

**Regents District 8**— Elko, Esmeralda, Eureka, Lincoln, Nye, White Pine, and northern Clark (Cathy McAdoo, incumbent, not running)

2022 Candidates: Jonathan Baltera, Michelele "Shelly" Crawford, Aaron Manfredi, Elmer Porter, John Patrick Rice, Stacy Smith

Question	Jonathan Baltera	Michelele "Shelly" Crawford	Aaron Manfredi	Elmer Porter	John Patrick Rice	Stacy Smith
Campaign Website	n/a	voteshelly.com	aaronmanfredi@gmail.com	eporter@voteelmerporter2022.us	johnpatrickrice@gmail.com	stacy4regent@gmail.com
Email Address	nevada4baltera@gmail.com	voting4shelly@gmail.com	manfredi4nevada.com	voteelmerporter2022.us	www.riceforregent.com	stacy4regent.com
City Address	Las Vegas	Las Vegas	Las Vegas	Eureka	Elko	Pahrump
Educational background	<p><b>Baltera:</b> Bachelor of Arts in Music ('07) from Oregon State University Masters in Education, Curriculum and Instruction ('09) from University of Nevada, Las Vegas</p>	<p><b>Crawford:</b></p> <ul style="list-style-type: none"> <li>▪ Community College of Southern Nevada- AA Psychology;</li> <li>▪ Sierra Nevada College- BA Teaching English as a Second Language;</li> <li>▪ University of Nevada Las Vegas- MA Curriculum and Instruction;</li> <li>▪ University of Phoenix- Literacy certificate;</li> <li>▪ Georgetown University- Public Policy certificate;</li> <li>▪ Current William Howard Taft University- Ed.D Leadership and Education Administration candidate</li> </ul> <p>I have taught K-college and I am a current principal</p>	<p><b>Manfredi:</b> CSN (College of Southern Nevada)-Associates, Mental Health Services UNLV-Bachelor's in Arts, Criminal Justice UNLV-Master's, Public Administration UNR-Master's, Justice Management</p>	<p><b>Porter:</b> BS Education, Endorsements in Business Education, Social Studies, and Technology, Eastern Oregon State College</p>	<p><b>Rice:</b> I have a BA in theatre arts from Viterbo University, an MFA in Theatre-Acting from the University of Wisconsin, Milwaukee, and a Ph.D. in Education with an emphasis in Higher Education Leadership from Capella University in Minneapolis, MN</p>	<p><b>Smith:</b> Bachelors Social Work</p>
Current profession/employment	<p><b>Baltera:</b> Choir Teacher at Sierra Vista High School</p>	<p><b>Crawford:</b> I am a principal within CCSD. I am an Air Force officer with the Nevada National Guard overseeing educational leadership and diversity, equity, and inclusion. I teach higher education classes for license renewal.</p>	<p><b>Manfredi:</b> Realtor and Small Business Owner (Landscape Installation)</p>	<p><b>Porter:</b> Technology Director/Systems Engineer, Eureka County School District</p>	<p><b>Rice:</b> Professor, Fine Arts and Humanities, Great Basin College</p>	<p><b>Smith:</b> CEO NyE Communities Coalition</p>

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Professional/employment background	<p><b>Baltera:</b> I worked as a Graduate Assistant with UNLV Career Services, in Admissions with the UNLV Graduate College and as a Part Time Instructor for the Music Department at UNLV.</p>	<p><b>Crawford:</b>  PROFESSIONAL EXPERIENCE –  School Administrator  Title I Principal/Assistant Principal  August 2015- Present  C.C. Ronnow Elementary, Las Vegas, NV  PROFESSIONAL EXPERIENCE –  Curriculum and Professional Development  Alternative Route to Licensure Educator November 2014- August 2015  Employee Onboarding &amp; Development, Las Vegas, NV  School Performance Framework Cadre Member  June 2014- August 2015  Instructional Design and Professional Learning, Las Vegas, NV  Intervention for Struggling Readers Cadre Member  March 2014-August 2015  Curriculum and Professional Development, Las Vegas, NV  Stocking the Lake: Curriculum Engine Resource Reviewer  March 2014-April 2014  Curriculum and Professional Development, Las Vegas, NV  Nevada Formative Writing Assessment Instructor  February 2014- August 2015  Curriculum and Professional Development, Las Vegas, NV  GROW: Literacy Research Reviewer  August 2013- August 2015</p>	<p><b>Manfredi:</b> I’ve worked in Law Enforcement, Education, Gaming, Nonprofits (Founder/Executive Director), Airline Management, Real Estate and Property Management.</p>	<p><b>Porter:</b> 11 years Teacher, Business Education, 27 years Technology Director/Systems Engineer, 26 years high school basketball coach, 18 years athletic director</p>	<p><b>Rice:</b> Professor, Theatre Arts, Fine Arts, Humanities and Communications, and Theatre Program Director, 1996-present  Chair, GBC Faculty Senate, three terms  Chair, GBC Arts and Letters Department, rotating position  Chair, Nevada System of Higher Education Board of Regents Council of Senate Chairs  Chief Development Officer and Executive Director, Great Basin College and Great Basin College Foundation, 2007-2015</p>	<p><b>Smith:</b> 20 years as Founder and CEO of nonprofit serving Nye, Esmeralda, and Lincoln Counties along with projects stretching into other 14 counties. Nonprofit management, grant writing, systems development. Provided numerous trainings at local, state, and national level on grant management, grant writing, rural and frontier systems development, addiction, prevention, and collaborative processes. Licensed Alcohol and Drug Counselor. Licensed Supervisor of Alcohol and Drug Counselors</p>

