



Mohamed Elgeddawy, PhD
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Resume Highlight

Dr. Elgeddawy, a strategic-minded professional with strong analytical thinking with PhD degrees in Business Management and in Education, has a proven track-record and an extensive combined academic and industrial experience in College Teaching, Strategic Planning, Professional Development, Academic Training, Academic Administration, Curricula Design, Organizational Development and Assessment, Research, Quality and Accreditation and Scholarly Writing, resulting in Honors, Awards, and Recognition for academic excellence and outstanding achievement. Backed by a record of successful achievements and a diligent and passionate commitment to continuous improvement, Dr. Elgeddawy orchestrates well-structured and data-driven operational strategies that sustain institutional effectiveness and success.

Education

- Ph.D.in **Business Management**, University of Huddersfield [AACSB Accredited]
- Ph.D. in **Teaching**, Indiana University of Pennsylvania, Indiana, PA, USA.
- Master of Arts in **Instructional Technology**, University of Texas at San Antonio, San Antonio, TX, USA.
- Master of Arts in **Teaching**, Indiana University of Pennsylvania, Indiana, PA, USA.
- Bachelor of Arts in English, University of Cairo, Egypt.

Brief of Contributions in Achieving Strategic Milestones:

- **Teaching** undergraduate and graduate courses in Human Resources, Leadership, Business Management, Negotiation, Qualitative Research, Mixed methods Research, and Teaching Methodology.
- **Designing**, developing, and implementing PMU institutional strategic plans of 2007-2011, 2012-2016, and 2017-2021 and outlining goals, objectives and strategies for achieving them

- **Evaluating** PMU institutional action strategies to identify strengths and weaknesses, promote growth, improve operational effectiveness, and accomplish targeted goals
- **Incorporating** graduate employability as a dimension in the strategic action plan of the university
- **Engaging** key stakeholders such as [employers, faculty, students and graduates](#) to identify their perspectives on graduate employability which is an instrumental dimension in the strategic action plan of the university.
- **Orchestrating** a streamlined operational strategy, resulting in a comprehensive [market study](#) to:
 - Identify the needs for a Master of Science Degree in Human Resources.
 - Analyze the internal and external factors that could impact the development and successful implementation of the HR program.
- **Leading** a cross-departmental team in designing, developing and implementing a strategic plan that aligned with the university mission, resulting in outlining the HR program's vision, mission, key strategic goals, objectives and action steps.
- **Providing** leadership in crafting, executing and refining strategies for the Undergraduate Dual Language Program in Law at PMU, the first of its kind in the Kingdom of Saudi Arabia
- **Initiating** the establishment of two [E.portfolio](#) centers at PMU. Student digital portfolios are of **strategic importance** to the university because they provide an in-depth and well-organized way to demonstrate students' academic successes, skill sets, projects, and progression over the course of their schooling. Explore how e. portfolios hold significant **strategic importance** for higher education institutions through my authored chapter in the [AAC&U publication \(Chapter 5 demonstrates PMU experience in this regard\)](#).

In summary, I designed, developed, implemented, and evaluated numerous more strategic plans and projects throughout my years of service, which contributed to the university's growth, competitive advantages, and overall success. The sections that follow will highlight my achievements in this field.

Courses Taught and Interested to Teach

- Organizational Excellence and Performance Management
- Studies in Organizational Analysis and Behavior
- Studies in Management Theories and Practice
- Strategic Thinking, Decision Making and Innovation

- Professional Writing
- Quality Process Improvement
- Principles of Management and Entrepreneurship
- Career Development and Counseling
- Organizational and Occupational Analysis
- Principles of Human Resources Management
- Planning and Implementing HR Programs
- Human Learning, and Motivational Development
- Educational Leadership
- Organizational Analysis and Behavior
- Research Methods
- Training and Development
- Performance Management
- Strategic Management
- Project Management
- Social Structure and Global Awareness
- Business Social Responsibility
- Teaching and Learning with Technology
- Teaching Methods and Strategies
- Instructional System Design
- Strategic Innovation in Business
- Experience Assessment and Quality Assurance
- Organizational Excellence
- Employee Relations
- Human Resources Management
- Human Resources Development
- Business Communication
- Business Negotiation
- Startup Essentials in Saudi Arabia
- Cross-Cultural Communication
- Cultural Studies
- Judgment & Decision-Making Strategies
- Creativity and Innovation in Business
- Entrepreneurship and Enterprise
- Recruitment, Placement and Staffing
- Employee Training and Development
- Compensation and Benefits Management
- Leadership and Power
- Critical Thinking and Problem Solving
- Professional Writing and technical communication
- Leadership and Teamwork
- Learning Outcomes Assessment
- Performance Management & Improvement

Detailed Professional Experience

- 2023 Visiting Faculty, Modern College of Business and Science (MCBS)
- 2024 Associate Professor of Business Management, MCBS

Achievements

My recent role in teaching and mentoring the quality of MCBS PhD students' research, and the success of getting their research published in reputable conferences

- Taught, directed and supervised the first and second doctoral cohort students of MCBS, while generating excellent [work-related research projects](#) that enabled them to develop well- thought-out manuscripts, and publish their papers in renowned conferences with a Scopus index. This significantly provided students with opportunity to experience speaking at conferences
- Significantly promoted the exposure of PhD students' intellectual works and [professional conference presentations](#) in the academic and professional community, which enhances their career progression, the visibility and marketability of MCBS and nation's reputation, in general.

2021- to 2023: Director of Egypt Business Services Center (EBSC)

The EBSC is established to provide services in the following areas:

- Organizational Assessment and Performance Improvement Division [OAPID].
- Entrepreneurial Consulting Services Division (ECSD)
- Quality Process Improvement Services Division (QPISD)
- Organizational Portfolio Services Division (OPSD)
- Market Research Services (MRSD)

■ 2020 – 2021 : Founding Director of PMU [Online Education Center \(OEC\)](#)

Achievements

The OEC has been established in line with the university vision and mission with an integrated set of goals directed to provide inclusive online education for lifelong learning.

