NOTES

Developing a Vision for EERI’s School Seismic Safety Initiative

Relative to School Seismic Safety, EERI will be:

- **Educating** the public
- **Coordinating** grassroot efforts with all regional chapters
- Resource
- Lead **promoter** of state legislation leading for a legislation urm schools
- Source how to retrofit schools
- Leader in promoting international school seismic safety
- Supporter of ss efforts
- Generator of network advocates
- Champion of global school ss
- Effective driving force for improving life safety of schools
- Science behind future public policy
- Leading political force
- A network of passionate, engaged members working on seismic safety
- Distribution center for sss issues (including funding and resources, technical, etc)
- Recognized leader
- Go to organization for mulithazard school safety
- Support legislation for mandatory of schools of high seismic risk
- Promoting and understanding interaction between social and structural vulnerability
- Developer of interactive program for post-earthquake action for schools
- Collaborative with other partners
- Themes:
  - People Access EERI for information
  - We are leaders, champions, recognized, global, network
  - Challenge: term seismic safety may be too technical. “making schools safe” is more clear. “earthquake” is better than “seismic”
  - All schools (existing and new)

Developing a Mission for EERI’s School Seismic Safety Initiative

This mission needs to answer:
- Who are we?
- What do we do?
- Who are our stakeholders? Who do we serve?
- What is/are the benefit(s) to those engaged in initiative?
- What makes us unique?
Who are we?
Professionals (engineers, seismic safety commissioners)
Knowledgeable earthquake experts who are aware of uncertainties and earthquake vulnerabilities
People serving the interests of children
Resource
Passionate Advocates
Champions of earthquake risk mitigation issues
Decision makers
Multidisciplinary
Educators of the public, school boards, etc
Policy influencers and makers
Parents and community members

What do we do?
Research                     Design
Educate                     Develop
Promote                     Share
Mitigate                    Collaborate
Advocate                    Protect
Analyze                     Implement
Network                     Coordinate
Create

Who are our stakeholders? Who do we serve?
Children
Public
Teachers & Staff
Parents
School administrators
Legislators
Seismic safety commissioners
PTAs
Engineers
Communities
Politicians
Civil servants
Design and construction industry
Architects
Emergency responders
Emergency management
Local governments
State governments & State school agencies/boards/commissions
Federal governments & federal school agencies/boards/commissions
Developers and planners
Financial institutions
Non-profits
Faith-based organizations & schools
Development actors (international)
Building officials
Regulatory agencies
EERI members
Summarized as: Decision makers around schools

What is/are the benefit(s) to those engaged in initiative?
- Publicity/visibility for an issue that is important
- Credibility
- Personal satisfaction
- Avoidance of regret
- Knowledge that we have done the right thing, altruistic, morally correct, been a good citizen, improved your community
- Business opportunity
- Better tools for our use and the use of our stakeholders
- Outlet to share ideas
- Grow your Network
- Learn new things and learn from others
- Build community resilience
- Improving professional practice
- Saving lives
- Providing solutions to problems
- Ability to make a tangible difference
- Professional development
- Leverage expertise
- Support network, not acting alone
- Share expertise

What makes us unique?
- Critical mass
- Combined membership has comprehensive understanding of earthquake issues: multidisciplinary
- We are the recognized experts
- One stop shop
- International
- Passionate around this set of issue and willing to act
- Influential
- Proven record of accomplishment
- Volunteer – we’re FREE!
- State of the art knowledge and information, up-to-date
- Access to data and expertise
- Relevant
- Building on top of an existing infrastructure: EERI foundation, credibility, etc.
- Focus on earthquakes
- Have regional and student chapter structure to implement locally
- Means of communication and dissemination
**SWOT Analysis**

**Additional Strengths:**
- NEHRP Collaborations and interface
- Policy guidance
- Have an established clearinghouse
- Active contributions to ASCE and other professional organization’s documents and building codes
- Direct input to engineering standards
- Support of EERI board
- Internationally primary/sole active earthquake organization
- Facilitates sharing knowledge and making use of it
- Inclusive