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		<p>Curriculum and Professional Development, Las Vegas, NV  WIKI Teacher Lessons  August 2013- August 2015  Curriculum and Professional Development, Las Vegas, NV  Writing Academy Trainer of Trainers August 2013-August 2015  Curriculum and Professional Development, Las Vegas, NV  PROFESSIONAL EXPERIENCE – Coaching Project Facilitator  Title I Striving Readers Instructional Coach  August 2014-August 2015  Clyde Cox Elementary, Las Vegas, NV  Alternative Route to Licensure Educator November 2014-August 2015  Employee Onboarding &amp; Development, Las Vegas, NV  PROFESSIONAL EXPERIENCE – Elementary Education  Third Grade Licensed Teacher August 2013-August 2015  Heckethorn Elementary, Las Vegas, NV  Title I Fourth Grade Licensed Teacher August 2012-June 2013  Martinez Elementary, Las Vegas, NV  Title I First Grade Licensed Teacher August 2011-June 2012  Rex Bell Elementary, Las Vegas, NV  5th Grade Licensed Teacher October 2010-June 2011</p>				

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		<p>Dean Lamar Allen Elementary, Las Vegas, NV</p> <p>PROFESSIONAL EXPERIENCE – Middle School Education 7th Grade Reading Teacher August 2004-June 2005 Saville Middle School, Las Vegas, NV</p> <p>PROFESSIONAL EXPERIENCE – High School Education Title I Math Teacher August 2003-June 2004 Cheyenne High School, Las Vegas, NV</p>				
Past elected offices or other public service	<p><b>Baltera:</b> Served as Graduate Representative on the Graduate and Professional Student Association at UNLV for two years.</p>	<p><b>Crawford:</b></p> <ul style="list-style-type: none"> <li>- National Guard Lieutenant</li> <li>- Nevada Department of Education principal advisory cabinet</li> <li>- State of Nevada multicultural committee chair</li> <li>- CCSD human resource Diversity chair</li> </ul>	<p><b>Manfredi:</b> CCSD and Clark County (Education, Law Enforcement)</p>	<p><b>Porter:</b> Current, Chairperson Eureka Recreation Board, Member Nevada Broadband Task Force, Eureka County housing planning board, NIAA league president and board liaison, volunteer fireman, Lions Club member</p>	<p><b>Rice:</b> Three terms, Elko City Council Board Member, American Folklife Center, Library of Congress, appointed by United States Senate</p>	<p><b>Smith:</b> I am currently serving on Great Basin College Foundation Board, Great Basin Board IAC, Nevada Equity Cabinet, Desert View Hospital Board, and the Nevada Statewide Coalition Partnership. I have served on several local, regional, and state boards previously.</p>
Briefly, why are you running for the Board of Regents at this time?	<p><b>Baltera:</b> I’m running because I don’t believe my current regent has had her constituents’ best interests in mind. I’ve always believed in servant leadership, and I’d like to return that to the Board of Regents. I’m not here to advance my political career. I’m here to listen to the people living in my district and the</p>	<p><b>Crawford:</b> I believe the Nevada System of Higher Education can collectively work together to create opportunities for rural and urban students. I am running because I want to reinstate credibility to the board by working together to create policy and financial NSHE support. I am a former foster care student that has a</p>	<p><b>Manfredi:</b> I am running for University Board of Regent,” because education changed my life. I’m the only college graduate in my family and education gave me the tools and expertise to accomplish my goals of becoming a successful</p>	<p><b>Porter:</b> I have closely followed the actions of the Board of Regents over the past several years and believe that we as a state can do better. I believe that NSHE has lost focus in some ways and can do a better job providing quality programs and educating students attending Nevada State institutions. It is imperative that we elect officials that understand</p>	<p><b>Rice:</b> As a professional in higher education for nearly 30 years, I am eager to bring my experience to the Nevada System of Higher Education Board of Regents. Having worked as a professor, administrator and leader in higher ed, I have unique skills and perspectives that will enhance the education of</p>	<p><b>Smith:</b> I am uniquely stationed to understand and help the Nevada System of Higher Education enhance an educational system that will serve our people, our businesses, and our community. I understand the intersections of</p>