I **designed and developed a strategic plan** for the OEC to:

- **Be** a leading online resource hub for a competency-based digital education that fits the requirements and aspirations of a smart generation experiencing skill-based hiring practices.

- **Bring about** a paradigm shift in the way learners learn and instructors teach at the national, regional and international levels. Building the OEC has taken into consideration five instrumental guiding layers.
- **Provide** quality, competence and problem-based online learning that enables diverse learners across the world to develop the knowledge, skills and attitudes needed for a digital era.
- **Create** an online passion-based learning culture where learners and instructors co-develop the required attitude for exploring and solving real life problems.
- **Host** simulation-based online courses on a web-based learning platform.
- **Provide** a platform with an integrated set of academic, professional and community service courses that support the delivery of high quality online competency-based education.
- **Provide** online education based on simulation, interactive scenarios, dynamic exercises and virtual reality.
- **Introduce** discipline specific online courses that use video games and digital environments that motivate learners to experience virtual, interactive and engaging learning experiences.
- **Provide** video and simulation-based short courses in a digital learning environment.
- **Allow** learners to virtually practice various interactive and unfamiliar learning experiences. Learners' engagement in familiarizing the unfamiliar enhances the development of higher order critical thinking skills needed for deductive and inductive reasoning.
- **Endorse** a collaborative, problem-based digital learning for solving academic, professional and life-related problems.
- **Create** a non-traditional and technologically innovative digital learning environment that generates learners holding the learning mindsets of researchers.
- **Promote** an understanding of lifelong learning concepts through the integration of:
 - Internet and Mobil learning.
 - Interesting digital learning elements that include highly interactive multimedia and gamification

- Interactive storytelling and simulations
- **Develop** responsive eLearning programs that address the needs of the labor market and expectations of a smart generation
- **Integrate** innovative digital tools in the teaching and learning process
- **Promote** the development of effective citizenship through acquiring lifelong learning competencies and skills such as emotional intelligence, cognitive flexibility, negotiations and critical thinking.
- **Reach out** diverse learners who cannot cope with the traditional face-to face education.
- **Offer** academic and community service online courses that reflect simulation, gamification, interactivity and videos are features .
- **Develop** a Learning & Content Management System to host the online courses to:
 - **Accommodate** synchronous and asynchronous activities,
 - **Track** student performance,
 - **Allow** student and faculty to upload and download assignments, discuss content online, develop e.portfolio, use social media, integrate summative and formative assessments, use web conferencing and design and develop content online.
 - **Accommodate** unlimited numbers of users
 - **Allow** content creation, self-registration & self-issuance of certification
 - **Accommodate** college-level courses as well as general corporate courses online
 - **Accommodate** online programs leading to certifications.
 - **Allow** alignment of course learning outcomes with program and institutional goals for internal, external benchmarking & accreditation purposes.
 - **Allow** measuring course-learning outcomes across disciplines through mapping the CLOs with course assignments, activities and exams.
- **Develop** academic and professional online certification programs and service courses built on simulations that connect virtual learning environments with real world problems. The use of goal-oriented simulations assists online learners in acquiring lifelong learning skills through dynamic interactions in digital learning environments.

- **Design**, develop, implement and evaluate online educational programs and courses that make use of the available innovative and research-based best practices of eLearning.
 - **Allow** learners from all over the world to access quality online education 24/7 anywhere, any time and in accordance with their own learning preferences.
 - **Empower** the digital generation with the competencies and skills that allow them to get a well rewarding job, retain it and move to another if needed, especially in a digital era where employment is based on the acquired skills more than on the degree attained at the end of the schooling years.
 - **Follow** a constructivist philosophy which allows learners to adopt the mindset of researchers in identifying the problem, delving into its background, creating relevant hypotheses, and examining the quantitative and qualitative methodologies followed in reaching conclusions.
 - **Operationalize** an instructional design pyramid of success through the integration of the ADDIE model.
 - **Put into practice** the pedagogical approach of Problem Based Learning (PBL) where content knowledge is presented through interactive digital scenarios, gamifications, and educational simulations.
 - **Facilitate** the creation of interactive scenarios that stimulate learners to :
 - **Create** solutions to real life problems,
 - **Self assess** the extent to which they were able to understand and demonstrate the targeted knowledge through self assessment digital tools.
 - **Make available** a constructivist assessment approach through the usage of interactive scenarios, and video games as assessment tools of learning.
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- **Advance** learners' higher order critical thinking skills,
 - **Assist** learners' construction of deep knowledge,
 - **Motivate** eLearners,
 - **Support** collaborative eLearning
 - **Provide** interactive various learning strategies that suit learners' diverse learning styles
 - **Create** global communities of eLearners where they can share ideas and address common challenges and problems.
 - **Integrate** the concept of action learning groups where learners can share and transfer knowledge and experience.
 - **Ensure** consistency between the eLearning and e-Assessment

- **Provide** authentic eLearning activities
- **Make available** easy to access reusable eLearning objects that enhance eLearners' lifelong learning competencies and skills.
- **Provide** scaffolded eLearning experiences.
- **Integrate** various kinds of e-Assessment tools that focus on solving real life problems.
- **Support** the development of general and discipline-specific courses for eLearning. Towards this goal, a list of software that promote learning-by doing, Problem Based Learning, and Performance based learning and assessment had been selected to assist eLearning designers and developers in creating simulations, educational games, and interactive Problem based scenarios Software chosen: Camtasia, DreamWeaver, Articulate Storyboard 360, Lectora, Adobe Design Suite, Sound Forge, Adobe Premier.
- **Guide** instructional designers and eLearning developers to develop, produce and transfer course content into online reusable learning objects .