**Weaknesses:**
- Too much consensus, overly concerned with confrontation
- Limited political influence
- Cultural norm of avoiding controversy
- Limited funding
- Historically, low influence of significant impact in Washington
- Not as knowledge and effective in terms of political process (in relation to school issues)
- Not as integrated into state legislator (state lobbying)
- Some stakeholders not engaged
- Low visibility outside of field
- Need better connections with seismic safety commissions
- Word “Research” included in name
- Needs more legal, financial, social, and economic expertise
- No recent demonstrated problem
- Fair to poor communicators
- All volunteers (all have day jobs)
- Focused on perfection and how it hinders progress
- Membership is costly
- After Lunch

**Opportunities for EERI in School Safety Area**

(External)
- Fund outside sponsors (UNICEF, World Bank, FEMA, etc.)
- Leveraging resources for pilot projects
- Collaboration between EERI, FEMA, and states
- Increase name recognition and membership
- Engage the regional and student chapter
- Build mutually beneficial partnerships with external organizations
- Establish common goal amongst field
- Spread awareness of other hazards
- Leverage with others to deal with other school issues (energy efficiency, IT, etc.)
- Utilize record engagement of parents in children’s lives
- Increase visibility by focusing on prior/historic events (past earthquake anniversaries)
- Use the Great Shakeout for visibility
Capitalize on …
Learn from other regions/organizations
Utilize communication technology to spread messages (social media, online ads)
Bring attention to induced earthquakes/seismic events
Provide guidance to newly seismically active regions
Piggybacking on other resiliency efforts
Public awareness/focus on schools

Threats to EERI action

Ignorance/lack of public awareness
Other demands on school resources
Other demands on EERI’s resources
Time demands on school advocates
Earthquakes not being top priorities for politicians
Loss of expertise via retirement tsunami
Limited young professionals, need for reeducation
Liability due to volunteer work
Lack of issue salience
Denial of the issues
Competition from other cheaper/inadequate retrofit techniques (Panic Room, earthquake evacuations to core)
Bad advice to solve earthquake danger
Bad advice coming from EERI affiliates
Inaction (lack of time from community members to deal with issues)
Perception of real purpose, misconception of trying to create work for ourselves
Lack of funding for school retrofits
Complexity of legislative process for funding (bureaucracy)
Resistance to unfunded mandates
Fear of liability by school districts (rather not know)
Lack of consequences
Lack of recent case studies of destruction
Inability to capitalize on earthquake opportunities
Lack of accountability on communities for having safe schools
ASCE Report Card’s focus on engineering education in schools rather than seismic safety
High mitigation costs
Additional cost form triggered upgrades
Resistance from school advocates/administrators
Diminished STEM skills of general public
Lack of national or state requirements and funding to mitigate schools
State and local independence in school administrations and policies
Lack of state building codes
Goals Creation
Time Frame: 2-5 years
SMART Goal Criteria: Specific, Measurable, Attainable, Realistic, Time Bound
“We must…”

1. Define explicitly & measurably what “Life Safety” performance objective means in terms of goals
   Working Group: Ken, Sissy, Jorge
   a. Prevention of partial and full collapse?
   b. Ceiling failure?
   c. Drift exceedance standard?
   d. Emergency shelter designation?

2. Create a mechanism to achieve “URM free by 2033”
   Working Group: Yumei, Mike, Julie, Ayse
   a. Creating structure for members to conduct URM schools inventories
   b. Create policy statement
   c. Potentially focus on all vulnerable buildings not just URM

3. Create “How to Documents” within 3 years
   Working Group: Bill, Barry, Ivan, Mike, Ayse
   a. Document #1
      i. For school board members and parents
      ii. Awareness document or website
      iii. Explains building code function
      iv. Goal to make people aware of seismic issues
   b. Document #2
      i. For engineering/designer professionals and engineers to communicate risk effectively and articulate decision making process and consistently
   c. Document #3
      i. For parents and school administrators
      ii. Action steps for parents and school

4. Increase the number and quality of Rapid Visual Screenings and Inventory of schools
   Working Group: Laura, Gary, Phil, Mel
   a. Provide/seek funding to school districts
   b. Provide in house professional oversight (volunteer or paid)
   c. Utilize university students (provide professional development credits)
   d. Consider confidential RVS forms for schools
      i. Request tractability to gauge effectiveness