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	<p>faculty, staff and students attending our NSHE institutions.</p>	<p>successful life because of my Nevada rural and urban college education. I want to create opportunities for students and institutions that are historically underrepresented. I created a diversity pathway education program that was funded at \$10 million by the state and was instrumental in the broadband internet bill that brought the internet to rural communities. I have learned that my position as a principal and Air Force member can bring people together to get work done. I am running because of the NSHE multimillion dollar deficit created by broken promises by the state. I am confident that I have the voice, reach, and work ethic to bridge financial and opportunity gaps.</p>	<p>business owner, community leader and public servant. Education has given so many people opportunities for many reasons. To keep it this way, we need to lower tuition, find new ways to generate revenue, protect our students on and off campus and expand our workforce development programs so rural communities have an opportunity for economic growth. We need to increase our mental health services, so nobody feels left behind, amplify our substance abuse services because we care and reestablish existing relationships with faculty, administrators, legislators, and the voters.</p>	<p>the university and college system. Nevada needs to elect leaders that have vision, purpose, and advocate, along with a dedicated Board of Regents that fully understand the capabilities that each school represents. I believe I am the only candidate that will represent District 8 on the Board of Regents who has the values and principles that the rural communities have and will support the smaller colleges in those areas along with the mission and purpose of the larger universities.</p>	<p>Nevada’s college students. The future of Nevada’s workforce, professional education and research needs to be stewarded by higher education professionals committed to guiding the Nevada System of Higher Education into the second quarter of the 21<sup>st</sup> Century.</p>	<p>secondary, post-secondary education, and workforce. I have worked more than 20 years developing systems, programs, and resources to support the educational growth of children; developing pathways to education and training for youth and young adults and supporting adults as they enter or re-enter the workforce. I've worked closely with businesses while running a nonprofit, supporting their employment needs and I have a strong understanding of the unique qualities that impact business and education in Nevada.</p>

<p>What are your three highest priorities for the Board of Regents and the Nevada System of Higher Education?</p>	<p><b>Baltera:</b>  1) I want a transparent assessment of the funding formula to ensure that all NSHE institutions are getting their fair share of funding. There should never be any mystery as to how and why each institution is funded the way that it is.  2) We need to reestablish the roles of the Board and the Chancellor. I'm focused on returning governance to the Board and operations to the Chancellor. The Chancellor should have the trust of the Board to handle operations based on the governance policies of the Board, not the micromanagement from individual Regents.  3) We need to make sure that each NSHE institution serves the best interests of the entire state, but mostly the community in which it resides. As a regent from Las Vegas, I would be focused on getting UNLV, CSN and Nevada State the resources they need to continue serving Southern Nevada.</p>	<p><b>Crawford:</b>  1) Properly funding rural institutions.  2) Leveraging Recovery Funding to expand and create college programming by working within workforce development to reduce social service dependence by creating opportunities.  3) Bring credibility back to the board by redefining let's go and policy change within NSHE institutions.</p>	<p><b>Manfredi:</b>  1) Generating revenue so we can stop relying so much on legislative budgets, donors and endowments.  2) Tuition increases are not sustainable anymore. We need to stop punishing students and families because we can't find new revenue streams.  3) Workforce Development. Continue to expand our vocational and trade programs to recruit students who are not interested in traditional college degrees. In rural districts like mine, it's important that smaller communities have an opportunity to create an abundance to live.</p>	<p><b>Porter:</b>  1) Funding, seek more funding opportunities for both the university and college system. Oversee financial spending policies to ensure all programs are funded properly and wisely. Obtain more grants and encourage federal allocations and ensure monies are targeted to programs with proper forethought and fairness.  2) High cost of education. Explore ways to reduce the cost for students and parents. Shorten specific degree programs but retain educational quality while speeding up students from the classroom to the workplace. Encourage teacher internship programs. It should not take 4-5 years for a math teacher to earn a degree to teach. This will also relieve the teacher shortage situation within Nevada.  3) Increase enrollment and retention. Increase enrollment while providing educational programs to entice students to attend Nevada institutions, both at the degree level and trade levels. Keep students seeking a degree or trade in Nevada higher education institutions. Stay in Nevada during their education and after.</p>	<p><b>Rice:</b>  1. Promote access to higher education and capital investment in brick and mortar and online learning infrastructure throughout Nevada.  a. Continue to invest in in-person instruction in rural communities in critical career areas such as health care and mining technology.  b. Assure access to higher education in every urban and rural community through continued partnerships with school districts.  c. Increase broadband capacities at rural and urban campuses and centers.  2. Continue to build Nevada System of Higher Education online education using Great Basin College's world class distance education faculty and infrastructure as the foundation for expanding NSHE's world-wide reach.  a. Capitalize on the City of Elko's investment in community-wide high-speed fiber broadband to create the GBC Elko campus as the center for Distance Education in Nevada.  3. Using the developing NSHE strategic plan and the ongoing conversations surrounding "Question One", engage in professionalizing the</p>	<p><b>Smith:</b>  1) Workforce within the system and building workforce for the state.  2) Cooperation and collaboration between NSHE, K-12 Education, and the Workforce System.  3) Sustainable funding to support the NSHE system</p>
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					<p>operations of the Board of Regents in order to advance all of NSHE.</p> <p>a. Questions remain about the future of governance within NSHE. We must look at this as an opportunity, and work to transform NSHE to better serve students in the 21<sup>st</sup> Century.</p>	
<p>The NSHE state budget was cut in 2020 and 2021 versus pre-pandemic levels. As a regent, how would you address budget shortfalls?</p>	<p><b>Baltera:</b> I would aggressively campaign to increase funding from the legislature. We cannot continue to rank among the bottom in the nation in education funding if we want to ever be proud of our education system. I want to start a campaign titled “49th, No More”. Either the legislature needs to go on record saying they support a huge rise in funding for education or they need to vote to stay at 49th. We can be the “Education State”. We just need the will to support our students and their teachers and professors.</p>	<p><b>Crawford:</b> I have a unique reach with government, federal congressional leaders, and community members with my task force work, as a high leverage principal, and military service member. I have success creating budgetary changes by sharing impact stories that leverage change. I plan to use this forum to build relationships with policy makers and constituents to understand the impact of higher education to fight for budget support. My résumé shows that this has been successful because I created paraprofessional education Pathway programs across Nevada and I have federal bills that have been supported with \$6 billion and state bills that have been funded at \$10 million. My life’s work is to create opportunities. I will work day and night to fix the budget shortfalls.</p>	<p><b>Manfredi:</b> This goes back to my previous statement. We need to find new ways to generate revenue. Real Property is a perfect example of where we need to start. We have plenty of land at most of our schools and instead of selling it or trading it, we need to build on it and secure long-term leasing. We can also rent out our classrooms, buildings, and campuses to generate revenue.</p>	<p><b>Porter:</b> First: Explore ways to increase pre-pandemic budget levels. This can be done buy encouraging more community and college collaboration and securing more grants and federal state allocations. Second: Save money by not wasting money. Funding for government particularly for the Board of Regents needs to be targeted and well thought out. The Board of Regents funding sub-committee members need to focus on specific areas within each program to target funding, so we ensure all money is spent wisely and consistent. The Board of Regents needs to concentrate on how funding for projects will enhance the education and opportunities for the students, staff and communities. I believe in the past the Board of Regents have not done a good job in targeting specific funding. All department heads within NSHE need to be held accountable for</p>	<p><b>Rice:</b> First of all, we will need to reestablish trust of the BOR at the legislature in order to be able to receive as much funding as we need. Secondly, we must examine the current funding formula. It is evident the “new” formula is inequitable, especially to the smaller institutions. I believe we are missing an opportunity with the large number of online students we have (and can potentially attract) and can monetize that activity in such as way as to create more revenue for traditional operations. These “enterprise opportunities” are being used by many large, public systems and Nevada has yet to capitalize on that opportunity.</p>	<p><b>Smith:</b> There are a variety of funding sources coming into the state currently. Those sources, along with other federal funds can be utilized to address the shortfalls. Additionally, as both University of Nevada, Reno and University of Nevada, Las Vegas grow their research departments, new opportunities for funding will occur. Additionally, there may be places where the budget can be reduced without impacting student education.</p>

