

STEPHEN WILLIAMS

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Current Grantee View:
WMUK-FM

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SAS Radio: Station Activity (Salary) Survey

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Status: **Submitted-Not Reviewed**

Survey due: **2/15/2020 (Available for Data Entry)**
Revised Due Date: **03/15/2020**

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Survey due on 03/15/2020

Subsections

[Employment](#) Questions: 1.1-1.7

[Average Salary](#) Questions: 2.1-2.8

[Governing Board](#) Questions: 3.1-3.2

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Original Submitter

Last Updated

Status

Stephen Williams, Mar 2 2020 Completed

Stephen Williams, Mar 2 2020 Completed

Stephen Williams, Mar 3 2020 Completed

Stephen Williams, Mar 3 2020 Completed

Stephen Williams, Mar 15 2020 Completed

Stephen Williams, Mar 15 2020 Completed

Stephen Williams, Mar 15 2020 Completed

SAS-Radio allows you to access and run various reports for your data and for other stations data, provided that the organization explicitly gives you permission.

[Go To Reporting Main](#)

The following are reference tools to assist you in the completion of the surveys:

[Frequently Asked Questions](#)

[Instruction Guide](#)

[SAS-Radio Survey Questions in Excel](#)

Grantee Information

ID	1452
Grantee Name	WMUK-FM
City	Kalamazoo
State	MI
Licensee Type	University

1.1 Employment of Full-Time Radio Employees

Jump to question:

Please enter the number of FULL-TIME RADIO employees in the grids below.
The first grid includes all female employees, the second grid includes all male employees,
and the last grid includes all persons with disabilities.

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="5"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Please enter the number of PART-TIME employees in the grids below. The first grid includes all female employees, the second grid includes all male employees, and the last grid includes all persons with disabilities.

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>

Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="0"/>

1.4 Part-Time Employment Jump to question:

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

1.4 Part-Time Employment Jump to question:

Number working less than 15 hours per week

1.4 Part-Time Employment Jump to question:

Number working 15 or more hours per week

1.5 Full-Time Hiring Jump to question:

Enter the number of full-time employees in each category hired during the fiscal year.
(Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

1.5 Full-Time Hiring Jump to question:

No full-time employees were hired (check here if applicable)

1.5 Full-Time Hiring Jump to question:

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.6 Full-Time and Part-Time Job Openings Jump to question:

Enter the total number of full-time and part-time openings that occurred during the fiscal year. Include both vacancies in previously filled positions and newly created positions. Include all positions that became available during the fiscal year, regardless of whether they were filled during the year. If a job opening was filled during the year, include it regardless of whether it was filled by an internal or an external candidate. Do not include as job openings any positions created through the promotion of an employee who stays in essentially the same job but has a different title (i.e. where there was no vacancy or newly created position to be filled). If no full-time or part-time job openings occurred, please enter zero.

1.6 Full-Time and Part-Time Job Openings Jump to question:

Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question:

During the fiscal year, did you hire independent contractors to provide any of the following services?

1.7 Hiring Contractors Jump to question:

Check all that apply

- Underwriting solicitation related activities
- Direct Mail
- Telemarketing
- Other development activities
- Legal services
- Human Resource services
- Accounting/Payroll
- Computer operations
- Website design
- Website content
- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question Comment

This is a paid student internship position, which is not strictly a professional position, but the closest relevant category available for this type of position.

This is a paid student internship position, which is not strictly a professional position, but the closest relevant category available for this type of position.

This does not include our paid internships, which are internally handled and do not fall under our licensee's normal hiring HR process for interviewing and hiring employees.

2.1 Corporate Management

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="76,063"/>	<input type="text" value="4"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Financial Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.1 Corporate Management

Jump to question:

Please list the Other Job titles in this sub-category not listed above

Administrative Assistant Senior (1 person) - - Assists GM with budgeting and office administration. - Avg. Annual Salary for position is \$43,680 (computed salary based on hourly rate). - Avg. Tenure for current Admin Asst Sr position is one (1) year.

