PEER Student Leadership Council & Student Association

Annual Report

Annual Meeting & NSF Site Visit
May 23-25, 2000
May 23, 2000

Professor Jack Moehle
PEER Center Director
1301 S. 46th St.
Richmond, Ca 94804

Dear Director Moehle:

It is with great pride that we submit this first PEER SLC/PSA Annual Report outlining the activities of the Student Leadership Council and PEER Student Association over the 1999-2000 organizational year. I have been very fortunate to lead the talented and committed group of students that composed the council in this founding year. I would like to recognize the work of Lelli Hose (UCSD) and Charley Hamilton (UCI) in particular for their outstanding efforts. We hope that we have laid a solid foundation and been good role models for future student leaders. We look forward to seeing what the coming years bring.

We would like to express our sincere gratitude to Professor Pardoen and the many other people who have been so supportive of us this first year. Anything that was accomplished is certainly due in large part to their unwavering and complete support. Knowing that they were 100% behind us and made us such a high priority certainly allowed us to feel like we could reach a little higher than we would have otherwise.

Sincerely,

Ann Marie Kammerer
1999-2000 SLC Chair,
Representing SLC
Table of Contents

1. INTRODUCTION ...............................................................................................................................................1

2. ACTIVITIES AND ACCOMPLISHMENTS ..............................................................................................................2

   2.1 SLC/PSA DEVELOPMENT ......................................................................................................................................2
    2.1.1 Overview ......................................................................................................................................................2
    2.1.2 Building a Foundation/Organization Development ......................................................................................2
    2.1.3 Archiving ....................................................................................................................................................2

   2.2 COMMUNICATION & OUTREACH ....................................................................................................................3
    2.2.1 Overview ....................................................................................................................................................3
    2.2.2 Student Web Pages .......................................................................................................................................3
    2.2.3 Email addresses and Emailing lists ..............................................................................................................4
    2.2.4 PEER Center Newsletter ..................................................................................................................................4
    2.2.5 Mentoring ..................................................................................................................................................5

   2.3 REPRESENTATION OF PEER ............................................................................................................................5
    2.3.1 Overview ....................................................................................................................................................5
    2.3.2 Student Day .................................................................................................................................................5
    2.3.3 12th World Conference on Earthquake Engineering ....................................................................................6
    2.3.4 Support of Student Seminars .......................................................................................................................6

   2.4 STUDENT REPRESENTATION TO PEER ........................................................................................................6
    2.4.1 Education Committee Representation ..........................................................................................................6
    2.4.2 Executive Committee Representation .........................................................................................................6

3. UP COMING EVENTS AND ACTIVITIES ..............................................................................................................7

   3.1 OVERVIEW ....................................................................................................................................................7
   3.2 TRI-LATERAL SLC WORKSHOP (EERI ANNUAL MEETING MAY 30-JUNE 3) ..............................................7
   3.3 CURIE CLEARINGHOUSE ..............................................................................................................................7
   3.4 WWW COURSE BETA TESTING .......................................................................................................................8
   3.5 MINI-SHAKETABLE DATABASE .....................................................................................................................8
   3.6 ANNUAL RETREATS (NSF AND PEER SLC) ..................................................................................................8

4. SWOT ANALYSIS .................................................................................................................................................9

   4.1 2000 SWOT ANALYSIS ...................................................................................................................................9
   4.2 REFLECTIONS ON LAST YEAR’S “OPPORTUNITIES” ....................................................................................10

5. LOOKING AHEAD ...............................................................................................................................................11

   5.1 OVERVIEW ....................................................................................................................................................11
   5.2 OUTREACH TO UNDERGRADUATE STUDENTS ...........................................................................................11
   5.3 MENTORING ................................................................................................................................................11

APPENDIX A: 1999-2000 SLC PARTICIPANTS AND POSITIONS

APPENDIX B: REPORT FROM SEPTEMBER 1999 ANNUAL RETREAT

APPENDIX C: SLC MEETING MINUTES

APPENDIX D: PEER STUDENT WEB PAGE SAMPLER
1. Introduction

The following pages detail the many activities undertaken by the SLC in its first year, as well as upcoming events and goals for the future. The tremendous amount of work that has been accomplished reflects not only on the student leaders whose dedication have made the first year of the SLC a success, but also on center leaders (notably Profs. Moehle and Pardoen), who have shown unwavering support—in both word and deed—for the SLC from the very beginning.