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				money allocated within their departments.		
In the face of declining state support for higher education, should student fees and tuition be increased to maintain programs? If not, what alternatives would you advocate?	<b>Baltera:</b> I do not believe fees should be increased because of declining state support. The alternative is to not accept declining state support. As regent, I will spend my time fighting together with the regents who would join me to push the legislature to fund our institutions. I will not spend time in personality battles between regents. Nevada’s students deserve robust funding that doesn’t place them in a mountain of debt.	<b>Crawford:</b> I am proud that the state of Nevada has some of the lowest tuition rates within our country. If we can increase rates by not pushing out low income students, I support rate increases. The alternative ways to advocate include having employers pay for educational training.	<b>Manfredi:</b> Everything goes up, but by how much? Adding a \$1-\$2 fee to pay for a new recreation center or work study lab is fair and reasonable. Raising tuition \$1000-\$2000 each semester is unacceptable.	<b>Porter:</b> I do not support increasing student fees and tuition to maintain programs. We need to find alternative funding sources within the business community to help support the programs. Also, if the athletic programs are solvent financially, they may be a financial resource to provide a percentage of money to be used within the educational programs of the universities.	<b>Rice:</b> Student fees must always be examined, but we do not want to price students out of a higher education, especially with so many first-generation college students. However, an amazing un-tapped resource lies in the distribution of mining royalties in Nevada. Two very small rural counties, Eureka and Lander, have about \$300,000,000 of combined royalty revenues sitting in the bank. The formulas for mining royalty payments are antiquated, and the resource needs to be tapped to supplement higher education.	Student fees should be consistent with surrounding states and appropriate to the education and services that are provided for the students. As noted above I'd start with looking at other funding opportunities.
The Board of Regents oversees two universities, a state college, four community colleges, and a research institute. Given limited resources, how would you balance the needs and allocate resources for the various institutions of NSHE?	<b>Baltera:</b> We need a clear picture of how our resources are being allocated now. Our formula is convoluted and confusing. Some institutions can raise money from alumni and foundations, others don’t have that luxury. We need a full assessment of the current needs of each institution and then we need funding and action to address those needs. We serve better when we serve together. We need to	<b>Crawford:</b> As an advocate for rural communities, I believe we need to increase rural programming by having a weighted funding formula that provides additional funding for rural communities because they are traditionally underserved.	<b>Manfredi:</b> I have two careers that give me a lot of flexibility. I chose these careers so that I have an opportunity to visit campuses, attend in person committee and general meetings.	<b>Porter:</b> Each institution has specific needs based on their programs, curricula, and activities. First and foremost, all need to be carefully balanced to funding the specific needs each institution has. For example, funding for the GBC nursing program should be appropriate and should not be underfunded to move monies to a less specific program at another institution, and visa-versa.	<b>Rice:</b> Again, I go back to an examination of the funding formula. However, there is plenty of room for collaborative efforts between institutions. I believe there is an opportunity for a comprehensive restructuring of NSHE. I don’t know exactly what that looks like, but it means	<b>Smith:</b> There has to be some consideration given to base operations for all of the institutions along with consideration of student population and potential for growth. The current workforce situation reflects the need for Nevada to have a robust, comprehensive system that can only be reached by supporting and growing all of the institutions.

