

**Grantee Information**

<b>ID</b>	1616
<b>Grantee Name</b>	KUT -FM
<b>City</b>	Austin
<b>State</b>	TX
<b>Licensee Type</b>	University

**1.1 Employment of Full-Time Radio Employees**

Jump to question:

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

**1.1 Employment of Full-Time Radio Employees**

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="14"/>	<input type="text" value="18"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<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" value="0"/>
Service Workers - 5500	<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="7"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="25"/>

**1.1 Employment of Full-Time Radio Employees**

Jump to question:

Major Job Category / Job Code /	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic
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Joint Employee	Males	Males	Males	Males	Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="8"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="13"/>	<input type="text" value="15"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
Sales Workers - 4500	<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" value="0"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="23"/>	<input type="text" value="27"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category /  
Job Code /  
Joint Employee

Persons with Disabilities

Officials - 1000	<input type="text"/>
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"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers

Jump to question: 1.2

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees: employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1.1.

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="7"/>

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	Total
Officials - 1000	<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" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="10"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text" value="10"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="15"/>	<input type="text" value="20"/>

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	Total
Officials - 1000	<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" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="11"/>	<input type="text" value="12"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Craftpersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="12"/>	<input type="text" value="14"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftpersons (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**

**1.4 Part-Time Employment** Jump to question:

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

**1.4 Part-Time Employment** Jump to question:

Number working less than 15 hours per week

**1.4 Part-Time Employment** Jump to question:

Number working 15 or more hours per week

**1.5 Full-Time Hiring** Jump to question:

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

**1.5 Full-Time Hiring** Jump to question:

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

**1.5 Full-Time Hiring** Jump to question:

Major Job Category / Job Code	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="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="7"/>
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"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="7"/>

**1.6 Full-Time and Part-Time Job Openings** Jump to question:

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

**1.6 Full-Time and Part-Time Job Openings** Jump to question:

Number of full-time and part-time job openings

**1.7 Hiring Contractors** Jump to question:

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

1.7 Hiring Contractors

Jump to question: 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 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 211,500	15
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>	1.00	\$ 120,106	14
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>	1.00	\$ 78,724	11
Chief Financial Officer - Joint		\$	
<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	

Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="72,450"/>	<input type="text" value="6"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<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>	<input type="text" value="1.00"/>	\$ <input type="text" value="90,723"/>	<input type="text" value="9"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="8.00"/>	\$ <input type="text" value="47,838"/>	<input type="text" value="5"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="109,000"/>	<input type="text" value="13"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="65,703"/>	<input type="text" value="8"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text" value="4.00"/>	\$ <input type="text" value="43,089"/>	<input type="text" value="17"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="97,185"/>	<input type="text" value="3"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="40,800"/>	<input type="text" value="2"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="85,037"/>	<input type="text" value="14"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="66,372"/>	<input type="text" value="22"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="8.00"/>	\$ <input type="text" value="55,252"/>	<input type="text" value="9"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="10.00"/>	\$ <input type="text" value="49,909"/>	<input type="text" value="4"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>



<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	<b>41.00</b>	\$ <b>1,233,688</b>	<b>152</b>

Comments

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question:

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Jump to question:

Appointed by government legislative body (including school board) or other government official (e.g. governor)

3.1 Governing Board Method of Selection

Jump to question:

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question:

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Jump to question:

Total number of board members (Automatic total of the above)

3.2 Governing Board Members

Jump to question:

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

3.2 Governing Board Members

Jump to question: [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	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Male Board Members	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="8"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="9"/>

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question  Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: [4.1](#)

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

4.1 Community Outreach Activities

Jump to question: [4.1](#)

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	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?	Yes
Produce/distribute informational materials based on local or national programming?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes

- Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Host community events (e.g. benefit concerts, neighborhood festivals)? Yes
- Did the community events have a specific, formal component designed to be of special service to the educational community? Yes
- Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Provide locally created content for your own or another community-based computer network/web site? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the educational community? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Partner with other community agencies or organizations (e.g., local 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? Yes
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question:

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question:

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:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="7,450"/>	<input type="text" value="7,450"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text" value="50"/>	<input type="text" value="520"/>	<input type="text" value="570"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text" value="80"/>	<input type="text" value="600"/>	<input type="text" value="680"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text" value="6"/>	<input type="text" value="50"/>	<input type="text" value="56"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="136"/>	<input type="text" value="8,620"/>	<input type="text" value="8,756"/>

5.1 Radio Programming and Production

Jump to question:

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:

Approx Number of Original Program Hours

#### Comments

Question

Comment

No Comments for this section

### 6.1 Telling Public Radio's Story

Jump to question:

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 2014. 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 2014 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:

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

Diversity continues to be a core part of KUT News' role in our community. In this reporting period, KUT News has engaged in community events, featured series on underreported communities in our listening area, added programming with diverse voices as well as other activities. Programmatically, KUT expanded its service in January 2013 to broadcasting news and information programs 24 hours per day. We also launched a music service, KUTX 98.9 that is devoted to the Austin music experience and is described below. KUT introduced new national programs that focus on increasing the diversity of voices and perspectives. We have continued our commitment to national shows that specifically address diversity. Although saddened by the demise of Tell Me More, KUT has continued to air The Tavis Smiley Show which looks at issues that impact the African-American and other minority communities in the United States and beyond. In late 2014 we added a repeat airing of the program on Tuesday evenings. We continue to be strong supporters of Latino USA. Launched in 1993 at KUT, it is the radio journal of news and culture and is the only national English-language radio program produced from a Latino perspective. For almost 18 years LUSA was produced with the idea that KUT would provide diverse audiences with multiple perspectives on issues affecting Latinos while fostering cross-cultural understanding. Midway through fiscal year 2010 KUT turned over full-time production of the show to the program's host Maria Hinojosa and her production company Futuro Media. KUT continues to work with the program and their producers, Futuro Media, whenever they need production assistance here in Austin and KUT continues to air the program in a prime Sunday early evening timeslot. The show is aired in its full one-hour format. We also to continue to air In Black America. For more than 40 years now KUT has produced In Black America—IBA. IBA, hosted by John L. Hanson Jr., is a weekly half-hour program that examines thought-provoking stories about the African-American experience in the United States. Distributed nationally by CD the production of IBA is supported with CPB CSG funds. The program is heard on more than 20 stations nationwide including on two stations here in Austin and available as a podcast through KUT.org. Last year the show was moved to a better timeslot on Tuesday evenings and is regularly featured on our website. In addition, the host of the program John L. Hanson Jr., hosts a four hour Friday afternoon funk and soul music program on all-music KUTX that plays music not heard elsewhere in Austin, except on KAZI the African-American station, but features African-American centric community announcements and engagement. It has become a key part of how KUTX brings The Austin Music Experience to audiences. KUT News regularly reports on issues of importance to minorities and other diverse communities in Austin. Our education reporting focused on issues of importance to the growing non-English speaking population in Austin – issues ranging from school performance and testing to increased fiscal requirements causing budget ramifications as well as overcrowding, Board representation and the implications of the city's changing demographics. KUT has also reported deeply on Austin efforts to successfully launch geographic representation on the City Council and the issues for deeper minority engagement regarding our city's challenges and opportunities. We produced a series of in-district city council candidate forums in partnership with other media organizations, including Univision 62, a Spanish-language broadcast TV outlet in Austin. Our series reached into all parts of the community, including traditionally underserved areas that have lacked direct engagement from media and government alike. We attracted more than 1,000 participants in our forum series, with strong showings in minority communities, thanks in part to our collaboration with non-English media and direct engagement with community leaders. Online, KUT News has continued to utilize a variety of platforms to engage with diverse communities. In addition to our news blog, we utilize Twitter and Facebook to initiate conversations. KUT continues to partner with the online Texas Tribune to expand our coverage of public policy and government issues from the Texas Legislative session that affect all Texans. We've also launched and deepened a partnership with an online city hall reporting non-profit called the Austin Monitor to expand our offering of city government coverage, which touches every neighborhood in Austin, often more directly than any other aspect of government. KUT will provide significant coverage of the Texas State Legislature's 84th session, which begins in January 2015. Reports on health care with the implementation of the Affordable Healthcare Act, abortion legislation and its impact on women in primarily minority areas of the state, education, immigration and other topics will be closely followed. KUT is continuing a program segment with a specific focus on the Legislature called "Agenda Texas." This four minute weekly segment during the session allows KUT to highlight many state issues that have a significant local impact on the whole community and to break down the intricacies of how state