5. Establish Classroom Education module as part of Initiative
   Working Group: John, Eddie, Heidi
   a. Establish working group for Earthquake Classroom Education (by end of 2014)
   b. Finalize ready-to-go lesson tool kit for members to teach students across the country (by end of 2014-2015 school year)
      i. Lessons should be standards-based
      ii. Shake-out integration
      iii. FEMA lessons
   c. Advocate and assess adoption of kit by chapters and member (across 1-3 years)
      i. Start in time for 2015-2016 school year
      ii. Use best practices/sharing meeting
      iii. Surveys to teachers
iv. Use annual meetings, chapter meeting, conference calls to measure progress
v. National Teacher Conventions

6. Shake-Out activities at every school
   
   Working Group: Mike, Yumei, Julie

**Identify Immediate Next Steps**

1. Establish “Goal Refinement Working Groups” for each of the 6 goals to accomplish the following tasks:
   
   a. Refine the goal statements to meet SMART criteria (Specific, Measurable, Attainable, Realistic, Time Bound).
      
      **Due: August 29, 2014**
   
   b. Elaborate upon goal statements to develop a set of milestones and actions in a 2-5 year timeframe that will be needed to achieve this goal.
      
      **Due: September 26, 2014**

2. Heidi to send instructions for working groups on what do for refining goals, final notes, and list of those in each group, and email to the full group to solicit volunteers who are not present to help any of the working groups. **(Due: early August 2014)**

3. Lucy Arendt to convert notes into a clear draft of the mission and vision statements for distribution to the full group for review and comment. **(Due: August 29, 2014)**

4. Heidi to compile items 1 and 3 into a final document for review and comment by the full group. **(Due: mid October 2014)**
Background Information

Agenda
9:00 am – 4:00 pm

Welcome & Objectives for this Retreat

Developing a Vision & Mission for EERI’s School Seismic Safety Initiative

SWOT Analysis
● EERI Strengths
● EERI Weaknesses
● Opportunities for EERI in School Safety Area
● Threats to EERI action

Lunch with Interactive Activity

Goals Creation
● Addition of specific objectives, strategies and responsibilities

Identify Immediate Next Steps

Retreat Goals
The funding for this retreat comes from the EERI endowment with support of the Initiative Development Committee (IDC). As stated in the proposal for retreat funding, the goals of this strategic thinking retreat are:

1. Develop and identify priorities and action steps to be taken by EERI members who are school seismic safety advocates at the local, state, regional, and national levels.
2. Generate a strategic plan of action for EERI vis-à-vis school seismic safety to be implemented over a multi-year timeframe utilizing best practices shared in pre-retreat activities and on the Google Drive.
3. To identify specific roles and responsibilities of retreat participants and EERI staff members going forward.

Expected Outcomes
As stated in the proposal for this retreat funding, the retreat is expected to develop a plan for a School Seismic Safety Initiative that will contain activities that:

• Mobilize the current EERI Membership while drawing new members to join and participate in EERI
• Provide members the opportunity to make a difference in “something that matters”
• Are replicable in a variety of locations by other EERI groups, such as student chapters and regional chapters
• Provide opportunities for collaboration between young and senior professionals.
EERI IDC Project principles
For Endowment funding, all projects must try to meet the following project principles:

• Serve member interests and/or strengthen the Institute.
• Mobilize members and others.
• Reinforce existing valuable EERI programs and committees.
• Have long-term relevance.
• Provide members the opportunity to make a difference in “something that matters”
• Projects are to be limited in time or demonstrate a potential for future non-Endowment funding.
  (Longer term projects that have a potential for generating non-membership revenue may be considered)
• Projects can be replicated by other groups in different locations or on a larger scale
• Engage non-members and promote EERI membership
• Provide opportunities for collaboration between young professionals and senior professionals
• Leverage EERI assets, including:
  o Multidisciplinary membership
  o Non-competitive atmosphere (so business competitors willing to work together)
  o Unique capabilities
  o Credibility associated with the volunteer base (e.g. “the crowd”)
  o Student and Regional Chapters
  o Geographic diversity
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<th>Discipline</th>
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</tr>
</thead>
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<tr>
<td>1</td>
<td>Mike</td>
<td><a href="mailto:Mike.Mahoney@dhs.gov">Mike.Mahoney@dhs.gov</a></td>
<td>FEMA</td>
<td>engineer/policy</td>
<td>YES</td>
</tr>
<tr>
<td>2</td>
<td>Julie</td>
<td><a href="mailto:julie.mahoney@dhs.gov">julie.mahoney@dhs.gov</a></td>
<td>high school science teacher</td>
<td>teacher</td>
<td>YES</td>
</tr>
<tr>
<td>3</td>
<td>Arietta</td>
<td><a href="mailto:arriettachakos@gmail.com">arriettachakos@gmail.com</a></td>
<td>consultant</td>
<td>public policy</td>
<td>YES</td>
</tr>
<tr>
<td>4</td>
<td>John Aho</td>
<td><a href="mailto:eqman39@gmail.com">eqman39@gmail.com</a></td>
<td>retired &amp; EERI Alaska Chapter President</td>
<td>structural engineer</td>
<td>YES*</td>
</tr>
<tr>
<td>5</td>
<td>Yumei Wang</td>
<td><a href="mailto:yumei.wang@dogami.state.or.us">yumei.wang@dogami.state.or.us</a></td>
<td>State of Oregon</td>
<td>geotech/policy</td>
<td>YES</td>
</tr>
<tr>
<td>6</td>
<td>Ivan Wong</td>
<td><a href="mailto:ivan.wong@urs.com">ivan.wong@urs.com</a></td>
<td>URS</td>
<td>seismologist</td>
<td>YES</td>
</tr>
<tr>
<td>7</td>
<td>Heidi Tremayne</td>
<td><a href="mailto:heidi@eeri.org">heidi@eeri.org</a></td>
<td>EERI &amp; EERI Northern CA Chapter President</td>
<td>engineer/policy</td>
<td>YES*</td>
</tr>
<tr>
<td>8</td>
<td>Patrick</td>
<td><a href="mailto:patrick.otellini@sfgov.org">patrick.otellini@sfgov.org</a></td>
<td>City &amp; County of San Francisco</td>
<td>public policy</td>
<td>YES</td>
</tr>
<tr>
<td>9</td>
<td>Rob Jackson</td>
<td><a href="mailto:rob.jackson@urs.com">rob.jackson@urs.com</a></td>
<td>URS Colorado</td>
<td>engineer/policy</td>
<td>YES</td>
</tr>
<tr>
<td>10</td>
<td>Bill Holmes</td>
<td><a href="mailto:wholmes@ruthchek.com">wholmes@ruthchek.com</a></td>
<td>Rutherford &amp; Chekene</td>
<td>engineer/policy</td>
<td>YES</td>
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<tr>
<td>11</td>
<td>Melvyn</td>
<td><a href="mailto:melvyn.musson@gmail.com">melvyn.musson@gmail.com</a></td>
<td>EERI New Madrid Chapter President</td>
<td>engineer/policy</td>
<td>YES*</td>
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<tr>
<td>12</td>
<td>Phil Gould</td>
<td><a href="mailto:pgoul@seas.wustl.edu">pgoul@seas.wustl.edu</a></td>
<td>Washington University</td>
<td>structural engineer</td>
<td>YES</td>
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<tr>
<td>13</td>
<td>Gary Patterson</td>
<td><a href="mailto:gplttrsn@memphis.edu">gplttrsn@memphis.edu</a></td>
<td>University of Memphis CERI</td>
<td>seismologist</td>
<td>YES</td>
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<tr>
<td>14</td>
<td>Sissy Nikolaou</td>
<td><a href="mailto:snikolaou@mrce.com">snikolaou@mrce.com</a></td>
