

Grantee Information

ID	1643
Grantee Name	WTJU-FM
City	Charlottesville
State	VA
Licensee Type	University

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

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

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	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="1"/>	<input type="text" value="1"/>
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="1"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" 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="2"/>	<input type="text" value="2"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	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"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<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"/>	<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="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category /
Job Code /
Joint Employee

Persons with Disabilities

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

1.1 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).

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
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Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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="1"/>	<input type="text" value="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.

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

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

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

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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>

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="1"/>	<input type="text" value="0"/>	<input type="text" value="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.

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#)

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question: [1.7](#)

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

1.7 Hiring Contractors

Jump to question: [1.7](#)

Check all that apply

- Underwriting solicitation related activities
- Direct Mail
- Telemarketing
- Other development activities
- Legal services
- Human Resource services
- Accounting/Payroll
- Computer operations
- Website design
- Website content
- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question	Comment
	Website redesign by Vibethink

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="62,200"/>	<input type="text" value="4"/>

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="38,990"/>	<input type="text" value="18"/>
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="38,500"/>	<input type="text" value="1"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	\$ <input type="text" value="0"/>	<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="38,935"/>	<input type="text" value="15"/>
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" value="1.00"/>	\$ <input type="text" value="43,765"/>	<input type="text" value="16"/>
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"/>	\$ <input type="text"/>	<input type="text"/>

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"/>
Volunteer Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<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="5.00"/>	\$ <input type="text" value="222,390"/>	<input type="text" value="54"/>

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="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
Male Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>	<input type="text" value="12"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="16"/>	<input type="text" value="18"/>

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 MembersJump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question	Comment
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No Comments for this section

4.1 Community Outreach ActivitiesJump 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 ActivitiesJump 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?	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?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	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?	Yes

Comments

Question	Comment
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No Comments for this section

5.1 Radio Programming and ProductionJump to question: [5.1](#)

Instructions and Definitions:

5.1 Radio Programming and ProductionJump 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="7,384"/>	<input type="text" value="7,384"/>
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="26"/>	<input type="text" value="312"/>	<input type="text" value="338"/>
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="26"/>	<input type="text" value="208"/>	<input type="text" value="234"/>
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"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="52"/>	<input type="text" value="7,904"/>	<input type="text" value="7,956"/>

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 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: [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.

For many years, WTJU's core mission has been to serve the greater Charlottesville area with a rich variety of music and cultural programming. We seek to be a cultural hub, serving the creators and consumers of music & arts with creative programming on-air, online, and in-person. Through our public affairs programming, we also seek to spark community conversations about a variety of matters of public interest. In Fiscal Year 2014, we undertook the following overarching goals: GOAL 1: CONNECT COMMUNITY MEMBERS TO LIVE MUSIC AND THE LOCAL MUSIC SCENE. During the year, we engaged in several projects that elevate the status of this music – and of Charlottesville as an arts & culture destination – to our community and to the world. Among other activities: we hosted more than 200 live, in-studio performances; we broadcast live concerts from several venues and festivals in the area; we presented several live music events in

