

Grantee Information

ID	1787
Grantee Name	WKAR-TV
City	East Lansing
State	MI
Licensee Type	University

1.1 Employment of Full-Time Television and Joint Employees

Jump to question: 1.1 ▾

Please enter the number of FULL-TIME TELEVISION and JOINT 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 Television and Joint 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 - TV Only					1		1
Officials - 1000 - Joint		2			1		3
Managers - 2000 - TV Only							0
Managers - 2000 - Joint			1		3		4
Professionals - 3000 - TV Only					2		2
Professionals - 3000 - Joint	1				6		7
Technicians - 4000 - TV Only	0				0		0
Technicians - 4000 - Joint					0		0
Sales Workers - 4500 - TV Only							0
Sales Workers - 4500 - Joint							0
Office and Clerical - 5100 - TV Only					0		0
Office and Clerical - 5100 - Joint					1		1
Craftspersons (Skilled) - 5200 - TV Only							0
Craftspersons (Skilled) - 5200 - Joint							0
Operatives (Semi-Skilled) - 5300 - TV Only							0
Operatives (Semi-Skilled) - 5300 - Joint							0
Laborers (Unskilled) - 5400 - TV Only							0
Laborers (Unskilled) - 5400 - Joint							0
Service Workers - 5500 - TV Only							0
Service Workers - 5500 - Joint							0

Total	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="14"/>	<input type="text" value="0"/>	<input type="text" value="18"/>
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1.1 Employment of Full-Time Television and Joint 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 - TV Only	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Officials - 1000 - Joint	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Professionals - 3000 - TV Only	<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" value="2"/>
Professionals - 3000 - Joint	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="11"/>	<input type="text"/>	<input type="text" value="11"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<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 - TV Only	<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 - Joint	<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"/>
Craftspersons (Skilled) - 5200 - TV Only	<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 - Joint	<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 - TV Only	<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 - Joint	<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 - TV Only	<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"/>
Laborers (Unskilled) - 5400 - Joint	<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 - TV Only	<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 - Joint	<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="20"/>	<input type="text" value="0"/>	<input type="text" value="23"/>

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000 - TV Only	<input type="text"/>
Officials - 1000 - Joint	<input type="text"/>
Managers - 2000 - TV Only	<input type="text"/>
Managers - 2000 - Joint	<input type="text"/>
Professionals - 3000 - TV Only	<input type="text"/>
Professionals - 3000 - Joint	<input type="text"/>
Technicians - 4000 - TV Only	<input type="text" value="1"/>
Technicians - 4000 - Joint	<input type="text"/>
Sales Workers - 4500 - TV Only	<input type="text"/>
Sales Workers - 4500 - Joint	<input type="text"/>

Office and Clerical - 5100 - TV Only	<input type="text"/>
Office and Clerical - 5100 - Joint	<input type="text"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>
Service Workers - 5500 - TV Only	<input type="text"/>
Service Workers - 5500 - Joint	<input type="text"/>
<b>Total</b>	<input type="text" value="1"/>

**1.1 Employment of Full-Time Television and Joint 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).

While male

**1.2 Major Programming Decision Makers**Jump to question: [1.2](#) ▾

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

**1.2 Major Programming Decision Makers**Jump to question: [1.2](#) ▾

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
<b>Total</b>	<input type="text" value="1"/>	<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="3"/>

**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.

**1.3 Employment of Part-Time Television and Joint Employees**Jump to question: [1.3](#) ▾

Please enter the number of PART-TIME employees, both TV-only and Joint, 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 Television and Joint Employees**Jump to question: [1.3](#) ▾

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>

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

**1.3 Employment of Part-Time Television and Joint Employees**Jump to question: **1.3** ▾

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<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 Television and Joint Employees**Jump to question: **1.3** ▾**Major Job Category / Job Code****Persons with Disabilities**

Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
<b>Total</b>	<input type="text" value="0"/>

1.4 Part-Time Employment

Jump to question: 1.4 ▾

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

1.4 Part-Time Employment

Jump to question: 1.4 ▾

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question: 1.4 ▾

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: 1.5 ▾

Enter the number of full-time employees in each category hired during the fiscal year.  
(Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

1.5 Full-Time Hiring

Jump to question: 1.5 ▾

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

1.5 Full-Time Hiring

Jump to question: 1.5 ▾

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" 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="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

- None☒
- Development Activities☐
- Legal Services☐
- Human Resources Services☐
- Accounting/Payroll Services☐
- Computer Operations☐

