

Research Report

**Academic Capacity and Sustainability
at the
Royal University of Phnom Penh**

Ann Brooks and Monirith Ly

Royal University of Phnom Penh
and
Texas State University-San Marcos

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EXECUTIVE SUMMARY

The purpose of this study was to identify faculty's perceptions of the university's strengths and hopes for the future regarding the institution's academic capacity and their own academic capabilities. Drawing on the 2008-2013 RUPP Strategic Plan and academic conventions worldwide, we defined institutional academic capacity and individual academic capability as teaching, research, and contributing to the well-being of the larger community.

Findings suggest

- One of the University's greatest strengths is the people who work there.
- Another strength is the Cambodian cultural values of a) respect for social status, b) paying back obligations, and c) nationalism. The value of respect for social status is evident in many faculty members' pride in their affiliation with RUPP. The value of paying back obligations is evident in their felt obligation to pay back RUPP for their opportunity to study through their own work at the university. The value of nationalism manifests through their desire to help economically poor students at RUPP and to help develop Cambodia.
- Most of the faculty members hope for a future at RUPP where their own academic abilities and the quality and reputation of the university excel.
- Specifically, they hope for management and leadership innovations that will improve needed communication throughout the University.
- In spite of low salaries, limited resources, and the constraints of the current political context in Cambodia, many faculty and staff remain committed to the university, the education of students, personal professional development, and rising academic standards. All of these aspects are central to the development of teaching, service, and research capacity at a university.

Emerging questions for RUPP

1. RUPP faculty members earn inadequate salaries. Research suggests that although salaries are important to faculty, the factors most influencing whether they intend to or actually do leave RUPP are not directly related to salary.
How can RUPP reward faculty performance without relying on financial rewards?
2. RUPP has few academic elders to mentor and coach young faculty in how to build and maintain academic structures and practices. Also lost with these academic elders were a history of academic practices, an academic culture, and institutional memory.
What can RUPP do to make up for the absence of a generation or more of senior scholars in order to provide academic mentoring and coaching, to build patterns of practice, to develop an academic culture, and to support the processes of building institutional memory?
3. RUPP and Cambodia have had a recent traumatic history and during the ensuing period of redevelopment have developed patterns of favoritism. Research suggests that when faculty members have perceptions of self as peripheral to the institution's interests, as reflected in access to resources and promotion, morale declines and intent to leave rises.
How can RUPP build trust among leaders, faculty, and students? How can it build relationships among faculty and departments?

Academic Capacity and Sustainability
At the
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By
Ann K. Brooks and Monirith Ly

1. Introduction

This report is the result of an inquiry into the academic capacity of the Royal University of Phnom Penh. It was conducted during the Spring Semester of 2008 as part of a research grant to the principle investigator from the U.S. Fulbright Program. The intention of the research was to document academic capacity and faculty capabilities at the University with an eye toward future development. We define capacity in this study as the institution's ability to fulfill its mission and achieve its goals. We define capability as individual faculty member's ability to function as academics in keeping with worldwide norms of academia, i.e. teaching, research, and contributing to the well-being of the community, nation, and the world, and consistent with the 2008-2013 Strategic Plan of the RUPP. The research identifies what faculty at the university view as the university's strengths and their hopes for its future regarding its capacity to contribute to their own capability to function in the role of academics.

2. Context of Study

The University

At the time we were conducting this research, RUPP was engaged in updating its strategic plan for the years 2008-2013. The existing mission statement includes the traditional university undertakings of teaching, research, and service, but each of these is specifically directed toward national development and cultural preservation. The updated Strategic Plan specifies five goals: (1) To achieve national and regional standards of excellence; (2) For each department to develop its own respective master's program; (3) For all departments to develop their own research activities; (4) To provide Information Communication Technology so that stakeholders have access to the Internet for internal and external exchange of information; and (5) For all departments to establish their own quality assessment mechanisms. Goals 2 and 3, the development of graduate academic programs and research activities, are primary operational goals that speak directly to the mission of RUPP.. Goal 4, the development of communication technology, is essential for the achievement of these two goals.

The Nation

RUPP is challenged to survive in a national economic climate that for the last 30 years has increasingly viewed education as a private rather than a public good. The Ministry of

Education, Youth and Sport currently views general or primary and secondary education as being for the public good and higher education as being a private good. Profitable programs like business and English are concentrated in for-profit institutions and thrive, whereas programs that are more concerned with the public good of nation-building and citizenship languish.