partnership with the Charlottesville Jazz Society, the University of Virginia, The Bridge Progressive Arts Initiative, and others. GOAL 2: STRENGTHEN ACCESS TO COMMUNITY INFORMATION & ISSUES. Public radio listeners in Charlottesville have several stations they can pick from, including three NPR affiliates. However, all of those stations are regional in their geographical footprint, and none produce substantial news & public affairs programming focused specifically on the Charlottesville area. By the end of FY2013, WTJU had already launched a daily, one-hour public affairs interview program called Soundboard. Over the course of FY2014, we expanded our volunteer base and content partnerships for Soundboard production. The program is produced in partnership with several local news and cultural organizations. As the only public radio news/talk program specifically focused on the Charlottesville area, Soundboard helps to serve the information needs of this community. It also serves as a way for University of Virginia students to gain substantial hands-on experience producing quality public affairs programming (see also goal three). GOAL 3: INCREASE OPPORTUNITIES FOR UVA STUDENTS TO ENGAGE WITH THE COMMUNITY. During FY2014, WTJU completed its fundraising campaign for WTJX, a second radio station that is entirely student-run and student-staffed. Build-out of the studio happened in August 2013, and the webstream-only station launched in October 2013. By the end of the academic year, more than 120 students were involved as volunteer program hosts. Also during the fiscal year, we applied to the FCC for a Low Power FM license. During the year, many WTJX volunteers also got involved as student DJs on WTJU's main station. And students also made up a large percentage of volunteer producers and hosts of our public affairs programming, offering them avenues to connect with community issues and leaders. GOAL 4: IMPROVE DIGITAL SERVICES TO OUR COMMUNITY. During the year, WTJU worked with a creative agency to redevelop our website. The new site's launch happened just after the end of FY2014. The new site features live chat with WTJU hosts and other listeners, a robust calendar of music and other events, daily content (music reviews, show previews, community issues, etc.), and a modern, mobile-friendly design. GOAL 5: INCREASE OPPORTUNITIES FOR YOUNG PEOPLE TO ENGAGE WITH WTJU. During FY2014, WTJU organized a pair of one-week, summer youth radio camps: a radio stories camp for high school students and a music radio camp for middle school students. These camps were held just after the end of FY2014, but fundraising and planning occurred during FY2014.

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.

WTJU has engaged with a wide variety of partners on a bevy of projects. These projects can roughly be categorized in three ways: 1) Focus on live music and the local music scene; 2) Growth of our public affairs programming; and 3) Strengthening activities that bridge the University with surrounding communities. 1. FOCUS ON LIVE MUSIC AND THE LOCAL MUSIC SCENE Among the projects and partnerships we carried out: -- WTJU partnered with the City of Charlottesville's City Market to do live remote broadcasts from the market on the fourth Saturday of each month, providing music for market-goers and inviting local musicians to play live on-air at the market. -- WTJU participated in the TomTom Octoberfest (Sept 2013) and TomTom Festival (April 2014), doing live remote broadcasts from both. For both broadcasts, we partnered with UVA Innovation to highlight some of the innovative research and products that are being developed by UVA scholars. -- WTJU co-sponsored several concerts with the Charlottesville Jazz Society, including performances by Andy Statman, Kathy Kosins, Jessica Lurie, and more, as well as International Jazz Piano Weekend in June 2014. -- WTJU worked with The Bridge Progressive Arts Initiative to host a live music concert and record sale. -- WTJU partnered with the Chamber Music Festival, The Southern, Charlottesville High School's String Ensemble, and other venues to broadcast live concerts throughout the year. -- In September 2013, WTJU launched a new show called Lambeth Live, which airs each Friday from 8-9pm. Each week, Lambeth Live invites a different musical group from around Central Virginia to play an hour long concert. The hour is genre agnostic, and features classical, blues, folk, jazz, rock, and more during different weeks. 