
2011 Report on Architecture Education at Historically Black Colleges and Universities

The National Architectural
Accrediting Board, Inc.



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INTRODUCTION

It is my great pleasure and honor to transmit to you, on behalf of the directors and staff of the National Architectural Accrediting Board, Inc. (NAAB), the 2011 edition of the *Report on Architecture Education at Historically Black Colleges and Universities*.

A Historically Black College or University (HBCU) is defined by the [Higher Education Act of 1965](#), as amended, as "any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans..." There are 105 HBCUs in the United States. Seven offer a total of eight NAAB-accredited degrees. They are:

Florida A&M University (FL) (B. Arch. and M. Arch.)
Hampton University (VA) (M. Arch.)
Howard University (DC) (B. Arch.)
Morgan State University (MD) (M. Arch.)
Prairie View A&M University (TX) (M. Arch.)
Southern University and A&M College (LA) (B. Arch.)
Tuskegee University (AL) (B. Arch.)

This report covers three areas:

- Enrollment
- Degrees awarded
- Faculty characteristics at HBCUs

The data used to prepare it was provided by the institutions in the NAAB's Annual Report Submission (ARS) system in fall 2011. This is only the second time the NAAB has produced this report, and there has been no attempt to draw conclusions. The NAAB invites others to consider the questions, challenges, and opportunities to which this report may give rise.

The NAAB acknowledges the considerable efforts of the NAAB-accredited programs in assembling and submitting data annually to the ARS. We would also like to acknowledge the persistence of leaders from HBCUs and professionals from underrepresented groups who encouraged the NAAB to issue this report.

I hope this report will continue to prove useful to all those seeking to develop a profession with demographics that are truly representative of the clients and communities they serve.

Please feel free to share suggestions for improvements or changes by contacting the NAAB at forum@naab.org.

Thank you for your support,



Keelan P. Kaiser, AIA
President

ANNUAL REPORT SUBMISSION (ARS)

Overview

The NAAB launched its online Annual Report Submission (ARS) site in fall 2008. The web-based questionnaire has two parts: Part I is the annual statistical report and part II is the narrative. Aggregate results of part I were used to prepare this report.

Part I (annual statistical report) captures statistical information on both the institution in which an architecture program is located and the program itself. Part I consists of seven sections: (1) institutional characteristics, (2) NAAB-accredited architecture programs, (3) tuition, fees, and financial support for students, (4) student characteristics, (5) degrees awarded, (6) resources for students and learning, and (7) human resources.

For part I, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the “core postsecondary data collection program” for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid.¹ Much of the institutional information requested in part I of the ARS corresponds to reports submitted by institutions to IPEDS each fall.

The data presented in this special report were collected in fall 2011 and cover the 2010–2011 academic year.

General Information

Seven institutions classified as HBCUs offer a total of eight NAAB-accredited programs. One offers both the B. Arch. and the M. Arch. Three offer an M. Arch. only, and three offer a B. Arch. only.

Three of these institutions also offer a nonaccredited, preprofessional degree in architecture.

These institutions are located in three Association of Collegiate Schools of Architecture regions:

- Southeast Region (3)
- Northeast Region (2)
- Southwest Region (2)

Four institutions are publicly supported; three are privately supported.

¹ Integrated Postsecondary Education Data System <http://nces.ed.gov/IPEDS/>

OVERALL ENROLLMENT IN ACCREDITED PROGRAMS AT HBCUs

Enrollment by Degree (N=662)

There are 662 students enrolled in NAAB-accredited degree programs offered by HBCUs in the United States. This represents 2.4% of the total enrollment in NAAB-accredited programs.

This is an increase in overall enrollment in these eight programs of 1.8%.

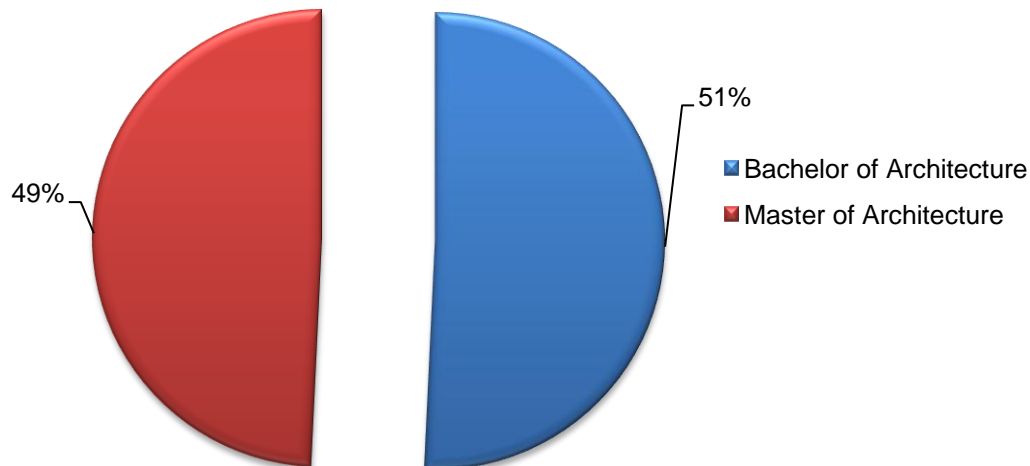
Of this total, 326 (51%) are enrolled in Bachelor of Architecture programs and 336 (49%) in Master of Architecture programs. For students overall, 59% are enrolled in Bachelor of Architecture programs, 40% in Master of Architecture programs, and 1% in Doctor of Architecture programs.

