

STEPHEN WILLIAMS

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WMUK-FM

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SAS Radio: Station Activity (Salary) Survey

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Status: **Approved**

Survey due: **2/15/2017 (Available for Data Entry)**

Revised Due Date: **03/15/2017**

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Survey due on 03/15/2017

Subsections

Original Submitter

Last Updated

Status

[Employment](#) Questions: 1.1-1.7

Stephen Williams, Mar 15 2017

Completed

[Salary Report](#) Questions: 2.1

Stephen Williams, Mar 15 2017

Completed

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

Stephen Williams, Mar 15 2017

Completed

[Community Outreach Activities](#) Questions: 4.1

Stephen Williams, Mar 15 2017

Completed

[Radio Programming and Production](#) Questions: 5.1

Stephen Williams, Mar 15 2017

Completed

[Local Content and Services Report](#) Questions: 6.1

Stephen Williams, Mar 15 2017

Completed

[Journalists](#) Questions: 7.1

Stephen Williams, Mar 15 2017

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.

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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: [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	<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" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" 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" value="1"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" 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="5"/>	<input type="text" value="5"/>

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	<input type="text" value="1"/>	<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="5"/>	<input type="text" value="5"/>

Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<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" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" 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="7"/>	<input type="text" value="8"/>

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	<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"/>

1.1 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Male Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
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="2"/>	<input type="text" value="3"/>

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	<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" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>
Sales Workers - 4500	<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" value="0"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" 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="0"/>	<input type="text" value="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	<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" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000	<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" value="0"/>	<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" value="0"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" 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="0"/>	<input type="text" value="0"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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: [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

1.4 Part-Time Employment

Jump to question: [1.4](#)

Number working 15 or more hours per week

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
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Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<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"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

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 occurred, 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

1.7 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

- 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**

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	\$ 65,000	1
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	1.00	\$ 57,851	26
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer	1.00	\$ 56,953	20
Executive Producer - Joint		\$	
Producer	1.00	\$ 44,715	24
Producer - Joint		\$	
Development, Chief		\$	
Development, Chief - Joint		\$	
Member Services, Chief	1.00	\$ 35,838	2
Member Services, Chief - Joint		\$	
Membership Fundraising, Chief	1.00	\$ 42,952	5
Membership Fundraising, Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	
Underwriting, Chief	1.00	\$ 49,483	6
Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief		\$	
Corporate Underwriting, Chief - Joint		\$	
Foundation Underwriting, Chief		\$	
Foundation Underwriting, Chief - Joint		\$	

<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	1.00	\$ 76,857	32
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<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"/>
<u>Technical Operations, Chief</u>	1.00	\$ 49,483	14
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	1.00	\$ 59,579	31
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	1.00	\$ 41,555	18
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	2.00	\$ 36,561	4
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - 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"/>
Total	13.00	\$ 616,827	183

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)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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: [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)

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	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="7"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="9"/>

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

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.)

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question	Comment
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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 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?	No
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?	No
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?	No
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
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Question	Comment
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No Comments for this section

5.1 Radio Programming and ProductionJump to question: [5.1](#)

Instructions and Definitions:

5.1 Radio Programming and ProductionJump 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 ProductionJump to question: [5.1](#)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="832"/>	<input type="text" value="832"/>
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="385"/>	<input type="text" value="385"/>
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="221"/>	<input type="text" value="221"/>
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"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1,438"/>	<input type="text" value="1,438"/>

5.1 Radio Programming and ProductionJump 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 ProductionJump to question: [5.1](#)

Approx Number of Original Program Hours

Comments

Question	Comment
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No Comments for this section

6.1 Telling Public Radio's StoryJump 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 occurred in Fiscal Year 2016. 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 2016 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: [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.

