

**Grantee Information**

<b>ID</b>	1441
<b>Grantee Name</b>	WUMB-FM
<b>City</b>	Boston
<b>State</b>	MA
<b>Licensee Type</b>	University

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<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" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="3"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

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" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>

Service Workers - 5500

**Total**

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).

white female

1.2 Major Programming Decision Makers

Jump to question: [1.2](#) ▼

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#) ▼

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#) ▼

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

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" value="0"/>				
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>				
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>				
Office and Clerical - 5100	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="3"/>

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" 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="0"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>				
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<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="1"/>	<input type="text" value="3"/>	<input type="text" value="5"/>

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"/>				

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#) ▼

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

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#) ▼

Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question: [1.7](#) ▼

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

1.7 Hiring Contractors Jump to question: [1.7](#) ▼

- Check all that apply
- Underwriting solicitation related activities
  - Direct Mail
  - Telemarketing
  - Other development activities
  - Legal services
  - Human Resource services
  - Accounting/Payroll
  - Computer operations
  - Website design
  - Website content
  - Broadcasting engineering
  - Engineering
  - Program director activities

None of the above

Comments

Question

Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	<input type="text" value="1.00"/>	<input type="text" value="\$ 108,139"/>	<input type="text" value="2"/>
Chief Executive Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Chief Operations Officer</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Chief Financial Officer</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Publicity, Program Promotion Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Communication and Public Relations, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Programming Director</a>	<input type="text" value="1.00"/>	<input type="text" value="\$ 81,370"/>	<input type="text" value="3"/>
Programming Director - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Production, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Executive Producer</a>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Executive Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Producer</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Development, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text" value="1.00"/>	<input type="text" value="\$ 51,428"/>	<input type="text" value="3"/>
Member Services, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Underwriting, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Operations and Engineering, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Engineering Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Broadcast Engineer 1</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Production Engineer</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Facilities, Satellite and Tower Maintenance, Chief</a>	<input type="text" value="1.00"/>	<input type="text" value="\$ 74,939"/>	<input type="text" value="8"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Technical Operations, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Education, Chief</a>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Information Technology, Director</a>	<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"/>	\$ <input type="text"/>	<input type="text"/>
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="3.00"/>	\$ <input type="text" value="45,878"/>	<input type="text" value="14"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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"/>
<b>Total</b>	<input type="text" value="7.00"/>	\$ <input type="text" value="361,754"/>	<input type="text" value="30"/>

Comments

Question Comment  
 No Comments for this section

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
Male Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="13"/>	<input type="text" value="16"/>
<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="18"/>	<input type="text" value="22"/>

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](#) ▼

- Produce public service announcements? Yes/No
- 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? Yes
- Produce/distribute informational materials based on local or national programming? Yes
- Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Yes
- Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- 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? Yes
- Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? Yes
- Did the partnership have a specific, formal component designed to be of special service to the educational community? Yes
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and 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"/>	<input type="text" value="7,665"/>	<input type="text" value="7,665"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text" value="130"/>	<input type="text" value="130"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text"/>	<input type="text" value="78"/>	<input type="text" value="78"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="7,873"/>	<input type="text" value="7,873"/>

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 2015. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. This section had previously been optional. Response to this section of the SAS is now mandatory.

Joint licensee Grantees that have filed a 2015 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

Diversity not only reflects the community of our listener base, but also a dynamic workspace that fosters creativity and excellence. WUMB provides programming that reflects our listener base, from urban to rural and multi-continental, but also the diversity of the staff we employ. Our announcers are encouraged to engage the listener with their thoughts and stories on the air and to share information about themselves via their bio pages on our website, as well as through our online program guide. WUMB Radio also employs students, both local to the urban Boston area, as well as students hailing from states around the country, from both urban and rural communities, in our year-long work/study program. We have also furthered our commitment to the diversity we find in our community, from religion to politics to music other than folk/Americana by instituting a student run, student programmed online radio station. The channel content can be anything the student chooses, so long as it fits FCC requirements, from religion, politics, sports and talk radio to world and popular music. In 2016 we are going to continue our Beacon student program with live concerts, workshops and we will also implement an intern program for students on campus.

