involved in social work through HOCC because it’s a golden chance for them to enrich their knowledge and experience by understanding the real living in our society. They should spend their useful time to help the society where they are living. “As a social member, helping our society is everyone’s obligation, and I’d like to encourage them to join with us [HOCC],” Lect. Vannak said. Moreover, Getting involved in social work can help to improve the existing condition of our society. We can learn how the community lives which makes us ready for our future living in society.



The University of Cambodia **FOUNDATION**



Request for Scholarship Funding

The University of Cambodia (UC) is requesting funding to support its UC Scholarship Program. A large majority of potential Cambodian university students are unable to afford the tuition fees to attend a local university, so the Scholarship Program is critical to alleviate this major obstacle to self-advancement. At the same time, funding for the Scholarship Program helps the university to cover its operating expenses and maintain its high academic standards.

Although much development progress has been made in the past two decades, the consequences of Cambodia's recent history continue to limit the formation and development of skills among Cambodian youth, particularly those most affected by exclusionary factors such as poverty, gender, ethnicity, and geographic remoteness. The UC Scholarship Program is a targeted effort to support the educational development of high-achieving Cambodian students across the country, so they can develop the necessary skills and competency to become knowledgeable employees and engaged citizens.

Because of the consequences of Cambodia's recent history, a large majority of Cambodian students need financial assistance to pursue and complete their higher degree programs and have other enriching educational opportunities. Roughly 80 percent of the 3,000+ students enrolled at UC are on full or partial scholarships, made possible by generous donors. The university anticipates that this figure will remain high for several years until a majority of Cambodian families are financially secure enough to make this investment on their own. Additionally, there are currently no government agencies or private institutions that offer student loans to Cambodian students to help them pay for university tuition, living expenses, or learning enrichment opportunities that include research, internships, and teaching.

The university is seeking financial and in-kind donations to create more scholarships for students in need. Scholarships are awarded to students who score highest on a competitive exam targeted towards impoverished students, students from rural areas, ethnic minority students, and female students.

Funding in the Scholarship Program will substantially help UC raise the standards for research, critical thinking, innovation, and problem solving—the ultimate goal is for UC students to be marketable not only in Cambodia, but also regionally and globally. By providing access to high-quality learning opportunities for students, as well as emphasizing fluency in the English language for students in the International Track, UC trains and prepares its students to make strong, positive contributions to Cambodian society through social and economic development.

If you would like to contribute to the UC Scholarship Program and give students across the country the opportunity to live their dreams and change lives, please contact UC Foundation representatives to help give the gift that matters most, a higher education.

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UC SCHOLARSHIP STUDENTS

By: Mr. Ya Chanreaksmey
and Mr. Huy Sambath

As one of the leading educational institutions in Cambodia, the University of Cambodia (UC) provided 100 full scholarships to recent high school graduates, for term 1 AY 2014-2015. Through a competitive and difficult exam and interview process, we found the top 100 candidates to be awarded full BA scholarships to UC. For this volume of publication, the UC Bulletin had the pleasure of conducting interview sessions with a few of the top scholarship students to ask for their impressions as well as some tips on how they were able to be so successful in their exams. Let's hear a short impression from each of them:



Ms. Prak Chansreyneth, International Relations Major

"My key preparation was reading some useful books about general knowledge, history, and newspapers. I usually surf the Internet and read some news to get general knowledge. I have some practical tips to share. First, be prepared! Try to review what would appear in the exam. For example, this scholarship exam focuses on general knowledge and English, so try to prepare it. Second is be healthy; we should have a balanced diet, do exercise, and get enough sleep. Third, be confident in yourself. Don't worry how many people come to do the exam with you, but just believe in yourself. Last but not least, try to read; the more you read, the more you understand."

Ms. Uy Sovanlongdy, International Relations Major

"Honestly, I did the IFL entrance exam book to enhance my extra knowledge on English and time management, and I put all of my effort into vocabulary and grammar. However, I didn't prepare much for general knowledge since I am also a firm believer in the power of educated guessing. Overall, I would like to say thank you so much to UC for offering me this scholarship to be a student of yours. Because of your offer, it is such an enormous inspiration to me in order to succeed in my studies as well as my goals. I wish you get success in your educational system to instill human resources in Cambodia. I hope I will become an outstanding student at UC and get a promising future, both job and reputation."



Mr. Prak Chanrotanak, Law Major

"These scholarship exams mainly focused on general knowledge and English, so my key preparation is to improve both parts. First, I tried to focus on general knowledge beside my subject that I prefer to study. To enrich our general knowledge; we should spend our useful time by reading newspaper, journals, and books. Moreover, I tried to improve my English by doing several English

THE UNIVERSITY OF CAMBODIA'S CAMBODIAN RED CROSS YOUTH

By: Mr. Keo Rottanakvisal

On Thursday, October 23rd, 2014, five UC Red Cross Youth members joined in the program to plant mangroves to save the environment and the campaign of road safety, in Kampot province. The event was organized by the CRC Head Quarters and the Kampot Branch of the Cambodian Red Cross. The event was presided over by H.E. Pit Chamnan, a Member of the Central Committee. About 200 Cambodian Red Cross Youth (CRCY) from various universities in Phnom Penh participated in the event.

Throughout this mission of CRCY, we completed many significant activities in an effort to uphold the seven fundamental principles and serve our nation. For example, we planted mangroves to help protect our environment and conserve fisheries, as well as promoting driving and road safety to local people in Kampot province. Furthermore, this mission also strengthened the capacity of the Cambodian Red Cross Youth by offering training on environmental issues and road safety; thus promoting CRCY's commitment and capacity to involve youth in dealing with and resolving real social issues.

This mission of CRCY became one of the best memories for all the Cambodian Red Cross Youth who attended, in addition to being a significant training mission for youth and society.



ONLINE SEARCHING

By: Mr. Chea Chen and Ms. Seng Kannha

On December 16th, 2014, Mr. Chea Chen and Ms. Seng Kannha attended a library workshop entitled, "Online Searching," held at Hun Sen Library-RUPP. 23 librarians from various universities and institutes in Phnom Penh participated in the workshop. The workshop focused on The Sage Company, an online research database that has two kinds of products, the Sage Premier and the Sage Research Methods (SRM). These products are tools designed to help researchers, faculty, and students with research projects.

Rosalia da Garcia gave an in-depth presentation on the Sage Company and the products they offer. The SAGE Company is an Online Research Database that hosts over 800 journals from 300 different learned societies and institutions. In addition the database offers over 800 books a year across a broad range of subject areas including business, humanities, social sciences, science, technology, and medicine. SAGE offers two kinds of products; the Sage Premier and Sage Research Methods (SRM). Sage Premier is an invaluable investment for libraries, as it includes leading international peer-reviewed journals, including high-impact research titles published on behalf of over 245 scholarly and professional societies. Furthermore, SAGE Research Methods is an innovative online tool designed to help researchers, faculty, and students with their research projects. Researchers can explore methods and concepts to help them design research projects, understand particular methods, identify new research methods, conduct their research, and write up their findings. SAGE Research Methods contains a wealth of information on research methods, including over 120,000 pages of SAGE's renowned books, journals and reference content, paired with truly advanced search and discovery tools.

ASEAN-US SCIENCE AND TECHNOLOGY FELLOWS PROGRAM

By: Ms. Samantha Smith

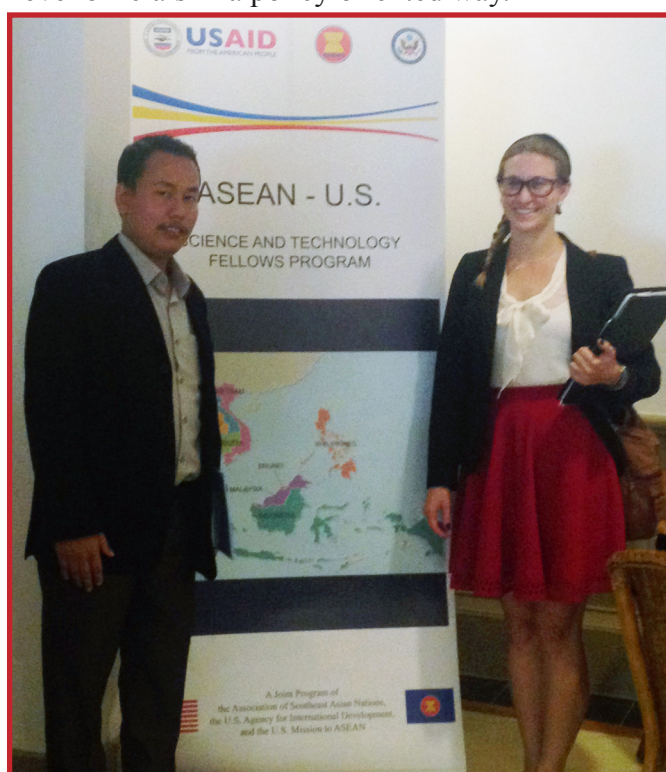
On October 27th, 2014, Ms. Samantha Smith, Director for the Office of the President, and Mr. Ban Bunheng, Deputy Director for the ASEAN Study Center, attended a luncheon meeting regarding a joint USAID and ASEAN-US PROGRESS project entitled, ASEAN-US Science and Technology Fellows Program.