2.2 Communication and Promotions

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.2 Communication and Promotions

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.3 Programming and Productions

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Programming Director	<input type="text" value="1.00"/>	\$ <input type="text" value="64,417"/>	<input type="text" value="2.4"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.3 Programming and Productions

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.4 Development and Fundraising

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Development, Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="65,000"/>	<input type="text" value="8"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.4 Development and Fundraising

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.5 Underwriting and Grant Solicitation

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Underwriting, Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="63,395"/>	<input type="text" value="2"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.5 Underwriting and Grant Solicitation

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.6 Broadcast Engineering and Information Technology

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Operations and Engineering, Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="52,640"/>	<input type="text" value="17"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.6 Broadcast Engineering and Information Technology

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
News / Current Affairs Director	<input type="text" value="1.00"/>	\$ <input type="text" value="63,381"/>	<input type="text" value="35"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text" value="2.00"/>	\$ <input type="text" value="45,888"/>	<input type="text" value="24"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	<input type="text" value="1.00"/>	\$ <input type="text" value="38,894"/>	<input type="text" value="6"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.8 Education and Community Engagement

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Education, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="9.00"/>	\$ <input type="text" value="469,678"/>	<input type="text" value="120"/>

2.8 Education and Community Engagement

Jump to question:

Please list the Other Job titles in this sub-category not listed above

Comments

Question	Comment
No Comments for this section	

3.1 Governing Board Method of Selection

Jump to question:

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Jump to question:

Ex-Officio (Automatic membership because of another office held)

3.1 Governing Board Method of Selection

Jump to question:

Appointed by government legislative body (including school board) or other government official (e.g. governor)

3.1 Governing Board Method of Selection

Jump to question:

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question:

3.1 Governing Board Method of Selection

Jump to question:

Elected by board of directors itself (self-perpetuating body)

3.1 Governing Board Method of Selection

Jump to question:

Total number of board members (Automatic total of the above)

3.2 Governing Board Members

Jump to question:

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

3.2 Governing Board Members

Jump to question:

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

3.2 Governing Board Members

Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>

Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="6"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="9"/>

3.2 Governing Board Members

Jump to question:

Number of Vacant Positions

3.2 Governing Board Members

Jump to question:

Total Number of Board Members (Total should equal the total reported in Question 3.1.)

3.2 Governing Board Members

Jump to question:

Number of Board Members with disabilities

Comments

Question **Comment**

No Comments for this section

4.1 Community Outreach Activities

Jump to question:

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question:

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Produce/distribute informational materials based on local or national programming?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

Comments

Question **Comment**

No Comments for this section

5.1 Radio Programming and ProductionJump to question:

Instructions and Definitions:

5.1 Radio Programming and ProductionJump to question:

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and ProductionJump to question:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="608"/>	<input type="text" value="608"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text" value="292"/>	<input type="text" value="292"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text"/>	<input type="text" value="147"/>	<input type="text" value="147"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1,047"/>	<input type="text" value="1,047"/>

5.1 Radio Programming and ProductionJump to question:

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

5.1 Radio Programming and ProductionJump to question:

Approx Number of Original Program Hours

Comments

Question	Comment
No Comments for this section	

6.1 Telling Public Radio's StoryJump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2019. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

Joint licensee Grantees that have filed a 2019 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's StoryJump to question:

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

As in previous years, WMUK 102.1 FM maintained its commitment to covering community issues in Fiscal Year 2019 via long and short-form content (on-air and on-line), participation in community events, and partnership support. This has been part of an ongoing outreach to new audiences and constituencies in our communities of service across Western Michigan. As with the previous fiscal year, the Station has sought to provide coverage of issues affecting various constituencies across our community of license which are not well-understood by the general public. We generally do this through both short and long-form features and interviews on these topics. This can include field reporting, and one-on-one interviews with community leaders and local non-profit representatives. Topics in FY2019 included, but were not limited to: environmental concerns (e.g. PFAS, lead and other contamination issues, climate change, etc.), services for the elderly, gun violence, opioid and other drug addiction issues, diversification of school textbooks, sexual assault and domestic violence, truancy laws and racism, and inclusivity for the disabled. Of particular note for FY2019, was our coverage of minority populations and those with special needs. In

