

March 5, 2021

Hello Michael Ralph,

We appreciate you for contacting us (JCEL editorial team and Dr. Ian Mette), about the upcoming release of your podcast that included conversation of Dr. Ian Mette's (2020) case, "Toxic Culture and a Wounded Leader: A Foray into a Dysfunctional Educational Community". After listening to your pre-broadcast and a conversation amongst the editorial team and Dr. Mette, we want both to thank you for engaging with this case and for the opportunity to offer some clarifying information about the journal itself and the types of pieces it publishes. The Journal of Cases in Educational Leadership (JCEL) is a journal of the University Council for Educational Administration (UCEA) and is published through SAGE.

Since its launch in 1998, the purpose of JCEL has been to provide an outlet for blinded peer-reviewed, thought provoking, conceptual, pedagogical, and creative cases written to follow partially prescribed formats (e.g., teaching notes, discussion questions and extending activities, etc.). The cases are intended to stimulate discussion and debate rather than have determinative right v. wrong conclusions or interpretations. JCEL cases are used by university faculty for classroom discussion, K-12 teachers and leaders for professional development sessions and to raise their thinking about critical issues relevant for their praxis. The cases are not designed nor intended to represent empirical research that is often used as a standard (or referred to as "case study research") in other academic journals. With this particular case, the intent from the author's perspective was to provide a case for readers to question privilege of institutions with elite status, the rules of privilege (think of the recent reflections of Dena Simmons at Yale or Cornel West at Harvard), and the wounds leaders often carry as they move through their careers.

We have attached a manuscript describing some guidelines focused on what makes a good case, which we encourage prospective authors to read before submitting a manuscript for review. We invite you to learn more about the outstanding cases that have been published, especially the attached list of the Paula Silver Case Award winners. These cases are exemplars that are selected by a committee of previous award winners each year. We hope these resources will help address the confusion and lack of familiarity with the journal that was expressed in the podcast.

Again, thank you for showing interest in a JCEL published case and for having the kind of evolving and thought-provoking discussion in your podcast that we envision any reader of the cases published in JCEL will have.

Sincerely,

The JCEL editorial team and Dr. Ian Mette

Recent Paula Silver Case Award Winners

2020

Stansberry Beard, K., & Gates, S. E. (2019). [Providing a Passport to the Future for Foster Youth: A Case for Educational Leadership and Policy](#). *The Journal of Cases in Educational Leadership*, 22(1), 3–14.

2019

Beese, J., & Martin, J. (2018). [The Bathroom Case: Creating a Supportive School Environment for Transgender and Gender Nonconforming Students](#). *The Journal of Cases in Educational Leadership*, 21(2), 65–76.

2018

Phelps Moultrie, J., Magee, P. A., & Paredes Scribner, S. M. (2017). [Talk about a Racial Eclipse: Narratives of Institutional Evasion in an Urban School–University Partnerships](#). *Journal of Cases in Educational Leadership*, 20(1), 6-21.

2017

Knight, D. S., Izquierdo, E., DeMatthews, D. (2016). [A balancing act: School budgeting and resource allocation on a new dual language campus](#). *Journal of Cases in Educational Leadership*, 19(4), 32-46.

2016

Dorothy Hines-Datiri (2015). [When Police Intervene: Race, Gender and Discipline of Black Male Students at an Urban High School](#) *Journal of Cases in Education Leadership*, 18(2) 122-133.

2015

Kaiser, M. M., Seitz, K. M., & Walters, E. A. (2014). [Transgender Policy: What is Fair for All Students?](#) *Journal of Cases in Educational Leadership*, 17(1), 3–16.