The meeting was facilitated by the program manager, Zullia Saida, and the speakers included Teresa Leonardo, Senior Regional Science and Technology Advisor for USAID Asia; Keith Doxtater, Chief of Party for ASEAN-US PROGRESS; and Dr. Pham Thi Thanh Nga, ASEAN-US Science and Technology Fellow from Vietnam. Attendees included representatives from the Royal University of Phnom Penh, the University of Cambodia, the Ministry of Industry and Handicraft, and the Ministry of Agriculture Forestry and Fisheries.

The purpose of this program is to begin to bridge the gap between academic research and policy making. The project is modeled after a US fellows program started in the 1970s, which has grown significantly and helped to shape countless US policies. It is a persistent global problem that research projects, in particular relating to the environment, biodiversity and energy security, are not appropriately reviewed and represented in policies being created in government. Thus, this program seeks to embed researchers within related ministries, to allow them a real opportunity to influence policy through strengthening communication and relationships between researchers and policy makers.

Academic writing and dialogue differs significantly from policy writing and dialogue; you could say

that in a way, they are different languages. This represents a critical flaw in the current system and explains why research is often unrepresented in the policies being enacted by governments. Thus, this program not only seeks to increase the collaboration and dialogue between these two sectors, but also to provide training on diplomacy, public speaking, and policy writing to all research fellows. In this way, the program is not only creating a bridge between policy makers and researchers by their physical closeness of working side-by-side within ministries, but also to teach the researchers to create outcome reports based on policy writing, and to present their results to high level officials in a policy oriented way.



CONSULTATIVE WORKSHOP ON FACULTY OF EDUCATION

From December 18th, to December 20th, 2014, the consultative workshop on the Faculty of Education at RUPP was organized by the Ministry of Education, Youth and Sport at Kampot Diamond Hotel in Kampot Province, with participation from key stakeholders in education and other education-related institutions.

The objectives of the workshop were to identify the capacity gap in educational institutions and collect technical feedback on the curriculum of the Faculty of Education at Royal University of Phnom Penh from different stakeholders such as higher education institutions, companies investing in the education sector, technical departments in the Ministry of Edu-

cation, and NGOs.

By: Mr. Khun Channy

The presenters from different educational institutions introduced the capacity gap which is one of the main challenges faced by their individual institutions and gave feedback on what to do to improve the curriculum of the Faculty of Education in expectation that the prospective graduates from this faculty will be equipped with skills needed by their future employers and society.

In the end, the consolidated list of feedback from key stakeholders was compiled for the curriculum development committee of the Faculty of Education at RUPP to take into consideration regarding the strengths and weaknesses of the curriculum.

“NEW TRAFFIC LAW”

By: Mr. Mam Thanna



On October 21st, 2014, Mr. Mam Thanna, Associate Dean for the College of Law, attended the Parliamentary Consultative Workshop on Draft Law entitled, “New Traffic Law” hosted by the Secretary General Assembly of Cambodia at the National Assembly Palace.

Participants of the workshop were members of the legislative body, officials of relevant ministries such as the Ministry of Public Works, Transport, Telecommunications, Post, Industry, Mines, Energy, Commerce, Land Management, Urban Planning and Construction, relevant international and local non-governmental organizations, and development partners.

The workshop was presided over by H.E. Dr. Nguon Nhel, Second Vice-President of the National Assembly. In his opening remark he addressed the consequences of bad traffic in Cambodia and in the world; that is, the increasing number of traffic accidents and raising mortality and injury rates, which in turn make victims and their families more vulnerable to poverty and illness. In addition, he spoke about the solutions for decreasing traffic accidents and for reducing poverty; that is, the proposed new traffic laws. These laws will be adopted once they have been debated and stakeholders have been consulted. After H.E. Dr. Nguon Nhel’s opening remarks, the workshop began; which consisted of numerous speeches from the various stakeholders present. The speakers addressed the root-cause of traffic accidents and proposed solutions and recommendations about what measures should be established to eliminate the causes. In addition, the speakers also raised and discussed the draft law on, “New Traffic Law”. Those measures were as follows:

- There must be two drivers for large trucks (one to replace the other when one feels tired).
- All passengers (of all kinds) must wear helmets on motorbikes.

- Passengers on busses or mini-busses must fasten their seat belts.
- Car-dealers should grant the plate-number and relevant documents before being permitted to sell the car to the purchaser.
- Create and strengthen guidelines and regulations for vehicle repair shops.
- Police are entitled to remove vehicles from parking lots if the vehicle is in violation of the law.
- Increase the fine for the drunk drivers to 4 million riels.
- Incorporate new traffic laws into the Criminal code.
- Strengthen technical inspection.

The workshop also briefly compared the differences between the existing traffic law and the new draft traffic law. The new traffic law consists of 12 chapters and 92 articles. 64 articles of the existing one have been changed, 15 articles have been amended, and 13 articles remain the same.

In the closing remarks, H.E. Nin Sophon, head of the Parliamentary Commission of Public Works, Transport, Telecommunications, Post, Industry, Mines, Energy, Commerce, Land Management, Urban Planning and Construction, expressed her gratitude to all participants for spending their valuable time to participate in the workshop. She also added that the commission would study the concerns and recommendations made by the participants during the workshop and incorporate appropriate ideas into the new traffic law draft.

UC would like to encourage all students, faculty, staff, alumni and community members to please drive safely; follow all traffic laws, wear a helmet, and never drink and drive!

*The University of Cambodia Now Offers **KHMER TRACK***
The academic program was introduced in 2013, and continues to grow in size and popularity.

*Our original degree programs taught through the medium of English have been renamed as the **INTERNATIONAL TRACK**. In an effort to provide quality education to as many students as possible, selected programs will now be taught in Khmer: the content and quality is the same, so the only difference in the **KHMER TRACK** is the language of instruction.*

By: Mr. Huy Sambath

Today, the UC Bulletin would like to draw your attention to one young Cambodian who has devoted his utmost efforts to social activities and community service. His charitable contributions have been a centre of public attention. He is the founder and president of the Youth Development Program (YDP), a youth-run platform aimed at assisting youth with educational facilitation and social development.

Mr. Bun Penghuy is currently a term-ten student in the College of Law at the University of Cambodia (UC), and a fourth year English student at the Institute of Foreign Languages (IFL).

When asked about the main purpose behind the creation of YDP, Penghuy smiled and responded, "The main purpose of this creation is to provide information and opportunities regarding education and career development to Cambodian youth."

He managed to reply quickly when asked about the main activities or mission that YDP would do saying, "YDP has had four main aims in mind since its inception. First, it seeks to promote social development through volunteerism with various projects. Second, it aims to share educational and vocational information to Cambodian youth via social media. Third, it aims to provide educational and vocational training or workshops to Cambodian youth; and last but not least it aims at providing consultancy service to Cambodian youth." Regarding the member selection, he said anyone could be the member if they are committed to working for our society, have free time on weekends and follow the selection process of YDP.

When asked where YDP could get either financial or technical support, he said, "Sometimes, we use our own money by raising some from all members to organize the projects. Most of the time, we send

the proposal to private companies for sponsorship. In return, those companies will be promoted through our page and event."

