

Grantee Information

ID 1473
 Grantee Name WJSU-FM
 City Jackson
 State MS
 Licensee Type University

1.1 Employment of Full-Time Radio Employees

Jump to question 1.1

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

1.1 Employment of Full-Time Radio Employees

Jump to question 1.1

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000							0
Managers - 2000	1						1
Professionals - 3000	2						2
Technicians - 4000							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
Total	3	0	0	0	0	0	3

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

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

1.1 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" value="1"/>	<input type="text"/>	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>
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"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.3 Employment of Part-Time Radio Employees

Jump to question 1.3 ▼

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	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" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>
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"/>
Total	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

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

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

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" value="0"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question 1.6 ✓

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

1.6 Full-Time and Part-Time Job Openings

Jump to question 1.6 ✓

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question 1.7 ✓

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

1.7 Hiring Contractors

Jump to question 1.7 ✓

Check all that apply

Underwriting solicitation related activities

Direct Mail

Telemarketing

Other development activities

Legal services

Human Resource services

Accounting/Payroll

Computer operations

Website design

Website content

Broadcasting engineering

Engineering

Program director activities

None of the above

Comments

Question

Comment

No Comments for this section

2.1 Corporate Management

Jump to question 2.1 ✓

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 85,000	4
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>		\$	
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 ✓

<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Head of Audience</u>		\$	
Head of Audience - Joint		\$	
<u>Social Media Specialist / Manager</u>		\$	
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 ✓

<u>Programming Director</u>	1.00	\$ 55,000	1
-----------------------------	------	-----------	---

Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Digital Content Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Managing Director, Audience Engagement - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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 ✓

Development, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief	<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 ✓

Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Government Grants Solicitation, Chief - Joint

	\$	
--	----	--

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 ▼

Operations and Engineering, Chief

	\$	
--	----	--

Operations and Engineering, Chief - Joint

	\$	
--	----	--

Engineering Chief

1.00	\$	60,000
------	----	--------

Engineering Chief - Joint

	\$	
--	----	--

Broadcast Engineer 1

	\$	
--	----	--

Broadcast Engineer 1 - Joint

	\$	
--	----	--

Production Engineer

	\$	
--	----	--

Production Engineer - Joint

	\$	
--	----	--

Facilities, Satellite and Tower Maintenance, Chief

	\$	
--	----	--

Facilities, Satellite and Tower Maintenance, Chief - Joint

	\$	
--	----	--

Technical Operations, Chief

	\$	
--	----	--

Technical Operations, Chief - Joint

	\$	
--	----	--

Information Technology, Director

	\$	
--	----	--

Information Technology, Director - Joint

	\$	
--	----	--

Web Administrator/Web Master

	\$	
--	----	--

Web Administrator/Web Master - Joint

	\$	
--	----	--

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 ▼

News / Current Affairs Director

	\$	
--	----	--

News / Current Affairs Director - Joint

	\$	
--	----	--

Music Director

1.00	\$	37,000
------	----	--------

Music Librarian/Programmer

	\$	
--	----	--

Announcer / On-Air Talent

	\$	0
--	----	---

Announcer / On-Air Talent - Joint

	\$	
--	----	--

Reporter

	\$	
--	----	--

Reporter - Joint

	\$	
--	----	--

Public Information Assistant

	\$	
--	----	--

Public Information Assistant - Joint

	\$	
--	----	--

Broadcast Supervisor

	\$	
--	----	--

Broadcast Supervisor - Joint

	\$	
--	----	--

Director of Continuity / Traffic

	\$	
--	----	--

Director of Continuity / Traffic - Joint

	\$	
--	----	--

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7 ▼

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

2.8 Education and Community Engagement

Jump to question **2.8** ▼

<u>Education Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>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>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	4.00	\$ 237,000	33

2.8 Education and Community Engagement

Jump to question **2.8** ▼

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 **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	More Than One Race	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="3"/>

Male Board Members	<input type="text" value="3"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="7"/>	<input type="text" value=""/>	<input type="text" value="10"/>
Total	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="13"/>

3.2 Governing Board Members

Jump to question 3.2 ✓

Number of Vacant Positions

3.2 Governing Board Members

Jump to question 3.2 ✓

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

3.2 Governing Board Members

Jump to question 3.2 ✓

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question 4.1 ✓

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

4.1 Community Outreach Activities

Jump to question 4.1 ✓

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	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 recipient's 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)	0	8,736	8,736
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devoted to artistic and/or cultural subject matter)	0	3,640	3,640
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)	0	260	260
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	104	104
All Other (incl. sports and religious — Do NOT include fundraising)	0	52	52
Total	0	12,792	12,792

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

6,000

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

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.