This report has been produced for a number of reasons. First it will allow for assessment of the state of SLC activities at the end of this first year—which is a natural time for review. It is hoped that this summary will be useful as new members are introduced into the group and as priorities are set for the coming year at the upcoming annual SLC retreat. Secondly, this report allows a means for effective transmission of information about SLC activities to students, to PEER center leadership, and to the center’s sponsoring organization, the National Science Foundation. Third, it archives the activities for the first year to retain “institutional memory”—a priority of the SLC. Lastly, it allows the SLC chair to more effectively pass much of my knowledge of the organization to future incoming chairs.

There are three sections in this report. These sections include the activities and accomplishments of the SLC, upcoming events and activities, and this year’s SWOT (strengths, weaknesses, opportunities and threats) analysis. Within the Activities and Accomplishments section, the topic are further separated into SLC development, communication and outreach, representation of PEER, and student representation to PEER. The Upcoming Events and Activities section details currently scheduled items.
2. Activities and Accomplishments

2.1 SLC/PSA DEVELOPMENT

2.1.1 Overview

As this is the founding year of the PEER Student Leadership Council, considerable time was spent building the foundation of the organization. During the September 1999 meeting, the SLC formed a second organization called the PEER Student Association (PSA) to allow for any student interested in earthquake engineering to be associated with the center. For a more detailed description of the motivations behind formation of the PSA, please refer to the report that resulted from the September 1999 SLC retreat, attached as Appendix B (also located on the web at http://peer.berkeley.edu/students/documents.html). Although much of the work undertaken has occurred by individual efforts at the different universities, organizational development has occurred primarily during quarterly meetings, to allow for more democratic decision making.

2.1.2 Building a Foundation/Organization Development

The first two meetings of the new PEER Student Leadership Council (SLC) were under very tight time limitations, so in September 1999 the council met for an intensive 2-day workshop at the University of Washington. This meeting was held in conjunction with an Undergraduate Scholar’s Course weekend and is fully described in a report that was distributed widely and was also posted on the web (Appendix B).

The first goal of the weekend was to organize the SLC in a more permanent way. We felt strongly that by developing a well-defined structure for the student arm of PEER, permanence would be established. The work done in this area was extensive and is detailed in the meeting report. This document also includes the By-laws and Procedures document that were developed and adopted.

The second goal of the weekend was to prioritize programs of interest to the SLC and develop short-term blueprints for their implementation. During the initial meeting of the weekend three programs were chosen for immediate implementation: (1) An outreach program to bring PEER student researchers into the new organization, (2) A mentoring program to assist undergraduate and new graduate students in successful research and study (3) A student at the PEER annual meeting. This annual report outlines the work that has been done towards meeting these goals.

2.1.3 Archiving

It was recognized by the SLC that the biggest problem with any student organization is the constant turnover of members, which can easily result in a and loss of institutional memory. It was decided, therefore, that development of a complete and easily accessed archive was key to long term success of the SLC. This document is the latest evidence of the strong commitment to produce a good “paper trail” and to set precedent for the types of archival documents that should be produced. To allow for easy and permanent access to all documents, they have been posted on the student web pages. All future documents should be added to the “archive page” Currently, all minutes, reports, and other related documents are posted. The archive page is shown in Figure 2 of Appendix D.
2.2 COMMUNICATION & OUTREACH

2.2.1 Overview

Communication and outreach has been one of the biggest focuses of SLC member work over the last year. At the start of our efforts, the center did not have any information on students that were supported by PEER funds. We now believe we have a relatively accurate accounting of PEER associated students. Our efforts coupled with changes implemented in PEER paperwork requested by the SLC, have assured that our efforts in year 3 will be much easier and productive than in year 2. (How ‘bout you put this in your cover letter).

2.2.2 Student Web Pages

The student web pages are beneficial in many ways. They are a source of communication with both members of the PSA and the outside world. As noted previously, the web page also has a very strong roll in preserving the archives and “institutional memory” of the SLC. A taste of the current student web site is provided in Appendix D.

The site has also been visited by several grade school students, some of whom have used it to ask questions about earthquakes for their homework or science projects. We even had one young individual contact students on the mentoring page to get “expert interviews” for his science project, which consisted of constructing a mini shake table to assess buildings made of popsicle sticks with various floor plans (see one of his email at left). It seems that this is exactly the kind of kid.
that we want the opportunity to reach.

