



សាកលវិទ្យាល័យ ពុទ្ធិសាស្ត្រ
UNIVERSITY of
PUTHISAstra

2024

UP ANNUAL REPORT



Message from the President, Professor Ian Rouse

It is with considerable pride and appreciation that I present the 2024 Annual Report of the UP. This report captures another dynamic year of growth, achievement, and impact as UP continues its journey to become a leading university in health sciences and technology in Cambodia.

2024 was a year defined by meaningful progress and renewed momentum. Across all areas—academic excellence, research innovation, student experience, community service, and international engagement—UP rose to meet new opportunities and ongoing challenges with energy, purpose, and creativity.

We celebrated the graduation of 462 students, including 290 women, and welcomed an increasing number of new students who placed their trust in UP's transformative education. The growing diversity of our programs, particularly the steady expansion of non-health sciences, reflects our broader commitment to national development and innovation.

Our research impact reached new heights, with a threefold increase in citations and a vibrant research culture taking root across faculties. Initiatives like the Pharmacy Research Conference, the Journal of Cambodian Health, and the surge in student-led research proposals highlight a thriving academic environment that is both rigorous and forward-thinking.

We are especially proud of our students, whose engagement in community service, student clubs, and global exchange programs demonstrates the depth of their ambition and the strength of our learner-centered philosophy. Their experiences at UP are preparing them not only for employment, but also for leadership, citizenship, and lifelong growth.

We made advances in staff development, recruitment, and retention - recognizing that our people are our greatest asset. And thanks to sound financial stewardship and transparency, UP maintained its stable foundation, enabling investments in modern infrastructure, renovated learning spaces, and critical student and academic services.

At the same time, we remain mindful of the areas requiring focused effort—especially the need to further strengthen non-health science programs, expand our physical campus, and build a robust, sustained research culture. These challenges are real, but we approach them not as obstacles, but as opportunities to sharpen our vision and accelerate our progress.

I am deeply grateful to our students, staff, partners, and stakeholders for their unwavering commitment to UP's mission. Together, we are building a university that not only delivers academic excellence, but also inspires innovation, community engagement, and national impact.

As we reflect on 2024, we do so with pride in what we have achieved—and with optimism and determination for what lies ahead.

Executive summary

The annual report discussed the key achievements, faced challenges, and strategic plan to overcome the challenges at the University of Puthisastra (UP) in 2024, as well as its strategic plan for the upcoming year (2025) from each faculty. It is noted UP's faculty and relevant departments have achieved remarkable outcomes, especially in terms of producing research outputs and impacts, receiving grants, offering continuous professional development (CPD) programs, fostering engagement and partnerships, getting local and global rankings, increasing students' academic and extra-curricular activities, and having financial stability. These achievements responded to the UP's mission to provide quality education, research, and service with regard to the field of health science and technology in Cambodia. This means that UP has maintained its robust dedication toward academic excellence, innovation, and learner-centered learning, and will continue to enhance the quality of its education through providing further staff development, updating academic curricula, and expanding local and international research and academic partnerships.

Specifically, despite not increasing much in terms of research outputs compared with previous year at UP, its publications in Scopus-indexed journals notably increased in 2024 with greater number of citations. With these outcomes, UP's academic reputation has been raised both locally and internationally. Moreover, student support remained the UP's central focus, particularly in terms of community engagement, international exchange programs, and research training. Staff and faculty members had opportunities to get promoted and receive competitive compensation and benefits with flexible working hours. Financially, UP maintained a stable and transparent position. Tuition remained the main revenue source, supplemented by fees, facility rentals, healthcare services, and external grants. UP preserved its strong financial standing, earning a continued record of “**Unqualified**” external audit outcomes since 2018 and receiving a Gold Certificate for tax compliance for 2024–2025.

Despite these significant achievements, UP encountered some challenges, especially those of non-health science programs, which require clear strategic plan to address. Key challenges included lack of research culture among faculty members and students, limited infrastructure (e.g., insufficient lab rooms and classroom, and lack of clinical training facilities), academic workload among faculty members, limited new student enrollment for non-health science programs, and research funding constraints, among others.

Meanwhile, each faculty has proposed clear strategic plans to overcome the faced challenges and to continue to develop its faculty. Overall, while facing some challenges, 2024 marked a year of meaningful growth and sustained progress for UP, underscoring its vision to become a leading university in health sciences and technology in Cambodia and beyond.

សេចក្តីសង្ខេប

របាយការណ៍ប្រចាំឆ្នាំបានពិភាក្សាពីការសម្រេចបានសំខាន់ៗ បញ្ហាប្រឈមនានា និងផែនការយុទ្ធសាស្ត្រ ដើម្បីដោះស្រាយបញ្ហាប្រឈមដែលមាននៅក្នុងសាកលវិទ្យាល័យពុទ្ធិសាស្ត្រ (UP) ក្នុងឆ្នាំ២០២៤ ក៏ដូចជាផែនការយុទ្ធសាស្ត្រនាឆ្នាំខាងមុខ (២០២៥) ពីមហាវិទ្យាល័យនីមួយៗ។ គួរឱ្យកត់សម្គាល់ថា មហាវិទ្យាល័យ និងនាយកដ្ឋានពាក់ព័ន្ធនានាសម្រេចបាននូវលទ្ធផលដ៏អស្ចារ្យ ជាពិសេសក្នុងការផលិតស្នាដៃ និងផលជះនៃការស្រាវជ្រាវ ការទទួលបានជំនួយផ្នែកហិរញ្ញវត្ថុ ការផ្តល់ជូននូវកម្មវិធីអភិវឌ្ឍវិជ្ជាជីវៈជាប្រចាំ (CPD) ការលើកកម្ពស់ការបញ្ចូលរួម និងមានភាពជាដៃគូ ការទទួលបានចំណាត់ថ្នាក់កម្រិតជាតិ និងកម្រិតអន្តរជាតិ ការបង្កើនសកម្មភាពសិក្សា និងសកម្មភាពកម្មវិធីសិក្សាបន្ថែម និងស្ថិរភាពផ្នែកហិរញ្ញវត្ថុ។ សមិទ្ធផលទាំងអស់នេះគឺបានឆ្លើយតបទៅនឹងផែនការយុទ្ធសាស្ត្ររបស់UP ក្នុងការផ្តល់ការអប់រំដែលមានគុណភាព ការស្រាវជ្រាវ និងសេវាកម្មទាក់ទងទៅនឹងវិស័យសុខាភិបាល និងបច្ចេកវិទ្យានៅកម្ពុជា។ នេះបានសបញ្ជាក់ថា UP បានយកចិត្តទុកដាក់យ៉ាងខ្លាំងទៅលើ ឧត្តមភាពផ្នែកអប់រំ នានុវត្តន៍ និងការសិក្សាផ្ដោតលើនិស្សិត (learner-centered learning) ហើយនឹងបន្តការកែលម្អគុណភាពការអប់រំតាមរយៈការអភិវឌ្ឍបុគ្គលិកបន្ថែម ការធ្វើបច្ចុប្បន្នភាពលើកម្មវិធីសិក្សា និងការពង្រីកភាពជាដៃគូសិក្សាស្រាវជ្រាវក្នុងស្រុក និងអន្តរជាតិ។

ជាក់ស្តែង ទោះបីជាមិនមានការកើនឡើងច្រើននៃលទ្ធផលស្រាវជ្រាវធៀបនឹងឆ្នាំមុននៅ UP ការបោះពុម្ពផ្សាយអត្ថបទស្រាវជ្រាវរបស់សាកលវិទ្យាល័យនៅក្នុងទស្សនាវដ្តីស្រាវជ្រាវ Scopus បានកើនឡើងគួរឱ្យកត់សម្គាល់ក្នុងឆ្នាំ ២០២៤ ជាមួយនឹងចំនួននៃការដកស្រង់ (citation) កាន់តែច្រើន។ ជាមួយនឹងលទ្ធផលនេះ កិត្យានុភាពផ្នែកអប់រំរបស់ UP បានកើនឡើងទាំងក្នុងស្រុក និងអន្តរជាតិ។ លើសពីនេះទៅទៀត ការគាំទ្រនិស្សិតនៅតែជាចំណុចស្នូលរបស់ UP ជាពិសេសទាក់ទងនឹងការបញ្ចូលរួមសហគមន៍ កម្មវិធីផ្លាស់ប្តូរការសិក្សាអន្តរជាតិ និងការបណ្តុះបណ្តាលការស្រាវជ្រាវ។ បុគ្គលិក និងសាស្ត្រាចារ្យមានឱកាសទទួលបានការដំឡើងតួនាទី និងទទួលបានប្រាក់បៀវត្ស និងអត្ថប្រយោជន៍ដែលមានការប្រកួតប្រជែងជាមួយនឹងម៉ោងការងារដែលមានភាពបត់បែន។ ចំពោះផ្នែកហិរញ្ញវត្ថុ UP បានរក្សាស្ថិរភាព និងមានភាពច្បាស់លាស់។ ថ្លៃសិក្សានៅតែជាចំណូលសំខាន់បំផុត បន្ថែមដោយថ្លៃសេវា ការជួលបរិក្ខារ សេវាសុខាភិបាល និងជំនួយមូលនិធិពីខាងក្រៅ។ UP បានបន្តរក្សាស្ថានភាពហិរញ្ញវត្ថុរឹងមាំ ដោយទទួលបានលទ្ធផល

