

Grantee Information

ID	1335
Grantee Name	WSHU-FM
City	Fairfield
State	CT
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					6		6
Professionals - 3000		2			8	0	10
Technicians - 4000					0		0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	2	0	0	14	0	16

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					1		1
Managers - 2000					3		3
Professionals - 3000							

	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<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"/>	<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"/>
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="7"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

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

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, Non-Hispanic Females.

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		1			2		3
Male Major Programming Decision Makers	1				2		3
Total	1	1	0	0	4	0	6

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							0
Managers - 2000					1		1
Professionals - 3000		1			6		7
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	0	1	0	0	7	0	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							0
Managers - 2000							0
Professionals - 3000					2		2
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical -							0

5100

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="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"/>

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

Minority Female

Non-Minority Female

Minority Male

Non-Minority Male

Total

Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text"/>	<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" 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="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

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>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Financial Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Digital Media Operations</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="96,655"/>	<input type="text" value="24"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Head of Audience</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Head of Audience - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Social Media Specialist / Manager</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Social Media Specialist / Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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>	<input type="text" value="1.00"/>	\$ <input type="text" value="135,802"/>	<input type="text" value="34"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="82,400"/>	<input type="text" value="29"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="3.00"/>	\$ <input type="text" value="51,886"/>	<input type="text" value="5"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Content Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="58,000"/>	<input type="text" value="2"/>

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"/>	<input type="text"/>
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" value="1.00"/>	\$ <input type="text" value="96,655"/>	<input type="text" value="10"/>
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" value="1.00"/>	\$ <input type="text" value="83,624"/>	<input type="text" value="26"/>
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" value="1.00"/>	\$ <input type="text" value="116,591"/>	<input type="text" value="27"/>
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: [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

<u>Operations and Engineering, Chief</u>	1.00	\$ 120,000	2
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$	
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Web Administrator/Web Master</u>	1.00	\$ 58,000	2
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

<u>News / Current Affairs Director</u>	1.00	\$ 82,400	7
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>	1.00	\$ 75,000	2
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>	1.00	\$ 54,920	11
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>	7.00	\$ 51,962	4
Reporter - Joint		\$	
<u>Public Information Assistant</u>		\$	
Public Information Assistant - Joint		\$	
<u>Broadcast Supervisor</u>		\$	
Broadcast Supervisor - Joint		\$	
<u>Director of Continuity / Traffic</u>		\$	

Director of Continuity / Traffic - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
------------------------------------------	----------------------	----	----------------------	----------------------

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

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" value="1.00"/>	\$	<input type="text" value="61,800"/>	<input type="text" value="11"/>
Events Coordinator - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="23.00"/>	\$	<input type="text" value="1,225,695"/>	<input type="text" value="196"/>

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)	<input type="text" value="4"/>
------------------------------------------------------------------	--------------------------------

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)	<input type="text" value="0"/>
----------------------------------------------------------------------------------------------------------------	--------------------------------

3.1 Governing Board Method of Selection

Jump to question: 3.1

Elected by community/membership	<input type="text" value="0"/>
---------------------------------	--------------------------------

3.1 Governing Board Method of Selection

Jump to question: 3.1

Other (please specify below)	<input type="text"/>
------------------------------	----------------------

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)	<input type="text" value="27"/>
---------------------------------------------------------------	---------------------------------

3.1 Governing Board Method of Selection

Jump to question: 3.1

Total number of board members (Automatic total of the above)	<input type="text" value="31"/>
--------------------------------------------------------------	---------------------------------

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	2				8		10
Male Board Members	1	2			18		21
Total	3	2	0	0	26	0	31

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?	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)?No

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

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

Provide locally created content for your own or another community-based computer network/web site?Yes

Did the locally created web content have a specific, formal component designed to be of special service to the educational community?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?No

Partner with other community agencies or organizations (e.g., local commerical 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?No

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

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)	208	3,446	3,654
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)		52	52
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)		372	372
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)	1		1
All Other (incl. sports and religious — Do NOT include fundraising)		3,900	3,900
Total	209	7,770	7,979

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

52

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 2023. 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 2023 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.