government functions. In 2014, KUT concluded a year-long series of reports on the Dove Springs neighborhood, a predominately minority area of Austin with a large immigrant population whose voice is underrepresented. The focus was to look at this neighborhood from an economic, educational, infrastructure and social services lens with the people of the community giving voice to these issues as well as other stakeholders. Our reports started a dialogue about how our community will move forward in the years ahead. The series started in August 2013 and concluded in May 2014 with a 30-minute documentary special that aired in primetime on KUT and was accompanied by a multimedia website. KUT is also beginning the plans to present a weekday, one-hour program that will talk about the issues that affect the citizens of the area, which will include the inclusion of those diverse voices of the communities that are underserved. Launch is expected in June 2014. "Views and Brews: Conversations at the Cactus Cafe" has continued to be a growing part of community outreach. The Cactus Cafe is a space where we invite the community in to explore and learn about a wide range of subjects and ideas. In the 2014 series we examined the history of Klezmer, took a close look at issues of race during WWI, we examined Texas politics and its impact on race and diversity in the state, along with cultural topics through the lens of Jazz, Native American Music, Pop Culture, and more. Whether our guest is a Nobel laureate or a local author the goal with Views and Brews is to engage with the community to share thoughts, inspire new perspectives, and develop compelling multimedia content all while involving Austin in the discussion. Not only has this live discussion program thrived as a live event, we launched a regular podcast and select programs are heard on KUT as well as offered to the public radio system through PRX. KUT continues to produce the weekly program segment, "Two Guys On Your Head." Hosted by Professors Art Markman and Robert Duke of UT Austin, this weekly segment explores how the human mind deals with issues like the adolescence, stress, music and emotions along with other areas of human behavior and thinking. This program speaks to all communities as the issues are not limited to one grouping of people, but the entire population. This popular program aired its first hour-long special this year and became our most popular podcast. We also did two live shows with the "Two Guys". All music KUTX continues to explore a variety of musical genres with specialty programming in the genres of Funk/Soul, Native American, Latin, and World Music. In addi

### 6.1 Telling Public Radio's Story

Jump to question:  

