



Guidelines for NALMS Student Video Series Competition

The 2021 [NALMS Student Video Series](#) competition will begin June 15, 2021 and close October 15, 2021. Two contests will be offered, one for students in the United States (U.S.) and one for students in Canada (CAN). Prizes will be awarded separately for each of the two contests and the winning videos will be used for supporting proposed initiatives aimed at improving lake monitoring, management, and protection nationwide at the national level.

Prizes: Videos from students in the U.S. and CAN will be evaluated separately per the guidelines for each contest. The video receiving first place in either the U.S. or CAN contest will receive a visa gift card for \$500 USD, to support travel to the NALMS Symposium (within 2 years), and a free student membership to NALMS for one year. The video receiving second place in either the U.S. or CAN contest will receive a free student membership to NALMS for one year. The video receiving third place in either the U.S. or CAN contest will receive a free student membership to NALMS for one year. Student teams who submit a video that places must choose the team lead whom the annual membership will go. In addition to the first, second, and third place prizes, the Fan Favorite video (of all submitted videos) will be selected during a special virtual session during the NALMS Symposium 2021. The winner of the Fan Favorite video will be awarded \$50 USD.

Contestant Requirements: Contestants must be pursuing a degree in high school (secondary), undergraduate, or graduate studies related to lake science and/or management. Videos may be submitted by an individual or group of students. Videos submitted by a team of students must acknowledge all team members with the team lead designated as the first author in the final credits of the video.

Selection Details: Videos will be pre-screened by the NALMS Student Programs Committee and selected as finalists for review by the NALMS Board of Directors (BOD). The NALMS BOD will judge each video using the rubric (see below) for each contest and scores will be cumulative. The video with the most points for each contest will receive first place, followed by second and third place. All finalist videos will be shown during a special virtual session during NALMS Symposium 2021. At the end of the special virtual session, participants will be polled for the Fan Favorite prize. Videos that placed in the top three of each contest will be announced at the Symposium Banquet. Students are encouraged to attend the Symposium Banquet to receive their award.

Submission Details: The submission deadline is October 15, 2021 at 5pm. Videos must be formatted and uploaded as “unlisted” videos to a user page of YouTube (.mp4 file format), with edited captions. The link to the video must be submitted via email to the NALMS Student Director (student@nalms.org) with the following information in the email: (1) full names and academic institution for student(s) submitting video, (2) contact information for student lead, (3) link to YouTube page where the video can be viewed, and (4) signed [Release Form](#) for each participant as a pdf attachment. For instructions on how to create and upload an unlisted video in YouTube, please view the instructional video by [Graphitas](#). The following page outlines the instructions for each contest.



U.S. Student Video Contest

Create a video about the proposed initiative to refund and enhance the Clean Water Act Section 314 Clean Lakes Program. The Section 314 program was established in 1972 under the Federal Water Pollution Control Act (FWPCA) and initially funded in 1976. In 1980 and 1987, Section 314 (40 CFR Part 35, Subpart H) was reformed to specify four types of grant mechanisms for states and tribes, including (1) Lake Classification Survey/Water Quality Assessments, (2) Phase I Diagnostic/Feasibility Studies, (3) Phase II Restoration and Protection Implementation Projects, and (4) Phase III Post-Restoration Monitoring Studies (added in 1987). Over the years, funding for the Clean Lakes Program was diverted to other programs and funding ceased in 1995. Despite funding provided for other water-related programs, the quality of lakes across the U.S. declined such that only 10% of lakes remain clear, blue (oligotrophic) lakes. Current funding mechanisms focus on restoring impaired waters and/or reducing pollutant levels in waterways, and exclude funding for in-lake monitoring and interventions or protection of lakes designated with high quality water. NALMS is supporting the initiative to refund the Section 314 Clean Lakes Program and enhance the program to support efforts for protection of lakes with high quality water (i.e., Healthy Lakes component). For more information about the NALMS Clean Lakes Program initiative, refer to the special issue in *LakeLine* Fall 2020 article [“Restoring funding to the EPA Clean Lakes Program Fact Sheet”](#) and the [CWA 314 Position Paper](#) posted on NALMS webpage.

U.S. students will submit a video focused on the initiative to restore funding and enhance the Section 314 Clean Lakes Program. Videos must be a minimum of three (3) minutes and maximum of eight (8) minutes. Videos must cover the following components: (1) what is the proposed Section 314 Clean Lakes Program initiative, (2) why was the initiative proposed, and (3) how the initiative will improve lake science and management across the U.S.

