

## STEPHEN WILLIAMS

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**WMUK-FM**Change Grantee: [Change Grantee](#)

## SAS Radio: Station Activity (Salary) Survey

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The SAS-Radio 2017 Survey is Live!!

Status: **Approved**Survey due: **2/15/2018 (Available for Data Entry)**Revised Due Date: **04/15/2018**[Extension Requests](#)**Survey due on 04/15/2018****Subsections****Original Submitter****Last Updated****Status**[Employment](#) Questions: 1.1-1.7

Stephen Williams, Apr 9 2018

Completed

[Salary Report](#) Questions: 2.1

Stephen Williams, Apr 10 2018

Completed

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

Stephen Williams, Apr 10 2018

Completed

[Community Outreach Activities](#) Questions: 4.1

Stephen Williams, Apr 13 2018

Completed

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

Stephen Williams, Apr 13 2018

Completed

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

Stephen Williams, Apr 13 2018

Completed

[Journalists](#) Questions: 7.1

Stephen Williams, Apr 13 2018

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**

<b>ID</b>	1452
<b>Grantee Name</b>	WMUK-FM
<b>City</b>	Kalamazoo
<b>State</b>	MI
<b>Licensee Type</b>	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" value="0"/>	<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"/>	<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"/>
<b>Total</b>	<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="1"/>	<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"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="7"/>

**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"/>
<b>Total</b>	<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	Hispanic	Native	Asian/Pacific	White,	Total
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	American		American		Non-Hispanic	
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"/>
<b>Total</b>	<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"/>	<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"/>
<b>Total</b>	<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" value="0"/>	<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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<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"/>	<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"/>
<b>Total</b>	<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="2"/>

**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"/>
<b>Total</b>	<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
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"/>	<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"/>
<b>Total</b>	<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"/>

**1.6 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**

Excludes work study student position, which is federally-funded and not subject to normal hiring practices. No committed station funds went to this 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 Average Salaries FULL TIME EMPLOYEES ONLY**

Jump to question: [2.1](#)

**# of Employees      Avg. Annual Salary      Average Tenure**

<u>Chief Executive Officer</u>	1.00	\$ 66,300	2
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - Joint		\$	
<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director</u>	1.00	\$ 59,008	28
Programming Director - Joint		\$	
<u>Production, Chief</u>		\$ 0	
Production, Chief - Joint		\$	
<u>Executive Producer</u>	1.00	\$ 58,092	22
Executive Producer - Joint		\$	
<u>Producer</u>	1.00	\$ 45,609	25
Producer - Joint		\$	
<u>Development, Chief</u>		\$	
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>	1.00	\$ 36,545	3
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>	1.00	\$ 43,805	6
Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>		\$	
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	



<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>	<input type="text" value="1.00"/>	\$ <input type="text" value="76,857"/>	<input type="text" value="33"/>
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>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,473"/>	<input type="text" value="15"/>
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>	<input type="text" value="1.00"/>	\$ <input type="text" value="60,771"/>	<input type="text" value="33"/>
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>	<input type="text" value="1.00"/>	\$ <input type="text" value="42,386"/>	<input type="text" value="19"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="37,292"/>	<input type="text" value="5"/>
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"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**Total**  \$

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" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
Male Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="7"/>
<b>Total</b>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<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
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?	Yes
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?	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
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)	<input type="text" value="0"/>	<input type="text" value="705"/>	<input type="text" value="705"/>
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" value="0"/>	<input type="text" value="299"/>	<input type="text" value="299"/>
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" value="0"/>	<input type="text" value="63"/>	<input type="text" value="63"/>
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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1,067"/>	<input type="text" value="1,067"/>

**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

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 occurred in Fiscal Year 2017. 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 2017 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.

