

## **ABSTRACT: 2019 ELAM Institutional Action Project**

**Project Title:** Promoting Academic Careers of Expatriate Faculty: The Development of a Cross Campus Faculty Mentoring Program

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**Topic Category:** Faculty Development

**Background, Significance of Project:** The last decade has witnessed an increase in overseas campuses of US universities. The largest concentration of such campuses is located in Education City, in the State of Qatar, where Weill Cornell Medicine-Qatar (WCM-Q), an international site of Cornell University, is housed. Established in 2001, WCM-Q was the first medical school in Qatar. WCM-Q was invited by Qatar Foundation to assist in building the future healthcare workforce for the country. The curriculum is delivered primarily by resident faculty with visiting faculty from the New York (NY) campus. The resident faculty are all expatriates who come from diverse academic and ethnic backgrounds. They are hired through the NY campus, and are promoted using the same criteria as New York campus faculty. Although resident faculty retention has increased in the last few years, mentorship opportunities are limited due to organizational and community structures. The College in Qatar has no basic science or clinical departmental structure, and local healthcare systems lack the maturity and capacity to provide the needed mentorship for the faculty. Additionally, expatriation creates challenges for both the organization and its employees, occasionally resulting in costly attrition.

**Purpose:** The purpose of this project is to create a formal mentorship program that meets the needs of the expatriate faculty in Qatar, while leveraging expertise available from the NY campus.

**Methods:** The relevant literature was reviewed and key stakeholders in Qatar and NY were interviewed to identify best practices for mentorship of expatriate faculty. A needs assessment questionnaire was developed, reviewed by the relevant stakeholders for clarity, and sent to the faculty. The questionnaire addressed three areas: Demographic characteristics of the faculty and their prior experience with mentorship, their vision for a mentorship program at the College, and their personal mentorship needs.

**Results:** The majority (44/72, 60%) of the faculty responded in support of the establishment of a voluntary program, but also highly encouraged establishment of a formal mentorship program. Dyadic, followed by peer-to-peer, interaction were the preferred forms of mentorship. Face-to-face combined with telementoring were the preferred means of interaction. The majority of faculty preferred a mentor to be in the same discipline, of higher academic rank, and located either at WCM or WCM-Q. The most important areas to be covered in the mentorship program were the faculty member's role as an educator, career progression pathway, acquisition of leadership skills, grant writing, and acculturation.

**Discussion/Conclusion with Statement of Impact/Potential Impact:** A formal mentorship program that leverages the expertise of the NY campus is desirable. Except for acculturation, the stated faculty needs are not different from what is described in the literature. The next steps will address implementation of the program through the creation of a structure, definition of processes and allocation of resources.



# Promoting Academic Careers of Expatriate Faculty: The Development of a Cross Campus Faculty Mentoring Program

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## BACKGROUND

- The last decade has witnessed an increase in overseas campuses of US universities.
- The largest concentration of such campuses is located in Education City, in the State of Qatar.
- Weill Cornell Medicine-Qatar (WCM-Q) is the international site of Cornell University based in Education City.



- The WCM-Q curriculum is delivered by resident faculty and visiting faculty from the Weill Cornell Medicine (WCM) in New York (NY).
- Resident faculty are expatriates from diverse backgrounds hired through the NY campus and promoted using the same criteria.
- Expatriation creates challenges for WCM-Q and its employees, occasionally resulting in costly attrition.
- WCM-Q has no basic science or clinical departmental structure and local healthcare systems have limited capacity to provide adequate mentorship.

## PURPOSE OF STUDY

To create a formal mentorship program that meets the needs of expatriate faculty in Qatar and leverages expertise from the NY campus.