Global Higher Education

Global trends offer both opportunities and exert costly pressures on RUPP and other universities worldwide. Increased mobility and communication technology increasingly mean that higher education and research occur on an international platform. Specifically, the production of knowledge is now an international project, with scholars around the world collaborating to extend new knowledge and opportunities to students and to do research. To participate in these transnational activities, faculty must be able to travel to and host academic conferences and participate in faculty development opportunities. They must be able to communicate via the Internet with students and colleagues at home and around the world. They must be able to access academic databases to keep abreast of the research and ideas being generated by others in their field internationally. Because English has emerged as the international language of scholarship, faculty and students need continued support to develop and maintain their English skills.

Two additional pressures on higher education have accompanied globalization. The first is the emergence of a climate of international competition among higher education providers. This means that local, publicly supported universities must compete internationally with private providers for the best faculty and students. The other pressure is the internationalization of academic standards. While this may improve academic quality, it may also diminish the faculty's ability to respond to local conditions.

3. Research Methodology and Methods

Data Sources

Data for this study came from interviews, documents, and participant observation. We formally interviewed 19 faculty members and 1 member of the leadership team and informally spoke with many faculty and staff members and students at the RUPP. We selected the faculty for formal interviews using two criteria: (a) the faculty member must hold an advanced degree from a foreign university (this group was most likely to leave RUPP because of better-paying employment opportunities elsewhere); and (b) the participant group must include at least one faculty member from each department on campus (to help us better understand the variety of faculty experiences at the university). The documents we reviewed included university publications, faculty curricula vitae, the university's website, curricula for various programs, funding proposals to multilateral and bilateral aid organizations, and documents from meetings, including those in which the university developed its 2008-2013 Strategic Plan. Both researchers were facilitator-observers in the strategic planning meetings. We were also participant observers in classes, departmental meetings, and daily university life.

Data Collection Procedures

The formal interviews lasted from 20 minutes to 2 or more hours. We took copious hand-written or computer notes during the interview. We conducted one-on-one interviews in either English (with those who had earned a graduate degree abroad in English) or Khmer (which was simultaneously translated into English by one of the researchers, who is bilingual in Khmer and English). Participants checked the interview notes for accuracy of content and translation.

Data Management and Analysis

We transcribed all recorded data and entered the transcriptions, field notes, and documents into HyperRESEARCH software, which we used for our initial coding and sorting of the data. We initially sorted the data into two categories: (1) *strengths of the university* and (2) *hopes for the future* at RUPP. We then sorted the data again into four categories for organizational analysis: (1) *culture*, (2) *organizational structure*, (3) *human resources*, and (4) *politics*. The culture category included both organizational and national culture. The structure category included employee roles and work units in light of organizational goals, external pressures, and organizational circumstances. The human resource category encompassed people's capabilities, needs, and feelings and how these affected academic capacity. The political category was based on an understanding of the workplace as a site of competition for power and resources.

4. Findings

The purpose of this study was to examine the capacity of the RUPP as an academic institution to build and sustain faculty capability, to achieve the stated 2008-2013 mission and goals, and to function in keeping with faculty role expectations worldwide, i.e. to teach, do research and write, and contribute to the well-being of community, nation, and the world. We carried out the data collection looking for what faculty like about and what they wish for in the future at RUPP.

We look at their comments in light of four dimensions of the institution: (1) human resources, (2) culture, (3) institutional structure, and (4) politics.

Human Resources

The faculty themselves are one of the greatest strengths of the university. This is due to its commitment to students, the university, and the nation. However, the loss of the generation of faculty persecuted under the Khmer Rouge has exacted a cost on the university's capacity and deprived younger faculty of an important resource for developing their own academic capabilities. This generation would have become the "elder" faculty of today, carrying the university's institutional memory and culture; managing professional academic structures, policies, and quality; and passing all of this on to new generations of professors. The faculty members are rebuilding an institution without the guidance of a group of "elder" faculty, which

means that young faculty members are left to “invent” the university with limited experience as scholars, teachers, or managers. Academics from other nations around the world have stepped in to help, but the legacy they have to pass on is that of other traditions and cultures. The challenge for young Cambodian faculty is to be mentored and coached by international faculty “elders” and transform what they learn into a Cambodian university.

Human Resource Strengths

Regardless of the loss of a generation of faculty, the current faculty is the heart of the university and as such brings considerable strength.