Regarding YDP's achievement, Penghuy paused for a while and responded, "We have had 3 big projects so far. In 2013, we organized a charity trip to Homestay Volunteer Teacher Organization (HVTO) in Siem Reap and brought more than 3000 books and 200 packages of stationery to kids there. Recently, we had a charity concert to raise funds to build a library for kids in O'Chrey Primary School in Battambang province. We have just accomplished another charity trip to Countryside Children Organization in Siem Reap. This time, we brought 120 packages of stationery and 500 books. Our crucial contribution is that we provide a lot of information about scholarships, job opportunities, internships and volunteerism through our Facebook page. As a result, we have 21 K likes on our Facebook page now. Besides, we also organized several workshops and trainings to develop soft skills for Cambodian youth."

As the interview came to an end, we asked for his final words or recommendations to UC students, as well as fellow Cambodian youth. He responded by saying, "I strongly encourage university students and youth to get involved with social work because it will sharpen their personality and social skills. In addition, they can get some experience and build up their networks. All of these will prepare them for their job hunting after graduation. Apart from personal development, they can obviously help their community and society, which is one of the qualities needed in developed countries. I am confident that Cambodia will be developed if everyone is willing to get involved in social work."

For more information, 'like' YDP on Facebook at <https://www.facebook.com/ydpcenter>

WHITE RIBBON CAMPAIGN TO STOP VIOLENCE AGAINST WOMEN

By: Ms. Kong Rathana

On November 21st, 2014, the University of Cambodia (UC) in coordination with the People Health Development Association (PHD) celebrated the 16 Days of White Ribbons Campaign to stop violence against women and children under the theme of this year: "No violence is a change in your behavior!" In cooperation with the Ministry of Women's Affairs, the Ministry of Education, Youth and Sport, and the Accreditation Committee of Cambodia (ACC) under grant funds from the UN-Trust Fund through CARE International in Cambodia. This is the fourth time UC has cooperated with PHD to celebrate this campaign. The White Ribbon Campaign is an activist group which opposes violence against women, and was started in 1991 by a group of Canadian men. Meetings were held all over the world until the day it became officially recognized by a UN official announcement during the 83rd General Assembly. The 16 Days Campaign from November 25th (International Day for the Elimination of Violence against Women) and December 10th (Human Rights Day) rightfully stresses that gender-based violence is an international human rights violation.

Mr. Ou Ratanak, Executive Director of the People Health Development Association said that violence occurs between individuals, but it affects national and social welfare and women become the victims of violence. The strategies of the United Nations are innovative, by working with young men to change their behavior in response to the elimination of violence. The problem of violence against women as a human rights violation is considered as a top priority, and section 3 of Cambodia's Millennium Development Goals (MDGs) shows that gender equality and women empowerment play an important part in combating the problem of violence against women.

Ms. Por Malis, Vice President for Operations stated that, the University of Cambodia has contributed to the achievements of the strategies of Neary Rattanak III, Ministry of Women's Affairs, to promote gender equality and to eliminate of all forms of violence against women. The University of Cambodia has been involved through various social activities intended to provide opportunities for students to gain real knowledge aside from class requirements. Additionally, UC has a number of subjects in the curriculum related to women, such as the Views of Women in Society, and Gender and Globalization Development in order to increase the understanding and promotion of women.

Her Excellency Kim Sethany, Secretary of State for the Ministry of Education, Youth and Sport, shared her experiences, on behalf of the Ministry of Education, Youth and Sport saying that she really appreciates the Ministry of Women's Affairs, PHD, Care International Cambodia, and especially the University of Cambodia whom joined together in the organization of this campaign. The Royal Government of Cambodia has dedicated much attention to inspire girls through education; it's a key element in the transition and development of the universe and the whole society. Participation in the reduction of gender based violence is also a part of the Ministry of Education, Youth and Sport's action plan. Therefore, the positive enforcement of changing behavior and attitudes is a very effective way to promote gender equality.



Her Excellency Sy Defin, Secretary of State of the Ministry of Women Affairs, shared that violence against women is not cultural; it is driven by society's mindset and social norms that values men more than women. Working with the target group of men and boys effectively prevents and reduces violence against women. They can change their society and their future generations by being a good example, as a father, brother, husband and other roles by changing individual attitudes.

His Excellency Hun Many, member of the Cambodian Parliament, expressed in his opening remarks that in order to raise awareness about women's rights and eliminate violence and discrimination against women, we must work together as a group of institutions and individuals with relevant composition to the rule of law, government regulations, educational institutions, civil society, and the public. Moreover, it is the duty for all of us to achieve better social welfare that violence is reduced from day to day and to eradicate violence completely. It will start from individuals because we are social cells and we must not use violence to solve our problems. A change of mindset is not easy, but learning to change behaviors and to have a legal rule to manage violence is a good place to start. The campaign today is an opportunity to contribute positively to promote women in society and to reduce violence. Moreover, now women have a strong momentum in both the national and international stage in terms of leadership roles, and strengthening equality.

After the speeches, the honored guests, staff, faculty and students were given a white ribbon to wear to symbolize their commitment to the cause. Students performed a skit, focused on violence in society and its underlying message was that everyone has responsibility to stop violence. Afterwards, Students participated in a question and answer contest related to the campaign to win prizes. Certificates were presented to students who served as peer educators in life skill training workshops on, "The Men Engagement to Stop Violence against Women" project. At the end of the event, all participating parties signed the commitment to eliminate violence against women and children.

COURSE OVERVIEW SESSION: COLLEGE OF MANAGEMENT

By: Ms. Gina V. Lopez

The objective of this course overview is to provide students an impression of what they will learn in the subjects/courses entitled, Principles of Management and Fundamentals of Financial Management, and to help them prepare themselves for the next level of their university life (year 2). The College of Management also aimed to teach students how to manage their time, how to get good grades, and to excel in their academic performance.

Observation and careful analysis was conducted in order to create this program, and the effort was compensated with the good participation of students (more than 70 students in the morning and afternoon both I and K tracks) as well as the presenters whom generously donated their time and enthusiastically shared their knowledge and skills to their juniors. The presenters were as follows:

BUS201: Principles of Management (October 6 & 8; 3 hours per session)

1. Kheang Pov
2. Khay Sovat
3. Te Seang Eng
4. Lim Lida
5. Sreang Boromey

FIN201: Fundamentals of Financial Management (October 7 & 9; 3 hours per session)

1. Chum Pheaktra
2. Puth Sopherk

Guest speakers were also invited to attend the course overview session, and to inspire students on their path to achieve their goals. They were as follows:

1. Nguon Chhayleang – Business Management major, graduated in 2011 and now is the CEO of Century 21 Regent Realty Co.
2. Khin Elena – Finance and Banking major, graduated in 2011 and now is Sr. Recruitment Specialist at Manulife, Cambodia Plc.

After the 4-day session students were so happy and became more interested in taking the two courses during Term 1 AY 2014-2015. Students were so thankful to the presenters and guest speakers for sharing their experiences, challenges and successes. They are hoping that the College of Management will provide more sessions like this so they may be able to clearly understand the course aims, and have advance knowledge on which courses they will study in the succeeding terms. Though it was only 6 hours per course, it was worth the time; the knowledge they obtained, and the interaction with students from other sessions helped to increase their understanding of their major and expand their student network. Students built very good relationships and had fun while learning by participating in some team building activities which established a good foundation on their steps to the higher levels of their studies.

The College of Management will always provide new things, experiences and challenges to enhance the potential of students to shine and be recognized not only within Cambodia but in the region as well.



YOUTH DEBATE ON AIDS-FREE GENERATION

By: Mr. Keo Rottanakvisal

On Monday, November 24th, 2014, Mr. Keo Rottanakvisal, University of Cambodia Red Cross Youth representative, along with 7 other CRCY members from other universities in Phnom Penh joined together to discuss and express their own ideas on the topic, “AIDS-Free Generation,” in conclusion of a two week training workshop. This event also focused on general knowledge about AIDS, as the disease is continuing to spread in Cambodia. Ten students from each participating university were invited to the event as well. The event was organized by the Cambodian Red Cross in association with the World AIDS Day Cam-



The Youth Debate on AIDS-Free Generation started at 8:00am and concluded at 11:30am. There were two main sessions of the program. First, four participating students discussed the topic, “Importance of Youth to Achieve the Goal of 3-Zero.” Second, four participating students discussed the topic, “Valuable Fellowship of Youth in Society.” The purpose of this program was to effectively share information about AIDS to all Cambodian citizens, especially the youth, through the stimulating discussion of CRCY members broadcasted on TVK.

