Editorial Introduction

In this issue of the *International Journal of Educational Review,* Vol. 1, Issue 5, two significant articles are featured.

Professor Millward's book review interprets, through the lens of narrative inquiry, a memoir depicting a teacher's journey from professional burnout to renewal. The review discusses the book's insights into cross-cultural issues in teacher retention and compares it with related post-pandemic works, highlighting the value of such texts in the training of teachers and educational administrators.

Ms. Zhang's study emphasizes that faculty development is crucial to talent cultivation in higher education. By comparing the goals, functions, structures, and programs of the teaching centers at the University of California, Berkeley and Xiamen University, the research provides useful guidance for the development of faculty centers in China's research universities.

We thank them for their outstanding contributions to the field of education and welcome more high-quality submissions.

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Book Review

Trapped in Education: From leadership to running out of the classroom, a teacher's true tale from burnout to recovery

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Tellwell Talent: Victoria, BC, 2024

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KEYWORDS	ABSTRACT
narrative inquiry, lived experiences, teacher education	This article reviews the book, *Trapped in Education: From Leadership to Running Out of the Classroom, a Teacher's True Tale from Burnout to Recovery*. It contextualizes the book in the larger field of narrative inquiry, especially in exploring lived experiences in memoirs. It further explores the way this work can emphasize larger cross-cultural issues in teacher retention. Finally, the review juxtaposes it with other books that explore both teacher burnout and their lived experiences working in the post-COVID era. Lastly, it emphasizes the importance of using such books to teach in both educator and administrator programs.

In a time where modern teachers in the West feel silenced, more literature is emerging that gives them a stronger voice than ever. Lived experiences have recently surged in modern history studies as scholars pose questions about society and culture's impact on the individual with narrative inquiry becoming an increasingly popular method across the social sciences. According to Summerfield, life-writings can especially provide "opportunities… to pursue questions framed in terms of consciousness and emotion" (Summerfield, 2019, p. 28). Indeed, Smith-Batish's book helps scholars contextualize the cause of teacher burnout which has become prevalent in the Anglo-Western world, especially after the Covid-19 pandemic.

The tome is brief at 100 pages, so it focuses on only the high points of her experience while discussing various key elements in the British schooling system. Her experience is conceptualized in three parts: her teaching career; her breakaway from education then path to healing; and key themes ranging from becoming a Special

Educational Needs Coordinator (SENDco) to balancing career and motherhood, especially as a single mother. In this sense, her work becomes both a primary and secondary source. Primary because she writes in memoir style her lived experiences, allowing scholars to understand crucial elements to teaching such as sound mentorship. It later functions as secondary because she writes in a detached style in the final third of the book, giving readers a guide of British programs and an overview of Indian women in work. However, her work is strongest in the first part as she grapples with challenges and opportunities in the school system. In one example, she writes that under mentorship, "I spent countless hours perfecting my craft and often losing myself in the colours and textures of my work" (Smith-Batish, 2024, p. 13). Another example describing the turmoil of high expectations from administration and parents when the technology required to teach the American Revolution became unavailable. Smith-Batish (2024) wrote,

> Just when I thought things couldn't get worse, the fire alarm went off…sending everyone into a frenzy. [After the drill] Leaving my class in the hands of the teaching assistant, I trudged to the principal's office…Principal Jackson looked up with a serious expression…It turned out that some parents had called in, upset their children weren't given the full, interactive experience that had been promised at the beginning of the term, but Principal Jackson wasn't in the mood for excuses. I left the office feeling chastised and demoralized (p. 28).

In this particular passage, Smith-Batish exemplifies not only the anecdotal reality of many post-COVID researchers, but her voice is supported by research emerging in the last five years that exhibit administrators' and parents' roles in teacher burnout. Pressley (2021) found that lack of teacher support was an area for concern for teacher burnout, with one recommendation in the post-COVID world fixating on the issue: "[D]istrict and school administrators need to provide supportive environments and instructional guidance to teachers in order to ease anxiety around instruction by providing guidance on instructional expectations and support from the top-down. Providing more support for teachers may also influence teacher efficacy" (pp. 325-327). Indeed, Smith-Batish' pull between the two stakeholders in this scenario speak to a lack of support and guidance in the era an important factor in how teachers felt undermined and disrespected.

