

## **Edited Transcript for: Writing a book in 5 days to Advance Access, Resilience, and Equity inside VIVA's Rapid Publishing Program**

Reed, A., Walz, A., Wiersma, G., Marsh, J. J. S., Kirschner, J., and Tremblay, B. (2025, November 14). *Writing a book in 5 days to Advance Access, Resilience, and Equity inside VIVA's Rapid Publishing Program*. [conference presentation]. VIVA 2025 Open and Affordable Community Forum. Richmond, VA, United States. <https://vivalib.org/va/open/oacc-forum-2025>  
© The Authors. [Released under CC BY 4.0 International](#).

### **Presentation transcript (edited).**

**JESSICA:**

I am very excited to talk to you today about our rapid publishing program, and even more so after the last session, because I feel like we're putting some of our values into practice, and it makes me feel excited and energetic.

We're going to start by having everyone introduce themselves and their role in a writing sprint. I came onto VIVA in 2023, so I was not a part of the actual writing sprint for the Community and Public Health Nursing, but I facilitated and planned the leadership sprint.

**GRETCHEN:**

Hi, I am Gretchen Wiersma and I'm from UVA. I am a nursing faculty member at the School of Nursing, and I teach...one of the courses that I teach is Public Health Nursing, so I was involved with the writing of the Community and Public Health Nursing textbook.

**ANDREA:**

I'm Andrea Reed, I'm at Virginia Commonwealth University in the School of Nursing, and I teach mental health. And I was in the nursing book sprint.

**ANITA:**

Hi, I'm Anita Walz from Virginia Tech. My regular work is with faculty creating learning resources like open educational resources, but over long periods of time. I was the team librarian for the Leadership studies sprint and I brought lots of questions about how we would do this in 5 days, and very much a flexible and learning posture.

**JOSHUA:**

I'm Joshua Marsh. My father gave me two middle names, so that's why it's always Joshua JS Marsh when people introduce me, so he was kind of a creative guy. I am from Liberty University. I'm a research and instructional librarian there, and I joined this team as the instructional designer.

JESSICA:

So I'm going to start by talking about writing sprints in general. I know you all really want to hear from the panel, so I'm going to go through this kind of quickly, but we will share the slides later and there's also a toolkit with more information.

So I'm going to start by talking about what we mean by "Writing Sprint." When we talk about sprinting, we're talking about going really fast for a short period of time. When we bring it into writing...a big company in the space is BooksSprints™. And actually VIVA worked with Booksprints™ for the nursing project. They have guidelines, and they facilitate these kinds of writing sprints and bring folks together and facilitate and provide infrastructure. While we're super happy with the nursing book—and you can see it on the back show and tell table—after re-evaluating how our... how it went, we decided to kind of restructure the program, and that's where the VIVA Rapid Publishing program came from. This is our description:

The VIVA Rapid Publishing Program provides infrastructure and support for the creation of OER which fill a gap in an area of high need for Virginia higher education. The program aims to fill these OER gaps on an accelerated timeline, with resources completed approximately 1.5 years after the team is assembled. Once a need has been identified, VIVA assembles a multi-institutional team and provides infrastructure for rapid authorship, publishing support, and outreach and adopt grants for completed projects.

I know it's kind of long, but I wanted to focus on why we do it and, so, the motivation behind Rapid Publishing is to fill a gap in the area of high need for Virginia higher education on an accelerated timeline. That's the rapid part. And also where the writing sprint comes in.

So VIVA provides most of the structure and support from this program: we assemble a team, we provide infrastructure for rapid authorship. Again, this is the writing sprint. We provide publishing support, and then we promote the work when it's done.

When I was conceptualizing this program, we started from the writing, the Book Sprints™ model, but thinking about...this idea to gather subject matter experts for one week to author open textbooks. But I kind of start thinking about building it from scratch, using some of the lessons from the nursing textbook, so they'll talk to you about it a little bit, but thinking about: what would need to be done to make sure folks were prepared for this writing sprint. What kind of a team we needed? What was needed during the week? and then thinking about participation. And to me, it was really important to build support and structure throughout the whole thing so that folks could just focus on writing and not on all the other considerations.