សវនកម្មខាងក្រៅថា “Unqualified” ចាប់តាំងពីឆ្នាំ ២០១៨ និងទទួលបានវិញ្ញាបនបត្រមាស (Gold Certificate) សម្រាប់ការអនុលោមពន្ធឆ្នាំ២០២៤-២០២៥។

ទោះបីជាមានសមិទ្ធផលសំខាន់ៗទាំងនេះក៏ដោយ UP បានជួបប្រទះនឹងបញ្ហាប្រឈមមួយចំនួន ជាពិសេសកម្មវិធីសិក្សាមិនមែនវិទ្យាសាស្ត្រសុខាភិបាល (non-health science programs) ដែលតម្រូវឱ្យមានផែនការយុទ្ធសាស្ត្រច្បាស់លាស់ដើម្បីដោះស្រាយ។ បញ្ហាប្រឈមសំខាន់ៗរួមមាន៖ កង្វះវប្បធម៌ស្រាវជ្រាវក្នុងចំណោម សាស្ត្រាចារ្យនិងនិស្សិត ហេដ្ឋារចនាសម្ព័ន្ធនៅមានកម្រិត (ឧ. បន្ទប់ពិសោធន៍ និងថ្នាក់រៀនមិនគ្រប់គ្រាន់ និងកង្វះកន្លែងនិងបរិក្ខារបណ្តុះបណ្តាលជាក់ស្តែង ផ្នែកគ្លីនិក) បន្ទុកការងារអប់រំក្នុងចំណោមសាស្ត្រាចារ្យ ការចុះឈ្មោះនិស្សិតថ្មីនៅមានកម្រិតសម្រាប់កម្មវិធីសិក្សាដែលមិនមែនវិទ្យាសាស្ត្រសុខាភិបាល និងឧបសគ្គនៃមូលនិធិស្រាវជ្រាវជាដើម។

ក្នុងពេលជាមួយគ្នានេះ មហាវិទ្យាល័យនីមួយៗបានរៀបចំផែនការយុទ្ធសាស្ត្រដែលមានភាពច្បាស់លាស់ដើម្បីដោះស្រាយបញ្ហាប្រឈម និងពង្រឹងសមត្ថភាពមហាវិទ្យាល័យ។ ជារួមមក បើទោះបីជាមានបញ្ហាប្រឈមមួយចំនួនឆ្នាំ២០២៤នេះក៏ដោយ UP មានភាពរីកចម្រើនជានិរន្តរ ដែលជាការបញ្ជាក់យ៉ាងច្បាស់នូវចក្ខុវិស័យក្លាយជាសាកលវិទ្យាល័យឈានមុខគេខាងវិទ្យាសាស្ត្រសុខាភិបាល និងបច្ចេកវិទ្យាក្នុងតំបន់ និងអន្តរជាតិ។

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1. About the University of Puthisastra

The University of Puthisastra (UP) is a private higher education institution in Cambodia, licensed in 2007, with a mission to develop skilled human resources and reduce poverty in line with the Royal Government's strategy. Under the oversight of the Ministry of Education, Youth, and Sports (MoEYS) and the Ministry of Health (MoH), UP focuses on research, science, and technology to contribute to national development. It offers associate, bachelor's, and master's degree programs across seven faculties, including Pharmacy, Medicine, Dentistry, Nursing and Midwifery, Health Sciences & Biotechnology, Arts, Humanities & Languages, and Sciences and Technology. UP integrates research, critical thinking, information technology (IT), and free intensive English training into all courses to prepare students for Industry 4.0. Committed to internationalization, UP collaborates with various local and international institutions, providing students with exchange programs and internships that enhance their employability, ensuring many secure jobs before graduation. Additionally, UP holds accreditations and recognitions from institutions such as the Accreditation Committee of Cambodia (ACC), AppliedHE, and Times Higher Education (THE), further cementing its reputation for academic excellence and global engagement.

2. Academic achievements

2.1. Overview of faculties and programs

UP offers a range of academic programs ranging from the associate's degree through to master's degree. UP comprises seven faculties such as Faculty of Pharmacy, Faculty of Medicine, Faculty of Dentistry, Faculty of Nursing and Midwifery, Faculty of Health Sciences, Faculty of Information and Communication Technology (ICT), and Faculty of Arts, Humanities and Languages.

2.2. Enrollment statistics for academic Year 2024-2025

A. Undergraduate programs

- Health science programs (Bachelor's programs)

| Nº | Programs | Number of students (23-24) |
|----|--------------------------|----------------------------|
| 1 | Pharmacy | 129 |
| 2 | Science of Nursing | 71 |
| 3 | Science of Midwifery | 12 |
| 4 | Doctor of Dental Surgery | 76 |
| 5 | Medical Sciences | 143 |

| | | |
|---------------|------------------------------------------------|------------|
| 6 | Medical Laboratory Technology Bridging Program | 37 |
| 7 | International Foundation Year | 7 |
| Total: | | 475 |

- **Health science programs (Associate programs)**

| Nº | Programs | Number of students (23-24) |
|---------------|------------|----------------------------|
| 1 | Nursing | 64 |
| 2 | Midwifery | 6 |
| 3 | Laboratory | 15 |
| Total: | | 85 |

- **Non-health science programs**

| Nº | Programs | Number of students (23-24) |
|---------------|-------------------------------------------------|----------------------------|
| 1 | Information, Communication, and Technology | 34 |
| 2 | Science in Research | 17 |
| 3 | Arts in English, Business, and Entrepreneurship | 13 |
| Total: | | 64 |

B. Postgraduate Programs (Students who successfully passed the recruitment process and joined UP)

| Nº | Programs | Number of students (23-24) |
|---------------|-----------------------------------|----------------------------|
| 1 | Endodontics | 5 |
| 2 | Pharmaceutical Sciences | 5 |
| 3 | Medical Biology | 19 |
| 4 | Science in Information Technology | 22 |
| Total: | | 52 |

2.3. Graduation rates 2024

A total of **462 students** (290 female) successfully graduated and received their certificates. Please refer to the statistics below for the number of graduates in each major [here](#).

3. Research and innovation

In 2024, UP undertook the following contributions to research and innovation. A total of 8 projects were granted and undertaken, including six research projects and two capacity-building initiatives, with four completed and four ongoing¹. UP also demonstrated a commitment to student research engagement by reviewing and approving 45 research and thesis proposals through the UP Research Committee.

Scholarly output remained impressive, with 108 publications, of which 87 were published in high-quality journals indexed in the Scopus database². All articles published in the Scopus database collectively received 2,425 citations in 2024 (compared to 780 citations in 2023)³. Notably, there was a significant increase in Scopus publications compared to 2023, which had only 67 publications (*Scopus query: Organizations, University of Puthisastra, retrieved on March 3, 2025*).

In addition, the University's own publication, the Journal of Cambodian Health (JCH), published two issues (June and December 2024) with a total of 6 articles (JCH, 2024). UP also successfully organized and hosted two major conferences, the 4th Pharmacy Research Conference (March 29-30, 2024) and the 3rd Learning and Teaching Conference (Oct 10, 2024), reinforcing its commitment to academic excellence and knowledge dissemination.