The author shined light on the lived experience teaching as an Indian woman in a variety of British schools, both rural and suburban. Smith-Batish (2024) recounts feeling unwelcome in racially homogenous schools, "From the moment I step foot into the building, I am looked up and down and automatically it is assumed I am uneducated and probably an unqualified teacher who can't speak English well" (pp. 39-40). In this sense,

her work is part of a growing body of literature of minority educators who juggled both COVID-related stress and burnout produced by constant racism seeded in their careers, presented both as microaggressions and blatant incidences that contribute to the cause of minority teacher burnout. Her book would compare with titles such as Women Educators' Experiences during COVID-19: On the Front Lines (2023) by Hernández, Heinz Housel, and Knotts. Further, while Smith-Batish's is a British experience and needs to be contextualized within the greater context of colonialism, race, and labour, her experience lends a voice to era-specific studies which contend, in general, "Daily microaggressions are depleting and can negatively impact the performances of people of color in various settings" (Mahatmya, Grooms, Kim, McGinnis & Johnson, 2022, pp. 58-59). Indeed, her narrative would provide an effective foundation for a transnational study on the topic as educational researchers explore the Western phenomena of post-COVID teacher shortages.

Both teacher education programs as well as educational administrator programs must begin assigning life-writings and focus on narrative inquiry if they are to truly understand the teaching crises across the Western world today. Batish-Smith's is well worth the read in the education space, and it is one sure to prompt discussion within both undergraduate and graduate classrooms who seek to understand how to cultivate, support, and retain quality, holistically-trained teachers.

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A Comparative Analysis of the Teacher Development Centers in Chinese and American Research Universities
——Taking UC Berkeley and Xiamen University as an example

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KEYWORDS	ABSTRACT
	The quality and competence of faculty members significantly influence the caliber of talent cultivation in higher education institutions, making faculty development a key focus. Universities worldwide have established specialized organizations, such as faculty development centers, to enhance academic professionals' expertise. The U.S. faculty development centers emerged earlier than their Chinese counterparts. This study compares the Teaching and Learning Center at the University of California, Berkeley, with the Xiamen University Faculty Development Center, both established during the same period. By analyzing similarities and differences in objectives, core functions, organizational structures, funding mechanisms, position configurations, target groups, and project activities, the research aims to provide insights for the development of faculty development centers in China's current research-oriented universities.

The scale of higher education in our country is expanding and has entered the stage of popularization. Under the background of building an innovative country and building a world-class university, it is particularly important to improve the quality of personnel training. Our country's research universities are also responsible for training high-quality national talents, and the key to improving the quality of personnel training lies in the quality and level of university teachers.

In the 1960s, U.S. universities led by the University of Michigan began establishing faculty development centers to promote teacher growth (Kang,2019). Faculty development refers to the positive changes in teachers' cognition, attitude, skills, cultivation, and behavior, driven by both internal and external school environments,

specifically addressing professional, teaching, organizational, and personal development (Wang,2011). These centers are dedicated organizations designed to facilitate such multifaceted growth.

Since the 21st century, China's government has prioritized faculty development, implementing policies to support universities in conducting teaching development research. The Faculty Development Center at Xiamen University was established under this policy framework, while the Teaching and Learning Center at the University of California, Berkeley was founded simultaneously. Although the historical origins of these faculty development centers in China and the U.S. differ, comparing their current development status reveals both similarities and differences. This comparison offers valuable insights for the construction of faculty development centers in China's research-oriented universities at this stage.

