A Phenomenological Study On The Lived Experience Of The Out-Of-Field Mentors

William S. Augusto Jr.

Cebu Normal University
Osmena Blvd., Cebu City, Philippines
augustow@cnu.edu.ph

Abstract: This study sought to describe and explore the lived experience of the mentors who are mentoring discipline or subject that is out of their specialization. It unearthed the struggles, survival mechanism and how it affects mentoring of the out-of-field mentors. It utilized the Husserlian Descriptive Phenomenology and Colaizzi’s Seven Steps of Data analysis to describe and explore the lived experience of the out-of-field mentors. Participants were chosen purposively and they were interviewed using a semi-structured question and their responses were audiotaped. The main instrument of the study was the researcher himself. Triangulation of data was also done to check the validity of the gathered data. There were 6 identified cluster themes in the study namely: Struggle is real, Strength in Struggle, Fulfillment in Struggle, Unpleasant emotions and Policy Strengthening. This study has shown that out-of-field mentoring is not only about struggle but it also depicts the opportunity, positivity and adaptability of teachers to a certain task. School must revisit the guidelines in assigning teachers in a specific discipline.

Keywords: mentoring, out-of-field, teaching, phenomenology, mentors

1. Introduction

Cebu Normal University became an independent institution in 1924 and its independence enables it to operate a reasonably-sized integrated laboratory school within its campus. The CNU-Integrated Laboratory School (CNU-ILS) serves as a demonstration and observation center as well as a resource and research center for the educational innovations and interventions of the College of Teacher Education. It is the venue for the student intern program which is considered as the final phase of the elementary and secondary education curricula [51]. One of the programs of Cebu Normal University, College of Teacher education is the student internship. Student interns who will be deployed in CNU-ILS will be monitored and assessed by the different mentors who are experts of their chosen discipline. These mentors will guide the student interns in the development of their professional competencies, attitudes and their behaviors. Thus, mentoring has a vital role in CNU-ILS for this is the main instrument of the mentor to prepare the student interns in the real teaching field. Moreover, mentoring is considered as means to boost the academic and job performance and it decreases undesirable performance of every individual [14]. In teacher mentorship program, a more experienced teacher is assigned to a younger or new faculty member [23]. The programs are aimed to help student teachers or interns to develop their communication and teachings skills and it also helped teachers to be ready by applying their acquired skills in the real field [23]. In the recent set-up in CNU-ILS, there are mentors who are assigned to a specific discipline that is out-of-field of specialization. This happened due to the lack of teachers/mentors or due to the influx of mentors in every specialization. According to Ingersoll, [30], out-of-field teaching o mentoring is a result from teacher shortage. This may oppose to the concept of mentorship because by definition, a mentor is a person who has an adequate expertise in the student’s area of study [52]. According to the Elementary and Secondary School Act (2002) ‘No Child Left Behind’ (NCLB) in the USA, the word out-of-field denotes to the teaching of any discipline or a grade level for which an educator is not highly capable or competent. A highly capable or competent teacher is considered as those who have bachelor’s degree; an approved license or certificate, diploma and skill in each of the disciplines she/he handled [35]. This is where the problem arises wherein the mentor cannot fully guide his or her mentees because of the mismatch of expertise. In this study mentoring equates to teaching wherein these have the same goal in dealing with students. The mismatch of expertise may lead to a negative mentorship. This is when the mentor shows dysfunctional behavior of the task due to the lack of knowledge and interest to the field where he or she is dealing with. In fact, undesirable mentoring experiences lessen performance satisfaction and intensify turnover purposes and anxiety [16]. It was also pointed out by Lundsford et al. [34], in his study that Dysfunctional mentoring connections happen when needs or problems are not being considered, costs outweigh the benefits, and agony or sufferings arises within one or both partners. In contrary to the aforementioned statements, despite of its negative effect, the researcher has a personal encounter with the out-of-field mentors who verbalize their positive experience or feedback about it. Experiencing it doesn’t only give them burden yet it helps them grow and strive hard to provide the needs of the student interns. The out-of-field mentors find satisfaction on their job when they can observe that the student interns were able to deliver the content well and able to follow the suggestions given to them. In recent years, researchers’ attention has focused on mentoring outcomes for specific student groups, resulting in a growing knowledge base regarding how, and under what conditions, mentoring can be effective in supporting the development and success of undergraduate students [6]. Many studies have been conducted focusing on the effects of mentoring and also studies which deal with the experiences of the protégés/mentees but to date, no studies have been done focusing on the out-of-field mentors. This study seeks to describe and explore the lived experiences of the mentors who are mentoring discipline or subject that is out of their specialization. It will unearth the struggles, survival mechanism and how it affects mentoring of the out-of-field mentors. The result of the study will be the basis or an input for the administrator in revisiting the policy in terms of hiring and selecting teachers to be assigned in CNU-ILS.
This will also serve as their guide in preparing activities, trainings and seminar-workshops to be given to the out-of-field mentors.

