THE FUTURE IS ENGINEERING

Summary of Summit #5
March 4th - March 5th, 2019
Kansas City, MO
Overview/Introduction

The fifth Summit of the Engineering Change Lab – USA was held at the Blue Valley Center for Advanced Professional Studies (CAPS) in Overland Park, Kansas, on March 4 – 5, 2019. There were 50 attendees from the United States and Canada, representing a diverse group of organizations (industry, professional organizations, consultants, licensing agencies, academia, public agencies and technology) (see attached attendees list).

This Summit, and the work conducted, continues the ongoing collaboration of the lab, dedicated to moving the profession towards its highest potential through stewardship of technology and the environment on behalf of society. During Summit 5, we continued the deep dive of our previous summits, spending significant time on K-12 education and public policy discussions, while also advancing our ongoing initiatives.

Progress to Date

Engineering Change Lab – USA (ECL-USA) was founded on the premise that the world is changing faster than it has in all human history. A core belief of the stakeholders of ECL-USA is that the engineering community must change and adapt to re-establish our role as leaders and to serve as stewards of technology; the environment; and the public health, safety and welfare. We believe that the change and adaptation must touch the whole system of the engineering community – life-long education, engineering practice in both public and private sector, industry, research, and licensure.

Out of this challenge and imperative came the ECL-USA Mission, to be a catalyst for change within the engineering community, helping it reach its highest potential on behalf of society.

In 2017, the group of founders of ECL-USA created a Call to Action to our closest associates in the engineering community to take part in an initial summit. The Call to Action was centered around this question:

How can we develop a new vision to realize the profession’s full potential as stewards of technology on behalf of society?

ECL-USA Summits 1-3 were held in Omaha in August 2017, February 2018 and June 2018. Summit 4 was held in Denver in October 2018. Each summit has been attended by 40-50 stakeholders. With each summit the diversity of our participants has increased, and we have progressed toward understanding the deep questions related to the future of engineering; developing and refining our mission and vision; and in launching focused initiatives related to our mission. Three summits are planned for this year (2019).

One of the interesting and informing aspects of the summits are the perspectives of our stakeholders regarding the future of engineering. The perspectives we have heard express both hope and concern. Hopeful perspectives include the groundswell of interest in positively impacting the future of the profession and the promise of technological advances. Perspectives of concern include the lack of diversity in engineering; commoditization; threats to licensure; fragmentation of the engineering community; the
trend toward short-term, project-focused thinking; loss of recognition of engineers as leaders in public policy; difficulty in attracting the best and brightest young people; and potential unintended and harmful impacts from technologies.

From the summits, key principles of operation have emerged, defining the type of organization that will be supported. We have incorporated these principles into the vision for ECL-USA:

| Act as stewards of the public interest. | Promote trust and mutual respect. | Combine reflection and inquiry with experimentation and action. |
| Be agile, flexible and organizationally light. | Provide an open-source environment that encourages new ideas to emerge. | Embrace diversity and ensure inclusivity across the whole system of the engineering community. |

To date ECL-USA has operated as a 100% volunteer organization. This will need to change to ensure effectiveness in spreading our message and affecting change. The leadership of ECL-USA is taking the initial steps:

› We have incorporated ECL-USA as a non-profit entity.
› We have started the process of obtaining 501(c)(3) status.

In late February, ECL-USA was awarded a grant in the amount of $125,000 from the National Council of Examiners for Engineers and Surveyors (NCEES). The grant is contingent on receiving 501(c)(3) status. NCEES also left the door open for additional funding next year. The feedback received from NCEES is that they share the belief that change and disruption are coming, and they want to be proactive participants. With this financial support ECL-USA can now proceed to:

| ☑ Hire staff. | ☑ Expand outreach. | ☑ Implement our communications/marketing plan. |
| ☑ Ensure that we sustain activity between our summits and engage stakeholders who are unable to participate in the summits. | ☑ Provide financial support for greater student, public sector and non-profit participation. | ☑ Seek additional funding sources. |

Additionally, the lab launched our website in February 2019 at: www.ECL-USA.org and continued working on our focused initiatives (see the Advancing Focused Initiatives section, later in this report).

The work of ECL-USA is important to the future of the engineering community. Our sole focus on exploration of the future of engineering is unique. The engineering community should play a leadership role in the challenges that society faces both from technological advances and from environmental pressures. The work of ECL-USA can influence that future role.
Exploring K-12 Education & Engineering
Provocation: Shaping STEM Strategies - Lisa Cole, K-12 Educator, Durham District School Board, Currently Seconded to the Ontario Ministry of Education

Lisa began by asking and giving answers to the question: Why is K-12 STEM curriculum so important? We don’t have enough future workers for needs in the STEM professional and industry fields, and we need to diversify the students in the STEM fields. It’s not always about having students pursue STEM careers – we need to provide an equitable opportunity to help students decide about a possible STEM career. And, increasing the number of students exposed to STEM could increase diversity. Additionally, there are valuable skills learned in a STEM program that will help students throughout their lives. For example – what does it mean to be a responsible user of technology? How do you assess technology and select appropriately? All students need to understand technology and make informed decisions, an area where STEM programs can help.

STEM education is not an event, it must happen in a long-term and sustainable manner. It’s a complex system, and we need to identify the leverage points and shift peoples’ thinking. What should a STEM classroom look like? In Ontario, they are using several initiatives to explore the system:

1. Public Schools of the Future: The Engineering Outreach Specialist – University of Ontario Institute of Technology. [https://engineering.uoit.ca/outreach/](https://engineering.uoit.ca/outreach/) (Note: Lisa explained that public schools have a hard time working directly with industry, and can best use universities or non-profits as a bridge, see below).

2. Working with science centers and museums – one example is the STEAM Residency Program & Cultural Collisions at the Ontario Science Centre. [http://originnetwork.web.cern.ch/content/origin-canada](http://originnetwork.web.cern.ch/content/origin-canada)

As noted above, Lisa has seen that it is hard for schools to work directly with industry, because of some fundamental barriers:

- Public schools don’t want a perception of choosing preferred partners – is it advocating for a product (one over another)?
- They must keep student data private.
- It makes donations easier if they partner with a university or other non-profit.
- There is a gap in educators’ understanding of industry, and vice versa.
Provocation: Shaping STEM Strategies - Beth Cady, Acting Director, Program Office, National Academy of Engineering

The NAE is focused (https://www.nae.edu/19582/Bridge/51063/51071.aspx) on increasing the quantity, quality and diversity of the US engineering workforce, which is necessary to achieve our nation’s goals. Part of the issue is Perception: Beth shared the results of several surveys conducted by NAE between 1998 and 2014, regarding the public perception of scientists and engineers. Overall, the public is now less informed about scientists and engineers than 20 years ago.