September 2019, the Station featured a report by WMUK's Adam Rayes on a homeless camp that emerged in Kalamazoo's downtown Bronson Park, created in defiance of city ordinance as a response to a lack of affordable housing and related issues. In October 2018, WMUK's Earlene McMichael did a feature interview on the trend of more minority residents organizing to give philanthropically in our community. In December 2018, WMUK's Zoe Jackson (a student intern) reported on the possible effects of the Trump administration's gender policies on transgender students at Western Michigan University (the Station's licensee). In April 2019, WMUK's Earlene McMichael interviewed a former Kalamazoo physician, who was the keynote speaker at a symposium on black mental health in Kalamazoo (sponsored by the Kalamazoo Community Foundation and the United Way). Our outreach to multiple audience constituencies extends beyond news and information, and also includes our local arts content. For example, on the daily one-hour interview show, "Let's Hear It," host Cara Lieurance frequently performs interviews on arts topics relevant to diverse audiences. For example, in FY2019 Ms. Lieurance provided previews of theatrical seasons by Face Off Theatre Company (a local theater company focused on the Black American experience), as well as Queer Theatre Kalamazoo events. On the weekend version of her show, Ms. Lieurance included segments focused on women who write music. These segments were produced by Elisabeth Blair, creator of the podcast entitled "Listening to Ladies." Segments included interviews with prominent or up and coming women composers such as Emily Doolittle, Reena Esmail, Bobbie Jane Gardner, and Alondra Vega Zaldívar, among others. WMUK continues to seek input on community issues, needs and interests through our Friends Advisory Committee (FAC) body, as well as periodic input from the public on matters related to how well WMUK is addressing community issues via our local coverage (this includes both News and Arts content). Our content staff maintain regular contact with local governments, school districts, arts organizations, grant foundations, religious bodies and other community-based institutions year-round. As noted above, the Station's on-air content demonstrates our commitment to locally-produced content that serves our community's interests. In Fiscal Year 2019, WMUK produced roughly 147 hours of local news and public affairs content, 292 hours of arts and culture content, and 608 hours of local music programming. This content is intended to meet many of the identified needs of our diverse and growing audiences across Kalamazoo and Western Michigan. This includes local newscasts, features, interviews, newsmagazines, and music interviews (featuring local or regional musicians and other artists). It also includes original reporting of community issues, such as those mentioned earlier in this section. Finally, WMUK broadcasts daily Community Service Announcements that inform the public of upcoming local events across Kalamazoo and Western Michigan.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

In FY2019, WMUK 102.1 FM maintained its commitment to collaborative partnerships with local non-profits serving Kalamazoo, primarily through hosted events as well as outdoors events and festivals that were free and open to the public. As part of our longstanding partnership with Colleagues International, on October 4, 2018 WMUK hosted a group of 16 international guests from Latin-America for an extended discussion on public radio broadcasting in America, and how WMUK 102.1 FM approaches its role of serving the public – including those diverse audiences that compromise our communities. A major discussion topic was the rise of digital and social media, and how disinformation campaigns have impacted the trustworthiness and reliability of traditional media outlets. The visiting group was comprised of journalists, bloggers and digital media managers from Argentina, Belize, Bolivia, Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Haiti, Honduras, Mexico and Uruguay. Collectively, they are touring the United States, through the State Department's Internal Visitor Leadership Program. Colleagues International is a volunteer-driven citizen diplomacy organization with the stated mission: "Colleagues International enriches local community with global diversity in Kalamazoo, one relationship at a time." Colleagues International is a member of the Global Ties U.S Network that implements the U.S. Department of State's International Visitor Leadership Program (IVLP). Broadly, this organization facilitates international professional exchange of emerging and established leaders in West Michigan. On March 24, 2019 the Station participated in the International Festival, hosted by the Haenicke Institute at Western Michigan University. The annual event provides students and community members the chance to experience food, culture, fashion, and entertainment from around the world through booth displays and performances by student groups. WMUK participated in the event with an information table, live streamed programming of WMUK's Spanish-language "Alma Latina" music program and the Celtic-themed "Pure Drop" music program. As the local public radio station, WMUK focused on our role as a broadcast source for local and global news and culture. On May 13, 2019, WMUK again worked with Colleagues International to host a group of six (6) international guests from Africa; sharing our thoughts and perspectives on the rights and responsibilities of the free press in our democracy, and the role that investigative journalists play in U.S. society – including social media. This was part of a broader tour of other media outlets in Kalamazoo. The visiting group was brought to Kalamazoo by Colleagues International as part of the U.S. State Department's Edward R. Murrow Program for Journalists in Research and Investigation. For the station's 2019 Spring Pledge Drive, WMUK continued its annual partnership with the Kalamazoo Community Foundation (KZCF) to provide matching funds for a community group in need. This year we worked with KCZF to support and promote the Douglass Community Association (DCA). The mission of this Kalamazoo-based non-profit is to serve individuals in the Northside neighborhood, as well as the larger Kalamazoo community, through social, recreational and community development activities for young people. Please see response to Question #3 for further details. Finally, WMUK regularly records and broadcasts live performances year-round by several music organizations within the community, including ensembles of the Kalamazoo Symphony Orchestra (KSO), the Battle Creek Symphony Orchestra, and Fontana Chamber Arts. WMUK also broadcast live simulcast concerts by the Detroit Symphony Orchestra (DSO). Additionally, the Station recorded the traditional Irish fiddler Dylan Foley hosted by Cara Lieurance and Dave Marlatt at the Richland Community Hall as part of the Station's "Pure Drop" Celtic-themed show activities. Occasionally, WMUK staff members are present during concerts to engage with the audience (e.g. emceeing and introducing musical performers).