Throughout this program, the University of Cambodia collaborated with the Cambodian Red Cross to respond to the United Nation’s goal for 2015 to have zero of new infections, zero discrimination, and zero AIDS-related deaths; In addition to the Cambodian National Policy to reach Cambodia 3.0 in 2020.

RESEARCH PRIORITY WORKSHOP

By: Ms. Samantha Smith

On November 4th, 2014, Ms. Samantha Smith, Director for the Office of the President and Mr. Ban Bunheng, Deputy Director for the ASEAN Study Center, attended a workshop covering the research priorities and expectations for 2015-2018. The meeting was chaired by H.E. Dr. Hang Chuon Naron, Minister of Education, Youth and Sport. In his keynote speech, he outlined the 7 strategies for research and development in the education sector, highlighting the importance of using research activities to improve HEIs. He also spoke about the need for collaboration in research, telling the meeting that they cannot hope to create something meaningful if they only ever sit in their offices by themselves. He encouraged everyone present to attend workshops and conferences, and to present their research findings. He concluded his speech by saying that the Ministry of Economics and Finance has created a budget to support research in HEIs focused on specified priority areas.

After a short break for refreshments, the meeting split up into 3 groups to discuss each sub category for research in greater detail. The sub groups are as follows: natural science, technology and engineering; social science; and higher education. Mr. Bunheng and Ms. Samantha attended the group discussion related to higher education. The meeting discussed each topic in the sub group, its relevancy and its priority for research. It was decided to make some minor changes to the topics and their priority rankings. For example, Knowledge Management and Dissemination was removed from the list of priorities and Quality Preparation for Competitive Jobs was added. After about one hour of discussion, the three groups came together to share the results of their discussions. However, it was decided that one member from each group should email their results to Mr. Chan Roath, and he would compile a new handout of research priorities based on the results of the workshop.

The meeting was closed with a detailed reminder of the requirements for receiving a research grant, as well as an announcement that the committee for Priority Research Areas is looking for new members, as the old committee has reached its conclusion.

Reflections...

By: College of Management students and Ms. Gina V. Lopez



“Critical Leadership Skills” for today’s students as Cambodia joins the AEC 2015 and An Update on the Ministry of Commerce Reforms; the workshop that was attended by UC students on September 18th, 2014, at Institute of Technology Cambodia (ITC). This workshop was attended by thousands of students from different universities in Cambodia and other individuals from public and private sectors and non-government organizations, more importantly it was free. Enthusiasm and eagerness to listen to the exceptional speakers could be seen on their faces.

The two speakers spent time to share their experiences in work and in their life, emphasizing the importance of leadership, lifelong learning, positive change, focusing on what you can do, teamwork, synergy, and creating your own leadership journey. For the first speaker, H.E. Sun Chanthol highlighted in his speech about the reforms that the Ministry of Commerce is gradually implementing and how they are beneficial to all aspects of business and international trade. Mr. John G. Rice of the General Electric Company shared the uniqueness of the company in terms of operations, which is the reason why it has been in operation for 130 years. According to him, “Leadership is the thing that binds GE together,” and he created his personal leadership journey, working with GE for 36 years.

Long Chantola, Business Management major, term 9

Topics discussed by H.E. Sun Chanthol covered the reforms being conducted in the Ministry of Commerce for the purpose of readiness in the competition of 2015. According to the Minister some unnecessary processes are to be eliminated in order to efficiently use resources; rather than using the traditional paper-based processes it was replaced by an online process to eradicate corruption and protect the environment. Aside from that the ministry created a new department, Research and Development that aims to collect data and provide useful information to the public about the Cambodian market.

“Leadership is not about the title, but it is about being influential,” Mr. John G. Rice stressed. By this meaning a leader is a role model to followers. He said that, “the best leaders are part of the solution rather than problem.” Upon participation on the workshop, a lot of priceless information and concepts were obtained beyond formal education. Such an advantageous event should be conducted by other ministries to keep people updated of what their government is doing and especially to contribute precious ideas and concepts to the future of Cambodia.

Khay Sovat, International Business major, term 10

It was such a great pleasure for me to experience a workshop organized by the Ministry of Commerce that provided me such knowledge which I really wished to learn. Surprisingly, I was so convinced by the speech of H.E. Sun Chanthol on the ministry reforms. There have been many reforms on the overall part of the ministry such as the provision of some basic commercial services in one department that help the citizens by being more convenient, and the enhancement on the capability of the officials from the specialists to the generalists.

What really drew my attention from Mr. John G. Rice's statement was, "In the working environment, people whom you work with are considered as a big motivation, positive or negative motivation, depending on how well you get on with them."

Kheang Pov, Business Management major, term 9

In the workshop I learned information about the restructuring within the Ministry of Commerce. First is about the withdrawal of Certificate of Origin since some countries don't need this. Also, processing of some documents could be done faster than before through an online procedure.

From the Vice Chairman of General Electric Company, Mr. John G. Rice, "No matter what position you are, you need to build up your leadership skills in order to succeed. Leadership is the influence of people to work effectively and efficiently to achieve the goals. Moreover, as a leader we need to be open-minded to lead other people who are smarter than you to make the great impact for the company and the society."

Te Seang Eng, International Business major, term 5

The most important thing that I learned from H.E. Minister Sun Chanthol's statement was, "We must change, before we have to change". It seems so influential for students like us to prepare ourselves for the future and to keep us be proactive. From Mr. John G. Rice, what caught my attention was, "Life is a learning journey, people have to learn since the time they were born until the day they die," so as a human being, we keep on learning because everything is changing and new things will also come into our lives.

Yun Sreytoch, International Business major, term 10

My expectation toward this workshop was to learn more about leadership skills, for example, how successful people like Mr. John G. Rice, define leadership. I had aimed to learn what I should own and improve upon to be a successful leader. Also, I had hoped to hear the speakers sharing their own journey of life. The workshop was very crucial for all participants because many experiences and advice was shared by the speakers and some other participants as well. I have gained a lot of useful insights from this workshop. The information I received from this workshop went beyond my expectations. I learned not only about leadership but I also gained valuable information related to the reforms within the Ministry of Commerce and useful life experiences from both speakers.

INTRODUCING...

FRIENDS OF UC



The University of Cambodia understands the importance of cultivating meaningful relationships locally and internationally, and thus is excited to announce the implementation of a new program called, *Friends of UC*. This program aims to expand the UC family to include individuals throughout Cambodia and abroad, who support the mission, spirit and purpose of UC. Collaboration between *Friends*, and UC will be mutually beneficial, and will create a large network of innovative individuals that can be used to support personal, institutional, and national development.

Friends of UC will be invited to speak to students, faculty and staff regarding their individual specialties, display products on campus and at UC events, and offer internships or employment to our talented students. In addition, *Friends* are encouraged to work along side UC management to develop and enhance university curriculum and human resource development.

If you are interested in becoming a *Friend of UC*, or would like more information about the incentives and roles of *Friends*, please contact the Director for the Office of the President, Ms. Samantha Smith, at DirectorOP@uc.edu.kh or 093-777-884.

SHOPPING FOR GOODS, WORKS AND SELECTION OF CONSULTANTS

By: Ms. Tek Molika

The current higher education system is growing rapidly but is small by regional standards and there are genuine concerns about the quality, access, efficiency, and managerial effectiveness in Higher Education Institutes. To assist in supporting these key areas, the Department of Higher Education of the Ministry of Education, Youth, and Sport and the World Bank have jointly provided capacity building workshops and clinics to provide training to officers employed within these key areas.

On October 13th-14th, Ms. Tek Molika, Procurement Officer in the Office of Finance and Accounting, attended a consultative workshop entitled, "Procurement Clinic on Shopping for Goods, Works and Selection of Consultants." The purpose of this workshop was to build the capacity of the staff of sub-projects from 10 higher education institutions in Phnom Penh for better implementation of the procurement for shopping for goods & works and the selection of consultants.

The 2-day workshop was divided into 3 sessions. The trainers were procurement specialists from the World Bank, and officers of the Ministry of Education Procurement Office of the Department of Higher Education (DHE).

The sessions were presented by field experts, and covered the following points:

1. The process of procuring goods: the act of obtaining or buying goods and services, including preparation and processing of a demand as well as the end receipt and approval of payment.
2. The process of procuring consultants: often an institute's strategy because of the ability to determine if operations will continue.
3. The process of procuring works: it often involves planning, standards determination, specifications development and financing.