Of the 662 students enrolled, 602 (91%) are enrolled full-time, and 60 (9%) are enrolled part-time. This breakdown is identical to the distribution for full-time and part-time enrollment in all NAAB-accredited programs.

There are 251 (38%) students enrolled in institutions with public support and 411 (62%) in institutions with private support. This is a change from the 2009–2010 academic year, when only 32% of students were enrolled in institutions with public support.

The overall distribution between institutions with public and private support for all students is 54% public and 46% private.

Enrollment by Degree

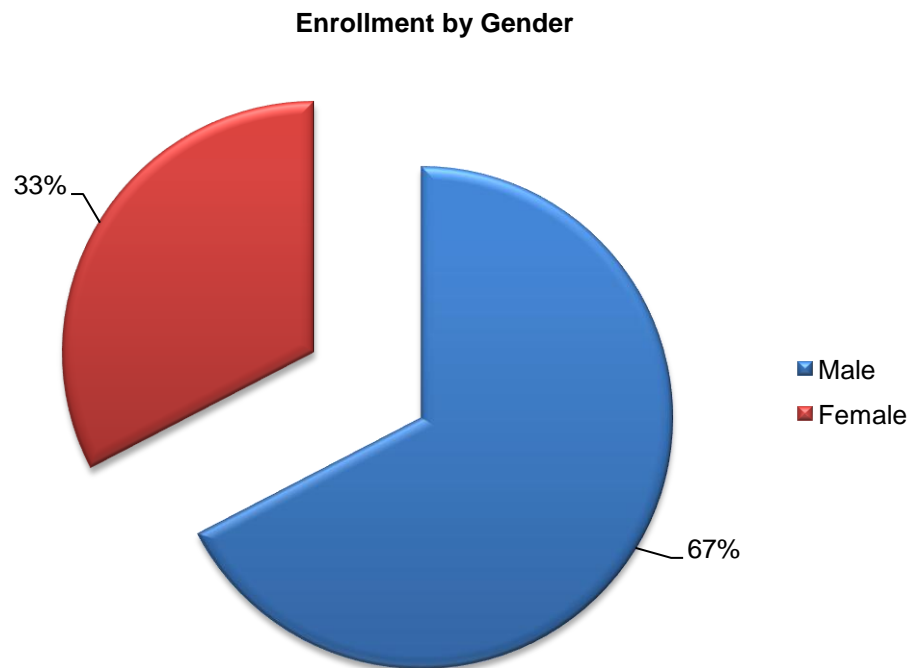


Enrollment by Gender—Accredited Programs at HBCUs

The gender breakdown of students enrolled in NAAB-accredited programs at HBCUs is 67/33 with 446 (67%) male students and 216 (33%) female.

The percentages for male/female enrollment are the same as for enrollment overall and for both B. Arch. and M. Arch. programs.

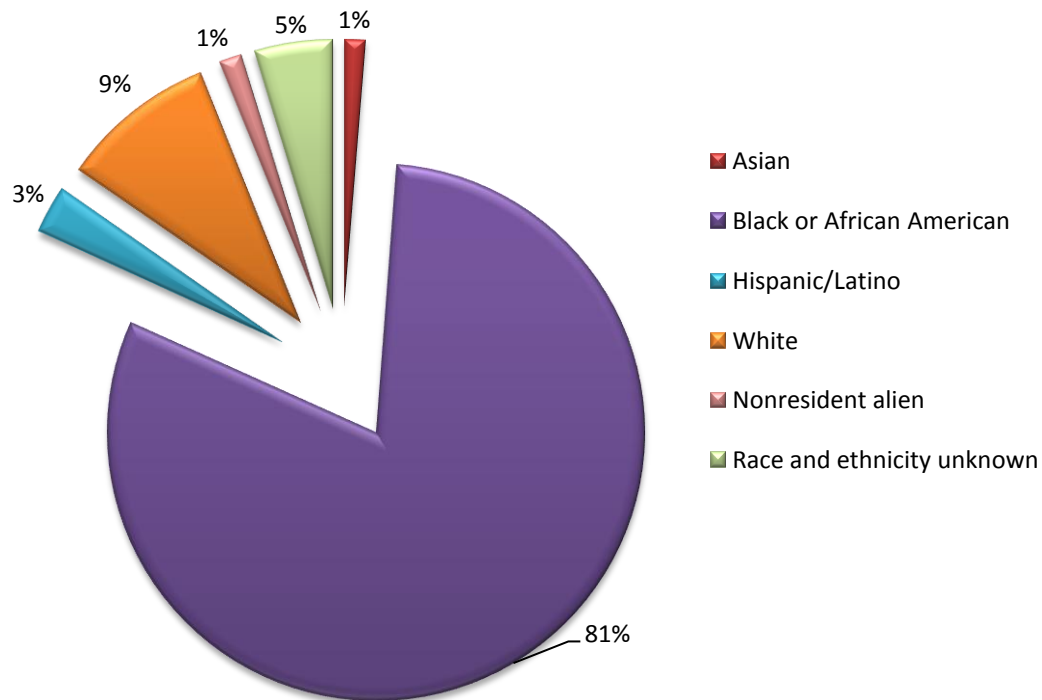
This represents an increase in the number of male students as a percentage of the enrollment over the 2009–2010 academic year when the distribution was 60/40.