2. GROWTH OF PUBLIC AFFAIRS PROGRAMMING WTJU airs a one-hour, locally produced public affairs show called "Soundboard" each weekday morning. One of the hallmarks of the program has been the quantity of partnerships and programming collaborations. These have included: -- The Monday edition of Soundboard is very much a local reporters' roundtable, featuring journalists from C'ville Weekly and Charlottesville Tomorrow. -- The Tuesday and Wednesday editions of Soundboard are produced with content from the Virginia Foundation for the Humanities -- the programs "Backstory" and "With Good Reason." -- The Thursday edition of Soundboard partners with journalist Peter Galuszka to cover Virginia state news & politics. -- The Friday show regularly airs recordings from Big Blue Door, a local non-fiction storytelling jam. In addition, WTJU undertook two major public affairs programming initiatives during FY2014: Civil Rights Week and Arts January in January 2014. Civil Rights Week happened the week of Aug 24 -- Sept 1, and it was quite well-received. The week commemorated the 1963 March on Washington and explored the legacy of the Civil Rights Movement as a whole. We aired interstitial clips throughout the week of interviews with Charlottesville residents who lived through the movement, as well as clips of historic speeches. Soundboard aired civil rights-related specials each day that week. And 15 of WTJU's music programs participated with civil rights themed sets or shows. This project was supported by three University of Virginia departments: Equal Opportunity Programs, the Office of African American Affairs, and the Office for Diversity and Equity. Charlottesville is home to many artists - visual, performance, musical, etc. During the month of January 2014, WTJU made an extra effort to air some of their voices and get listeners to get out in the community and take in some arts. Hosts played our Arts January "Sonic IDs" during each show. Over the summer, WTJU intern Susan Gravatt recorded and produced three dozen short interstitial segments with local artists and members of the Piedmont Council for the Arts. Several hosts also invited members of PCA onto their programs. 3. STRENGTH ACTIVITIES THAT BRIDGE THE UNIVERSITY AND SURROUNDING COMMUNITIES This is a broad category that included many activities that build on WTJU's role as a cultural hub in our community. Among these partnerships and projects: -- WTJU partnered with UVA's Music Department to have students choose and introduce a piece of music for radio play. Students wrote their introductions and recorded them in our studios. WTJU announcers incorporated these pieces into their playlists in December 2013. -- WTJU was a media sponsor of the Charlottesville Festival of Cultures, organized and hosted by Charlottesville City Schools each May. -- WTJU worked with the Virginia Foundation for the Humanities on a content and promotional partnership for the Virginia Festival of the Book, interviewing a dozen authors who were presenting at the Festival and airing these interviews in the weeks leading up to the event. -- WTJU also worked with the Virginia Foundation for the Humanities around their Folklife Apprenticeship Program. In addition to a live remote broadcast from the event, WTJU producers also gathered stories and song recordings at the Apprenticeship Showcase, then edited and aired these. -- WTJU worked with the Virginia Film Festival in November 2013. Host Dave Rogers gave a presentation at the VFF Youth Tent, talking about music in movies and playing some clips. We were also a promotional sponsor for the film festival. -- WTJU sponsored screenings of two music-related films at The Paramount Theater in Charlottesville in April and May 2014. These were Muscle Shoals and Following the Ninth. Both were well-attended and well-received.