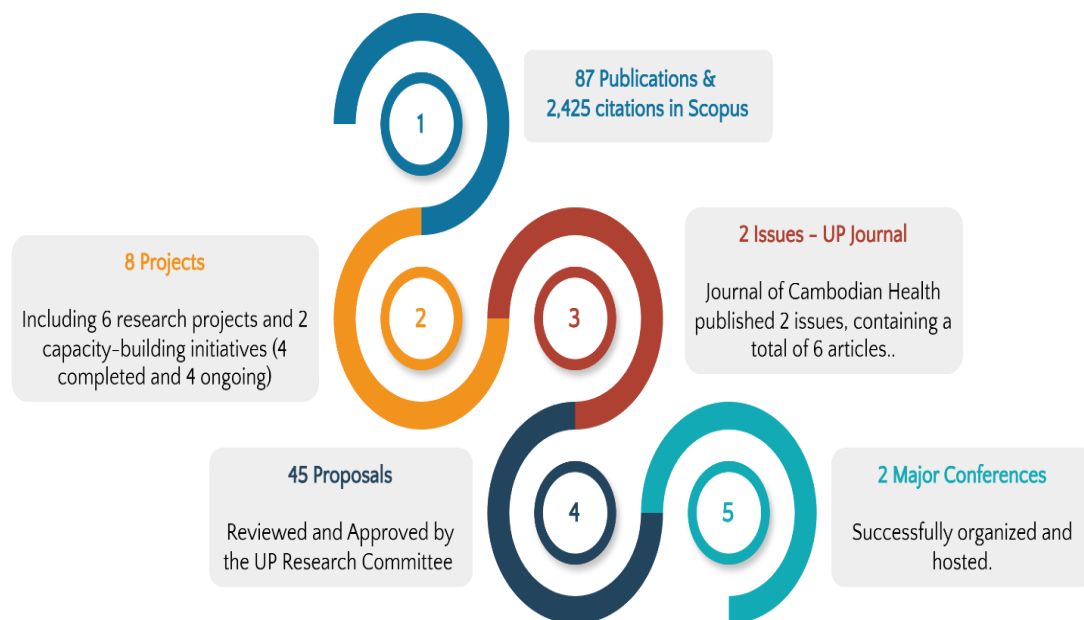


Figure 1. Major achievements of UP Research and Innovation in 2024

¹ Ongoing Projects: (1) Assessment of Heavy Metals Contamination in Cambodia's Pharmaceutical Products and Herbal Medicines, (2) Determination of Aflatoxin Contamination Level in Rice Collect from Market in Phnom Penh Using HPLC-FLD, (3) LHFCT (Fund for Nursing Education) And (4) Assessment on the Self-Medication Behavior and the Application of Theory of Planned Behavior Model: Self-Medication Without Antibiotic Medication Among Population Living in Krong Battambang.

² Source: [UP - Analyzed results from Scopus](#)

³ Source: [UP Scopus Publication and citation overview](#)

UP has also achieved global recognition as the following:

- UP is ranked 13th among private universities in the ASEAN region, reflecting its commitment to quality education and institutional development ([AppliedHE, 2024](#)).
- THE Rankings: UP has been recognized in the prestigious THE rankings, making its presence on the global stage ([THE, 2024](#)).
- UniRank: UP is ranked 4th among Cambodian universities in the 2024 UniRank listings, highlighting its prominence in the national higher education landscape ([UniRank, 2024](#)).
- World University Rankings for Innovation (WURI): UP is ranked 46th for Social Responsibility Category, among the universities in the globe ([WURI, 2024](#)).

4. Student life and achievements

4.1. Overview of student services

Student Services provides a range of essential services to support students' academic, mental, and extracurricular well-being. The key services include student missions, student engagements, student academic support, student mental support, student activities (clubs), student career, student projects, student counselling, student senate, and scholarships program.

4.2. Student achievements

A. Student clubs

| N ^o | Club's name | Coordinator | Numbers of | | |
|----------------|------------------------|----------------|------------|---------------------|---------|
| | | | Student | Location | Time |
| 1 | UP Badminton Club | Yom Mengchhay | 90 | T badminton Court | Weekly |
| 2 | UP Guitar Club | Noun Sreyneang | 20 | UP | Weekly |
| 3 | UP Football Club | Noun Sreyneang | 25 | Blue Football Field | Weekly |
| 4 | UP Yoga Club | Chheang Vandy | 35 | Club room | Weekly |
| 5 | UP Movie Club | Chheang Vandy | 80 | Hall H | Monthly |
| 6 | Senior Club | Eang Phanith | Max:98 | UP | Weekly |
| 7 | Clinical Pharmacy Club | Heim Mengkhim | 25 | UP | Weekly |
| 8 | Pharma-Career Club | Huort Huysean | 30 | UP | Weekly |

| | | | | | |
|----|--------------------|--------------------|----|---------|--------|
| 9 | Research Club | Dr. Chum Chandarin | 33 | UP | Weekly |
| 10 | UP Volleyball Club | Noun Sreyneang | 22 | Outside | Weekly |

B. Student missions

| Nº | Name | Address | Date | Participant |
|----|----------------------------------------|-----------------|--------------------|-------------|
| 1 | Phnom Penh Tmey Orphanage | Phnom Penh | January 24, 2024 | 50 |
| 2 | Pour un Sourire d'Enfant (PSE) | Phnom Penh | January 30, 2024 | 300 |
| 3 | Prek Chrey Primary School | Phnom Penh | February 17, 2024 | 60 |
| 4 | Ponnhea Pon Primary School | Phnom Penh | February 24, 2024 | 70 |
| 5 | Samrong Primary School | Kampong Chhnang | March 9, 2024 | 50 |
| 6 | Kolap 4 Orphanage | Phnom Penh | April 27, 2024 | 66 |
| 7 | Aloha Learning Center | Phnom Penh | May 31, 2024 | 67 |
| 8 | New Smile of Hope Children Association | Kandal | June 21, 2024 | 100 |
| 9 | Chak Angre Primary School | Phnom Penh | June 25, 2024 | 100 |
| 10 | Prek Chrey Primary School | Phnom Penh | June 27, 2024 | 60 |
| 11 | Koh Dach Primary School | Phnom Penh | August 28, 2024 | 55 |
| 12 | Kean Kleang Primary School | Phnom Penh | August 30, 2024 | 50 |
| 13 | Chroy Changva Primary School | Phnom Penh | September 27, 2024 | 70 |
| 14 | Branch Orphanage | Phnom Penh | December 12, 2024 | 50 |

C. Student engagements

| Nº | Name | Address | Date | Participant |
|----|---------------------|---------|----------------|-------------|
| 1 | The Big Launch | UP | March 4, 2024 | 550 |
| 2 | Culture Day | UP | April 8, 2024 | 300 |
| 3 | Graduation Ceremony | OCIC | August 6, 2024 | 750 |

| | | | | |
|---|--------------|----|-------------------|-----|
| 4 | Career Day | UP | December 12, 2024 | 550 |
| 5 | Wall of Fame | UP | 2024 | 140 |

4.3. Alumni success stories

Ms. LOA Ryna, an alumnus of the University of Puthisastra’s seven-year dental program, took immense pride in the rigorous academic training and clinical experience that shaped her journey. She is currently a **Dental Thesis Coordinator** at UP. The university’s commitment to excellence provided her with a strong foundation in dentistry, ensuring proficiency in both theoretical knowledge and practical skills. Additionally, the opportunity to participate in exchange programs allowed her to gain international exposure, learn from global experts, and broaden her perspectives in the field. Her time at UP was not only academically enriching but also instrumental in preparing her for a successful career in dentistry.



Ms. LOA Ryna



Mr. KEUN Mengky

Mr. KEUN Mengky is from Kompong Cham Province. He graduated from the Faculty of Pharmacy, Batch 8, at the University of Puthisastra in 2024. Currently, he has the privilege of working at UP as a **pharmacy laboratory assistant** in the Faculty of Pharmacy. Studying at the University of Puthisastra was an important chapter in his life. As a staff member, he is grateful for the chance to contribute to the learning experience of new pharmacy students. It is rewarding to help them gain practical skills in the laboratory, and he is excited to be a part of the journey in the field of pharmacy. He is proud of his growth and the opportunity to give back to the university that has helped him reach where he is today.

5. Community and international engagement

As a higher education institution in Cambodia, collaborating with external institutes aligns with the university's strategic plan. In 2024, UP extended its collaboration with both local and international institutions, such as hospitals, organizations, high schools, and other stakeholders, aiming to provide more opportunities and benefits for the UP community as a whole. In total, there were 32 local institutions and 14 international institutions. Notably, 215 students had the opportunity to join the mobility programs through various events, including, among others, study tours, visits, exchange programs, internships, and seminars. The specific figure can be seen in the table below.

| Nº | Countries | Number of the students | Number of the programs |
|--------------|---------------|------------------------|------------------------|
| 1 | Thailand | 91 | 14 |
| 2 | Vietnam | 30 | 4 |
| 3 | Singapore | 28 | 3 |
| 4 | Malaysia | 18 | 4 |
| 5 | Japan | 16 | 3 |
| 6 | Indonesia | 15 | 3 |
| 7 | Taiwan, China | 5 | 2 |
| 8 | Laos | 3 | 1 |
| 9 | USA | 3 | 1 |
| 10 | Australia | 2 | 2 |
| 11 | Others | 4 | 4 |
| Total | | 215 | 41 |

6. Human resource management

6.1. Recruitment and retention strategies

A. Recruitment

- HR liaises with related departments to announce our open vacancies both internally (e.g., UP website, internal referral) and externally (channels such as Linked In, Bong Thom, PelPrek, and Seek--for collecting CVs from the world).
- HR takes immediate action through announcing, shortlisting, interviewing, offering, and onboarding program (HR Orientation, Office Tour, and offer leadership meeting for higher role).
- UP provides good compensation and benefits, a competitive salary, and initiates a good reputation.