WMUK 102.1 FM maintained its direct local connection with community issues in Fiscal Year 2017 through a combination of long and short-form content (both on-air and on-line), participation in community events, and partnership support. In so doing, we were able to engage both existing and new audiences. The Station maintains an interest in ascertaining critical community issues that we can cover and explore in our on-air and digital content. We do this in a number of ways. In recent years, our News Department has identified minority groups that WMUK believes would benefit from coverage, particularly regarding issues that are not well-understood by the general public. We typically do this via a combination of short-form features on topics relevant to the minority group, as well as longer-form interviews with a diverse leaders and local non-profit representatives. This can include coverage of issues related to immigration, religion, education, health and other topics – as they relate the minority groups being featured. In addition to targeting coverage on interests and concerns of minority groups in Southwest Michigan, we have also provided wide coverage on a number of local issues, including (but not limited to): infant mortality, racism, immigration, healthcare, veterans issues, autism, energy, foster care, adult literacy, and gender inclusion. Reporting on these issues required outreach to a number of local and regional groups representing African-Americans, Asian-Americans, Latinos, and Native Americans; as well as disabled persons and military veterans. In many cases, these stories and features have received positive feedback on WMUK's social media. Additionally, 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 we are addressing community issues as a Station (this includes both News and Arts content). Our News department maintains regular contact with local governments, school districts, arts organizations, grant foundations, religious bodies and other community-based institutions year-round. Furthermore, our community engagement includes serving in advisory roles for local non-profit organizations. For example, WMUK's General Manager participates in a media advisory board for a local high school radio station, as well as providing biannual station tours for students at Western Michigan University (our licensee). Other WMUK staff were active members of the Gilmore International Keyboard Festival, and the American Marketing Association in FY2017. 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 2017, WMUK produced approximately 63 hours of local news content, and 299 hours of arts and culture content, as well as 708 hours of local music programming. This type of original content is intended to meet many of the identified needs of our audiences. 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. For example, WMUK reporter Rebecca Thiele did a three-part series on the divisive local nuclear power plant and a two-part series on how plastics in clothing are harming Great Lakes fish. 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 continued its long-standing partnerships with several community-based non-profits in Kalamazoo, primarily through outdoors events and festivals that were free and open to the public. This included participation in an outdoor festival for Western Michigan University students, faculty, staff and the public. It is called "Bronco Bash," and is held at the beginning of each academic year (in the fall). The station has a booth during this festival, educating the public about WMUK – and how we serve the public. In February 2017, the station continued its annual media sponsorship of the Cooper's Glen Music Festival in Kalamazoo -- a local acoustic music festival. WMUK promoted the event through underwriting credits and on our local acoustic music program, "Grassroots." The station had a booth at the event, and a station staff member was able to interact and inform festivalgoers about WMUK and its programming. Additionally, WMUK 102.1 FM participated in the Kalamazoo Institute of the Arts (KIA) "Art Fair," held in June 2017 at Bronson Park in downtown Kalamazoo. The Art Fair predominantly features wares and artwork from local and national artists, with the opportunity to buy and sell original paintings, jewelry, photography, woodwork, and other artistic works. WMUK was one of the sponsors of the event, and hosted a booth that allowed staff to interact with members of the public at the Art Fair. The Station was also able to record testimonials from attendees, in exchange for station tote bags. For the station's 2017 Spring Pledge Drive, WMUK partnered with the Kalamazoo Community Foundation (KZCF) for another year. This year, we worked with KZCF to support the Urban Alliance's "Momentum Program." The goal of this Kalamazoo-based non-profit is to provide a six-week educational training program designed to help individuals in our community who live on the fringe, due to life circumstances or their choices. The majority have criminal backgrounds, struggle with substance abuse, come from impoverished homes, or in some cases are homeless. This program helps these vulnerable and at-risk individuals to reenter society and become gainfully employed productive members of society. Through this year's on-air membership campaign, KZCF was able to match \$15,000 in funds raised during the station's on-air drive, and provided those funds to the Urban Alliance's "Momentum Program." This funding helped to defray the costs of sending the equivalent of five (5) people through the complete Momentum program. In April 2017, WMUK's Morning Edition host, Earlene McMichael, served as the emcee for a question-and-answer session following an address in Kalamazoo by Sybrina Fulton, the mother of Trayvon Martin. The event focused on guns and violence directed toward African-Americans locally and nationally. Finally, WMUK regularly records and broadcasts live performances by several music organizations within the community, including ensembles of the Kalamazoo Symphony Orchestra (KSO), Fontana Chamber Arts, and the Michigan Festival of Sacred Music. WMUK also continues to broadcast recordings of performances from the Western Michigan University School of Music. 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 a previous response, WMUK partnered with the Kalamazoo Community Foundation (KZCF) to support the Urban Alliance's Momentum program. The goal of this Kalamazoo-based non-profit is to provide a six-week educational training program designed to help individuals in our community who live on the fringe, due to life circumstances or their choices. Our promotion of the Momentum program served to educate listeners about the challenges at-risk individuals face in re-entering society, and the advantages of providing a second, third or fourth chance for the program's participants. It had the secondary benefit of furthering WMUK's engagement with a new community partner,