Love for the Academic Profession

Almost all of the faculty members with whom we spoke said they stay at RUPP in spite of the poor pay because they love doing academic work and want to help their students build a brighter future. Many of them expressed their love for teaching. One said, “... when I teach, that is the happiest time for me – spending time with students.” Another stated, “I just want to be a professor and researcher, not a manager, and that’s what trying to get a PhD is for.” Another faculty member explained:

Some of my friends work for research institutes or NGOs. Their work is more relaxed, and they receive higher salaries. But I love to teach, so I told them I still want to teach more. I want to remain as an academic so that I can do research, give presentations, travel abroad, and have discussions.

Love for Students

Many others are motivated by their students and feel compassion for them. One commented, “Coming to class at RUPP, my students are waiting for me as baby birds waiting for their mother. I have love and compassion for my students, who are enthusiastic and hard-working.” Another person firmly stated, “Despite any situation, I will never leave RUPP because hardworking students give me motivation to continue.” Another said, “I have pity toward the [economically] poor students at RUPP; they need better teachers. I have a better education - MA degree - as opposed to those with BA degree.

Hopes for the Future

Faculty members had many hopes for the future of RUPP, and most were already working to accomplish them in the areas of teaching, research, and service to the community.

Teaching

Clearly, working for a public university like RUPP, one that serves students from all over the country, especially those with few financial resources and limited opportunities, is a public service. One person clarified his motivation:

... I wish also to help them [students] have higher education in hope that they will be catalysts for better education in hope Cambodia will be better. I feel more involved here – they will be teachers – they will be the ones actively participating in knowledge building.

Another wanted to improve the quality of education at RUPP. "I saw a difference in the quality of education when I was abroad. I try to be strict with my students and have many exams; I do not permit cheating. ..." Another said, "I believe teaching despite low pay is committing patriotism."

Research

Some faculty spoke of the inextricable link between teaching and research. As one said, "I'm proud of doing what others find hard to do – teaching history and little income, doing unfunded research with students in rural areas." Others wanted to achieve specific research-related goals at RUPP, such as "to develop more research as a part of the program and build faculty capacity." Another faculty member said, "I want to build a research group at RUPP and try to get research grants. I seek advisors and research support. ... I want to develop a lab course." Finally, one graduate program director said he would like to build a research culture in his program.

Contribution to the Community

Finally, at least one faculty member wanted to link his work at RUPP more closely to the well-being of the community. He hoped "to do outreach programs ... to try to match our program to the community."

Culture

How faculty members felt about their work and their hopes for the future reflects a growing positive institutional culture that embodies traditional Cambodian values. In particular, their comments reflect a respect for social status, the importance of paying back obligations, and deep national loyalty. We saw these values expressed in patterns of faculty belief and action in regards to and within the university.

Pride in the University

Many of the faculty members were very proud to be affiliated with RUPP. They viewed RUPP as a prestigious institution. For example, one described RUPP as the leading institution in Cambodia and one that has regional acceptance. Another said, "RUPP is the national university, the oldest, largest, most prestigious in Cambodia." Another faculty member expressed his pride in the university: "... students want to come here; senators and ministers have graduated from RUPP."

Giving Back to the University and the Country

Common among the faculty was a feeling of obligation to contribute back to their alma mater, especially since they themselves had been among the few to receive government scholarships (tuition-free) to study at RUPP. In the words of one faculty member, "I feel obliged to help. I received part of my scholarship at RUPP, and I feel I have an obligation to pay back."

Building "Our" University

Faculty felt a kind of “patriotism” about RUPP. “The University is our root place, and we don’t want brain drain to other universities,” said one faculty member, and another declared, “I want to share my knowledge to younger generations so it is not a waste of my education. I don’t want biochemistry to disappear, and I want my students to take over the teaching of this specialization.” Some faculty members felt that the academic program in which they taught really needs them: “This department lacks human resources – only 2 full-time staff. So I decided to stay here for a while.” In fact, RUPP does need every faculty member that possesses an advanced degree.

Hopes for the Future

While traditional Cambodian culture spawned positive cultural institutional patterns within the university, several faculty members believed the institution could be better. In particular, they believed that RUPP could do more to reach regional and international standards. One recommended that RUPP develop a culture of self-improvement.

Institutional Structure and Leader Roles

All of the faculty members with whom we spoke found strength in current structures and the roles that leaders had played in enhancing their academic capabilities. They also identified hopes they had for the future.

Structures and Roles That Help

Faculty pointed toward some professional development opportunities and resources as RUPP strengths.