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

As noted in the response to Question #2, WMUK partnered with the Kalamazoo Community Foundation (KZCF) during our Spring 2019 On-air Membership Drive. The goal of this year's partnership was to support the community and youth outreach efforts of the Douglass Community Association, through a matching gift offering. The mission of this Kalamazoo-based non-profit is to serve individuals in the Northside neighborhood, as well as the larger Kalamazoo community, through social, recreational and community development activities for young people. Sidney Ellis, the Executive Director of the Douglass Community Association, provided the following feedback on the direct value of this collaborative partnership: "The WMUK/KZCF community partnership has assisted the Douglass with the ability to enhance our youth programming through our "Study To" Program. This program is setup for middle and high school students to study between 4:30 p.m. – 5:30 p.m. and play Basketball between 5:30 p.m. – 7:30 p.m. Monies are used to feed the youth between the "study time" and the "play time". Monies were also used to help pay for our new electric sign in front of our building showcasing our 13 tenants who serve the community in a variety of ways. The sign makes it easier for community members to find the location of the service they are looking for as well as

communicates what is happening in our building. Serving over 5000 people per month." Carrie Pickett-Erway, president and CEO of the Kalamazoo Community Foundation, also noted of this year's partnership: "Giving to your local community is absolutely critical to the health and vitality of the community that you love, and so giving through WMUK is a critical way for us to reinvest in the neighborhoods that we care about." This promotion via WMUK's Spring 2019 on-air membership campaign, enabled KZCF to match \$10,000 in funds raised during the station's on-air drive, and provided those funds to the Douglass Community Association program. As noted in response to Question #2, WMUK has continued to expand its partnership with the Kalamazoo chapter of Colleagues International. Our hosting of international colleagues offers our news staff opportunities to actively discuss pressing issues related to journalism and democracy. WMUK sees this as a valuable opportunity to foster international goodwill, gain new perspectives and facilitate mutual learning experiences between media professionals from around the globe. Melody Deacon is the Program Manager for Colleagues International in Kalamazoo. She provided this direct feedback on the value of her organization's collaboration with WMUK: "WMUK is a close partner of Colleagues International, expanding international visitor's horizons one relationship at a time. This is the core of building citizen diplomacy and we are thankful to WMUK for joining us in this effort. Across the world, journalists are grappling with this age of uncertainty. Sharing these challenges with their peers around the globe makes journalism stronger."

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2019, and any plans you have made to meet the needs of these audiences during Fiscal Year 2020. If you regularly broadcast in a language other than English, please note the language broadcast.