2. Methodology
This study utilized the Husserlian Descriptive Phenomenology and Colaizzi’s Seven Steps of Data analysis to describe and explore the lived experience of the out-of-field mentors. Descriptive phenomenology was founded by Edmund Husserl and is intended at discovering, exploring and describing the meaning or essence of the phenomena of interest (Priest 2004, p.6). This type of phenomenology is defined as “descriptive analysis of the essence (the very central core of reality) of pure consciousness” [43].

2.1. Sampling
Purposive sampling design was used by the researcher in choosing the participants of the study wherein its main purpose is to have a sample as representation of the population and also, it did not deal with any statistical treatment. Purposive sampling includes the researcher in formulating conclusion about the informants/participants for the analysis. According to Patton [39], the power of purposive sampling lies in selecting information-rich cases which individual can learn from. The participants of this study was chosen based on the inclusion criteria of the researcher as follows: mentor in CNU-ILS of any age and gender, assigned in a subject out of his/her specialization last academic year 2017-2018 until the recent year and can articulate their experiences. There were 5 participants passed the inclusive criteria and they were interviewed in this study. Data saturation was reached with this number of participants.

2.2. Instrumentation
The main instrument of the study was the researcher himself [41]. This showed the main function of the researcher in doing the interviews, observations, transcriptions and interpretations of data. Participants were interviewed using a semi-structured question and their responses were audiotaped. In analyzing the data taken from interviews, these were interpreted using the Colaizzi’s [8] analytic method which is consistent with Husserl’s descriptive phenomenology. This process contains of seven steps as follows:

1. Read all of subjects’ descriptions (protocols) to acquire a feeling for them.
2. Return to each protocol and extract significant statements.
3. Formulate meanings. This is done by spelling out the meaning of each significant statement.
4. Organize formulated meanings into clusters of themes.
5. Integrate results into an exhaustive description of the investigated topic.
6. Formulate an exhaustive description of the phenomenon under study in as unequivocal a statement of identification of its fundamental structure as possible.
7. As a final validating step, return to each subject and ask them how the descriptive results compare with their experience.

2.3. Validation
In gathering information, the goal of the researcher is to avoid any biases and stick to the facts that will be gathered. This was achieved through epoche or bracketing wherein the researchers will have to stay away from their experiences to view the phenomenon under investigation in new light [49]. Drew [10] theorizes that bracketing is a process of categorizing qualities to stay away from the researcher’s personal experiences or biases. Gearing [18] discusses bracketing as a systematic procedure in which a researcher should set aside his or her biases, assumptions and prior experiences to perceive and explore the phenomenon. Triangulation of data was done through interviews, focus group discussion and field notes. For the interview process, co-mentors of the mentors/informants were inquired about the behavior of the informants/mentors. For the Focus Group Discussion, group of student interns were asked regarding the performance of the informants/mentors. For the field notes, data were gathered through observation of the mentor’s behavior.