WMUK 102.1 FM seeks to connect with listeners across a wide variety of backgrounds in Southwest Michigan and beyond. Specifically, we look to identify community issues that shed light on topics that directly impact the lives of our listeners. Topics range from issues that we cover in the news, including controversial matters, to those issues that are less well understood by the general public – but are no less important. Collectively, we believe this creates opportunities to better reach our audience, and engage new audiences. We do this through long and short-form content that is broadcast on-air and shared via our digital platforms, including our website, mobile app and social media accounts. WMUK solicits input on community issues, needs and interests through our Friends Advisory Committee (FAC). The FAC provides the station management with feedback on how well WMUK is meeting our public service mandate. The FAC met in February and December of 2016. Additionally, WMUK staff members periodically solicit input from our community on matters related to programming, music, station activities and events. Moreover, our News department stays in regular contact with local governments, school districts, arts institutions, grant foundations, religious groups and other organizations throughout the year, as they cover various topics. Quite often, these lines of communications with local stakeholders help us become aware of pending or on-going matters of concern that merit coverage. Another facet in-person engagement and community information comes from our staff's direct involvement in local institutions throughout Kalamazoo and Southwest Michigan. WMUK staff are active members of local organizations like the Stulberg International String Competition, the Gilmore Keyboard Festival, the American Marketing Association (Southwest Michigan Chapter), and local high school radio station WKDS. In many cases, those staff members serve in an advisory capacity – granting unique access to those groups and their local / regional concerns. In many cases, those connections have helped to further strengthen our community engagement, through forged partnerships and opportunities for new content. Finally, we also welcome news coverage suggestions for our region from listeners by phone, email or mail. Once we have established the community needs and interests, by the methods outlined above, our approach to meeting those needs is primarily met through our on-air news and music programming. In 2016, WMUK produced approximately 223 hours of local news content, and 385 hours of arts and culture content, and 832 of local music programming. This content is designed to meet the identified needs of our audiences – in some cases, based on the ascertain activities mentioned above. This can include classical interview programming (featuring Kalamazoo-based musicians and other artists), such as the locally-produced "Let's Hear It" program, to the local music shows focused on acoustic, Celtic or Latino music. Importantly, we produce short-form newscasts and feature stories to keep audiences informed about important issues of the day. WMUK also produces a half-hour local newsmagazine, WestSouthwest that focuses heavily on community interests and issues related to Southwest Michigan – quite often addressing the very matters that we have ascertained as important for the public. Our weekly features on local arts and culture are highlighted on WMUK's 'Arts & More' and 'Between the Lines' segments. Finally, WMUK broadcasts daily Community Service Announcements that inform the public of upcoming local events across Kalamazoo and greater Southwest 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.

WMUK 102.1 FM collaborated and engaged with several Kalamazoo-based community organizations in 2016, primarily through outdoors events that were open to the public. In February 2016, the station was a media sponsor for a local acoustic music festival, called the Copper's Glen Music Festival in Kalamazoo, and promoted the event through underwriting credits and on our local acoustic music program, "Grassroots." WMUK staff were present at the festival to interact with audience members. Station staff and volunteers were also involved in recognizing and introducing performing artists. For the station's Spring Pledge Drive 2016, WMUK created a partnership with the Kalamazoo Community Foundation (KZCF), to support the Pretty Lake Camp – a local non-profit organization located adjacent to Pretty Lake in Mattawan, Michigan. The organization provides disadvantaged and at-risk youth with a summer camp experience, at no cost. For more than 100 years, the goal of the camp has been to remove any barrier that area youth may encounter in experiencing nature and enjoying a positive, and sometimes life-changing, summer camp experience. Through WMUK's membership campaign, KZCF was able to match \$15,000 in funds raised during the station's drive, and provided those funds to Pretty Lake Camp. This funding helped to send 30 children to camp (at a cost of \$500 per child), covering everything they need, from clothing to toothpaste to meals. Our station also participated in the Kalamazoo Institute of the Arts (KIA) Art Fair, held in June 2016 at Kalamazoo's downtown Bronson Park. The event provides local artists, as well as those from across the country, with the opportunity to sell original paintings, jewelry, photography, woodwork, and other types of art. WMUK was one of the sponsors of the event, in addition to hosting a booth that allowed staff to interact with fair attendees. The Station was also able to record testimonials from attendees, in exchange for station tote bags. WMUK was the sole media sponsor for the Kalamazoo Symphony Orchestra's educational "World Of" series. This series, marketed for people of all ages, afforded audiences the opportunity to hear live symphonic performances of notable composers, enhanced with multimedia and theatrical elements. In December 2016, WMUK partnered with WGVU Public Media to host a recorded debate between three candidates for Michigan's 3rd Congressional District. The debate was held at the television studios of our public broadcasting partner WGVU, in Grand Rapids, Michigan. The panelists included WGVU Morning Edition host Jennifer Moss and WMUK's Assistant News Director Gordon Evans. We believe that this was a particularly successful partnership inasmuch as it furthered WMUK's initiative to provide comprehensive election coverage for the communities that both stations serve. Fortunately, both of our public media organizations serve portions of the same district (due to some coverage signal overlap), so this debate was seen as mutually beneficial to the public and us. It also serves as a prototype for future collaboration between our two public media entities. Finally, WMUK regularly records and broadcasts live performances by several music organizations within the community, including ensembles of the Kalamazoo Symphony Orchestra (KSO), musical artists affiliated with the Fontana arts organization, and other local ensembles. The Station has likewise carried special programming from the Stulberg International String Competition held in Kalamazoo, as well as on-air interviews with the competition's Executive Director. WMUK continues to broadcast recordings of performances of the KSO and Western Michigan University School of Music. Occasionally, WMUK staff members are also present during concerts to engage with the audience, emcee and introduce 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.

