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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.

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		1				1
Managers - 2000				0		0
Professionals - 3000				1		1
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100	0	0			1	1
Craftspersons (Skilled) - 5200					0	0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	0	1	0	1	1	3

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						0
Managers - 2000					1	1
Professionals - 3000					3	3
Technicians - 4000					1	1
Sales Workers - 4500						0
Office and Clerical - 5100	0	0	0		0	0

Craftspersons (Skilled) - 5200						0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	0	0	0	0	5	5

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	1
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	1

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

white 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.

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

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers		1				1
Male Major Programming Decision Makers		0			1	1

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.

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000					2	2
Technicians - 4000					0	0
Sales Workers - 4500					0	0
Office and Clerical - 5100	1	0			2	3
Craftspersons (Skilled) - 5200					0	0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	1	0	0	0	4	5

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000					4	4
Technicians - 4000					2	2
Sales Workers - 4500						0
Office and Clerical - 5100	1	0		0	1	2
Craftspersons (Skilled) - 5200	0					0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400				0		0
Service Workers - 5500						0
Total	1	0	0	0	7	8

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	

Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	0
Craftspersons (Skilled) - 5200	
Operatives (Semi-skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	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?

Number working less than 15 hours per week

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.)

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

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000				1	1
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	0	0	0	1	1

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.

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?

	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 checked="" type="checkbox"/>
Human Resource services	<input type="checkbox"/>
Accounting/Payroll	<input checked="" type="checkbox"/>
Computer operations	<input type="checkbox"/>
Website design	<input type="checkbox"/>
Website content	<input type="checkbox"/>
Broadcasting engineering	<input checked="" type="checkbox"/>
Engineering	<input type="checkbox"/>
Program director activities	<input type="checkbox"/>
None of the above	<input type="checkbox"/>

Have you completed this Section? Yes No

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2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 106,541	1
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
Chief Financial Officer - Joint		\$	
Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief		\$	
Communication and Public Relations, Chief - Joint		\$	
Programming Director	1.00	\$ 80,168	2
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer		\$	
Producer - Joint		\$	
Development, Chief		\$	
Development, Chief - Joint		\$	
Member Services, Chief	1.00	\$ 50,668	2

Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>		\$	
Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>		\$	
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	
<u>Operations and Engineering, Chief</u>		\$	
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$	
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	1.00	\$	73,831
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Education, Chief</u>		\$	
Education, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Volunteer Coordinator</u>		\$	
Volunteer Coordinator - Joint		\$	
<u>News / Current Affairs Director</u>		\$	

News / Current Affairs Director - Joint		\$		
<u>Music Director</u>		\$		
<u>Music Librarian/Programmer</u>		\$		
<u>Announcer / On-Air Talent</u>	3.00	\$	45,230	13
Announcer / On-Air Talent - Joint		\$		
<u>Reporter</u>		\$		
Reporter - Joint		\$		
<u>Public Information Assistant</u>		\$		
Public Information Assistant - Joint		\$		
<u>Broadcast Supervisor</u>		\$		
Broadcast Supervisor - Joint		\$		
<u>Director of Continuity / Traffic</u>		\$		
Director of Continuity / Traffic - Joint		\$		
<u>Events Coordinator</u>		\$		
Events Coordinator - Joint		\$		
<u>Web Administrator/Web Master</u>		\$		
Web Administrator/Web Master - Joint		\$		
Total	7.00	\$	356,438	25

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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:

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

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

Elected by community/membership

Other (please specify below)

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

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.

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="7"/>
Male Board Members	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="12"/>	<input type="text" value="15"/>

Total 4 1 0 1 16 22

Number of Vacant Positions 0

Total Number of Board Members (Total should equal the total reported in Question 3.1.) 22

Number of Board Members with disabilities 0

Have you completed this Section? Yes No

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4.1 Community Outreach Activities

Jump to question: ▼

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

	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?	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?	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 commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

Have you completed this Section? Yes No

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5.1 Radio Programming and Production

Jump to question: ▼

Instructions and Definitions:

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.)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value=""/>	<input type="text" value="8,656"/>	<input type="text" value="8,656"/>
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=""/>	<input type="text" value="20"/>	<input type="text" value="20"/>
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=""/>	<input type="text" value="84"/>	<input type="text" value="84"/>
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=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="8,760"/>	<input type="text" value="8,760"/>

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.)

Approx Number of Original Program Hours

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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.

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 not only reflects the community of our listener base, but also a dynamic workspace that fosters creativity and excellence. WUMB strives to not only provide programming that reflects our vastly diverse listener base, from urban to rural and multi-continental, but also the diversity of the staff we employ. Our announcers are encouraged to engage the listener with their thoughts and stories on the air and to share information about themselves via their bio pages on our website.

WUMB Radio also employs students, both local to the urban Boston area, as well as students hailing from states around the country, from both urban

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.

We have continued our student run internet radio station, "The Beacon". This project has allowed students the opportunity to learn about a variety of radio formats and music genres and is providing them with valuable experience and knowledge of public radio. We have expanded our training to include promotion and social media. We have also hired two work study students to assist in the organization of the internet station.

In partnership with the Berklee College of Music and the Department of Conservation and Preservation we produce a month long live music series on Carson Beach in South Boston. The series runs 4 weeks each August.

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.

We have continued to partner with Berklee College of Music on their summer concert series, and various public events that take place throughout Boston. These events bring local musicians the opportunity to play to audiences they might not have the chance to, and for community members to experience music free of charge, that they might not have had the opportunity to hear before. Through these events we have also partnered with the DCR of Boston, Department of Conservation and Recreation, as some of the events are held at some of their locations (local beaches and parks).

"We've just completed our fourth New Year's Eve live concert broadcast with

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.

We have continued to produce our show, The Commonwealth Journal, in partnership with UMass Boston, to bring awareness to the community about local opportunities for education and business as well as local public affairs. We have also expanded our community calendar to include events at local libraries, including trainings' and free educational opportunities for the community.

The largely diverse student community of UMass Boston are also able to express themselves and share their culture via the Beacon Radio. Students

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?

The grant money we receive helps us to not only continue to broadcast our Commonwealth Journal show but it also gives us the opportunity to explore new ideas to connect & serve the ever changing and expanding community that surrounds us here in Boston. In this past year we have been able to make improvements to our signal strength, enabling to reach a broader audience, which in turn has provided opportunities for us to be involved in community events that we were not aware of previously.

We have also been able to continue broadcasting nationally syndicated

Have you completed this Section? Yes No

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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.

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Hisp
News Director										
Assistant News Director										
Managing Editor										
Senior Editor										
Editor										
Executive Producer										
Senior Producer	1			1						
Producer		2		2						
Associate Producer				0						
Reporter/Producer				0						
Host/Reporter	3	9		8	4					
Reporter	0									
Beat Reporter										
Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already accounted for										
Total	4	11	0	11	4	0	0	0	0	0

Have you completed this Section? Yes No

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