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	<p>address the needs of each institution as a united front. Rivalries should end on the athletic field. Rivalries do not serve the academic excellence of NSHE and they separate us at the most important time when it comes to funding, when we go to the legislature to ask for adequate funding. That should be done as a united team.</p>				<p>looking at the big picture of NSHE with every business decision we make. If we are adding a health science program at one of the Universities, for instance, what opportunities exist for enhancing health science offerings in the nearby community or state college? My point is, for the last quarter century, I have watched NSHE try to change by “cutting and pasting” itself together with no real plan. The BOR needs professionals to guide a transformation of higher ed in Nevada.</p>	
<p>The Board of Regents and Nevada System of Higher Education have been in the news lately and over many years for conflicts among regents and administrators and between NSHE and the Legislature. How would you address those issues?</p>	<p><b>Baltera:</b> As regent, I will trust that each member of the Board and University administrators have the best interest of the system in mind. I have to believe that we have the best interests of students in mind first. Trust will solve so many issues. When we select a new Chancellor, we should trust that person to do the best job possible. When we go to the legislature, we should trust that they will come in good faith to serve the needs of Nevada’s students. As Regent, I will not insert myself in the work of others, rather</p>	<p><b>Crawford:</b> I am very upset about the work that has stopped due to conflict. As a school system and military leader, I facilitate system changes by creating collective goals and checks for maintaining those goals. I would address the issues by facilitating work sessions with constituents and board members to create institutional changes with targets maintained with deadlines.</p>	<p><b>Manfredi:</b> We need to reestablish every one of these relationships. And we owe it to the people. Regents need to stay in their lanes and not act as administrators or faculty and focus on the job itself, Policy, and Budget. We absolutely have no room for ego’s and need to hold each other accountable.</p>	<p><b>Porter:</b> Leadership: Support, Motivation, Goals, Success, Contribution, Teamwork. Encourage others to take actions they need to succeed. I believe the Regents and administration at times have lacked leadership. This lack of leadership has provided an atmosphere of conflict within the ranks of the board and between NSHE and other entities. I will provide positive cultures with purpose and passion. Working together with common goals will provide a mindset of continuous improvement and collective collaboration.</p>	<p><b>Rice:</b> I am a Higher Education Professional. We work on a collegial and collaborative model. I will bring that practice to the BOR and hold Board colleagues accountable to the standards of a professional organization.</p>	<p><b>Smith:</b> My last 20 years have been focused on building collaboration and cooperation across multiple sectors and multiple counties. I've worked with a past Chancellor, helping evaluate an NSHE Institution administrator, and I've worked with Legislators to develop legislation. Open, upfront, and regular communication resolves many conflicts.</p>

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	govern and remove obstacles in order for others to succeed.					
As a Regent, how would you address issues with the recruitment and retention of faculty and staff?	<p><b>Baltera:</b> We will recruit and retain faculty and staff if we fully support our institutions and their employees; by paying them competitive wages and making Nevada a premier state to work in education. If our faculty and staff are proud to work where they do, if they feel valued and that their voice is being heard, they will not only stay but encourage their colleagues to come teach in Nevada. It’s really that simple. No committees or initiatives. No lip service. Faculty and staff must be heard. They must know their contributions mean something to NSHE and their institution. They must know that their families will feel secure because they make a competitive wage and have amazing benefits. The citizens of Nevada should be clamoring to pursue a career with NSHE because of the opportunities such a career would provide in this state.</p>	<p><b>Crawford:</b> As a school leader I have 100% staff retention and staff that is on a waiting list to work at my school. All of this was done by identifying barriers. This week I asked my staff everything our institution is doing wrong. We are improving our school by bridging gaps. I serve on the state task force for recruitment and retainment and I have learned that people leave bosses before they leave jobs. A close second is pay, healthcare, and benefits. I pledge to bridge barriers while also advocating for sustainable pay.</p>	<p><b>Manfredi:</b> We need to start with pay and benefits. I know a lot of hard-working employees who make pennies on the dollar. We absolutely can’t afford to lose them, so we need to pay them. Moral needs to change too. This is a leadership challenge that needs to be addressed. We have wonderful hard-working individuals, and we also have those who love to stab the clock. We need to replace them with more dedicated hard-working professionals.</p>	<p><b>Porter:</b> Both employee recruitment and retention are important to the growth and success of NSHE. However, there’s no point in recruiting new faculty and staff if you can’t keep the current ones. High retention rates are a testament to how great working for NSHE is. This results in motivated and hardworking employees and rewards NSHE with a positive and attractive reputation. To retain employees, there must be a positive culture and effective internal management. Supervisors and department leaders must communicate frequently with there staff and build positive working relationships. As a regent, I would encourage institution presidents provide guidance in this respect.</p>	<p><b>Rice:</b> Recent events in NSHE have made recruitment and retention difficult. Again, professionalizing the work of NSHE and marketing our transformed image to the world will be required. We are a tarnished organization, and it will take some time to repair the damage done to NSHE. I will also go back to the funding formula for this question... we must be able to provide competitive salaries, not just at the universities, but at the teaching community colleges as well.</p>	<p><b>Smith:</b> As an employer that is addressing this I recognize that wages are only part of the solution. As a nonprofit CEO I recognize that my role if elected Regent is to recruit, retain, evaluate and support the Chancellor in their duties and in their efforts to retain staff.</p>