WSHU has continued our commitment to two important beats: Veterans Issues and Indigenous issues affecting Connecticut and Long Island, New York. WSHU's American Homefront Reporter Desiree D'lorio reported on stories and issues that affect military veterans; and WSHU's Report For America Reporter covered news and features concerning the Indigenous communities in our region. Climate. A major goal for WSHU this year was to provide in-depth coverage of climate change and adaptation. The station's geographic coverage area comprises Long Island Sound as well as different habitats and environmental areas and livelihoods that are affected by rising temperatures, and rising waters. We participated in Solutions Journalism Network's Climate Beacon in order to do extensive newsroom training and reporting. Our climate podcast "Higher Ground" was awarded the Eric and Wendy Schmidt Award for Excellence in Science Communication by the National Academies of Sciences, Engineering, and Medicine. Digital. A goal of FY 2023 was to connect with younger (ages 35-54) and more diverse audiences, which required us to meet them on the digital platforms they utilize. WSHU participated iun the CPB/Poynter Digital Transformation Program, creating a cross departmental team to improve our digital footprint for both current and prospective users. We continued to work to improve and expand digital content on our website and added new web-only features such as "Trash Talkin'" and "Sound Bites." Our podcast "Still Newtown" which marked the 10th anniversary of the Sandy Hook Elementary School shooting was nominated for a Peabody Award.

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.

In FY 2023 we continued our work Sesame Workshop and the Joan Ganz Cooney Center. This resulted in Season 2 of "Higher Ground", in which we partnered with the Discovery Science Center in Bridgeport, Connecticut to work with 8th Graders from the community to hear their voices and concerns about Climate Change. We held a number of events which allowed us to engage with the community, deliver valuable experiences and collaborate with community partners. Many of our events are free and/or offered online so that people can participate from anywhere. For several of our events, we partnered with independent bookstores as well as journalism and community organizations: • September 2022: Served as media sponsor of a lecture by columnist David Brooks at the SHU Community Theatre. • October 16, 2022: Held a concert with Jacqueline Schwab, pianist and composer for Ken Burns' films, at WSHU Broadcast Studios. • November 15, 2022: Held the online event "Women's Health and the Military" in partnership with the American Homefront Project. • February through May, 2023: The Complete Beethoven Violin Sonatas concert series. Collaborated with Suzuki Music Schools. • March 9, 2023: Served as media sponsor of a stand-up performance by Paula Poundstone at the SHU Community theatre. • April 12, 2023: Collaborated on an author event featuring Mary Louise Kelly, co-host of All Things Considered, with Barrett Bookstore and Darien Community Association. • April 27, 2023: Climate Change event. We partnered with Solutions Journalism Network on this online discussion event which featured a climate scientist, a WSHU reporter and a Washington Post journalist. • May 5-16, 2023: Hosted a music-oriented tour of Italy for listeners. The featured host was Suzanne Bona, host of WSHU's Sunday Baroque. WSHU in FY 2022 was also part of the New England News Collaborative, and the New York Public Radio Exchange. In addition, we had informal relationships with WNYC in New York and WLIW Radio on Long Island. We also were part of the America Amplified cohort.

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.

Through events, media sponsorships and other partnerships, we collaborated with countless bookstores, educational institutions, arts and cultural organizations. These include the Bridgeport Film Festival, City Lights Gallery/Bridgeport Arts Trail, CT Audubon Society, Fairfield Public Library, CT Veteran's Legal Center, Essex Winter Series, Eugene O'Neill Theater Center IRIS-CT, Levitt Pavilion, Mark Twain Library and many more theatres, symphonies and arts groups. Our partnership with The Narrative Project—a socially-responsible public relations agency—helped us better connect with diverse audiences in New Haven and Bridgeport, CT. Each organization received a tremendous amount of visibility, increased awareness and positive association with us on the air, on our website, in e-newsletters, social media, and printed materials.

6.1 Telling Public Radio's Story

Jump to question: 6.1

... [Return to survey](#) [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 2023, and any plans you have made to meet the needs of these audiences during Fiscal Year 2024. If you regularly broadcast in a language other than English, please note the language broadcast.

Our classical music programming in general, as well as our podcast "Sunday Baroque Conversations," intentionally expand the canon well beyond the traditional white, male, European composers that many people associate with classical music. Our daily classical shows and our interviews highlight young musicians, composers and performers of color, and those artists who were ignored or forgotten because of their gender or race. We engaged The Narrative Project, an anti-racist public relations agency, to develop strategies to reach and collaborate with diverse communities in our region, especially in New Haven and Bridgeport, CT. WSHU held community engagement events in Bridgeport, New Haven, and in Central Suffolk and the North Fork on Long Island with BIPOC communities to inform our restorative justice approach in our Solutions Journalism Network Climate Beacon work. We are a media sponsor of events and road races held by IRIS-CT-Integrated Refugee & Immigrant Services. Our partnership helps their fundraising efforts and gives them powerful visibility. We partnered with Tu Prensa Local, a Spanish language publication on Long Island, to develop translations of key stories and web articles, and to develop ways to become more visible among Spanish-speaking communities in Suffolk County, NY. This included joint reporting leading up to the 2022 Election.