Enrollment by Ethnicity—Accredited Programs at HBCUs

There are 533 (81%) architecture students who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 8 (1%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 62 (9%) White; 19 (3%) Hispanic/Latino; 0 (0%) two or more races; 9 (1%) nonresident alien; and 31 (5%) race and ethnicity unknown.

Enrollment by Ethnicity



Compared to Total Enrollment in All NAAB-Accredited Programs

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 37% of the total enrollment by students who indicated this category for race/ethnicity in all NAAB-accredited programs.

The table on the next page indicates the percentage of students enrolled in HBCUs compared to the enrollment in all NAAB-accredited programs by ethnicity.

Total Program Enrollment by Ethnicity

	Total	HBCUs Only	Percentage of Total at HBCUs
American Indian or Alaska Native	130	0	0%
Asian	2,714	8	0.3%
Native Hawaiian or other Pacific Islander	101	0	0%
Black or African American	1,444	533	36.9%
Hispanic/Latino	3,897	19	0.4%
White	14,126	62	0.4%
Two or more races	424	0	0%
Nonresident alien	2,288	9	0.9%
Race and ethnicity unknown	2,353	31	1.3%

FIRST-TIME ENROLLMENT IN ACCREDITED PROGRAMS at HBCUs (N=176/662)

There were 176 newly matriculated students enrolled in NAAB-accredited degree programs offered by HBCUs for the academic year 2010–2011. This is a decrease of almost 40% compared to the previous year.

The number of new students is approximately 26% of all students in accredited programs at HBCUs. The percentage of new students enrolled in programs at HBCUs is lower than that of new students enrolled in NAAB-accredited programs overall.

Of this total, 90 (51%) are enrolled in Bachelor of Architecture programs and 86 (49%) in Master of Architecture programs. The decrease in first-time enrollment for M. Arch. programs accounts for all of the difference between 2009–2010 and 2010–2011.

For programs overall, the distribution between degree programs is 47% in Bachelor of Architecture programs, 52% in Master of Architecture programs, and 1% in Doctor of Architecture degree programs.

Of the 176 newly enrolled students, 167 (94%) are enrolled full-time and 8 (6%) part-time. This represents a significant drop in part-time students compared to last year.

There are 86 (48%) architecture students enrolled in institutions with public support and 90 (52%) enrolled in institutions with private support. For first-time students overall, the distribution is 55/45.

First-Time Enrollment in Accredited Programs by Gender

The gender breakdown of first-time students enrolled in NAAB-accredited programs offered by HBCUs is 60/40. The breakdown is similar for both B. Arch. and M. Arch. students. This is a change from the previous year when the distribution was 68/32.

For enrollment overall, the gender distribution is also 60/40.

First-Time Enrollment in Accredited Programs by Ethnicity

There are 138 (74%) first-time architecture students at HBCUs who indicated Black or African American with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 3 (1.4%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 19 (12%) White; 3 (3.1%) Hispanic/Latino; 0 (0%) two or more races; 5 (1.4%) nonresident alien; and 8 (2.7%) race and ethnicity unknown.

Compared to First-Time Enrollment in All NAAB-Accredited Programs

Students enrolled in HBCUs who indicated Black or African-American with respect to ethnicity represent 32% of the total first-time enrollment in all NAAB-accredited programs for this category.

The table on the next page indicates the percentage of students enrolled for the first time in HBCUs compared to the first-time enrollment in all NAAB-accredited programs by ethnicity.