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<p>What are your thoughts about collective bargaining for NSHE professional employees? Specifically, would you support or oppose legislation for collective bargaining rights for NSHE professional employees in statute? <b>Smith:</b></p>	<p><b>Baltera:</b> I support collective bargaining for any professional group in our state. I fully support any legislation that would provide robust collective bargaining rights for NSHE professional employees.</p>	<p><b>Crawford:</b> I am a huge advocate for collective bargaining. I am in the union. My parents are in the union. My husband is a 5th generation union ironworker. Anytime someone is against collective-bargaining, they are for taking care of themselves and not employees. Collective bargaining is a recruitment and retention measure that spills over and greatly impacts the world around us by creating a quality of life. We can pay our employees correctly or we can pay for them with government assistance. Collective bargaining is better for our world.</p>	<p><b>Manfredi:</b> Absolutely. State employees are always getting the shaft for pay increases and COLA. Enough already.</p>	<p><b>Porter:</b> I am not opposed to addressing a fully balanced collective bargaining law by Nevada statute. NSHE faculty should be afforded the same bargaining power as other State employees.</p>	<p><b>Rice:</b> I support collective bargaining and legislation supporting collective bargaining rights. In my own experience, COVID provided an opportunity for administration to cut back on incentive pay, travel, professional development and more. The institutions that do not have collective bargaining have probably lost that compensation forever. We need employment agreements that are concrete, and which require administration work with faculty and staff before making unilateral decisions.</p>	<p><b>Smith:</b> If the legislation noted in SB373 is consistent with what is proposed, the NFA white paper makes several good points including minimal cost, equity with state employees, and increased efficiency.</p>
<p>If Nevada is faced with another pandemic, what considerations do you believe regents should apply to decisions associated with public health mandates for employee and students?</p>	<p><b>Baltera:</b> I believe we should follow public health mandates that are there to protect the safety of employees and students. We do need to weigh this against academic needs and understand that pandemics move quickly and mandates can change. This is how public health works. What was right one year ago might be wrong based on new data and the needs of a particular community. We have to stay agile in how we address these needs and not entrench ourselves one way or another.</p>	<p><b>Crawford:</b> I was very upset that the public health mandates took off the work of the board. Regents need to be focused on fiscal and policy. The health mandates should be dictated by the state and supported within the institution. If I am a regent, I will take the mandates as given and continue the work needed from the board.</p>	<p><b>Manfredi:</b> Each pandemic will bring its own set of challenges. We follow science and shouldn't force anyone to get vaccinated. What happens if we find out 5, 10 or 20 years from now the vaccine is killing or hurting people. Now we have lawsuits that will bankrupt any institution. It's a case-by-case situation and all we can do is keep preparing so that if we're ever faced with another unfortunate situation, we're prepared.</p>	<p><b>Porter:</b> I will encourage decisions to be based on data, science and self-awareness. I oppose vaccination mandates for NSHE employees. I did not support the vaccine mandate originally and don't support them now. Studies have found that those who choose not to get vaccinated are making a health decision at their own individual risk and right. They pose no public health threat to those already immune. Enacting a mandatory vaccine for workers to make them choose what is best for them and their family who grew up in a country that is</p>	<p><b>Rice:</b> We are a collection of academics who recognize and value science. We follow science and the recommendations of the organizations providing guidance.</p>	<p><b>Smith:</b> Public health officials should be our source for recommendations and resources. Policy should follow science.</p>