3. Results and Discussion
The clustered themes in the analysis of the data gathered were as follows:

3.1. Theme No. 1: Struggle is real
All the participants experienced struggle in taking part of the out-of-field mentoring. Struggle is one of the cluster themes identified by the researcher. This cluster theme is comprised of the following subthemes: Difficulty in the Task, Feeling Incapable, Insufficient Input and Dissatisfaction. Out-of-field mentor has dealt with different difficulties in their task which made it tiring. Participant 1 stated: “Mentoring is not an easy task. It is very difficult especially when you mentor out-of-field subjects.” Moreover, there were also situations wherein the mentor finds it difficult to deal with the student interns because they can’t relate much to the nature of the assigned subject. Participant 5 narrated: “It’s MAPEH so there are more components di ba, Music, Arts, P.E and Health. As far as the areas are concern, I am confident with Health because it is related to my field which is Science but with the other areas, my assignment was Health and P.E. In P.E, so with P.E. I really had a lot of problems especially when it comes to safety because in the Grade 4 lesson there were some topics which involved physical activity, which involved exercises wherein students had to do some stunts and my worry was that I might not be able to properly guide the ST and the ST needs guidance.” Likewise, the unfamiliarity of the field or subject causes stressed to the out-of-field mentor as participant 1 further said: “It is stressful because I have to deal with different strategies and different subjects entail or shall I say needs different styles and techniques on how to teach the content or the concept for example in AP, Strategy in science cannot be used up or cannot be applied all to a subject AP as well as other subjects like MTB. In addition, the struggle of the out-of-field mentor is also caused by their claims that they lack the expertise and competence of the assigned subject. Participant 2 stated: “It is challenging, it is a tough challenge to be a mentor on a subject that is not really in your line of expertise. Being English major, I find it really hard to mentor MAPEH.” The expertise is really needed in mentoring because if you don’t have that, it would be a problem as participant 5 mentioned: “I really see that I am not capable of sharing expertise to the st’s because that our role di ba. We are supposed to mentor them, we are supposed to guide them and we cannot give what we don’t have so we must have some level of expertise and competence to be able to mentor them properly.”
Furthermore, participant 4 claims that she might not be able to last a day in dealing with kids because she’s not capable of dealing with them. She said: "I think I would not last a day because I’m not really for kids, teaching for kids. My techniques are different and I cannot stand kids making noise and all and I think my style does not fit to what the kids really want, like singing, action songs, I don’t really do that.” Another reason of struggle for the out-of-field mentor is that they can’t assure that they can provide sufficient input to the Student Intern. Participant 3 narrated: “I cannot totally guarantee that everything that I will be giving them is accurate but as for the strategy of teaching, I can actually help them with that.” Participant 2 feels that he is also helpless because he can’t provide the necessary information needed by the student interns in teaching. He honestly shared it during the interview: "I feel like I’m helpless because I don’t know what could I do in order to rescue the student teachers, I need to study the topic so that I will be well versed.” Dissatisfaction of the assigned task is also one of the reasons of struggle in working. One of the participants expressed it. Participant 4 stated: “I feel that I’m not really given a chance to do what I want, to do what I like teaching, to teach what my passion or what my field is and it hampers or it unsa man, because if you cannot practice man gud maghinay-hinay karawatang ba so I feel it’s a deprivation on my part because I really want to teach my field.” This struggle has been caused by the mismatch of field assigned. Seastrom, Gruber, Henke, McGrath & Cohen [44], consider out-of-field teachers to be those without a major, minor and diploma in a subject taught. Ingersoll and Curran [29] assert that out-of-field teachers are those that are assigned to teach subjects that do not match their field of preparation. Since, mentors were not assigned to the subject they are expert to, they feel that they are incompetent and they lack the knowledge on the subject matter. This may have negative effect to the mentors, student interns and students. According to du Plessis [13], out-of-field mentors tend to be constantly conscious of their own unfavorable situation and often feel remorseful about any observed problems in the improvement of their students. They have this natural survival instinct wherein they will just find ways in order for them to deliver what is expected from them. They are also aware about the problems in terms of the mastery of the content where they experienced hardship in establishing and gathering resources needed for effective teaching. It is given that teachers must have wide knowledge about the profession. Being a teacher doesn’t only focus to the students and subject matter. According to Shulman [47], teachers should have at least 7 different kinds of knowledge which include the following: content knowledge; general pedagogical knowledge; curriculum knowledge; pedagogical content knowledge; knowledge of learners; knowledge of educational backgrounds; and knowledge of educational goals/objectives, purposes and principles. According to Zinn (1991), Teachers should be able to identify and examine their philosophical direction relating to education and display their individual principles to shape the subject matter and scope of what they will teach. Studies have revealed that highly effective teachers have understood deeply their assigned subject. They give importance/value on the content and students’ interaction with the subject at a high level [25]. The engagement of struggle in out-of-field mentoring has shown the complexity of teaching and learning process. Mentors should know and consider a lot of things to get along with struggle. They should be flexible enough in dealing with different tasks and creative enough in order for them to adjust with level of the difficulty of the assigned field.