So, there are a lot of schedules here [from the Leadership Studies writing sprint], and one of them's really small, but I'm just going to go through them quickly and you can look at them later. We had five preparation meetings to go over things like copywriting, thinking about textbook structure, presentation style, we had a brief discussion about AI, and we invited Andrea to join to talk about her experience. After the writing sprint, we're doing some...it's currently out for

peer review and betatesting and we're hopefully it will be ready for publication in August, so keep an eye out.

And then this is what the week looked like, and I know this is really small. Again, y'all can look at this later, but the important thing to note is that there's lots of big blocks for writing, and it is a very scaffolded week.

I've put together a writing sprint toolkit. It is still in process, so please...the facilitator guide is not really there yet. But if there's anything else that you think would be helpful, please let me know. But I did all this work to put together a scaffolded program, and, as it's in the OER space, I didn't want to have you all recreate it from scratch. So, there are templates, samples from VIVA, things like that, so you have a place to go from.

And with that, I'm going to turn it over to our panelists to talk about their projects.

ANDREA:

So we came together. We're very appreciative to Stephanie and Genya and to the VIVA team for bringing us together. It's something that I think they did a really great job with was that even though we were all nurses, we each had our own specialty and discipline, so we each brought our own area of expertise to the table. Although it was challenging, and some days it still feels like it is ongoing but I would absolutely do it again.

GRETCHEN:

Yeah. I would echo that. I kind of went into this having no idea, really, what it was going to entail, but being somebody who likes to try new things. The act of getting together and working together and starting with, well, what's the outline of the book? Starting with the very fundamental things, even doing that took a little while with all the different people in it, but in the end we pulled it together, and we came up with a product by the end of the week. To kind of move forward within that process. And all in all, there were seven of us that came together, and we figured out the process, kind of, as the week was going on, because we were, like, running out of time. They're like, okay, wait, we gotta do this a little differently, because we're running out of time. In other words, like, dinner being ordered-in some nights. But, all in all, a great process, a lot learned. and I've got my name on another book. There's that.

ANITA:

The leadership team had a great experience working together to reach our shared goals. We had a total of 10 people: seven subject matter experts, myself, Joshua, and Jessica, plus a few VIVA staff people who came to support us in person. We spent one day doing prep activities. And I thought, when are we gonna start writing? We only have five days. But that time was critical for us in developing consensus. We talked a lot about our table of contents, we talked about how things fit together. Joshua will talk more about that. We also talked about learning objectives, which I thought, why are we doing this? Everybody knows what they are ... but everybody didn't know what they are. So, it was a really valuable first day, and then we spent three and a half days writing. My goals were to ensure that the manuscript was useful for

students, was clear, had scholarly integrity ... so I spent a lot of time coaching on how to find and use existing OER, copyright questions -- Can I use this? I really need to use this. Can I? And, how do I cite this if it's not OER? -- And then a lot of energy, reviewing, offering suggestions, making changes. We (Joshua and I) are -- we're not subject matter experts -- but we were asked to make substantive contributions to the text, so we did some writing as well.

JOSHUA:

My background is instructional designer at NC State University in Greensboro, North Carolina. There's an Aggie chant, which I'm not going to try and do right now. During my work as an instructional designer, we would design courses for a common goal, and I wanted to bring that to this project as well. I wanted to design a textbook that when you're going from one chapter to another, it should make sense that, like, oh, I know what this next chapter is going to be about, because it leads right into it. So, my goal throughout the entire project was Making sure we build consistency, and that it shouldn't just be a textbook, but it really should be an experience of you diving into this leadership...this knowledge that people were bringing to the group. So, really, taking the subject matter experts and saying, okay, you have great content, but how can we make sure it's cohesive from one chapter, one topic, one keyword to another, um, to build that consistency? So that way, when this year gets to the end, they felt like they've gone through a journey in leadership studies. So that was kind of my goal.

JESSICA:

Gretchen and Andrea, I think we'll turn it over to you to talk about outcomes from the nursing project.

ANDREA:

So, out of curiosity, and I'm sure we've all had these conversations, but how many of you guys have heard someone reply, like, OER is great, but it's not for my program? It's not, it's not for my discipline, yeah. And unfortunately, nursing tends to be one of those programs that will respond that way. And so, due to that, we had to be very intentional in the way that we created our book, so that it would be accepted in a high-stakes accreditation-dependent program. So, Gretchen and I were just sitting here talking that this is the first time we've ever been to, like, a non-healthcare, non-nursing conference, and this is great! ...

