

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:

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" value="0"/>	<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" value="0"/>				
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<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" value="0"/>				
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<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:

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

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:

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:

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:

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:

African	Hispanic	Native	Asian/Pacific	White,	Total
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	American		American		Non-Hispanic	
Female Major Programming Decision Makers	<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" value="0"/>				
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>				
Professionals - 3000	<input type="text"/>	<input type="text" value="0"/>				
Technicians - 4000	<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"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>				
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
Total	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<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="0"/>	<input type="text" value="1"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code

Persons with Disabilities

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

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: [2.1](#)

of Employees Avg. Annual Salary Average Tenure

<u>Chief Executive Officer</u>	1.00	\$ 65,920	5
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>	1.00	\$ 40,790	19
Chief Financial Officer - Joint		\$	
<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director</u>		\$	
Programming Director - Joint		\$	
<u>Production, Chief</u>	1.00	\$ 38,500	2
Production, Chief - Joint		\$	
<u>Executive Producer</u>		\$	
Executive Producer - Joint		\$	
<u>Producer</u>		\$	
Producer - Joint		\$	
<u>Development, Chief</u>		\$	
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>	1.00	\$ 40,100	16
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>	1.00	\$ 45,080	17
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		\$	

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 \$

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="5"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="13"/>	<input type="text" value="14"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="19"/>

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

3.2 Governing Board MembersJump to question:

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

3.2 Governing Board MembersJump to question:

Number of Board Members with disabilities

Comments

Question	Comment
No Comments for this section	

4.1 Community Outreach ActivitiesJump 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?

4.1 Community Outreach ActivitiesJump to question:

	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?	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

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" value="0"/>	<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" value="0"/>	<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
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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 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.

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 2015, 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 IX Art Park, 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. During FY2015, WTJU produced a daily, one-hour public affairs interview program called Soundboard, which focused on local news & politics, arts & culture, and research & innovative ideas at UVA. The program was produced in partnership with several local news and cultural organizations, including Charlottesville Tomorrow, C-Ville Weekly, the Virginia Foundation for the Humanities, Big Blue Door, and more. 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 FY2015, WTJU continued to grow its university and community presence with WXTJ, a second radio station that is entirely student-run and student-staffed. The station has been webstreaming-only since October 2013, with more than 120 students involved as volunteer program producers. WXTJ volunteers worked closely with WTJU to plan, organize, publicize, and carry out a number of free or low-cost live concerts on UVA grounds. During the year, many WXTJ 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 FY2015, WTJU implemented its new website, which launched at the tail 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. We did a soft launch of a new live music video series called "BottleWorks," featuring rock-oriented acts. (See <http://bit.ly/1SLY0ZP>.) We also developed and implemented an improved digital engagement strategy to better reach our listeners and site users. GOAL 5: INCREASE OPPORTUNITIES FOR YOUNG PEOPLE TO ENGAGE WITH WTJU. In early FY2015, WTJU held a pair of summer youth radio camps: a radio stories camp for high school students and a music radio camp for middle school students. These camps were successful and had full attendance, and they provided a baseline for planning radio camps for FY2016. In addition to these camps, WTJU worked with several area teenagers to host on-air radio shows and produce interviews and public affairs oriented content.