Other observations from the polls:

<table>
<thead>
<tr>
<th>Engineers score low on contributing to critical societal activities (decreasing score moving down):</th>
<th>More people in 2014, versus 2003, agreed with this statement:</th>
<th>Do we even own the term “engineers”?</th>
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<tr>
<td>› Preserving national security.</td>
<td>Engineers are responsible for creating things that are harmful to society.</td>
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<td>› Improving the quality of life.</td>
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<td>› Protecting the environment.</td>
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<td>› Saving lives.</td>
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The NAE has also evaluated the question of diversity:

- On the one hand, more women are going into engineering, particularly in environmental and bioengineering/biomedical. However, as a percentage, the graduation rate for women is stuck. In 2000 women received 19% of the bachelor’s degrees awarded by engineering schools in the US. In 2013 the women’s share was the same, despite many efforts to move the dial on this measure.

- Although more minorities are also going into engineering (by actual numbers) this representation as a percentage has also stalled.

Pathway Forward - To increase the quantity, quality and diversity of engineering, the NAE is undertaking an effort to change the conversation. They will focus on inspiring young people to pursue a career in engineering and science, and on changing the public perception of our profession. They have developed Positioning Statements to help with these goals:

No profession unleashes the spirit of innovation like engineering. From research to real-world applications, engineers constantly discover how to improve our lives by creating bold new solutions that connect science to life in unexpected, forward-thinking ways. Few professions turn so many ideas into so many realities. Few have such a direct and positive effect on people’s everyday lives. We are counting on engineers and their imaginations to help us meet the needs of the 21st century.

From this larger statement, the NAE continues to develop shorter messages and ways to change the public’s perceptions, including tying the messages to their Grand Challenges (http://www.engineeringchallenges.org/) efforts.
Small Group Work on Exploring K-12 Education & Engineering

Following Beth’s and Lisa’s talks, the attendees broke into small groups, and were asked to consider the statement: “Imagine a world where women and under-represented minorities were proportionally present and engaged across the engineering community...” We then reflected on questions surrounding: “what is happening in the K12 educational system, what is the learning experience/environment like, what changes have happened, and what barriers have been overcome?” The groups then reported out on their observations, which included:

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<tr>
<td>1</td>
<td>STEM would be fully integrated into all course work.</td>
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<td>2</td>
<td>There would be more women and under-represented minority teachers.</td>
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<td>3</td>
<td>Students would have access to diverse mentors.</td>
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<td>4</td>
<td>Teachers would be equipped with engineering skills (K-6 teachers are all literate with regards to STEM).</td>
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<td>5</td>
<td>There would be no biases in career counseling, and the guidance counselors know what engineers do.</td>
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<td>6</td>
<td>There would be STEM opportunities in all school districts.</td>
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<td>7</td>
<td>The educational system would be responsive to students’ interests/ individual and collaborative learning/ students would be engaged and excited about school.</td>
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<td>8</td>
<td>We would remove silos, increasing diversity in students, teachers and disciplines.</td>
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<td>9</td>
<td>Engineering salaries would be equitable and commensurate with the degree.</td>
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<td>10</td>
<td>Engineers would be part-time teachers, and industry would support partnering.</td>
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<td>11</td>
<td>The culture of engineering would shift from individual to team/ collaborative.</td>
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<td>12</td>
<td>Parents would be more engaged and supportive.</td>
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<td>13</td>
<td>We would have removed the “not cool” factor from studying engineering.</td>
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<td>14</td>
<td>There is an “interpretative dance” approach to learning.</td>
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<td>15</td>
<td>Mentoring and role models have increased.</td>
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<td>16</td>
<td>We are competitive about calling engineers into “service”.</td>
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<td>17</td>
<td>Do we need to “fix” engineering? Change the focus from producing “stuff” to providing “human benefits,” and emphasize that it is applied science.</td>
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<td>18</td>
<td>Change the standardized testing models, and use processes that can identify and track students’ attributes and interests early on.</td>
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Provocation: Learning form the CAPS Program – Corey E. Mohn, Executive Director, Blue Valley Center for Advanced Professional Studies.

At the Center for Advanced Professional Studies (CAPS), they are focused on disrupting education, as the status quo is not the answer. It is a half-day program at the high school level, where the students get full immersion in authentic professional project work. It is structured around the overlap of strengths, passions and interests, focused on answering the question: “what in the world is something you’d like to solve?” It is this focus that leads to passion. There are now 49 CAPS programs around the country.

Corey reflected on three books that are pivotal to what they are doing. The Happiness Advantage (Shawn Achor), outlines the difference between a job (a paycheck), a career (working to succeed), and a calling (work is the end in itself). Twelve percent of the population say they are living their calling – CAPS is trying to help kids find their calling. In Bold (Peter Diamandis and Steven Kotler), the authors discuss a “do-it-yourself” community, where a group of people are united around a massively transformative purpose. They also note that passion is the differentiator, and that deep engagement requires building human bridges. Finally, in The Cathedral Within (Bill Shore), the author discusses the power in creating something that endures, especially when focused on giving back.

In summary, Corey challenged us to continually ask the questions: “What If” and “Why Not”?

CAPS Facility Tour

The Summit attendees broke into smaller groups, led by CAPS students, and toured the CAPS facilities. After the tour, we discussed our observations about the facility and the program:

› We should not be afraid to change things – think big, ask “what if” questions, and gain passion.
› The facility is set up to enhance cross-functional collaboration and reduce silos.
› The students demonstrated a sense of “purpose.”
› What has been considered untraditional learning is becoming traditional. Disruption is the norm for this program.
› These students are taking personal responsibility for their learning.
› Space matters, and the design of the facility allows the students to test drive their potential careers.
› Hands on learning can turn the traditional teaching model on its head. We should look to the students for “answers.” Embedding engineering firms in the learning is a good way to enhance this experience.
› This program shows the benefit of early and strong engagement of industry with education.
› In our Education initiative, we need to make sure we touch all branches of education. K-12 may be an easier opportunity for change than higher education.
Exploring Engineering & Public Policy

Provocation: Public Policy Engagement – Steve Stagner, Past Executive Director, ACEC Texas

Steve Stagner spent his career in public policy, including a significant tenure on behalf of ACEC Texas. He discussed three areas of engagement: the electoral process, big policy issues, and “small ball” policy. He reminded us all that we get the government we deserve, and that there is a role for those who understand technical issues.

In the electoral process, we must recognize that it is currently a mess, and impacted by technology and current trends in communication. There is no gate keeper in these arenas – communication has become a conduit for what people want to hear, and he recommended the book Emergence of Truth by Jill Abramson.