6.1 Telling Public Radio's StoryJump 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.

During the 2012-13 fiscal year, WTJU pursued a bevy of projects to support three key initiatives: 1) Focus on live music and the local music scene; 2) Grow of our public affairs programming; and 3) Strengthen activities that bridge the University with surrounding communities. 1. FOCUS ON LIVE MUSIC AND THE LOCAL MUSIC SCENE Our efforts in this area have made WTJU a hub in the local music scene. Over the course of the year, we aired more than 150 live in-studio performances and dozens more from concert venues and farmers markets in the area. WTJU has served as a dedicated booster for artists and performers, and increasingly, WTJU is seen as a vital cultural resource in our community. A handful of select quotes that highlight this: "WTJU plays such a big role in Charlottesville in promoting the arts and giving artists a platform to share their work. It was so important to have WTJU in the Cultural Plan we just developed." -- Sarah Lawson, Executive Director, Piedmont Council for the Arts "Jazz is one of the most exciting music genres alive today. WTJU has been a long-time partner in presenting well-known jazz greats as well as new and exciting performers to the Charlottesville community." -- Gary Funston, Board member, Charlottesville Jazz Society "Having lived most of my life in larger areas, I'm amazed a city this size has this good a station. When I go back up to DC I can't find anything like it." -- Comment from M.M., listener "I think WTJU is, in its history, partially responsible for why Charlottesville is such a cool musical town. If you grow up in a town where all you hear is classic rock, the garage band will play classic rock. Here we have a larger sonic vocabulary because you hear different things outside of the bland dinosaur corporate rock that's available everywhere." -- Comment from G.P., listener "Uniqueness is huge, the variety, and the fact that you can't hear it anywhere else. It's a resource, an incredible resource." -- Comment from D.B., listener 2. GROWTH OF PUBLIC AFFAIRS PROGRAMMING At the beginning of FY2013, WTJU aired a one-hour, locally produced public affairs show called "Soundboard." Over the course of the year, that grew to become a daily production on weekday mornings. Hard metrics are difficult to come by, since Arbitron stopped collecting listenership data for the Charlottesville market after 2010. But WTJU's community of listeners has responded well to our efforts to help serve local information needs in a public radio style, and our partners in news & public affairs production have also expressed their support. A few relevant comments: "For the past three years, Charlottesville Tomorrow reporters have appeared on Soundboard to help try to explain public policy decisions in our community. We've helped participate in the transition from an idea to an institution. Appearing on the show allows us to carry on our non-profit's mission to inform the public about civics in an engaging way. This platform has helped us become part of the WTJU community, a community that I am proud to be part of. I have been honored to be part of WTJU's ambitious steps to dramatically increase the number of hours devoted to public service journalism." -- Sean Tubbs, Senior Reporter, Charlottesville Tomorrow "I think the production and execution of Soundboard is one of the best changes the station has made to its programming." -- Comment from G.L., listener "I really like the local news show on Monday. I don't like the local new coverage on other public radio stations, so I really appreciate your efforts here." -- Comment from E.C.M., listener 3. STRENGTH ACTIVITIES THAT BRIDGE THE UNIVERSITY AND SURROUNDING COMMUNITIES This is a broad category that included many activities and programming initiatives that build on WTJU's role as a cultural hub in our community. Our Arts January, Civil Rights Week, and UVA Student Stories initiatives were streamed and downloaded hundreds of times from our Soundcloud account. In addition to that, here are some relevant quotes from our partners and listeners: "At the 2013 TomTom Fest, I wanted to make sure our booth was next to WTJU's. That was such a great partnership last year, and the faculty who were part of it had a great time sharing their research on the radio. It made the whole event for us." -- Morgan Estabrook, Senior Manager of Marketing & Communications, UVA Innovation "Your presence on the dial means a very great deal to me. I feel blessed to live in a community that has such a wonderful resource. Thanks to everyone involved for all that you do." -- Comment from R.F., listener "Keep doing what you are doing -- over the past couple years WTJU has been much more visible and engaged than before. Live shows, public events, working with community partners." -- Comment from R.B., listener

6.1 Telling Public Radio's StoryJump 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 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.

During FY2014, WTJU engaged in several special on- and off-air projects to reach out to diverse audiences. One major initiative was to undertake qualitative research projects to better ascertain what is important to our listeners and what we could do better. We conducted a web survey in December 2013 and a series of focus groups in February 2014, analyzed the data, and incorporated the findings of the final report into our operations. A few of the programming initiatives in FY2014 included: OUTREACH & SPECIAL PROGRAMMING FOR CIVIL RIGHTS WEEK: Civil Rights Week happened the week of Aug 24 – Sept 1, and it was quite well-received. The week commemorated the 1963 March on Washington and explored the legacy of the Civil Rights Movement as a whole. We aired interstitial clips throughout the week of interviews with Charlottesville residents who lived through the movement, as well as clips of historic speeches. Soundboard aired civil rights-related specials each day that week. And 15 of WTJU's music programs participated with civil rights themed sets or shows. This project was supported by three University of Virginia departments: Equal Opportunity Programs, the Office of African American Affairs, and the Office for Diversity and Equity. SPECIAL PROGRAMMING FOR NEW ORLEANS WEEK: WTJU aired its eight annual celebration of music of The Big Easy from February 28 – March 4, 2014. The station aired three dozen special shows with a heavy emphasis on showcasing the musical contributions of those of African heritage. SPECIAL PROGRAMMING FOR THE FESTIVAL OF CULTURES: WTJU was a media sponsor for the 2014 Festival of Cultures, held in May 2014. We collaborated with the organizers to collect oral histories from immigrants describing their experiences in the United States. WTJU also aired several regular programs with the goal of engaging diverse audiences. With our location at a major University this is a prominent element of our programming. The following are a few such shows: SOUNDBOARD is WTJU's daily, locally produced news & public affairs program. It is produced and hosted by a diverse mix of UVA students and community members. It is an interview-driven show, typically featuring 6-8 interviews per hour. It primarily covers politics, innovation, and arts & culture related to the Charlottesville area, frequently featuring guests talking about diversity-related issues (racial, ethnic, religious, gender, class, sexual orientation, etc). RADIO TROPICALE is hosted by announcer Bruce Penner and Steve Kindig. The program frequently features special guests and live performances with a focus on expanding listener knowledge of music and folkways of other cultures. The program invites community members and University of Virginia students & faculty to co-host programs focused on particular international themes (e.g. Diwali,

