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## Employment

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### 1.1 Employment of Full-Time Radio Employees

Jump to question:

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

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		1			1	2
Managers - 2000		0		1		1
Professionals - 3000	0		0	0		0
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100					1	1
Craftspersons (Skilled) - 5200						0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
<b>Total</b>	0	1	0	1	2	4

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						0
Managers - 2000						0
Professionals - 3000					4	4
Technicians - 4000					0	0
Sales Workers - 4500						0
Office and Clerical - 5100						0

Craftspersons (Skilled) - 5200						0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
<b>Total</b>	0	0	0	0	4	4

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	1
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
<b>Total</b>	1

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

Male caucasian

## 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.

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

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers		1			1	2
Male Major Programming Decision Makers					0	0

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.

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000					2	2
Technicians - 4000		0			0	0
Sales Workers - 4500						0
Office and Clerical - 5100					1	1
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
<b>Total</b>	0	0	0	0	3	3

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000						0
Managers - 2000					1	1
Professionals - 3000					7	7
Technicians - 4000					1	1
Sales Workers - 4500					0	0
Office and Clerical - 5100		1			5	6
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
<b>Total</b>	0	1	0	0	14	15

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	

Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
<b>Total</b>	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?

Number working less than 15 hours per week

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.)

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

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000				0	0
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500				0	0
<b>Total</b>	0	0	0	0	0

#### 1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#) ▼

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

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?

	Check all that apply
Underwriting solicitation related activities	<input type="checkbox"/>
Direct Mail	<input type="checkbox"/>
Telemarketing	

	<input type="checkbox"/>
Other development activities	<input type="checkbox"/>
Legal services	<input checked="" type="checkbox"/>
Human Resource services	<input type="checkbox"/>
Accounting/Payroll	<input type="checkbox"/>
Computer operations	<input type="checkbox"/>
Website design	<input type="checkbox"/>
Website content	<input type="checkbox"/>
Broadcasting engineering	<input checked="" type="checkbox"/>
Engineering	<input type="checkbox"/>
Program director activities	<input checked="" type="checkbox"/>
None of the above	<input type="checkbox"/>

Have you completed this Section?  Yes  No

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## Salary Report

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### 2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:  ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	1.00	\$ 94,092	30
Chief Executive Officer - Joint		\$	
<a href="#">Chief Operations Officer</a>	1.00	\$ 71,558	5
Chief Operations Officer - Joint		\$	
<a href="#">Chief Financial Officer</a>		\$	
Chief Financial Officer - Joint		\$	
<a href="#">Publicity, Program Promotion Chief</a>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<a href="#">Communication and Public Relations, Chief</a>		\$	
Communication and Public Relations, Chief - Joint		\$	
<a href="#">Programming Director</a>		\$	
Programming Director - Joint		\$	
<a href="#">Production, Chief</a>		\$	
Production, Chief - Joint		\$	
<a href="#">Executive Producer</a>		\$	
Executive Producer - Joint		\$	
<a href="#">Producer</a>		\$	
Producer - Joint		\$	
<a href="#">Development, Chief</a>		\$	
Development, Chief - Joint		\$	
<a href="#">Member Services, Chief</a>	1.00	\$ 36,448	5

Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>		\$	
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>		\$	
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$	
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Education, Chief</u>		\$	
Education, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Volunteer Coordinator</u>		\$	
Volunteer Coordinator - Joint		\$	
<u>News / Current Affairs Director</u>		\$	

News / Current Affairs Director - Joint		\$		
<u>Music Director</u>	1.00	\$	59,378	5
<u>Music Librarian/Programmer</u>		\$		
<u>Announcer / On-Air Talent</u>	3.00	\$	53,016	13
Announcer / On-Air Talent - Joint		\$		
<u>Reporter</u>		\$		
Reporter - Joint		\$		
<u>Public Information Assistant</u>		\$		
Public Information Assistant - Joint		\$		
<u>Broadcast Supervisor</u>		\$		
Broadcast Supervisor - Joint		\$		
<u>Director of Continuity / Traffic</u>		\$		
Director of Continuity / Traffic - Joint		\$		
<u>Events Coordinator</u>		\$		
Events Coordinator - Joint		\$		
<u>Web Administrator/Web Master</u>		\$		
Web Administrator/Web Master - Joint		\$		
<b>Total</b>	<b>7.00</b>	<b>\$</b>	<b>314,492</b>	<b>58</b>