Big policy includes initiatives, referenda, amendments, etc. Texas engineers have had success when they started with a vision, substantiated that vision with facts and research, showed that there was a need for the projects and for funding, and applied a reasonable yet aggressive understanding of the political process. He acknowledged that the tactics in politics can be tough and unpleasant, and we need to figure out how to participate in that world within our ethical constraints. They also had to be willing to raise the big dollars required to fund the policy initiative or campaign.

“Small ball” policy at the local level requires the cultivation of technically trained people who also understand how policy works. It’s about personal relationships, and to be successful engineers should be:

- Smart, but humble
- Good at interacting with others
- Not dogmatic
- Tolerant of compromise
- Experienced in the process (they should be able to get their Congressman on the phone)

Steve offered the following advice to ECL-USA:

1. There is a crying need for people who “get it” – consider a leadership academy and bring those engineers together to teach others. Involve engineers who have been elected to office.

2. We can influence and generate good outcomes, with the help of personal relationships and the cultivation of good leaders.

3. Recognize that it is no longer a “gentlemen’s sport” and be prepared.

4. There is a huge gap in the critical thinking skills of our citizens. We need to figure out how to work within that reality.

5. Can we harness powerful technology to build the system we want?

6. Don’t minimize our influence – focus on small ball policies where relationships are important. We can make a huge difference in this area.

7. Work with the trade associations to develop tools for messaging and talking points.
Provocation: Personal Experiences Leading Public Policy Initiatives – Mike McMeekin, Lamp Rynearson; Edwin Friedrichs, Walter P. Moore

Mike McMeekin and Edwin Friedrichs talked about initiatives they had been involved in – Mike with Omaha by Design and Edwin with Renew Houston. Omaha by Design was focused on making Omaha a better city by developing an urban design element of the city master plan followed by changes to the zoning code and ordinances (http://www.omahabydesign.org/). Renew Houston was an effort led by engineers to pass a referendum to significantly increase funding for streets and drainage. Both efforts were successful.

After listening to these examples, the group had the following observations:

› We can all get involved in smaller ways and still have influence.
› We should expand our efforts and get Google, IBM and Amazon involved in our public policy efforts.
› You need to have a specific, measurable ask.
› Local and state governments have the potential to do great things and can move the ball.
› Having a common story, common definition of the problem and common facts are keys to success.

Small Group Exercise

The group then broke into small groups to spend time exploring how engineers could influence public policy. The groups first brainstormed public policy issues that the engineering community has a significant “stake” in, and where we could offer leadership due to our expertise. Then, each group chose an issue to work on and considered questions such as: at what level would you intervene, what would be your objective, how would you intervene, what does the political landscape look like, and where would you start? The issues selected by the small groups included:

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<tbody>
<tr>
<td>Stormwater management.</td>
<td>Smart cities.</td>
<td>Increasing the gas tax.</td>
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After working through these questions and listening to each group’s efforts, the following advice was offered to the public policy initiative:

› Be the catalyst to bring people together and get things done.
› Develop a tool box to help engineers make connections and to help people get involved. The tool box should include a repository of best practices.
› Be the voice of the profession on issues that transcend technical specialties and that are tied to our stewardship mission.
› Consider hiring a public relations firm to help with this effort.
Advancing Focused Initiatives

Engineering Education

This group is guided by the idea: Imagine if, guided by educators and mentors who understand emerging technologies, every student was prepared and excited to address challenges/problems by applying science and math concepts, using an engineering approach.

During this summit, this group expanded the “to do” list from one item to three. We started by refining our discussion on Connecting Resources to Educators from Summit 4 and then followed with the two topics from speakers in Summit 5 (Diversity and Disruption).

1. Connecting Resources to Educators

A. Exists to a certain extent - www.LinkEngineering.org- K-12 education focused. Can ECL-USA help augment? How could we leverage them to build platform? What resources can we provide?

B. Existing groups to assist with developing?
   - AAPT (https://www.aapt.org/) - Lisa Cole
   - Boston Museum of Science (https://www.mos.org/) – Alan

C. Need to connect with teachers from various types of schools to see what would work to implement- assume they have the time and skills to do this. Create incentives.


E. Talking points to build relationships with K12 educators. Engineering community has obligation to reach out. Training them to reach out.

F. How could we develop maps to help educators find where engineering resources are? ACEC Member Organization list from Chandler and an ECL-USA member list from Dan or Kyle.
2. Diversity in Education

A. Find successful programs like Gold Shirt initiative at Colorado University (https://www.colorado.edu/bold/goldshirt) – one-year intensive program. Are engineering students, live in honors dorm. Examples @ other institutions (University of Manitoba) for indigenous students. Alan to address.

B. ECL-USA supply industry support/$$/pressure.

C. Develop orchestrated effort for industry to support mentoring.

D. Recognize Industry/Education diverse speakers- ECL-USA List.

E. ECL-USA summit to include representatives from National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), Society for Advancement of Chicanos and Native Americans in Science (SACNAS), Society of Women Engineers (SWE).

F. National School Board Association (NSBA) Representative – There is a department called Equity in Member Service.

3. Disruption

A. Easier to disrupt K-12 and use that as leverage to move higher education to action for change.

B. ABET accreditation is contemplating a project-based learning approach. Next summit invite Ron Ulseth- Iron Range Engineer.

C. Project Lead the Way (PLTW) has thousands of programs. Are we encouraging CAPS Network into those programs?

D. Advanced Placement for Engineering in K12. Invite Daryl Pines to future summits, 100 schools?

E. K-12 engineering standards related to engineering (Tamara Moore @ Purdue).

F. Teach STEM.

G. Include public policy impact.
Future of Consulting Engineering

The Future of Consulting Engineering initiative had an engaging and productive discussion at the ECL-USA Kansas City Summit. The goal of the discussion was to identify topics of interest to the group that could form the outline of a white paper or presentation. The group was asked to identify the biggest opportunities and threats to consulting engineering in the next 5 to 10 years, vote for the most important, and then further define and discuss those topics identified as the most important. A summary of the brainstorming and discussion results is provided below:

**BIGGEST OPPORTUNITIES AND THREATS TO CONSULTING ENGINEERING (# VOTES):**

### Understanding what our clients are buying and where we bring value (4)
- Differentiation
- Expansion of services
- “Don’t have to own it to sell it”
- Finding “unmet” or “unidentified” needs
- Trusted advisor role
- Data management and exploitation/action
- Life cycle management of assets

### Changes in technology (4)
- Develop it, own it, buy it?
- Improve efficiency – fewer hours – pay for it?
- Liability shifts
- Skill sets needed in our firms – programmers?
- Big data management
- Use technology as a differentiator

### Getting talent and talent management (4)
- Independent contractors
- Flexible schedule demands from staff
- Contingent work force
- Compensation methods
- Brain drain – boomers
- “Power skills” bringing greater value
- Collaboration

### Changes in firm culture and diversity (4)
- Clear expectations – accountability – why?
- Upward accountability
- Inclusive/fair policies – equitable
The group discussed next steps for the initiative and agreed that more information gathering and data is needed. We discussed the audience for our work with the sense that it should be consulting engineering firms and leaders — our work should benefit the consulting engineering industry by being better prepared for the future. We also discussed the potential to identify future “provocateur” speakers on our topic.