So, when we were putting together these slides, too, we wanted to make sure that you know, this could go for any... any program that was very resistant to OER, because we truly believe in that value. So, one thing that we did is that we had our outcomes in mind when we did sit down to start on this, and so... We mapped our book to our program outcomes, but also in our accreditor's language. And in nursing, that's the AACN Essentials, and so we put that in the front of our textbook, but also in the faculty guide. So that whether it was students or faculty or reviewers, that they immediately saw that, and they knew that that alignment was there. Something else that we did is that we looked for gaps in our current textbooks, and we wanted to create a product that our learners could identify with. So if you look at a community health book, or an epidemiology book right now, when they talk about outbreaks, I can put money on it, it's going to be smallpox, or if it's a disaster response, it's going to be an earthquake. So we

were very intentional in what we selected, and we addressed gun violence, because students in the Richmond area, unless you're in Goochland, you may not be very familiar with an earthquake. But gun violence is something that our students are acutely aware of and can... identify with. Um, you know, Gretchen, when we were working with, uh, you know, addressing that assessment piece, we put in those low, you know, low-stakes checks at the end of the chapters and that kind of really limits those questions. Does this prepare students for licensure?

And we just heard that four university colleges and universities have adopted this book. It's well... it's far away from the 180,000 downloads. But, you know, even just one semester of data, can prove relevance to a curriculum committee or a program director or dean. So now that we've kind of, like, looked at the way that we structured, let's address some of those common objections to adopting the OER.

GRETCHEN:

And one thing, too, to just add on, we were very intentional thinking about...as faculty, I often say, to whomever is going to listen, that... You have to kind of know... I need to know what it is -- what nursing is about, and I need to know how to teach nursing. But now I have all of this technology and these other things that we have available to us to help us to do our job. And then within nursing, because so much of nursing schools and their reputation is on what's your NCLEX pass rate? What's your NCLEX pass rate? So your programs and your curriculum really have to have processes in place that allow the students to hopefully be successful. So with that in mind, too, having all these different things within the book to really make your job as a faculty easier. So one of the things, too, that I've taken from, you know, this conference is understanding now how we can get some of this content into Canvas, like can we use H5P now and make it interactive within Canvas?. So, learning even more about how to kind of integrate that into...So just... and I don't know if other programs have as many different accreditations and the structures and all that, but for nursing, it's a big, big part of it.

ANDREA:

One thing that was, I think, at the forefront, too: We didn't want anyone to say that this was a low-quality product, because it was, you know, free. Um, and so we were intentional on creating rubrics and having... going through that peer review process. And again, having that alignment table up front so they could... anyone can clearly see that there is value with this.

Something that I think we all kind of chatted about is that whether we're taking on another project, or if you're thinking about implementing a project, Know that 5 days may turn into a longer commitment than just those 5 days. And it's... it really turns into kind of like a labor of love. Like, it's almost like an old friend that I'm revisiting. Something that I think that's important, too, that we saw is that having that exam alignment, accreditation alignment...that when we realized when we were going through the peer review process that a teacher's guide was really needed, and so that's how that was created. And that really helped reinforce getting students practice questions that aligned with the, you know, the board, you know, our exam blueprints.

When they were thinking about sustainability, that's, you know, we know that we're due for an update already.

GRETCHEN:

Right, I mean this just got published and we're due for an update already because a lot of our links, I don't even know if they exist anymore.

ANDREA:

Yeah, some things have been pulled from the CDC (Center for Disease Control). So, you know, updating those links, um, and having it accessible, and I think that that's important, too, because we know that people change institutions. So having... where that... where things can exist, and where people can leave comments on a, like, repository site versus an inbox that people may not be answering anymore is important.

So then, what does good actually look like in this context? Because OER isn't just a free textbook, it can be a whole teaching toolkit. Um, and for... for nursing, you know, whether that is, you know, med safety cards that students can take, or downloadable checklists. We created scenarios where they could be adapted into simulation centers. Gretchen, I know that we built... right now, the big keyword in nursing is competency-based education, so in our teaching guide, we created how each chapter can be shown as competency developments as well.

GRETCHEN:

Yeah, alignments.

ANDREA:

Other things that, you know, you could have templates for the way that students hand off from provider to provider. Maybe in other disciplines, if they're handing off projects to other team members or even, like, government officials.

