STEPHEN WILLIAMS

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Current Grantee View:
WESM-FM

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SAS Radio: Station Activity (Salary) Survey

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Show all data for: 2015

Instruction Guide

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Yellow warning messages please review and submit if correct. Red error messages require correction or comment.

Status: **Approved**

Survey due: **2/15/2016 (Available for Data Entry)**
Revised Due Date: **03/15/2016**

Extension Requests

Survey due on 03/15/2016

Subsections	Original Submitter	Last Updated	Status
Employment Questions: 1.1-1.7		Stephen Williams, Mar 7 2016	Completed
Salary Report Questions: 2.1		Stephen Williams, Mar 7 2016	Completed
Governing Board Questions: 3.1-3.2		Stephen Williams, Mar 8 2016	Completed
Community Outreach Activities Questions: 4.1		Stephen Williams, Mar 8 2016	Completed
Radio Programming and Production Questions: 5.1		Stephen Williams, Mar 11 2016	Completed
Local Content and Services Report Questions: 6.1		Stephen Williams, Mar 11 2016	Completed
Journalists Questions: 7.1		Stephen Williams, Mar 11 2016	Completed

Submit to CPB

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	1436
Grantee Name	WESM-FM
City	Princess Anne
State	MD
Licensee Type	University

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1

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: 1.1

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000						0
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100					1	1
Craftspersons (Skilled) - 5200						0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	0	0	0	0	1	1

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	1					1
Managers - 2000						0

Professionals - 3000	2	1				3
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	3	1	0	0	0	4

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	0

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1

Please enter the gender and ethnicity of each
person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers   Jump to question: 1.2

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making
major programming decisions. Include the station general manager if appropriate. Major programming decisions include
decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should
result in a double-counting of some full-time employees; employees having the responsibility for making major
programming decisions should be included in the counts for this item and again,
by job category above, in the full-time employee Question 1.1.

1.2 Major Programming Decision Makers   Jump to question: 1.2

Of the full-time employees reported in Question 1.1, how many, including the station general manager,
have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers   Jump to question: 1.2

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers						0
Male Major Programming Decision Makers	1					1
Total	1	0	0	0	0	1

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3

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: 1.3

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000						0
Technicians - 4000						0
Sales Workers - 4500	1					1
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	1	0	0	0	0	1

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000						0
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100						0

Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	0	0	0	0	0	0

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	0

1.4 Part-Time Employment   Jump to question: 1.4

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: 1.4

Number working less than 15 hours per week   0

1.4 Part-Time Employment   Jump to question: 1.4

Number working 15 or more hours per week   1

1.5 Full-Time Hiring   Jump to question: 1.5

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: 1.5

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

1.5 Full-Time Hiring   Jump to question: 1.5

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0

Managers - 2000					0
Professionals - 3000					0
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	0	0	0	0	0

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

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 occured, please enter zero.

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

Number of full-time and part-time job openings   1

1.7 Hiring Contractors   Jump to question: 1.7

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

1.7 Hiring Contractors   Jump to question: 1.7

Check all that apply

Underwritting 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**
No Comments for this section	

2.1 Average Salaries FULL TIME EMPLOYEES ONLY   Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	$ 55,080	5
Chief Executive Officer - Joint		$	
Chief Operations Officer		$	
Chief Operations Officer - Joint		$	
Chief Financial Officer		$	
Chief Financial Officer - Joint		$	
Publicity, Program Promotion Chief		$	
Publicity, Program Promotion Chief - Joint		$	
Communication and Public Relations, Chief		$	
Communication and Public Relations, Chief - Joint		$	
Programming Director		$	
Programming Director - Joint		$	
Production, Chief		$	
Production, Chief - Joint		$	
Executive Producer		$	
Executive Producer - Joint		$	
Producer		$	
Producer - Joint		$	
Development, Chief		$ 0	
Development, Chief - Joint		$	
Member Services, Chief	1.00	$ 34,460	7
Member Services, Chief - Joint		$	
Membership Fundraising, Chief		$	
Membership Fundraising, Chief - Joint		$	
On-Air Fundraising, Chief		$	
On-Air Fundraising, Chief - Joint		$	
Auction Fundraising, Chief		$	
Auction Fundraising, Chief - Joint		$	
Underwriting, Chief		$	
Underwriting, Chief - Joint		$	
Corporate Underwriting, Chief		$	
Corporate Underwriting, Chief - Joint		$	
Foundation Underwriting, Chief		$	
Foundation Underwriting, Chief - Joint		$	
Government Grants Solicitation, Chief		$	