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				guided by a constitution Bill of Rights, fair? I don't think it is.		
Do you support or oppose allowing the concealed or open carry of firearms on NSHE campuses?	<b>Baltera:</b> I oppose both concealed and open carry of firearms on NSHE campuses.	<b>Crawford:</b> Earlier I had stated that I am a product of foster care. I am a product of foster care for many reasons but one of the most influential things that happened to me is that my brother killed a cop with a firearm and is on death row. I am also a military service member that is trained in correctly using weapons. As I juggle all of these things, I believe that only trained professionals that keep our campus safe should have firearms. I oppose allowing concealed or open carry firearms outside of our campus security.	<b>Manfredi:</b> Support. I'd feel safer knowing CCW permit holders are on campus. We can't rely on the university police to be everywhere at once. We have former law enforcement, military and gun experts who attend classes and work as faculty.	<b>Porter:</b> Even though I am a supporter of the constitution and the 2 <sup>nd</sup> amendment, I believe concealed carry on NSHE campuses would pose issues if it was open to all individuals with no oversight. I would not support open carry on NSHE educational campuses.	<b>Rice:</b> A college campus is no place for firearms. I oppose allowing concealed or open carry on NSHE campuses.	<b>Smith:</b> If there are any classes ever offered that require firearms or allow firearms for instruction then I feel the President should be able to address that policy; but generally, I don't see the benefit of allowing firearms on NSHE campus'.
Would you support or oppose a policy to regulate discussion of or teaching about divisive topics such as Critical Race Theory on NSHE campuses?	<b>Baltera:</b> I oppose regulation of the teaching on our campuses. We should support and trust our faculty to make the right decisions for their students and communities. I'm sure by the next election those who use the teaching of CRT to bludgeon educators will have moved onto something else. I trust faculty to teach and research based on the needs of their fields. That's what we hired them to do.	<b>Crawford:</b> The beauty of higher education is learning who you are and what you believe in. Exposure does this. Creating any policy that regulates discussion within academia is uncalled for. For this, I would oppose policy that regulates discussion of critical race theory or any theory.	<b>Manfredi:</b> Support. Let's talk about it before we put it out.	<b>Porter:</b> I would support a policy to regulate the teaching of Critical Race Theory on NSHE campuses. Any society that cherishes a minimum amount of pride required to sustain itself should understand that instilling racially divisive thought in the minds of impressionable students is a recipe for disaster. No nation will long endure if its youngest generation is full of disdain, disgust, and self-hatred.	<b>Rice:</b> I will oppose any such policy.	<b>Smith:</b> Difficult conversations and divisive topics help formulate understanding. I expect educators to know what is appropriate for their students to learn and how to lead the discussion.

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<p>What is your view of NSHE governance? Should the Board of Regents concern itself with the internal operations of the eight NSHE institutions, or else should the Board simply hire the Presidents and let them run the institutions?</p>	<p><b>Baltera:</b> The Board should hire Presidents and let them run their institutions. When there are issues that involve multiple institutions, that’s when the Board might have a role in oversight based on the situation.</p>	<p><b>Crawford:</b> I believe that the Regents are not currently getting it right with policy and fiscal decisions. I believe that we need to focus on what our job is before we go outside of that. However, as Regents it is our job to speak to constituents and learn about internal and external operations in order to make informed decisions. I believe we should hire presidents and decide fiscal and policy.</p>	<p><b>Manfredi:</b> The Presidents need to run their own campuses. Not the Regents. The Regents need to report to the president and nobody else. Because this has happened in the past, it causes way too many problems. Regents must understand their roles and stay clear of administration meddling.</p>	<p><b>Porter:</b> The Board of Regents should entrust administration to run the daily internal operations of the institutions which they are hired for. I also believe any entity or group which hires personnel should have oversight and supervision over the operations and programs which administration oversees. Presidents need to be accountable for taxpayer funded programs and the BoR is the entity which is elected to do that.</p>	<p><b>Rice:</b> I believe our purpose is to hire visionary presidents and system administrators and let them do their jobs. I have watched too many NSHE presidents and chancellors come to the job with outstanding vision and plans to fulfill them, and then watched the Board of Regents do everything they can to prevent them from fulfilling their vision. I will stop it.</p>	<p><b>Smith:</b> Regents should be aware and knowledgeable about the NSHE institutions and they should be a resource for the Chancellor and the Presidents. Similar to a nonprofit board, they should establish policy and support the Chancellor and Presidents as they run the institutions.</p>
<p>What are your top criteria for choosing a Chancellor?</p>	<p><b>Baltera:</b> I want a Chancellor who is willing to be a partner and collaborator with the Board, faculty, staff, the legislature, and students. I believe we’ve had Chancellors like this over the last few years, but the behavior of the Board has driven those individuals away. We need someone who believes in working in collaboration with all these constituencies over leading through direct authority. I also want someone who is ready to be innovative in how they’ll address the challenges facing NSHE. A person who is excited to stand with faculty, staff, students, and Nevadans to ensure that we have the resources we need to take all of our institutions into the</p>	<p><b>Crawford:</b> We need to hire a Chancellor with a solid 5 year plan for creating opportunities and expanding our programming. We need to hire a chancellor that collectively brings people together with identifying systematic issues by talking frequently to constituents and enacting change. We need to hire a chancellor that works for our institutions that is a leader rather than a boss.</p>	<p><b>Manfredi:</b> We need to keep it nonpolitical. We also need to find someone who will not let their personal party affiliation dictate what they do. A chancellor is for the people, students, and faculty. No Governor or political party should be supporting a chancellor because they line with their political views. Outside of proven leadership we need a chancellor who’s going to listen and work with Regents. This was lacking this last cycle. If someone comes from out of state, they need to be educated on our process and our expectations. I also support the idea of a candidate coming from our state. It’s important for someone to understand how we operate, but I also support someone</p>	<p><b>Porter:</b> The Chancellor must possess strong leadership skills.</p> <ol style="list-style-type: none"> <li>1. Possesses understanding of and appreciation for the NSHE system and the academic institutions, its distinctive culture of shared governance, its teaching, research and service mission.</li> <li>2. A leader with passion and the ability to effectively communicate the value of the NSHE system while inspiring stakeholders while committed to sustaining excellence.</li> <li>3. Innovator who can articulate a strategic vision for the University’s future and whose credibility with university constituents facilitates strategic planning and sound decision making.</li> </ol>	<p><b>Rice:</b></p> <ol style="list-style-type: none"> <li>1. PhD</li> <li>2. Proven successful fulfillment of vision at a peer university or system.</li> <li>3. A strategically minded leader with experience in brick and mortar and online institutions.</li> <li>4. An established record of effective board relations and management.</li> </ol>	<p><b>Smith:</b> They need to understand and appreciate the uniqueness of Nevada. They need to see the opportunity that our state offers our students and bring innovative ideas as solutions. The Chancellor needs to be solution focused and driven by the goal of educating students.</p>