The impact and value of WMUK's aforementioned partnership with the Kalamazoo Community Foundation (KZCF) to support Pretty Lake Camp provided approximately 30 young people with the opportunity to participate in a summer camp for the first time. Promotion of the matching grant on-air also helped to educate listeners about the role that Pretty Lake Camp plays in changing the lives of young people. It also helped WMUK to engage with our community partners, as well as our listeners, in important and mutually beneficial ways. KZCF President and CEO Carrie Pickett-Erway said of the partnership, "One of the things that makes this partnership special is that the audience reached by WMUK is also the people that care deeply about Kalamazoo, Kalamazoo County and this region. It's just a beautiful synergy of three partners who really care deeply about the same things ... Making Kalamazoo a great place to live." Pickett-Erway adds, "The beauty of this matching program with WMUK and Pretty Lake Vacation Camp is that those matching dollars will be able to support both today's needs and tomorrow's needs. So some of those dollars will go directly to the [Pretty Lake Camp] programming for this year, and some of those dollars will be preserved in an endowment to support the [Camp's] programming in future years." Pretty Lake's Development Director, Matt Claus, agreed with the assessment that WMUK's partnership with the Kalamazoo Community Foundation and Pretty Lake dovetails with our core missions. Claus notes, "It's all about community. WMUK is a community-focused radio station, KCF is the community's foundation, and Pretty Lake is the community's camp. WMUK and the Kalamazoo Community Foundation have been bringing our community together for years. Likewise, Pretty Lake has spent a century as a unifying force in our community: More than 50,000 children have attended Pretty Lake's free summer camp, and more than 100,000 people have taken part in our Adventure Centre programming." "But there's more than that," adds Claus. "All three of our organizations are focused on bringing out the very best in the people we serve. All three of our organizations are focused on helping everyone in the Kalamazoo area expand their own potential. We all want our audiences to thrive and grow and love living here." The partnership was in fact so successful that as soon as it was announced, Pretty Lake Camp received an additional matching gift from another Pretty Lake Supporter. This donor pledged \$15,000 to the camp's endowment, on top of the funds already committed via our community partnership. WMUK's involvement with the Cooper's Glen Acoustic Music Festival also provided a demonstrable impact on the success of the event, which is hosted by the Great Lakes Acoustic Music Association (GLAMA). The Association's current Treasurer, Tom Nehil, notes in particular that WMUK's promotion and involvement increased overall awareness of the event – and played an important role in the festival's success. Mr. Nehil offers the following comment on his organization's partnership with WMUK: "In the headlong rush towards social media and digital everything, we at Great Lakes Acoustic Music Association as an arts organization find we have lost some important outlets for connecting with Southwest Michigan and letting our community know what we're offering even as other new opportunities have arisen. Through all this change, WMUK public radio has remained relevant and important, providing programming that sustains acoustic music and helping us reach what we believe is an important part of our audience, the public radio listeners. Based on feedback from Cooper's Glen Music Festival attendees, we continue to find our partnership with WMUK is invaluable in helping us tell our community about what we're doing and achieve our mission of preserving, promoting and performing acoustic music. We hope our efforts in turn draw more supporters to WMUK." The Station's coverage and playing of classical music has been beneficial to many classical organizations in Southwest Michigan, including the Stulberg International String Competition. Additionally, WMUK's Senior Underwriting Manager is Chair of the Music Committee for the Stulberg Competition. Margaret Hamilton, Executive Director of the Stulberg International String Competition observes: "For more than 40 years, the Stulberg International String Competition has relied upon WMUK 102.1 FM to let the community know about its events, especially the annual Competition and Master Classes. From the in-depth interviews and special programming provided on "Classical Cara", to the features on the station's website, to the underwriting and calendar listings, WMUK helps us spread the word to the broadest audience possible. There is no better resource for the classical music community than WMUK, and no better partner for an organization dedicated to supporting the artistic leaders of tomorrow. While other media organizations have come and gone, WMUK remains a beacon of light for arts and information. Its services are needed – and appreciated – now more than ever!" Our connection with local arts also extends to our licensee, Western Michigan University (WMU). WMUK regularly records and/or broadcasts recordings from the School of Music, and frequently invites faculty, staff and students for on-air interviews during our morning classical program, "Let's Hear It." Quite often these interviews provide musicians on our campus with the opportunity to help our audiences better understand the concerts, workshops and other music activities that occur on the WMU campus regularly.

