Proposal Guidelines

FAQ, Sample Form, Scoring Guidelines

NACE 2025

We're excited to invite you to contribute to NACE25 by sharing your expertise, insights, and best practices in one of our dynamic educational tracks. Whether you're an experienced professional or new to the field, your voice is vital to advancing our collective knowledge and helping us shape the future of career services and talent acquisition. This submission guide provides you with the information you will need to submit a proposal.

FAQ

Where will the conference be held?

NACE25 will feature two unique conference experiences: one held at the Philadelphia Convention Center in Philadelphia from June 9–11, 2025, and one held virtually from June 25–26, 2025.

How do I submit a proposal?

Submit a proposal to present at the in-person event or virtual event. Use the online proposal form to submit your proposal here: https://www.abstractscorecard.com/cfp/submit/login.asp?EventKey=GTCKSKFX.

The link will take you to a separate landing page for Cadmium, our NACE25 presenter platform. *Note: The online submission form is available via a separate software system. Do not use your NACEWeb.org username and password to log into Cadmium.* If you submitted a conference proposal in the past, you may log in using your previous Cadmium user account. If you have never used Cadmium before, create a new account. If you have difficulties with the submission form platform, contact Cadmium technical support.

Only proposals submitted using Cadmium will be considered.

What is the deadline to submit a proposal?

The deadline to submit a proposal is Monday, October 28, 2024, at 11:59 p.m. ET.

When will I be notified if my proposal has been accepted?

All submitters will be notified in December 2024 via events@naceweb.org if their proposal has been accepted.

Cadmium Technical Support

Hours: 9 a.m. – 9 p.m. ET, Mon-Fri
Direct Phone: 410.638.9239

Toll-Free Phone: 877.426.6323

Email: support@cadmiumcd.com

What questions are asked on the submission form and what information do I need to provide?

There is a sample presentation form with the questions at the end of this guide.

How do you choose which proposals to accept?

Presentations are evaluated by members of the 2025 NACE Conference Planning Committee, through a blind review process. This means that the committee does not know who submitted the proposal or the identities of the potential presenters. Preference will be provided to presentations that are interactive and include audience engagement, and presentations with a diverse mix of presenters from more than one organization.

Successful proposals offer programs that provide professional and educational contributions to NACE members and their colleagues. Content must contribute to the continuing educational needs of professionals involved in the college recruiting and career services functions, be relevant to the changing profession, and contribute to the knowledge of the community.

Key factors for consideration include:
· Degree to which the proposal provides relevant, timely, and educational content.
· Well-defined proposal focus.
· Quality and potential to contribute to a balanced conference program.
· Diverse mix of presenters from multiple organizations.
· Interactive audience participation.
· Immediate take-aways to the audience.

A sample proposal form and the scoring guidelines are provided below.

Note: Sessions must be noncommercial in nature. To maintain the educational integrity of the program, presenters may not use their session as a platform to promote their products and services or for monetary gain. NACE provides a unique forum for professionals to have an open dialogue and creative exchange of ideas free from commercial content.

What is the policy regarding registration, honorarium, and reimbursement?

In order to present, you must be a registered attendee — paid or complimentary. Presenter registration is not automatic. All presenters will receive an email regarding the registration process.

There are varying registration discounts awarded to presenters based on the type of session and conference (in-person or virtual). If your proposal is selected, the following will apply:

• **For in-person concurrent sessions (Traditional, Lunch 'n Learn Roundtables, Fast Tracks, or Panel Sessions):** 1 conference registration at a discounted rate of $450
· **For in-person SMARTtalks:** 1 conference registration at discounted rate of $750
• **For all virtual presentations:** 1 complimentary registration

The main submitter will need to designate who receives the discounted registration rate. If there is more than one presenter, the discount can be passed to another presenter in this proposal. The main submitter, should contact NACE Education & Events at events@naceweb.org to make that change. **Presenters must register for their discounted registration by the end of early-bird rate, March 3, 2025 to take advantage of this discounted rate.**

Discounted registrations for presenters are non-transferable and are valid for the 2025 NACE Conference & Expo only.

No honorarium or funding is available. NACE does not reimburse presenters for any expenses.