Plain language, I think, is really important. I do think in some of our current textbook, students get lost in terminology and having plain language. like, pop-out boxes, really helps them.

It doesn't have to be a whole book by any means, but it could be with one unit, or even one topic. And you create a case, a checklist, and then those, like, 5 practice questions that align with your board style exam, and that creates that small win for faculty, especially those that are really resistant to it, to see that, hey, maybe there is another way possible.

With OER, quality is definitely not an afterthought, but it is something that we embedded in each step of our process.

GRETCHEN:

In terms of... We did not have an instructional designer as part of our team.

JOSHUA:  
Um, my schedule is... no, I'm just kidding.

GRETCHEN:  
We had Roy, who's a librarian,

ANDREA:  
and he was wonderful.

GRETCHEN:  
Yeah, he was amazing, and really helped us with all of you know, the citations and everything to, you know, to just make sure, like, he was kind of like our editor, if you will, to just make sure that there are no broken links, and it was the correct thing, that we were citing things appropriate. So, following, all of those guidelines.

And then kind of going back to what Andrea was saying about you know, the quality, and to give it a try. We've made it so that you can download, you know, maybe you're teaching one topic in your class, and you can, you know, access the textbook, and then just download and embed that one specific topic to just kind of see how it goes, and making that available to whichever whichever course, even though this is population or public or community health. You know, there might be some other chapters within that, that speak to whatever course it is. We were just talking about how we keep changing the nursing curriculum, and it seems like it's gone full circle with how we do things. But just kind of recognizing that it doesn't have to be all or nothing with the OER. You can just piecemeal it, I think is another important thing.

And I... and I think for me, I didn't... I didn't have specific set goals that I hoped...this is something new that I was gonna get. I was gonna get to write a book, and writing has never been my thing, so I was like, great! Somebody wants me to come help write a book, so...you know, that it was more and then some, and then just how it kept evolving, like Andrea said, it started with a book. Then now, the next thing, we're doing, like, a guide. And it just happens endless.

ANDREA:  
Your project is definitely bigger than what you can imagine during... during that writing sprint. Um, you know, when we're thinking also about quality. I think, and we're speaking to the choir here, but acknowledging the librarians and our instructional designers, I think, are very important in this process, because it normalizes having that team-based approach in OER creation.

Um, and again, creating a short guide, especially for topics that instructors may not be comfortable with addressing—because they're typically maybe not addressed—are important to have that curriculum, that piece to address in the classroom, and then...

Quality, transparency, and alignment are what makes OER credible in high-stakes programs. And it's very doable with small, you know, cross-functional teams.

GRETCHEN:  
Yup, I would agree.

JESSICA:  
Thank you both. And I do want to give a shout out to both Gretchen and Andrea. When they did the booksprint in—was it 2022? Summer 2022. They thought they were done after 5 days. And in summer 2023, I came back, and I said, hey, we're doing peer review. Do you want to do work? And they worked for another 9 months. And the two of them and another colleague, Beth Tremblay from ODU, put together the instructor guide and incorporated revisions from peer review. So they went above and beyond. And the textbook is back there and the instructor guide is online. I'm super excited for it, and also for a leadership text.

So now we're going to go to a panel. We have some scripted questions. I know we have about 15 minutes left, so if anything comes up, we can also take a break from follow-up questions and go to audience questions.

We are going to start with talking about challenges. So what challenged or surprised you about this experience? And, if it was a challenge, how did you move forward? And I think Gretchen, you're starting us off for this one.

GRETCHEN:  
So, the challenge from the experience, I will say, one of the big things was that when we as the faculty came in, we all were selected for various reasons. Like, we had to apply, and then we were selected. And then we had a few pre-meetings, but we really... we really didn't know, anybody that we were working with. So now you have to come together. And speaking, like, of the values, like, did everybody, you know, have the same values? And then some people, their little niche was this specialty, and theirs was this, and then, you know, then all of a sudden the book's being written, and it has this huge voice for this one niche, because that's where that faculty had. So it was a... there was a little bit of conflict, let's just say, with some of that. That eventually got resolved, but it was definitely, you know... I knew who I wanted to pair up with, because they were, you know, loud with certain things and, you know, eventually everybody worked together and got it done. So that was a challenge. But the benefit was that, you know, you worked with a diverse group and were able to come together. And you make, friends, you know, friends and colleagues along the way. We keep those connections going if, you know, something that comes up that I, you know, might be of...you know, she might have information about her whatever. So the benefit is, I have a book. Overall, it was a great experience, but there were definitely the challenges.