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 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.

WMUK investigates the needs of minority and other diverse audiences by periodically assessing how well we are serving those audiences in our local news and arts programming. In Fiscal Year 2016, the Station continued to present a variety of programming content to our on-air and on-line audiences that we believe are reflective of the diversity of our community, nation and the world. In particular, arts and culture have maintained an important role in how WMUK addresses topics related to diversity. One important way the Station reflects this diversity is through the airing of music from many different cultures, both past and present. This includes music from Latin-America, Celtic music, classical, jazz, folk, acoustic and Americana, which together constitutes 168 hours of music each week on WMUK's three program streams (two on-air, one on-line). Other aspects of diversity in programming are reflected in WMUK's coverage of arts and culture through interviews and feature segments. A large concentration of this programming is heard in WMUK's locally-produced "Arts & More" short-form (9 minute) program, which airs weekly on our main program channel. Each week, Arts & More carries feature segments related to music, history, visual arts, dance, literature and theatre, and more. The program also provides insight to local traditions and celebrations of Native American, African-American, Asian-American, Hispanic, Eastern-European and other communities that live within WMUK's coverage area of southwest Michigan. For Fiscal Year 2017, WMUK plans to expand our outreach to diverse communities. In particular, the station has committed to an initiative to produce 3-5 feature segments relating to the experience of Muslim-Americans in Southwest Michigan, and more broadly, Islam in America. Muslim-Americans are an audience demographic that have typically been underrepresented and underserved in local media, even though they represent a higher population than in other parts of the country. Our efforts to provide greater coverage of issues affecting this

community is already underway. Further, WMUK will seek out opportunities to partner with minority organizations, in order to co-sponsor festivals – such as the Black Arts Festival and/or the Hispanic Heritage Fiesta (both held in Kalamazoo, MI). These partnerships typically involve providing a booth to interface with the public during the festival, as well as promotion through underwriting trade agreements that increase the awareness of the events to the public.

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?