**New Models for Engineering Licensure**

The New Model for Engineering Licensure group conducted a workshop on October 24, 2018, and explored the question: If we had to do it all again, what would licensure look like? An outcome of the workshop was to begin the Strategic Doing process and create a framing statement. The framing question is: **Imagine a future, where the practice of engineering is regulated in a simple and transparent manner that enhances public health, safety, and welfare and technological development for all. What would that look like?**

In October, the group identified its first step: Each person in the group committed to contact three to five people, share the framing question, and ask each contact for their reaction to the framing question—including what key features it needs to have to realize the imagined future. The next step is to aggregate the results and identify key factors.

At Summit 5 the group shared responses they had received for the framing question. There were many interesting ideas, ranging from small changes to the current licensure model, to questions about how to support regulation of future engineering disciplines, to open models that challenge the current fundamental notions and frameworks of professional regulation and how to best provide for protection of public health, safety, and welfare. The group discussed possible next steps but did not identify specific action items. The group will consolidate the ideas received and continue discussions between sessions.
Mapping Technological Driving Forces Impacting the Engineering Community

Report Pending

Public Policy

Report Pending

Action Plan for Next Steps

The next summit is scheduled for July 15-16, 2019, in Berkeley (for more information, visit ecl-usa.org). This Summit will be a joint meeting with the ECL in Canada. Between summits, work on the initiatives will continue, and the Steering Committee will work on:

› Obtain our 501(c)(3) status from the IRS.
› Develop a job description for our initial staff.
› Expand outreach.
› Implement our communications / marketing plan.
› Ensure that we sustain activity between our summits and engage stakeholders who are unable to participate in the summits.
› Seek additional funding sources.
› Increase the diversity of stakeholders and provocateurs.
› Plan the next series of summits, including locations and topics.
FUTURE OF THE ENGINEERING PROFESSION SUMMIT 5

2019
KANSAS CITY, MO

ENGINEERING CHANGE LAB USA
FUTURE OF THE ENGINEERING PROFESSION SUMMIT 5

STEERING COMMITTEE

Stacy Bartoletti ........... Degenkolb Engineers
Kyle Davy ............... Kyle V. Davy Consulting
Lauren Evans .......... Pinyon Environmental
Edwin Friedrichs .......... Walter P. Moore
Daniel Linzell .......... University of Nebraska
Mike McMeekin .......... Lamp Rynearson
Liz Nilsen ........... Purdue University
Nancy Pridal .......... Lamp Rynearson
Clint Robinson .......... Black & Veatch
Elizabeth Stolfus .......... Stolfus & Associates
Bill Stout ............. Gannett Fleming

ENGINEERING CHANGE LAB USA
**SUMMIT DINNER SPEAKER**

| Fred L. Merrill, Jr. | 6420 West 135th Street  
| President  
| 66223  
| Overland Park, KS  
| (913)338-3800  
| fred@merrillcompanies.com |

For over 40 years, Fred Merrill, Jr. has been actively involved in the commercial real estate business, including retail, office and mixed use in Kansas City, Phoenix, Dallas and Washington, D.C. After receiving a Bachelor of Science degree majoring in Political Science from Kansas State University, he graduated with a real estate and finance M.B.A. from Southern Methodist University in Dallas, Texas. Over his entire career, Fred has arranged financing for or developed office, mixed-use and retail projects in the metropolitan areas of Kansas City, Dallas, Phoenix, and Washington, DC. He has been an active member of the National Association of Office and Industrial Properties, Building Owners and Managers Association, International Council of Shopping Centers, and various civic organizations. Fred is a member of the Urban Land Institute, and currently serves on the Urban Land Institute’s Entertainment Development Council.

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**SUMMIT PROVOCATEUR**

| Beth Cady | 500 Fifth Street NW, K1041  
| Program Officer  
| Washington, DC 20001  
| (202)334-2064  
| ecdy@nae.edu |

Dr. Elizabeth Cady is the Program Officer for the National Academy of Engineering. She works on projects that examine and enhance systems for the formal, informal, and lifelong education of engineers as well as projects to improve diversity and inclusivity in engineering education and the workforce. Beth earned M.S. and Ph.D. degrees in Cognitive and Human Factors Psychology from Kansas State University, and a B.A. in psychobiology and political science from Wheaton College in Massachusetts.
Lisa Cole
STEM Consultant (Secondment to
Ontario Ministry of Education)
Durham District School Board
300 Brock Street West
Uxbridge, Ontario Canada L9P 1G6
(416)358-1788
l.limcole@gmail.com

Lisa Cole is a high school physics/science and mathematics teacher with 14+ years of classroom experience, and was Head of Science at Uxbridge Secondary School and the past president of the Ontario Association of Physics Teachers. Lisa received her undergraduate degree from McGill University in Physics and her Education degree from Queen’s University. She completed a Master of Education degree at York University with a focus on Women in Physics and STEM.

Corey Mohn
Executive Director
Blue Valley Center for Advanced
Professional Studies (CAPS)
7501 W. 149th Terrace
Overland Park, KS 66223
(913)239-5900
cmohn@bluevalleyk12.org

Corey Mohn is the Executive Director of the Blue Valley Center for Advanced Professional Studies (CAPS), a program that empowers high school students to fast-forward into their future through hands-on work, real-world business projects, and the development of professional skills. Prior to CAPS, Corey served as the Director of Statewide Programs for the Kansas Center for Entrepreneurship (DBA NetWork Kansas). Corey holds Bachelor of Arts degrees in Political Science and Economics from Washington University in St. Louis, and a Masters in Business Administration from Baker University.