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## Governing Board

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### 3.1 Governing Board Method of Selection

Jump to question:  ▼

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

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

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

Elected by community/membership

Other (please specify below)

Two students elected by student body

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

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

### 3.2 Governing Board Members

Jump to question:  ▼

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

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="7"/>
Male Board Members	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="12"/>	<input type="text" value="15"/>

<b>Total</b>	4	2	0	0	16	22
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Number of Vacant Positions

Total Number of Board Members (Total should equal the total reported in Question 3.1.) 22

Number of Board Members with disabilities

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## Community Outreach Activities

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### 4.1 Community Outreach Activities

Jump to question:  ▼

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

	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?	No
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?	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?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

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## Radio Programming and Production

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### 5.1 Radio Programming and Production

Jump to question:  ▼

Instructions and Definitions:

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.)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)		5,876	5,876
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)		92	92
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)	21	0	21
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)			0
All Other (incl. sports and religious — Do NOT include fundraising)			0
<b>Total</b>	<b>21</b>	<b>5,968</b>	<b>5,989</b>

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.)

Approx Number of Original Program Hours

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## Telling Public Radio's Story

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### 6.1 Telling Public Radio's Story

Jump to question:  ▼

The purpose of this section is to give you an opportunity to tell us about special, innovative efforts in which the grant recipient is involved. Responses may be shared with the Congress or the public.

1. Please Describe any efforts (e.g., programming, production, outreach 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 2012, and any plans you have made to meet the needs of these audiences during Fiscal Year 2013. If you regularly broadcast in a language other than English, please note the languages broadcast.

1. Please describe any efforts (e.g. programming, production, outreach 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 2011, and any plans you have made to meet the needs of these audiences during the Fiscal Year 2012. If you regularly broadcast in a language other than English, please note the languages broadcast.

During Fiscal Year 2012, WUMB continued to devote time to shows reflecting

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

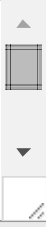
2012 continued to be a fiscally challenging year for WUMB and the economic problems that has plagued us the past few years have been slow to turn around. Although the number of listeners who made a donation to the station has increased, the amount of money each individual and household could afford to give- decreased. The high unemployment levels in the area have made it difficult to raise listener sensitive income. CPB funding was crucial for WUMB because it allowed us to continue to produce a quality product and to provide a unique local cultural experience to the community at large. Integral parts of the program schedule are live daily interviews with local and national

3. Please describe any special activities you have undertaken in the areas of community service and outreach during the Year.

Through our various engagement efforts, WUMB's objective is to serve the community, while raising awareness about WUMB's programming and its online/broadcast presence. WUMB's key community goals are to: 1) Build relevance by reflecting the needs and aspirations of our community; 2) Impact Behavior by becoming a catalyst for positive interaction and community chance; 3) Strengthen Community by bringing people and different organizations together for a common purpose to create new opportunities; and 4) Increase Value of the station by impacting the lives of individuals in our community. We do this in the following ways: We are often told by musicians

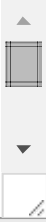
4. Please describe any special efforts you have made to increase your involvement with the educational community during the year. Include a brief description of any major educational services provided.

In Question 3 we highlighted some of the education programming and activities the station has been involved in, particularly WUMB's Summer Acoustic Music Week which brings together nearly 200 adults who are taught music and dance by 20 different instructors. WUMB has also been instrumental in continuing to help develop and maintain GRLZ Radio an internet radio station as part of an after school program for high school students affiliated with St. Mary Women's and Children Center in Dorchester. Connecting with the UMass Boston and other local-area educational communities through WUMB's weekly talk show, Commonwealth Journal, stands out as one of our most



5. CPB is interested in learning more about stations' significant activities planned for the upcoming year – both broadcast and beyond broadcast. What types of on-air programs and off-air activities are you planning in the upcoming year that will connect your station more closely with your community? What goals are you setting in conjunction with these initiatives, and how will you measure your success?

In the coming year WUMB will launch and continue several programs and projects that will better connect us with the community at-large, and the UMass Boston campus community. Below, is a list of some of the initiatives we hope we will be a success. WUMB hopes to develop closer ties with more departments at the UMass Boston campus in the production of programming and in the achievement of community outreach activities. We will consider this initiative a success if we can forge an on-going relationship and partnership with at least three campus departments. WUMB will strive to use its myriad connections in the music community, to further build relevance to assist in the



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## Journalists

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### 7.1 Journalists

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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.

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

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