Our Community Service Grant (CSG), which constitutes our CPB funding, both directly and indirectly supports WMUK's core mission of serving the public through excellent local, national and international programming. The vast majority of our CSG funds go towards paying for national programming from NPR, PRI, APM and other network distributors. This programming represents one of the station's biggest costs. In so doing, our CSG allows the station to focus our local revenue resources (i.e. membership and underwriting support) on local news and arts programming. This includes expanded arts coverage on WMUK-1, WMUK-2 (our HD2 channel), and "Park & Westnedge" – our online streaming service that features local music. Without CSG funding we would also not have the means to produce local arts features, host interviews and debates with community leaders, produce investigative pieces on local government, and host of other critical community reporting. At a time when the only regional newspaper of record has experienced severe cuts in staffing, WMUK has emerged as one of the only news outlets actually based in Kalamazoo, MI. As a result, our CSG funding is all the more important in leveraging our revenues and activities to serve our audiences, and our communities.

Comments

Question	Comment
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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	1		0	1						1	
Assistant News Director	1			1						1	
Managing Editor											
Senior Editor											
Editor											
Executive Producer											
Senior Producer											
Producer											
Associate Producer											
Reporter/Producer	2				2					2	
Host/Reporter											
Reporter			3	2	1					3	
Beat Reporter			0								
Anchor/Reporter		1	0	0	1	1					
Anchor/Host		0	0	0	0	0					

Videographer											
Video Editor											
Other positions not already accounted for											
Total	4	1	3	4	4	1	0	0	0	7	0

Comments

Question **Comment**

No Comments for this section

WMUK 102.1 FM Station Activity Survey 2016: Telling Public Radio's Story
2017.03.15

- 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.*

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Collectively, we believe this creates opportunities to better reach our audience, and engage new audiences. We do this through long and short-form content that is broadcast on-air and shared via our digital platforms, including our website, mobile app and social media accounts.

WMUK solicits input on community issues, needs and interests through our Friends Advisory Committee (FAC). The FAC provides the station management with feedback on how well WMUK is meeting our public service mandate. The FAC met in February and December of 2016.

Additionally, WMUK staff members periodically solicit input from our community on matters related to programming, music, station activities and events. Moreover, our News department stays in regular contact with local governments, school districts, arts institutions, grant foundations, religious groups and other organizations throughout the year, as they cover various topics. Quite often, these lines of communications with local stakeholders help us become aware of pending or on-going matters of concern that merit coverage.

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In many cases, those staff members serve in an advisory capacity – granting unique access to those groups and their local / regional concerns. In many cases, those connections have helped to further strengthen our community engagement, through forged partnerships and opportunities for new content. Finally, we also welcome news coverage suggestions for our region from listeners by phone, email or mail.

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KZCF President and CEO Carrie Pickett-Erway said of the partnership, *"One of the things that makes this partnership special is that the audience reached by WMUK is also the people that care deeply about Kalamazoo, Kalamazoo County and this region. It's just a beautiful synergy of three partners who really care deeply about the same things ... Making Kalamazoo a great place to live."*

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"But there's more than that," adds Claus. *"All three of our organizations are focused on bringing out the very best in the people we serve. All three of our organizations are focused on helping everyone in the Kalamazoo area expand their own potential. We all want our audiences to thrive and grow and love living here."*

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Mr. Nehil offers the following comment on his organization's partnership with WMUK: *"In the headlong rush towards social media and digital everything, we at Great Lakes Acoustic Music Association as an arts organization find we have lost some important outlets for connecting with Southwest Michigan and letting our community know what we're offering even as other new opportunities have arisen. Through all this change, WMUK public radio has remained relevant and important, providing programming that sustains acoustic music and helping us reach what we believe is an important part of our audience, the public radio listeners. Based on feedback from Cooper's Glen Music Festival attendees, we continue to find our partnership with WMUK is invaluable in helping us tell our community about what we're doing and achieve our mission of preserving, promoting and performing acoustic music. We hope our efforts in turn draw more supporters to WMUK."*

The Station's coverage and playing of classical music has been beneficial to many classical organizations in Southwest Michigan, including the Stulberg International String Competition. Additionally, WMUK's Senior Underwriting Manager is Chair of the Music Committee for the Stulberg Competition.