This site has grown continually since it’s creation and will continue to expand in the future. A detailed description of the pages will be out of date almost immediately, however permanent pages include: a home page, document archive, mentoring page, student listings by university and discipline, emailing list page, and student day page. We encourage everyone reading this document to see the latest version at http://peer.berkeley.edu/students.html.

2.2.3 Email addresses and Emailing lists

Email addresses have been set up for both the SLC (slc@peer.berkeley.edu) and the PSA (psa@peer.berkeley.edu). In addition, majordomo email lists have been set up for each group (psalists@peer.berkeley.edu and slclists@peer.berkeley.edu). The majordomo software allows students to add themselves to the list. Instructions for adding email addresses, subtracting email addresses, and other types of maintenance have been added to the web page, as shown in Figure 4 of Appendix D. To limit spam problems, only email addresses on the slclist mailing list have administration and mail origination privileges. Any time that email addresses are added or removed, a notification is sent to the SLC email address.

2.2.4 PEER Center Newsletter

Starting with the spring 2000 edition, the PEER newsletter has a new column written by the SLC’s Communications & Newsletter Chair. This newsletter is distributed by paper copy and email and is also accessed through the PEER web page (as shown below). In addition to receiving a broadcast email message through the PSA emailing list discussed above, students will also soon begin receiving hard copies of the newsletter.

The new SLC Column in the PEER Center Newsletter
2.2.5 Mentoring

Development of a mentoring program was chosen as a high priority among year one activities. However, it was decided that a goal achievable within the year should be chosen to maintain focus in what could be a very large program. The mentoring program currently consists of a web page with contact email addresses for a variety of topics. These contacts include students who have participated in past undergraduate programs, graduate students from a variety of institutions, and contacts for technical questions that may come from either undergraduates working on projects or students studying at a university lacking faculty with expertise in a specific discipline (for example, only a few schools have geotechnical groups or soil-structure interaction courses).

2.3 REPRESENTATION OF PEER

2.3.1 Overview

There have been several ways in which the SLC has been called on to act as representatives of the PEER center. These have included representing PEER to students not yet associated with the center, increasing understanding of the mission of PEER to students currently supported by the center, and representing the center to other professionals in the field of earthquake safety. Details on some of these activities are given below.

2.3.2 Student Day

PEER Student day is being held May 24, 2000 in conjunction with the year 3 annual meeting (and will occur immediately after printing this report). This student-only event has been scheduled to (1) promote networking and communication between students and (2) familiarize students with the mission and research of the PEER center and the activities of the PEER student association. There will be ample time for interaction and socialization among students, as shown in the schedule below.

**Student Day Schedule**

| I.  | Coffee and Welcome                  | 9-10 |
| II. | Presentations on the PEER center mission, the PEER Student Association and Student Leadership Council | 10-10:30 |
| III. | Open Discussion                     | 10:30-10:45 |
| IV.  | Break                                | 10:45-11 |
| V.   | Thrust Area Overviews*              | 11-12 |
| VI.  | Informal Poster Presentations       | 12-2 |
| VII. | BBQ                                  | 2-4 |
| VIII.| SLC Meeting**                       | 4-5 |

* Thrust area talks will be 5-10 minutes long and will be general in nature
** Required for SLC members only-others welcome

Registration for student day was requested for two reasons: (1) to get accurate student contact and project information and (2) to allow for a more accurate total of students attending. Initial communication with students (advertising) will be via an email to both the students and the PIs, and via the web page. Additional information will be provided to students, both on the web page and by email for students who register. Figure 4 of Appendix D shows the student day web page.
2.3.3 12th World Conference on Earthquake Engineering

In an effort to support the professional and personal growth of students exhibiting leadership potential, the PEER center sent three active members of the SLC to attend the 12th World Conference on Earthquake Engineering in Auckland, New Zealand. All three students found the conference an educational experience and gained new perspective on the potential for interactions of among members of the global earthquake engineering community. This sponsorship is an excellent example of the commitment the center’s director has made to supporting student leadership within PEER.