## METHODS

- Relevant literature was reviewed.
- Key stakeholders in Qatar and New York were interviewed to identify best practices for mentorship.
- A needs assessment questionnaire was developed and distributed to all faculty addressing four areas:
  - Faculty demographics
  - Prior mentorship experience
  - Their vision for a mentorship program
  - Personal mentorship needs



## CONCLUSION

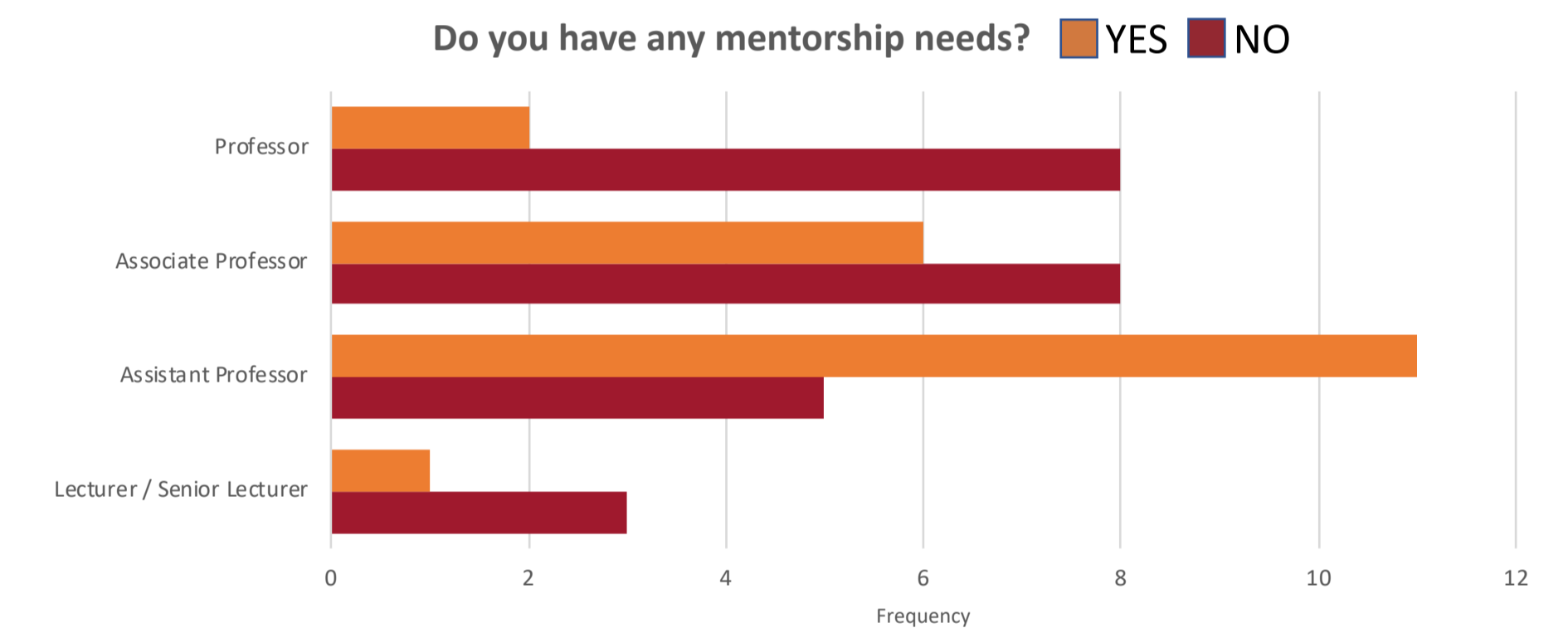
A formal mentorship program that leverages the expertise of the NY campus is desirable. Except for acculturation, stated faculty needs are not different from those described in the literature. Implementation is anticipated to improve job satisfaction, promote career progression and increase scholarly productivity of the faculty and assist in enhancing retention and recruitment.

## NEXT STEPS



## RESULTS

- The majority (44/72, 60%) of faculty supported the establishment of a formal mentorship program.
- Rank and age had no effect on form or type of mentorship.
- Mentees preferred the mentor come from WCM-Q or WCM.



Preferred  
Forms of  
Mentoring



Telementoring



Face-to-Face

Preferred  
Types of  
Mentoring



Dyadic



Peer-to-Peer



In-Group

## Top 10 Mentorship Needs

- Career progression and promotion
- Role as an educator
- Administrative and leadership skills
- Grantsmanship and writing manuscripts
- Work/Life balance
- Networking
- Research and lab management
- Role as a clinician
- Adapting to working in Qatar
- Transition to retirement