And it definitely when we left at 5 days, after the 5 days of the book being done, I kind of forgot about it, and then a year later, they say, oh, they, you know, here's the feedback, and then that was, like, another several months, and they said, oh, do you want to do the study guide?

You have to be resilient. I'm somebody who, if I'm gonna commit, like, I'm gonna make sure it gets done. Because if we... I'm not even sure what would happen if some of us didn't come back. like, I'm not sure if they... I don't know, I have no idea about that, but I wanted... I put in... that time, and I wanted to see it through. And ultimately, my goal was to, you know, be part of, you know, of a publication, a great OER book.

JOSHUA:

Okay, are you ready? This is gonna go full circle to the keynote until now, okay? This was not planned, so just so you're aware, this did not happen, it's just the serendipitous nature of conferences. [shows slide] So, this is gonna be a time management strategy, as well as a rapid OER publication strategy. So, one of the things that I wanted to do was make sure we had alignment between topics. So, we have a lovely conceptual framework of the entire text that we put together. You can use this too for your time management just in case you're wanting a conceptual framework of your day, you could do this as well. But this is just a free application on, if you're a Mac user, this is Freeform. This is what I used throughout the entire 5-day sprint.

By the way, when I told my son I was doing a writing sprint, he was like, have you been working out at all? I was like, not that kind of sprint! And so, anyway. But, when we were writing this, we wanted to make sure that everything was aligned, and one of the challenges that can come up with everybody having their own subject matter expertise and different backgrounds is everyone's gonna kind of approach these issues in some different ways. And so, what I wanted to do is make sure that we were showing that alignment, like, I can make sure, like, oh, you wrote about this topic here, that is also mentioned in Chapter 10, and so I would show, like, let's build on that concept in Chapter 3, but not fully, let's kind of allude to where it's coming as it relates to this principle of leadership. So, we could also use it as an opportunity to go back and build upon those core concepts. That was kind of the idea: I wanted to make sure that we consistently had a visual framework, way to come back to, like, how ideas and concepts we're building throughout every unit, every chapter, every topic.

JESSICA:

Great, So, I do want to mention, and I know I mentioned this before, but when thinking about building the program, I did try to build in resilience in the form structure and preparation, mostly based on the things that Andrea, and Gretchen, and Beth and Roy conveyed to me. So, as you listen to their answers, I also hope you hear some hope from moving forward in doing this kind of things..

So, the next question is asking about the impacts of your projects in terms of resilience. And, Andrea, you're kicking us off.

ANDREA:

Yes. So when we're thinking about, like, impacts to students, but even faculty... When we put together our book in 2022, it was a very different educational landscape than it is now. And things that we addressed in that book, are current, which we thought was... would still be

accessible today, are currently not accessible. And so, unintentionally, you know, we now, if you were looking for a chapter on how to provide gender-affirming care, that is where you can find that resource.

One thing that I didn't realize, I had a couple colleagues that reviewed our book, and then after reviewing our text, said, hey, I would like to kind of start on a special populations text to ensure that care can be delivered. You know, how... what are our care guidelines? And so now that's our new project. And again, this is, your project is bigger than what you think it will be. Sticking through and committing to it—again, what I thought maybe was 5 days has turned into a couple years, and I see it continuing. And it's kind of fun to see it evolve. It's, uh, you know...

Where we've gotten to... Beth, Gretchen, and I, Roy, um, we've gotten to present this at the Virginia Nurses Association, the Virginia League for Nursing, and we've got to have conversations around the state about adoption and the use of OER. So it's also started conversations again, in typically resistant disciplines on ways that we can make content accessible to students.