■ **2018- 2020 : Director of :**

- Learning Resources Center ([LRC](#))
- Professional Development Center ([PDC](#))
- PMU Publication House ([PMUPress](#))

Achievements (LRC)

- **Developed** a subject support guide to be posted on PMU LRC website
- **Established** a Developmental Program for at Risk students
- **Retained** at Risk students through a flipped academic Advising Program
- **Developed** an online Academic Advising Website to enhance the face-to-face module
- **Provided** face-to-face and online Tutoring Services in Writing, Research and Mathematics
- **Established** a multimedia studio for digital video production for instructional purposes
- **Provided** workshops and webinars on :
 - The available resources that enable students to develop the six competencies.
 - Tutoring in reading, writing and mathematics.
 - How to integrated technology in education
 - How to empower students with the communication, presentation, and research skills and competencies they need to succeed inside and outside the university
 - How to access and use trustworthy online primary and secondary sources, materials, writing guides, and digital tools that help students with their writing and research

- **Developed** an action plan for :
 - ✓ Online interactive writing center
 - ✓ Online interactive research center
 - ✓ Online interactive mathematics center
 - ✓ Online interactive science center
 - ✓ Online interactive legal center
 - ✓ Online interactive reading center

- ❑ **Designed**, developed and implemented Developmental Courses for students who are at risk and on academic probation.
- ❑ **Designed** and implemented pre and posttest to measure learning outcomes of the developmental courses

- ❑ **Designed and Delivered** [orientation sessions to returning and new faculty on the system design of the university](#)

- ❑ **Designed and Delivered** [orientations sessions on the services that the LRC and the PDC provide](#)

- ❑ **Developed** an online academic advising center to better connect students with their advisors (“Meet your advisor online”).
- ❑ **Proposed** 5 academic advising sessions for students per/semester (3 virtual and 2 F2F). Students evaluate advising sessions online through a developed protocol
- ❑ **Developed** and implemented an academic and carrier advising model and engaged student volunteers to participate in advising other students under the supervision of LRC college Rep.

- ❑ **Developed** a model for advising student –athletes.
- ❑ **Developed** an online tool (Ask a librarian) for how to access information
- ❑ **Developed** virtual tour guide of the LRC for new arrivals and the community
- ❑ **Provided** assistive technology support for students with disability

- ❑ **Initiated** the development of a reliable resource guide on Saudi Arabia to include:
 - ✓ Saudi Arabia history, culture, economy, educational system, History of public and private higher education institutions, including PMU history with voice over since 2006 to present

 - ✓ Connecting PMU LRC with other national, regional and international academic entities where services can be shared and best practices can be identified.

Professional Development Center (PDC) Achievements

Restructured the Professional Development center to offer support, workshops, and webinars on:

- PMU System Design
- The implementation of institution-wide instructional standards of active learning
- The use of online learning techniques to enhance student achievement.
- Promoting learner- centered instruction and outcomes
- Outcomes-based pedagogy
- Integration of principles of good practice in teaching and learning
- Academic Advising
- Discipline-specific faculty development
- Collaborative learning,
- Effective lecturing,
- Problem-based learning
- Developing constructivist-based pedagogies that are appropriate to student backgrounds and academic level
- Pedagogies appropriate to subject area
- Instructional technology techniques appropriate to audience and content
- Inquiry-based teaching
- Competency-based teaching, learning and assessment
- Pedagogies for online instruction
- Effective peer evaluation
- Developing ePortfolios as digital marketing tools
- Effective integration of Blackboard, Smart Board, Banner and other available software
- Integrating emerging technologies into discipline-specific courses
- Improving graduates' employability.

Founding Director of PMUPress Achievements

- **Designed** the vision, mission, objectives and expected outcomes of PMUPress
- **Developed** a publication Charter/ policy manual that includes:
 - What is to be published, when, why and How and the time line for each publication and translation.
- **Identified** the targeted population, clients, the nature and disciplines of proposed publications
- **Established** [a collaborative partnership with well renowned publication houses such as Cengage.](#)
- **Designed** a Sub domain website for the Press

- **Developed :**
 - a publication contractual agreement
 - a contractual agreement for editorial Services
 - a contractual agreement for translating books
 - a website feature for soliciting and submitting book proposals
 - guidelines for accepting or rejecting manuscripts
 - a flow chart with timeline that specifies the publication process from the time of submitting a proposal until publication of the book.
 - a technology based follow up process that allows clients of accepted manuscripts to be aware of the progress their publications go through a policy manual that specifies copy rights, licensing policies, intellectual property and usage of all publication materials, books, conference proceedings, monographs etc.
 - a privacy statement that legally protects both parties (author and publications house)
 - a preservation policy that identifies best practices for preserving PMU publications. This task specifies how the published materials will be archived, retained and sustained.
 - a budget in Coordination with the Finance and Accounting Department
- **Identified** the number of publications and translations that will be issued yearly given the resources and budget allocated.
- **Identify** the discipline specific editorial boards for judging the quality of the submitted manuscripts
- **Designed** and implemented marketing and distribution strategies
- **Identified** estimated expenses and cost of the development and production processes
- **Identified** cost of software needed for originality detection such as iThenticate and online editing software such as Overleaf

My Role in addressing the Crisis of COVID 19 Pandemic

- **Developed the following action plan :**
- **Conducting** a survey to identify the challenges faced by students and faculty during the period of using the online platform at the time of the crisis.
- **Maximizing** the usage of the available international partnerships with renowned publishing houses such as Cambridge University Press, Cambridge University Press and Oxford University Press to access quality teaching and learning materials that are general and discipline-specific.
- **Facilitating** the continuous subscription of the Saudi Digital Library and motivating faculty and students to attend webinars provided by the SDL administration to through initiating audio-visual recording of course lectures for all available academic