The workshop concluded that the higher education system in Cambodia has changed greatly and it has highlighted the significant and complex challenges faced by the overall system of higher education and individual universities, both public and private. It is most urgent, however, to improve human capacity in the sub-sector in order to cope with the rapid expansion of the last decade and to anticipate what will be required to manage it in the years ahead.

Therefore, the workshop finished with fruitful discussions and the participants gained knowledge in the quality of teaching, management, and research in project-supported entities and piloting the targeting of disadvantaged students for enhanced access and retention.

FOUNDATION YEAR ENTRANCE EXAMINATION

By: Mr. Cham Soeun

On November 24th, 2014, UC staff members participated in invigilating the Entrance Examination for the Foundation Year Program, promotion 13, Term I, academic year 2014-2015 at the University of Cambodia (UC), in Phnom Penh. This examination was organized by the University of Cambodia and authorized by MoEYS.

The Entrance Examination Committee members from the University of Cambodia were led by Dr. Y Ratana, Vice President for Academic Affairs, with the support from all colleges and related offices at UC.

A total of 383 students registered; however, only 368 students were in attendance.

1. College of Arts and Humanities (69 students) - The exam subjects were English language and General Knowledge.
2. College of Education (23 students) - The exam subjects were Khmer language and Ethics/Morality.
3. College of Law (42 students) - The exam subjects were History and Morality/Ethics.
4. College of Management (128 students) - The exam subjects were Mathematics and Morality/Ethics; except for Hospitality and Tourism Management Majors who were required to take History instead of Mathematics.
5. College of Science and Technology (59 students) - The exam subjects were Mathematics and Morality/Ethics.
6. College of Social Science (47 students) - The exam subjects were History and Morality/Ethics.

The committee took appropriate steps to prepare for the event so that it would run smoothly. During the exam, the committee and invigilators checked and opened test papers in front of other committee members and students to ensure there was no cheating. The students arrived on time, dressed in suitable clothes, sat properly in their desks, and completed the exam while being monitored very closely for any possible cheating.

After the exam, the committee concluded that all staff and students implemented their tasks well. The process of this examination was well organized and ran successfully in accordance to MoEYS standards. The results of examination were acceptable; after marking the examinations, the Committee prepared the result documents and submitted to MoEYS for approval before the required deadline.



THE BEST STUDENTS FOR ACADEMIC YEAR 2013-14

By: Dr. Angus Munro
and Mr. Travis Mitchell

Summary Starting in 2009, the University of Cambodia has sought to recognise our best-performing students each term and over the whole academic year. The following continues a chronicle of the numbers achieving this status on a by-term basis, including the immediate impact of a recent decision to revise the underlying grading scheme. It also provides an overview of the numbers of top-performing students who have qualified for recognition based on their year-round performance over the past four academic years. Various underlying issues are identified which need to be addressed.

Introduction It has been standard practice at the University of Cambodia to recognise top-performing students each term and those who perform consistently well throughout the year (Munro, 2009, 2014). For non-Foundation Year undergraduates, those who take at least the full complement of courses in a term and maintain an overall average of an 'A' grade qualify for nomination to the Vice-President's List for that term; whilst those with an overall 'B+' grade qualify for the Dean's List. Similarly, those who take at least the full complement of courses throughout the Academic Year and maintain an overall average of a 'B+' grade qualify for nomination to the President's List for that year (those who achieved an overall 'A' grade throughout would qualify for the Chancellor's List, although this has never been achieved).

Term III of Academic Year 2013-14 saw the introduction of an update of the letter-grading system: the way in which marks are allocated for attendance, etc., remained unchanged. Table 1 compares the new system with that used previously (Munro, 2009). The following gives details of students' performance in 2013-14, and considers the possible immediate consequences of the updating of the grading system on their results for Term III.

A list of the nominees to these various lists for the current academic year is appended to this article.

Table 1 Comparison of the new grading scale for each course, introduced in Term 3 of Academic Year 2013-14, with that used since 2008.

Letter Grade	Grade Point	Score (%)		Definition
		Before	After	
A	4.00	95-100	90-100	Excellent
B+	3.50	89-94	85-89	Very Good
B	3.00	83-88	80-84	Good
C+	2.50	77-82	75-79	Fairly Good
C	2.00	71-76	70-74	Satisfactory
D+	1.50	65-70	65-69	Poor
D	1.00	60-64	60-64	Unsatisfactory
F	0.00	Below 60	Below 60	Failure

Overview of Term-based Performance Considering first performance on a by-term basis, Figure 1 is an update of Munro (2014). It shows that a broadly similar proportion of students merited being nominated to the Dean's and Vice-President's Lists for Terms I and II under the old grading system as in previous years; and that, overall, the same applied for Term III under the new one (with the greater overall proportions presumably reflecting the lesser outside commitments of students who are also studying at another university: Munro, 2014). However the updated grading scheme was associated with a marked difference in the relative proportions of those on the Vice-President's and the Deans' Lists. This can also be seen in Figure 2, which shows a clear difference from the linear relationship between the percentages on each list seen over previous terms.

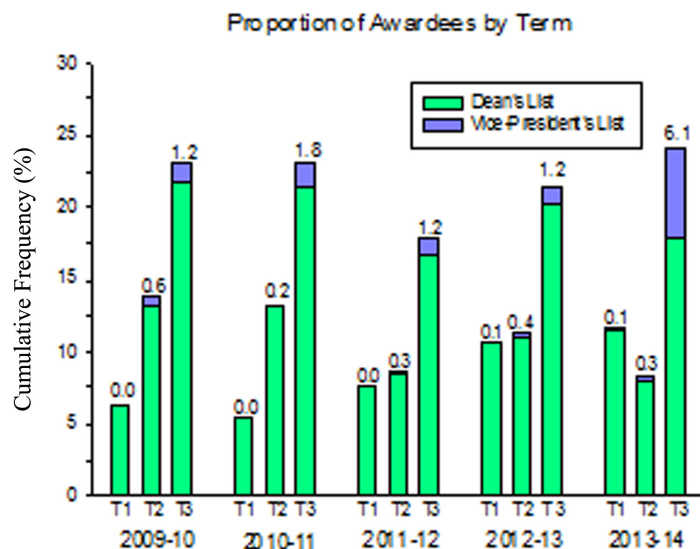
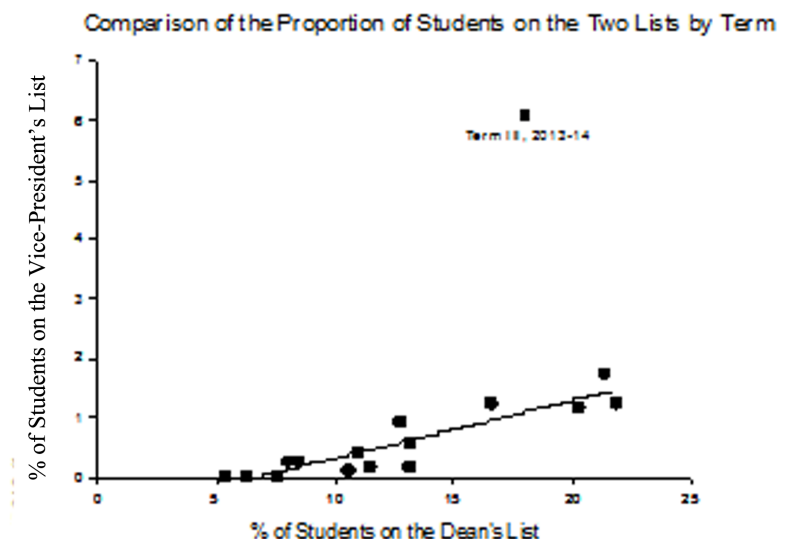


Figure 1 The proportion of nominees for the Dean's and Vice-President's List by term, as a percentage of the total undergraduate enrollment (excluding Foundation Year). The number on top of each bar is the percentage of students on the Vice-President's List.

Figure 2 The overall percentage of students each term on the Vice-President's List shows a linear relationship with that of those on the Dean's List ($r = 0.907$; $P < 0.0001$) if the datum for term III of Academic Year 2013-14 is excluded.