3.2. Theme No. 2: Strength amidst struggle

Despite of the struggles experienced by the out-of-field mentors, four participants still find strength in it. This cluster theme includes avenue for learning and opportunity for professional development. Mentors realized that out-of-field mentoring is beneficial to them because they can learn another area of discipline. Participant 1 narrated: “I found also advantages of mentoring different subjects because I will be more knowledgeable on the topic on the concepts especially it is not my field of specialization and there’s additional information in my part.” Participant 2 also expressed his positive view of experiencing out-of-field mentoring most especially in dealing with MAPEH. “The positive there is I get to learn MAPEH…” Furthermore, participant 3 finds it advantageous for him because it hones his competence in other subject like Filipino. He narrated: “The positive things that I can actually note when I’m handling the Filipino subject is that I can get to hone my competence by immersing in a lot of materials in Filipino.” Aside from it could add additional information, it could also an opportunity for the out-of-field mentors to develop their skill. Skill means beyond their cognitive ability and it has something to do with their expertise and professional growth. Participant 1 verbalized his thoughts on how out-of-field mentoring helped him in developing his skill as teacher and mentor: “It’s a learning opportunity for me because I have to broaden my knowledge and perspective in terms of teaching strategies or teaching style because I will not only be focusing in one subject so I have to innovate more, I have to think and have other resources on what to do, on what to teach and on what to give to my student teachers.” Similarly, participant 5 also articulated how the task challenge and develop her being in the teaching profession: “The positive side of it on the part of the teachers or the mentors is that we are really able to see our capacity, how flexible we are, how adaptable we are, how creative we are.” Participant 5 further said: “The meaning for me for that experience is, it gives me an opportunity to be able to challenge myself and to learn more and also it gives me also the opportunity to able to to give service to the department when there is a need.” Likewise, participant 2 showed how out-of-field mentoring gave him an opportunity to develop personally and professionally despite of its negative perception by others. He said: “These Things might be perceived negatively by others but for me it’s a golden opportunity to develop new skills and attitude as mentor. Mentor should be flexible and willing to do any task. From this experience, it taught me to be positive.” The struggle has been hampering the confidence of the mentors in dealing with the out-field mentoring. To boost this confidence they need to acquire the pedagogic content knowledge. Faced with difficulties on insufficient content and pedagogical content knowledge, out-of-field teachers use different strategies, and make use of many resources to develop and improve themselves professionally [12]. These teachers learn both by acquiring knowledge and skills as individuals, and by developing their competence in social settings [4]. Moreover, their learning occurs in many different aspects of their teaching practice [7], and the context in which they learn has a great bearing on the nature of that learning [3]. According to Yates [53],
teacher learning does not only occur in formal settings, it also takes place informally during the course of the day at school. Kola and Sunday [31] add that pedagogical content knowledge develops over time, and is gained from experience. Goge [20] added that a teacher’s knowledge of content matures as the teacher acquires experience. Out-of-field mentoring is not only a cause of struggle for the mentors but it is also a lens of positivity and opportunity which makes it a fulfilling and exciting task to have. This gives the mentor an opportunity to develop and widen their horizon personally and professionally.

3.3. Theme No. 3: Fulfillment in Struggle
In the midst of struggle of the out-of-field mentors, two participants still feel and find fulfillment and satisfaction in dealing with the student interns even if they are dealing with the subject or discipline out of their specialization. Out-of-field mentoring is not only about struggle but it would still cause gratification for the mentors most especially if student interns respond properly or followed their suggestions and advices. This was expressed by participant 1: “I find out-of-field mentoring fulfilling in the end if I have seen o I have observed the fruit of my hard work in mentoring student teachers and mentoring out-of-field subjects” In addition, participant 3 also articulated his feeling of satisfaction in dealing with the student interns. “I am also enjoying especially if the SI’s can actually deliver well with the lessons that they will be demonstrating in front.” Further participant 3 narrated: “I think, being an out-of-field mentor is actually a very challenging yet a fulfilling task because you can get to widen your horizon especially in mentoring, in learning different techniques and strategies in teaching, in providing corrective feedback and in a further developing your competence as a teacher.” Ingersoll [27] [28] said that some exceptional excellent teachers might be able to teach all or anything, but the average teachers are significantly reliant on intensive planning about specific pedagogies to teach specific matters. This exceptional mentors or teachers still finds satisfaction in taking part of the out-of-field mentoring. Effective teachers are not egocentric but the achievement and progress of students is their emphasis, understanding the importance of responsible relationships in order to motivate encouraging behavior while they work hard on positive relationships with their students [17]. Positive attitude is important to stimulate students and its effect is satisfying. Teacher career contentment is a multidimensional paradigm that is critical to teacher preservation, teacher obligation, and school efficiency [45]. Out-of-field mentoring also gave inspiration to the mentors most especially when their hard work is seen from the performance of their mentees. They’ve been struggling in dealing with the out-of-field discipline but they still continue to strive hard to learn from it that’s why they feel satisfied when their mentees were able to follow their suggestions and advices in teaching.