2.3.4 Support of Student Seminars

The SLC and PEER center have supported a second seminar series at UC Berkeley both run and attended by students. Prof. Moehle’s support in personally recruiting students to take on the project aided in the program’s success. The year 3 SLC budget includes funding for additional universities to begin holding student run series. The series should be composed of speakers of interest to all earthquake engineers (both structural and geotechnical) and efforts should be made to include speakers on social science and public policy issues.

2.4 STUDENT REPRESENTATION TO PEER

2.4.1 Education Committee Representation

It is through SLC representation on the education committee that we have had the most opportunity to work with PEER center leadership on a regular basis (and in the most meaningful way). This is in a large part due to the fact that many of the goals of the SLC and education committee are often very closely related. An update on SLC activities has been added to the committee’s agenda as a regular item, and coordination of activities between committee and the SLC is a frequent topic of discussion.

Outreach to students to increase the quantity and quality of applicants for the education committee’s many programs has been a focus of committee-SLC coordination. The Tri-lateral SLC Workshop being held at the EERI Annual Meeting (as discussed in section 3.2) was suggested by Prof. Pardon and is being sponsored by the committee. Additional items that the two groups have been coordinating are beta testing of the web-based courses under development and developing a database of mini-shaketable experiments.

The SLC was invited by the education committee to send a representative soon after SLC formation—primarily because the committee oversees SLC activities and funding and saw strong potential for collaboration. Students who have been working with the education committee were impressed by the acceptance and respect shown by fellow committee members and has found it to be an extremely enriching experience.

2.4.2 Executive Committee Representation

To increase communication between the SLC and PEER leaders, a student has been allowed to attend executive committee meetings when subject matter permits.
3. Up Coming Events and Activities

3.1 Overview

The SLC has a number of very exciting events and special projects coming up. Detailed below are the projects that are either currently being organized or that we have been asked to take on at the appropriate time.

3.2 Tri-lateral SLC workshop (EERI annual meeting May 30-June 3)

This workshop, sponsored by the PEER education committee, will be held Friday June 2, 2000 at the EERI annual meeting in St. Louis. This event is being organized to allow for networking, idea sharing and setting up future collaboration between the three centers, as shown in the agenda below. Currently 14 students are attending (6 each from PEER and MAE, and 2 from MCEER). The PEER SLC will distribute a workshop report to all participants.

WORKSHOP AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:45</td>
<td>5-15 minute presentation by each of the SLCs on when and how they were formed and where they are at this point to allow all participants to have a full understanding of where the other are in the process of setting up the organizations.</td>
</tr>
<tr>
<td>8:45 –9:30</td>
<td>Discussion of areas of common interest:</td>
</tr>
<tr>
<td></td>
<td>- The upcoming NSF annual SLC retreat</td>
</tr>
<tr>
<td></td>
<td>- Coordinated outreach for the undergraduate research summer internships</td>
</tr>
<tr>
<td></td>
<td>- Beta testing WWW course modules</td>
</tr>
<tr>
<td></td>
<td>- A coordinated mini-shaketable experiment database</td>
</tr>
<tr>
<td>9:30-10</td>
<td>Discussion of future modes of communication between the three councils</td>
</tr>
</tbody>
</table>

3.3 CUREe Clearinghouse

As part of next year’s activities, the PEER SLC has been asked to play a key role in the CUREe clearinghouse. This group coordinates post-earthquake reconnaissance efforts for Northern and Southern California earthquakes and is staffed in part by student volunteers. Our responsibilities will include:

- Coordinating students from Northern and Southern California to attend quarterly clearinghouse meetings
- Coordinating students to help staff clearinghouse in the event that it is convened
- Possibly offering (partial) funding for student participation in clearinghouse

SLC representation with the group will initiate at the mid-June meeting being held at the Office of Emergency Offices in Oakland, California.
3.4 WWW Course Beta Testing

The SLC has been asked to spearhead an effort to beta test the new web based courses under development. We have been recruiting students to help with this effort and have been working closely with the education committee on timing the program.

3.5 Mini-shaketable Database

The education committee has purchased mini-shaketables for each university that can be used for education and outreach. The SLC is developing a database of experiments that can be accessed via the web. This database would contain both existing experiments and new experiments developed as the shaketables are used. Clearly in addition to database development, it is necessary to create an easy way for users to add information to the database, both on new experiments and additions or changes to existing experiments. It is hoped that this effort can be coordinated with the other SLCs at the upcoming Tri-lateral SLC workshop discussed above.