First-Time Enrollment by Ethnicity (NAAB-Accredited)

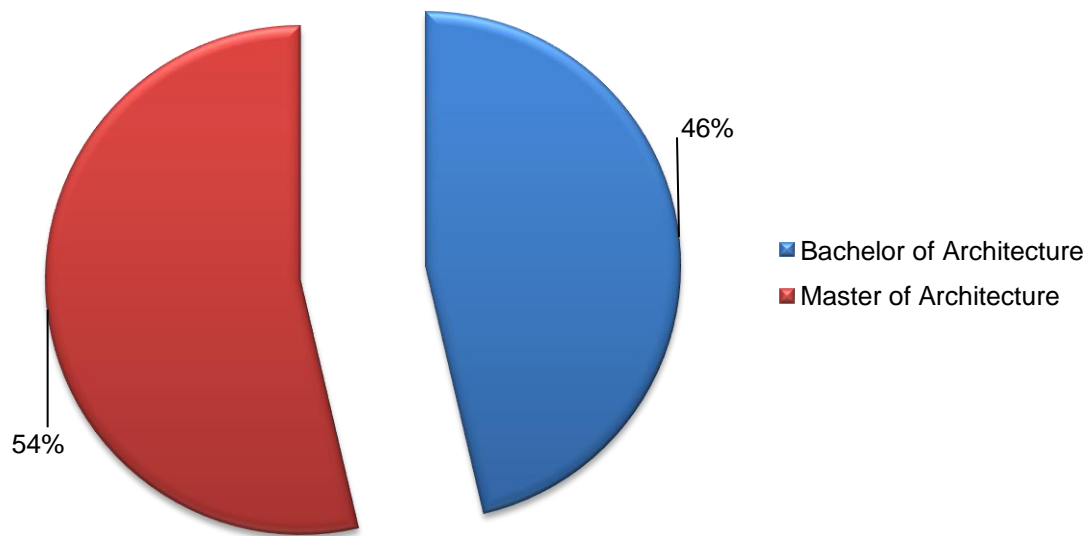
	Total	HBCUs Only	Percentage of Total at HBCUs
American Indian or Alaskan Native	55	0	0%
Asian	739	3	0.4%
Native Hawaiian or other Pacific Islander	38	0	0%
Black or African American	425	138	32%
Hispanic/Latino	985	3	0.3%
White	4,212	19	0.4%
Two or more races	172	0	0%
Nonresident alien	823	5	0.6%
Race and ethnicity unknown	858	8	0.9%

DEGREES AWARDED BY ACCREDITED PROGRAMS (n=123)

HBCUs awarded 123 NAAB-accredited degrees during the 2010–2011 academic year: 57 (46%) were Bachelor of Architecture degrees; 66 (54%) were Master of Architecture degrees.

This total represents 1.9% of the total number of NAAB-accredited degrees awarded for the same period.

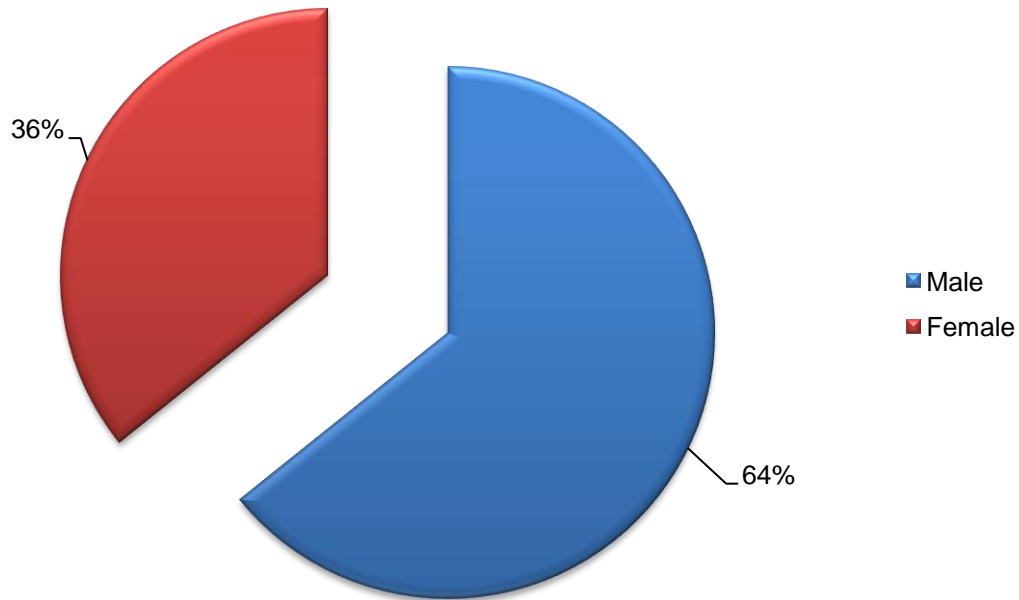
Degrees Awarded by Degree Type



Degrees Awarded by Gender

The gender breakdown for degrees awarded by HBCUs was comparable to that of the gender breakdown for overall enrollment: 79 (64%) degrees were awarded to males and 44 (36%) to females. However, the percentages of degrees awarded for male/female are the same for the two degrees:

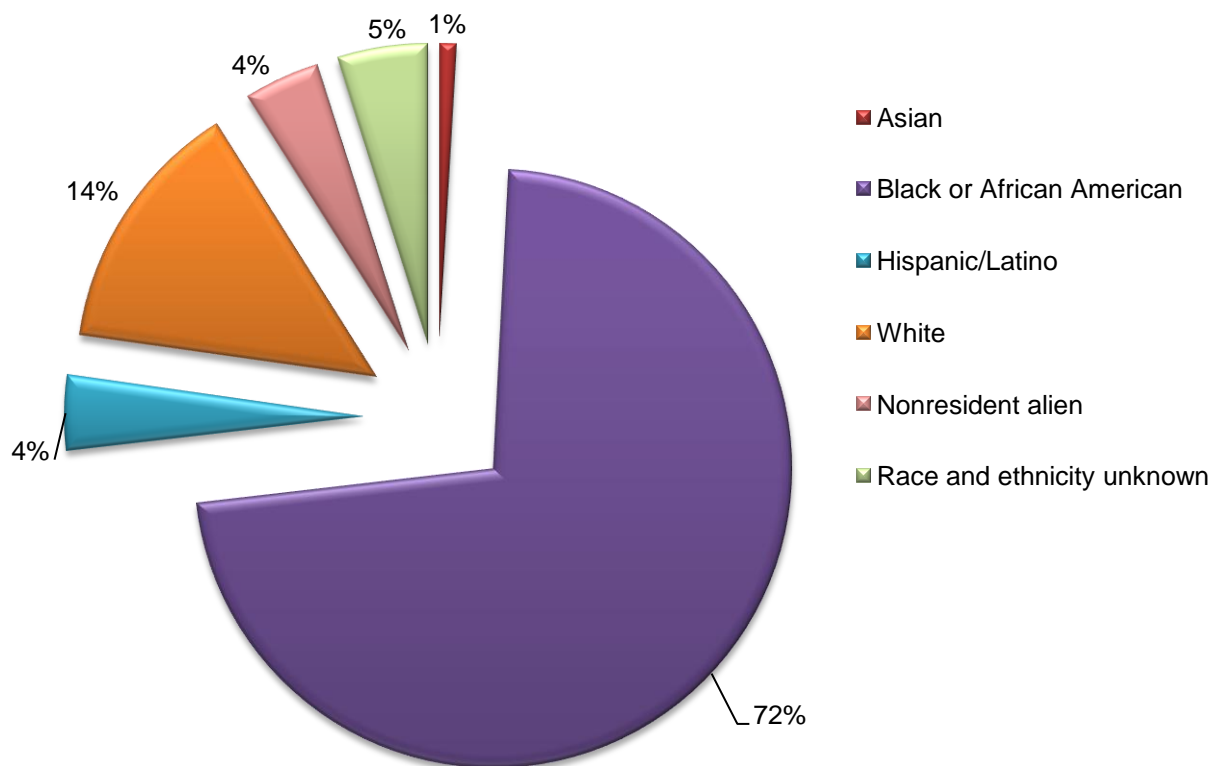
Degrees Awarded by Gender



Degrees Awarded by Ethnicity

Of the 123 degrees awarded, 89 (72%) were awarded to Black or African-American candidates with respect to ethnicity. The remaining categories were as follows: 0 (0%) American Indian or Alaskan Native; 1 (0.8%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 17 (14%) White, Non-Hispanic; 5 (4%) Hispanic/Latino; 0 (0%) two or more races; 5 (4%) nonresident alien; and 6 (5%) race and ethnicity unknown.

Degrees Awarded by Ethnicity



Compared to Degrees Awarded by All NAAB-Accredited Programs

The 89 Black or African-American students who received NAAB-accredited degrees from HBCUs in 2010–2011 represent 43% of the total number of degrees awarded to Black or African-American students overall.

The table on the next page indicates the percentage of degrees awarded by HBCUs by ethnicity compared to degrees awarded by NAAB-accredited programs overall.

NAAB-Accredited Degrees Awarded by Ethnicity

	Total	HBCUs Only	Percentage of Total from HBCUs
American Indian or Alaskan Native	21	0	0%
Asian	563	1	0.1%
Native Hawaiian or other Pacific Islander	20	0	0%
Black or African American	204	89	43%
Hispanic/Latino	620	5	0.8%
White	3,652	17	0.4%
Two or more races	49	0	0%
Nonresident alien	466	5	1%
Race and ethnicity unknown	596	6	1%

ENROLLMENT IN PREPROFESSIONAL PROGRAMS AT HBCUs

Of the seven HBCUs that offer accredited architecture programs, three offer preprofessional programs; however, only two programs reported data for the 2010–2011 academic year.

The term *preprofessional* refers to architecturally-focused four-year degrees that are *not* accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies.

There are 547 students enrolled in two of the preprofessional degree programs offered by HBCUs; of the total, 502 (91%) are enrolled full-time and 45 (9%) part-time. All are enrolled in institutions with public support. This is a decrease of 180 from the 2009–2010 academic year.

These 547 students represent 3.06% of the total enrollment in preprofessional programs offered by institutions with NAAB-accredited degrees.

Preprofessional Enrollment by Gender

The gender breakdown of students enrolled in two of the preprofessional programs at HBCUs is approximately 70/30 with 374 (67%) male students and 173 (33%) female students. The distribution of enrollment by gender in all preprofessional degree programs is 62/38.