Sample Proposal

I am applying to make a presentation at:	❑ In Person ❑ Virtual
Presenter's Name	
Presenter's Title	
Presenter's Role *(select one)*	❑ Primary Presenter (maximum 1 per session) ❑ Co-presenter (maximum 1 co-presenter with 1 primary presenters) ❑ Moderator (maximum of 1 moderator per panel session) ❑ Panelist (maximum of 3 panelists per panel session)
Presenter's Organization	

Presenter's Organization Demographics (Check all that apply)

College Categories	Employer Industries	Business Affiliate Categories
❑ College, 4-Year Public	❑ Agriculture, Forestry, Fishing, and Hunting	❑ Alumni/Networking/Mentoring
❑ Graduate School, Public	❑ Construction	❑ Assessment/Metrics
❑ College, 2-Year Public	❑ Manufacturing	❑ Career Counseling/ Career Exploration Solutions
❑ K–12 School	❑ Nonprofit	❑ Career Fairs/Events/ Virtual Event Solutions
❑ Tech School, Less Than 2 Years	❑ Retail Trade, Wholesale Trade	❑ Career Readiness/Competencies
❑ College, 4-Year Private	❑ Transportation and Warehousing	❑ Career Services Management Platform
❑ College, 2-Year Private	❑ Information	❑ Consulting/Research/Data
❑ College, Other	❑ Finance, Insurance	❑ Credentialing
❑ Graduate School, Private	❑ Real Estate	❑ Diversity/Equity/Inclusion
❑ College Online	❑ Utilities and Mining	❑ Housing/Relocation
	❑ Professional, Scientific, and Technical Services	❑ International Student Support
	❑ Educational Services	❑ Internships
	❑ Heathcare and Social Services	❑ Interviewing/Resumes/E-portfolios
	❑ Arts, Entertainment, and Recreation	❑ Job/Candidates
	❑ Oil and Gas	❑ Recruiting Management
	❑ Government Sector and Public Administration	❑ Student Resource
	❑ Hotel, Restaurant, and Food Services	❑ Student/New Hire Engagement Solutions
	❑ Other Services	❑ Other _____
	❑ Staffing	
	❑ Association	
	❑ Non-profit	
	❑ Government Agency	

Demographics

NACE embraces and derives value from the variety of views that diverse organizations and individuals bring to a task at hand and creates a supportive learning environment to foster open communication of diverse perspectives and realities. In order to support our members, we ask for additional information on gender and race, which helps us as we consider the development of opportunities, programs, and services that address member needs. *Any information you disclose will remain confidential.*

Gender	Race-Ethnicity	
❑ Female	❑ Native American	❑ White
❑ Male	❑ Asian American	❑ Multi-racial
❑ Transgender	❑ African American	❑ International
❑ Gender Nonconforming	❑ Hispanic American	❑ Prefer Not to answer
❑ Prefer Not to Answer	❑ Hawaiian or Pacific Islander	

Presenter's Biography
Tell us about the presenter's expertise and what makes this person unique. (Not to exceed 4,000 characters)

Presentation History
Has the speaker presented this topic before? If so, when and where?

Co-presenter and Panelist Information
Name, title, organization, and biography. (max. 1 Primary Presenter + 1 Co-presenter or 2 Panelists + 1 Moderator)

Session Content

Describe the subject matter, target audience, and your approach to making this a transformational educational experience.

Proposed Session Title
(Not to exceed 75 characters)

Proposal Description
Describe the key elements involved in the presentation and include sufficient information for the committee to evaluate the proposal. Convince others that you have the competence and the content to satisfy the audience's learning needs. Not to exceed 4,000 characters (approximately 650 words)

Session Summary
Provide a summary of your session. This summary will be published on the conference website and the conference mobile app. (Not to exceed 300 characters)

Session Outline
Share your vision of how you will present the session content.

Session Format (Pick one)

❑ **Traditional:** Highlight your expertise in a session built on the traditional teacher–student format. Length: 45 minutes.

❑ **Lunch 'n Learn Roundtable:** Start with a short presentation followed by a presenter-guided roundtable. Available in-person only. Presentations will be hosted over the lunch hour, and attendees will be encouraged to bring their lunch into the session room. Length: 60 minutes.

❑ **SMARTtalk:** Includes TEDx presentation-style sessions for thought-provoking content focused on trends, hot topics, new ideas, and/or experimentation. Length: 15 minutes.

❑ **Fast Track:** Focused on how to's, project implementation, lessons learned and challenges faced with active Q&A built in. Length: 30 minutes.