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.

WJSU-FM, Jackson State University's Public Radio provides regular ongoing coverage of community issues through local news headlines and feature stories scheduled within our most-listened parts of the daily schedules. Our goal is to be an indispensable source of high quality, reliable information for our diverse community of listeners. Our transmission system covers the entire Jackson Metro area and in some areas of the metro WJSU is the only source of noncommercial news and information. In 2022, WJSU produced local news and information Monday-Friday, Inside Morning Edition from National Public Radio. We also provide a full schedule of locally hosted and Jazz and /reggae music and which attracts an enthusiastic and loyal audience. The station identifies concerns and needs through regular contact with a broad range of educational, political, religious and community leaders. WJSU has been very successful in utilizing our website platform to increase capacity for our digital workflow, making it easier for listeners to access the station's programs from either their computers or mobile platforms. Early 2022, WJSU was successful in placing its broadcast signal on smart speakers, giving listeners additional options to listen to the high-quality programs we provide daily.

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.

WJSU seeks to address the diversity of its listening audience through its local news coverage, diverse program schedule, and non-broadcast

activities. WJSU maintains collaborative relationships with the Mississippi Jazz Foundation. Part of that collaboration includes the promotions of the Foundation's jazz events and their annual Night of Artistry.

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.

WJSU's partnership with civic, business leaders and Jackson State University have helped us identify and tell stories about positive attributes of the City of Jackson, MS. The collaboration has not only helped develop content for the station's newscast but has also helped foster relationships between the station and the city leaders helped bolster and grow our presence in communities. WJSU listeners provide ongoing feedback about our programming and its impact on the community. Comments like these are typical: ? WJSU is my favorite station for Jazz and Reggae that is delivered without an overwhelming amount of opinion, yet still relatable and friendly. ? WJSU is my twice-daily connection to the news, Jazz and cultural events of the world. Life in Jackson would be impossible without it. ? Thank you for everything that you do for Jackson State University and the Jackson Metro area. Keep up the good work! ? I listen and really love the Jazz section and also listen to Reggae. ? I only wish you had more news coverage on issues that affects my life. ? What does WJSU mean to me? Your Jazz music program has been my solace and comfort during these crazy and stressful times of illness and conflict. Thank you for that little ray of sunshine you've provided me.

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.

As a public station licensed to a Historically Black Colleges and Universities (HBCU), WJSU provides regular on-going coverage of stories of special interest to minorities and other diverse audiences. ? During the ongoing water crises in Jackson, MS, WJSU news coverage consisted of daily reports on where Jackson residents could get drinking water and how to navigate problems with the increasing daily watermain breaks. WJSU believes that diversity of staff and students leads to diverse, relevant programming. Each semester, WJSU works with JSU's Department of Journalism and Media studies to provide students interns and practicums in the station. During 2022, WJSU worked with 12 student interns/practicums—all those students were women or minorities. The students worked alongside the station's professional staff and produced news stories and even hosted jazz and urban alternative music. Over the last year, WJSU staff has continued to add to the diversity of voices heard on the station. This initiative to produce more local content has not only added variety to our program schedule, but has also promoted diversity by putting more interns, women, and people of color on the air and on our website.

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 is critical to WJSU's local mission: The WJSU staff is small compared to the average public radio station. While the station is small, providing high quality and innovative programming is its top priority. Without CPB funding there is no way the station could provide diverse programs that our listeners have come to depend on every day. The funds from CPB enable us to cover news events, partner with community organizations in promoting the arts, and training the next generation of broadcasters. CPB funding helps us leverage the support of listeners and local companies extending our ability to produce high quality unique local programming. Without the support of CPB WJSU would be unable to provide the current

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question 7.1 ✓

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

7.1 Journalists

Jump to question 7.1 ✓

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/> 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 1	<input type="text"/> 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Associate Producer												
Reporter/Producer												
Host/Reporter												
Reporter												
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
Total	1	0	0	0	1	1	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?

Jump to question 8.1

CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

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

Jump to question 8.1

Check all that apply

Grove

Bento

WordPress

Drupal

Arc

None

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?

Jump to question 8.2

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.

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

Jump to question 8.2

Check all that apply

CDP

Salesforce

Blackbaud

Carl Bloom

Roi Solutions

Hubspot

Adobe

SAP

None

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

Jump to question 8.2 ✓

Other

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

Jump to question 8.3 ✓

ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

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

Jump to question 8.3 ✓

Check all that apply

Mailchimp

Hubspot

Constant Contact

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