Steve Stagner
Past President
ACEC Texas
4300 Waterford Place
Austin, TX 78731
(512)413-4418
steve@acectx.org

Steve Stagner retired at the end of 2018 as President of the American Council of Engineering Companies (ACEC) of Texas, the business association that represents Texas engineering firms. He is a native of Tyler, Texas and holds degrees from Southern Methodist University and the University of Texas at Austin. Steve coordinated ACEC Texas’ governmental affairs policy for over 25 years, working extensively on issues such as government competition with the private sector, tort reform, procurement matters, alternative project delivery, transportation policy, tax policy, and other issues.
Mark Abbott, PE, MBA, spent 15 years working in the heavy industrial consulting engineering industry in Vancouver, Canada, before leaving to join the executive team of Engineers Without Borders Canada in Toronto eight years ago. Five years ago, Mark transitioned to help launch and become the founding director (animator) of the Engineering Change Lab, a collaborative platform comprised of senior leaders representing 40 + organizations from across the engineering community in Canada, working together to understand and unlock the higher potential of engineering contributions to society.

Dr. Ben Amaba holds a PhD. degree in Industrial & Systems Engineering, a M.B.A./M.S. degree in Engineering and Operations, and a B.S. degree in Electrical Engineering. He is responsible for industrial manufacturing, infrastructure and logistics solutions. Ben is the Chief Innovation Officer for the Industrial Sector – North America for the IBM Watson and Cloud Division. His focus and interest is in artificial intelligence, blockchain, robotic process automation (RPA), software engineering, data analytics, Internet of Things (IoT) and cloud technology.

Stacy Bartoletti is CEO of Degenkolb Engineers and is active in organizations and community programs including the American Council of Engineering Companies (ACEC), the Council of American Structural Engineers (CASE), the Washington Seismic Safety Committee, and the United States Resiliency Council (USRC). Stacy is a leader in Washington’s policy initiatives to improve seismic safety of critical lifelines, has testified before Congress on seismic safety, and has actively participated in the development of the CREW Cascadia Subduction Zone Earthquake and EERI Seattle Fault scenarios.
A broadly experienced association executive, Linda Bauer Darr spent the last four years as CEO at the American Short Line and Regional Railroad Association (ASLRA) where she was able to bring about positive change and grow the reputation and stature of ASLRA. Prior to that, Linda led the American Moving & Storage Association (AMSA) as CEO from 2007 – 2014. She also served as Senior Vice President for Policy & Communications at the American Bus Association, (ABA) and Vice President for International Affairs at the American Trucking Associations (ATA). Between her assignments at ATA and AMSA, she was appointed Deputy Assistant Secretary, Budget and Programs at the U.S. Department of Transportation where she managed a $50B annual budget. Linda is a graduate of University of Maryland and completed the Executive Education Program at Harvard Kennedy School.

Brett Binkley is the CEO and a 2nd generation owner for Binkley & Barfield, Inc., a 225-person consulting engineering firm serving Texas markets in civil infrastructure design; transportation (roads, bridges, ports), water (water lines, treatment), utilities (gas, electric, telecom), SUE, survey and land development. Over the last 3 decades as we moved from manual design and drafting to CADD and now with our multidimensional geospatial models, Brett’s interest for the future is in the linkage of our design and the inter-relationship of other data for decision-making and predictive analytics.

Gregg Brown is a thirty-year veteran of the telecommunications industry. For seven years, he was the Global Business instructor at the Blue Valley School District Center for Advanced Professional Studies (CAPS). Gregg now serves as the CAPS Network Coordinator where he is diffusing the CAPS Learning Innovation Model to other high schools across the nation. The CAPS Network serves 100 school districts in 50 programs.

Linda Bauer Darr
President and CEO
American Council of Engineering Companies (ACEC)
1015 15th Street, NW, 8th Floor
Washington, DC 20005
(202)347-7474
LDarr@ACEC.org

Brett Binkley
CEO
Binkley & Barfield, Inc.
1710 Seamist Drive
Houston, TX 77008
(713)869-3433
amm@binkleybarfield.com

Gregg H. Brown
CAPS Network Coordinator
Blue Valley School District
7501 W. 149th Terrace
Overland Park, KS 66223
(913)219-8105
ghbrown@bluevalleyk12.org
Chandler Carter serves as the Director of Professional Development and STEM Programs for ACEC Georgia. In this role, Chandler is responsible for ACEC Georgia’s program content, leadership development programs, and STEM outreach activities. Chandler was previously an intern for Governor Nathan Deal’s staff in the Governor’s Floor Leaders Office. After only a few months, she was promoted to Administrative Assistant to the Senate Floor Leaders for the Governor. Chandler received her Bachelor’s of Business Administration degree with a concentration in management from Presbyterian College in South Carolina.

Aaron Castelo is the Director of State and Local Government Relations for the American Society of Civil Engineers (ASCE), and has more than 20 years of experience in state government relations, most of it with professional and trade associations based in Washington, D.C. He holds the Certified Association Executive (CAE) certification and previously served on the Board of Directors of the Washington Area State Relations Group (WASRG). Aaron is a graduate of Indiana University with a double major in journalism and political science. He has an M.A. in political science from Ball State University, and is a graduate of the U.S. Chamber of Commerce Institute for Organization Management.

Alan Cheville is an engineering education researcher looking at educational systems from an ecosystem perspective. He is currently the department chair of Electrical & Computer Engineering at Bucknell University and a former program director at the National Science Foundation.
Andrew Conard, PE
Project Manager
Lamp Rynearson
9001 State Line Road, Suite 200
Kansas City, MO 64114
(816)823-7305
Andrew.Conard@LampRynearson.com

Andrew Conard is a project manager at Lamp Rynearson with broad experience in water resources and wastewater engineering. He has designed water and wastewater systems, pumping stations, and also enjoys providing technical support on water access and sanitation projects in developing countries.

Kyle Davy, AIA
President
Kyle V. Davy Consulting
1830 San Antonio Avenue
Berkeley, CA 94707
(510) 525-7737
kyle@kylevdavy.com

Kyle Davy provides leadership and management development consulting services to built environment professionals across North America. He is the author of several books and leads the faculty for ACEC’s Senior Executives Institute (SEI).

Laurie Dreyer
Director of Development
Taylor Design
550 Montgomery Street, Suite 925
San Francisco, CA 94111
(916)204-0917
LDreyer@WeAreTaylor.com

Laurie Dreyer is the Director of Development at Taylor Design. She brings over 20 years of passion for people and learning. Laurie’s previous HR leadership roles include Director of HR and Facilities for The Ratcliff Architects, VP of HR for Gensler, Director HR for Psomas, Principal and Director of International HR at Stantec (formerly Anshen + Allen), and VP of HR at Harris. Laurie has taught classes for AIA (national and local), Equity by Design, Design Management, KA Connect, AEBL, and the ACEC Senior Executives Institute. She has participated in publications for ENR, Design Intelligence, the AIA HR Practice Handbook, and Fast Company. Laurie has an active role with the ACEC Senior Executives Institute.
President and CEO, Lauren Evans founded Pinyon Environmental, Inc. 25 years ago in Lakewood, Colorado. Lauren is a past president of the American Council of Engineering Companies (ACEC) of Colorado. Her honors include an ACEC Colorado Outstanding Woman in Engineering Award, Orley O. Phillips Award, and a Colorado Business in Ethics award.

