

**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

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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<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"/>	<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"/>	<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"/>	<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="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

**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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<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" value="0"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<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"/>	<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"/>	<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"/>	<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="3"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

**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"/>
Craftpersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>

Laborers (Unskilled) - 5400

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).

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	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<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="0"/>	<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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="4"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="4"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<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"/>	<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"/>	<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"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="4"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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="0"/>	<input type="text" value="5"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

Persons with Disabilities

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

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office / Service Workers - 5100-5500

Total

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 Corporate Management

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	1.00	\$ 128,503	10
Chief Executive Officer - Joint		\$	
<a href="#">Chief Operations Officer</a>		\$	
Chief Operations Officer - Joint		\$	
<a href="#">Chief Financial Officer</a>		\$	
Chief Financial Officer - Joint		\$	
<a href="#">Chief Digital Media Operations</a>		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: 2.1

Please list the Other Job titles in this sub-category not listed above

2.2 Communication and Promotions

Jump to question: 2.2

<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="#">Head of Audience</a>		\$	
Head of Audience - Joint		\$	
<a href="#">Social Media Specialist / Manager</a>		\$	
Social Media Specialist / Manager - Joint		\$	

2.2 Communication and Promotions

Jump to question: 2.2

Please list the Other Job titles in this sub-category not listed above

2.3 Programming and Productions

Jump to question: 2.3

<a href="#">Programming Director</a>	1.00	\$ 95,763	10
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="#">Digital Content Director</a>		\$	
Digital Content Director - Joint		\$	
<a href="#">Digital Project Manager</a>		\$	
Digital Project Manager - Joint		\$	
<a href="#">Managing Director, Audience Engagement</a>		\$	
Managing Director, Audience Engagement - Joint		\$	

2.3 Programming and Productions

Jump to question: 2.3

Please list the Other Job titles in this sub-category not listed above

2.4 Development and Fundraising

Jump to question: 2.4

<a href="#">Development, Chief</a>		\$	
Development, Chief - Joint		\$	
<a href="#">Member Services, Chief</a>	1.00	\$ 61,830	9
Member Services, Chief - Joint		\$	
<a href="#">Membership Fundraising, Chief</a>		\$	

Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Major Giving Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving 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"/>

2.4 Development and Fundraising

Jump to question: [2.4](#) ▼

Please list the Other Job titles in this sub-category not listed above

2.5 Underwriting and Grant Solicitation

Jump to question: [2.5](#) ▼

<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"/>

2.5 Underwriting and Grant Solicitation

Jump to question: [2.5](#) ▼

Please list the Other Job titles in this sub-category not listed above

2.6 Broadcast Engineering and Information Technology

Jump to question: [2.6](#) ▼

<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"/>	\$ <input type="text"/>	<input type="text"/>
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="#">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"/>
<a href="#">Web Administrator/Web Master</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.6 Broadcast Engineering and Information Technology

Jump to question: [2.6](#) ▼

Please list the Other Job titles in this sub-category not listed above

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▼

<a href="#">News / Current Affairs Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Music Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Music Librarian/Programmer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Announcer / On-Air Talent</a>	<input type="text" value="2.00"/>	\$ <input type="text" value="52,630"/>	<input type="text" value="10"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Reporter</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Public Information Assistant</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Supervisor</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Director of Continuity / Traffic</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Director of Continuity / Traffic - Joint  \$

2.7 Journalists, Announcers, Broadcast and Traffic Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.8 Education and Community Engagement Jump to question:

**Education, Chief**  \$

Education, Chief - Joint  \$

**Volunteer Coordinator**  \$

Volunteer Coordinator - Joint  \$

**Events Coordinator**  \$

Events Coordinator - Joint  \$

**Section 2. Average Salary Totals**  \$

2.8 Education and Community Engagement Jump to question:

Please list the Other Job titles in this sub-category not listed above

Comments

Question Comment

No Comments for this section

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:

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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:

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question:

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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.

3.2 Governing Board Members Jump to question:

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

3.2 Governing Board Members Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="8"/>
Male Board Members	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="9"/>	<input type="text"/>	<input type="text" value="14"/>
<b>Total</b>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="14"/>	<input type="text" value="0"/>	<input type="text" value="22"/>

3.2 Governing Board Members Jump to question:

Number of Vacant Positions

3.2 Governing Board Members Jump to question:

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

3.2 Governing Board Members Jump to question:

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

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?

4.1 Community Outreach Activities

Jump to question: 4.1

- Produce public service announcements? Yes/No  
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? 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="7,986"/>	<input type="text" value="7,986"/>
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="52"/>	<input type="text" value="104"/>	<input type="text" value="156"/>
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="24"/>	<input type="text" value="24"/>
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="4"/>	<input type="text" value="4"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="52"/>	<input type="text" value="8,118"/>	<input type="text" value="8,170"/>

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 2022. 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**

**Joint licensee Grantees that have filed a 2022 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.**

previously been optional. Response to this section of the SAS is now mandatory.

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 is vital and central to our goals both in terms of the on-air staff we employ as well as the listener base that we cater to. The full portfolio of WUMB programming has broad appeal across a diverse geographic footprint, from our urban location in Boston to the rural areas of New England and the Northeast to the rest of the world through our online streams. We are dedicated to curating a variety of shows, including both music and talk, that matches up with the diversity we find in our community of listeners. We air a weekly public affairs program called "McCormack Speaks," which focuses on issues local to Massachusetts that otherwise do not get much coverage in mainstream media. We also produce and air "Odyssey," a world music program that brings a diverse selection of music from Africa, Asia, Latin America, and elsewhere to our listeners. To connect with the strong presence of Irish and Scottish heritage in Boston and New England, we produce and air "Celtic Twilight," which allows for traditional Celtic folk music to reach a modern audience. "Spinning the Blues" is a weekly show that focuses on the traditional and contemporary African American blues music. To augment our blues programming, we have a Blues Music Camp that provides hands on instruction to the musicians of our listener base, which helps us connect with one of the most vital forms of black expression. In addition, we hosted two weeks of our famous Summer Acoustic Music Week, which allowed for further instruction on traditionally black music forms as well as folk music forms from around the country and around the world.