I.Comparison of Basic Situation of Teacher Development Centers in Chinese and American Universities

(1)The Background of the Construction of the Teacher Development Center in the Two Countries

Before the 20th century, the United States had few research universities, with teaching being the primary focus of faculty development. Starting from World War II, research universities played a crucial role in the war effort through their scientific achievements. This shift led to an imbalance in higher education priorities, as academic quality faced public scrutiny, sparking what became known as the "University Crisis." Enhancing teaching quality and faculty capabilities emerged as urgent challenges in higher education. From the 1950s to 1960s, the student demographics underwent significant changes, with baby boomers, ethnic minorities, and international students entering universities. This diversity prompted educators to rethink pedagogical concepts, skills, and methods to meet student needs. In the 1970s, scholar Sanford first emphasized the importance of faculty development, sparking a surge in theoretical research and practical initiatives. Concurrently, technological advancements made integrating new teaching tools into classrooms essential for effective instruction. Educators needed to continuously update their skills to support modern teaching. This context drove universities to expand faculty development programs and establish dedicated organizations.

Since the establishment of the new China, the improvement of teaching capabilities among university faculty has primarily been achieved through teacher training and development programs, specifically relying on well-equipped universities

and teacher-training colleges across the country (Pan& Luo, 2007). During the same period, Chinese universities established teaching and research organizations—teaching and research sections (disciplinary groups)—organized by discipline, specialty, or course. However, these were gradually marginalized as they failed to meet the demands of interdisciplinary teaching and the credit-based talent cultivation model. The focus on "faculty development" in Chinese universities came later than in the United States, starting in 2003 (Xie,2003), and has since gained increasing attention. There remains a phenomenon of "prioritizing research over teaching" in Chinese universities, but teaching and nurturing students remain the fundamental mission of higher education, and balancing the relationship between teaching and research is a challenge currently faced by universities. The state places great emphasis on the quality of undergraduate teaching, and the Ministry of Education emphasized in two "Opinions" issued in 2011 and 2012 that universities should establish teacher development centers to enhance the professional and teaching capabilities of mid-career and young faculty. Driven by various factors, an increasing number of Chinese universities have established such centers.

(2)The Current Situation of the Operation of the Teacher Development Center in the Two Countries

The core mission of U.S. university teacher development centers is to support faculty growth in teaching. These centers come in various forms: independent centralized centers, predominantly found in research and comprehensive universities; faculty-led initiatives, commonly seen in liberal arts colleges; teacher development committees, prevalent in liberal arts colleges and community learners; and system offices, typically operating within larger state university systems. Staffing consists of 2-4 full-time members with variable part-time positions . Funding sources are diverse, primarily drawn from institutional budgets supplemented by private foundations, federal grants, alumni contributions, and professional associations. Activities focus on faculty professional development, teaching evaluation, instructional technology implementation, pedagogical research, and knowledge dissemination. While primarily serving faculty members, the centers also extend support to administrators, graduate teaching assistants, and students. Center project effectiveness is typically assessed using a matrix model.

China's university teacher development centers have established enhancing faculty capabilities as their core mission. These centers predominantly operate as multi-departmental "affiliated institutions" under specific administrative bodies, with a few functioning as independent "directly affiliated units" within universities. Their organizational structures typically adopt a matrix model (Li,2013). Staffing combines

full-time and part-time personnel, with experts and administrators working in parallel. Funding primarily comes from institutional budgets, though special funds were allocated in 2012 for 30 national-level "12th Five-Year Plan" Teacher Teaching Development Demonstration Centers, including the Xiamen University Teacher Development Center. These centers primarily serve mid-career and young faculty, offering services such as teacher training, instructional consulting, teaching reform research, quality assessment, and high-quality teaching support. Currently, effectiveness evaluations of center development mainly rely on government oversight.

II. Case Comparison Analysis

Select two representative teacher development centers from universities in China and the United States: the Teaching and Learning Center at the University of California, Berkeley and the Teacher Development Center at Xiamen University in China. Compare the two centers in terms of their objectives, main tasks, organizational structure, funding sources, position settings, service targets, and project activities to analyze their similarities and differences.

(1)Basic Information

Founded in 1868, the University of California, Berkeley (UC Berkeley) is the founding institution of the UC system, renowned for its liberal and inclusive ethos. As a world-renowned research university and one of the most prestigious public institutions, it enjoys high academic prestige. The university established the Office of Educational Development in the early 1980s, which later evolved into the Center for Teaching and Learning in 2012(Wang& Shan,2017).

