

## **The Editorial Leadership Intensive (ELI)**

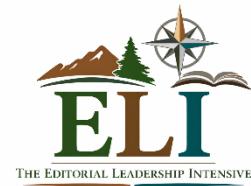
### **Journal Systems, Governance, and Editorial Judgment**

**Dates:** May 8, 15, 22, and 29, 2026

**Format:** Live, cohort-based program via Zoom

**Program Director:** Leslie H. Nicoll, PhD, MBA, RN, FAAN

**Offered by:** Writer's Camp



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### **Why the Editorial Leadership Intensive Exists**

Editors are asked to make consequential scholarly judgments every day—often with limited infrastructure, uneven reviewer capacity, and little formal preparation for the role itself. While peer review remains central to scholarly publishing, it cannot, by itself, carry the full weight of editorial responsibility. Decisions about scope, quality, ethics, fit, and feasibility ultimately rest with editors working within real systems and real constraints.

Yet editorial leadership is rarely taught as a system. Most editors learn by apprenticeship, trial and error, or inheritance of existing practices—many of which were designed for a different era, scale, or resource environment.

The Editorial Leadership Intensive (ELI) was created to address this gap. It treats editorial work not as a collection of isolated tasks, but as an interconnected system of people, processes, judgment, and governance. ELI makes visible the often-invisible labor of editing and provides a structured space to examine how editorial decisions are actually made—and how they can be made more intentionally, ethically, and sustainably.

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### **Who ELI Is For**

ELI is designed for professionals who hold, or are interested in, editorial leadership roles, including:

- Editors-in-Chief and Editors
- Associate and section editors
- Managing editors
- Editorial board members and Peer reviewers interested in editorial leadership



- Faculty with responsibility for journal oversight
- Institutional leaders involved in supporting or governing scholarly journals

Participants typically bring real editorial experience and challenges to the program.

**ELI is not:**

- a writing course
- a reviewer training workshop alone
- a metrics- or impact-factor-focused program

Instead, ELI focuses on the systems and judgment that sit *around* manuscripts and peer review.

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### **Program Design and Learning Approach**

ELI is a live, cohort-based intensive built around shared inquiry, case-based discussion, and systems thinking. Rather than prescribing one “correct” editorial model, the program emphasizes contextual judgment—recognizing that journals operate with different missions, capacities, and constraints.

Key features of the learning approach include:

- A cohort model that supports discussion across editorial roles and journal types
- Real-world editorial cases drawn from lived experience
- Systems framing of journals, the editorial office, peer review, governance, and publishing infrastructure
- Emphasis on editorial reasoning and decision-making in context

Participants are encouraged to reflect on their own journals as systems and to articulate what kind of editorial system they are responsible for stewarding.

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## Program Objectives

By the end of the Editorial Leadership Intensive, participants will be able to:

- Analyze journals as interconnected systems shaped by governance, ownership, infrastructure, and editorial judgment.
- Apply systems-aware editorial judgment to core decision points, including triage, revision, ethics, and communication.
- Evaluate the roles and limits of peer review, editorial boards, and publisher infrastructure in supporting scholarly quality.
- Articulate their own editorial role and responsibilities within the specific journal systems they steward.

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## Curriculum Overview

The curriculum is organized around integrated thematic blocks delivered across four sessions. These blocks focus on the editorial systems and judgments that shape scholarly publishing in practice:

- **Journals as Systems:** An overview of journals as socio-technical systems shaped by mission, governance, ownership, infrastructure, and capacity
- **The Editorial Office and Editorial Judgment:** How editorial offices function, how work is distributed, how decision letters and guidance to authors and reviewers are produced, and how editors exercise judgment in triage, decision-making, and revision processes
- **Peer Review and Editorial Boards as Infrastructure:** Understanding peer review and editorial boards as forms of infrastructure that support (and limit) scholarly quality, rather than as isolated or purely procedural activities
- **Publisher Infrastructure:** The role of publishers and platforms in providing (or constraining) editorial, production, and dissemination infrastructure
- **Models of Journal Ownership:** How proprietary, society-owned, independent, and institutionally supported journals differ in governance, authority, and resources

- **Editorial Communications:** Communicating with readers and subscribers, including the role of editorials and other editorial-facing content as part of a journal's public voice
- **Ethics and Governance:** Editorial accountability, transparency, corrective mechanisms, and the ethical responsibilities of journals and editors
- **Publication Models and Formats:** Editorial and systems implications of print, online-only, and hybrid publication models

The emphasis is on cultivating sound editorial judgment and systems-aware thinking that can be applied across journals, roles, and publishing contexts.