Preprofessional Enrollment by Ethnicity

Within these two programs, there are 414 (76%) preprofessional architecture students at HBCUs who indicated Black or African-American with respect to ethnicity. The remaining categories are as follows: 1 (0%) American Indian or Alaskan Native; 10 (2.1%) Asian; 15 (0%) Native Hawaiian or other Pacific Islander; 50 (11%) White; 50 (8%) Hispanic/Latino; 0 (1.2%) two or more races; 4 (0.8%) nonresident alien; and 3 (0.1%) race and ethnicity unknown.

The 414 students who indicated Black or African-American represent 49% of the total number of Black or African-American students enrolled in preprofessional degree programs offered by institutions with NAAB-accredited degrees.

FIRST-TIME ENROLLMENT IN PREPROFESSIONAL PROGRAMS

There were 275 newly matriculated students enrolled in these two preprofessional programs for the 2010–2011 academic year. This number accounts for 5% of the total first-time enrollment in preprofessional degree programs.

First-Time Enrollment in Preprofessional Programs by Gender

The gender breakdown of first-time students enrolled in these two programs is approximately 62/38 with 170 (62%) male students and 105 (38%) female. This is similar to the distribution by gender for first-time enrollment in all preprofessional degree programs.

First-Time Enrollment in Preprofessional Programs by Ethnicity

Among the first-time enrollees for these two programs, there were 211 (76%) architecture students who indicated Black or African-American with respect to ethnicity. The remaining categories are as follows: 0 (0%) American Indian or Alaskan Native; 4 (1.4%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 42 (15%) White; 17 (6.1%) Hispanic/Latino; 0 (1.1%) two or more races; 1 (0.3%) nonresident alien; and 0 (0%) race and ethnicity unknown.

The 211 students who indicated Black or African-American represent 63% of the Black or African-American students who enrolled in a preprofessional degree for the first time in 2010–2011.

DEGREES AWARDED BY PREPROFESSIONAL PROGRAMS

These two programs awarded 56 preprofessional degrees during the 2010–2011 academic year.

This number represents 1.5% of the preprofessional degrees awarded overall.

Preprofessional Degrees Awarded by Gender

The gender breakdown of degrees awarded is approximately 64/36 with 36 (64%) degrees awarded to male students and 20 (36%) to female students.

The gender distribution for all preprofessional degree programs is 60/40.

Preprofessional Degrees Awarded by Ethnicity

There were 31 (55%) degrees awarded to students who indicated Black or African-American with respect to ethnicity. The remaining categories were as follows: 1 (1.7%) American Indian or Alaskan Native; 2 (3.5%) Asian; 4 (7.1%) Native Hawaiian or other Pacific Islander; 12 (21%) White, Non-Hispanic; 6 (10.7%) Hispanic/Latino; 0 (0%) two or more races; 0 (0%) nonresident alien; and 0 (0%) race and ethnicity unknown.

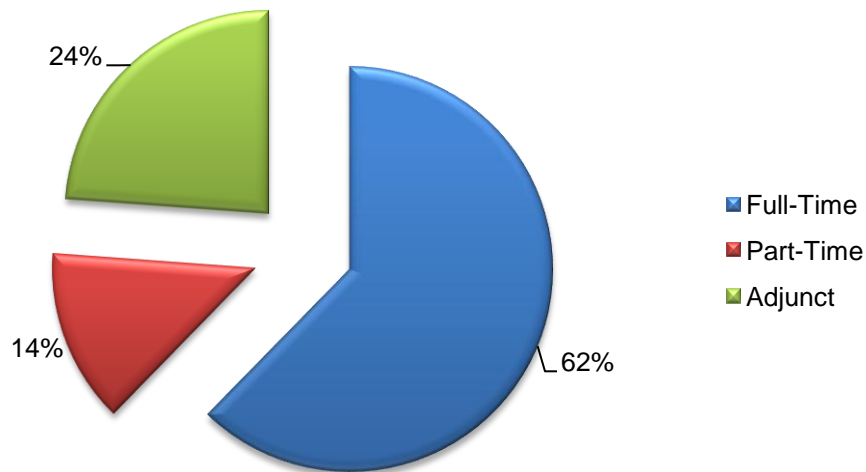
These 56 degrees represent 42% of the total number of preprofessional degrees awarded to students who indicated Black or African-American with respect to ethnicity.

FACULTY (n=130)

Overall Faculty by Status

There are 130 faculty teaching in NAAB-accredited degree programs offered by HBCUs. Of this total, 81 (62%) are full-time, 18 (14%) are part-time, and 31 (24%) are adjunct.

Faculty by Appointment Type



These 130 individuals represent 2.1% of the total number of faculty teaching in NAAB-accredited programs overall.