3.6 Annual Retreats (NSF and PEER SLC)

The success of the first SLC retreat at the University of Washington in September 1999, was the motivating factor for making this an annual event. The retreat allows focused time for the SLC to assess its current state, set goals for the coming year, and create concrete doable plans to meet the goals that have been set. It also allows for face-to-face interaction and coordination between students from different universities. The first retreat resulted in a very well received report (attached as Appendix B and available at http://peer.berkeley.edu/students/documents.html) that allowed us to keep focus through an overwhelming year. I believe that this event will continue to prove to be invaluable in the years to come.
4. SWOT Analysis

4.1 2000 SWOT Analysis

During the spring 2000 SLC quarterly meeting, the annual SWOT analysis was performed for presentation to the NSF site visit team. Our perspectives as both students and researchers influenced the analysis as outlined below. As can be seen, there are a variety of opportunities and strengths that were seen by members of the SLC. In the annual SLC retreat (held in August) these recognized opportunities will again be discussed as goals for the year are set.

It should be noted that the missed opportunities in communications experienced in this first year were minor and were primarily cause by the newness of the SLC, not a fundamental problem with the center, or any unwillingness of the part of the center leadership. Indeed, all problems were quickly dealt with when brought to the attention of the center director.

Of more concern is the resistance of some professors (PIs) to support (or even allow in some cases) students becoming more involved with the center. This has made it more difficult to find students willing to work with the SLC, which has greatly limited the potential for professional and personal growth this can entail. This has taken the form of resistance to not only SLC involvement, but also attendance at required events such as the annual meeting. In general, reasons given for limiting SLC involvement has focused around spending time away from the project, while limited funding has been sited as cause for lack of attendance at meetings. The center’s director has been instrumental in increasing attendance at the annual meeting by reminding PIs that students are required to present posters. However, the director does not have power to force PIs to allow students to participate in SLC activities. In fact, we do not even know when this is the case for individual students until we approach them about getting involved.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Missed Opportunities/Weaknesses</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong support for SLC activities</td>
<td>Some missed opportunities for communication from PEER to students (wrinkles being worked out)</td>
<td>Better communication dissemination of timely info both by PEER and SLC (enhances: quality of research, efficiency, greater student participation/feedback, smiles on peoples faces)</td>
</tr>
<tr>
<td>Including: financial support, representation on committees, encouragement, and action when requested</td>
<td></td>
<td>Outreach through student seminars</td>
</tr>
<tr>
<td>Opportunities for inter-institution collaboration and inter-disciplinary collaboration and research</td>
<td></td>
<td>Student involvement in national conferences (both grad and undergrad)</td>
</tr>
<tr>
<td>Strong collaboration with industry partners (and expressed interest in our research results/conclusions)</td>
<td></td>
<td>Job opportunities for students with industry contacts</td>
</tr>
<tr>
<td>Programs for undergraduates</td>
<td></td>
<td>Exposure to opportunities in research for undergraduates</td>
</tr>
<tr>
<td>Shared research facilities and other collateral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONTINUED NEXT PAGE
2000 SWOT CONTINUED

<table>
<thead>
<tr>
<th>Strengths (Continued)</th>
<th>Opportunities (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding PIs and students (strong interchange between PIs and students)</td>
<td>Networking due to multi-campus organization</td>
</tr>
<tr>
<td>Firm believers in performance-based framework</td>
<td>Educational tools www courses and shaketables</td>
</tr>
<tr>
<td>Reputation/name recognition of PEER</td>
<td>Outreach to society (in particular, as arm of PEER, now have a medium to channel outreach efforts)</td>
</tr>
</tbody>
</table>

4.2 Reflections on Last Years “Opportunities”

SLC members believe that it was important for us to not only perform a new SWOT, but look at last years SWOT as well. This would allow us to assess our success in capitalizing on opportunities that we recognized. The results, summarized below, show a good degree of success with acknowledgement that there is certainly room for improvement.