Engineering



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> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Executive Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="228,800"/>	<input type="text" value="1"/>
<u>Chief Operations Officer</u> - TV Only	<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> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
<u>Chief Digital Media Operations</u> - TV Only	<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> - TV Only	<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> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="91,953"/>	<input type="text" value="4"/>
<u>Head of Audience</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Head of Audience - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
<u>Social Media Specialist / Manager</u> - TV Only	<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> - TV Only	<input type="text" value="2.00"/>	\$ <input type="text" value="110,966"/>	<input type="text" value="1"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u> - TV Only	<input type="text" value="3.00"/>	\$ <input type="text" value="75,627"/>	<input type="text" value="4"/>
Producer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="73,665"/>	<input type="text" value="10"/>
<u>Director - (Television Production ONLY)</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Content Director</u> - TV Only	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>

Digital Content Director - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="88,425"/>	<input type="text" value="1"/>
<a href="#">Digital Project Manager</a> - TV Only	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Managing Director, Audience Engagement</a> - TV Only	<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](#) ▾

<a href="#">Development, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="150,843"/>	<input type="text" value="5"/>
<a href="#">Member Services, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="68,229"/>	<input type="text" value="2"/>
<a href="#">Membership Fundraising, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="93,337"/>	<input type="text" value="3"/>
<a href="#">Major Giving Fundraising, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.4 Development and Fundraising**Jump to question: [2.4](#) ▾

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

**2.5 Underwriting and Grant Solicitation**Jump to question: [2.5](#) ▾

<a href="#">Underwriting, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="68,229"/>	<input type="text" value="1"/>
<a href="#">Corporate Underwriting, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.5 Underwriting and Grant Solicitation**Jump to question: [2.5](#) ▾

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

**2.6 Broadcast Engineering and Information Technology**Jump to question: [2.6](#) ▾

<a href="#">Operations and Engineering, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Engineering Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Engineering Chief - Joint	1.00	\$ 99,635	2
Broadcast Engineer 1 - TV Only	1.00	\$ 78,020	39
Broadcast Engineer 1 - Joint		\$	
Production Engineer - TV Only	6.00	\$ 59,723	8
Production Engineer - Joint		\$	
Facilities, Satellite and Tower Maintenance, Chief - TV Only		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
Technical Operations, Chief - TV Only		\$	
Technical Operations, Chief - Joint		\$	
Information Technology, Director - TV Only		\$	
Information Technology, Director - Joint		\$	
Web Administrator/Web Master - TV Only		\$	
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 - TV Only		\$	
News / Current Affairs Director - Joint		\$	
Announcer / On-Air Talent - TV Only		\$	
Announcer / On-Air Talent - Joint		\$	
Reporter - TV Only		\$	
Reporter - Joint		\$	
Cinema / Videographer - TV Only		\$	
Video Film Editor - TV Only		\$	
Unit / Studio Supervisor - TV Only	1.00	\$ 73,309	16
Public Information Assistant - TV Only		\$	
Public Information Assistant - Joint		\$ 0	
Broadcast Supervisor - TV Only		\$	
Broadcast Supervisor - Joint		\$	
Director of Continuity / Traffic - TV Only		\$	
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 ▾

Education, Chief - TV Only		\$	
Education, Chief - Joint	1.00	\$ 80,621	6
Instructional Services Director - TV Only		\$	
Parent / Pre-School Coordinator - TV Only		\$	



<u>Volunteer Coordinator</u> - TV Only	<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> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="59,297"/>	<input type="text" value="1"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="24.00"/>	<input type="text" value="1,500,679"/>	<input type="text" value="104"/>

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	
<b>Question</b>	<b>Comment</b>
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 ▾

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

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 ▾

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="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="6"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>

Total

### 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
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No Comments for this section

### 4.1 Local Community Outreach

Jump to question: [4.1](#) ▾

In what local community outreach or educational activities has your station been involved this year that supports unserved or underserved audiences? Please describe in detail: outcomes, audience served, community response.

