

Grantee Information

ID	1380
Grantee Name	WUIS-FM
City	Springfield
State	IL
Licensee Type	University

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	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" value="3"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="5"/>
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"/>	<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"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="8"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
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"/>	<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" value="0"/>	<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"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text" value="1"/>
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

Total

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#) ▼

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

White, Non-Hispanic 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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
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" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<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"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="5"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

Major Job Category / Job Code

Persons with Disabilities

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

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#) ▼

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

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#) ▼

Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question: [1.7](#) ▼

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

1.7 Hiring Contractors Jump to question: [1.7](#) ▼

Check all that apply

Underwriting solicitation related activities	<input type="checkbox"/>
Direct Mail	<input type="checkbox"/>
Telemarketing	<input type="checkbox"/>
Other development activities	<input type="checkbox"/>
Legal services	<input type="checkbox"/>
Human Resource services	<input type="checkbox"/>
Accounting/Payroll	<input type="checkbox"/>
Computer operations	<input type="checkbox"/>
Website design	<input type="checkbox"/>
Website content	<input checked="" type="checkbox"/>
Broadcasting engineering	<input type="checkbox"/>
Engineering	<input type="checkbox"/>
Program director activities	<input type="checkbox"/>

None of the above

Comments

Question

Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	<input type="text" value="\$ 74,943"/>	<input type="text" value="8"/>
Chief Executive Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text" value="1.00"/>	<input type="text" value="\$ 52,766"/>	<input type="text" value="10"/>
Chief Financial Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Programming Director	<input type="text"/>	<input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production, Chief	<input type="text" value="1.00"/>	<input type="text" value="\$ 41,158"/>	<input type="text" value="13"/>
Production, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Development, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Member Services, Chief	<input type="text" value="1.00"/>	<input type="text" value="\$ 42,128"/>	<input type="text" value="4"/>
Member Services, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Underwriting, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operations and Engineering, Chief	<input type="text" value="1.00"/>	<input type="text" value="\$ 53,538"/>	<input type="text" value="10"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production Engineer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technical Operations, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Education, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Information Technology, Director	<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"/>	\$ <input type="text"/>	<input type="text"/>
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="57,414"/>	<input type="text" value="7"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="7.00"/>	\$ <input type="text" value="47,117"/>	<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" value="1.00"/>	\$ <input type="text" value="45,789"/>	<input type="text" value="2"/>
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"/>
Total	<input type="text" value="14.00"/>	\$ <input type="text" value="414,853"/>	<input type="text" value="58"/>

Comments

Question Comment
 No Comments for this section

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

3.2 Governing Board Members Jump to question: [3.2](#) ▼

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
Male Board Members	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="10"/>
Total	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="13"/>

3.2 Governing Board Members Jump to question: [3.2](#) ▼

Number of Vacant Positions

3.2 Governing Board Members Jump to question: [3.2](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities Jump to question: [4.1](#) ▼

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

4.1 Community Outreach Activities Jump to question: [4.1](#) ▼

- | | Yes/No |
|--|--------|
| Produce public service announcements? | No |
| Did the public service announcements have a specific, formal component designed to be of special service to the educational community? | No |
| Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | No |
| Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? | Yes |
| Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Produce/distribute informational materials based on local or national programming? | Yes |
| Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Host community events (e.g. benefit concerts, neighborhood festivals)? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | No |
| Provide locally created content for your own or another community-based computer network/web site? | Yes |
| Did the locally created web content have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? | Yes |
| Did the partnership have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | No |

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production Jump to question: [5.1](#) ▼

Instructions and Definitions:

5.1 Radio Programming and Production Jump to question: [5.1](#) ▼

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and Production Jump to question: [5.1](#) ▼

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="312"/>	<input type="text" value="312"/>
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"/>	<input type="text" value="109"/>	<input type="text" value="109"/>
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="57"/>	<input type="text"/>	<input type="text" value="57"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="57"/>	<input type="text" value="422"/>	<input type="text" value="479"/>

5.1 Radio Programming and Production Jump to question: [5.1](#) ▼

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

5.1 Radio Programming and Production Jump to question: [5.1](#) ▼

Approx Number of Original Program Hours

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story Jump to question: [6.1](#) ▼

The purpose of this section is to give you an opportunity to tell us and your community about the activities you've 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 2015. 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 2015 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