<table>
<thead>
<tr>
<th>Opportunities Recognized in 1999 SLC SWOT Analysis</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate participation</td>
<td>Strong undergraduate participation in programs and research. Will get even stronger with SLC help in outreach</td>
</tr>
<tr>
<td>International involvement</td>
<td>Collaboration continuing to grow. Recent US-Japan workshop very successful.</td>
</tr>
<tr>
<td>Mentorship and assistance Industry internships (grad and undergrad)</td>
<td>Mentorship growing with the SLC. Extension of program is one of next year’s goals. Industry internships hurt by strong labor market.</td>
</tr>
<tr>
<td>Communication/networking (present and future)</td>
<td>Progressing will in the communication area. Networking between active PEER students has been outstanding</td>
</tr>
<tr>
<td>Funding for projects (industry matching funds)</td>
<td>Some very successful projects supported with help of industry</td>
</tr>
<tr>
<td>Outreach to society</td>
<td>Has been outside the scope of the center. May be better realized through use mini-shaketable and www courses</td>
</tr>
</tbody>
</table>
5. Looking Ahead

5.1 Overview

Our first year has certainly been both challenging and rewarding. While the SLC has accomplished a lot in this time, there are areas that we did not achieve our goals as successfully as we would have liked. Outreach to undergraduate students is the most apparent. There are also a number of new projects coming on board that offer opportunity for leadership. Many of these projects are noted in the Upcoming Projects section above. Below are two topics that are of special interest in the coming years.

5.2 Outreach to Undergraduate Students

This was the one area that we truly wish we had done better. The council has already looked at some ideas for improving our success in this important work. The goals that we have set with this outreach program are twofold: (1) Help the education committee increase awareness among students nationwide about the programs for undergraduate students sponsored by the PEER center. (2) Increase awareness within PEER associated schools about the center, its mission, and the many ways students can get involved with the center.

Some of the ideas being explored are:

- 5-Minute talks at the first few student meetings of appropriate clubs: EERI, ASCE, etc.
- Posters targeted at undergraduate students that can be sent to: (1) PEER schools, and (2) MAE and MCEER schools (This project may be proposed to the education committee for special funding)
- Working with SLC members from MAE and MCEER on outreach for the undergraduate scholar’s program (this will be discussed at the upcoming Tri-lateral SLC Workshop being sponsored by the PEER center)
- Sending emails to the PSA list informing them of the program and any upcoming deadlines

A timeline will soon be posted on the web outlining timing and deadlines for a variety of SLC positions. Among these timelines will be one for the position of “outreach chair”. It is also possible that the position of outreach chair will be split into two positions with one person specifically targeting outreach to undergraduate. SLC student participation to fill the positions has been an issue in the past. As interest in SLC service has increased recently, we hope to focus someone in this position.

5.3 Mentoring

At the September 1999 meeting, the SLC outlined some initial steps to take with regard to mentoring. We wanted to outline goals that could be accomplished in the first year, with the idea that we would revisit this topic in year 2. As the year comes to a close, we have done a good job on this topic, though improvements can certainly be made. In year two, the SLC is considering expanding the program in some form. The topic will be high on the agenda at the 2000 SLC retreat scheduled for August.
## 1999-2000 SLC Participants and Positions

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siu Kui “Ivan” Au</td>
<td>Caltech</td>
<td>Incoming Caltech Rep</td>
</tr>
<tr>
<td>Ashraf Ayoub</td>
<td>Stanford</td>
<td>Attendee</td>
</tr>
<tr>
<td>Ken Cox</td>
<td>UCSD</td>
<td>Incoming Rep</td>
</tr>
<tr>
<td>Asad Esmaeily</td>
<td>USC</td>
<td>Rep</td>
</tr>
<tr>
<td>Charley Hamilton</td>
<td>UCI</td>
<td>Incoming SLC Chair, Outgoing Outreach Chair, Rep</td>
</tr>
<tr>
<td>Ayse Hortacsu</td>
<td>Stanford</td>
<td>Rep</td>
</tr>
<tr>
<td>Lelli Hose</td>
<td>UCSD</td>
<td>Communications &amp; Newsletter Chair, Rep</td>
</tr>
<tr>
<td>Tara Hutchinson</td>
<td>UCD</td>
<td>Incoming Rep</td>
</tr>
<tr>
<td>Ayhan Irfanoglu</td>
<td>Caltech</td>
<td>Outgoing Rep</td>
</tr>
<tr>
<td>Allen Jones</td>
<td>UW</td>
<td>Rep</td>
</tr>
<tr>
<td>Sandrine Lermitte</td>
<td>UCLA</td>
<td>Rep</td>
</tr>
<tr>
<td>Andrew Liu</td>
<td>UCLA</td>
<td>Incoming Outreach Chair</td>
</tr>
<tr>
<td>Ricardo Medina</td>
<td>Stanford</td>
<td>Attendee</td>
</tr>
</tbody>
</table>
APPENDIX B:
Report from September 1999 Annual Retreat
( Including SLC Bylaws and Policies)