<td>Muesler Rutledge Consulting Engineers &amp; EERI NYNE Chapter President</td>
<td>geotechnical engineer</td>
<td>YES*</td>
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<tr>
<td>15</td>
<td>Cale Ash</td>
<td><a href="mailto:cash@degenkolb.com">cash@degenkolb.com</a></td>
<td>Degenkolb Engineers &amp; EERI Housner Fellow</td>
<td>structural engineer/WA</td>
<td>YES</td>
</tr>
<tr>
<td>16</td>
<td>Laura Kelly</td>
<td><a href="mailto:laura.w.kelly@uscg.mil">laura.w.kelly@uscg.mil</a></td>
<td>United States Coast Guard</td>
<td>engineer</td>
<td>YES</td>
</tr>
<tr>
<td>17</td>
<td>John</td>
<td><a href="mailto:john.sherstobitoff@ausenco.com">john.sherstobitoff@ausenco.com</a></td>
<td>Ausenco Sandwell &amp; EERI British Columbia Chapter President</td>
<td>engineer/BC schools</td>
<td>NO*</td>
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<tr>
<td>18</td>
<td>Lucy Arendt</td>
<td><a href="mailto:arendtl@uwgb.edu">arendtl@uwgb.edu</a></td>
<td>Univ of Wisconsin Green Bay</td>
<td>business/leadership</td>
<td>YES</td>
</tr>
<tr>
<td>19</td>
<td>Barry Welliver</td>
<td><a href="mailto:bhwelliver@me.com">bhwelliver@me.com</a></td>
<td>BHW Engineers</td>
<td>structural engineer</td>
<td>YES</td>
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<tr>
<td>20</td>
<td>Pat Higgins</td>
<td><a href="mailto:higgins_pat@asdk12.org">higgins_pat@asdk12.org</a></td>
<td>Anchorage School Board</td>
<td>educator</td>
<td>YES</td>
</tr>
<tr>
<td>21</td>
<td>Jorge Meneses</td>
<td><a href="mailto:jmeneses@geiconsultants.com">jmeneses@geiconsultants.com</a></td>
<td>GEI Consultants &amp; EERI San Diego Chapter President</td>
<td>geotechnical engineer</td>
<td>YES*</td>
</tr>
<tr>
<td>22</td>
<td>Menzer Pehlivan</td>
<td><a href="mailto:mpehlivan@mrce.com">mpehlivan@mrce.com</a></td>
<td>Muesler Rutledge Consulting Engineers &amp; EERI NYNE Chapter member</td>
<td>structural engineer</td>
<td>YES</td>
</tr>
<tr>
<td>23</td>
<td>Ken Goettel</td>
<td><a href="mailto:KenGoettel@aol.com">KenGoettel@aol.com</a></td>
<td>economist/working with Oregon</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Carlen</td>
<td><a href="mailto:carlienbc@gmail.com">carlienbc@gmail.com</a></td>
<td>Ghana Institution of Engineers on the Geological Technical Committee of NADMO &amp; EERI Housner Fellow</td>
<td>structural engineer</td>
<td>YES</td>
</tr>
<tr>
<td>25</td>
<td>Jeno Wilkinson</td>
<td><a href="mailto:jeno.wilkinson@sfgov.org">jeno.wilkinson@sfgov.org</a></td>
<td>City &amp; County of San Francisco</td>
<td>public policy</td>
<td>YES</td>
</tr>
<tr>
<td>26</td>
<td>Micah Hilt</td>
<td><a href="mailto:micah.hilt@sfgov.org">micah.hilt@sfgov.org</a></td>
<td>City &amp; County of San Francisco</td>
<td>public policy</td>
<td>YES</td>
</tr>
<tr>
<td>27</td>
<td>Eddie Vega</td>
<td><a href="mailto:ejvega@eeri.org">ejvega@eeri.org</a></td>
<td>EERI &amp; Stanford University</td>
<td>structural engineering</td>
<td>YES</td>
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<td>Vincente</td>
<td>Pericoli</td>
<td><a href="mailto:vspericoli@ucdavis.edu">vspericoli@ucdavis.edu</a></td>
<td>UC Davis and EERI Student Leadership Council (SLC)</td>
<td>civil engineering student</td>
</tr>
<tr>
<td>29</td>
<td>Lysandra</td>
<td>Lincoln</td>
<td><a href="mailto:llincoln@mrcce.com">llincoln@mrcce.com</a></td>
<td>Muesler Rutledge Consulting Engineers &amp; EERI NYNE Chapter member</td>
<td>YES</td>
</tr>
<tr>
<td>30</td>
<td>Ayse</td>
<td>Hortacsu</td>
<td><a href="mailto:ayse@atcouncil.org">ayse@atcouncil.org</a></td>
<td>ATC &amp; Housner Fellow</td>
<td>YES</td>
</tr>
<tr>
<td>31</td>
<td>Kate</td>
<td>Thilbert</td>
<td><a href="mailto:kate.thibert@ausenco.com">kate.thibert@ausenco.com</a></td>
<td>Housner Fellow &amp; EERI BC Chapter</td>
<td>YES</td>
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**NOT AVAILABLE TO ATTEND:**