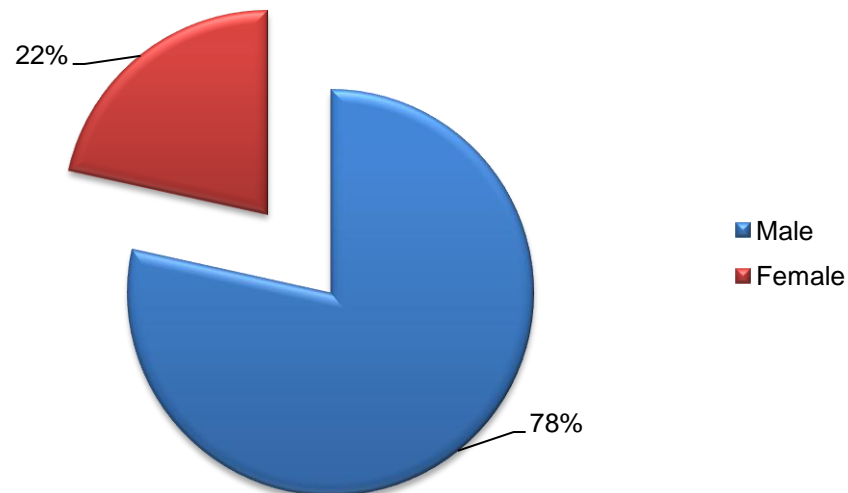
The percentage of full-time faculty in these programs is significantly higher than for NAAB-accredited programs overall:

Distribution of Faculty by Appointment Type (%)		
	All Programs	HBCUs
Full-time	40%	62%
Part-time	18%	14%
Adjunct	42%	24%

Overall Faculty by Gender

The gender breakdown remains close to 80/20 with 102 (78%) male faculty and 28 (22%) female.

Overall Faculty by Gender



The gender breakdown for faculty in NAAB-accredited programs overall is approximately 74/26.

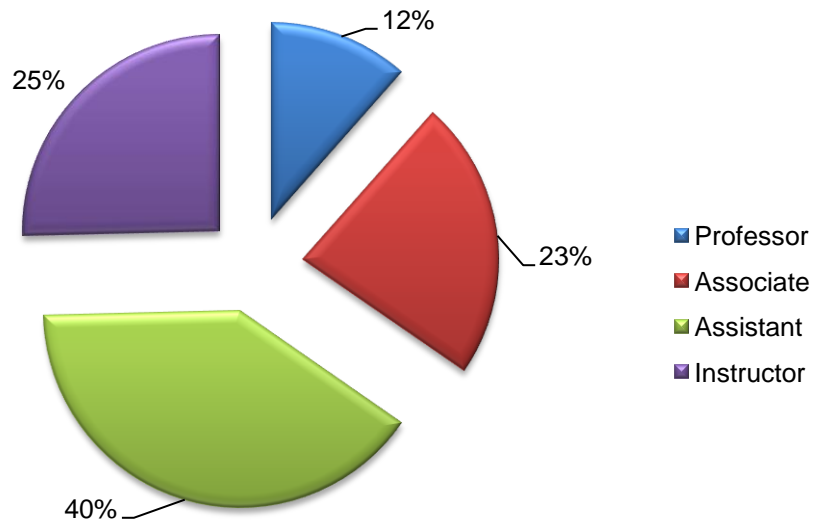
The table below compares faculty by gender and rank at NAAB-accredited programs overall and at HBCUs.

Distribution of Faculty by Gender and Rank (%)				
	Male		Female	
	Overall	HBCUs	Overall	HBCUs
Professor	79%	80%	21%	20%
Associate professor	37%	73%	27%	27%
Assistant professor	68%	79%	32%	21%
Instructor	70%	82%	30%	18%

Overall Faculty by Rank

Of the 130 total faculty at HBCUs, 15 (12%) are full professors, 30 (23%) are associate professors, 52 (40%) are assistant professors, and 33 (25%) are instructors or adjuncts.

Overall Faculty by Academic Rank



The distribution by rank at HBCUs is significantly different from the distribution at NAAB-accredited programs overall:

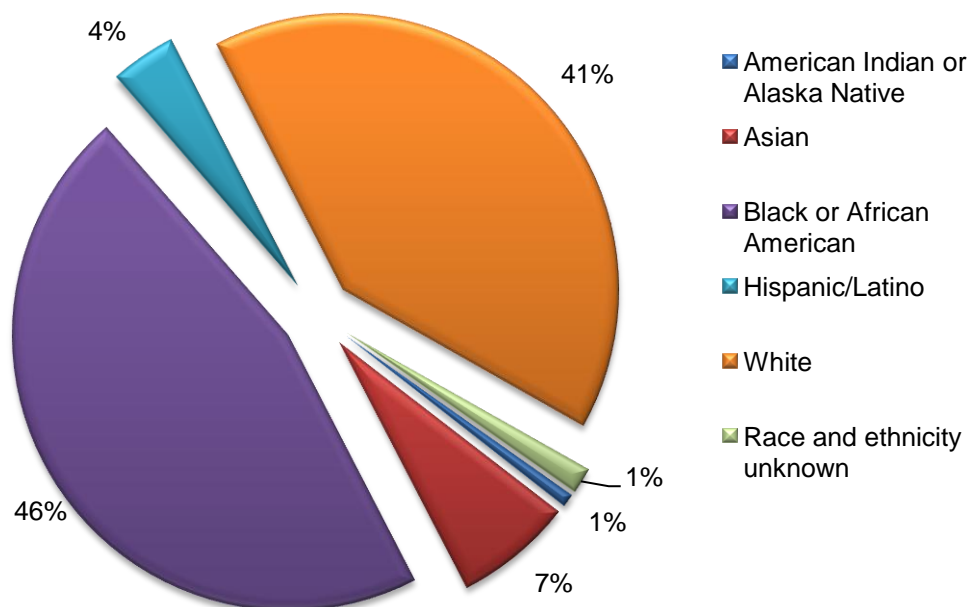
Distribution of Faculty by Appointment Type (%)		
	All Programs	HBCUs
Professor	17%	12%
Associate professor	17%	23%
Assistant professor	20%	40%
Instructor	46%	25%