Government Grants Solicitation, Chief - Joint		$	
Operations and Engineering, Chief		$	
Operations and Engineering, Chief - Joint		$	
Engineering Chief		$	
Engineering Chief - Joint		$	
Broadcast Engineer 1		$	
Broadcast Engineer 1 - Joint		$	
Production Engineer		$	
Production Engineer - Joint		$	
Facilities, Satellite and Tower Maintenance, Chief		$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		$	
Technical Operations, Chief		$	
Technical Operations, Chief - Joint		$	
Education, Chief		$	
Education, Chief - Joint		$	
Information Technology, Director		$	
Information Technology, Director - Joint		$	
Volunteer Coordinator		$	
Volunteer Coordinator - Joint		$	
News / Current Affairs Director		$	
News / Current Affairs Director - Joint		$	
Music Director	1.00	$ 37,639	18
Music Librarian/Programmer		$	
Announcer / On-Air Talent		$	
Announcer / On-Air Talent - Joint		$	
Reporter		$	
Reporter - Joint		$	
Public Information Assistant		$	
Public Information Assistant - Joint		$	
Broadcast Supervisor		$	
Broadcast Supervisor - Joint		$	
Director of Continuity / Traffic	1.00	$ 39,371	16
Director of Continuity / Traffic - Joint		$	
Events Coordinator		$	
Events Coordinator - Joint		$	
Web Administrator/Web Master	1.00	$ 37,830	12

Web Administrator/Web Master - Joint		$	
Total	5.00	$ 204,380	58

Comments

Question	Comment

No Comments for this section

3.1 Governing Board Method of Selection   Jump to question: 3.1

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: 3.1

Ex-Officio (Automatic membership because of another office held)   1

3.1 Governing Board Method of Selection   Jump to question: 3.1

Appointed by government legislative body (including school board)   16
or other government official (e.g. governor)

3.1 Governing Board Method of Selection   Jump to question: 3.1

Elected by community/membership

3.1 Governing Board Method of Selection   Jump to question: 3.1

Other (please specify below)

3.1 Governing Board Method of Selection   Jump to question: 3.1

3.1 Governing Board Method of Selection   Jump to question: 3.1

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

3.1 Governing Board Method of Selection   Jump to question: 3.1

Total number of board members (Automatic total of the above)   17

3.2 Governing Board Members   Jump to question: 3.2

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: 3.2

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

3.2 Governing Board Members   Jump to question: 3.2

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	2				2	4
Male Board Members	1				12	13
Total	3	0	0	0	14	17

3.2 Governing Board Members   Jump to question: 3.2

Number of Vacant Positions   0

3.2 Governing Board Members   Jump to question: 3.2

Total Number of Board Members (Total should equal the total reported in Question 3.1.) | 17 |

3.2 Governing Board Members   Jump to question: 3.2

Number of Board Members with disabilities | 0 |

Comments

Question	Comment

No Comments for this section

4.1 Community Outreach Activities   Jump to question: 4.1

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: 4.1

	Yes/No
Produce public service announcemnts?	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?	No
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?	Yes
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)?	No
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?	No
Provide locally created content for your own or another community-based computer network/web site?	No
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	No
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?	No
Partner with other community agencies or organizations (e.g., local commerical TV station, Red Cross, Urban League, school district)?	No
Did the partnership have a specific, formal component designed to be of special service to the educational community?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No

Comments

Question	Comment

No Comments for this section

5.1 Radio Programming and Production   Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production   Jump to question: 5.1

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 Production   Jump to question: 5.1

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)		1,779	1,779
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)		0	0
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)		1	1
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)		0	0
All Other (incl. sports and religious — Do NOT include fundraising)		0	0
Total	0	1,780	1,780

5.1 Radio Programming and Production   Jump to question: 5.1

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 Production   Jump to question: 5.1

Approx Number of Original Program Hours   1,686

Comments

Question	Comment

No Comments for this section

6.1 Telling Public Radio's Story   Jump to question: 6.1

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 occured in Fiscal Year 2015. 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 2015 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 Story   Jump to question: 6.1

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.