- programs and majors using the university's high-tech studio so that students can refer to the scientific subjects in an organized manner whenever they want.
- **Designing** and developing research-oriented exercises and worksheets for each teaching week and placing them on the platform. The main objective is to advance students' development of scientific research skills.
 - **Integrating** free online reusable, simulation and game-based learning objects that advance students' scientific knowledge in mathematics, chemistry, biology and physics. The aim is provide electronic educational games that have a lot of fun and learning.
 - **Continuing** to train both faculty and students periodically to use the Collaborate platform and identify best practices that enhance the development of organized virtual academic interactions.
 - **Activating** the Black Board ALLY platform. This tool is integrated with Blackboard.
 - ALLY allows the translation of the available texts and lectures into different languages including Arabic.
 - It also allows students to choose the format that suits their learning styles and needs.
 - I developed a plan to place ALLY on the university's website as a free open access source so that male and female students, especially visually impaired students inside and outside of the Kingdom of Saudi Arabia, can benefit from the available features.
 - **Activating** the Black Board Predict platform for Academic Advising. This platform makes it easy for academic advisors to communicate effectively with students synchronously and asynchronously. The platform allows academic advisors to monitor, predict and track the academic performance of students. It provides advisors with the required information needed to perform effective academic advice, especially to male and female students who are at risk and whose records show that they are under academic probation.
 - **Activating** the Black Board Smart View platform. This platform allows faculty and academic advisors to obtain a comprehensive overview of student performance. It provides academic 9 advisors access to student's academic records which enable them to analyze information and provide solutions. Smart View offers academic advisors opportunities to access similar information in other universities that have the same cases. The academic advisor can, through comparison of similar cases, find viable solutions related to students' academic performance.
 - **Activating** Black Board Training and Development Manager, a platform for developing training and online courses. This online platform is specialized in creating online workshops and seminars for academic, professional development and training programs on the Internet. This platform is necessary for providing cost effective and or free online courses that meet

the needs and interests of the community.

- **Strengthening** the Black Board Collaborate online platform with educational lectures specially designed for the Prep Program and Core Curriculum Courses would facilitate the application of the principles of self-learning and online distance learning.
- **Developing** extracurricular activities that are in line with online distance education such as virtual Toastmasters Clubs.
- **Activating** the role of the university's online platform (Collaborate Ultra) and other free platforms to be used electronically in providing the university services that support the educational process. Digitalizing the university services such as the medical clinic and the physical education exercises would create a culture of care and responsiveness that combats the consequences of COVID 19 crisis.

■ **2010- 2017 : Founding Dean, College of Arts and Sciences**

Responsibilities

- **Supervising** chairs, associate chairs for the College of Arts and Sciences
- **Chairing** the graduate committee for developing a Master of Science in Education and Human Development with seven concentrations
- **Developing** a proposal for establishing a Bachelor Degree in Law
- **Employing** university policy, mission and vision

- **Building** collaborative partnerships within the diverse university divisions and between the university and the local corporate community. Recently, I have been assigned by the Rector to coordinate the establishment of a joint degree between PMU and Sultan Mohamed Elfatih University in Turkey

- **Developing** educational activities and innovative multimedia oriented programs to further the education of students
- **Putting into practice** community outreach programs that foster student leadership and excellence in education
- **Implementing** faculty development programs to expand and utilize new technological tools for instruction

- **Encouraging** and supporting faculty research and scholarship
- **Addressing** and assessing department chairs, faculty and student issues/ concerns
- **Developing** a plan for offering undergraduate degrees in Mass Communication and HRD to be housed in the College of Arts and Sciences

- **Providing** orientation workshops on Accreditation standards and NCAA requirements
- **In fact,**

■ **2008- 2013 : Dean of the Core Curriculum Program**

- **Supervised** the chairs of the Prep and Core Math Program, and Department of Humanities and Social Sciences
- **Developed** faculty recruitment and retention policies
- **Developed** and implement short-range and long-range strategic goals and plans for the college
- Conducted research and surveys to determine current effectiveness and future needs of the Prep and Core programs including assessment and accreditation
- **Reviewed** and managed courses and enrollment for both Prep and Core Programs
- Provided strong leadership and direction for implementing the university six main defining competencies : communication competency, critical thinking and problem solving, technological competency, leadership, teamwork and professional development competency
- **Created** a system of professional assessment in order to select, supervise, mentor, and evaluate well-qualified faculty and staff
- **Addressed** student and faculty issues and concerns in a timely manner
- Provided strong leadership for faculty and support in the Prep and Core Programs while creating a culture of care and respect
- **Encouraged** and supported faculty research and scholarship
- **Promoted** the development of culturally relevant learning modules that empower students intellectually, **emotionally, and socially through effective learning principles**
- **Developed** and promoted a technology rich teaching and learning environment
- **Promoted** a student-centered, collaborative teaching and learning environment

- **Provided** vision, resourcefulness, and excellence to the prep and core programs, designing and implementing the academic plans, and supervising the overall instructional process
- **Ensured** that the prep program lays the foundation for students' eventual attainment of the defining six PMU core
- **Facilitated** the creation of a learning environment that is a student-centered, highly interactive, and communicative
- **Smoothed** the progression of incorporating the integration of technology, making sure that the study skills and learning strategies courses in the preparatory program provide instruction in specific Microsoft Office software programs and in technology skills that are imperative to learning, such as Internet searching
- **Strived** to make the preparatory program a unique, preeminent post-secondary academic bridge program that generates first-year university students who take the responsibility for their own successful learning
- **Ensured** that the students of the Preparation Year Program are considerably equipped with academic, communicative and interpersonal skills that qualify them to succeed in the constructivist pedagogical approach that they will be exposed to in their chosen college
- **Ensured** that PMU six competencies and learning outcomes are integrated all the way through the curriculum in a progressive approach and the students achieve the expected learning outcomes
- **Facilitated** the integration of technology for all the faculty especially the use of CMS that all them to analysis and share materials and pedagogical strategies with students and other faculty.

Highlights of my major accomplishments during my deanship positions all through my tenure years

These achievements have been instrumentally done within the framework of Prince Muhammad Bin Fahad's core values and goals.

Achievement 1: Offering PMU undergraduate degrees in the evening for Part-time students

At the heart of the University core values is to enable current and future employees to improve the quality and performance of their profession. To that end, during the reporting period, I assisted the University to establish an evening degree program for working professional who are willing to continue their education without interrupting their work. The evening Degree Program currently accommodates more than 560 students and 49 courses/sections

Achievement 2: Establishing Student Support Centers [SSC]

To academically support students with learning difficulties, six SSC were established on both campuses (male and female) for tutoring purposes in English Communication, Math and Sciences. In addition, the centers assist students across all disciplines in developing and enhancing their writing, communication, computer, research and presentation skills.