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?

Beginning in FY 2022, we began to see a decline in individual contributions, and a downward trend in our fundraising efforts. This has been echoed by our peers in public media and throughout philanthropy in general. Without sufficient funding, WSHU would simply not be able to provide such a rich tapestry of programming that informs, educates, and entertains our community. Listeners depend on national programs like Morning Edition, All Things Considered and Marketplace but they also appreciate that our own news team employs that same kind of insightful, balanced treatment when they cover local and regional issues. Listeners tell us that our classical music programming enhances their quality of life, and without CPB funding, it would be more difficult to do the same kind of locally produced and hosted music programs with their carefully curated music selections. The fact that we now provide such extensive streaming services means that listeners can enjoy the programming they want, no matter where they live or travel. Our various discussion events bring attention to important issues, encourages connection and discussion in our community, brings extraordinary experiences to deserving individuals and provides our community with opportunities to engage in thoughtful discourse. We believe that this is an important aspect of the role that public radio should play, and without CPB funding, we would not be able to share so much with our community.

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	1			1						1		
Assistant News Director	1			1						1		
Managing Editor												
Senior Editor												
Editor												
Executive Producer												
Senior Producer	1				1		1					
Producer	1				1					1		
Associate Producer	3			1	2		1		1	1		
Reporter/Producer												

Host/Reporter												
Reporter	6			2	4	1	1			3		1
Beat Reporter												
Anchor/Reporter												
Anchor/Host	1	4		2	3					5		
Videographer												
Video Editor												
Other positions not already accounted for			1	1						1		
Total	14	4	1	8	11	1	3	0	1	13	0	1

Comments

QuestionComment

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☐
- 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☐
- Adobe☐

Allegiance

☐

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

☐

Constant Contact

☒

GoDaddy

☐

SendGrid

☐

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

☐

Adobe

☐

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

9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?

Jump to question: 9.1

Yes

☒

No

☐

9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?

Jump to question: 9.1

If no, why not?

9.2 How many CAP messages did your station release in FY{{FY}}? (Available from CAP log from your encoder(s))

Jump to question: 9.2

0

9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages>

Jump to question: 9.3

Yes

☐

No

☒

9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages>

Jump to question: 9.3

If no, why not?

The firmware for Sage ENDEC encoders has not been released yet and the FCC granted extensions for Sage customers until March 11, 2024.

9.4 Please describe your internal policy and threshold for pass-through of EAS messages, including how your system checks for CAP-compliant alerts.

Jump to question: 9.4

Monthly test, once received, are immediately relayed. Tornado warnings are also immediately relayed along with national tests/emergency messages. CAP-compliant alerts are checked via internet connection to CAP servers.

9.5 Please describe the relationship between your station and local emergency management agency.

Jump to question: 9.5

WSHU is a LP1 station and a member of CT SEEC (Connecticut State Communications Committee).

9.6 Are you currently able to measure the number of individuals with Access and Functional Needs* (AFN) in your broadcast coverage area?

Jump to question: 9.6

Yes

☐

No

☒

9.6 Are you currently able to measure the number of individuals with Access and Functional Needs* (AFN) in your broadcast coverage area?

Jump to question: 9.6

If Yes Please list the source(s) from which you obtain data on the AFN individuals in your coverage area:

9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know)

Jump to question: 9.7

Yes

☒

No

☐

Somewhat

☐

Unsure ☐

9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know)

Jump to question: 9.7

(Optional) What barriers are preventing you from better reaching your AFN communities with emergency alerts?

9.8 For each transmitter, please list the make, model, current firmware version, location (specify studio, transmitter site, or other location), and internet connectivity of your EAS equipment. If you have more transmitters to add, please press the TAB button while on the last row.

Jump to question: 9.8

	Call letters	Location	Model	Firmware Version	Make	Connected
1	WSHU-AM	Studio	Endec	95-00-Rev6,P	Sage	Yes
2	WSTC	Studio	Endec	95-00-Rev6,P	Sage	Yes
3	WSHU-FM	Studio	Endec	95-00-Rev6,P	Sage	Yes
4	WSUF	Studio	Endec	95-00-Rev6,P	Sage	Yes
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						

27

	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
29	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
33	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
34	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
35	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
36	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
37	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
38	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

Question

Comment

No Comments for this section