RUPP as a Public University

Because RUPP is a public university, faculty has the opportunity to receive financial support to study either in Cambodia or abroad. As a result of this financial support, many RUPP faculty members have graduate degrees from overseas universities, and others are currently studying in graduate programs in Cambodia or abroad. Several faculty members stated this as important in helping them better do their job as an academic.

Additionally, RUPP faculty members spoke of the benefit of having civil servant appointments, which come with job security and a small pension upon retirement. Although private universities may pay more for hours taught, neither the private universities nor their faculty maintain a long-term commitment to each other.

Leadership and NGOs

A few interviewees mentioned that one of the reasons they stay at RUPP is because some of the department management, university leadership, and international faculty and supporters affiliated with the university were supportive of them. As one faculty member acknowledged, “RUPP gives faculty opportunities to present research papers in and outside Cambodia and to work for another school.” These people find opportunities for faculty to attend and present in workshops and conferences, and the Maryknoll Sisters and the New Humanity organizations

have often paid for their air tickets when they travel abroad.

RUPP leadership and department management are well aware of how little faculty are paid, so they do not require faculty to have office hours and permit them to work for other higher education institutions or employers. The Ministry of Education, Youth and Sport teaching requirement for full-time faculty is 12 hours per week; no requirement exists for research or service. The majority of RUPP faculty members with graduate degrees work at many different educational institutions and NGOs in order to make ends meet.

Wishes for the Future

Faculty wishes for a future at RUPP that focuses on increased professional development opportunities, an improved institutional climate, increased faculty governance in order to improve academic quality, and innovations in management and leadership.

Professional Development

Many of the faculty members we interviewed hoped for more professional development, particularly in the areas of teaching and research, but also general and human resource management. Some hoped for support to earn a higher degree.

Teaching. Several suggested that the university build faculty capabilities in teaching methodology and course materials development. Within most departments, each faculty member is in charge of certain courses; therefore, no learning between faculty members occurs. They tend not to share syllabi, teaching strategies, or materials, but rather teach the same courses from year to year. One young instructor wished to have “opportunities to teach other courses.”

One participant wanted “better laboratory equipment and more chemical elements.” Because of bureaucracy that must be navigated in order to obtain laboratory equipment and chemical elements, some needed elements have expired before other necessary elements arrived. Having these things available in a timely manner would benefit both teaching and research.

Research. Many faculty members wished for assistance with developing their research capabilities. In the words of one instructor:

I want program-specific research assistance. I need mentorship because I don't know what to research on and how, and I need financial support. There was an offer of research assistance, but I needed to keep doing my other jobs outside of the university to afford to live, so I didn't have time, and it didn't work. The mentorship must help the faculty to be able to do research on their own after the project ends.

Another instructor wanted “online academic databases available for faculty and students.” Although some of these resources are linked to the university library, they are limited to open access databases and those available at no cost to developing countries. Some believed that the Ministry of Education could help fund research. Others thought RUPP could establish its own research budget to encourage faculty to do research. One interviewee told us that despite the lack of funding, the university should give faculty autonomy to choose any research topic they want.

Advanced degrees. Many of the interview participants would like to get a higher degree. However, the university has no budget for faculty and staff education. If faculty members want to enroll in a Cambodian university for further education, they have to pay for it themselves. The university relies on individual faculty efforts and financial support from foreign partner universities and charitable organizations, i.e., the U.S. Fulbright Scholars Program, Australia Development or Leadership Scholarships Program, the United Board for Christian Higher Education in Asia and the Japanese Government Grant program.

An Improved Institutional Climate

Faculty had wishes for an improved climate in the future.

Recognition and rewards. In general, faculty wanted administrators to recognize and appreciate their work more. One person suggested, "Goodwill must be built in order to retain faculty. ... Management must use their heart to retain faculty." Another said, "We need more appreciation from the leadership; they need to know about what we're doing." Another faculty member wanted "praise by the department chair and co-workers." At the very least, faculty expressed a need to be respected: "I was once scolded very loudly in front of students ..."

Most faculty members also expressed a wish for rewards. Suggestions for rewards included publicity, appreciation certificates, and promotion for hardworking faculty. Their hope for recognition by the institution and its leaders would incur relatively little cost to the institution.

Higher academic standards. A few faculty members wished that both faculty and administrators would work harder to fight grade inflation. They also wanted to upgrade the quality of student assessments so that students would work harder to pass courses. This was especially an issue regarding tuition-paying classes due to the university leaders' fear of losing the enrollment of the students that fail courses. This fear has served to pressure faculty to lower grading standards. One instructor's wished for a climate in which, "[we] don't pass all students regardless of their abilities." The establishment of higher academic standards is a broader problem occurring when profit is tied to education.