Achievement 3: Implementation of Computer Assisted Language Learning

[CALL] through establishing 6 DYNED Labs for the preparatory program

To improve preparatory students' listening and speaking skills and help them focus on meanings and conceptual relationships while learning the English language, 6 English DYNED labs were developed on both campuses.

Achievement 4: Establishing a Micro Studio Newsroom

To enhance the quality and creativity of students and faculty digital presentations, a micro studio newsroom was established. Through the use of a teleprompter in the newsroom, students and faculty appear professional news broadcasters while delivering their multimedia oriented presentations.

Achievement 5: Establishing 2 E.portfolio Centers

Eportfolio centers have been established on both campuses for students to document, demonstrate and market their well selected academic, professional and community services achievements that they have had over their schooling years. As assessment digital tools, eportfolios allow students to indicate their acquisitions of PMU's six defining competencies (Communication competency, Technological Competency, Critical Thinking and Problem Solving , Professional Development, Leadership and Teamwork) . Such digital tools also provide students with a digital format through which they can demonstrate the results of their

field-oriented research as well as documenting their work experience during their discipline-oriented internships.

Achievement 6: Developing a multi-media oriented Curriculum for the English Language Institute (ELI)

The **ELI** was established to achieve its community outreach mission through providing needed English language instruction to the community. The ELI program currently offers courses for the following constituents:

- English communication for business people and other professions
- General English communication skills
- Teacher Training certificate

- Pre-Master certificate where students study subjects (such as Graduate Writing, Graduate Research, Critical Thinking Techniques and skills for Graduate Students, TOEFL preparation, Introduction to Computer concepts and Applications, and Introduction to Statistical Methods) that prepare them for their graduate studies

- Standardized Tests Preparation [TOEFL, GMAT and SAT]

Achievement 7: Developing a Master of Science in Education and Human Development

The Master of Science in Education and Human Development Degree Program is designed for working teaching professionals and educators, and offers seven concentrations: Teaching English to Speakers of Other Languages (TESOL), Instructional Technology, Curriculum and Instruction with a Concentration in Literacy, Teacher Education, Educational Leadership, Human Resource Development, and Special Education.

Achievement 8: Establishing the College of Arts and Sciences (Currently, College of Sciences and Human Studies)

The College of Arts & Sciences at PMU has been established in 2011 retaining a pivotal position at the heart of institution. It houses the Preparatory Program, the Core Curriculum and the Department of Law. The College provides a solid and well-founded academic support in the Humanities, Social Sciences, Natural Sciences, Mathematics and Islamic studies for all students of the University's four Colleges.

The College Arts and Sciences built a distinguished program of its own in Law to generate legal Professionals and practitioners with an array of skills that can be adapted to work with diverse legal client systems in the Kingdom.

The College also is home to the Master of Science in Education and Human Development, a leading graduate program in its specialty with 7 concentrations.

With its leading undergraduate & graduate academic programs, the College of Arts and Sciences plays a key role in fostering education in the arts and the sciences as PMU realizes its goals of becoming one of the kingdom's top universities in generating visionary, innovational, and productive graduates capable of handling the diverse demands of the globally-oriented work place environments of the 21st century.

Achievement 9: As a dean of the Core Curriculum program and the founding dean of the department of Law (Later it became the college of law), I played instrumental role in designing, developing and implementing programs and colleges that have been nationally (**such as NCAAA**) or internationally (**such as HCERES**).

Achievement 10: [SABIC OUTREACH](#)

To contribute positively to the economic, social, and cultural life in the region, I designed, developed, implemented and evaluated a 3-month pre-foundation program to host 80 students from **SABIC**. The purpose of the program is to equip SABIC students with a complete set of skills (Reading, writing, listening, speaking, researching, computing, viewing and presenting) that would enable them to successfully get accepted in well reputed universities in the USA. Out of three Saudi universities competing to host the program, PMU was evaluated by an impartial third party, which deemed the program to be outstanding. The program generated 35M SR over 7 years.

[Also, I developed a plan for establishing PMU K-12 Schools.](#)

- 2006- 2012 **Chair, Department of Humanities and Social Sciences,**
College of Arts and Sciences,
Responsibilities and Accomplishments include:

- **Supervising** faculty and Associate Chairs for the Core Program
- **Reviewing** and evaluating performance of assigned faculty and staff, provided mentoring and coaching where needed and conducted performance reviews
- **Developing** programs to improve student competence in communication skills (reading, writing, speaking, listening, viewing, researching, computing, and presenting) and the application of information technology.
- **Designing**, developing, implementing, and evaluating technology-based and discipline-specific learning/writing modules and assignments that enhance the learning of students and the teaching of the faculty
- **Holding** numerous faculty development workshops and orientation sessions for curriculum development and technology integration and constructivist teaching methods

- **Providing** faculty with the necessary technology software and web-based course materials that promote learning and teaching in specific disciplines.
- **Maintaining** a conducive work environment to all core instructors across both campuses (male and female)
- **Recruiting** and interviewing potential faculty to teach in the humanities and social sciences area
- **Providing** advise and leadership in explaining the university policies to faculty members
- **Dealing with** all the administrative duties of the department such as scheduling of classes and reviewing the work of all members of the department on a daily basis
- **Supervising** and monitoring the implementation plan of the system design of the university
- **Providing** leadership and knowledge of technology-based teaching methodologies
- **Assisting** in pre and actual registration
- **Ensuring** the implementation of appropriate course syllabi that are consistent with the overall vision, mission and system design of the university
- **Initiating** innovative ideas to improve the delivery methods of the communication and assessment courses through the implementation of technology-based reusable learning modules that address and assess the academic needs and future carrier goals of PMU students
- **Periodically** conducting department meetings to inform the faculty of the university regulations and concerns
- **Providing** technology based workshops on the integration of technology in our program
- **Initiated** the development of Writing/Research centers on both campuses to:

- **Provide** tutoring and instructional sessions in various types of writing and learning assignments
- **Empower** students with the communication, presentation, and research skills and competencies they need to succeed inside and outside the university
- **Assist** in designing, developing, implementing, and evaluating technology-based learning, writing, & research modules and assignments that enhance the learning of students and the teaching of the **faculty**
- **Provide** faculty with web-based course materials that promote learning, writing, and research in a specific discipline
- **Promote** the development of culturally relevant learning/writing modules, which empower learners intellectually, emotionally, socially, and politically through effective learning principles
- **Endorse** appropriate pedagogical integration of information technology in writing, and learning across disciplines
- **Facilitate** access to trustworthy online primary and secondary sources, writing guides, and digital tools that help students with their writing and research, and faculty with their teaching
- **Initiating** the establishing of e-portfolio centers that assist students in developing their e-portfolios. The purpose of the centers is to:
 - **Help** students examine their academic and professional growth and see any changes in themselves from the beginning of their college years up to the end.
 - **Assist** students in demonstrating the interrelatedness of their learning experiences and courses they have had over time.
 - **Give** PMU students the opportunity to use their accumulated learning products as professional-employment digital tools that demonstrate their academic, professional and community service oriented activities

During my administrative responsibilities at PMU as a department chair, dean of the college, or director of a division, I used to develop

■ [compliance documents](#), such as:

- [Curriculum Mapping](#),
- [aligning the mission of the academic program with the mission of the college and the university](#).
- [mapping program objectives with program learning outcomes](#),
- and [Mapping Program Learning Outcomes with Program Courses](#) that demonstrate adherence to the accreditation standards. I also conducted plethora of workshops for the faculty on accreditation and quality assurance. Attached is a sample [workshop on the development of course specs](#).

■ 2006 to 2009: **The University Head Supervisor of Academic Advising Services**, my accomplishments include:

- **Coordinating** academic advising for all Prep and undergraduate students across all disciplines
- **Acting** as the resource person for all questions concerning academic advising, degree plans and course offerings
- **Monitoring** the progress of academic advising on both campuses, keeping accurate data on the effects of various advising procedures which will be used for quality assurance purposes to determine the effectiveness of academic advising and the advisors.
- **Working** closely with the office of admissions to:
 - **develop** promotional materials and brochures needed to support the university's mission, and to enhance recruiting and retention efforts
 - **assist** with orientation sessions for new students
- **Developing** a quality academic advising program that cuts across all disciplines and which goes beyond course selection and registration

- **Conducting** sessions on Academic Advising for all the university students so as to:
 - enlighten the students of the academic advising vision that PMU promotes
 - engender a comprehensive understanding of the degree plans for the offered programs of study
 - enrich students' understanding of the role of the academic advisor who would help him/her in addressing, assessing, and solving his/her academic, social, and cultural problems

- **Conducting** training sessions on Academic Advising for all advisors (male and female). Training of advisors at the PMU involved three types of advising, for the preparatory program advising, for core curriculum advising and academic major advising.

- **Providing** advisors with the necessary information that makes them familiar enough with the curricula in the major field to talk expertly about the diverse options that meet their advisees' academic abilities and aspired future career

- **Conducting** workshops on the know-how of Academic Advising to:
 - empower advisors with hands-on experience on the know how of academic advising
 - provide practical applications and diverse advising scenarios that advisors may encounter
 - introduce academic advisors to a number of common concerns facing students who wish to change their majors outside of their chosen colleges

- **Developing a [handbook on Academic Advising based on the system design](#)** of the university to:
 - **Assist** faculty members, administrators, and staff in promoting quality academic advising that goes beyond course selection and registration
 - **Guide** the advisors through the complexities of academic advising, highlighting certain advising guidelines
 - **Creating** an Electronic Book on Academic Advising to:

- make available a quick and easy-to-read and navigate E. reference that helps advisors in providing timely, accurate, and concise information on advising-related issues.
- Keep advisors up-to-date on changes in the curriculum and policy procedures that could impact students' choice of courses.

■ 2010- 2012 : **Director of [ELI \(English Language Institute\)](#)**

- **Restructured** the English language program and curriculum for the English Language Institute at PMU
- **Reviewed** textbooks and computer software available for the ELI and adopted new textbooks with multimedia applications
- **Oversaw** the daily management of the ELI
- **Supervised** full time instructors, support staff and clerical administrative assistants at the ELI
- **Developed** short-term and , long-term strategic plans for the ELI
- **Oversaw** curriculum development, design, and implementation
- Promoted and built collaborative partnerships within the various university departments and between the ELI and the local corporate community

■ 2006- 2012 : **Founding Director of an Evening Degree Program**

I have been with this program since its beginning in the fall of 2006. In addition to the academic advising services that I provide to all evening students including degree planning and course selection, my responsibilities encompass:

- **Coordinating** and overseeing the operational processes of the overall courses offered in the evening
- **Addressing** and assessing students' and faculty members' concerns and academic issues

- **Managing** and supervising mid and final exams
- **Ensuring** that students abide by the university regulations and policies regarding academic and non-academic issues
- **Addressing** students' complaints regarding their graded assignments urging them to seek informal resolution with the instructor
- **Serving** as a liaison between the members of the evening degree program (students and faculty) and the university administration
- **Assessing** the unique requirements of the evening students on an individual bases regarding the number of hours they should register for each semester
- **Chairing** and supervising the academic implementation of the syllabi regarding the core curriculum evening courses in humanities and social sciences
- **Developing** a website for the evening degree program that spotlights its vision, mission, and degrees offered for the evening students (to be launched soon)
- **Planning** the courses that will be offered each semester in accordance with the courses that students may transfer
- **Supervising** all full-time and adjunct faculty members who provide the program's instruction and support staff who perform clerical and administrative services in all departments and colleges for the evening program
- **Addressing** and assessing student and faculty issues.

2005-2006 : **Director of the University Learning Center**, Dillard University, New Orleans, Louisiana . USA.

Responsibilities Include:

- **Developing** competence in communication skills (reading, writing, speaking, listening, viewing, researching, computing, and presenting) and the application of information technology.
- **Advancing** the development of higher order thinking and analytical skills that are conducive to students' academic and future career.