Xiamen University, founded in 1921, is the first university established by overseas Chinese in the modern history of China's education. It is one of the earliest universities in China to enroll graduate students and the first to build an independent campus overseas. In 2017, it was selected for the national "Double First-Class" world-class university construction list (Category A). The university's Teacher Development Center was established in May 2011, designated as a national-level demonstration center for teacher teaching development in 2012, and recognized by the Ministry of Education in 2013 as one of the seven national demonstration project units for teacher development center construction.

(2)A Comparative Analysis of Teacher Development Centers in Two Universities
1. Goal Setting and Key Tasks

The Teaching and Learning Center at UC Berkeley is committed to inspiring, enriching, and innovating the university's collective practices while pursuing excellence in education . It provides a range of services including advisory support, community sharing, teaching seminars and workshops, as well as scholarship programs, resource sharing, project and course evaluations, updates on campus policies, teaching blogs, and flexible resource sharing.

Guided by the principle of "practical effectiveness and service excellence," the Teacher Development Center at Xiamen University is committed to building a nurturing environment for faculty growth, advancing pedagogical excellence, and fostering a culture of outstanding teaching. By pooling the university's teaching resources, the center coordinates six key initiatives: professional development programs, instructional consulting, teaching innovation research, quality assessment of teaching practices, provision of premium educational resources, and regional outreach to support the development of teaching centers across the campus, all designed to enhance faculty teaching capabilities .

2. Organizational Structure

The organizational structure of the Teaching and Learning Center at UC Berkeley is illustrated in Figure 1. The center prioritizes top-level design, with a dedicated Leadership Group established for its management. This group, led by four vice presidents, operates with clearly defined responsibilities and authority. This structure ensures the center receives sufficient leadership attention and institutional support, laying a solid foundation for its healthy development. Under the leadership group is a faculty advisory board composed of specially recruited professionals and part-time staff, effectively combining work experience with practical expertise . Another initiative is the collaborative organization. To advance "Big Science" in the U.S., the STEM program was launched with substantial funding. The center established a STEM curriculum enhancement task force to strengthen inter-departmental collaboration and improve STEM competencies among faculty and students. Additionally, the center collaborates with academic partners to form the "Academic Partnerships Mix" (MUAP) network, which includes both internal and external collaborators such as the American Culture Center and the Sports Research Center. These initiatives facilitate seamless communication and collaboration among campus staff.
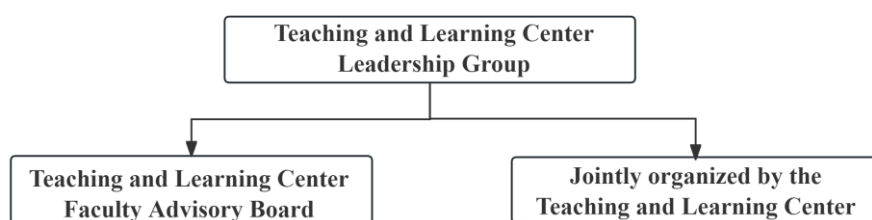
Figure 1 Central organizational structure of UC Berkeley
Source: by Author

The organizational structure of Xiamen University's Teacher Development Center is illustrated in Figure 2. Its upper-level framework mirrors that of UC Berkeley's equivalent institution, operating under direct university leadership as a "directly affiliated unit" to ensure institutional support and recognition. Established with resources from the university's Higher Education Research Institute and disciplinary strengths in teacher development, the center has assembled an expert advisory committee featuring distinguished scholars like Pan Maoyuan, elevating its academic authority. Unlike UC Berkeley's collaborative model, Xiamen's operational structure is internally organized into four specialized divisions: Research & Development, Training & Outreach, Consulting & Exchange, and Quality Assurance. These departments collaborate seamlessly to ensure the center's effective functioning.
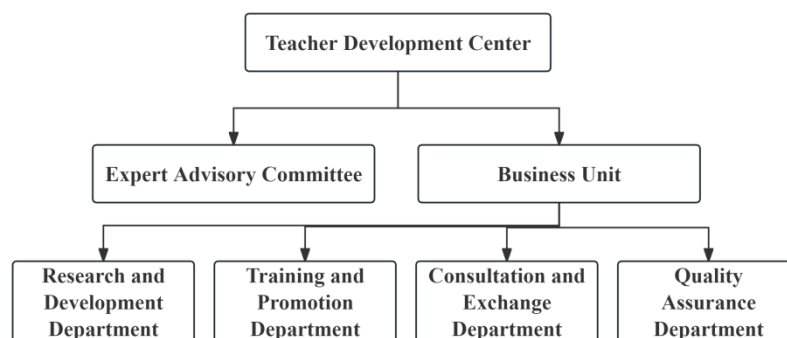