Chinese New Year, Ramadan, Festival of Our Lady of Guadalupe, etc.). THE ECLECTIC WOMAN SHOW has aired on WTJU for 29 years and features strong women-oriented programming. During the year, hosts Rebecca Foster and Eileen Barnett partnered with the UVA Women's Center to bring guests onto the program on a regular basis. WORLD TURNING airs on Friday afternoons, hosted by Ron Povich, Craig Swingle, and Seth Swingle. The show's emphasis is on broad coverage of rarely-heard music from around the world. TELL US A TALE is a Sunday afternoon program geared toward kids of all ages. Host Peter Jones produces elaborate story performances, based primarily on traditional folk tales, and intersperses these with a variety of kid-friendly musical guests. WTJU syndicates a half-hour version of Tell Us a Tale through PRX and Pacifica's Audioport.

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?

CPB funding is critical for a smaller station like WTJU to be able to cover the following costs and deeply serve our community through quality programming and broadcast service: ACCESS TO NATIONAL & STATE PROGRAMMING. CPB funding connects WTJU to the world of syndicated public radio content. The CSG grant enables WTJU to access PRX and Pacifica's Audioport and air excellent national and international news and public affairs shows. During FY14, WTJU aired Free Speech Radio News, Public Radio Remix, Backstory, With Good Reason, and a variety of other well-produced programs. WTJU also funds its membership in the Virginia Public Radio (VPR) network with CPB funds. VPR is a news-sharing project organized and hosted by WVTF Public Radio. STAFF TO PRODUCE SYNDICATED PROGRAMMING. In FY14, CPB funds paid for a staff member to produce and distribute a program called "Tell Us A Tale," featuring stories adapted from traditional children's tales and performed by Charlottesville-area voice actors. Also in FY14, CPB funds paid for staff hours to do technical production and distribution support for Free Speech Radio News, a weekly radio newscast featuring on-the-ground stories from around the world. FACILITIES. During FY14, WTJU used its CPB funds to purchase a new three-bay broadcast antenna, which will increase our output power from 1500 watts to 6600 watts (directional) upon installation. CPB funds also were used to pay for WTJU's transmitter tower and building rental, communications lines, including T-1 to the transmitter and fiber optic to our satellite (two different locations), and myriad other facilities costs. TECHNICAL EQUIPMENT. WTJU used its CPB funding to pay for new microphones, mic booms, and headphones for our live performance studio, additional remote broadcasting equipment for our many live remotes from community events and area concerts, and an additional digital storage server.

Comments

Question **Comment**

No Comments for this section

7.1 Journalists

Jump to question: [7.1](#)

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

7.1 Journalists

Jump to question: [7.1](#)

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>
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"/>	<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"/>	<input type="text" value="0"/>

Comments

Question **Comment**

No Comments for this section