WUIS rebranded as NPR Illinois Public Radio, or NPR Illinois for short, after surveying the audience about how they most identify the station. In the survey process we asked what issues are most relevant to the audience. As part of the FCC Quarterly Program Reports process, NPR Illinois has initiated a quarterly audience online ascertainment of issues most relevant to them. The results are then used to inform coverage decisions and segments are produced to address these issues when possible. The goals of NPR Illinois to address issues include producing regular coverage through beat assignments that is shared in segments of national programs and highlighted in our regional news magazine hour, Illinois Edition. For our audience in the state capitol and around the state, Illinois government and its failure is a major issue. Education, a culture of equity, and the arts are also important. NPR Illinois has focused coverage on this area through its weekly analysis program State Week which is distributed to other public media in the state. Also, through the assignment of a statehouse bureau reporter (Amanda Vinicky) to file daily spot news coverage to NPR Illinois and public media throughout Illinois. Additionally, the development of podcasts on top issues (Past Due -- Jamey Dunn's look at the budget and state sustainability, State of the State -- Brian Mackey's look at the effectiveness and culture of Illinois government, Ends and Means -- Charlie Wheeler's insight on state government after years reporting from the statehouse, and The Players -- Amanda Vinicky's who's who in Illinois politics and what they're doing). In-depth reporting is produced weekly on important subjects to the state through Illinois Issues. All of this is posted digitally through WUIS.ORG and its social media channels.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

- NPR Illinois partners with Illinois public radio stations WBEZ, WVKI, WNIJ, WDCB, WCBU, WGLT, WILL, WIUM, and WSIU to produce statehouse coverage. This coverage is also subscribed to by KWMU in St. Louis. • The NPR Illinois produced political analysis program, State Week, is made available to Illinois public radio stations and many air it. • NPR Illinois partnered with WILL-AM/FM/TV, WTVT-TV, and WSIU-FM/TV to produce special coverage of Governor Rauner's State of the State and Budget addresses along with President Obama's special appearance to address the Illinois General Assembly. These were carried by other public radio stations live or in an edited recap form. • The NPR Illinois Education Desk is an initiative begun two years ago that recently concluded its first year of reporting and engagement. Nearly twenty major donors funded the hiring of a dedicated education reporter and to facilitate associated engagement events. • The Scene is a weekly arts program highlighting the work of Illinois artists and frequently hosts studio performances of music, theatre, and poetry for the public and is co-hosted in partnership with Illinois Times arts editor Scott Faingold. • This I Believe is a statewide program where high school seniors submit essays of personal belief. Ten are selected to be recorded, aired, and distributed at WUIS.ORG and social media. The Rotary Club provides support for the program and scholarships to the selected authors who also read their essays at Rotary Club meetings. • NPR Illinois continues to sponsor the Bedrock 66 Live Americana concert series and the UIS Kitchen Sink Performing Arts series which it records for later broadcast. • NPR Illinois continues to sponsor, record, and broadcast the Lincoln Legacy Lectures produced by the Center for State Policy & Leadership at the Springfield campus of the University of Illinois. This years focused on voting rights in the late 1800s and today. • Illinois Issues in-depth preview of the challenges facing the current legislative session was also published by alternative weekly newspaper partner Illinois Times. • StoryCorps Great Thanksgiving Listen was promoted this year in hopes of finding some segments to air. Several audience members participated but none were able to be aired. We are looking at how this may be adapted further to have a local component in 2016. • NPR Illinois sponsored the second AFP Fundraising Conference for nonprofits in the community.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