As a member of Walter P Moore since 1977, Edwin Friedrichs offers a strong background in master planning, infrastructure design, building site plan design, and traffic engineering studies and design. Edwin’s experience also includes regional mobility planning, Capital Improvement Plan preparation, funding options, and public hearings and presentations.

As a Chief Technical and Innovation Officer, Jeff Gebhard is responsible for formulation and implementation of corporate strategic initiatives involving technical excellence and innovation across all disciplines at Braun Intertec. He is also responsible for developing project-specific teams and scopes of work to provide the services our clients need to achieve their geotechnical and construction-related goals. Jeff has more than 18 years of geotechnical experience, working with owners, contractors and designers.
Mark J. Golden, FASAE, CAE  
Executive Director & CEO  
National Society of Professional Engineers  
1420 King Street  
Alexandria, VA 22314  
(703) 684-2820  
mgolden@nspe.org  

Mark Golden is the Executive Director of the National Society of Professional Engineers. He has previously served as the executive director of the National Court Reporters Association and in key leadership positions with the Personal Communications Industry Association and the Association of Telemessaging Services International. Mark is a Certified Association Executive and a Fellow of the American Society of Association Executives.

William O. Green, PE, LEED AP BD+C, DBIA  
President  
The RMH Group, Inc.  
12600 W. Colfax Ave., Suite A-400  
Lakewood, CO 80215  
(303) 235-0218  
bgreen@rmhgroup.com  

Bill Green is President of RMH Group based in Lakewood, Colorado, an 80-person mechanical, electrical, industrial process, and sustainable engineering firm. RMH is known for its highly technical capabilities in sustainable and low-energy systems, and has designed some of the most innovative and energy-efficient buildings in the world. Bill holds a BS degree in Mechanical Engineering from the University of Colorado at Boulder, is a LEED AP BD+C, and is a DBIA Designated Professional.

Paul Grosser, PHD, PE  
Executive Chairman  
P.W. Grosser Consulting, Inc.  
630 Johnson Avenue, Suite 7  
Bohemia, NY 11716  
(631)589-6353  
paulg@pwgrosser.com  

Dr. Paul Grosser is a recognized authority in the fields of civil, environmental, and geological engineering with extensive knowledge and valuable expertise from over 35 years in the industry. He is responsible for the firm’s business and technical operations and has served as principal on thousands of projects.
Rick Guerra, PE, FNSPE
President / CEO
Jose I. Guerra, Inc.
2401 South IH-35, Ste 210
Austin, TX 78741
(512) 445-2090
rguerra@guerra.com

Rick Guerra is President and CEO of Jose I. Guerra, Inc., a full-service consulting engineering firm based in Austin, Texas. The firm provides a comprehensive range of high quality civil, structural, mechanical, electrical, and plumbing engineering services throughout Texas.

Jenifer Hedrick, PE
Senior Advisor Strategic Planning
Southern California Edison
8631 Rush Street
Rosemead, CA 91770
(626) 302-8329
Jenifer.hedrick@sce.com

Jenifer Hedrick is a Strategic Planning Senior Advisor for Southern California Edison developing implementation options for GHG reduction through Integrated Resource Planning. Jenifer earned an MBA from the University of Southern California, and a Bachelor of Science degree in Mechanical Engineering from University of California, Berkeley. She is also a Registered Professional Mechanical Engineer in California.

Lee Kallstrom, Ph.D.
CAPS STEM Facilitator
Westside Community Schools
3504 S. 108th Street
Omaha, NE 68144
(402)343-2619
kallstrom.lee@westside66.net

Lee Kallstrom has worked with high school engineering students for the past 27 years. He taught at Omaha North High Magnet school in the engineering magnet for 18 years, retired, and now facilitates a STEM program in CAPS at Omaha Westside Schools. Lee’s primary passion is providing real-life experience in architecture, engineering, and design.
Lance Kinney, Ph.D., PE  
Executive Director  
Texas Board of Professional Engineers  
1917 South Interstate-35  
Austin, TX 78741  
(512) 505-3946  
lance.kinney@engineers.texas.gov

Lance Kinney has been with the Texas Board of Professional Engineers for over 17 years and is responsible for all agency programs and activities, including legislative, rule, budget, and policy issues, and represents the Board at statewide, national, and international functions. He also gives licensing and ethics outreach presentations all over the state at universities, companies, and associations.

John Kuprenas, P.E., Ph.D.  
Division President, Design  
Harris & Associates  
1401 Willow Pass Road, Suite 500  
Concord, CA 94520  
(949)230-2688  
john.kuprenas@weareharris.com

John Kuprenas brings over 30 years of A/E/C experience to every engagement, combining the skills of a professional engineer, general contractor, and visionary consultant. A natural leader and teacher, he builds confidence among Harris teams and clients while uniting diverse stakeholders around common goals. John enhances projects with a clear understanding of design concepts, construction execution, workflow sequencing, alternative delivery methods, and critical success factors for cost and schedule performance.

Jennifer Liggett  
Environmental Scientist  
Jacobs  
9191 S Jamaica Street  
Englewood, CO 80112  
(720) 286-3080  
Jennifer.liggett@jacobs.com

Jennifer Liggett has 11 years’ experience in the water industry, and is currently an environmental scientist at Jacobs Engineering, in the Internet of Things/Smart Sensors Digital Solutions business area. Her project expertise focuses on delivering innovative solutions and data analytics to clients facing water quality and quantity issues, by implementing dashboards with online water quality monitoring and advanced technologies.
Daniel Linzell, Ph.D.  
Associate Dean  
University of Nebraska  
Engineering — Lincoln  
844 N. 16th Street, N04 SLNK  
Lincoln, NE 68588-6105  
(402)472-8036  
dlinzell@unl.edu  

Dr. Daniel Linzell is in his sixth year as Chair of the Department of Civil Engineering. He spent 14 years in the Civil and Environmental Engineering Department at Penn State, including a year on sabbatical at the School of Engineering at TECNUN, the Technological Campus of the University of Navarra in San Sebastian, Spain. Dan received his Ph.D. and Master’s degrees from the Georgia Institute of Technology, and his Bachelors of Science in Civil Engineering from The Ohio State University.