- **Assisting** in promoting the literacy practices of the academic community
- **Providing** instructional sessions and workshops in various types of learning assignments
- **Empowering** students with the communication, presentation, research skills and competencies they need to succeed inside and outside the university
- **Assisting** in designing, developing, implementing, and evaluating technology-based and discipline-specific learning/writing modules and assignments that enhance the learning of students and the teaching of the faculty
- **Providing** faculty with web-based course materials that promote learning and writing in specific disciplines.
- Working with the English faculty to effect the development of the first-year writing program.
- **Promoting** the development of culturally relevant learning/writing modules that empower student-writers intellectually, emotionally, and socially through effective learning principles
- **Assisting** in developing a technology rich teaching and learning environment.
- **Promoting** appropriate pedagogical integration of information technology in writing and across disciplines.
- **Enabling** student-writers to achieve a better classroom performance.
- **Developing** a variety of techniques and learning/writing strategies that enable professional and highly trained faculty and tutors to accomplish the role of mediators between students and faculty.
- **Establishing** the [writing center](#) as an academic resource learning center to effectively serve the academic community.
- Developing an online writing center to:
 - **Empower** the academic community with the required techniques for integrating communication technologies.
 - **Provide** virtual learning experiences and workshops for faculty and students
 - **Facilitate** access to trustworthy online primary and secondary sources, materials, writing guides, and digital tools that help students with their writing and research

Types of learning activities and learning objects developed for the online writing center:

- Audiovisual tutorials and presentations on varied types of academic writing.
- Audiovisual presentations on the mechanics of writing followed by interactive online exercises and quizzes
- Online disciplinary-specific reusable learning objects
- Online tutorials for emerging educational digital tools and software that enhance teaching and facilitate learning

Academic Service

University Service:

- University Council :Member
- University Academic Committee: Member
- Dean's Council : Member
- Faculty Search Committee: Chair
- Academic Textbooks Committee: Member
- Academic Advising Committee: Chair
- Distance Learning and IT committee : Member
- Professional Development Committee: Member
- New Student Interview Committee : Member
- University Scheduling Committee : Member

College Service

- Chair, College Council
- Chair, Graduate Degree Program in Education Committee
- Chair, Bachelor Degree in Law Committee
- Chair, Bachelor Degree in Mass Communication
- Chair, Bachelor Degree in HRD

Reports and Presentations Based on Committee Work

- Several of the tasks given by the committees necessitated written reports, evaluations and/or presentations related to administrative and academic issues. Some of the reports were extensive and detailed in nature: such as proposals for new degree programs in education and law, progress reports and revision/evaluation of course content for the prep and core programs , faculty evaluations, course and student evaluations, accreditation, and selection and evaluation of textbooks

Research Interests

Strategic importance of integrating digital thinking skills into higher education curriculum, teaching and assessing global competencies for lifelong learning, integrating technology into teaching and learning with an emphasis on learning by developing technology-based reusable learning objects, organizational and occupational analysis , performance improvement, instructional system design, career enhancement, human resource development and management, entrepreneurship education, impact of social media, training program development, using educational videos in a flipped learning environment, effective usage of webquest and eportfolio, institutional effectiveness, workforce localization, and graduate employability.

Published Research

1. **Elgeddawy, M. & Abouraia, M.**(2024). Pragmatism as a Research Paradigm. European Conference on Research Methodology for Business and Management
2. **Elgeddawy, M.; Abouraia, M. & Magd, H.** (2024) Developing Critical Thinking and Problem-Solving Skills in University Students in Constructivist Learning Environment. ICRES International Conference on Research in Education and Science
3. **Elgeddawy, M.; Abouraia, M. & Magd, H.** (2024). How Is Learning Measured and Assessed? A Performance-Based Assessment Model for Improving the Employability of College Graduates. ICRES International Conference on Research in Education and Science.
4. **Elgeddawy, M.; Abouraia, M. & Magd, H.** (2024). Academic and Career Advising: Factors of Success and Opportunities for Institutional Improvement. ICRES - International Conference on Research in Education and Science
5. Issa. A, **Elgeddawy, M.** & Elmoussa, O. (2023) [Global Employability Competencies Series for Lifelong Learning: Textbook 1: \(People Management, Judgment and Decision Making and Negotiation\)](#). PMUPress.
6. Magd, H, Jonathan, H, Ahmad Khan S, and **El Geddawy M.** (2022). Artificial Intelligence—The Driving Force of Industry 4.0 in Moy Chatterjee, J , Garg, H. and Thakur, N. (Ed). Roadmap for Enabling Industry 4.0 by Artificial Intelligence. Scrivener Publishing LLC. Available through Wiley Online Library
7. Issa. A, **Elgeddawy. M**, Solinman. Y, & Elmoussa, O. (2021). *Developing Global Competencies for Lifelong Learning* (1st ed.) Student Book. PMUPress. **English Edition.**
8. Issa. A, **Elgeddawy. M**, Solinman. Y, & Elmoussa, O. (2021). *Developing Global Competencies for Lifelong Learning* (1st ed.) **Instructor Manual**. PMUPress. **English Edition**