That there has been an increase in the proportion of students on the Vice-President's List is as might expected, given that the new band-width encompasses the top 10% and thus absorbs most of those who would previously been put on the Dean's List (Table 1).

Nevertheless, overall, the most recent Term III results are somewhat anomalous. For example, previously students scoring at least 89% overall in a term qualified for one or other of the Lists, but now the threshold has been lowered to 85%. Thus one might expect that there would be an increase in the overall proportion of students qualifying. However this is not apparent: instead, the combined proportion is broadly comparable with the same term in previous years apart from 2011-12 (Figure 1).

Figure 3 (an update of Munro, 2014) shows that, whilst there has been a rebound in the proportion of enrolled females throughout Academic Year 2013-14, this has not been the case for their academic performance. Indeed, there is evidence for a progressive decline over successive terms in 2013-14, despite the relaxation of the grading system in Term III.

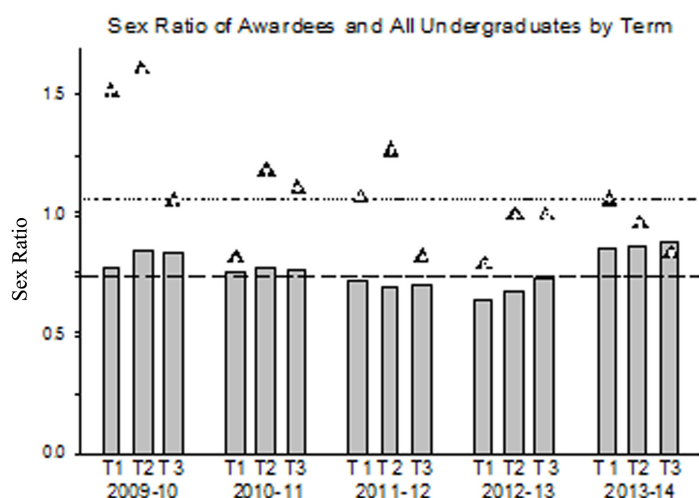


Figure 3 The by-term sex-ratio (numbers of females/numbers of males) of the total undergraduate enrollment excluding Foundation Year (bars); and of nominees for the Dean's and Vice-President's Lists (triangles). The dashed horizontal line indicates the overall average for the total undergraduate enrollment; the dotted line indicates that for both Lists combined.

Overview of Year-round Performance Table 2 gives the number and distribution of nominees to the President's List in Academic Year 2013-14 in comparison with previous years: again, there were none who qualified for the Chancellor's List.

1. Overall, there are two distinct 'clusters': Academic Years 2010-11 and 2013-14 had much higher absolute numbers than the other years (and also higher percentages, along with 2009-10: data not shown).
2. The high number in Academic Year 2010-11 would seem to be mainly accounted for by the large showing of students in the College of Social Sciences.
3. The high number in Academic Year 2013-14 may be at least partially explained by the increased proportion of nominees to the Vice-President's List in Term III (Figure 1).

Table 2 The number of students who have qualified for the President's List since its inception.

College	Academic Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Arts & Humanities	13	18	7	12	19
Education	0	0	1	2	1
Law	1	6	5	6	6
Management	32	37	22	25	38
Social Sciences	8	33	17	15	19
Science & Technology	4	2	4	2	1
Overall	58	96	56	62	84

Table 3 gives a breakdown of the proportion of females qualifying for the President's List over successive years. Overall, there has been a general decline, recalling term-based performances (Figure 3). The most marked decline in the proportion of females can be seen for those doing either English Language and Literature or Law as majors; there has also been a tail-off for Management majors. On the other hand, the College of Social Sciences has remained relatively stable, apart from Academic Year 2010-11 when, intriguingly, there were an unusually large number of nominees (Table 2).

Table 3 The percentage of female students who have qualified for the President's List since its inception.

College	Academic Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Arts & Humanities	77%	77.8%	85.7%	58.3%	36.8%
Education	0%	0%	100%	0%	0%
Law	0%	66.7%	60%	16.7%	16.7%
Management	68%	59.5%	54.5%	60%	43.6%
Social Sciences	62.5%	39.4%	52.9%	53.3%	63.2%
Science & Technology	0%	0%	50%	50%	0%
Overall	63%	55.2%	58.9%	51.6%	44%

Conclusions

It is essential to encourage students who are doing well to continue to do so: this is part of the rationale behind recognising the best students. In addition, such recognition lists – including the fact that being nominated is noted accordingly on a student's academic transcript – also give others who may be performing below their capacity a goal to strive for.

The University of Cambodia has set much higher standards with regard to grading policy compared to other universities in Cambodia. Feedback from students was that they found such standards daunting. Thus these have been relaxed somewhat (Table 1) in order to better motivate students to strive for something which they consider achievable, but whilst still maintaining the University's deserved reputation for high standards overall.

After just one short term of implementation, it is obviously too early to determine the long-term effects of the new grading system. Nevertheless, as considered above, the data in Figure 1 raise interesting questions with regard to the immediate impact on the distribution of top-performing students and the fact that this would not seem to be predicted by performances in previous terms under the old grading system. Clearly there is the need to monitor the evolving situation in the future regarding the overall composition of these two lists, by term and also by individual College.

Other long-term trends which need to be followed up on include gender-related enrolment and performance issues (Figure 3 and Table 3). These and other issues pertain to one of the fields of investigation of the Institute of Research and Advanced Studies, in order to better understand the needs and academic problems of students and how to fine-tune university programmes accordingly.

References

- Munro, A. D. (2009) The Examination System and Quality Assurance at the University of Cambodia. UC Bulletin 3 (3), 6-7.
- Munro, A. D. (2014) The Best Students for Academic Year 2012-3 in the context of previous years. UC Bulletin 16, 12-13.

Best Students, Academic Year 2013-2014

Note: DL=Dean's List; PL=President's List; VPL=Vice President's List

The faculty and staff would like to congratulate these students for their hard work, and we recognize that your perseverance and determination is an inspiration to all students. UC wants to acknowledge academic excellence and is thus publishing the names of the best students in order to help raise the students' own profiles and professional qualifications, as well serve as an incentive to all students to work even harder.

Arts & Humanities

	T1	T2	T3	Overall		T1	T2	T3	Overall
Ben Somontha	--	--	DL	--	Ngov Sodaneth	DL	--	DL	--
Chan Chakrya	DL	DL	--	PL	Nguon Sony	--	--	DL	--
Chan Keannarith	--	DL	--	--	Nhek Sengvoleak	--	--	DL	--
Chap Phythoeun	DL	--	--	--	Nov Monyroth	DL	--	VPL	PL
Chea Kannika	--	--	DL	--	Ny Dara	--	--	DL	--
Chea Leangrun	DL	--	--	--	Om Moniroth	--	--	VPL	--
Chea Sokeang	--	--	DL	--	Ouk Somnang	DL	--	--	--
Chea Touchsordy	--	--	DL	--	Oun Panha	DL	--	DL	--
Chhay Vuochmerh	--	--	VPL	--	Pech Seila	DL	--	--	--
Chhe Bora	--	--	DL	--	Phal Chanpisith	--	DL	DL	PL
Chheang Amrith	DL	--	DL	PL	Phal Sopheak	--	--	DL	--
Chheng Chhunla	DL	--	--	--	Phann Bunreth	--	DL	--	--
Chhorn Soputhea	DL	--	--	--	Phea Soklang	--	--	DL	--
Chhun Sina	--	--	DL	--	Pheng Sonita	--	--	DL	--
Chhun Sina	--	--	DL	--	Rath Sereyvathana	--	--	DL	--
Chin Saem	--	--	DL	--	Roth Bunnareach	--	--	DL	--
Chou Cheam eas	DL	DL	VPL	PL	Sao Layhour	--	--	DL	--
Chourn Chanthida	DL	--	--	--	Sarom Ramya	--	--	DL	--
Eang Norphealey	--	DL	VPL	PL	Seang Chhayngorn	--	--	DL	--
Ek Vattanak	--	DL	DL	--	Seang Thavy	DL	--	--	--
Eng Chanreaksmey	DL	--	DL	PL	Set Soriya	--	DL	--	--
Eng Sovanda	--	--	DL	--	Sieng Sorachna	--	DL	DL	--
Heang Ratanak	--	--	DL	--	Sim Piseth	--	--	DL	--
Hor Kimsophom	DL	DL	VPL	PL	Sim Sveata	DL	DL	DL	PL
Hor Rechana	DL	--	VPL	PL	Son Muoykeang	DL	--	--	--
Im Phallyka	--	--	DL	--	Son Rothanak	--	--	DL	--
Im Rayi	DL	--	--	--	Sreng Mengkoing	DL	--	VPL	PL
Inn Sotheara	--	--	DL	--	Sun Ravoeum	DL	--	--	--
Keo Chanosophea	--	--	DL	--	Sun Thida	DL	--	--	--
Khom Veasna	--	--	DL	--	Tann Eang David	DL	--	VPL	PL
Kiet Chanratha	--	--	DL	--	Teab Samrith	--	--	DL	--
Kong Lim	DL	DL	VPL	PL	Tep Chetra	--	--	VPL	--
Kouch Chhenghao	--	--	DL	--	Tep Phearong	DL	--	--	--
Kry Sokna	DL	DL	VPL	PL	Tep Sopheanumea	--	--	DL	--
Ky Naroeth	--	--	DL	--	Thai Sereyvuth	DL	--	DL	PL
Leang Soklang	DL	--	DL	--	Thean Akara	DL	--	DL	PL