This year, our station successfully implemented a major overhaul of our format, schedule and brand identity This was the result of a strategic reassessment of our station's mission and purpose. One of our biggest goals was finding programming that would more deeply engage listeners in our community and region. There was a perceived need for better and more targeted news / information programming, based on audience data and survey responses we previously received from our members. WESM 91.3 FM accomplished this goal, in part, by partnering with WYPR 88.1 FM in Baltimore, to simulcast WYPR's morning newsmagazine, "Maryland Morning." We also consolidated our programming, to provide more consistent music and news program blocks - with the hope of attracting more listeners from both types of audiences (news and music listeners). While we are still in the first year of implementation, the feedback has been cautiously positive for the most part (though some listeners did prefer the previous schedule). We have also been targeting one hour of special programming each week, specifically for issues that we feel would be relevant to the communities we serve. Topics range widely, from women's history to race relations, foreign policy, science, the environment, education and more. Most of these special programs are obtained through national distribution networks like PRSS Content Depot, or Public Radio Exchange (PRX). Occasionally we also use the latter service to supplement this with shorter-form special programming -- again reflecting a particular topic. As we move forward, we will refine or add to our overall strategy, in order to grow our audiences and serve the public in our communities.

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.

As mentioned in the previous response, WESM 91.3 FM has partnered with WYPR 88.1 FM in Baltimore to simulcast WYPR's "Maryland Morning" newsmagazine. It airs Mondays, Wednesdays and Fridays from 9-10 am. We were fortunate to find a willing partner in WYPR, inasmuch as WESM has a very small staff (only 5 full-time people) and inadequate resources to originate any regional programming on our own. Although WYPR's "Maryland Morning" program focuses more on the Baltimore area (over 100 miles from WESM), the newsmagazine does quite often also cover topics of importance to our local listeners on the Delmarva Peninsula and surrounding areas. This includes coverage of statewide issues, legislation, cultural trends, and more. Both stations feel this is a mutually beneficial arrangement, as it extends the reach of WYPR's flagship morning program considerably on Maryland's Eastern Shore -- while it also provides WESM with regional programming, it would not otherwise be able to produce on its own (nor is any other type of programming available to acquire). We are charged a minimal fee to maintain the connection, and WESM arranged to purchase the audio-over-IP simulcast equipment needed.

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.

Since our new strategic initiatives and partnerships, mentioned in the previous responses, are still only in their first year of implementation -- we have not yet had enough time to assess any measurable impact. Our audience data indicates there was slight boost in overall listening in Fall 2015, but at this point it's unclear if this is a normal aberration (given the small size of our market and small sample group used by Nielsen) or the beginning of a growth trend. We have received a few inquiries for more information from our weekly special programs (mentioned in response #1). With regard to our partnership with WYPR, they seem generally pleased with our joint simulcast efforts. Our hope is to build on this relationship in the future.

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 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. If you regularly broadcast in a language other than English, please note the language broadcast.

As discussed in #1, WESM has been providing special hour-long programming on a weekly basis, with a different topic being addressed each month. We have specifically devoted month-long programming to black and women's history. Our goal is to provide programming to audiences who might not otherwise be engaged in a topic or issue that affects them. More broadly, WESM is licensed to an Historically Black Institution, and most of our staff are minorities. With regard to our non-news or music programming, we do offer programming for diverse audiences, including jazz, gospel, blues, folk and world music. With respect to the latter, WESM offers a wide degree of music from around the world, including one hourly world music program hosted by one of our air staff.

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?

WESM 91.3 FM continues to remain heavily reliant on funding from CPB to maintain our station operations. 33% of our financial support came from CPB in FY 2015 (an increase from 29% in FY 2014). WESM could not exist without CPB funding. One-third of our funding directly flows from our Community Service Grants, and without it we would not be able to acquire any programming, or maintain our station infrastructure or daily operations. Revenues have declined, in part due to heavier competition from other CPB-funded stations, an audience that is broadly declining (though with some small signs of improvement in that area), and stagnant economic conditions. This means that we rely on CPB funding more than ever before. Our University provides financial support for staff salaries and overhead, however CPB funding is WESM's lifeblood, and without continued funding -- our small, rural station would not be able to function or continue to serve our communities in

Maryland, Delaware and Virginia.

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: 7.1

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director											
Assistant News Director											
Managing Editor											
Senior Editor											
Editor											
Executive Producer											
Senior Producer											
Producer											
Associate Producer											
Reporter/Producer											
Host/Reporter											
Reporter											
Beat Reporter											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
Total	0	0	0	0	0	0	0	0	0	0	0

Comments

Question	Comment

No Comments for this section