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.

We have continued our student run internet radio station, "The Beacon". This project has allowed students the opportunity to learn about a variety of radio formats and music genres and is providing them with valuable experience and knowledge of public radio. We have also expanded to include live performance, as well as training sessions on concerts, sound and booking. In partnership with the Berklee College of Music and the Department of Conservation and Preservation we produce a month long live music series on Carson Beach in South Boston. The series runs 4-weeks each August. Berklee students perform in a live show each week allowing us to bring music into the local community. We have also partnered with Berklee on their First Night activities, airing their yearly concert to make the show available to the general public. During the year we also put together vignettes celebrating women in music, for Women's History Month.

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.

We have continued to partner with Berklee College of Music on their summer concert series, and various public events that take place throughout Boston. These events bring local musicians the opportunity to play to audiences they might not have the chance to, and for community members to experience music free of charge, that they might not have had the opportunity to hear before. Through these events we have also partnered with the DCR of Boston, Department of Conservation and Recreation, as some of the events are held at some of their locations (local beaches and parks). "Concerts at Carson Beach is a highlight for many local and visitor's summer. Thanks for our collaboration with WUMB and the DCR, concert goers are able to enjoy up and coming folk artists for free at the seaside. We look forward to continuing and growing the partnership." Michael Borgida Marketing Manager at Berklee College of Music "The DCR Massparks was thrilled once again to partner with WUMB and Berklee to host fantastic local musical talent along the seaside at Carson Beach during the first four Saturdays in August. Cool music on a hot day...what could be better. And free too! We love Concerts at Carson Beach!" Maggi Brown Visitor Services Supervisor DCR Blue Hills Reservation

6.1 Telling Public Radio's Story

Jump to question: 6.1

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. If you regularly broadcast in a language other than English, please note the language broadcast.

In 2016 we ran a month long featurttes special on Women in Music for Women's History Month. We also created a webpage on our website to house the featurttes and information about these women. We have also continued to produce our show, The Commonwealth Journal, in partnership with UMass Boston, to bring awareness to the community about local opportunities for education and business as well as local public affairs. We also continue to expand our community calendar to include events at local libraries, including trainings and free educational opportunities for the community. In 2016 we hope to continue strengthening our ties to the community and continue to offer resources to all community members regarding education and opportunities to assist in furthering their goals.

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 grant money we receive helps us to not only continue to broadcast our Commonwealth Journal show but it also gives us the opportunity to explore new ideas to connect & serve the ever changing and expanding community that surrounds us here in Boston. In this past year we have been able to make improvements to our signal strength, enabling us to reach a broader audience, which in turn has provided opportunities for us to be involved in community events that we were not aware of previously. We have also been able to continue broadcasting nationally syndicated programs such as Etown, Mountain Stage, American Roots, Beale Street Caravan, American Roots and the World Café, as well as add a new program, Music City Roots. With the grant money we have also been able to strengthen our ties to the student community at UMass Boston by hosting acoustic campus concerts, and training sessions for any student interested in learning more about the behind the scenes of live performance, such as booking artists and running sound. In the coming year we are going to expand this program to include live performance by the students, and hope to engage them with a weekend long Folk and Roots Music symposium, also open to the public, culminating in live show.

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

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White His
News Director	<input type="text"/>									
Assistant News Director	<input type="text"/>									
Managing Editor	<input type="text"/>									
Senior Editor	<input type="text"/>									
Editor	<input type="text"/>									

Executive Producer										
Senior Producer	1			1						
Producer		2		2						
Associate Producer										
Reporter/Producer										
Host/Reporter	3	10	0	8	5					
Reporter										
Beat Reporter										
Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already accounted for										
<b>Total</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Comments

Question

Comment

No Comments for this section