B. Retention strategies

- Promotes from one level to another level once there's an opportunity.
- Offers Staff recognition (long service award, employee of the year, professorship, etc....)
- Provides training to fill the skill gaps.
- Provides staff engagement benefits (staff annual party, Chinese New Year and Khmer Knew Year, etc....)
- Conduct salary benchmark and annual increment
- Offers staff's welfare (insurance NSSF and private)
- Provides leave (annual leave, Sick leave, prolonged illness sick leave, special leave, paternity, and maternity leave)
- Offers flexible working hours.
- Follows Cambodia labor law.

6.2. Number of recruited candidates and turnovers

A total of 51 staff members were onboarded in 2024 (both new recruits and converted contracts), while 39 staff members left UP within the same year.

| Nº | Department/Faculties | Number of Recruited Staff | Number of Leaving Staff |
|----|--------------------------------|---------------------------|-------------------------|
| 1 | President Department | 1 | 1 |
| 2 | Marketing Department | 1 | 1 |
| 3 | Admin Department | 4 | 7 |
| 4 | IT Department | 1 | 0 |
| 5 | Registrar Department | 1 | 0 |
| 6 | QLTS Department | 0 | 1 |
| 7 | Research Department | 1 | 1 |
| 8 | Faculty of Dentistry | 15 | 8 |
| 9 | Faculty of Medicine | 3 | 3 |
| 10 | Faculty of Pharmacy | 4 | 3 |
| 11 | Faculty of Nursing & Midwifery | 11 | 6 |

| | | | |
|----|--------------------------------------------|-----------|-----------|
| 12 | Faculty of ICT | 2 | 1 |
| 13 | Faculty of Foundation Year | 1 | 3 |
| 14 | Faculty of Health Science | 1 | 1 |
| 15 | Faculty of Arts, Humanities, and Languages | 5 | 3 |
| | Total | 51 | 39 |

6.3. Diversity and inclusion efforts

- All events at UP were celebrated for all levels of staff, such as the end of the year party, Chinese New Year, Khmer New Year, Public Holiday, etc.....
- UP’s policies (e.g., Recruitment Policy, Staff Benefits) inclusively apply to all staff levels.


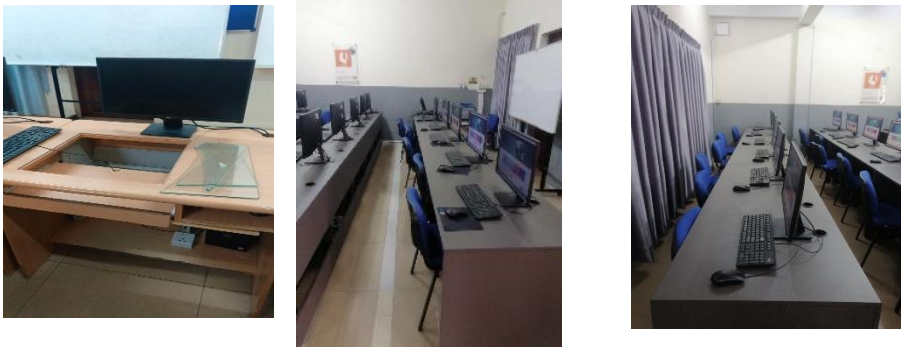
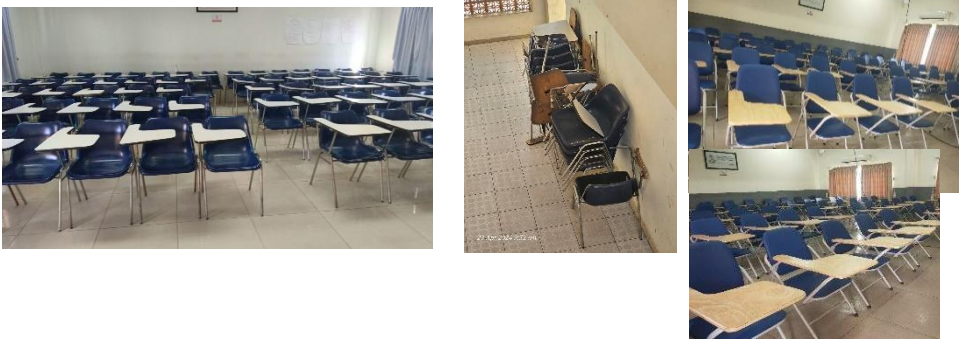
7. Financial overview

UP has earned income from various sources with regard to our business operations. The main source of income is tuition fees paid by the students of different faculties. We also have other income, such as enrollment fee, admin fee, penalty fee, sale uniform, sale book, re-exam fee, exit exam fee, review class, express service fee, application fee, and training or conference fees (e.g., CPD from Pharmacy, Dentistry, and Nursing and Midwife). Moreover, rental fees such as parking, mini-mart, canteen, coffee shop, vending machine, classroom, and space are also our university’s regular income. Besides, UP also operates three sub-businesses (two dental hospitals, one pharmacy, and one medical service) that generate more income, including two dental hospitals (e.g., one pharmacy and one medical service). We also receive grants/funds such as the CIPO POOLED FUND, DENRICH FUND, a Branch of ABT Associates Inc, LHF CHARITABLE TRUST (LHFCT), SPECIAL NEEDS, etc.

Notably, from 2018-2023, UP obtained the outcomes of **“Unqualified”**, being an excellent performance, from the external audits (2018 to 2021 by Grant Thornton (Cambodia) Limited and 2022 to 2023 by BDO (Cambodia) Limited), as a financial statement presented fairly in all material respects. In 2024, UP also received the certificate of tax compliance for the years 2019-2022, the letter from the general tax department for accounting proper for the year 2023-2024, and the gold certificate for the year 2024-2025.

8. Infrastructure and facilities

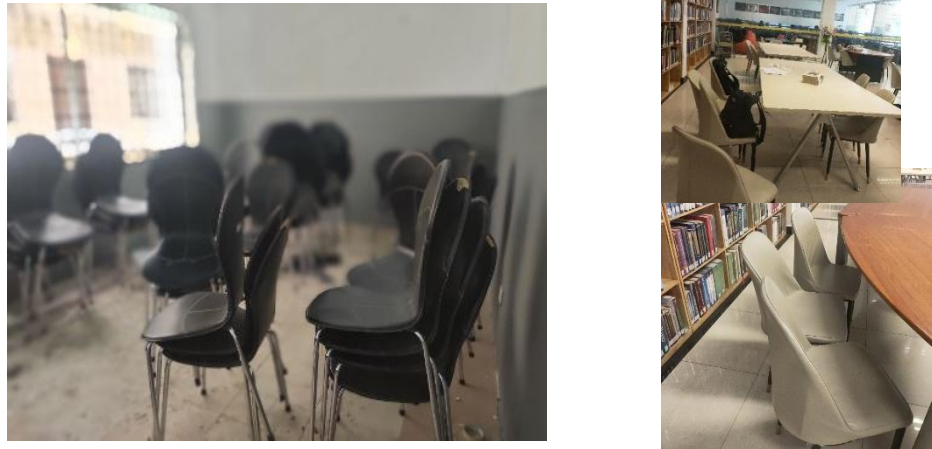
UP is a university equipped with modern equipment and buildings that improve on the basis of the needs of our Ministry of Education and Students. In 2024, the University improved the building and classroom facilities such as:

| Nº | Item | Description | Replacement photos |
|----|-------------------|-------------------------------------------|--------------------------------------------------------------------------------------|
| 1. | Building A, B & L | Renovation and repainting of buildings |  |
| 2. | Building A | Replacement of new tables and chairs |  |
| 3. | Building B | Changing seats for students in classrooms |  |

-
4. Building B & L Changing new curtains in classrooms and meeting halls



5. Library Changing seats for meeting and self-study students in the library



6. Building A & B Change new doors for all the classrooms



9. Faculty's achievements, challenges, and future plans

9.1. Faculty of Pharmacy

A. Achievements

Academics

- The faculty enrolled a total of 728 students in 2024, with 704 in the Bachelor of Pharmacy (B.Pharm) program, 19 in the Master of Medical Biology (MMB), and 5 in the Master of Pharmaceutical Sciences (M.Pharm.).
- 96.91% of final-year students successfully graduated in 2024.
- The faculty recorded a 93% employment rate for graduates, as per the UP-tracer study, reflecting strong alignment between academic training and market demands.
- Online academic resource availability in UPOP was high, with B.Pharm reaching 100% coverage.
- Curriculum content was comprehensively updated to align with Ministry of Health (MoH) standards: B.Pharm (100%).
- A total of 118 students received awards, scholarships, or academic recognition in 2024. The pharmacy team received the 1st place of the country in Kinal Prize 2024.
- Approximately 560 students actively participated in extracurricular activities, including club study, volunteer work (DA-UYFC, TYDA, CHHPPA, Lokun, Sabai, SOTHEA, Angkor) and community outreach initiatives.
- 443 year 3 to year 5 bachelor and master's students completed clerkship/internship ensuring hands-on professional training across all programs.
- The faculty organized 17 academic events, including seminars, workshops, conferences, and public lectures, fostering continuous learning and knowledge exchange.