ANITA:

Because our book is not yet peer-reviewed, copy-edited, available, we don't know the impact on students, but I want to talk a little bit about how we centered resilience in the process. I loved that writers were paired with another one or two authors within the room, within the writing team. I loved that we had daily check-ins to talk about “the table of contents needs a little adjustment here” or “we're covering this in Chapter 2, but it is also mentioned in 4, how do we want to make those a little bit more consistent?” We talked a lot about how to make things align better, how to make them more consistent throughout. In terms of creature comforts, we had really great food, we had a good space, we had snacks, we had breaks, we had some social activities during the week, I think it was really sustainable, and people really appreciated flexibility. Some people also said, “I write well at night. I don't write so well at 2 o'clock in the afternoon.” That's totally acceptable. That was something that Jessica encouraged, and people responded to that flexibility, I think, with a welcome to that. A lot of the support happened as well after the five days. I spent many hours checking for missing citations and references and data. Things that were incomplete or mismatched. That's just part of the support and part of the ongoing project.

JESSICA:

So, we're gonna open it up to the questions from the audience, but before we do, I want to ask one last question. Would you do it again? Would you do another rapid publishing program? Just go down the line.

GRETCHEN:

Absolutely. 100%.

ANDREA:

Yes, 100%.

ANITA:

Yes, I thought it was a really great way to learn and to serve.

JOSHUA:

Yeah, and sushi in Blacksburg is amazing. If you need any recommendations, I am happy to provide.

ANITA:

Would you do it again, Jessica?

JESSICA:

Oh, 100%. I'm so excited. I need a year off—don't expect a call for proposals this year. But next year, we're doing it again. And I would definitely host it at the Inn at Virginia Tech, if nothing else for their afternoon snack spread.

## Questions from the audience

JESSICA:

So, do y'all have questions for the panel, or anything that you would like to put up for discussion? We're happy to hear your thoughts as well.

Audience question (summarized)

I am curious to hear from anyone that's done the more traditional path of that slower project, the more long term project versus the sprint. What surprised you about what was different, or was there one that you sort of clearly preferred over the other?

ANDREA:

Having a foot in both camps, I actually enjoyed the 5-day sprint. Versus the, kind of, the longer timeline. Just to sit down, buckle down. And get it together. And I think also having that team approach there, and the five-day, even though we did not know each other going into it. You still have that common goal that you were sharing that encouraged you to get to the finish line.

ANITA:

I was not a subject matter expert in our sprint. But I would agree that many of our subject matter experts appreciated the accelerated approach. They said "I don't have blocks of time to do this. This is great. It's really nice just to sit down and focus."

In terms of my own work, I was initially uncertain of how to best use my time especially early in the week because nothing was written that could be reviewed. Once it was, I spent a lot of time reading and commenting and trying to provide constructive criticism or reader feedback on things. And it was nice to just be able to talk to people, and to see things happen with those comments. That they didn't just sit there for months and sometimes get forgotten. That was nice.

JESSICA:

I will echo what Anita said, that the feedback we got was that it was really nice to have a space to focus. Perhaps the most interesting feedback that I got on your post-event survey was someone...so we ended up seeing Virginia Tech, which, again, I totally recommend, was great because we had four of our authors ended up being from there. So one of our authors said that it was actually really hard being a local person, because they went home. And it was taking them out of that space, versus our authors that were in, were staying at the hotel, and like, they would go back and write because that's where their headspace was.

Audience question (summarized)

My question for either group pertains to the pre-work. Like, you mentioned narrowing down the table of contents etc. Who did that? Where did the idea begin? And what pre-work whether it was writing, or just thoughts did the subject matter experts bring?

JESSICA:

So, the call...OACCC, VIVA's Open and Affordable Course Content Committee, identified leadership studies as an area of need. So the selection of a topic came from OACCC, and they decided they wanted to do an introductory leadership studies book. It was actually from a suggestion from the community, who actually ended up being one of our authors, but, the selection was OACCC's. So when folks applied, all they knew was that they were writing on introductory leadership textbook. So, we didn't ask them to do any preparation before the initial meeting, but we did have a discussion. We said, "okay, we're writing a leadership textbook, what do you want in here?" And, as I said we had five meetings, and I'm happy to pull up the [schedule slide] if it would be helpful, but throughout almost all of those meetings, we sat down and we said, okay, like, what do we want the framing to be? What needs to be included? What shouldn't be included? Like, what's important for you as an instructor to have as content. Also, structurally.

ANITA:

So, this [the Leadership Studies sprint] was different than the previous [Nursing] Sprint, where they just showed up and had not done any preparatory work. That's just the philosophy of the company that worked with the first team. With our team, I did appreciate the pre-work. I felt like it gave a sense of familiarity with people, even though we had not met each other in person before. It also gave us a head start and some common things on which we had already built consensus.