IF DOWNLOADING FROM THE WEB ALSO DOWNLOAD AND INSERT THE FOLLOWING DOCUMENTS FROM HTTP://PEER.BERKELEY.EDU/STUDENTS/DOCUMENTS

Insert 1: September 1999 SLC Minutes
Insert 2: SLC Bylaws
Insert 3: SLC Policies
APPENDIX C:
SLC Meeting Minutes

IF DOWNLOADING FROM THE WEB ALSO DOWNLOAD AND INSERT THE FOLLOWING DOCUMENTS FROM HTTP://PEER.BERKELEY.EDU/STUDENTS/DOCUMENTS

Insert 1: April 2000 Minutes
Insert 2: December 1999 Minutes
Insert 3: May & June 1999 (Sept 1999 is appendix 2)
APPENDIX D:
PEER Student Web Page Sampler
APPENDIX D: Selected Student Web Pages

Figure 1: The PEER Student Home Page (partial view) at http://peer.berkeley.edu/students

Figure 2: The SLC Archive Page at http://peer.berkeley.edu/students/documents
APPENDIX D: Selected Student Web Pages

Figure 3: The SLC/PSA Emailing Page (partial view) at http://peer.berkeley.edu/students/mailinglist

Figure 4: The Student Day Information Page (partial view) at http://peer.berkeley.edu/students/studentday

Appendix D-2
APPENDIX D: Selected Student Web Pages

Pacific Earthquake Engineering Research Center

This is a preliminary list. Please send additions and suggestions to:

sk@peer.berkeley.edu

California Institute of Technology

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivan Au</td>
<td><a href="mailto:iau@soe.caltech.edu">iau@soe.caltech.edu</a></td>
</tr>
<tr>
<td>Samantha Bradford</td>
<td><a href="mailto:sam@caltech.edu">sam@caltech.edu</a></td>
</tr>
<tr>
<td>Ayten Irmakoglu</td>
<td><a href="mailto:ayten@caltech.edu">ayten@caltech.edu</a></td>
</tr>
</tbody>
</table>

Stanford University

Pacific Earthquake Engineering Research Center

This is a preliminary list. Please send additions and suggestions to:

sk@peer.berkeley.edu

Thrust Area 1 - Socio-Economic Performance

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Auequi</td>
<td><a href="mailto:mark@sland.stanford.edu">mark@sland.stanford.edu</a></td>
</tr>
<tr>
<td>Ayse Karameu</td>
<td><a href="mailto:aysekarameu@sland.stanford.edu">aysekarameu@sland.stanford.edu</a></td>
</tr>
<tr>
<td>Abby Baca</td>
<td><a href="mailto:abby@sland.stanford.edu">abby@sland.stanford.edu</a></td>
</tr>
<tr>
<td>Anthony Fahn-Enamonte</td>
<td><a href="mailto:afeb@uwashington.edu">afeb@uwashington.edu</a></td>
</tr>
<tr>
<td>Yueying Fan</td>
<td><a href="mailto:Yueying@uw.edu">Yueying@uw.edu</a></td>
</tr>
<tr>
<td>Jeeho Lee</td>
<td><a href="mailto:jlee@uwashington.edu">jlee@uwashington.edu</a></td>
</tr>
<tr>
<td>Robert Wood</td>
<td><a href="mailto:robertwood@uwashington.edu">robertwood@uwashington.edu</a></td>
</tr>
</tbody>
</table>

Thrust Area 2 - Hazard Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 7. Balabanshan</td>
<td><a href="mailto:ambalabanshan@ucdavis.edu">ambalabanshan@ucdavis.edu</a></td>
</tr>
<tr>
<td>Boris Satyage</td>
<td><a href="mailto:bcasey@uc.edu">bcasey@uc.edu</a></td>
</tr>
<tr>
<td>Qodeer Celik</td>
<td><a href="mailto:Qodeer@uc.berkeley.edu">Qodeer@uc.berkeley.edu</a></td>
</tr>
</tbody>
</table>

Appendix D-3