

Grantee Information

ID	1286
Grantee Name	KUAF-FM
City	Fayetteville
State	AR
Licensee Type	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	More Than One Race Females	Total
Officials - 1000	<input type="text" value="0"/>						
Managers - 2000	<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"/>
Professionals - 3000	<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"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text" value="0"/>						
Sales Workers - 4500	<input type="text" value="0"/>						
Office and Clerical - 5100	<input type="text" value="0"/>						
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>						
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>						
Laborers (Unskilled) - 5400	<input type="text" value="0"/>						
Service Workers - 5500	<input type="text" value="0"/>						
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

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	More Than One Race Males	Total
Officials - 1000	<input type="text" value="0"/>						
Managers - 2000	<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"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="5"/>
Technicians - 4000	<input type="text" value="0"/>						
Sales Workers - 4500	<input type="text" value="0"/>						
Office and Clerical - 5100	<input type="text" value="0"/>						
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>						
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>						
Laborers (Unskilled) - 5400	<input type="text" value="0"/>						
Service Workers - 5500	<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="5"/>	<input type="text" value="0"/>	<input type="text" value="6"/>

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

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).

2 white males

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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<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" value="3"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
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="4"/>	<input type="text" value="0"/>	<input type="text" value="5"/>

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" value="0"/>						
Managers - 2000	<input type="text" value="0"/>						
Professionals - 3000	<input type="text" value="0"/>						
Technicians - 4000	<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"/>
Sales Workers - 4500	<input type="text" value="0"/>						
Office and Clerical - 5100	<input type="text" value="1"/>	<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="2"/>
Craftpersons (Skilled) - 5200	<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"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="0"/>						
Laborers (Unskilled) - 5400	<input type="text" value="0"/>						
Service Workers - 5500	<input type="text" value="0"/>						
Total	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<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	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" value="0"/>						
Managers - 2000	<input type="text" value="0"/>						
Professionals - 3000	<input type="text" value="0"/>						
Technicians - 4000	<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"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text" value="0"/>						
Office and Clerical - 5100	<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"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
Craftpersons (Skilled) - 5200	<input type="text" value="0"/>						
Operatives (Semi-skilled) - 5300	<input type="text" value="0"/>						
Laborers (Unskilled) - 5400	<input type="text" value="0"/>						
Service Workers - 5500	<input type="text" value="0"/>						
Total	<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"/>

1.3 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:

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:

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question:

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question:

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:

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

1.5 Full-Time Hiring

Jump to question:

Major Job Category / Job Code

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office / Service Workers - 5100-5500

Total

Minority Female

Non-Minority Female

Minority Male

Non-Minority Male

Total

1.6 Full-Time and Part-Time Job Openings

Jump to question:

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:

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question:

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

1.7 Hiring Contractors

Jump to question:

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
Chief Executive Officer	1.00	\$ 75,000	19
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
Chief Financial Officer - Joint		\$	
Chief Digital Media Operations		\$	
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

Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief	1.00	\$ 45,000	1
Communication and Public Relations, Chief - 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

Programming Director		\$	
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer		\$	
Producer - 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

Development, Chief	1.00	\$ 41,000	7
Development, Chief - Joint		\$	
Member Services, Chief		\$ 0	
Member Services, Chief - Joint		\$	
Membership Fundraising, Chief		\$ 0	0
Membership Fundraising, Chief - Joint		\$	
Major Giving Fundraising Chief		\$	
Major Giving Fundraising Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	

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" value="1.00"/>	\$ <input type="text" value="72,346"/>	<input type="text" value="23"/>
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	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.5 Underwriting and Grant Solicitation

Jump to question:

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

2.6 Broadcast Engineering and Information Technology

Jump to question:

Operations and Engineering, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer	<input type="text" value="0.50"/>	\$ <input type="text" value="21,361"/>	<input type="text" value="11"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<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"/>
Technical Operations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text" value="0.50"/>	\$ <input type="text" value="21,631"/>	<input type="text" value="11"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<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:

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

News / Current Affairs Director	<input type="text" value="1.00"/>	\$ <input type="text" value="72,344"/>	<input type="text" value="32"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	<input type="text" value="3.00"/>	\$ <input type="text" value="45,177"/>	<input type="text" value="10"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text" value="1.00"/>	\$ <input type="text" value="49,294"/>	<input type="text" value="22"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator	<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 \$

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>	<input type="text" value="9"/>
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="9"/>	<input type="text" value="0"/>	<input type="text" value="10"/>

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:

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? No

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

Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Yes

Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? No

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

Produce/distribute informational materials based on local or national programming? Yes

- Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? No
- Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No
- Host community events (e.g. benefit concerts, neighborhood festivals)? Yes
- Did the community events have a specific, formal component designed to be of special service to the educational community? Yes
- Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Provide locally created content for your own or another community-based computer network/web site? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the educational community? No
- 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"/>	468	468
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"/>	78	78
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"/>	234	234
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"/>	0
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	0
Total	<input type="text" value="0"/>	<input type="text" value="780"/>	<input type="text" value="780"/>

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

32

Comments

Question Comment

calculated as 25% of all Ozarks at Large episodes per year

calculated as 75% of all Ozarks at Large episodes per year

Lia's production on Sound Perimeter

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 2021. 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 2021 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.

KUAF adopted the goal in 2021 to actively cover, cultivate and amplify voice and stories of minority communities. We approached this in our on-air programming through our locally-produced programs and segments. Our daily, hour-long news program, "Ozarks at Large," provides listeners with in-depth coverage of a variety of community issues through interviews and produced stories that focus on events as well as the culture of people and places in northwest and western Arkansas, twice every weekday at 12 p.m. and 7 p.m. and Sunday morning at 9 a.m. The full-time staff of five reporters had direct contact in 2021 with more than 1,000 newsmakers and other persons of interest to the station's listening audience. We implemented a system to track stories about, by and for BIPOC for "Ozarks at Large," as well as "Community Spotlight," a segment that features local non-profits and educational organizations. This three-minute segment highlights a community organization through interviews with leaders of the group as well as people who use and benefit from the services provided by the featured organization. Groups such as the Black Action Collective, CASA (Court appointed special advocates), the Magdalene Serenity House, Peace at Home Family Shelter and others have had information about their programs promoted through the series. "Community Spotlight," a regular feature on KUAF, broadcasts on weekday mornings during Morning Edition. In addition to on-air content, we hired a Community Engagement Manager in 2021 to create a strategy for in-person engagement with the station and to further our diversity, equity and inclusion mission. We created a new podcast titled "Undisciplined" that explores any and all topics through the lens of African and African-American studies. We

plan to host several events this year as a part of Black History Month, partnering with Undisciplined and local church groups, artists, business owners, politicians and more. In addition to being heard on the air, all local segments and shows are posted on our website KUAF.com. We have three email newsletters that further promote the daily program Ozarks at Large, our music programming and station-wide news and events.

6.1 Telling Public Radio's Story

Jump to question:

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.

"Community Spotlight" described as above is one of the most important methods KUAF uses to connect community nonprofits to the station's audience. For our annual "Giving Tree" initiative in 2021, we raised awareness and collected material donations for two groups - the Magdalene Serenity House, which helps women recover their lives from substance abuse and addiction, and the Peace at Home family shelter, which helps women and their children escape domestic abuse. KUAF produces a number of segments partnering with local educational entities to bring science, history and other informational programming to our audience. "Scratching the Surface," a weekly segment that was once dedicated to new discoveries in planetary research and produced by Caitlin Ahrens, "the Pluto Manager" and a fellow at NASA, now features research discoveries and projects across all sciences at the University of Arkansas. KUAF continued to strengthen partnerships through other ways of engaging: with The Pryor Center for Oral and Visual History, who share archived moments of Arkansas History, and with Dr. Lia Uribe and The UA Department of Music, who explored diversity in classical music with "Sound Perimeter." We created new partnerships as well with a new monthly concert series, set in the lobby of the radio station, called "The Lunch Hour." Each month's concert features an artist and a local restaurant in conversation about building community through food, music and business and is released as a video podcast. The performance takes place in front of a live audience and lunch from the featured restaurant is served.