Audience question (summarized)

You had many different authors with different voices and writing styles. How did you address that in creating a consistent final version. Is that something that you discussed a bit ahead of time about how to write or is that all massaged at the end?

ANDREA:

Nursing may have had a leg up on this versus leadership, because we do have some very shared terminology. We all had a very specific vocabulary we knew going into it, even though

we hadn't spoken to each other. One thing that we did do, let's just say Gretchen was in charge of Chapter 2, when Gretchen finished Chapter 2, and maybe I finished Chapter 7, then we flipped, and I took on her chapter 2, and she took on my Chapter 7, so then there were a lot of edits then going on, which we've done throughout the book that I think that really helped with the tone. And then when we went through the peer review process with Jessica, and it was just Gretchen, Beth, and myself, I think that also really helped with that tone piece, ensuring that it sounded like one voice throughout.

GRETCHEN:

And with the comments from the peer [reviewers].... So a lot of feedback along the way to, you know, have it to speak to just more one voice.

JESSICA:

I think also structurally we had some elements. Like, we make sure every chapter or event organic next book had a topic in nurses' role or nurses' role in this topic. So, like, those kind of structural elements also brought unity across the chapters.

GRETCHEN:

But we didn't do that at the beginning. That definitely kind of came out of all of that. So it was an evolving process, let's say.

JOSHUA:

Well, one of the things that we did, too, at the end of each chapter was... we tried to say, okay, here's what you learned about, let's talk about where this is going next. So it's like, this is not just one individual kind of thing. It's like, this is leading you somewhere to have that consistent voice, which I think was helpful.

ANITA:

We do have a couple chapters that are toward the beginning of the book that are history and theory. And so they have a different flow and a different and different function... It was one giant chapter that we broke into two. So those have a different function, a different tone. Those two chapters have the same author. Other chapters are more applied. So there is going to be variety. I always tell people, it is not bad that it sounds like you. But it's important that you're speaking to your students. So, think about your students as you're writing this, because this is for them, and they will notice that you are writing to them instead of writing to each other.

JESSICA:

I will give another shoutout to Anita, which is why I super enjoy working with all the folks on this panel and encourage you to do so if you have the opportunity. Anita prompted a discussion about Should we use "us"? Should we use "we"? Are we talking directly? Are we using "you"? And, those kinds of discussions which I think are really important to have. So even if the folks have different writing styles, at least you have the same kind of...I don't want to say, conceptual, but the framework and tone is more unified. And then, you know, I'll go in and massage it later, which is what I ended up doing a lot.

ANITA:

Jessica did a lot of developmental editing which I believe is also very helpful.

Audience question

Do you think something like this could work if it's not all in one place in person? Like, if you have a project and you're working with people all over the country, and you can't get together. Are there elements of the toolkit that you can use to create a framework to do this, or if you've heard of anybody doing something similar?

JESSICA:

I have not heard of folks doing something similar, although maybe Nicole has, I see her raising her hand. I think that there are definitely elements that are applicable. But, as I said, I think one of the nice things is having that dedicated time, and if folks are all over the country and not in the same place. I mean, I personally know I always commit to [attend] online conference sessions on Zoom, and then I end up doing other things. I think the forced focus, for lack of a better term, is going to be unique to having the in-person, but you definitely gotta try it in other settings. I don't know what other panelists think....Stephanie says the Booksprints™ does it that way sometimes.

ANDREA:

You would have to be very committed to what you're doing, but I do think it...I do think it could work. And little does Gretchen know, and Beth, I have another project I want us to take on, so... we'll be doing it across the state.

ANITA:

There's a project, this is years ago, but there's a project in Australia that did something like this, and I remember hearing that some of the benefits were lost because you lose the face-to-face. But sometimes that's the best that we can do. We all experienced these things during the pandemic. We connected however we could, and we tried to make things work work, and tried to enable the conditions that would make people successful and be able to reach the shared goals that the team has. Is it possible? Probably? Is it ideal? I don't know. But it's probably possible.

AMBER (facilitator):

Alright, thanks again to the panel. I think we're out of time. If anybody has further questions, please, write it down and give it to someone on the committee, we're happy to share them. Thank you so much.