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

Our ongoing partnership with I Live Here I Give Here in Austin continues to extend the reach of Get Involved. During the first week of every month KUT and KUTX profile a local nonprofit organization that relies on volunteers to help accomplish their mission. KUT (and now KUTX) has been doing this for over 9 years now and in that time has profiled more than 115 local non-profit volunteer-powered organizations. The two minute audio profile becomes the primary on-air feature during the week and listeners are directed to the Get Involved section of our website at <http://kut.org/getinvolved>. With close to 60 airings of the feature over the course of the week, we are able to expose these often underfunded non-profits to close to 300,000 weekly listeners on our two stations. We also have added a video component to this effort to better showcase these non-profits that are powered by local volunteers. Listeners are able to visit the Get Involved section of our website to find information about all profiled organizations; while nonprofit organizations are encouraged to send in their volunteer needs and program information to KUT and KUTX for inclusion in our public service announcements. In fiscal 2014 profiled organizations included: Capital Area Food Bank, Hand to Hold, Prevent Child Abuse Texas, Nobility Project, American Heart Association Texas, Manos de Cristo, Foundation for the Homeless and more. KUT partners with I Live Here I Give Here Austin in our Get Involved efforts. KUT also partnered with I Live Here I Give Here to get the word out for a one day online fundraiser, Amplify Austin, which ended up benefitting hundreds of non-profits in the area. This activity raised more than \$6 million for these non-profits. We will continue to participate in this activity in the coming year. KUT continued our ongoing Sonic ID project where hundreds of diverse and ordinary people tell the stories that chronicle everyday life in Central Texas. There are nearly 1,000 of the short audio vignettes that the Austin American Statesman called "...one of the largest oral history projects in Central Texas." These short stories spotlight what makes our community special while giving voice to what it means to live in Austin and Central Texas. These spots air daily throughout the schedule on KUT. Our annual Holiday Sing-Along at the State Capitol grounds attracted close to 10,000 people again this year and helped raise awareness, money and foodstuffs for the Capitol Area Food Bank. KUT's partnership with KUHF, Houston on the StateImpact project continued to look at the energy and environment and its impact on the state and wrapped up in 2014. Our mission was to engage communities so they could better understand how government policy affected them. This included continuing coverage on drought and water issues in areas of the state that are comprised of predominantly Hispanic majority communities. Another area that received more focus was the rise of hydraulic fracturing or "fracking" in the fossil fuel energy community and its impact on the economy through jobs and growth and environmentally with the rise of seismic events in areas where "fracking" has taken place. KUT will continue to look at these issues even as StateImpact has wound down. Through Facebook, Twitter and the blog [StateImpactTexas.org](http://StateImpactTexas.org), our team engaged audiences and created community so diverse it included industry leaders, environmentalists, politicians, landowners and activists. KUT created conversation around the topic in a way that fundamentally transformed our approach to how we approach the idea of meeting our mission overall. KUT and the Austin American Statesman continued its partnership with weekly broadcasts of "Politifact" which analyzes the accuracy of statements made by elected officials on the local, state and national stage. This program will continue into 2015 as the focus turns to the election of state and local officials. We are also forming a reporting partnership on health and the many ways federal, state and local legislation impacts the health options for minority communities. KUTX has continued to work on making the Austin Music Map a regular part of our service to the community. Funded in part by CPB through the Localore project with AIR, the AMM is an evolving portrait of the city's music scene, produced in collaboration with the community. We continue to create multi-platform stories, which are broadcast on-air, as well as appearing online. Our interactive website features stories produced at KUTX with images, sounds, and video contributed by citizens. The unique design of the site allows all of this material to be tagged, sorted, and navigated in a variety of ways. The goal is to create an ever-growing audiovisual jukebox that allows users to "Play the City." We're open to telling stories about Austin's most iconic venues of course but are really interested in documenting informal, underground and DIY spaces where music happens at a more grassroots level. We're especially excited to engage with diverse musical communities that KUT/X hasn't interacted with much in the past. The mission of the Austin Music Map is to document the city's vibrant musical heritage, to use storytelling as a way to expand the reach of the station into communities we haven't reached in the past, and to create a growing and vital website that serves as both a story repository and the portal to a deep archive of community-sourced materials. Our work on the AMM led us to putting together a one day music festival called Map Jam. 2014 was year two of this event. The festival was a moving festival that visited over the course of the day 5 venues on the east side of Austin. It was an overwhelming artistic and community success that has led to Map Jam III which happens February 21st, 2015. Once again we will be reaching out to a more diverse group of artists and community members than KUT was able to reach in the past.

## 6.1 Telling Public Radio's Story

Jump to question:  

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

Although we have no specific analytics with respect to the outcomes of these projects, KUT has heard from our partner organizations that our participation in promoting and reporting on these topics did have a positive impact in the number of people that attended the events that were organized. According to the Executive Director of I Live Here I Give Here, Tom Spencer, organizations continue literally lining up to be part of our Get Involved series because of the past success stories organizations we've featured have shared with others in that community. We also hear anecdotal evidence from members of the community and officials that our reports with our partners have been heard and are part of the discussion in the halls of government and community organizations and have been recognized by several local blogs and the Austin Chronicle for our efforts in these areas. The Austin Chronicle named KUT and KUTX the stations of the year in Austin for the role they both play in making Austin the greatest city in America. Our online presence surrounding these types of project has been responsible for an increase in overall traffic for KUT's website and we have shared all of our work with our partners so they can take advantage of the online content we've produced. We will continue to work on ways to more accurately reflect impact and to increase measurement abilities to provide funders and partners with more detailed analytics. The KUTX website regularly showcases local musicians and brings the spotlight on to a diverse range of musical genres that are part of the music soundtrack of our city.