- The faculty maintained 42 active MOUs with international universities and organizations.
- 17 CPD programs were delivered in 2024, enhancing lifelong learning opportunities for 4,105 pharmacists, generated a total income of \$57,341.01 and the 4th Pharmacy Conference 2024 attracted 500 participants.
- An investment of \$65,813 was made in laboratory upgrades.

International exchange program



48 faculty members and students engaged in international exchange programs, strengthening global partnerships and academic collaboration across seven countries: India, Thailand, Indonesia, Singapore, Malaysia, Japan, and China.

Academic research/grants

- One research paper was published in the ASEAN Pharmacognosy journal, contributing to the region's body of scientific knowledge. Faculty and students presented seven research posters and delivered four oral presentations at two major regional conferences in Laos and Thailand.
- Total of \$10,469 in grants and sponsorships was awarded, including \$5,000 for research from the UK Royal Society, \$500 from UPRC, \$1,250 for AMR campaigns, and \$3,719 from Khmer Enterprise for the Natural Product Contest 2024.

Pharmacy sales and services

- The university pharmacy generated \$121,433 in sales.
- Introduced services including medication counseling, medication use review, prescription validation, lab result interpretation, and risk screening for diabetes and hypertension.

B. Challenges faced in 2024 and action plan to address these challenges

| Nº | Challenges | Description | Action plan to address challenges |
|----|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Infrastructure & facility limitations | <ul style="list-style-type: none"> • Limited lab facilities and space impacting practical sessions. • Classroom and computer shortages for academic activities. • Limited office leading to overcrowding. • Late maintenance of laboratory equipment (e.g., HPLC, Stability Machine). • Lack of administrative support for facility maintenance (e.g., lighting, refrigerators, cleaning). | <ul style="list-style-type: none"> • Increase space and investment in laboratory support to improve resources. • Implement a preventive maintenance schedule with suppliers to ensure timely service and invest in computer lab. • Allocate a maintenance budget for yearly servicing of lab equipment. • Assign a maintenance team or a dedicated contact person to handle urgent facility issues. • Seeking support from the admin office to improve facilities. |
| 2 | Faculty & staff challenges | <ul style="list-style-type: none"> • Lack of academic staff to support master's degree programs. • Insufficient academic staff for operation, particularly academic and clerkship activities, leading to workload issues. • Workload for full-time lecturers, who need to make up classes due to grant, and research activities. • Staff and faculty members have less international experience and training. | <ul style="list-style-type: none"> • Expand faculty recruitment to reduce workload and enhance specialization. 2 more staff to administrate in academic and clerkship activities. • Introduce incentives for grant writing, such as recognition, bonuses, or workload adjustments. • Organize mentorship and grant writing workshops to improve research funding applications. • Encourage and support staff to join international experiences and training. |

-
- | | | | | |
|---|--------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Academic assessment/ Integrity challenges | & | <ul style="list-style-type: none"> • Lecturers are required to create question contents due to different student exam schedules, internships, and extra activities. • Difficulty controlling exams when students use their own devices (iPads, computers) despite two invigilators. We cannot use SEB in student's device. | <ul style="list-style-type: none"> • Develop a centralized question bank to support lecturers in creating exams efficiently. • Enhance exam security by implementing stricter device policies or secure online exam platforms. • Ask support from the IT team to use SEB in student's device. |
|---|--------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
-

C. Strategic goal for 2025

Infrastructure & facility enhancements

- Maintenance equipment: Implement a scheduled maintenance system for laboratory equipment
- Facility management support: Advocate for additional administrative support for maintenance tasks such as lighting, refrigeration, and cleaning to ensure a conducive learning environment.

Faculty & staff challenges

- Hiring & support: Recruit academic staff for master's degree programs and academic and clerkship operations to reduce workload pressure.
- Workload management: Develop a faculty workload balance policy to manage non-teaching commitments effectively.

Academic Integrity and assessment challenges

- Develop a centralized question bank to support lecturers
- Develop SEB to apply in student's device.

9.2. Faculty of Medicine

A. Achievements

- **International alliances:** Signed MoU's with EKIP Medical Center, Asia-Pacific Chinese Medical Global Union, and National Taichung University. Collaborated with University of Medicine and Pharmacy at Ho Chi Minh city and Harvard Medical School on training and curriculum design.
- **Thesis defenses:** 18 groups of MD students successfully defended their theses on topics ranging from dengue fever and neonatal sepsis to hypertension and tuberculosis.
- Five medical students participated in an exchange scholarship study program at the National University of Singapore (NUS), supported by Project SOTHEA.
- One Year eight medical student was selected by MOEYS to represent Cambodia in the prestigious Southeast Asian-Japanese Youth Program (SSEAYP).
- 11 Year five medical students were accepted into the elective program at Khon Kaen University, Thailand.
- Three medical interns completed a two-week elective program at Chiang Mai University, Thailand.
- One student alumna was awarded a prestigious government scholarship to pursue a Master's degree in South Korea.
- One year-seven medical student was awarded a three-year scholarship to pursue a Master's degree in Ophthalmology at Central South University in Hunan Province, China.
- Three Year five students won first prize in the first Cambodian Physiology Quiz Competition, showcasing their academic excellence and deep understanding of medical sciences.
- Three students received \$500 grants from the Cambodia Health Professionals Association of America (CHPAA).
- Faculty training on CBME, case-based learning, MCQ development, flipped classrooms, and simulation teaching (ESDC approach).
- Student training (pre-hospital training for Years 4-6: CPR, airway management, ECG interpretation).
- OSCE training for Years 2-3 (history-taking, physical examination skills).
- Hosted a Cross-Medical Field Conference with Taiwanese experts.

B. Challenges faced in 2024 and action plan to address these challenges

| Nº | Challenges | Description | Action plan to address challenges |
|----|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Implementation of new MD Curriculum | <ul style="list-style-type: none"> Transitioning to competency-based education requires faculty training & resource allocation. | <ul style="list-style-type: none"> Organize faculty workshops, collaborate with international experts, provide ongoing support. |
| 2 | Enhancing research capacity | <ul style="list-style-type: none"> 142 out of 181 thesis groups have yet to complete defenses. | <ul style="list-style-type: none"> Implement structured thesis timeline, provide research methodology training, establish a thesis support team. |
| 3 | Expanding community outreach | <ul style="list-style-type: none"> Need to scale up health missions for greater impact. | <ul style="list-style-type: none"> Partner with NGOs, government, and private organizations to expand outreach efforts. |
| 4 | Improving clinical training facilities | <ul style="list-style-type: none"> Growing student numbers require better simulation labs & hospital partnerships. | <ul style="list-style-type: none"> Train simulation instructors, hospital preceptors to ensure quality clinical training. |
| 5 | Strengthening international collaboration | <ul style="list-style-type: none"> Need to increase student/faculty exchanges and joint research opportunities. | <ul style="list-style-type: none"> Establish new global partnerships, encourage student participation in international electives. |
| 6 | Adapting to technological advancements | <ul style="list-style-type: none"> Keeping up with AI, digital health tools in medical education. | <ul style="list-style-type: none"> Integrate digital health, AI training into curriculum, ensure faculty/students can use modern technologies. |

C. Strategic goal for 2025

Here are the five main strategic goals for 2025 for the Faculty of Medicine

- Establishing the new subject “Medical Ethics and Professionalism” to the MD curriculum
- Establishing and running the three faculty development Programs: (1) Competency-based Medical Education Training, (2). Clinical Instructor training, and (3). Preceptor Training
- Applying for the Pediatric Residency Program

- Having a thesis defense of at least 24 groups in 2025
- Creating two more new simulation skills: Breaking Bad News and Writing Medical Admission Notes

9.3. Faculty of Dentistry

A. Achievements

Academics

- Developed and started new post graduate courses- Orthodontics, Implantology, Wisdom tooth surgery and Endodontics- generating a revenue of 20,387 USD.
- Organized the maximum CPD linked workshops and webinars in Cambodia- 17 CPD courses- generating a profit of 12,050 USD.