Figure 2: Organizational Structure of Xiamen University Center
Source: by Author

3. Fundraising

Regarding funding sources, both institutions 'centers demonstrate diversified financial approaches. The UC Berkeley Center receives partial funding from the university's dedicated allocation to the Teaching and Learning Center, constituting internal institutional support. Additionally, external funding channels include grants from

California state and federal government foundations, along with voluntary donations from foundations and private individuals .

The funding sources of Xiamen University's Teacher Development Center have Chinese characteristics. Firstly, it enjoys policy support from the national government. When the state introduced policies to support the construction of such centers, the Ministry of Education and the Ministry of Finance jointly provided 5 million yuan in construction funds for 30 national-level Teacher Teaching Development Demonstration Centers, which were disbursed in installments. Xiamen University's Teacher Development Center is one of these 30. Additionally, the center's daily and office expenses are included in the university's annual budget, with an annual grant of 1 million yuan allocated for its development and construction. Meanwhile, the university actively seeks support from external enterprises, associations, and other organizations, and mobilizes contributions from one of its stakeholders, namely alumni .

4. Job Position Settings

The Center at the University of California, Berkeley (UC Berkeley) has established four positions with a total of 16 staff members. The center is headed by a director overseeing all operations, supported by a senior consultant specializing in active learning, reflection and assessment, science teaching frameworks, and STEM education. Seven faculty consultants, with expertise in diverse disciplines including politics, management, psychology, education, physics, and chemistry, provide subject-specific or interdisciplinary teaching consultations and research projects. The advisory team comprises six affiliated consultants: two PhD holders serving as Senior Program Director and Senior Research Director at the Science Teaching Leadership Center; one co-leader of the College Writing Program; one senior consultant in Learning Design and Technology and School Social Welfare; one lecturer responsible for the Teaching Plan; and one director of the College and Departmental Diversity Program.

The Xiamen University Center has established five positions with a total of 14 staff members. Similar to the University of California, Berkeley Center, it includes one director position responsible for participating in the university's top-level design and overseeing the center's overall operations. There is one executive deputy director who manages project scheduling, personnel, and financial affairs, and maintains coordination with other departments. The remaining staff consists of researchers, secretaries, and clerical staff. Researchers are tasked with conducting research and formulating strategies for various center activities, particularly in teaching reform research and project applications, while also facilitating academic exchanges and collaborations with domestic and international faculty. The roles of secretaries and clerical staff are broadly defined,

involving complex tasks that often overlap, primarily supporting the center's operations.

5. Service recipients and project activities

The UC Berkeley Center serves all faculty members, with some initiatives involving collaborative participation from both teachers and students. Its programs include advisory services—covering curriculum-level support such as instructional coaching, classroom observation, and open classrooms, as well as program-level guidance. Teaching and learning activities feature the Excellence Teaching Seminar, STEM Curriculum Working Group, and Academic Partnerships Exchange. Faculty incentive programs include the Principal Research Program, Faculty Teaching Research Program, Excellence Teaching Award, and Teaching Improvement Fund. Another distinctive service is the Teaching Blog, which provides a discussion and sharing platform for campus updates, teaching scenarios, and educational stories for the university community.