According to the Google Analytics of WUIS.ORG for the past year, the top categories of coverage included statehouse coverage (three times more than any other area), arts & culture, education, equity, health, and food. This is likely a reciprocal relationship with where local reporting resources are being dedicated and coincides with what coverage our audience has indicated they value. The top ten stories include: 1. Illinois Issues: The Social Cost of Rauner v. Labor 2. Illinois Issues: The Next Pension Time Bomb 3. Pension Case May Not Be Done: Signals It Could Go To U.S. Supreme Court 4. Illinois Issues: What Are Consent Decrees? 5. Justice Rules Against Lawyers Who Tried to Defeat Him 6. Illinois Issues: The Governor's Money 7. Does Rauner Have a Mandate on Labor? 8. Cougar Under The Corn Crib: DNR Says Landowners Called The Shots 9. On The Decline -- Numbers Of African-American Students On Illinois Campuses Are Dropping 10. Are People Really Leaving Illinois In Droves? The list illustrates the success of our merger with the state public policy magazine, Illinois Issues, and its conversion to a digital in-depth journalism brand supported with parallel broadcast segments that promote more depth online. NPR Illinois coverage frequently is cited or linked by others. This past year: • Before the State of the State address, Illinois House Speaker Michael Madigan distributed talking points to the media and General Assembly referencing an NPR Illinois labor report and a report on the governor's messaging strategy. The other story cited was from the Chicago Tribune. • Chicago Magazine Must Reads -- Amanda Vinicky's report on the governor, Rauner at 100 Days. • The Illinois State Bar Association retweeted Jamey Dunn's report, What are Consent Decrees? The story details how much of Illinois government is still being funded through judicial orders even though no appropriations have been made. • Politico's Illinois Playbook featured in their "On the Air" section, "State Week: Shutdown Enters Month Four," WUIS Illinois Public Radio: "Could a revolt among rank-and-file legislators break the stalemate?" • The education advocacy organization Advance Illinois circulated Dusty Rhodes' Education Desk series, Black & White citing that African-American students are disciplined at a higher rate in Springfield schools. • Illinois Representative Robert Dodd tweeted, "Here's what we're doing to stop Springfield politicians from hurting our schools --> wuis.org/post/education... via @WUIS -- Rep Robert Dodd." Dusty Rhodes' story dealt with pension shortfalls pulling funding from programs to close the achievement gap. • The Chicago Sun-Times cited Amanda Vinicky's reporting on Governor Rauner's speech pattern of dropping Gs as a potential attempt to be more relatable. • Some social services groups cited Jamey Dunn's Past Due budget story as they pushed for a budget resolution. They read an excerpt in a press conference, put it in their packets, and shared it on social media.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. If you regularly broadcast in a language other than English, please note the language broadcast.

Dusty Rhodes' three part Education Desk feature on disproportionate discipline, Black & White, became a five part series when two additional segments were produced based on response to the reporting. The series received significant traffic on WUIS.ORG and anecdotally from listeners. The Equity beat at NPR Illinois reported in-depth on several topics including: • Why is the middle class shrinking? • A multipart series on Islamophobia in central Illinois. • Multiple local stories on transgender students and their challenges. • A multipart series on the homeless and schooling. • Several interview segments on the results of Ferguson and other police shootings one year later. • Why are women poor? At the engagement level, NPR Illinois has participated in several projects: NPR Illinois' Amanda Vinicky moderated the WTVP-TV/WILL-TV engagement program "Living with Cancer in Central Illinois." It featured doctors, families and cancer survivors who've faced decisions for their patients, themselves or their loved ones. It was televised in Peoria and Urbana and is on all three stations' websites. The Health & Medicine Policy Research Group in Chicago held a forum on the state's long-term budget crisis. The focus was on how to move Illinois beyond the short-term discussion of our current budget fight to a discussion about long-term solutions. NPR Illinois also participates with the University of Illinois Springfield in educating students on covering public policy. Both through hosting a graduate level Public Affairs Reporting program intern at the statehouse bureau and through participating in undergraduate classes. Jamey Dunn spoke to a class focusing on journalistic interviewing. During the first half of the semester she demonstrated interviewing technique and then returned to be the interviewee in the second half of the semester. In March 2016, NPR Illinois will convene a small engagement state educational leadership, teachers, parents, and administrators to hear what they identify as the most relevant issues for Education Desk coverage.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

Now more than ever, the CPB Community Service Grant enables NPR Illinois to preserve in an environment of uncertainty. No appropriation has been made for higher education eight months into the year during the Illinois budget impasse. Some program cuts already have been made. If our licensee remains unfunded, more cuts of programming and staff will be likely. Without the CPB grant, our four-year commitment to increased local/state news coverage wouldn't be possible to continue. The additional cuts we'd have to enact would significantly reduce our news and engagement capacity. The loss of the CPB grant would lead to consolidation where the large markets would be able to offer

localism and the other markets would likely become repeaters for national NPR coverage. This would damage NPR national and international coverage as they increasingly rely on local stations for domestic news coverage so they can put resources into editing those local reporters and into international bureaus. If Illinois funds higher education, the CPB grant will allow our plans for continued news and engagement growth to flourish.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: 7.1 ▼

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

7.1 Journalists

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White His
News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<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"/>
Senior Editor	<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"/>
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"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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"/>
Beat Reporter	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/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"/>
Anchor/Host	<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"/>
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"/>
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"/>
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"/>
Total	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>

Comments

Question Comment

No Comments for this section