Lem Chhun Eng	--	--	DL	--	Thin Lythnot	--	--	DL	--
Leng Manin	--	--	DL	--	Thy Sotheavy	--	DL	VPL	--
Lim Kim Y	DL	DL	DL	PL	Tith Viboth	--	--	DL	--
Lim Licheng	--	DL	VPL	PL	Touch Rachana	--	--	DL	--
Long Chanrady	DL	DL	DL	PL	Tung Champolim	--	DL	DL	--
Ly Cheabhour	--	--	VPL	--	Tuy Nimol	--	--	DL	--
Mak Samrith	DL	--	DL	PL	Uk Sreyna	--	DL	DL	--
Men Vorleak	--	--	DL	--	Ung Keorattanak	DL	--	--	--
Meng Sereyratana	--	--	DL	--	Vina Damoud	--	DL	DL	--
Meng Vanrasy	--	--	DL	--	Vy Tola	--	DL	DL	--
Moul Sreysross	--	DL	DL	--	Yang Dara	--	--	DL	--
Mov Youpheng	--	--	DL	--	Yim Sophavit	--	--	DL	--
Mun Thim	--	--	DL	--	Yours Sokrith	--	--	DL	--

Education

	T1	T2	T3	Overall		T1	T2	T3	Overall
Chhai Peng Sorn	--	--	DL	--	Koem Puthy	--	--	DL	--
Chom Socheat	--	--	DL	--	Mak Heangsovan	DL	--	--	--
Chov Veasna	DL	--	--	--	Mouen Sophat	DL	--	--	--
Eng Sam Ath	--	--	DL	--	Rin Ratha	--	--	DL	--
Horn Sophal	DL	--	--	--	Sam Sochet	--	DL	DL	PL
Las Brorsoeur	--	--	DL	--	Tep Sokhakmoniroat	--	--	DL	--
Lun Chansirey	--	--	DL	--	Thim Thy	--	--	DL	--

Law

	T1	T2	T3	Overall		T1	T2	T3	Overall
Bun Penghuy	DL	VPL	VPL	PL	Ly Mueygin	DL	--	DL	--
Chan Sothea	--	--	DL	--	Meng Lim Korng	DL	VPL	VPL	PL
Chea Voanheng	--	--	DL	--	Merh Someta	DL	--	VPL	--
Chheang Vantak	DL	--	--	--	Mon Samedy	DL	--	--	--
Chinket Tola	DL	DL	VPL	PL	Noeurb Bun	--	--	DL	--
Eangheang Chanrimol	--	DL	DL	--	Rith Sortya	--	--	DL	--
Hay You Y	--	DL	--	--	Seng Chheanglay	--	VPL	DL	PL
Huy Sambath	DL	--	--	--	Sok Bunthorn	DL	DL	DL	PL
Huy Sambor	--	DL	DL	PL	Tex Kimmey	DL	DL	DL	PL
Kann Veasna	--	--	DL	--	Thok Bory	--	--	DL	--
Khin Borey	--	DL	--	--	Var Sotheara	--	DL	--	--
Lor Mouyngich	DL	--	VPL	--					

Management

	T1	T2	T3	Overall		T1	T2	T3	Overall
An Bunthan	--	--	DL	--	Men Pioun	DL	--	--	--
An Sita	DL	--	DL	--	Meth Sreysovoleak	DL	DL	VPL	PL

Ang Sunghour	DL	--	--	--	Mey Thon Phirun	--	--	DL	--
Aun Mengkong	DL	DL	DL	PL	Mori Sokunthita	--	DL	VPL	--
Bour Ratha	DL	--	--	--	Muth Molya	DL	--	DL	--
Brak Sangda	--	--	DL	--	Nai Kev	--	--	VPL	--
Bun Channarith	--	--	DL	--	Neak Sovoleak	DL	--	DL	--
Bun Seng	DL	DL	VPL	PL	Nget Kakrona	DL	--	DL	--
Chan Heng	--	DL	DL	--	Nhep Sopheak	--	--	DL	--
Chan Prethbotr	DL	DL	VPL	PL	Norng Kim An	--	DL	DL	--
Chan Sokunthea Roth	--	DL	DL	--	Oeng Yuong	--	--	DL	--
Chan Soly	DL	--	VPL	--	Oeun Virak	DL	DL	VPL	PL
Chan Sorichsim	DL	--	VPL	--	Ou Sokong	--	DL	DL	--
Chan Vathanak	--	--	DL	--	Oun Soknea	DL	DL	DL	PL
Chan Visal	--	DL	DL	--	Pen Socheata	DL	DL	DL	PL
Cheng Channarith	DL	--	VPL	PL	Pet Sreypov	--	--	DL	--
Cheng Serey Roth	--	--	DL	--	Pheap Maryan	--	--	DL	--
Chheang Pilot	--	--	DL	--	Pheng Kalyan	--	DL	VPL	--
Chheng Channy	--	--	DL	--	Pich Sovireak	--	--	VPL	--
Chheng Voin	--	--	DL	--	Pok Sreyneang	--	--	VPL	--
Chhim Vathanak	DL	--	--	--	Pol Chantha	--	DL	VPL	PL
Chhom Piseth	--	--	VPL	--	Prak Sela	--	DL	DL	--
Chhuor Piseth	--	DL	VPL	--	Prak Vanny	DL	DL	VPL	PL
Chhuoy Dalivatthey	--	--	DL	--	Prom Titdarya	DL	DL	VPL	PL
Chum Pheakra	--	DL	VPL	PL	Pun Sonita	DL	--	VPL	PL
Chuob Bunda	--	DL	--	--	Puth Sopheak	DL	DL	DL	PL
Devy Malarath	--	--	DL	--	Rith Burroath	--	--	DL	--
Din Koldevinkea	--	--	DL	--	Rith Phyna	DL	DL	DL	PL
Dul Tola	DL	--	--	--	Rong Ratneary	DL	--	--	--
Eang Soknita	DL	DL	DL	PL	Ros Sotheary	--	--	DL	--
Heang Somphea	--	--	VPL	--	Sao Sakkana	--	--	VPL	PL
Heng Brosich	--	DL	DL	--	Sarat Solidarity	DL	--	--	--
Heng Dara	--	--	DL	--	Say Viseth	--	--	DL	--
Heng Lyhour	--	--	VPL	--	Sea Ngich Hong	--	DL	DL	--
Heng Samnang	DL	--	VPL	--	Seang Sokcheng	DL	--	DL	PL
Heng Sovandy	DL	DL	VPL	PL	Sem Thida	--	--	DL	--
Hon Vychanoudom	--	--	DL	--	Seu Sokly	--	DL	DL	PL
Hong Kimhour	DL	--	--	--	Siem Pichnorak	DL	DL	VPL	PL
Hong Sotheara	--	--	DL	--	Sien Lyheng	--	--	DL	--
Hor Kimheng	--	DL	DL	--	Sim Chanratana	--	DL	--	--
Hout Sokheng	--	--	DL	--	Sim Sovann	DL	--	DL	--
Im Navy	--	--	DL	--	Soeun Thavry	DL	--	--	--
Kang Punnry	--	DL	DL	--	Soeur Sonita	DL	DL	DL	PL
Kem Chanthavy	--	--	DL	--	Som Moniraksa	--	DL	DL	PL
Keo Murleng	DL	DL	VPL	PL	Som Satsovin	--	DL	DL	--
Khay Sovat	DL	VPL	DL	PL	Son Vuthy	DL	--	VPL	--
Kheang Pov	DL	DL	DL	PL	Sophon Sreyleakena	--	--	VPL	--
Khim Ratha	--	--	DL	--	Sour Leangsaing	--	DL	DL	--
Khon Phallyneth	--	--	VPL	--	Sous Vichet	--	--	DL	--