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<tr>
<td>Lellie</td>
<td>Van Den Einde</td>
<td><a href="mailto:lelliivde@ucsd.edu">lelliivde@ucsd.edu</a></td>
<td>UC San Diego &amp; NEES@UCSD</td>
<td>structural engineer</td>
<td>NO</td>
</tr>
<tr>
<td>Hartanto</td>
<td>Wibowo</td>
<td><a href="mailto:hwibowo@iastate.edu">hwibowo@iastate.edu</a></td>
<td>SLC</td>
<td>engineer</td>
<td>NO</td>
</tr>
<tr>
<td>Philip</td>
<td>Chambers</td>
<td><a href="mailto:Phillip.Chambers@gov.bc.ca">Phillip.Chambers@gov.bc.ca</a></td>
<td>BC Ministry of Education</td>
<td>educator</td>
<td>NO</td>
</tr>
<tr>
<td>Laura</td>
<td>Samant</td>
<td><a href="mailto:laura.samant@gmail.com">laura.samant@gmail.com</a></td>
<td>Consultant</td>
<td>public policy</td>
<td>NO</td>
</tr>
<tr>
<td>Tom</td>
<td>Tobin</td>
<td><a href="mailto:ttobin@gmail.com">ttobin@gmail.com</a></td>
<td>Consultant</td>
<td>public policy</td>
<td>NO</td>
</tr>
<tr>
<td>Andy</td>
<td>Revkin</td>
<td><a href="mailto:revkin@gmail.com">revkin@gmail.com</a></td>
<td>Dot Earth blogger, The New York Times</td>
<td>journalism</td>
<td>NO</td>
</tr>
<tr>
<td>Edward</td>
<td>Wolf</td>
<td><a href="mailto:edwardwolf@mac.com">edwardwolf@mac.com</a></td>
<td>Writer and Advocate</td>
<td>journalism</td>
<td>NO</td>
</tr>
<tr>
<td>Mike</td>
<td>Griffin</td>
<td><a href="mailto:mike.griffin@ccsgrupstl.com">mike.griffin@ccsgrupstl.com</a></td>
<td>CCS Group, Inc.</td>
<td>engineer</td>
<td>NO</td>
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<td>Laurence</td>
<td>Kornfield</td>
<td><a href="mailto:laurence@kornfield.org">laurence@kornfield.org</a></td>
<td>City of SF</td>
<td>public policy</td>
<td>NO</td>
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<td>Gloria</td>
<td>Zacharias</td>
<td><a href="mailto:gloria.zacharias@oregon.gov">gloria.zacharias@oregon.gov</a></td>
<td>Oregon Seismic Rehabilitation Grant Program</td>
<td>public policy</td>
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<td>Pandey</td>
<td><a href="mailto:bishnubc@gmail.com">bishnubc@gmail.com</a></td>
<td>San Jose State University &amp; NEES</td>
<td>engineering and education</td>
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<td>Thalia</td>
<td>Anagnos</td>
<td><a href="mailto:thalia.anagnos@sjsu.edu">thalia.anagnos@sjsu.edu</a></td>
<td>San Jose State University &amp; NEES</td>
<td>engineering and education</td>
<td>NO</td>
</tr>
</tbody>
</table>

*YES* = Conflict with Chapter President Meeting with EERI Board at lunch from 11:15am - 12:45 pm