Theresa A. Maldonado, PhD, PE  
Dean  
The University of Texas at El Paso  
500 West University Avenue  
El Paso, TX 79968  
(915)747-6917  
tamaldonado@utep.edu  

Theresa Maldonado is the Dean and Riter Endowed Professor of Engineering at The University of Texas at El Paso, since July 2017. She is the former Founding Senior Vice President for Research, Innovation, and Economic Development at the University of Texas Rio Grande Valley (UTRGV). Before entering academia, Theresa was a member of technical staff at AT&T Bell Laboratories for five years working on optical components and systems.

Lorin Maletsky  
Professor - Mechanical Eng Dept  
University of Kansas  
1450 Jayhawk Blvd.  
Lawrence, KS 66045  
(785)864-2700  
maletsky@ku.edu  

Dr. Lorin Maletsky is a Professor in the Mechanical Engineering Department at the University of Kansas and currently the Associate Dean for Undergraduate Programs. He oversees the recruitment, retention, and graduation of the 2400 engineering undergraduates at KU. Lorin’s research areas include biomechanics, robotics, and design.
Patty Mamola, P.E.
Executive Director
Nevada State Board of Professional Engineers & Land Surveyors
1755 E Plumb Lane Ste. 135
Reno, NV 89502
(755) 688-1231
pmamola@boe.state.nv.us

Patty Mamola has served ten years on the Nevada Board of Engineers and Land Surveyors. Currently serving as the deputy chair of APEC Engineers and her past role as the NCEES President, Patty strives toward increased diversity and improving mobility for engineers nationally and internationally. She has expertise in the private and public sector engineering industries and in construction management.

Mike McMeekin, P.E., ENV SP
Chairman of the Board
Lamp Rynearson
14710 W. Dodge Road
Omaha, NE 68154
(402) 496-2498
mike.mcmeekin@lamprynearson.com

Mike McMeekin is Chairman of the Board for Lamp Rynearson, an engineering, landscape architecture, and surveying firm headquartered in Omaha, Nebraska with additional offices in Fort Collins, Colorado; Lakewood, Colorado; and Kansas City, Missouri. Mike is a graduate of the American Council of Engineering Companies’ Senior Executives Institute, an advanced management, leadership, and public policy training program for current and emerging leaders of engineering and architectural firms.

Michael Nelson
Engineering Instructor
Blue Valley School District
7501 West 149th Terrace
Overland Park, KS 66223
(913)481-3877
mnelson@bluevalleyk12.org

Michael Nelson is an engineering instructor for the Blue Valley School District in Overland Park, Kansas. Mike has been teaching in Blue Valley for over 31 years. He is currently teaching engineering at the Center for Advanced Professional Studies, and represents Blue Valley Schools on the Kansas City STEM Alliance.
Nancy Pridal, P.E., ENV SP
President
Lamp Rynearson
14710 W. Dodge Road
Omaha, NE 68154
(402)496-2498
nancy.pridal@lamprynearson.com

Nancy Pridal is the CEO/President of Lamp Rynearson and is a civil engineer with a Master’s Degree of Organizational Leadership. Responsible for remote office leadership, human resources, marketing and organizational development teams, she impacts current pursuits and steers the firm’s future direction. Active in the community, Nancy is a member of the University of Nebraska Engineering Advisory Board, the Engineering Change Lab (ECL)-USA steering committee and the Greater Omaha Chamber Board of Directors. She is also the Chair of the Metropolitan Area Planning Association (MAPA) H2050 Regional Planning Action Committee (RPAC).

Doug Reed, PE
President
Foster Growth
402 Pearl Street
Reading, MA 01867
(617) 758-7000
dreed@fostergrowth.biz

Doug Reed is owner of FosterGrowth, a business consulting firm that leads A/E/Environmental firms through the challenges of revenue and profit growth strategies, particularly their execution. Doug applies decades of A/E experience garnered as an owner of high growth firms to use contemporary practices that elevate the team’s performance. Outcomes are achieved through business learning and real-time coaching. High energy and pride-of-accomplishment are enjoyed as Doug coaches his clients to secure their goals.

Jill Riffer
Technology Solutions Instructor
Center for Advanced Professional Studies (CAPS)
7501 West 149th Terrace
Overland Park, KS 66223
(913)239-5906
jriffer@bluevalley12.org

From working as a GIS Specialist to influencing high school students as a Technology Solutions instructor at the Center for Advanced Professional Studies (CAPS), Jill Riffer embraces changes in technology to teach digital natives and new users alike how to create with their varied devices and not just passively use them. Jill’s passion for technology learning includes increasing female enrollment in STEAM (Science, Technology, Engineering, Arts and Mathematics). In 2018, Jill continued her learning through attendance at KC Tech Council’s informative Tech on Tap presentations and Camp Cyber.
Tom Roberts, PE, FNSPE  
President  
National Society of Professional Engineers (NSPE)  
2015 Pierre Street  
Manhattan, KS 66502  
(785)565-1286  
tcr@ksu.edu  

Tom Roberts is the President of the National Society of Professional Engineers (NSPE). He has more than 41 years experience in planning, organizational development and leadership training programs. Tom was responsible for engineering recruitment and leadership development at Kansas State University for 21 years, and is Assistant Dean Emeritus of KSU’s College of Engineering.

Clinton Robinson  
AVP, Director State & Local Government Affairs  
Black & Veatch Corporation  
11401 Lamar Avenue  
Overland Park, KS 66211  
(913)458-1097  
robinsonco@bv.com  

Clint Robinson, Director of State & Local Government Affairs, has worked at Black & Veatch for 35 years. Clint is also very engaged in the areas of health, education and innovation in his community and across the country.

Maury Salz  
President  
CLAAS Omaha, Inc.  
8401 S. 132nd Street  
Omaha, NE 68138  
(402)861-1000  
Maury.Salz@claas.com  