3.4. Theme No. 4: Coping with Struggle
Once a task is already given to you, what you can do is to deal and cope with it. This is what all the participants did. They have their own way of getting along with struggle. This cluster theme is comprised of the following subthemes: Proactive, Positive Attitude, Faith in Divine Being. Participant 1 tried to conquer the struggle in out-of-field mentoring by facing it courageously, positively and he has always faith with God. He freely expressed it in the interview: “One way of adjusting is embracing the challenges, facing the opportunities and then praying to God that I’ll be having more life and Good health so I can study, I can prepare, I can teach, I can give what I want to give or what the student teachers expect from me so in short, I just do it by having a positive attitude and then never complain.” Participant 1 further said: “I think everything I experience has a reason and has a purpose and I believe God planned it for me and there’s a purpose so that I will also be able to learn other aspects in our lives as mentor/teachers and I am blessed to experience that out-of-field mentoring because only few mentors have experience like this. So until now, I can still say I am lucky to have this experience.” Moreover, participant 2 exerted an extra effort to familiarize the content of the subject mentor (MAPEH) and tried to integrate it with his specialization (English) so that it would be easier for him to handle it most especially in dealing with the pedagogy. “I really read a lot, ask some people… What I do in other subjects like which are maybe in my field, I tried to apply it in mentoring MAPEH in particular because after all it’s all about teaching in general.” Participant 2 further narrated: “I am still really thankful and blessed because of all the subjects that are not in line with my specialization, it’s MAPEH that is given to me, had it not been MAPEH, had it been values or Filipino, which could be harder for me. I am still thankful that it is MAPEH.” Similarly, participant 3 expressed that he is just proactive to the given task by doing task that could lessen his struggle. He said in the interview: “I actually do my adjustments by asking more MKO’s (more knowledgeable others), I also do research. I research in Google so that I can also learn more about the subject.” Likewise, participant 5 did similar things to do the task properly and responsibly. She stated in the interview that: “My means of adjusting is I read, I do consultations, I ask people who are really experts on that and I make sure I planned out proper everything because I’m anticipating possible accidents that might happen if things is not properly implemented by the ST’s.” Her (Participant 5) experienced as an out-of-field mentoring enable her to realize something important as a teacher. She further said: “We are really trying to also give our best even if it’s not our expertise, if it’s not our field we really tried to step in, we really try to make sure that we are able to deliver even if it’s not our field so it’s a challenge to us and we should also be opened to the possibility that there are times that we are given tasks or assignments which are outside of our comfort zone. We have to be opened to it and we have to be flexible.” Sheshea, 2017, claims that out-of-field teachers/mentors make use of senior and/ or specialist teachers to help them understand concepts in the subject. Senior teachers also help these out-of-field teachers in identifying essential concepts that need special attention [11]. Moreover, mentors are self-regulated in dealing with the out-of-field mentoring. Self-regulated learning is defined as the extent to which learners (the out-of-field mentors) are active participants in their own learning behaviourally, motivationally and metacognitively [40] [54] [32]. According to Grossman [21], a teacher must use his general knowledge of the content in which he teaches to adapt it to the needs of their specific students. Morris et al. [38] affirmed that when they claim that teachers who had engaged themselves in various professional learning activities were more efficacious than those who had not. Participants in this study reported that they engage
themselves in learning activities that they initiated themselves incidentally. Reading was the learning activity all participants engaged themselves in [46]. Teaching is a vital activity where broad-scale and local changes mean that teachers are constantly acquiring fresh or novel ideas and necessity to acclimate. Teachers see themselves in circumstances where they need to ‘do research’, learn from coworkers and be adaptable. How a teacher manages to cope in these conditions is critical not just to their training but also to their professional distinctiveness [24].