Conferences and workshops

- The Faculty of Dentistry participated in nine national and 17 international conferences actively as speakers/ presenters in events such as-CDA, NIH Funded KKU workshop, CSIR Funded workshop on SR reviews, IOS, AAPD, WHO, IADR-SEA, SEAADE, VIDEDEC and Royal College -Edinburgh
- Year 3 and Year 4 Dental Students from the University of Puthisastra participated in the 50th Annual Congress hosted by the Asian Pacific Dental Student Association of Thailand. Ms. Bona Phomphoung of UP Year 4 won as second runner up in the Academic Competition (APDSAXc).
- In November, the Asian Academy of Preventive Dentistry held its 16th annual conference in Ho Chi Minh City, Vietnam. The meeting was attended by 10 recent dental graduates from UP and one of the student groups won the award in the outstanding poster presentation category.

Academic exchange programs

- The faculty arranged as many as 12 exchange programs for dental students to visit and learn at universities across Thailand, Vietnam, Japan, Australia, USA, Malaysia, and Indonesia.
- The faculty welcomed dentists from the UK, Ireland, Australia, Singapore, and Japan in 2024 for a short visit as part of a study tour led by Dr Kevin Esplin, a specialist in prosthodontics with 35 years of experience.
- Six students and one faculty member joined the Denriche Asia funded visit to six clinics, dental factories, and Tohoku University in October.

Academic research and grants

- UP was successful in our application for a second grant from the UK Borrow Foundation of \$105,000 for a project entitled: Demonstration and sustainment potential of universal access to oral health care and oral health promotion for young children within the context of implementing the Cambodia National Action Plan for Oral Health 2023-2030.
- One Faculty was selected for the DIES International Deans' Course (IDC)-SEA 2024/25 (seven percent acceptance rate) in Germany funded by the German Academic Exchange Service (DAAD), the German Rectors' Conference (HRK), the Osnabrück University of Applied Sciences and the Centre for Higher Education (CHE).
- In the month of July two faculty members from the Faculty of Dentistry- Dr Lao Ryna and Ms. Sreyla Phally received the IADR-SEA Division Mentor Mentee grants (2000usd each) for the year 2024.
- One faculty made it to the list of World's Top 2% Scientists in Stanford University and Elsevier's 2024 Rankings.

Community projects

- Through CIPO and other charitable community activities the faculty was able to provide primary level I care to more than 7,400 children across different provinces in Cambodia in 2024.
- On March 20th, 2024, the UP celebrated World Oral Health Day with the theme of "A Happy Mouth is.... A Happy Body" at UP Health Center. The event was also part of the FDI Celebration features on the FDI webpage for WOHD 2024.

B. Challenges faced in 2024 and action plan to address these challenges

Challenges faced in 2024

- Period of transition with no definite leadership in dentistry
- Lack of an organized structure in the faculty
- Overloaded full time staff members
- Managing both undergraduate and postgraduate programs as well as two dental hospitals.

Plans to address challenges

- We have been working towards establishing a proper structure
- Proper allocation of responsibilities and positions for the faculty with a mixture of new faculty members to ensure smooth functioning

- Balanced workload planning.

C. Strategic goals for 2025

- Have a strategic calendar in place to follow for all our programs.
- Smoother workflow for the year 2025 with a balance of old and new faculty
- Preclinical dental and simulation lab renovation to accommodate the new increased intakes
- Planned for a higher research output
- Organize more CPD courses and webinars to ensure greater visibility for the faculty
- Plan and seek approval from the leadership for more post graduate diploma and degree programs to address the needs of the region.

9.4. Faculty of Nursing & Midwifery

A. Achievements

Grant

- New grant received from LHFCT foundation for N&M tuition fee = \$ 36,861
- Continued grant from LHFCT foundation for BSN tuition fee = \$18,279
- Received grant from Khalibre to create app for Nursing Informatic Class called “UP Skill Cambodia”
- Collaborative grant with Rotary and SSTC to provide course Dysphagia to Cambodian clinician (2nd year project).

Academic research/award

- One publication in Singapore Nursing Journal about EHR- Nursing informatics.
- Received an award from IAAHEH to submit for international accreditation with no charge from IAAHEH.
- Two MOUs signed with LHFCT for new grant to support tuition fee of BSM and AND* tuition fee of students.
- Visit from faculty and student KIO university = 25 ppl (Japan)
- Visit from faculty and student Sydney university = 25 ppl (Australia)
- Visit from faculty and student NUS = 15 ppl (Singapore)

Community projects

- Two community health projects involving 150 students and more than 500 villagers in Kandal province

- Five international and local conference/ workshops conducted and attended by students, staff, and the general public.

New curriculum of Nursing and Midwifery

- Implementation of new curriculum of AND*, ADM and BSN program
- Involved with MOH to create national exam items with other technical working group from MOH

CPD provider/ blood donation event

- Five CPDs provided to Nurses, Midwives and students recognized by the nursing council and midwifery council
- Two successful blood donation events hosted by Nursing = around 160 blood packs from donors.

Progression of students

- All students have finished their academic requirements including thesis and exams. They are waiting for an exit exam from UP to graduate.

International exchange program

- 10 Nursing students had international exchange to KPJU, Malaysia for two weeks

B. Challenges faced in 2024 and action plan to address these challenges

| Nº | Challenges | Description | Action plan to address challenges |
|-----------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Academic challenges | <ul style="list-style-type: none"> • Staff shortages, particularly in the nursing department, and high staff turnover, compounded by a shortage of qualified faculty members in midwifery, have led to increased workloads for faculty and staff. • Not all academic staff members have completed training in teaching pedagogy. | <ul style="list-style-type: none"> • Promote the academic image of nursing and midwifery faculty members at UP. • Develop flexible plans that allow clinical site nurses and midwives to join the faculty. • Provide support for academic development. • Recruit full-time or part-time academic staff members, offering |

| | | |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Research activities have been limited due to staff shortages and the heavy workload. | <ul style="list-style-type: none"> • competitive benefits and flexible work options. • Encourage faculty members to pursue advanced degrees (Bridging Programs) or specialized training. • Organize pedagogy training at UP or identify external training opportunities. • Continue to hold the annual teaching and learning conference. |
| <p>2 Student-related challenges</p> | <ul style="list-style-type: none"> • Limited availability of classrooms, resulting in approximately 30% of classes being held online. • Insufficient practical lab room, restricting both lecturer demonstrations and students' ability to practice independently due to large group sizes. • Associate degree students were not permitted to sit for the Internal Exit Exam by the MoH due to the shortened duration of the program, as instructed by previous leadership. • The adaptation and understanding of updated policies in 2024 were challenging. • Enrollment has been lower than the designated quota. | <ul style="list-style-type: none"> • Enhance the blended learning model (online and in-person) to improve space utilization. • Optimize lab-room sharing and allocation among faculties. • Provide comprehensive orientation for students, ensuring they are well-informed and supported throughout their studies. • Engage with the MoH and provide the necessary documentation to demonstrate compliance with their guidelines. |

| | | |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 Administrative and resource challenges | <ul style="list-style-type: none"> • Lack of administrative staff support in letter carriers to clinical sites or to the Ministry. • Insufficient resources, including reference books and equipment, which meet the requirements of the updated curriculum. | <ul style="list-style-type: none"> • Suggest increased administrative support from the admin team for delivery documentation. • Seek support from the President and collaborate with the finance, purchaser, and librarian to ensure adequate resources, such as reference textbooks and teaching materials. |
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C. Strategic goals for 2025

- Foster academic growth among faculty by ensuring the completion of six CPD activities.
- Ensure that 100% of faculty members undergo pedagogy or preceptor training by the end of 2025.
- Promote public research through posters and papers in 2025.
- Enhance faculty capacity by recruiting at least one additional midwifery faculty member.
- Improve learning and training facilities to strengthen the blended learning approach and optimize classroom usage.
- Ensure full compliance with MoH guidelines regarding academic periods and clinical validation reports.
- Promote the nursing and midwifery programs at UP through marketing, social media, and other platforms.

9.5. Faculty of Health Sciences

A. Achievements

Technology transfer/consulting

- UP Health Centre for laboratory services = \$4,430
- Research collaboration with the President’s Mosquito Initiative (USAID)=\$10,348

Academic research

- Two publications in international journals- One Health Bulletin and Journal of Microbiology and Biotechnology
- Three publications in STI Focus, Vol2 No 2, and 3 publications were submitted to STI Focus Vol 3

- Seven research abstracts involving three staff and 13 students were accepted by Int Biology Conf 2024, ICISE (Vietnam), Malaysia (and 5th Int Conf on Science, Tech, and Innovation (Thailand)
- Four MOUs drafted for collaborations with three universities in Malaysia and one in Japan.
- Visit from 15 students and four staff of Juntendo University (Japan).

Community projects

- Two community health projects involving 150 villagers in Kampot and Siem Reap, provinces in partnership with various hospitals
- 14+ workshops conducted and attended by students, staff, and general public.