CAN Student Video Contest

Create a video about the proposed initiative to establish the Canada Water Agency. Canada has 20% of the world’s fresh water, yet there is no centralized governing mechanism for regulating and protecting fresh waters. Instead, freshwater management is shared between federal, provincial, territorial and Indigenous governments through agreements, such that now over 20 federal departments and agencies share responsibilities related to fresh water. In 2019, the Government of Canada has proposed a new, centralized regulatory agency charged with “identifying freshwater priorities for the federal government and build on the federal government’s existing activities to enhance freshwater management, while avoiding duplication and respecting areas of provincial and territorial jurisdiction.” For more information about the proposed Canada Water Agency, refer to the [Discussion Paper “Toward the Creation of a Canada Water Agency,”](#) and updates on [PlaceSpeak](#).

CAN students will submit a video focused on the initiative to establish the Canada Water Agency. Videos must be a minimum of three (3) minutes and maximum of eight (8) minutes. Videos must cover the following components: (1) what is the proposed Canada Water Agency, (2) why was the initiative proposed, and (3) how a new governing body can be productive in advancing the protection and management of lakes in Canada.



Evaluation Rubric for NALMS Student Videos

Description: Each video should be professional and provide content in a concise, clear and accurate manner that is easily understood by a non-technical audience. Each video must be a minimum of three (3) minutes and a maximum of eight (8) minutes in length. One video will be accepted per student or student team. Each video must include subtitles or closed captions. For more information on how to revise automatic captions, watch the instructional [video by Champlain College](#) (Burlington, Vermont).

Grading: All dimensions are weighed equally. Scores will be determined as follows: range of 5 = highest, 1 = lowest (see below). The videos will be ranked by cumulative score, with the highest possible score of 25 points. Videos submitted by students in Canada will be ranked separately from videos submitted by students in the U.S.

- 5: Dimension exceeds all criteria given in the description of video standard.**
- 4: Dimension meets all criteria in the description of video standard.**
- 3: Dimension meets most of the criteria given in the description of video standard; deficiencies are relatively minor.**
- 2: Dimension meets some, but fails on other criteria given in the description of video standard.**
- 1: Dimension fails to meet most or all criteria given in the description of video standard.**

Video Submission Number/Name: _____

Scorecard:

Video Dimension	Description of Video Standard	Score (1 – 5)	Evaluator Comments
Length and Quality	Videos produced by students must be within 3 – 8 min in length and must only present <i>high-quality</i> video and sound. Additionally, all videos must include subtitles or closed captions prior to submitting. This is to ensure message clarity and ADA compliance.		
Clarity and Accuracy	All content must be materially accurate and easily understood by a non-technical audience. A “step-by-step” approach is encouraged (see video examples from previous years). Relevant references must be given at the end of the video. Any figures used must be clearly explained (e.g., figure axes and units).		

North American Lake Management Society

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Video Dimension	Description of Video Standard	Score (1 – 5)	Evaluator Comments
Professionalism	<p>Because videos will ultimately represent NALMS, all videos must be professional. Videos CANNOT contain: (1) copyrighted material of any kind including music, video and photos, (2) inappropriate music, jokes or slang, (3) nudity or explicit content, (4) logos of any kind (including the student’s institution). Students are expected to wear professional attire (e.g., collared shirts, khaki pants or shorts or slacks, closed toe shoes). Additionally, appropriate safety equipment must be worn in videos (e.g., life jackets during on-the-water videos; steel-toed boots, and eye and ear protection if power tools are used).</p>		
Content and Purpose	<p>U.S.: Videos must cover the following components: (1) what is the proposed Section 314 Clean Lakes Program initiative, (2) why was the initiative proposed, and (3) how the initiative will improve lake science and management across the U.S.</p> <p>CAN: Videos must be a minimum of three (3) minutes and maximum of eight (8) minutes. Videos must cover the following components: (1) what is the proposed Canada Water Agency, (2) why was the initiative proposed, and (3) how a new governing body can be productive in advancing the protection and management of lakes in Canada.</p>		
Evaluator’s Choice (subjective)	<p>Video demonstrates creativity in how the message was delivered and resonates with the viewer; is informative and impactful without unnecessary detail; and student(s) demonstrate importance of lake science and management.</p>		