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## Faculty and Leadership

ELI is directed by Leslie H. Nicoll, PhD, MBA, RN, FAAN, an experienced editor-in-chief with more than three decades of editorial leadership across multiple nursing and interdisciplinary journals.

### ELI Faculty

Faculty for the Editorial Leadership Intensive are experienced editors with substantial, real-world editorial responsibility. Faculty include:

- **Melissa D. Avery, PhD, CNM, FACNM, FAAN** — Editor-in-Chief, *Journal of Midwifery and Women's Health*
- **Elizabeth A. Ayello, PhD, MS, BSN, ETN, RN, CWON, MAPWCA, FAAN** — Co-Editor-in-Chief, *Advances in Skin and Wound Care*
- **Carl Kirton, DNP, RN, MBA, ANP, FAAN** — Editor-in-Chief, *American Journal of Nursing*
- **Lisa Marshall, BA** — Managing Editor, *CIN: Computers, Informatics, Nursing*
- **Leslie H. Nicoll, PhD, MBA, RN, FAAN** — Editor-in-Chief, *The Writer's Camp Journal*; Editor, *Visions: Science of Rogerian Nursing Scholarship*; Editor Emerita, *CIN: Computers, Informatics, Nursing*
- **Marilyn Oermann, PhD, RN, ANEF, FAAN** — Editor-in-Chief, *Nurse Educator*
- **Jacqueline K. Owens, PhD, RN, CNE** — Editor-in-Chief, *OJIN: The Online Journal of Issues in Nursing*

- **Jenny Prentice, PhD, BN, RN, STN, Cert Palliative Care, PGDip (Proj Mgt), FAWMA** — Editor, *WCET Journal*
- **Roger Watson, RN, BSc, PhD, FSB, FAAN, FRCN** — Editor-in-Chief, *Nurse Education in Practice*

Five members of the ELI faculty are recipients of the Margaret Comerford Freda Award for Leadership in Editorial Publication, the highest honor conferred by the International Academy of Nursing Editors (INANE).

Sessions are led by individuals who have made editorial decisions in real systems, rather than by consultants or external observers. This faculty model reinforces ELI's emphasis on stewardship, judgment, and professional responsibility.

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### **Dates, Times, and Participation**

- **Format:** Live via Zoom
- **Dates and Times (Eastern Time):**
  - **May 8 and May 22:** 8:00 a.m.–12:00 noon EDT (with a break)
  - **May 15 and May 29:** 1:00–5:00 p.m. EDT (with a break)

### **Schedule Design**

Each ELI session is intentionally structured as a true half-day experience. The alternating morning and afternoon schedule is designed to support focused participation while preserving the remainder of the day for editorial, academic, or professional work. The schedule reflects the realities of an international cohort while prioritizing sustained engagement and manageable time commitments.

### **Attendance and Recordings**

ELI is designed as a live, interactive, cohort-based program. Sessions will be recorded and made available to enrolled participants for limited post-session review. However, the program is not intended to be completed asynchronously, and live participation is strongly encouraged to fully engage in discussion, case analysis, and peer exchange.

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## Pricing and Access

### **Standard Rate: \$2,000**

The standard rate reflects the depth of the program, the expertise of the faculty, and the cohort-based design. Participants are encouraged to use professional development or institutional funds to support enrollment. Standard invoices and documentation are available to support institutional payment requirements.

### **Stewardship Rate: \$1,200**

A limited number of Stewardship Rate seats are reserved for editors of independent or under-resourced journals who are self-funded. Eligibility for the Stewardship Rate is determined by journal affiliation or editorial role and is offered on a trust basis.

## **Refund Policy**

Cancellations received up to 14 days before the start of the Editorial Leadership Intensive will receive a refund **less a non-refundable service fee**. Cancellations received fewer than 14 days before the program begins are not eligible for a refund.

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## **Questions? Need more information?**

Contact Leslie Nicoll, [Leslie@writers-camp.org](mailto:Leslie@writers-camp.org); 207-415-1590 (can send a text)