in cooperation with KZCF. In so doing, we are both able to educate listeners about important local initiatives, and strengthen our connection with the community we serve. KZCF President and CEO Carrie Pickett-Erway said of the WMUK/KZCF partnership: "We're excited to partner with WMUK again this year ... we think the partnership brings great value to the community because it leverages the philanthropic spirit of donors with additional resources from the Community Foundation investing in two wonderful non-profits, WMUK and the local Momentum program." Pickett-Erway added, "What's significant about Momentum is their focus on the most vulnerable residents in our community; those people with the greatest number of barriers are the ones that Momentum is focusing on helping. They know that the most vulnerable residents need comprehensive services and they need the time and the patience of people who care about them to stick with them through a few stumbles here and there too. This campaign is an opportunity for our community to acknowledge the folks in our community who really do need some significant help." Luke Kujacznski, Executive Director of Urban Alliance, agreed that the WMUK/KZCF partnership is mutually beneficial for his non-profit organization. Kujacznski notes, "Our partnership with WMUK was [an incredible] gift to Urban Alliance. In fact, we are still benefiting from the exposure in meaningful ways. The funding came at a time when we were working hard to expand our services to keep up with the demand for the Momentum program. It was a great boost to our year!" Kujacznski continues, "The [on-air] exposure was meaningful in a couple of ways: it gave us increased visibility and reach. Through [this] visibility, we were able to increase our partnerships to have an even larger impact. To me though, the big win was to power of the stories told our graduates. Having their voices out there amplified our message that all members of our community are valuable. Their stories told through the station spread hope, and I believe worked to pull our amazing community closer together." As noted in the response to a previous question, WMUK regularly records and broadcasts live performances with music ensembles throughout our community, including the Kalamazoo-based "Fontana Chamber Arts." David J. Baldwin, Executive & Artistic Director of Fontana, noted that his organization's relationship with WMUK 102.1 FM has been a valued one: Baldwin says, "As a life-long listener to NPR, I value WMUK for my source of music as well as news. As the Director of Fontana, we have partnered in so many beneficial ways. We are very blessed in this community to have a high quality station to turn to for such excellence and diversification." Finally, WMUK maintains an artistic community partnership with its license institution, Western Michigan University (WMU). In particular, WMUK 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." These segments are often conducted live, and offer our audience an important gateway to learning about the wider world of arts, both in Kalamazoo and beyond. We also use these interviews to promote upcoming concerts, workshops, musicals, and other music or arts-related activities that take place on the WMU campus. Dr. Bradley A. Wong, Director of WMU's School of Music, has expressed his appreciation for the School's continued ties with WMUK 102.1 FM. Dr. Wong provided the following comment regarding this ongoing partnership: "The Western Michigan University School of Music is delighted to continue its long-standing professional relationship with WMUK. The opportunity for our faculty and guest artists to participate in interviews before performances and the broadcast of many of those concerts provide important exposure for our activities. The station's recording facilities have allowed our students to do studio sessions, providing essential pre-professional experience. In addition, the various programs offered by the station keep our faculty and students connected to local and national news and cultural events."