☐ **Panel Session:** These sessions provide an opportunity to gain insight and advice from several subject matter experts knowledgeable about a specific issue or topic. Length: 60 minutes.

NACE Content Tracks

Below are the tracks available for submissions, each offering a unique focus and the opportunity to inspire, educate, and connect with your peers.

Tracks

❑ Experiential Learning — NEW

This track explores the power of hands-on learning experiences—internships, co-ops, apprenticeships, and practicums. We're looking for strategies and success stories from both employers and educators that highlight best practices and the long-term benefits of experiential learning.

	Topic Examples:
Audience: Career Services, Employers, or Both	• Building Roadmaps for Internship Programs • Expanding Opportunities for Nontraditional Students • From Internship to Full-Time: How to Build a Pipeline
All Formats: Traditional, Lunch 'n Learn Roundtable, SMARTtalk, Fast Track, or Panel Session	• Developing Effective Apprenticeship Partnerships • Measuring Outcomes: How Experiential Learning Impacts Students, Faculty, and Employers • Creating Impactful Job Shadow Programs

Note: This track may be merged with "Preparing a Career-Ready Workforce," depending on submissions.

❑ Executive Leadership — NEW

This track offers a unique opportunity for senior leaders to engage in thought-provoking discussions and sessions around strategic issues. These facilitated sessions are designed to inspire, challenge, and support executives in navigating the complexities of leadership within career services and early talent recruitment functions.

	Topic Examples:
Audience: High-Level Decision Makers: Executive Directors, VPs, AVPs, Chiefs, Provosts, C-Suite, and Senior Leaders	• Leading Through Change: Developing Strategic Plans • Demonstrating Value to Ensure a "Seat at the Table" • Building Deep and Meaningful Employer/Higher Education Partnerships • Fundraising and Creative Revenue Generation • Managing Staff Burnout and Wellness • Navigating Budget Constraints and Department Restructuring • Strategic Positioning of Career Services and Early Career Talent Recruitment
Specific Format: Facilitated discussions accompanied by short introductory content to set context for meaningful and engaging discussion	• Demonstrating Value and the Case for Additional Support and Resource • Identifying and Nurturing Partnerships • Working With an Advisory Board • Leveraging Employer Partnerships Campus Wide • Building University Partnerships to Achieve Strategic Recruiting Goals • Building Sustainable Talent Pipelines • Demonstrating Value of Higher Ed Through Early Talent Successes • Dreaming About the Future

❑ Inclusion and Belonging

This track is all about fostering an inclusive environment through cutting-edge practices, strategies, research, and insights that promote diversity, equity, accessibility, inclusion, and belonging. Whether you're a career services professional or working in talent acquisition, we encourage you to share how you're making an impact in this crucial area.

	Topic Examples:
Audience: Career Services, Employers, or Both	• Indigenous Career Futures: Supporting Students and Tribal Communities • Exploring the Role of Unconscious Bias • Attracting Diverse Talent: If You Build It, They Will Come • Breaking Barriers for Women in Tech
All Formats: Traditional, Lunch 'n Learn Roundtable, SMARTtalk, Fast Track, or Panel Session	• Engaging Talent With Disabilities: A Roadmap • First-Generation Students: Barriers, Opportunities, and Success Stories • Creating a Culture of Belonging: All Are Welcome • Navigating State-Mandated DEI Challenges

❑ Career Services Strategies

Designed for career services professionals, this track focuses on sharing the best practices, tools, and success stories from your institution's career services. If you have effective strategies to share, we'd love to hear them!

	Topic Examples:
Audience: Career Services, Faculty	• Leveraging First-Destination Outcomes for Institutional Impact • Innovative Ways to Boost Student Engagement • Building Strong Employer-Relations Programs • Engaging Employers in the Classroom • Aligning Your Course or Assignments With the NACE Competencies • Data-Driven Strategies for Increasing Institutional Support
All Formats: Traditional, Lunch 'n Learn Roundtable, SMARTtalk, Fast Track, or Panel Session	• Demonstrating Career Services ROI to Campus Leadership • Engaging First-Year, Second-Year, and Underrepresented Students • Collaborating With Faculty on Career-Readiness Initiatives • Creative and Effective Career Fairs • Scaling Student Engagement Through Campus Partnerships • Strategies for Effectively Managing Internship Programs • How To Build An Effective Branding

❑ Personal and Professional Development

This track is designed to focus on **you**! Whether you're seeking new skills, strengthened leadership abilities, or a greater professional network, we invite you to share and learn through this track focused on personal and professional growth.