Maury Salz is the president of CLAAS Omaha, Inc., the manufacturer of the LEXION combine and headers for North America located in Omaha, NE. He has worked for CLAAS 18 years and is responsible for CLAAS’ NA Production Operations which include R&D, Purchasing, Quality, Logistic and Manufacturing. Maury is also the current President for the American Society of Agricultural and Biological Engineers (2018-2019). He graduated from Iowa State University with a Bachelor’s Degree in Agricultural Engineering and has a MBA from St. Ambrose University.
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<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Bob Sims</td>
<td>Eminent Fellow</td>
<td>22 Church Street</td>
<td>(908) 394-1241</td>
<td>Bob Sims is an Eminent Fellow with Becht Engineering Co., Inc. He is a recognized authority in risk-based technologies, high pressure equipment, mechanical integrity evaluation of existing equipment and Fitness-For-Service analysis. Bob is an ASME Past President and a past member of the ASME Board of Governors.</td>
</tr>
<tr>
<td>David Soukup</td>
<td>Managing Director, Governance</td>
<td>2 Park Ave.</td>
<td>(212) 591-7397</td>
<td>David Soukup is the Managing Director, Governance at the American Society of Mechanical Engineers and an adjunct professor in the New York University Tandon School of Engineering’s Technology Management and Innovation Department. In his 42-year career in engineering associations, he had been involved with licensing, fund-raising, strategic planning, ethics, membership marketing, K-12, and engineering education activities.</td>
</tr>
<tr>
<td>Joseph Sposato</td>
<td>Project Engineer</td>
<td>3222 S. Vance Street</td>
<td>(303) 480-5200</td>
<td>Joseph Sposato is a civil and environmental engineer with eleven years of professional experience in all phases of environmental cleanup. He has experience working with the US Department of Transportation’s many modal agencies, as well as the Environmental Protection Agency, and Department of Defense. He has managed long-term remediation efforts at Superfund sites, as well as smaller scale soil excavation and demolition projects across the country.</td>
</tr>
</tbody>
</table>
Colin Stalter, PE  
Project Engineer  
Lamp Rynearson  
9001 State Line Road, Suite 200  
Kansas City, MO 64114  
(913)205-7509  
Colin.Stalter@LampRynearson.com

Colin Stalter is a problem solver with a creative outlook on civil engineering. Since graduation, Colin has had 4+ impactful years in engineering, working with many different cities and municipalities. His project experience is diverse and includes: water system studies, distribution modeling and design, water treatment facility plans, water and sewer rate studies, water tower inspections, and neighborhood sewer rehabilitation. Life outside Colin’s career in engineering also involves water. He is open water certified and has been scuba diving since age 13, traveling to many destinations in the Caribbean.

Mike Statz, PE  
Chief Operating Officer  
MSA Professional Services  
1702 Pankratz Street  
Madison, WI 53704  
(608) 242-7779  
mstatz@msa-ps.com

Mike Statz is the Chief Operating Officer (COO) and the Chairman of the Board of Directors for MSA Professional Services, Inc. Mike is based in Madison, Wisconsin office. MSA is a 350 person full service firm offering engineering, architecture, planning, and survey services from 16 offices in Georgia, Illinois, Iowa, Minnesota, Texas, and Wisconsin.

Elizabeth Stolfus, PE  
President  
Stolfus & Associates, Inc.  
5690 DTC Boulevard, Suite 560E  
Greenwood Village, CO 80111  
(303) 221-2330  
elizabeth@stolfusandassociates.com

Elizabeth Stolfus is President of Stolfus & Associates, Inc., a Colorado transportation engineering and planning consulting firm. Her professional interests include linking transportation systems with community planning, building multi-disciplinary programs and teams to improve highway safety, and implementing thoughtful engineering designs that accommodate every mode of travel. Elizabeth focuses on developing solid transportation decisions, projects, and processes by establishing inclusive participant settings, asking the right questions, and sharing information.
Bill Stout is a Principal Consultant with Gannett Fleming Valuation and Rate Consultants, LLC, a subsidiary of Gannett Fleming, Inc. Bill provides internal training to staff and assistance in client studies related to public utility depreciation and cost of service, fields of practice that occupied much of his career. Early in 2017, he retired as Chairman of the Board and CEO of Gannett Fleming, Inc. In 2016, Bill received the American Council of Engineering Companies (ACEC) Chairmen Emeritus Award.

Michael “Sully” Sullivan is the President & CEO of ACEC Georgia. Prior to joining ACEC Georgia in August 2012, Sully was an attorney and equity partner at Andersen, Tate & Carr, P.C., one of Metro Atlanta’s largest full-service law firms. Sully’s commitment to public service and community involvement is demonstrated by his current service on the following statewide, regional and local boards: Georgia Transportation Alliance (Chairman); Georgia Regional Transportation Authority (Board of Directors); Georgia Chamber of Commerce (Board of Governors & Board of Directors); Council for Quality Growth (Board of Directors); Gwinnett County Water & Sewer Authority (Chairman); and Brookwood Schools Foundation (Board of Trustees).

As chief engineering and technical officer, Hoss Tabrizi is responsible for delivering the highest quality engineering solutions to Ulteig’s clients across the company’s technical departments. Prior to his current role, he served as Ulteig’s Senior Market Director — Power and Ulteig’s Technical Director — Substation. Hoss is a past recipient of the Rocky Mountain Electrical League’s (RMEL) Emerging Leader award and Ulteig’s “Big Mo” award, which is given in honor of a highly dedicated former employee to the Ulteig team member who has provided the greatest overall contribution to the company during the year.
**Kodi Jean Verhalen, PE, Esq.**  
Shareholder  
Briggs and Morgan, P.A.  
80 South 8th Street, Suite 2200  
Minneapolis, MN 55402  
(612)977-8591  
kverhalen@briggs.com

Kodi Jean Verhalen is a shareholder in the Energy Section at the law firm of Briggs and Morgan, PA. She was licensed as a professional engineer in Minnesota in 2009 and received her first license to practice law in 2010. Kodi holds a B.S. in chemical engineering from the University of Minnesota Duluth and her engineering background is rooted in environmental engineering in the energy sector. Kodi was the 2016-17 President of the National Society of Professional Engineers (NSPE) and currently works with NSPE’s Future of Professional Engineering Task Force.

**Christopher Walcutt, CISM, CISSP**  
Director of Security Solutions  
DirectDefense  
385 Inverness Parkway Suite #360  
Englewood, CO 80112  
(410)207-9117  
cwalcutt@directdefense.com

Christopher Walcutt is the Director of Security Solutions at DirectDefense with over twenty years of experience in network design, information security, risk analysis & mitigation and compliance in the energy, financial, higher education, and manufacturing sectors. Chris specializes in security and risk strategy in the energy sector and is involved with several research initiatives involving the University of Central Florida, Soar Technology, and DARPA as a subject matter expert for energy, smart integrated infrastructure and critical infrastructure security. He volunteers time coaching the CyberPatriot Team NetRunners and is a nationally recognized Cyber Security speaker and the Air Force Association’s 2016 CyberPatriot Mentor of the Year.

**Marcus Weidner**  
Chief Innovation Officer  
Pennoni  
1900 Market Street, Suite 300  
Philadelphia, PA 19103  
(267) 303-8900  
mweidner@pennoni.com

Markus Weidner serves as the Chief Innovation Officer for Pennoni, a 1300-person Engineering Design and Consulting Firm with offices across the Eastern United States. His role focuses on bringing innovation to operational systems and processes, modification and modernization of existing services, and inventiveness in the creation of new solutions and service lines. Markus has 20 years of experience in the AEC industry and has served in a number of operations and technical roles — most recently as Director of Technology for NELSON, a national Architecture firm of 1200 people.