#### 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 2017, and any plans you have made to meet the needs of these audiences during Fiscal Year 2018. 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. As an example, in Fiscal Year 2017, WMUK reporter Rebecca Thiele contributed several reports that addressed issues or interests of minority groups including stories on Vietnamese language classes to help youth communicate with their elders, Native American foods and a local tribe's road to gaining sovereignty. Thiele also contributed to our Islam series with a report on halal food and provided a story on a local theatre that is working to provide sensory-friendly performances for audience members with autism. Finally, Thiele did a story on what affect President Trump's anti-immigration rhetoric would have on migrant populations traveling to pick Michigan's fruit crops. Our weekly program called "The Library" has also explored topics of relevance to minority audiences. Local host Mark Tomlonson provides audio narration of classic works of literature for this program. Thematic topics featured on "The Library" included immigration and assimilation, civil rights, as well as PTSD and other veteran's issues. For example, on January 16, 2017, the program featured "Letter From Birmingham Jail" by Martin Luther King Jr., where he lays out his arguments for protesting to attain equality. Additionally, the Station offered arts coverage of diverse communities included features, such "Arts & More" – WMUK's locally-produced short-form program, which airs weekly on our main program channel. "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, Middle Eastern, Eastern-European, LGBT and other communities that live within WMUK's region of southwest Michigan. Moreover, WMUK's diversity was reflect in the wide array of Latin-American, jazz, folk and classical music offered, which together constitutes more than 160 hours of music each week on WMUK's three program streams (two on-air, one on-line). 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.). Alma Latina celebrates its 40th year on the air, having started on April 2, 1977 after the Kalamazoo Spanish-American Steering Committee requested a Spanish-language show and WMUK agreed to carry this program. The program furthers WMUK's mission to serve diverse communities across Kalamazoo and Greater Southwest Michigan.

#### 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?

The bedrock of our program funding continues to rest on CPB's Community Service Grant (CSG). It continues to support WMUK's mission of serving the public with quality local, national and global programming. Almost all of our CSG funding goes towards paying significant costs for national programming from distributors such as NPR, PRI, APM and other networks. This cost is, by far, one of our biggest annual direct expenses, second only to salary costs. We can say with certainty that virtually none of this programming would be possible on our airwaves without grant support from CPB. Our CSG also has the salutary effect of freeing up station resources to pursue local news and arts programming. This includes feature-length locally-produced segments, interviews, and programs on WMUK-1, WMUK-2 (our HD2 channel)

and "Park & Westnedge" – WMUK's online streaming service that is devoted to local music. CSG funding makes this possible by defraying the major programming costs we would otherwise incur for national programming. This means that we can devote our limited resources to better servicing our community with local interviews and town halls with community leaders, maintain our investigative reporting, and send reporters to cover local government and education stories that might otherwise go unnoticed in our community. This is especially critical at a time where WMUK 102.1 FM is one of the very few locally-owned media outlets in Kalamazoo. Tax dollars from CSG funding are being put to the best use possible, by enabling critical community news coverage, unbiased local, national and international news, and quality arts 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: [7.1](#)

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	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"/>
Assistant 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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Reporter/Producer	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<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"/>
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"/>
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"/>
Anchor/Reporter	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<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"/>
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"/>
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"/>
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"/>
Other positions not already accounted for	<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"/>
<b>Total</b>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>

Comments

**Question** **Comment**

No Comments for this section

**WMUK 102.1 FM Station Activity Survey 2017: Telling Public Radio's Story**  
2018.04.13

Please report on activities that occurred in Fiscal Year 2017.

- 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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In addition to targeting coverage on interests and concerns of minority groups in Southwest Michigan, we have also provided wide coverage on a number of local issues, including (but not limited to): infant mortality, racism, immigration, healthcare, veterans issues, autism, energy, foster care, adult literacy, and gender inclusion. Reporting on these issues required outreach to a number of local and regional groups representing African-Americans, Asian-Americans, Latinos, and Native Americans; as well as disabled persons and military veterans. In many cases, these stories and features have received positive feedback on WMUK's social media.

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**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 continued its long-standing partnerships with several community-based non-profits in Kalamazoo, primarily through outdoors events and festivals that were free and open to the public.

This included participation in an outdoor festival for Western Michigan University students, faculty, staff and the public. It is called "*Bronco Bash*," and is held at the beginning of each academic year (in the fall). The station has a booth during this festival, educating the public about WMUK – and how we serve the public.

In February 2017, the station continued its annual media sponsorship of the Cooper's Glen Music Festival in Kalamazoo -- a local acoustic music festival. WMUK promoted the event through underwriting credits and on our local acoustic music program, "Grassroots." The station had a booth at the event, and a station staff member was able to interact and inform festivalgoers about WMUK and its programming.

Additionally, WMUK 102.1 FM participated in the Kalamazoo Institute of the Arts (KIA) "*Art Fair*," held in June 2017 at Bronson Park in downtown Kalamazoo. The Art Fair predominantly features wares and artwork from local and national artists, with the opportunity to buy and sell original paintings, jewelry, photography, woodwork, and other artistic works. WMUK was one of the sponsors of the event, and hosted a booth that allowed staff to interact with members of the public at the Art Fair. The Station was also able to record testimonials from attendees, in exchange for station tote bags.