Overall Faculty by Ethnicity

Sixty (46%) faculty members indicated Black or African-American with respect to ethnicity. The remaining indicated the following: 1 (0.7%) American Indian or Alaskan Native; 9 (6.9%) Asian; 0 (0%) Native Hawaiian or other Pacific Islander; 53 (41%) White, Non-Hispanic; 5 (3.8%) Hispanic/Latino; 0 (0%) two or more races; 0 (0%) nonresident alien; and 2 (1.5%) race and ethnicity unknown.

Faculty at HBCUs who indicated Black or African-American with respect to ethnicity represent 35.5% of the total number of faculty who indicated this category for race/ethnicity in all NAAB-accredited programs.

Overall Faculty by Ethnicity



The table below indicates the percentage of faculty by ethnicity at HBCUs compared to the faculty distribution by ethnicity overall.

Faculty by Ethnicity			
	Total	HBCUs Only	Percentage at HBCUs
American Indian or Alaskan Native	11	1	9%
Asian	383	9	2.3%
Native Hawaiian or other Pacific Islander	10	0	0%
Black or African American	169	60	35.5%
Hispanic/Latino	446	5	3.1%
White	4,635	53	1.1%
Two or more races	49	0	0%
Nonresident alien	91	0	0%
Race and ethnicity unknown	204	2	0.9%

NAAB Mission, Vision, Values Statement

Preamble:

From the 1940 Founding Agreement

"The ... societies creating this accrediting board, here record their intent not to create conditions, nor to have conditions created, that will tend toward standardization of educational philosophies or practices, but rather to create and maintain conditions that will encourage the development of practices suited to the conditions which are special to the individual school. The accrediting board must be guided by this intent."

Since 1975, the *NAAB Conditions for Accreditation* have emphasized self-assessment and student performance as central elements of the NAAB model. The Directors have maintained their commitment to both of these as core tenets of the NAAB's criteria and procedures.

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Values: The following principles serve as a guide and inspiration to the NAAB.

1. **Shared Responsibility.** The education of an architect is a responsibility shared by the academy and the profession in trust for the broader society and the public good.
2. **Best Practices.** The NAAB's accreditation processes are based on best practices in professional and specialized accreditation.
3. **Program Accountability.** Architecture degree programs are accountable for the learning of their students. Thus, accreditation by the NAAB is based both on educational outcomes and institutional commitment to continuous improvement.
4. **Preparing Graduates for Practice.** A NAAB-accredited degree prepares students to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in life-long learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the pathway to examination and licensure, and to engage in related fields.
5. **Constant Conditions for Diverse Contexts.** *The NAAB Conditions for Accreditation* are broadly defined and achievement-oriented so that programs may meet these standards within the framework of their mission and vision, allowing for initiative and innovation. This imposes conditions on both the NAAB and on architectural programs. The NAAB assumes the responsibility for undertaking a fair, thorough, and holistic evaluation process, relying essentially on the program's ability to demonstrate how within their institutional context they meet all evaluative criteria. The process relies on evaluation and judgment that, being rendered on the basis of qualitative factors, may defy precise substantiation.
6. **Continuous Improvement through Regular Review.** *The NAAB Conditions for Accreditation* are developed through an iterative process that acknowledges and values the contributions of educators, professionals in traditional and non-traditional practice, and students. The NAAB regularly convenes conversations on critical issues (e.g., studio culture) and challenges the other four collateral partners to acknowledge and respect the perspectives of the others.

Historical Background

The National Architectural Accrediting Board (NAAB) was founded in 1940, to "produce and maintain current a list of accredited schools of architecture in the United States and its possessions, with the

general objective that a well integrated and coordinated program of architectural education be developed that is national in scope and afford opportunity for architectural schools with varying resources and operating conditions to find places appropriate to their objectives and do high class work therein.”

Since 1975, the NAAB has accredited professional degree programs rather than schools or universities and only accredits the first professional degree program offered by any school or university.

Among the NAAB's primary responsibilities are (a) to maintain a list of accredited degree programs in architecture and (b) to maintain statistical information on accredited programs.

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