3.5. Theme No. 5: Unpleasant Emotions
Unhappiness to the assigned task would lead to dissatisfaction. One of the participants is unsatisfied with her job (out-of-field mentoring) and she felt that her experience on it is insignificant and meaningless. This is why this leads to her negative emotions towards out-of-field mentoring. Participant 4 freely verbalized her discontentment in taking part of the out-of-field mentoring. She narrated it with a tone of disappointment: “Di ko ganahan, I hate it. It’s been the second year already and aside from it’s out of field because I’m actually secondary. I cannot see the positive side. What I feel about the situation, it’s really negative.” She further narrated: “The meaning of the experience that I have as an out-of-field mentor is meaningless because I don’t grow personally and professionally and if you don’t grow and if you do things and you are not growing, it’s meaningless.” The negative emotion felt by the mentors are result from their low level of self-efficacy. According to Steel (2010), Teacher self-efficacy are those beliefs held by a teacher regarding his or her capabilities to teach and influence learner achievement. Aina [2] stated that teacher self-efficacy depends on a teacher’s qualifications. Aina [2] maintains that teachers with low levels of efficacy tend to avoid the challenging parts of the content knowledge learners need to be taught. Significant teaching and learning are at jeopardy when students are stirred by anxiety rather than positive motivations and reactions [37].

3.6. Theme No. 6: Policy Strengthening
Out-of-field mentoring is also a loophole in the school system for some of the participants. System must be fixed as what participant 4 stated: “If we have a choice, I think, we could fix the system because we always have a choice, we can’t just say, it’s okay, it’s okay. Okay is not okay because if we talk about excellence, we should really have the standard. What is a standard of excellence? That is not according to the standard, wherein you just put people whoever even if they are not interested in doing that, even if that’s not their passion, even if it’s out of their field. Just put them there. That does not help.” Participant 4 further said: “I hope that because we are always talking standard of excellence and excellence. I hope that we put that one into action. I hope we do something because everything is possible. I hope that we can implement excellence really and look into the problems and find solutions not just see the problem and don’t care because I think this is passing and I hope this passing.” Likewise, participant 5 wanted also that the hiring committee of the school could see bigger picture of the school in terms of its need in teaching staff. She freely expressed it in the interview: “My recommendation to HR, they have to make sure that the teachers that are hired are qualified and that the higher teachers will really be ones that meet the demand of the department, that meets the needs of the department because what happened, the specializations of the teachers hired are not match with what is really the need so what happened was that we were assigned to subjects which is out of our specialization.” The out-of-field phenomenon is a worldwide concern, frequently disregarded by school-administrators or leaders in their school development plans and guidelines. The occurrence presents problems in determinations to attain excellent education and impartiality for all students and, as well as unsatisfying quality governance within schools [13]. Eacott (2013) as cited by du Plessis [13] emphasizes the necessity for a common vision to be agreed upon in planning management prototypes and styles in schools. Thomson (2010) presented the significance of leadership that generates a space for individuals, with specific capability, knowledge and skill to develop their capital and independence in the field. Glanz (19) discussed that effective administration of transformation classifies problem areas, and cultivates policies to address apprehensions in order to create comprehensive schools.

4. Conclusion
The lived experience of the mentors who were assigned in the out-of-field mentoring is a combination of struggle, opportunity, positivity and adaptability.

5. Recommendation
The following are the recommendation which can be seen in the findings of this study; school needs must be considered before hiring teachers, training must be given to the out-of-field teachers or mentors to boost their confidence and to avoid job dissatisfaction and school must revisit the guidelines in assigning teachers in a certain field.

References:


[52]. __________.(2013). Mentoring Qualifications and Guidelines.Missouri State University


Author Profile

Mr. William S. Augusto Jr. received his Bachelor of Secondary Education Major in Filipino Cum Laude from the University of Cebu Lapu-Lapu and Mandaue Campus and his Master of Arts in Education major in Filipino Language Teaching from Cebu Technological University. He is currently pursuing his Doctorate at Cebu Normal University where he is also connected as a full-time instructor.