

Editorial: A Vision Realized

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Four years ago, I found myself stepping into a new role as Associate Dean, Teaching and Learning. The Centre for Teaching and Learning was being reimaged with new staff, evolving responsibilities, and fresh momentum. In that moment of rebuilding and reflection, an idea resurfaced—one I had quietly held for some time. I had often passed by the Centre and imagined what it might mean to lead teaching and learning at MacEwan, and whether we might one day have a SoTL journal of our own that would reflect our identity as a teaching-focused university and offer faculty—both here and at similar institutions—a space to share research on undergraduate learning in contexts like ours.

Pedagogical Inquiry and Practice (PIP) is the result of that shared effort. It is more than a publication; it is part of a broader commitment to creating institutional pathways for the scholarship of teaching and learning. At its core, *PIP* is about faculty development, educational leadership, and academic inquiry rooted in the undergraduate experience.

As Donald A. Schön wrote, “[we] must become able not only to transform our institutions in response to changing situations and requirements; we must invent and develop institutions which are ‘learning systems’, that is to say, systems capable of bringing about their own continuing transformation” (1973, p. 30). *PIP* reflects that aspiration. It is not an external solution, but a platform built from within—part of a deliberate effort to create sustainable infrastructure for scholarly teaching in an undergraduate context.

This journal supports several intersecting goals:

- **Institutional Mission:** *PIP* is a platform for scholarly teaching that aligns with our commitment to faculty development and academic excellence.
- **Undergraduate Focus:** Its scope is shaped by the questions, challenges, and opportunities found in classrooms at primarily teaching-focused institutions.
- **Professional Growth:** Through mentorship, editorial support, and collaborative authorship, *PIP* offers space for faculty to refine their voice and grow as scholarly practitioners.
- **Community and Capacity Building:** The journal is embedded within our teaching and learning ecosystem, supporting not only publication but the development of scholarly infrastructure and connection.

An idea remains just that—an idea—until it is acted upon by others who believe in its potential and bring the full weight of their expertise, creativity, and commitment to bear.

Pedagogical Inquiry and Practice exists because of the collaborative efforts of an extraordinary team of educational developers, CTL staff, and faculty colleagues who shaped this journal from the ground up. What you see here is the result of shared vision, sustained effort, and a deep belief in the value of scholarly teaching.

As we publish this inaugural issue, we do so with pride in what has been built, humility in what remains ahead, and gratitude for those who have contributed to its creation. This issue marks a beginning—one we hope will lead to a growing community of educators committed to thoughtful, evidence-informed teaching.

To those who join us in reading, contributing, reviewing, and mentoring: welcome. We're glad to be on this journey with you.

Reference

Schön, D. A. (1973). *Beyond the stable state: Public and private learning in a changing society*. Norton.