Margaret Hamilton, Executive Director of the Stulberg International String Competition observes: *"For more than 40 years, the Stulberg International String Competition has relied upon WMUK 102.1 FM to let the community know about its events, especially the annual Competition and Master Classes. From the in-depth interviews and special programming provided on "Classical Cara", to the features on the station's website, to the underwriting and calendar listings, WMUK helps us spread the word to the broadest audience possible. There is no better resource for the classical music community than WMUK, and no better partner for an organization dedicated to supporting the artistic leaders of tomorrow. While other media organizations have come and gone, WMUK remains a beacon of light for arts and information. Its services are needed – and appreciated – now more than ever!"*

Our connection with local arts also extends to our licensee, Western Michigan University (WMU). WMUK regularly records and/or broadcasts recordings from the School of Music, and frequently invites faculty, staff and students for on-air interviews during our morning classical program, *"Let's Hear It."* Quite often these interviews provide musicians on our campus with the opportunity to help our audiences better understand the concerts, workshops and other music activities that occur on the WMU campus regularly.

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 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.*

WMUK investigates the needs of minority and other diverse audiences by periodically assessing how well we are serving those audiences in our local news and arts programming.

In Fiscal Year 2016, the Station continued to present a variety of programming content to our on-air and on-line audiences that we believe are reflective of the diversity of our community, nation and the world. In particular, arts and culture have maintained an important role in how WMUK addresses topics related to diversity.

One important way the Station reflects this diversity is through the airing of music from many different cultures, both past and present. This includes music from Latin-America, Celtic music, classical, jazz, folk, acoustic and Americana, which together constitutes 168 hours of music each week on WMUK's three program streams (two on-air, one on-line).

Other aspects of diversity in programming are reflected in WMUK's coverage of arts and culture through interviews and feature segments. A large concentration of this programming is heard in WMUK's locally-produced *Arts & More* short-form (9 minute) program, which airs weekly on our main program channel.

Each week, *Arts & More* carries feature segments related to music, history, visual arts, dance, literature and theatre, and more. The program also provides insight to local traditions and celebrations of Native American, African-American, Asian-American, Hispanic, Eastern-European and other communities that live within WMUK's coverage area of southwest Michigan.

For Fiscal Year 2017, WMUK plans to expand our outreach to diverse communities. In particular, the station has committed to an initiative to produce 3-5 feature segments relating to the experience of Muslim-Americans in Southwest Michigan, and more broadly, Islam in America. Muslim-Americans are an audience demographic that have typically been underrepresented and underserved in local media, even though they represent a higher population than in other parts of the country. Our efforts to provide greater coverage of issues affecting this community is already underway.

Further, WMUK will seek out opportunities to partner with minority organizations, in order to co-sponsor festivals – such as the Black Arts Festival and/or the Hispanic

Heritage Fiesta (both held in Kalamazoo, MI). These partnerships typically involve providing a booth to interface with the public during the festival, as well as promotion through underwriting trade agreements that increase the awareness of the events to the public.

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?*

Our Community Service Grant (CSG), which constitutes our CPB funding, both directly and indirectly supports WMUK's core mission of serving the public through excellent local, national and international programming. The vast majority of our CSG funds go towards paying for national programming from NPR, PRI, APM and other network distributors. This programming represents one of the station's biggest costs.

In so doing, our CSG allows the station to focus our local revenue resources (i.e. membership and underwriting support) on local news and arts programming. This includes expanded arts coverage on WMUK-1, WMUK-2 (our HD2 channel), and "Park & Westnedge" – our online streaming service that features local music.

Without CSG funding we would also not have the means to produce local arts features, host interviews and debates with community leaders, produce investigative pieces on local government, and host of other critical community reporting. At a time when the only regional newspaper of record has experienced severe cuts in staffing, WMUK has emerged as one of the only news outlets actually based in Kalamazoo, MI. As a result, our CSG funding is all the more important in leveraging our revenues and activities to serve our audiences, and our communities.