The Teacher Development Center at Xiamen University primarily serves young faculty members, newly hired teachers, and core faculty members, with some programs also benefiting graduate teaching assistants. While actively incorporating best practices from international centers, the center's initiatives share similarities with those at UC Berkeley while maintaining unique characteristics. Its programs encompass professional development through initiatives like Master Teacher Consultation, Furong Teaching Salon, "Master Teachers: You, Me, and Others" workshops, onboarding training for new faculty, faculty research camps, core faculty training, and course quality assessments. Teaching research initiatives include educational reform updates, establishment of a Teaching Innovation Award, publication of teaching research papers, and course documentation. Career development initiatives feature teacher growth portfolios, faculty development databases, and teaching status tracking systems. Resource integration covers three key areas: high-quality courses, course materials, and teaching resources. External exchanges involve hosting core faculty training programs, participating in international teacher development conferences, inviting scholars to lecture, fostering inter-university collaborations, and engaging in overseas exchanges.

III.Conclusion and Enlightenment
(1)Conclusion

There are differences in the establishment background of faculty development centers between Chinese and American universities. In the United States, faculty development centers are more inclined to be established spontaneously by universities, while in China's faculty development centers are established under the guidance of

national policies. This also leads to differences in the target positioning, organizational structure, and funding arrangements of faculty development centers in the two countries, reflecting the characteristics of each nation.

As one of China's earliest teacher development centers, Xiamen University's Center for Teacher Development stands as a rare independent institution directly under the university. Throughout its evolution, the center has actively adopted advanced practices from international counterparts, with many aspects mirroring the University of California, Berkeley's Center for Teaching and Learning Development. While it leads in development among domestic university teacher development centers, certain areas still require refinement by integrating its unique strengths with global best practices.

(2)Enlightenment

The comparison between the Teaching and Learning Center of UC Berkeley and the Teacher Development Center of Xiamen University can provide some enlightenment for the construction of the Teacher Development Center in the research universities in China.

1. Clarify the Target Orientation and Improve the Function Performance

The founding mission and development direction of a center define its objectives, which should be aligned with the institution's specific context to establish clear positioning and institutional responsibilities. Research universities differ fundamentally from conventional higher education institutions in their educational philosophies, missions, and functions, requiring distinct approaches to performance enhancement and quality improvement. The primary task in building a research university lies in simultaneously strengthening scientific research capabilities and elevating teaching standards to cultivate students' learning and research competencies (Cook,2011). Therefore, developing distinctive characteristics should be a key consideration when establishing faculty development centers. Currently, Chinese universities 'centers predominantly focus on "faculty training and development" in their operational objectives, while insufficient attention is given to fostering teaching culture, addressing organizational needs, meeting faculty requirements, and promoting effective student learning. Only through continuous expansion of the center's functions can the core goal of "enhancing talent cultivation quality" be effectively achieved.

2. Set up Work Positions Reasonably and Clarify Work Responsibilities

Establishing the Teacher Development Center as an independent entity directly under the university would streamline its operations (Zhu & Yuan, 2014). Currently, many such centers in China operate under the administrative framework of academic affairs or

human resources departments, with ambiguous job responsibilities and overlapping duties that hinder efficiency. By having the vice president directly oversee the center, leadership effectiveness can be enhanced, enabling better coordination with other university departments and optimized resource allocation. The center should maintain sufficient full-time positions supplemented by necessary part-time roles, while providing professional training for staff. Clear job responsibilities must be defined—take the Secretariat and Administrative Staff positions at Xiamen University Center as examples, where overlapping duties could impede operational efficiency.

3. Expand the Scope of Service Recipients and Develop High-quality Projects

The Teacher Development Center should extend its services beyond young teachers to encompass all faculty members, including school administrators and teaching support staff, covering all stages of professional development—from probationary periods and career orientation to stable development and retirement (Zhao, 2016). Some programs may also be open to students, maximizing the center's outreach capabilities. Center initiatives should emphasize the practical application of modern information technology in teaching, align with contemporary trends in service design, and genuinely address the needs of its members. Additionally, the center can establish a communication platform for teachers and students, fostering collaboration among stakeholders to resolve issues collectively.

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