Faculty Governance to Improve Quality

Many management decisions such as funding, hiring, and promotion are externally controlled by the Ministry of Education, Youth and Sport. Internally, all university activities are controlled by a centralized institutional structure. Some faculty members spoke of wishing for more action and support from the university administration to devolve control to those most affected by the decisions. They believed that this would help to improve academic quality.

Faculty recruitment. One of the wishes the respondents made was that RUPP will recruit and hire only qualified faculty and staff. A program director suggested:

[The RUPP leadership] should make a good deal with the Ministry [of Education, Youth and Sport] about recruiting staff ... We [RUPP] should select and you [the Ministry] should give the final OK. Or, you can select ten and we select from the final ten.

Innovations in Management and Leadership

One hope for the future of RUPP focused on more openness in management and leadership. Several faculty members wished for increased communication about curriculum issues at the department level and more sharing of information about the university's ongoing accomplishments and plans for the future by top leadership.

When we asked our participants with whom they work most closely, the majority answered that they work with coworkers in their departments on tasks like course materials development and research. A few said they work alone because either they work somewhere else most of the time or faculty members are responsible for different courses. A few faculty members collaborated across departments.

With faculty attention split between RUPP and the other jobs they must take on because of their low RUPP salaries, extra effort is needed on the part of management and leadership to facilitate communication and increase faculty engagement and a sense of community at the university.

Departmental leadership. Faculty offered several thoughts on how departmental management could be different in the future. One faculty member said, "There must be curriculum discussions and development. Currently, there are some courses that cover the same topics. There must be other types of meetings, too." Another suggested that management be appointed based on qualifications and added, "The management should not use office hours to do political party work." Another professor wanted the department chair to consult with her before assigning her to teach specific courses or change course assignments.

Executive leadership. Similarly, some spoke of hopes for the RUPP executive leadership. One faculty member suggested, "RUPP should have open forums to discuss any arising issues and plan for the future." Another suggested what might work better than the current situation: "Monthly management meetings should focus on achievements and future plans. The leader should be a visionary planner, not an implementer. ... There are very slow changes at RUPP because of the use of traditional [centralized] management. Authority ... should be delegated to the departments." Another interviewee accused the leaders of not improving the situation, "Strategic plans are just pieces of paper; the leaders are not very committed to ensuring that the plans are implemented."

Institutional Structures and Support Units

Several of the faculty wished for the creation of institutional structures and stronger support units to support their work and take the university in new directions.

Support for faculty work. Some faculty wished for a mechanism to facilitate interactions and sharing among graduate programs and researchers. One said, "We need support units like the Study Office and the Research Office to work more closely with the programs." Another wished that the Study Office were more understanding, supportive, and helpful to departments and faculty. In addition, one faculty member expressed the need for the Finance Office to function in a timely and efficient manner.

New directions for the university. One of the suggestions was for RUPP to become the best university in Cambodia by focusing on science and technology programs: "RUPP was originally oriented to science and technology. Currently, students are not interested and talented in technology; they are only interested in management." Some suggested that the university increase the number of program offerings. Suggested programs included Asian studies, women's studies, law, economics, and socio-engineering.

Resources and Power

Questions of resources and power are central to the operations of any state enterprise, including public universities and are often the source of great faculty stress. Two of the most frequently mentioned stressors at RUPP are also endemic to universities in other nations in the world: (a) poor salaries, which means that academics cannot hope to live middle-class lives, and (b) favoritism or corruption in academic appointments, promotions, and access to academic resources. Related to the second is the issue of who controls finances for the university.

Salaries

Above all, faculty members wished that they could earn better salaries at RUPP. One person described the tensions between spending time at RUPP and earning enough money to support a family: "If you ask me to spend more time here, I would quit right now because I can't survive. I need to support two kids, a brother and a sister." Others described how inadequate salaries affect their capacity to carry out academic work at RUPP. For example, with adequate salaries, faculty "would then have more time for writing and translating textbooks for students" and not have to fund their own research or do it only during semester breaks. Some reported having to travel over two hours to teach at a private university on weekends. One expressed his frustration: "Part of my stress is trying to make social theory and practice more consistent [referring to a theory of social justice]. For example, teachers work very hard and receive very poor pay [a just system would pay according to intensity of work]."