	Topic Examples:
Audience: Career Services, Employers, or Both	• Balancing Work and Wellness • Leadership Development and Career Pathways for Career Services and Talent Acquisition Professionals
All Formats: Traditional, Lunch 'n Learn Roundtable, SMARTtalk, Fast Track, or Panel Session	• Building a Strong Professional Network • Developing Conflict Management Skills • Mentorship: How to Build Meaningful Professional Relationships • Professional Development on a Budget

Tracks *continued*

❑ **Preparing a Career-Ready Workforce**

Preparing students for successful transitions into the workforce is a shared goal for both colleges and employers. This track dives into the best practices, challenges, and innovative solutions to bridge the gap between academic learning and workplace readiness, with a focus on the impact career services and employers have on a career-ready workforce.

Audience: Career Services, Employers, or Both	Topic Examples: • Building Partnerships to Foster Career-Ready Graduates • Best Practices for Using the NACE Competency Assessment Tool
All Formats: Traditional, Lunch 'n Learn Roundtable, SMARTtalk, Fast Track, or Panel Session	• Aligning Employer Expectations With Student Competencies • Empowering Students to Translate Classroom Experiences Into Workforce Skills • Creating Metrics to Measure Career Readiness Success

❑ **Talent Acquisition Strategies**

This track focuses on the art and science of early career recruiting. If you have success stories, innovative approaches, or practical tips on finding and hiring the best talent, we invite you to share your expertise with fellow professionals.

Audience: Talent Acquisition, Human Resources, Recruiters and Employers	Topic Examples: • Effective Candidate Sourcing and School Selection Strategies • Leveraging Social Media in Recruitment • Engaging HBCUs and Other Diverse Talent Sources
All Formats: Traditional, Lunch 'n Learn Roundtable, SMARTtalk, Fast Track, or Panel Session	• Using Data to Demonstrate ROI • Onboarding Best Practices and Candidate Conversion Tips • Expanding Campus Recruitment Partnerships • Employer Branding Strategies That Work • Artificial Intelligence (AI)

Please note, tracks may be sponsored.

Learning Objectives (3)
Describe three learning objectives attendees will take away from this session.
(i.e., What three questions will be answered by the audience attending this session? Start your objective with a verb.)

1

2

3

Which audience would find this presentation most relevant to their role? (Pick one)	❑ Career Services ❑ Employers ❑ Both* *Session must have presenters representing both career services and campus recruiting.
Audience Level (Pick one)	❑ **Emerging** (minimal knowledge of topic; how-to instruction of new subject matter) ❑ **Intermediate** (basic- to mid-level knowledge of topic; sharing of smart practices and real-world application of the subject matter) ❑ **Advanced** (considerable experience with topic; strategy and expert-level discussion of the subject matter)

Audience Engagement **How would you engage the audience?** (Check all that apply)	❑ Case Study Exercise ❑ Hands-On Activity ❑ Large-Group Discussion ❑ Q&A and Roundtable Discussions	❑ Small-Group Discussion ❑ Other (please specify) _____

May NACE consider your proposal for other educational opportunities listed below? (i.e., *NACE Journal*, NACE enewsletter, NACEWeb.org, webinars, Member Voices blog, other NACE events, etc.)	❑ Yes ❑ No
Do you accept the NACE25 proposal terms and conditions? See the submission website for full details.	❑ Yes ❑ No
Can you present this session in person or virtually?	❑ In Person ❑ Virtually
If selected as a conference presenter, I give permission to the National Association of Colleges and Employers (NACE) to record my session. The video may be used in whole or part in NACE presentations, advertisements, promotions, and publications, live, electronic, or in print. I also give NACE the right to reproduce and disseminate the images in NACE presentations, advertisements, promotions, and publications, live, electronic or in print.	❑ Yes ❑ No

NACE believes in a world that is inclusive in approach and where equal opportunities and equitable outcomes exist for all.
Read NACE's Diversity, Equity, and Inclusion Statement at naceweb.org/dei-statement.