WMUK 102.1 FM periodically undertakes efforts to investigate and meet the needs of minority and other diverse audiences, particularly as it relates to our local journalism, arts, literature and culture programming. During the reporting period of FY2019, WMUK reached out to a number of nonprofit groups in our service area by email and regular mail. These groups included, but are not limited to, the Metropolitan Kalamazoo Chapter of the NAACP, the Gun Lake Band of Potawatomi, OutFront Kalamazoo (formerly the Kalamazoo Gay Lesbian Resource Center), and El Concilio Kalamazoo (formerly the Hispanic American Council). The groups were asked to answer a short survey online using the Survey Monkey platform to let WMUK know what issues they thought were most important in the community, and how they thought the station should address those issues. While the response rate was not what we hoped for, we intend to refine our outreach to better meet the needs of those constituencies, and others. As noted in the response to Question 1, WMUK provided multiple on-air segments covering minority populations and those with special needs. In September 2019, the Station featured a report by WMUK's Adam Rayes on a homeless camp that emerged in Kalamazoo's downtown Bronson Park, created in defiance of city ordinance as a response to a lack of affordable housing and related issues. In October 2018, WMUK's Earlene McMichael did a feature interview on the trend of more minority residents organizing to give philanthropically in our community. In December 2018, WMUK's Zoe Jackson (a student intern) reported on the possible effects of the Trump administration's gender policies on transgender students at Western Michigan University (the Station's licensee). In April 2019, WMUK's Earlene McMichael interviewed a former Kalamazoo physician, who was the keynote speaker at a symposium on black mental health in Kalamazoo (sponsored by the Kalamazoo Community Foundation and the United Way). Our outreach to multiple audience constituencies extends beyond news and information, and also includes our local arts content. For example, on the daily one-hour interview show, "Let's Hear It," host Cara Lieurance frequently performs interviews on arts topics relevant to diverse audiences. For example, in FY2019 Ms. Lieurance provided previews of theatrical seasons by Face Off Theatre Company (a local theater company focused on the Black American experience), as well as Queer Theatre Kalamazoo events. On the weekend version of her show, Ms. Lieurance included segments focused on women who write music. These segments were produced by Elisabeth Blair, creator of the podcast entitled "Listening to Ladies." Segments included interviews with prominent or up and coming women composers such as Emily Doolittle, Reena Esmail, Bobbie Jane Gardner, and Alondra Vega Zaldivar, among others. Our weekly literary program called "The Library" expanded the number of books of relevance to minority and disadvantaged audiences in FY2019. Local host Mark Tomlinson provides audio narration of classic works of literature for this program. Relevant thematic topics featured on "The Library" included racial relations, discrimination, immigration and homelessness. Of particular note were readings of the works "Slave on the Block" and "A Dream Deferred," both by Langston Hughes, aired on September 23, 2018. WMUK's diversity was reflected in the diverse selection of music we offered as well, such as Latin-American, jazz, folk and classical music, which in FY2019 together constituted more than 160 hours of music each week on WMUK's two on-air program streams (WMUK HD-1 and HD-2). This includes Alma Latina, a Spanish-language program that features Latin-American music crossing a variety of genres (e.g. Tex-Mex, Cuban, Tejano, etc.). The program furthers WMUK's mission to serve diverse communities across Kalamazoo and the Western Michigan region.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

CPB funding remains a central component of WMUK's ability to provide high-quality public radio programming to a wide audience. Specifically, this is made possible through CPB's Community Service Grant (CSG) program. Nearly 100% of this grant, including both restricted and unrestricted funding, directly supports WMUK's mission of serving the public with quality local, national and global programming. Each year the Station pays well into the six-figures to acquire national programming from network distributors such as NPR, PRI, APM and other networks. This continues to be our biggest annual direct expenses, second only to salary costs. And each year, this cost only increases. We can continue say with absolute certainty that virtually none of this programming would be possible on our airwaves without CSG support from CPB. Because the vast majority of our CSG funding goes towards paying the significant national programming costs, WMUK is able to make investments in local news coverage, music programming and other content that would otherwise be financially impossible for us to sustain. We believe is of direct benefit to our listeners, by providing room in our budget to produce feature-length local segments, interviews, and programs on our channels. This also means that we are able to devote our limited resources to better community outreach efforts, such as conducting town halls during election years, offering critical government and education coverage, investigative reporting, and more. As noted in previous years, the amount of local news coverage of any type has dangerously dwindled, leaving WMUK one of the only sources in our region to fill this gap. Federal tax dollars from CSG funding ensures that our region does continue to have a critical source for community news coverage, unbiased local, national and international news, and quality cultural programming.

Comments

Question **Comment**

No Comments for this section

7.1 Journalists

Jump to question: [7.1](#)

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training

in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

7.1 Journalists

Jump to question:

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments

Question Comment

No Comments for this section