Favoritism

Some faculty also hoped for a future university climate with less favoritism; they experienced favoritism as affecting both academic quality and faculty morale: "I want educational qualifications to be rewarded and not who the leader personally likes." Several felt that academic appointments and promotions reside within the Ministry of Education, Youth and Sport and are not always made according to qualifications or faculty accomplishments. Political party membership is important. A few reported that some management uses university time to do political party tasks, which goes against the mission of a university.

Financial Management

While the lack of salary and funds for development are stressful for faculty, even more stressful is the sense that they are not low because the nation and the university lack money, but because of a lack of effective financial management. Spending is not linked to strategic plans.

Many programs want to manage tuition revenues themselves so that they can pay faculty more, but permission is not granted. A manager of one program complained, "... we don't have control over our budget because of bureaucratic procedures, and it takes many signatures and an unpredictable amount of time to access money." Out of the few interviewees who expressed the intention to leave RUPP, one suggested, "The University should allow and encourage departments to start and manage their own tuition-paying programs. Later, it can charge an overhead and act as an auditor." Ironically, the most popular programs at the university do manage revenues on their own. According to the people we interviewed, the university needs a clear financial system that is fair to all departments.

5. Conclusion

The biggest concerns of the faculty members we interviewed were teaching and research. They hoped to develop their own capabilities and improve the quality of the university. Faculty at RUPP found many elements at RUPP to appreciate. Many believed that RUPP has some good leaders, who had in the past supported and helped them find a place to do their work. Most care about their students and good teaching, and for many, this is why they remain at RUPP, in spite of low salaries. They care about research and want to do more. They want to build a better university. They care about Cambodia and want to use their academic skills at RUPP to help Cambodia develop (in contrast, they do not link the private universities and institutes at which they teach as a way to develop Cambodia, but only a way to supplement their RUPP salaries). Most view RUPP as having regional recognition, commitment to the public good, a good facility, and a long history. They want to be affiliated with it. Several of the Cambodian faculty spoke of their appreciation for some of the non-Cambodians at RUPP, people who are deeply committed to and have dedicated parts of their lives to building the university and Cambodia.

All of the faculty members we interviewed wished their salaries were higher. Many wished that favoritism did not exist in academic appointments, promotions, and access to resources. Many spoke of wanting an elevation of academic standards.

Behind these wishes are challenges RUPP faces that are consistent with what has been found to exist in other universities in economically poor nations. They are also concerns for the RUPP leadership, although the existing political context works against addressing them. Thus, some leaders search for alternative solutions such as helping faculty develop programs to generate fees and additional positions of responsibility, seek additional funds from external organizations, help faculty take advantage of scholarship opportunities, and cultivate international relationships that may result in faculty opportunities.

The faculty members are constrained from seeking external research funding or collaborating with researchers from other nations by a lack of time born of the need to hold multiple teaching positions with other institutions in order to compensate for the very low salaries they earn at RUPP. The shortage of time and money results in a difficult-to-break cycle: research can bring in additional funds to support faculty and contribute to enhancing graduate programs and the university, but the faculty are too over-extended doing outside work for their own economic survival to take on such research projects. This creates an insidious cycle, which

results in academic poverty in terms of faculty pay, faculty development opportunities, and institutional development as a research-capable institution.

6. Questions for RUPP

1. RUPP faculty members earn inadequate salaries. Research suggests that although salaries are important to faculty, the factors most influencing whether they intend to or actually do leave RUPP are not directly related to salary.

How can RUPP reward faculty performance without relying on financial rewards?

2. RUPP has few academic elders to mentor and coach young faculty in how to build and maintain academic structures and practices. Also lost with these academic elders were a history of academic practices, an academic culture, and institutional memory.

What can RUPP do to make up for the absence of a generation or more of senior scholars in order to provide academic mentoring and coaching, to build patterns of practice, to develop an academic culture, and to support the processes of building institutional memory?

3. RUPP and Cambodia have had a recent traumatic history and during the ensuing period of redevelopment have developed patterns of favoritism. Research suggests that when faculty members have perceptions of self as peripheral to the institution's interests, as reflected in access to resources and promotion, morale declines and intent to leave rises.

How can RUPP build trust between leaders, faculty, and students? How can it build relationships among faculty and departments?

* The authors want to thank the leaders of the Royal University of Phnom Penh for the opportunity to conduct this research. We are very grateful to the interviewees for their valuable time and reflections. Finally, we thank all other people who provided us with data for this study.

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