For the station's 2017 Spring Pledge Drive, WMUK partnered with the Kalamazoo Community Foundation (KZCF) for another year. This year, we worked with KZCF to support the *Urban Alliance's* "Momentum Program." The goal of this Kalamazoo-based non-profit is to provide a six-week educational training program designed to help individuals in our community who live on the fringe, due to life circumstances or their choices. The majority have criminal backgrounds, struggle with substance abuse, come from impoverished homes, or in some cases are homeless. This program helps these vulnerable and at-risk individuals to reenter society and become gainfully employed productive members of society.

Through this year's on-air membership campaign, KZCF was able to match \$15,000 in funds raised during the station's on-air drive, and provided those funds to the Urban

Alliance's "Momentum Program." This funding helped to defray the costs of sending the equivalent of five (5) people through the complete Momentum program.

In April 2017, WMUK's *Morning Edition* host, Earlene McMichael, served as the emcee for a question-and-answer session following an address in Kalamazoo by Sybrina Fulton, the mother of Trayvon Martin. The event focused on guns and violence directed toward African-Americans locally and nationally.

Finally, WMUK regularly records and broadcasts live performances by several music organizations within the community, including ensembles of the Kalamazoo Symphony Orchestra (KSO), Fontana Chamber Arts, and the Michigan Festival of Sacred Music. WMUK also continues to broadcast recordings of performances from the Western Michigan University School of Music. Occasionally, WMUK staff members are present during concerts to engage with the audience (e.g. emceeing and introducing musical performers).

**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 a previous response, WMUK partnered with the Kalamazoo Community Foundation (KZCF) to support the *Urban Alliance*'s Momentum program. The goal of this Kalamazoo-based non-profit is to provide a six-week educational training program designed to help individuals in our community who live on the fringe, due to life circumstances or their choices.

Our promotion of the Momentum program served to educate listeners about the challenges at-risk individuals face in re-entering society, and the advantages of providing a second, third or fourth chance for the program's participants. It had the secondary benefit of furthering WMUK's engagement with a new community partner, in cooperation with KZCF. In so doing, we are both able to educate listeners about important local initiatives, and strengthen our connection with the community we serve.

KZCF President and CEO Carrie Pickett-Erway said of the WMUK/KZCF partnership: *"We're excited to partner with WMUK again this year ... we think the partnership brings great value to the community because it leverages the philanthropic spirit of donors with additional resources from the Community Foundation investing in two wonderful non-profits, WMUK and the local Momentum program."*

Pickett-Erway added, *"What's significant about Momentum is their focus on the most vulnerable residents in our community; those people with the greatest number of barriers are the ones that Momentum is focusing on helping. They know that the most vulnerable residents need comprehensive services and they need the time and the patience of people who care about them to stick with them through a few stumbles here and there too. This campaign is an opportunity for our community to acknowledge the folks in our community who really do need some significant help."*

Luke Kujacznski, Executive Director of *Urban Alliance*, agreed that the WMUK/KZCF partnership is mutually beneficial for his non-profit organization. Kujacznski notes, *"Our partnership with WMUK was [an incredible] gift to Urban Alliance. In fact, we are still benefitting from the exposure in meaningful ways. The funding came at a time when we were working hard to expand our services to keep up with the demand for the Momentum program. It was a great boost to our year!"*

Kujacznski continues, *“The [on-air] exposure was meaningful in a couple of ways: it gave us increased visibility and reach. Through [this] visibility, we were able to increase our partnerships to have an even larger impact. To me though, the big win was to power of the stories told our graduates. Having their voices out there amplified our message that all members of our community are valuable. Their stories told through the station spread hope, and I believe worked to pull our amazing community closer together.”*

As noted in the response to a previous question, WMUK regularly records and broadcasts live performances with music ensembles throughout our community, including the Kalamazoo-based “Fontana Chamber Arts.” David J. Baldwin, Executive & Artistic Director of Fontana, noted that his organization’s relationship with WMUK 102.1 FM has been a valued one: Baldwin says, *“As a life-long listener to NPR, I value WMUK for my source of music as well as news. As the Director of Fontana, we have partnered in so many beneficial ways. We are very blessed in this community to have a high quality station to turn to for such excellence and diversification.”*

Finally, WMUK maintains an artistic community partnership with its license institution, Western Michigan University (WMU). In particular, WMUK 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.”* These segments are often conducted live, and offer our audience an important gateway to learning about the wider world of arts, both in Kalamazoo and beyond. We also use these interviews to promote upcoming concerts, workshops, musicals, and other music or arts-related activities that take place on the WMU campus.