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	future. Not a politician but an educator, first.		new, so we don’t have favoritism. The research committee is so crucial and needs to really take their time to find the next best candidate.	<ol style="list-style-type: none"> <li>4. Understand the social, political, economic, and legal context of Nevada and be an effective advocate and spokesperson for NSHE practices and policies with the Governor, the legislature, and the public.</li> <li>5. A shared sense of mission and culture that encourages innovation, and collaboration.</li> <li>6. Management and executive experience, understanding of budgets, and the skills to manage and allocate resources effectively. Experience leading institutions through economic challenges under conditions of fiscal constraint.</li> </ol>		
A proposed constitutional amendment to remove the Board of Regents from the Nevada Constitution is under consideration by the Legislature and may go to the voters in 2024. What is your position on the proposed amendment?	<b>Baltera:</b> I support this proposed amendment because the current system allows for Regents to hold office who are not experienced in higher education issues. I believe by moving to a nomination and appointed process will allow for a more robust and deliberate vetting of Regent candidates to find the best of the best to run education in the State of Nevada. I would also support a hybrid model	<b>Crawford:</b> Yes! Let’s remove the Board of Regents from the Nevada Constitution. No one should have more shelter than another. As an elected official, we should elevate ourselves to having a higher standard.	<b>Manfredi:</b> I’m not sure this is the answer, but we need more oversight. Legislators shouldn’t act as oversight unless it’s a committee. I also support the idea of a hybrid board only if it’s a Bipartisan committee doing the selecting. Interested candidates need to apply, be interviewed and be chosen by the committee. We can’t afford any more political favoritism because it’s already gotten way too political. I do	<b>Porter:</b> I do not support removing the Board of Regents from the Nevada Constitution. Education should not be political and should remain in the constraints of the voters in each region they represent. Although, it is difficult to keep politics out of the area of education, allowing elected politicians such as the Governor or legislature officials appoint Regents would politicize the structure even more. Each region, both rural and urban	<b>Rice:</b> I believe NSHE and the Board of Regents need to transform their role and function. I voted in favor of the amendment. However, I am eager to meet with the framers and other supporters of the amendment to see if there may still be some “middle-ground” to work. If during such a time we are unable to find some sort of	<b>Smith:</b> I feel there is a real benefit to local engagement. That's why I'm running. I believe in our schools, colleges, and universities. My son, my daughter, and my nieces are all graduates of Pahrump Valley High School and they went on to attend Great Basin College, University of Nevada, Reno, College of Southern Nevada, and University of Nevada, Las Vegas. My daughter

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	<p>where some seats are appointed, while others are elected in order to have the direct representation of the people heard; as I believe in shared governance.</p>		<p><b>not</b> support an all-appointed board.</p>	<p>should have representation on the Board of Regents.</p>	<p>solution, I would consider supporting the amendment once again.</p>	<p>graduates this May 12th with an engineering degree and my son graduates May 13th from Boyd School of Law. Because of the work I've done I feel I have a unique understanding of education and workforce; along with board work. If the election process is removed I think it will be doubtful someone like me could end up a regent.</p>
<p>If elected to the Board of Regents, do you pledge to uphold the principles of academic freedom and tenure as expressed in the AAUP/AACU <a href="#">1940 Statement of Principles of Academic Freedom and Tenure</a>?</p>	<p><b>Baltera:</b> Yes</p>	<p><b>Crawford:</b> Yes</p>	<p><b>Manfredi:</b> Yes</p>	<p><b>Porter:</b> Yes</p>	<p><b>Rice:</b> Yes</p>	<p><b>Smith:</b> I struggle with this question. A pledge means I'm committed to my answer and although I've read through the statement several times I don't feel that I understand tenure well enough to answer this. I considered not sending this in as it's incomplete but I felt I could give you this and you can determine if it meets your requirements for submission. I support academic freedom and I would like to learn how tenure impacts it.</p>