B. Challenges faced in 2024 and action plan to address these challenges

| Nº | Challenges | Description | Action plan to address challenges |
|----|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Low student enrollment in the Bachelor of Science (Research) program | • Despite efforts to promote the program, enrollment remains lower than expected. | • Strengthening collaborations with high schools through science outreach activities, lab experience campaigns, and scholarship opportunities to attract more students. |
| 2 | Student engagement in research activities | • Encouraging students to participate in research projects beyond coursework has been difficult, particularly in integrating research into their career aspirations. | • Introduce structured research mentorship programs, encourage participation in conferences, and highlight career pathways in scientific research. |
| 3 | Marketing and outreach limitations | • The promotion of the Science Research Program to high school students and potential applicants needs to be strengthened to increase awareness and interest. | • Work closely with the marketing team to develop targeted promotional materials, social media campaigns, and university open-house events to raise awareness about the Science Research Program. |
| 4 | Curriculum development | • The need to update curricula to have lab activities in FY course | • Include the TP course in FY for students to get opportunity real hand on experience |

C. Strategic goals for 2025

- **Increase student enrollment:** Implement targeted recruitment strategies to boost student intake into the Science Research Program.
- **Strengthen research output and collaboration:** Increase research publications, collaborations with other institutions, and industry partnerships.
- **Enhance science education and outreach:** Conduct more science outreach programs, workshops, and career days to promote research and science education.

9.6. Faculty of ICT

A. Achievements

Academic Research

- Four full research papers in Q1 and international journals
- Two articles were published in Khmer Time, and Education Technology Insights APAC-England

Quest speaker

- Quest speaker on TV program
- THE: Digital Universities Asia Summit in Indonesia
- ChatGPT for Education, CamTech
- The 2024 International Higher Education Conference at INIT International University

International/local collaboration or MoU

- INTI International University-Malaysia
- Kyondong University-Korea
- Binance Academy
- Oxygen Media group
- Impact Humb in collaboration with Smart Axiata
- Huawei Academy
- Sathapana Bank
- Khmer Enterprise

Exchange program

- One Erasmus+ student mobility in Türkiye
- One young leader exchange program in Malaysia
- One staff exchange in Sri Lanka

MoU with top quality Cambodian schools

- CIA First International School
- Angkor Intellectual Academy
- East-West International School
- Arizon School (AG Education)
- Mekong Education Centre
- PNC
- TUX Global Institute
- IT Academy STEP.

Conduct workshops/seminars and three CPD programs

- Open five short courses

B. Challenges faced in 2024 and action plan to address these challenges

| N ^o | Challenges | Description | Action plan to address challenges |
|----------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Low student enrollment | <ul style="list-style-type: none"> • UP is primarily recognized as a health sciences university, leading to limited awareness and interest in ICT programs. | <ul style="list-style-type: none"> • Interviews with ICT students revealed that most of them learned about the program through relatives, indicating that ICT at UP is primarily known within alumni networks and UP stakeholders. To expand visibility, more public engagement activities are needed. |
| 2 | High staff turnover | <ul style="list-style-type: none"> • Frequent turnover of program coordinators affects continuity and program stability. • | <ul style="list-style-type: none"> • The ICT program has experienced frequent resignations of program coordinators due to career advancements. To address this, ICT carefully recruits staff with long-term commitment and career growth opportunities. |
| 3 | Limited community engagement | <ul style="list-style-type: none"> • There is a need for more outreach and collaborative activities to strengthen industry and academic connections. | <ul style="list-style-type: none"> • Due to faculty workload, ICT has been unable to implement community service activities effectively. A structured plan is needed to balance |

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| | | academic responsibilities and outreach initiatives. |
| 4 | Research funding constraints | <ul style="list-style-type: none"> • While the ICT faculty has published four research articles, securing research grants remains a challenge. • ICT does not have a dedicated full-time lecturer to support research initiatives and secure research grants. Hiring research-focused faculty would strengthen the program's research capacity. |
| 5 | First-year student performance | <ul style="list-style-type: none"> • Several students struggle in non-ICT courses due to a lack of awareness and interest, impacting overall academic success. • Many ICT students struggle in non-ICT courses due to a lack of interest and awareness of class participation requirements, leading to academic failures. Additionally, with MoEYS no longer mandating Foundation Year courses, students may require alternative academic support structures. |

C. Strategic goals for 2025

To increase the image and awareness of ICT, innovative marketing campaigns should be conducted such as;

- Launch a TechTalk podcast on social media to engage with prospective students and the public.
- Offer a variety of scholarships to attract high-achieving students.
- Showcase lecturers, students, and alumni to highlight success stories and career pathways.
- Introduce a referral commission program to encourage student and staff participation in recruitment.
- Organize conferences and workshops to promote ICT and engage industry professionals.
- Strengthen collaborations with schools to raise awareness of the program among high school students.
- Carefully recruit staff to ensure long-term commitment and stability in the faculty.
- Develop and implement the community service action plan in both private and public sectors.

- Set a research goal to publish at least three articles and secure one research grant annually.
- Update the Year 1 curriculum to align with the latest MoEYS guidelines and incorporate a competency-based approach to improve student learning outcomes.

9.7. Faculty of Arts, Humanities and Languages

A. Achievements

The Faculty of Arts, Humanities and Languages has made notable progress in several key areas throughout 2024. The faculty achieved an **85% student satisfaction rate**, integrated modern educational technologies into **75% of courses**, and ensured **70%** of course content is available on UPOP. Ongoing efforts align the curriculum with MoEYS requirements, reflecting a commitment to compliance and improvement.

B. Challenges faced in 2024 and action plan to address these challenges

| Nº | Challenges | Description | Action plan to address challenges |
|----|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Curriculum alignment and learning outcomes | <ul style="list-style-type: none"> • Difficulty in aligning assessments and course learning outcomes across English Year 1 to Year 4. • Faculty inconsistency in applying Bloom’s Taxonomy in test design. | <ul style="list-style-type: none"> • Streamline CLOs across all year levels for consistency and coherence. • Conduct meetings for curriculum reviews each semester to ensure vertical alignment and improve skills progression. |
| 2 | Assessment quality and reliability | <ul style="list-style-type: none"> • Limited use of rubrics for open-ended questions, affecting the reliability and validity of assessment scoring. • Overuse of lower-order thinking questions (e.g., remembering/understanding) in multiple-choice tests. | <ul style="list-style-type: none"> • Provide targeted training for internal team on applying Bloom’s Taxonomy at higher cognitive levels (analyzing, evaluating, creating). • Create the use of standardized rubrics for OEQs to improve grading reliability and feedback quality. |
| 3 | Faculty workload and training needs | <ul style="list-style-type: none"> • Lecturers managing multiple year levels simultaneously. • Need for upskilling in rubric development, and inclusive teaching practices. | <ul style="list-style-type: none"> • Organize professional development sessions on integrating critical thinking in teaching and assessment. • Develop a peer observation and feedback system to share best |

C. Strategic goals for 2025

Achieve curriculum integration

- Full implementation of outcome-based curriculum across all English courses from Year 1 to Year 4, ensuring smooth transition between levels.
- Embed 21st-century skills (communication, collaboration, critical thinking) across programs.

Standardized assessment framework

- Establish faculty-wide assessment guidelines with Bloom-aligned question templates and rubric banks.
- Pilot digital assessment tools for improved marking efficiency and student feedback delivery.

Strengthening faculty capacity

- Collaborate with regional partners for joint training on inclusive education and multilingual teaching strategies.

Boost student performance

- Increase student access to guided self-study resources.
- Integrate formative assessment checkpoints to monitor learning progress early and often.
- Revise reading and writing materials with simplified, real-world contents.
- Promote interactive learning methods, such as Kahoots, roleplays, and problem-based learning, particularly in general English program.

9.8. Foundation Year (FY) Department

A. Achievements

Academics

- Successfully completed orientation to the University for 500+ FY students.

- Delivered National Entrance Exam prep courses in Chemistry, Biology, and Mathematics to approx. 100 students.
- New course outlines, materials, and learning and teaching activities were created and delivered following a year-long curriculum review and revision.
- UP FY Mentorship program was launched, connecting first year students with senior mentors for social support and integration into the University community.
- 11 training sessions were provided by FY staff to UP staff and students, on a wide range of topics, including: fellowship applications, cervical cancer, phytoremediation, tissue cultures, and manuscript preparation, etc.

Academic research

- Four research papers were published in Scopus-indexed journals.
- Two research papers were published in international journals.
- Four research papers were published in national journals (three papers in STI Focus, one paper in Journal of Cambodian Health).
- One book chapter was published in an international journal.
- Two research proceedings were published at national and international conferences.