Proposal Scoring Guidelines

Quality	The overall quality of the session topic based on the session title, learning objectives, and description provided.
Audience Engagement and Learning Techniques	Whether the session topic addresses a relevant issue faced by today's professionals, and how the content of the session provides practical solutions.
Diversity of Thought and Innovation	How the session topic enhances the overall quality of the 2025 NACE Conference & Expo by creating an educationally diverse program and offering a new or different perspective on the topic in question.
Practical Application	Whether the session topic addresses a relevant issue faced by today's professionals, and how the content of the session provides practical solutions.
Speaker Expertise	How the speaker's skills and experience enable a dynamic session on the topic in question.

Questions?

Contact NACE Education & Events at events@naceweb.org, 610.625.1026.

Score	5	4	3	2	1
Quality	The topic to be presented and the method of presentation are **vividly clear**. The submission form is completed thoroughly without deficiencies and the following parameters are met:	The topic to be presented and the method of presentation are **clear**. The submission form is completed sufficiently without major deficiencies and the following parameters are met:	The topic to be presented and the method of presentation are **moderately clear**. The form contains one of the following deficiencies:	The topic to be presented and the method of presentation are **unclear**. The form contains one of the following deficiencies:	The topic to be presented and the method of presentation are **extremely unclear**, or the submission appears to be cut and pasted from a different, unrelated document. The form contains two or more of the following deficiencies:
	The course description, practical application, and learning techniques provide **ample** information for NACE reviewers to assess the quality of and to market the value of the proposal to potential attendees;	The course description, practical application, and learning techniques provide **sufficient** information for NACE reviewers to assess the quality of and to market the value of the proposal to potential attendees;	The course description, practical application, and learning techniques provide **only some** information for NACE reviewers to assess the quality of and to market the value of the proposal to potential attendees;	The course description, practical application, and learning techniques provide **insufficient** information for NACE reviewers to assess the quality of and to market the value of the proposal to potential attendees;	The course description, practical application, and learning techniques provide **little to no** information for NACE reviewers to assess the quality of and to market the value of the proposal to potential attendees;
	There is **no** indication speaker(s) will attempt to sell products or services in the session;	There is **no** indication speaker(s) will attempt to sell products or services in the session;	There is **some** indication speaker(s) may attempt to sell products or services in the session;	There is a **strong** indication speaker(s) may attempt to sell products or services in the session;	The content is **largely focused** on selling products or services in the session;
	None of the required fields are left blank; or	**None** of the required fields are left blank; or	**One** of the required fields is left blank; or	**More than one** of the required fields is left blank; or	**Multiple** required fields are left blank; or
	There are **no** spelling and/or grammatical errors.	**One to two** spelling and/or grammatical errors are noted.	**More than two** spelling and/or grammatical errors are noted.	**Several** spelling and/or grammatical errors are noted.	**Numerous** spelling and/or grammatical errors are noted.
Audience Engagement and Learning Techniques	The level of meaningful interactivity* is **extremely high** and unique, allowing for a completely new learning experience.	The level of meaningful interactivity* is **high**, but not unique.	The level of meaningful interactivity* is **moderate** but not unique, following a more traditional presentation method.	The level of meaningful interactivity* is **low** and not unique, following a more traditional presentation method.	There is **no evidence** of meaningful interactivity* at all.
	The format has **never** been presented at the NACE Conference & Expo or other industry events.	The format has **never** been presented at the NACE Conference & Expo and rarely presented at other industry events.	The format is **occasionally** presented at the NACE Conference & Expo and other industry events.	The format is **common** and is **regularly** presented at the NACE Conference & Expo or other industry events.	The format is **outdated** and, as such, is generally not included at other industry events.
			There are **enough** interactive elements to hold learners' interest for a moderate period of time.	There are **only enough** interactive elements to hold learners' interest for a brief period of time.	There is **no evidence** that the format will hold learners' attention for any length of time.

*Meaningful interactivity is defined as an instructional element or elements that align to the learning objectives noted in the proposal and that go beyond traditional lecture to engage the audience in active vs. passive learning.