Dr. Bradley A. Wong, Director of WMU’s School of Music, has expressed his appreciation for the School’s continued ties with WMUK 102.1 FM. Dr. Wong provided the following comment regarding this ongoing partnership: *“The Western Michigan University School of Music is delighted to continue its long-standing professional relationship with WMUK. The opportunity for our faculty and guest artists to participate in interviews before performances and the broadcast of many of those concerts provide important exposure for our activities. The station’s recording facilities have allowed our students to do studio sessions, providing essential pre-professional experience. In addition, the various programs offered by the station keep our faculty and students connected to local and national news and cultural events.”*

**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 2017, and any plans you have made to meet the needs of these audiences during Fiscal Year 2018. 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.

As an example, in Fiscal Year 2017, WMUK reporter Rebecca Thiele contributed several reports that addressed issues or interests of minority groups including stories on Vietnamese language classes to help youth communicate with their elders, Native American foods and a local tribe's road to gaining sovereignty. Thiele also contributed to our Islam series with a report on halal food and provided a story on a local theatre that is working to provide sensory-friendly performances for audience members with autism. Finally, Thiele did a story on what affect President Trump's anti-immigration rhetoric would have on migrant populations traveling to pick Michigan's fruit crops.

Our weekly program called "*The Library*" has also explored topics of relevance to minority audiences. Local host Mark Tomlonson provides audio narration of classic works of literature for this program. Thematic topics featured on "*The Library*" included immigration and assimilation, civil rights, as well as PTSD and other veteran's issues. For example, on January 16, 2017, the program featured "*Letter From Birmingham Jail*" by Martin Luther King Jr., where he lays out his arguments for protesting to attain equality.

Additionally, the Station offered arts coverage of diverse communities included features, such "*Arts & More*" – WMUK's locally-produced short-form program, which airs weekly on our main program channel.

"*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, Middle Eastern, Eastern-European, LGBT and other communities that live within WMUK's region of southwest Michigan.

Moreover, WMUK's diversity was reflect in the wide array of Latin-American, jazz, folk and classical music offered, which together constitutes more than 160 hours of music each week on WMUK's three program streams (two on-air, one on-line).

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.). *Alma Latina* celebrates its 40th year on the air, having started on April 2, 1977 after the Kalamazoo Spanish-American Steering Committee requested a Spanish-language show and WMUK agreed to carry this program. The program furthers WMUK's mission to serve diverse communities across Kalamazoo and Greater Southwest Michigan.

**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?**

The bedrock of our program funding continues to rest on CPB's Community Service Grant (CSG). It continues to support WMUK's mission of serving the public with quality local, national and global programming. Almost all of our CSG funding goes towards paying significant costs for national programming from distributors such as NPR, PRI, APM and other networks. This cost is, by far, one of our biggest annual direct expenses, second only to salary costs. We can say with certainty that virtually none of this programming would be possible on our airwaves without grant support from CPB.

Our CSG also has the salutary effect of freeing up station resources to pursue local news and arts programming. This includes feature-length locally-produced segments, interviews, and programs on WMUK-1, WMUK-2 (our HD2 channel) and "*Park & Westnedge*" – WMUK's online streaming service that is devoted to local music.

CSG funding makes this possible by defraying the major programming costs we would otherwise incur for national programming. This means that we can devote our limited resources to better servicing our community with local interviews and town halls with community leaders, maintain our investigative reporting, and send reporters to cover local government and education stories that might otherwise go unnoticed in our community. This is especially critical at a time where WMUK 102.1 FM is one of the very few locally-owned media outlets in Kalamazoo. Tax dollars from CSG funding are being put to the best use possible, by enabling critical community news coverage, unbiased local, national and international news, and quality arts programming.