9. Issa, A, **Elgeddawy, M.** Solinman, Y, & Elmoussa, O. (2021). *Developing Global Competencies for Lifelong Learning* (1st ed.) Student Book. PMUPress. **Arabic Edition**
10. Issa, A, **Elgeddawy, M.** Solinman, Y, & Elmoussa, O. (2021). *Developing Global Competencies for Lifelong Learning* (1st ed.) **Instructor Manual**. PMUPress. **Arabic Edition**
11. **Elgeddawy, M.** & Ameen, T. (2020). Impact of Social Media on University Students' Development of Critical Thinking Skills. Proceeding of the 7th European Conference on Social Media (ECSM20) held at UCLan Cyprus, Larnaca [DOI: 10.34190/ESM.20.084](#)
12. **Elgeddawy, M.** (2019). Profiling Graduate Employability through a Competency-based Core curriculum Program. In Al Hendawi, M., Abdelhamid, A., & Susan, A. (eds.) [Tradition Shaping Change: General Education in the Middle East and North Africa](#). (pp.50-61) NW, Washington DC (Association of American Colleges & Universities)
13. **Elgeddawy, M.** (2018). Impact of Analyzing Open Online Educational Video On University Students' Academic Performance. Proceedings of the European Conference on e-Learning, ECEL. Pages 726-730. 17th European Conference on e-Learning, ECEL 2018; Athens; Greece
14. **Elgeddawy, M.** (2018). University Students' Attitude towards E.Portfolio: An Empirical Correlational Study. 5th international conference on education and social sciences (INTCESS), Istanbul, Turkey
15. **Elgeddawy, M.** (2018). University Students' Perceptions of Webquest in A Problem-Based Learning Environment. 12th International Technology, Education and Development conference. INTED proceedings (PP. 5716-5716)
16. **Elgeddawy, M.** (2018). University Students' Perceptions of a Core Curriculum Program in a Constructivist Learning Environment: The Case Of Saudi Arabia. 12th International Technology, Education and Development Conference. INTED proceedings (pp. 5656-5664)
17. **Elgeddawy, M.** (2018). Workforce Localization In The Kingdom Of Saudi Arabia: An Ontological Perspective. The Turkish Online Journal of Design, Art and Communication - , September 2018 Special Edition, p.1195-1206
18. **Elgeddawy, M.** (2018). Developing global awareness in university students through general education core curriculum program. 11th annual international conference of education, research and innovation. ISBN: 978-84-09-05948-5. ISSN: 2340-1095. DOI: 10.21125/iceri.2018.1344
19. **Elgeddawy, M.** (2018). Developing leadership and teamwork skills in university students in an inquiry-based learning environment: the case of Saudi Arabia. doi: 10.21125/iceri.2018.1343

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21. **Elgeddawy, M.** (2018). University Students' Attitude Towards Webquest: An Empirical Correlational Study. 5th International Conference On Education And Social Sciences (INTCESS). Istanbul, TURKEY
22. **Elgeddawy, M.** (2017). Advancing Graduate Employability Through Simulation-Based Legal Learning And Training: The Case Of Saudi Arabia. 10th International Conference Of Education, Research And Innovation (Iceri2017) Book Series: ICERI Proceedings Pages: . Seville, Spain
23. **Elgeddawy, M.** (2017). Advancing Graduate Employability Through The Integration of E-Portfolio. 10th International Conference Of Education, Research And Innovation. **Pages:** 5188-5188. Seville, SPAIN
24. **Elgeddawy, M.** (2014). A Performance-Based Assessment Model for Improving the Employability of College Graduates. Paper presented to the conference of Exploring the Challenges and Opportunities in Linguistics and English Language Teaching, 27-29 March 2014, Antalya, Turkey.
25. **Elgeddawy, M.** (2014). Practical Applications of Smart Learning. Paper presented to the conference of Smart Learning at Hamdan Bin Mohammed Smart University. UAE.
26. Elgeddawy, M. (2013). What Can a Graduate Interest Survey Teach Us about Gender Differences in Saudi Arabia? Paper Presented to 2013 Global Discourses in Gender Studies: An Interdisciplinary Conference, 4-6 April 2013, Middle Tennessee State University (MTSU), Murfreesboro, TN 37132.
27. **Elgeddawy, M.** (2013). Planning an Engaging Distance Education Program (DEP) for a Saudi University: Guiding Principles. Paper Presented to the 2013 University System of Georgia Teaching and Learning Conference: Best Practices for Promoting Engaged Student Learning, 4-5 April, 2013, University System of Georgia, Atlanta, GA 30334.
28. **Elgeddawy, M.** (2013). The University Core Curriculum Program [UCCP]: Guiding Principles, Factors of Success, and Opportunities for Institutional Improvement. *The International Society for the Social Studies Annual Conference Proceedings*, Orlando, FL: The International Society for the Social Studies, Volume 2013, Issue 1, pp. 37-47.

29. **Elgeddawy, M.** (2006). The post-process movement in rhetoric and composition: A philosophical hermeneutic reading of being-in-the-world with others. DAI-A 67/02, p. 544, publication number : 3206643 ProQuest
30. **Elgeddawy, M.** (2004). Teacher-Student Relationship: Envisioning the Future of Composition Teaching. The Annual Interdisciplinary Graduate Conference, Indiana University of Pennsylvania, Indiana, PA, February,.
31. **Elgeddawy, M.** (2004). The Post-Process Movement in Composition Studies: A Philosophical Hermeneutic Reading. The Annual Interdisciplinary Conference, Indiana University of Pennsylvania, Indiana, PA, February,.
32. **Elgeddawy, M.** (2004). Teacher-Student Relationship: Envisioning the Future of Composition Teaching. The proceedings of IUP, Interdisciplinary Conference, pp 108-125.

Academic and Technology skills

Developing educational digital tools:

- Technology – based interactive instructional modules
- Educational websites and WebQuests
- Online tests and quizzes
- Simulated educational products

Instructional System Design (ISD)

Designing:

- Online educational courses(modules), activities, surveys and interviews
- Reusable Learning objects
- Online tutorials

Software Knowledge

Proficient with graphic, audio, and video production software:

Language:

HTML, Javascript

Authoring tools:

Adobe Dreamweaver MX, Macromedia Director, Adobe Captivate, Flash MX

Presentation software:

Camtasia, Articulate, Viewletbuilder, & Visual Communicator

Course Management Systems:

Blackboard and WebCt

Graphic Design Software:

Adobe Fireworks, Freehand10, Adobe Photoshop,

Microsoft Office Word, Excel, PowerPoint, Windows MovieMaker, Adobe Acrobat Suite, SPSS, Nvivo

Honors:

- Letter of Thanks and Appreciation from PMU President for outstanding Achievement over 15 years
- University recognition of service /achievement, Prince Mohamed bin Fahd University (PMU)
- Certificate of outstanding academic work from Dillard University
- Certificate of recognition from University of Texas at San Antonio.

Professional Memberships:

- Member, National Council Teachers of English
- Member, ITFORUM and LISTSERV at UGA
- Member, College Composition and Communication