6.1 Telling Public Radio's Story

Jump to question:

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.

KUAF receives feedback from many of the organizations and events featured on "Community Spotlight" and "Ozarks at Large" about how happy they were with the turnout for their events or fundraisers, in the form of thank you notes, testimonials and public acknowledgments. KUAF has a phone line and a feature on our iPhone app called "KUAF Connects" that allows listeners to leave us messages of thanks, recognition and acknowledgement that we can then play on the air. We received more than 50 messages in 2021. Local charities, like a group based in Carroll County called People Helping People, have seen increased participation from local partners after being highlighted on "Community Spotlight." Our "Giving Tree" initiative in 2021 helped bring dozens of Amazon wishlist items and gift cards to women building their lives back from addiction or domestic abuse. 2021 was the twelfth year the station has had the Giving Tree program. During our fall on-air fundraiser in 2021, we offered a special incentive for donors - when we reached a certain number of donations each afternoon, we were able to send a local hospital a gift card for a local restaurant to feed 50 of their staff. We saw a tremendous response to this idea and plan to continue offering incentives of "mutual aid" in our spring fundraiser this year.

6.1 Telling Public Radio's Story

Jump to question:

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 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

KUAF committed to a DEI mission in 2021 - to dismantle culture that normalizes systemic racism and inequities through programming, representation and engagement that reflects the diversity and richness of culture of our entire listening area. In addition to segments that highlight diversity in music and culture, such as "Sound Perimeter," we created a new podcast series that explores any and all topics through the lens of African and African-American studies, called "Undisciplined." We plan to host several events this year as a part of Black History Month, partnering with Undisciplined and local church groups, artists, business owners, politicians and more. Our new monthly concert series is also an initiative of our DEI mission and is produced by our new Community Engagement Manager, who is the first African-American man to work at KUAF. Artists and restaurants who are featured are chosen from minority communities and the monthly podcast conversation highlights building community, especially in the BIPOC community, through creativity and business. In 2022, KUAF will employ two Spanish-speaking part-time workers who will assist in the production of "Ozarks at Large" and will produce pieces for the show. Additionally, posts on KUAF.com and our social media pages will have Spanish translation for the first time ever.

6.1 Telling Public Radio's Story

Jump to question:

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?

Programs produced and distributed by NPR, WNYC and other national program producers have always been available to KUAF because of our CPB grant. Without those programs, we would not have much of an audience and at some point, KUAF would probably go back to being a student lab. In 2013, KUAF lost its designation as a rural station and lost roughly \$65,000 a year in CPB funding. In addition, CPB funding has not changed much since then while the cost of operating as well as buying programming from national producers increases annually. We've done a variety of things to make up for that loss of funding, including adding an additional on-air fundraiser to our calendar, but it has not been enough. In 2016, we dropped our affiliation with American Public Media. So our listeners no longer have access to Performance Today, news from the BBC and other shows distributed by APM. In 2018, we were on the verge of dropping our affiliation with PRI when they announced their move to PRX. As we continue to produce more local programming, the funds we receive from CPB allow us to hire the support staff we need and make our overall staff even stronger. We can only consider adding programming when we have proportionate access to funding - this illustrates the importance of CPB funding. Without it, we cannot pay for national programming. Period.

Comments

Question	Comment
No Comments for this section	

7.1 Journalists

Jump to question:

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
News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Senior Producer	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Reporter										
Beat Reporter										
Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already accounted for										
Total	5	0	0	4	1	0	0	0	0	

Comments

Question

Comment

No Comments for this section