Conferences and workshops

In 2024, FY staff participated in 68 national and international conferences, workshops, and training, including:

- 13th Scientific Day: Catalyzing Innovation, ITC, Cambodia
- 4th International Conference on Nursing and Women's Healthcare, Bangkok, Thailand
- Pure and Applied Chemistry International Conference 2024, Bangkok, Thailand
- The 3rd Learning and Teaching Conference, UP, Cambodia
- INTI International University, Malaysia
- The 4th Pharmacy Conference, UP, Cambodia
- Young Leaders Program (YLP) for Health Systems Strengthening, Global Financing Facility (GFF) and World Bank Group, Cambodia
- Education, Research, and Innovation Center, Kampot, Cambodia

Presentations and guest speakers

- Cambodian Student Association in KMUTT (CSAK), Thailand
- University of Puthisastra, Cambodia
- National University Manila, Philippine

- Harpswell Foundation, Cambodia
- 4th International Conference on Nursing and Women's Healthcare, Bangkok, Thailand

Grants and awards

- GIZ Grant on Research Citizen's Voice in Health Decentralization Reforms, Cambodia (in collaboration with UP's Research Department)
- UP Employee of the Year 2024
- UP Academic Employee of the Year 2024
- International Research Fellowship with The World Academy of Sciences (UNESCO)-SISSA-Lincei

B. Challenges faced in 2024 and action plan to address these challenges

Challenges faced in 2024

- Primarily about time and resources to conduct FY with the delay for the NEE. Students have to on-board very quickly and have packed schedules, so we struggled to deliver make-up classes last year due to national holidays.
- Short teaching weeks (only 10 weeks of study for the semester) and heavy coursework left little time for self-study and revision. Marking during the semester was challenging for non-exam assessments.
- Students who registered late (up to week 4 of Semester 1) struggled to catch up with the lessons they missed in time for summative assessment 1 in week 6.
- Gaps in foundational knowledge, as some students struggled with basic science concepts, affected their understanding of advanced topics.
- The new lab simulation sessions were a bit complicated due to having many students but few samples for them to observe.
- Due to variations in personal devices and background knowledge, some students had difficulties navigating technology like UPOP/UPERP and effectively using digital resources in enhancing their study journey.

Plans to address these challenges

- We have adjusted our annual schedule, added non-teaching weeks for assessments and make-up classes, and streamlined our registration and orientation processes. We also adjusted our assessment schedules to handle the difficult realities of classroom availability and invigilation within the department under the new assessment procedures.

- TCC did an excellent job, and the FY curriculum implementation in 23-24 was thoroughly reviewed for improvements in materials, methodology, resources, and assessment for 24-25 to reduce students' workload and maintain the quality of the assessment.
- Reduce the late registration period to end before teaching starts.
- Further integration of digital tools to improve student engagement during and after classes to enhance digital learning support. We are providing more digital resources and online quizzes to support flexible, interactive learning, with a focus on case-based discussions, group activities, and formative assessments, which scaffold and build to summative assessments.
- 2024 was the first year for the mentorship program in FY to support student learning and communication across the university and enhance their academic success through peer-mentoring consultation from their senior students and also lecturers, where needed. We will reflect on our successes and challenges to improve communication and connections between our FY students and their seniors.

C. Strategic goals for 2025

- Support orientation for FY and non-FY Y1 students.
- Deliver BSN Y1 curriculum alongside FY curriculum.
- Increase student retention through social-emotional support in extracurricular activities, connection to the wider University community, and consistent, clear communication.
- Using our reflections from the previous year, we revamped the lab simulation sessions to provide more samples and let students interact more critically with the process.
- Integrate more technology and student-focused teaching approaches by incorporating digital learning tools, simulations, and interactive methods to enhance student engagement and academic success.
- Provide students with even more academic support through monthly support activities, the FY Mentorship program, networking events, and expanding the office hours with our lecturers, where students can reach out to and make an appointment to meet them for extra support, where needed.

10. The strategic direction for the University of Puthisastra

The University of Puthisastra (UP) is a leading Cambodian institution in health sciences, known for its academic reputation, strong partnerships, central location, and stable operations. It's professionally qualified and diverse staff, robust support services, free English program and digital innovation enhance student learning and institutional impact. UP demonstrated its commitment to community engagement and social responsibility throughout 2024. In the future opportunities lie in diversifying into non-health programs, expanding postgraduate and competency-based curricula, integrating artificial intelligence (AI), and leveraging research and international collaborations. UP's agility gives it an edge in a dynamic higher education environment.

Despite the good progress, challenges remain. They include limited physical infrastructure and a shortage of full-time and research active staff. There are some outdated curricula and inconsistent quality assurance, and a need to improve overall student satisfaction. Communication gaps and a narrow academic profile beyond health sciences limit further growth. Externally, UP faces threats from rising competition, regulatory and economic pressures, and fast-paced technological change, all of which require strategic navigation to sustain its current leadership position.

Strategic priorities moving forward (2025–2029)

UP is charting a forward-looking path guided by its 2025–2029 Balanced Scorecard Strategic Plan. The Strategic Plan focuses on delivering excellence across the following key perspectives: Student Success and Experience, Public and Business Community, Internal Business Processes, and Learning & Growth, with an underlying emphasis on sustainable resource management.

Student success and experience are central to UP's strategy. At the core it's this strategy focuses on offering holistic support to students that includes efficient administration, clear academic advice, and mental health services. Clear communication, flexible learning schedules, and an engaging, student-centred environment will be emphasized to enhance the overall experience. The university promotes a sense of belonging and ownership through an inclusive, fun campus culture that supports student well-being and community building.

UP also prioritizes investments in quality infrastructure—such as modern classrooms, labs, and libraries—and ensures students have access to adequate technology and resources. From the student perspective, strong emphasis is placed on responsive support services, consistent information flow, flexible scheduling, and access to scholarships. UP also encourages alumni connections, aiming to make the university a vibrant and empowering place to learn and grow.

Graduate employability and industry engagement are at the heart of UP's Business Community Perspective. The university aims to produce graduates with real practical experience, modern professional skills, ethical grounding, and a strong sense of civic responsibility. To achieve this, UP aims to align its programs with industry needs, to deliver recognized certifications, maintain

warm and professional engagement with partners, and ensure academic staff and equipment are relevant to industry. Active collaboration with employers on internships, research, and curriculum co-design will ensure graduates are job-ready and future-focused.

From a **community perspective**, UP is committed to producing qualified graduates who possess practical experience, modern knowledge and skills, and professional attitudes, alongside ethics and good citizenship. Being responsive to the business community's needs, providing warm and professional hospitality and demonstrating responsibility and accountability are also seen as important.

From the **public perspective**, a key priority is community service and ongoing engagement in community health outreach services, while also providing cost-effective services to all Cambodians at the UP Health Center. Building public trust through transparency and academic integrity and consistently sharing UP's achievements are also vital. Enhancing the university's brand guideline, maintaining professionalism and positive public relations, and ensuring relevance in daily life are further things to consider. Improving international ranking and accreditation is another significant public-facing goal.

Operational excellence defines the **internal business process perspective**. UP seeks to enhance the Internal Business Process Perspective which emphasizes operational efficiency through clear and proper Standard Operating Procedures (SOPs) and their digitalization, alongside annual planning for campus facility improvement and ensuring a specialized workforce with high productivity. Academic excellence and innovation are pursued through continuous curriculum improvement, technology integration, research programs, industry partnerships, and faculty training and development. Effective institutional management involves clear project action plans, incorporation of relevant Sustainable Development Goals (SDGs), faculty/department annual planning, and accreditation management. Data-driven decision-making, financial management, responsibility in governance, and adaptability to change are also key internal priorities.

Under the **learning and growth perspective**, UP emphasizes building a strong academic and research culture. This includes increasing research outputs, accessing grants, and supporting innovation through a Center of Excellence. Curriculum enhancements will ensure market relevance and flexibility, with greater input from faculty and alumni. Professional development for faculty and staff, performance evaluation systems, incentives, and engagement initiatives are also central. Technological integration, including proper use of AI tools, will further support innovation in teaching, learning, and operations.

Finally, the **resource perspective** focuses on sustainable growth. Priorities in the Resource Perspective center on optimizing human and academic resources through improved learning materials, professional development, internal research grants, and organizing staff retreats. Improving infrastructure and well-being through better facilities and support services is another priority. Finally, ensuring revenue sources and financial sustainability through fees, grants, rentals, training programs, and sponsorships is a critical resource-related priority.

In summary, the UP prioritizes student success and well-being, the preparation of industry-ready graduates, positive engagement with the public and community, efficient and innovative internal operations, continuous learning and growth, and sustainable resource management.

These interconnected priorities aim to enhance the university's reputation, academic standing, and contribution to society and Cambodia's development.



This is the end of the report!
Thank you!