Klauth Sotitia	--	--	DL	--	Sreang Boromey	VPL	--	VPL	--
Kol Rotha	DL	--	DL	PL	Srey Rataknak	--	--	DL	--
Kong Sokmeng	DL	--	--	--	Srun Vanlyda	--	--	DL	--
Krang Srey Leak	--	DL	DL	--	Suon Chanthea	--	DL	--	--
Kuy Engadona	--	--	DL	--	Taing Chhayzou	--	DL	DL	--
Ky Veasna	DL	--	DL	PL	Taing Lyhov	--	DL	DL	--
Lach Mankaryka	DL	DL	DL	PL	Tan Votey	--	--	DL	--
Lay Sokhalai	--	DL	--	--	Tang Champisey	--	DL	VPL	--
Lay Sou Keang	DL	DL	DL	PL	Tang Sreyneang	DL	DL	--	--
Lim Lida	DL	DL	DL	PL	Te Seang Eng	DL	--	VPL	--
Lim Sereyluch	--	--	DL	--	Teng Ti Eang	--	--	VPL	--
					Tepchamroeun				
Lo Parinha	--	--	DL	--	Jeudina	DL	--	--	--
Long Chantola	DL	DL	DL	PL	Thamarong Indiana	DL	--	--	--
Long Chivoin	--	--	DL	--	Thea Muykhim	--	DL	DL	--
Long Dalin	--	DL	VPL	--	Theam Chanke sar	DL	--	--	--
					Thien				
Lom Thary	DL	--	DL	--	Hongsobondith	--	--	DL	--
Lus Soriya	--	--	DL	--	Thou Seyha	--	--	VPL	--
Ly Kunthea	--	--	DL	--	Ty Raksmeay	DL	DL	DL	PL
Ly Muytuong	--	DL	DL	--	Ung Niboth	--	--	DL	--
Ly Rothana	--	--	DL	--	Ung Pisey	--	--	VPL	--
Ly Somnang	--	--	DL	--	Vann Sela	--	--	DL	--
Mam Ponleu	DL	--	DL	PL	Ven Moniroth	DL	DL	VPL	PL
Mao Phirun	DL	--	--	--	Vern Sochitra	--	--	DL	--
Mao Sodyna	--	--	DL	--	Vy Samdy	--	DL	VPL	PL
Meach Sokea	DL	DL	VPL	PL	Y Porchhou	--	--	VPL	--
Meas Vichit	--	--	DL	--	Yearn Natin	--	--	VPL	--
Mel Sopheap	--	--	DL	--	Yun Sreytoch	DL	DL	VPL	PL

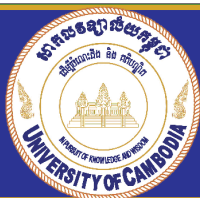
Social Sciences

	T1	T2	T3	Overall		T1	T2	T3	Overall
Beang Phalkun	DL	--	--	--	Kuy Envicear	DL	--	--	--
Borin Rebekah	DL	--	DL	--	Ky Sivchou	DL	--	DL	--
Chantha Puthearak	--	--	DL	--	Lay Chendapov	--	DL	DL	--
Chao Sokyoudy	--	--	DL	--	Lim Hong	--	--	DL	--
Chat Koemhong	--	--	DL	--	Lim Vouch Chheng	--	DL	DL	--
Chea Veasna	--	DL	--	--	Long Davy	DL	DL	DL	PL
Chey Somala	DL	--	DL	--	Long Naroth	--	DL	DL	--
Chheng Chhun Veng	--	--	DL	--	Long Serey Roth	--	--	DL	--
Chhim Chheng									
Kheang	DL	--	--	--	Ly Kim hong	--	--	VPL	--
Chhom Chanchhaya	DL	--	--	--	Men Chhinputhirak	--	--	DL	--
Chhun Molika	DL	DL	DL	PL	Ngoun Chankanika	--	--	DL	--
Chhun Neary Roth	--	--	DL	--	Ngoun Vattaroth	--	DL	DL	--
Chhuon Pagna	DL	DL	--	PL	Nhek Sereirottana	--	--	DL	--
Chim Sreymom	DL	DL	VPL	PL	Nuon Soreta	DL	--	VPL	--

Chiv Charmeardey	DL	--	--	--	Ok Sam Ang	DL	DL	VPL	PL
Chom Neardey	DL	DL	DL	PL	Ouch Kithya	DL	--	VPL	--
Chom Vanna	--	--	VPL	--	Phal Kimsan	DL	DL	DL	PL
Chrech Socheata	DL	--	--	--	Pheng Sopheak	--	--	VPL	--
Duch Namheak	--	--	VPL	--	Phim Sopheak	DL	--	--	--
Ek Sereymom	--	--	DL	--	Phlot Mlaichan	VPL	DL	VPL	PL
Hem Tithvatanak	--	--	DL	--	Pol Sorayuth	--	--	DL	--
Heng Soryan	--	--	DL	--	Rom Molyka	--	DL	--	--
Heng Sourkea	--	DL	--	--	Sam Polinha	DL	--	DL	--
Heng Sreysros	--	--	VPL	--	San Menghong	--	--	DL	--
Hin Kimchhin	DL	DL	--	PL	Sath Thyda	--	--	DL	--
Hong Kimmeng	DL	DL	DL	PL	Seang Srey Neang	DL	--	DL	--
Hou Soklin	DL	--	VPL	--	Sek Piseth	--	DL	DL	--
Houn Bo	--	--	DL	--	Som Phiroeun	DL	DL	DL	PL
Hoy Sreyran	DL	DL	DL	PL	Song Lin	DL	--	--	--
Hun Seney	DL	--	DL	PL	Soy Ratana	DL	DL	VPL	PL
Huot Kakvey	--	DL	DL	PL	Sun Kimleng	--	--	DL	--
Ich Auranorak	DL	DL	DL	PL	Svay Vannak	--	--	DL	--
Kek Sonaroth	--	--	DL	--	Tan Chanpiseth	--	DL	--	--
Keo Chakriya	DL	--	--	--	Tek Soklida	--	--	VPL	--
Keo Racha	DL	DL	VPL	PL	Than Kheng	--	DL	DL	PL
Khan Sokum mono	DL	--	--	--	Vicerany	--	DL	DL	PL
Khon Leakhena	--	--	DL	--	Than Sokhomala	DL	DL	VPL	PL
Khon Meta	--	--	DL	--	Tim Chamseireiroth	--	DL	VPL	--
Khorn Dalin	DL	--	--	--	Ung Rithmoryneath	--	--	DL	--
Khoung Suong	--	--	DL	--	Van Dana	--	--	DL	--
Kong V antha	DL	--	--	--	Vanna Phuong	--	--	DL	--
Koy Kannika	DL	--	--	--	Vichea	--	--	DL	--
Krui Phearak	--	DL	DL	--	Veng Lymey	--	--	DL	--
					Ya Chanreaksmeay	--	DL	--	--

Science & Technology

	T1	T2	T3	Overall		T1	T2	T3	Overall
Ben Chetra	--	DL	--	--	Rasmey Dara	DL	DL	--	--
Chan Riddhdara	--	--	DL	--	Sam Sambath	DL	--	--	--
Keo Sambath	--	DL	VPL	PL	San Sok Him	DL	--	--	--
Khouy Vanda	--	--	DL	--	Say Sida	DL	--	DL	--
Khun Seiha	--	--	DL	--	Sok Kimchhoin	--	--	VPL	--
Lim Pheng	--	--	DL	--	Sour Leang Sromn	--	--	DL	--
Minh Saroeun	DL	--	--	--	Tep Afril	DL	--	--	--
Noun Sambath	--	--	DL	--	Ton Mara	--	--	DL	--
Oeun Virak	DL	--	VPL	--					



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