WKAR's Community engagement events included: --Film Screenings- each of the below listed films were shows at free community events and followed by a panel discussion. Each film highlights injustices faced by a wide range of underserved communities, including but not limited to: formerly incarcerated persons, persons who utilize drugs, low income districts, American Indian, Asian, Pacific Islander, Desi American, Black, African American, LatinX, etc. Panelists for each event were hand selected individuals who could speak on the topic at length and help further the knowledge of attendees. Attendees found the films and panel discussions to be enlightening and educational. Going Back to T-Town with MLK Commemorative Celebration Week Love in the Time of Fentanyl at The Fledge Muslim Journeys at East Lansing Public Library Storming Caesars Palace Free Chol Soo Lee Afrofantastic with Juneteenth -Colah Tawkin and Dr. Tamara Butler Discussion- Free community event at WKAR Studios Colah Tawkin's mission is to see more Black people take up space in the plant industry Attendees were thrilled to listen to the discussion between Tawkin and Butler. The two spoke at length of the barriers they have faced with both racism and classism, in regard to the plant industry and beyond. They spoke candidly about self-care, boundaries, and the different ways we can work together as a community to break the barriers. WKAR's education team is committed to supporting families and children throughout mid-Michigan with high-quality educational programming, learning activities, curriculum aligned supplemental materials, and direct family engagements. We ensure engagements and supports are robust in unserved or underserved communities by partnering with human service organizations that provide direct social services for this population. WKAR has established collaboration with over 120 community partners including Boys and Girls Club of Lansing, Communities in Schools of Michigan, Ingham Great Start Collaborative, Engaging Families in Early Literacy Coalition, Ingham ISD, Lansing School District, Capital Area District Libraries, Refugee Development Corporation, Greater Lansing Islamic Center, Child and Family Services, Ingham County Health Department, Ingham Foster Care Services, Cristo Rey Community Center, and several local women's shelters to name a few. The WKAR education team recognizes the community engagements and educational activities provided to mid-Michigan children fills gaps in learning, resilience, and community connection. According to Asset Limited, Income Constrained, Employed (ALICE) data which represents the growing number of families who are unable to afford the basics of housing, childcare, food, transportation, health care and technology, 44% of children are living below the ALICE threshold, which includes about 17% who live below the federal poverty level. This means 1 million Michigan children are faced with navigating life without accessible stable basic needs including healthcare, education, food, and shelter. This data is compounded with evidence of disproportionate impacts for 71% Black and 58% Hispanic children compared to 36% White children. Therefore, WKAR education supports school readiness, inspires a love for reading by providing free books, story time and literacy activities, and informs families and educators about learning together with interactive workshops, Michigan Learning Channel, PBS LearningMedia, and PBS Kids programming. Kids Count data evidence a tremendous decrease in reading proficiency among children in Michigan. Pre COVID 43% of children were reading below 3rd grade proficiency level. However, in 2022, 66% of children were assessed below reading proficiency. WKAR education recognizes this as a devastating indicator that can lead toward lifelong poverty, increased criminalization, and social trauma. Therefore, our education team has prioritized increasing literacy proficiency with each activity and engagement. This is demonstrated with allowing each child at every event to select a free, new, highly engaging children's book, providing literacy activities to families in collaboration with the Michigan Learning Channel's Read, Write, Roar program and expanding the WKAR Reading Kit Project which offers information about preschool enrollment, library local reading programs, along with two new books and an abundance of literacy practice activities for three developmental categories which include birth to 3, 4-K and 1st grade to 3rd. In 2023, WKAR education prioritized underserved and rural communities for programming and • reached 18,500 children • participated in 25 community events • hosted 23 Curious Crew STEM focused roadshows • distributed 9,750 reading kits • provided 8 Building the Reading Brain screenings with over 300 in-person viewers • gave away over 50,000 children's books Significant engagements included: • Rural community weekly pop-up tour offering free books and activities to 10 rural communities across mid-Michigan • Literacy & science night host at (3) Title I elementary schools • EmpowHer Curious About Careers STEM presentation for over 300 girls • Capitol Farmer's Market Book Give-away providing over 1600 children's books to attendees

### 4.2 Production Activity

Jump to question: [4.2](#) ▾

In what production activity has you station been involved that supports unserved or underserved audiences?

WKAR has created a number of productions in the past year that support unserved or underserved audiences. This includes Music for Social Justice, where audiences relate the music they play to societal issues and their own lived experience. WKAR also produced Twice as Likely, a special exploring Black infant mortality rates in the US. Finally, WKAR produced Building the Reading Brain, exploring the science of reading and school readiness. This special has been shown in screenings across our viewing area to different schools and educators, helping to spread the word on better ways of heling our youth to develop.

### 4.3 Program Content in Other Languages

Jump to question: [4.3](#) ▾

Do you provide program content in languages other than English? If so, please list your services in this area

WKAR provides spanish language on select programs as provided by content providers.

4.4 Governance Structure

Jump to question: 4.4

Please describe your station's governance structure. Please include information about your station's Board of Directors, Advisory Boards or Panels, Community Boards or Panels, and the Committee Structure under each of these entities. Your response should include but is not limited to:  
What are the direct and indirect reporting relationships?  
What committees are active and what is their function?  
Does your Board have an Audit and Finance Committee?  
What are the roles and responsibilities of these Boards, Panels and/or Committees? Etc.

WKAR Public Media is housed in the College of Communication Arts and Sciences at Michigan State University. The General Manager oversees day-to-day operations with the support of five senior directors. The GM is a direct report to the dean of the college and an indirect report to the university provost. The station does not currently maintain standing community boards or panels. All audit and finance matters are handled through a dedicated business office and overseen by university budget and finance officials.