Score	5	4	3	2	1
Diversity of Thought & Innovation	Two of the following criteria are met:	Two of the following criteria are met:	Two of the following criteria are met:	Two of the following criteria are met:	Two of the following criteria are met:
	Content is **highly unique** and has **not** been presented at the NACE Conference & Expo or other industry events before;	Content is **unique** but **has been presented** at least once at the NACE Conference & Expo or other industry events within the last two years;	Content is **somewhat unique** but has been **regularly presented** at the NACE Conference & Expo or other industry events within the last two years;	Content is **not unique** and **has been frequently presented** at the NACE Conference & Expo or other industry events within the last two years;	Content is **outdated or irrelevant** and would not likely be selected for inclusion at other industry events;
	Content was developed using evidenced-based research **conducted by the speaker(s)**; or	Content was developed using evidenced-based research **conducted by the speaker(s)**; or	Content was developed using evidenced-based research **conducted by someone other than the speaker(s)**; or	Content was developed using evidenced-based research **conducted by someone other than the speaker(s)**; or	Content was developed without reference to evidenced-based research **conducted by the speaker(s) or others**; or
	The speaker(s) have **already implemented** the process or innovation as described in the proposal at their own organization.	The speaker(s) have **already implemented** the process or innovation as described in the proposal at their own organization.	The speaker(s) have **already implemented** the process or innovation as described in the proposal at their own organization.	The speaker(s) have **not yet implemented** the process or innovation as described in the proposal at their own organization.	The speaker(s) have **no intention of implementing** the process or innovation as described in the proposal at their own organization.
Practical Application	The topic is **likely to be of interest** to the majority of conference attendees and there is reason to believe that the session room will be **completely full**. Two of the following criteria are met:	The topic is **likely to be of interest** to a subset of conference attendees and there is reason to believe that the session room will be **moderately full**. Two of the following criteria are met:	The topic is **likely to be of interest to a small subset** of conference attendees and there is reason to believe that it will attract a sufficient number to **satisfy the need** to include the content within the program even if the room will not be full. Two of the following criteria are met:	The topic is **likely to be of interest to a small subset** of conference attendees; however, there is **no significant need** to include the content within the program. Two of the following criteria are met:	The topic is **unlikely** to be of interest to any attendees and there is **no reason** to include the content within the program.
	Content is **very timely**; learning can immediately be applied to resolve a common, work-related problem;	Content is **timely**; learning can be applied in the near future to resolve a common, work-related problem;	Content is **timely**; learning can be applied in the future to resolve a common, work-related problem;	Content is **not timely**; learning cannot easily be applied in the foreseeable future to resolve a common, work-related problem;	Content is **not timely**; learning can hardly ever be applied to resolve a common, work-related problem;
	Content is **very relevant**; issues discussed are **very common** in the field;	Content is **relevant**; issues discussed are **common** in the field;	Content is **somewhat relevant**; issues discussed are **somewhat common** in the field;	Content is **irrelevant**; issues discussed are **not common** in the field;	Content is **completely irrelevant**; issues discussed **do not occur** in the field;
	Content fills a **very significant** knowledge gap (i.e., professionals cannot find similar content elsewhere); or	Content fills a **substantial** knowledge gap (i.e., professionals can find some similar content elsewhere); or	Content fills a knowledge gap (i.e., professionals can find a substantial amount of similar content elsewhere); or	Content **does not** fill a knowledge gap (i.e., professionals can easily find similar content elsewhere); or	Content **does not** fill a knowledge gap (i.e., professionals can easily find similar content elsewhere); or
	Content will likely be perceived as **must know** by program attendees.	Content will likely be perceived as **should know** by program attendees.	Content will likely be perceived as should **probably know** by program attendees.	Content will likely be perceived as **nice to know** by program attendees.	Content will likely be perceived as **unnecessary** to know by program attendees.
Speaker Expertise	Speaker(s) demonstrate(s) **very strong topic knowledge** through a combination of extensive speaking experience and significant history of volunteerism, career experience, and/or publication of articles or blogs.	Speaker(s) demonstrate(s) **strong topic knowledge** through a combination of substantial speaking experience and/or history of volunteerism, career experience, and/or publication of articles or blogs.	Speaker(s) demonstrate(s) **sufficient topic knowledge** through either extensive speaking experience or significant history of volunteerism, career experience, and/or publication of articles or blogs, but not both.	Speaker(s) demonstrate(s) **limited topic knowledge** through either some speaking experience or some history of volunteerism, career experience, and/or publication of articles or blogs, but not both.	There is **no evidence** that the speaker has even limited topic knowledge.

For any criterion, if the submission meets parameters in two different scoring levels, always choose the lower of the two scoring levels.