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.

Our location on campus at the University of Massachusetts Boston offers us unique opportunities to partner with educators and students in efforts both to teach and to learn. "McCormack Speaks" is produced by members of McCormack College who bring number of professors and other expert professionals in business and politics, including writers, researchers, lawmakers and more onto the show, providing our listeners with direct access to expert knowledge and insight on a broad array of topics. Another regular feature on air is a series of segments highlighting the faculty and students at UMass Boston, through a variety of educational topics and community events on campus. A core mission of WUMB is to support local music and local venues. To accomplish that goal, we partnered the Burren in Somerville, which hosts a monthly concert series called Third Thursday. These concerts, held on the third Thursday of every month, provide a way for our listeners to support the Burren directly and to connect local artists with local venues and local audiences, which helps to keep the local music scene active and vibrant. We also broadcast these concerts live on air to bring our Boston-based music to those who might have trouble going in person and to listeners around the globe through our online stream. We've been able to engage with various groups to offer education about how radio works.

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.

Our partnerships with a variety of local music venues foster interconnectedness which contributes greatly to financially stronger and more stable businesses, higher quality live concerts, audience satisfaction and, overall, a more dynamic and active local music scene. Besides "tuning into the radio station", our listeners have the benefit of access to live music the station airs. The WUMB Member Concerts build community and strengthen the cultural ties that bring people together. Throughout the year, the regularly scheduled event connects our audience to music-oriented businesses. It's a win-win situation. The venues have seen an increase in patrons, not just for a scheduled Member Concert but throughout the year. The partnerships continue to be a viable way for our listeners to discover a great venue and return even when there isn't a Member Concert at one of the venues. Weekly ticket giveaways are another benefit of our partnerships that benefits our listeners who venture out into the community, rather than just listening to the radio. Airing the Right Source podcast is another way WUMB is helping to be a presence within the music industry.

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 2022, and any plans you have made to meet the needs of these audiences during Fiscal Year 2023. If you regularly broadcast in a language other than English, please note the language broadcast.

We continue to air several weekly talk shows that engage with issues facing minority communities. We have a locally produced two-hour World Music program that plays music and highlights musicians from around the globe. Each week there is a segment focusing on Africa and Latin America included in the program. We also produce "Right Mind Media," a weekly podcast that focuses on addiction. "Right Mind" educates our listeners about addiction and engages in discussions with guests that include community leaders, public health professionals, writers, and researchers, as well as individuals who are willing to open about their own battles with addiction. The podcast helps to shed light on the opioid crisis that is currently affecting communities throughout the Boston area and New England, as well as to combat misinformation and misunderstandings in the general public, guided by the idea that a better-informed public will help individuals and communities fight for the health and safety of our most vulnerable citizens.

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?

CPB funding has enabled WUMB to support a wide range of projects and content creation that ensures the realization of our goal to serve the community. Our weekly program, Folk Tales, a balanced mix of music selection and related educational content, continues to inform listeners about important figures and events in folk music history. CPB funding support the show has evolved into a popular weekly program with an enthusiastic and devoted listening audience. A notable extension of the program is the creation of free online access to over 300 hours of Folktales that are now available to educators, music historians etc... for download. Another benefit of the CPB funding is the opportunity to connect with other public radio networks beyond New England. Bringing diverse syndicated shows Mountain Stage/West Virginia; Etown/Colorado, Beale Street/Tennessee, World Café/Philadelphia and American Routes/Louisiana), from other regions in the country, allows us to bring more diverse weekly programming to our local-based listeners. Producing special features, such as Black History Month, International Women's Day and monthly presentations on the history of Blues and Folk music, that go beyond regular programming. Most importantly, the "special features" we are developing provide a way to continue presenting media content that our audience might not otherwise hear. The features we have developed and, want to continue to develop, are intended to broaden listener knowledge - engaging, educating, and building community which is central to the purpose and goal of public media.

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

Table with 11 columns: Job Title, Full Time, Part Time, Contract, Male, Female, African-American, Hispanic, Native-American, Asian/Pacific. Rows include 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

Comments

Question Comment

No Comments for this section

8.1 Which Content Management System (CMS) is your station using?  
CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

Jump to question: 8.1

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1

- Grove
- Bento
- WordPress
- Drupal
- Arc
- None

Check all that apply

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1

Other

8.2 Which Customer Relationship Management (CRM) System is your station using?  
CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to build profiles.

Jump to question: 8.2

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2

- CDP
- Salesforce
- Blackbaud
- Carl Bloom
- Roi Solutions
- Hubspot
- Adobe
- SAP
- None

Check all that apply

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2

Other

Allegiance

8.3 Which Email Service Provider (ESP) is your station using?  
ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

Jump to question: 8.3

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3

- Mailchimp
- Hubspot
- Constant Contact

Check all that apply

GoDaddy

None

8.3 Which Email Service Provider (ESP) is your station using? Jump to question: 8.3

Other

8.4 Which Marketing Automation Platform is your station using? Jump to question: 8.4

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

8.4 Which Marketing Automation Platform is your station using? Jump to question: 8.4

Check all that apply

Mailchimp Marketing Platform

Hubspot Marketing Hub

Active Campaign

Adobe

Piano.io

None

8.4 Which Marketing Automation Platform is your station using? Jump to question: 8.4

Other

Comments

Question Comment

No Comments for this section