4.5 Community Outreach

Jump to question: 4.5

CPB is interested in learning more about stations' significant activities planned for the upcoming year - both broadcast and beyond broadcast. What types of on-air programs and off-air activities are you planning in the upcoming year that will connect your station more closely with your community? What goals are you setting in conjunction with these initiatives, and how will you measure your success?

Our engagement team is working to be present and offer support to diverse community engagement opportunities. Some examples include being a promotional partner for the MSU LatinX Film Festival, tabling at the 38th Annual Pow Wow of Love and Lansing Pride, being active departments in MSU MLK and Juneteenth celebrations, and finding ways we can support Dia De La Mujer celebration. DEI, Development, and Comm departments are also actively working on projects that put the WKAR team out in unserved/underserved communities to amplify their cultures and voices. Details pending. WKAR education is excited to connect our local community with virtual field trips productions of the Michigan State Capitol and Michigan Hall of Justice Learning Center. We intend to produce supplemental learning materials and engagement activities to accompany the productions that will broadcast on both WKAR and the Michigan Learning Channel. The WKAR Reading Kit Project has expanded this year, to provide 10,180 reading kits to children across our viewing region. This also means over 20,000 new books will reach the hands of young readers to foster a love of reading and promote literacy proficiency. We also look forward to attending the Music in the Park throughout the viewing region to connect with audiences and build awareness around opportunities to receive education supports. We're grateful for CPB and the funding that is provided to support our viewers in significant ways.

Comments

Question Comment

No Comments for this section

5.1 Journalists

Jump to question: 5.1

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.

5.1 Journalists

Jump to question: 5.1

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												
Assistant News Director												
Managing Editor												
Senior Editor												
Editor												
Executive Producer												
Senior Producer												
Producer												
Associate Producer												

Comments

**Question** **Comment**

No Comments for this section

Jump to question: **6.1** ▾

Jump to question: **6.1** ▾

**Check all that apply**

- Jump to question: **6.1** ▾

Other

Jump to question: **6.2** ▾

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.

Jump to question: **6.2** ▾

**Check all that apply**

- |               |                                     |
|---------------|-------------------------------------|
| CDP           | <input type="checkbox"/>            |
| Salesforce    | <input checked="" type="checkbox"/> |
| Blackbaud     | <input type="checkbox"/>            |
| Carl Bloom    | <input type="checkbox"/>            |
| Roi Solutions | <input type="checkbox"/>            |

Adobe

☐

Allegiance

☒

None

☐

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

Jump to question: 6.2 ▾

Other

FreshDesk

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

Jump to question: 6.3 ▾

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

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

Jump to question: 6.3 ▾

Check all that apply

Mailchimp

☒

Constant Contact

☐

GoDaddy

☐

SendGrid

☐

None

☐

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

Jump to question: 6.3 ▾

Other

Salesforce Marketing Cloud

6.4 Which Marketing Automation Platform is your station using?

Jump to question: 6.4 ▾

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.

6.4 Which Marketing Automation Platform is your station using?

Jump to question: 6.4 ▾

Check all that apply

Mailchimp Marketing Platform

☒

Hubspot Marketing Hub

☐

Adobe

☐

None

☐

6.4 Which Marketing Automation Platform is your station using?

Jump to question: 6.4 ▾

Other

AgencyAnalytics, Google Sheets, MS Teams Task Tracker, Semrush, Opt-in Monster, ChartBeat

Comments

Question	Comment
No Comments for this section	

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

Jump to question: 7.1 ▾

Yes

☒

No

☐

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

Jump to question: **7.1** ▾

If no, why not?

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

Jump to question: **7.2** ▾

132

**7.3 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: **7.3** ▾

Yes



No



**7.3 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: **7.3** ▾

If no, why not?

**7.4 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: **7.4** ▾

DASDEC (v4.4-0) polls from IPAWS on 7 second interval using preassigned IPAWS pin and secure connection, adheres to strict IPAWS CAP to EAS translation. All area FIPS codes and EAS codes trigger forwarding.

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

Jump to question: **7.5** ▾

Chief Engineer is a member of the Michigan Public Alerting Workgroup, participates in regular meetings/webinars held by Michigan State Police Emergency Management & Homeland Security Division.

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

Jump to question: **7.6** ▾

Yes



No



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

Jump to question: **7.6** ▾

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

**7.7 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: **7.7** ▾

Yes



No



Somewhat



Unsure



**7.7 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: **7.7** ▾

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

7.8 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: 7.8 ▾

	Call letters	Location	Model	Firmware Version	Make	Connected
1	WKAR	Studio	DASDEC II	4.4-0	DAS	yes
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						

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
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No Comments for this section