## 6.1 Telling Public Radio's Story

Jump to question:  

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2014, and any plans you have made to meet the needs of these audiences during Fiscal Year 2015. If you regularly broadcast in a language other than English, please note the language broadcast.

Much of this is answered above in the first section of question six but to reiterate KUT News has focused a great deal of effort on the issues of the diverse and underserved communities throughout this year. As the number of people who move to the Austin area increase from other parts of the country and around the world, KUT continues to look for ways to communicate with those communities where English is not the primary language. We have and continue to present news stories and features about the issues for minority and diverse audiences and look for partnerships that align with our goals to better serve those communities. Austin is changing demographically very rapidly and we are keenly aware of the growing Hispanic presence in Central Texas and will continue to work to better serve their needs. Thanks to recent hires in the newsroom KUT has truly become a bi-lingual newsroom which has given us access to a range of stories we could not really get to before. Our series on Dove Springs and the new City Council alignment are both targeted directly at issues that affect these communities and we will continue to work in these areas. All music KUTX will continue to explore a variety of musical genres with specialty programming such as Funk/Soul, Native American, Latin, and World Music. Over the last year we have expanded our partnership with NPR Music to include more local presence on our HD3 signal that broadcasts an Alternative Latino music format 24 hours a day. Our Alt Latino programming on KUT3 is presented in a mix of English and Spanish and we are continuing to expand our efforts there as another way KUT and KUTX can reach new and diverse audiences in our community. This is the kind of programming that cannot sustain itself with underwriting, that the CPB grant enables us to engage in.

## 6.1 Telling Public Radio's Story

Jump to question:  

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

CPB support continues to be an important source of funds that enables us to fulfill our programming mission. With this money we were able to purchase national programs from distributors presenting diverse viewpoints of issues like The Tavis Smiley Show, Latino USA and others. Part of the money was devoted to expanding our coverage of changes to Austin's government, which has created geographic city council districts for the first time. We will be able to cover the ongoing implementation of the change and how it affects diverse and currently underserved segments of our population. It gave us the ability to spend a year in the Dove Springs area of Austin, to report on the success and challenges in that part of our city that has been so under-reported on. That coverage continues thanks to the generosity of CPB and we will continue to tell stories that matter in the "new" Austin. KUT has been able to continue its efforts to deliver news digitally to audiences who might otherwise not be engaged in the issues of our community thanks in part to CPB funding and we will continue working to expand our presence on that platform. KUTX will continue to work on and improve its commitment to the Austin Music Experience with thanks to CPB funding. We are committed to expanding our current website to feature and even more diverse group of local musicians and the vibrant community we live in with the world. And as mentioned above we continue to expand our Spanish language programming on KUT HD3 and on KUTX with our Alt Latino format. These efforts are possible, in part, because of the funding provided by the CPB. As has been the case for many years, without CPB funding KUT and KUTX would be faced with some really difficult decisions about which of projects we could and could not continue.

## Comments

Comment

No Comments for this section


## 7.1 Journalists

Jump to question:  

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training

in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

7.1 Journalists

Jump to question:  

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Assistant News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>
Senior Producer	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text" value="6"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>
Associate Producer	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Reporter/Producer	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text" value="7"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text" value="25"/>	<input type="text" value="7"/>	<input type="text" value="1"/>	<input type="text" value="17"/>	<input type="text" value="16"/>	<input type="text" value="2"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="0"/>

Comments

Question  Comment

No Comments for this section