6.1 Telling Public Radio's Story

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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) Continuing 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 2014) and TomTom Festival (April 2015), 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. WTJU also sponsored two members of the Jazz Society (and volunteer WTJU jazz hosts) to attend the Jazz Connect Conference 2015. -- WTJU worked with The IX Art Park to host a fall Block Party, featuring a free live music concert and record sale. WTJU also began working with the IX Art Park to plan a 10-week free outdoor concert series, set to run during FY2016. -- WTJU partnered with the Chamber Music Festival, The Southern, and other venues to broadcast live concerts throughout the year. -- Our Friday evening live music program, Lambeth Live, celebrated its one-year anniversary in September 2014 by opening its doors to a live studio audience. On most Fridays since early September, we have been broadcasting Lambeth Live from the 2nd floor lounge with an audience of WTJU listeners, UVA students, and the general public in attendance. These shows are free and open to the public. 2. CONTINUING 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 Richmond-based 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, as well as recordings from "Science Straight Up," a Science Cafe series organized by scientists at the University of Virginia. 3. STRENGTHEN 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 was a media sponsor of many community festivals: Charlottesville Chamber Music Festival, C'Ville Pride Festival, C'ville Vegetarian Festival, and the Charlottesville Pie Festival, the Virginia Film Festival, the Virginia Folklife Program's Apprenticeship Showcase, the Virginia Festival of the Book, the Literacy Volunteers "Wordplay" event, Crozet Arts & Crafts Festival, the Charlottesville Festival of Cultures, the Ashland Strawberry Faire, and the Hanover Tomato Festival. Several of these festivals included opportunities for terrific content partnerships, including interviews & features with artists, filmmakers, and authors; live remote broadcasts; and collecting community stories for use in Sonic IDs. -- WTJU sponsored screenings of several music-related films in FY2015, including "Finding Fela" at The Paramount Theater and "I'll Sing For You" at The Bridge PAI in Charlottesville. -- During the Fall 2014 semester, WTJU partnered with UVA instructor Erik DeLuca to present Sonic IDs - short, composed audio documentaries that bring out the sounds, voices, and stories of our place - little slices of life here at UVA. This set of UVA Sonic IDs was composed by the students in DeLuca's Introduction to Music and Computers course. We aired them in mid-December and mapped these audio portraits onto the places that each one describes at <http://bit.ly/17jwmxH>.

6.1 Telling Public Radio's Story

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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 2014-15 fiscal year, WTJU pursued a bevy of projects to support three key initiatives: 1) Focus on live music and the local music scene; 2) Continue 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 200 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: "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 "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 Charlottesville Cultural Plan." -- Sarah Lawson, Executive Director, Piedmont Council for the Arts "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 "Just wanted to say how much I enjoyed Atlantic Weekly [WTJU's Saturday morning folk program] this morning -- great programming, and nowhere else could you get it but at WTJU. Thanks!" -- Comment from B.H., listener "Thanks for the great music this morning. I'm so delighted with all the changes you've made recently! It just gets better and better, thanks so much. You are definitely purring along!" -- Comment from A.A., listener 2. CONTINUE PUBLIC AFFAIRS PROGRAMMING During FY2015, WTJU aired a daily, one-hour, locally produced public affairs show called "Soundboard." Hard metrics were 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 four 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 "An excellent piece on health care this morning. It explained so much, so succinctly and without political posturing. Nice work." -- Comment from C.S., listener "Thank you for your fabulous interview with Daniel Bolger last week. I will try to attend that lecture, with Gen. Bolger and Lt. Col. John Nagl tomorrow, weather permitting. You did such a good job, I really appreciate when an interviewer doesn't interrupt the guest, and isn't fazed by their honesty." -- Comment from M.N., listener "Soundboard is quality stuff. It hooks me sometimes, in what NPR calls 'driveway moments.' This morning I turned on the radio two or three minutes before 10:00. I caught the very tail end of a presentation. The guy was talking about lessons his father taught him about owning who you are and where you came from. I didn't realize at first that the context was that the presenter was gay. That doesn't really matter except that it gives more force to what he was saying; the essential message is universal. His father said, 'Don't sneak.'" -- Comment from M.B., 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, from festival sponsorships to summer youth radio camps. Here are some relevant quotes from our partners and listeners: "WTJU was a radio sponsor from the first-ever C'Ville Pride Festival. We love you guys and would love to have you at the festival again!" -- Amy-Sarah Marshall, Board President, Charlottesville Pride Community Network "The best part was recording the shows and having fun win my friends. Thank you so much for doing this again this year! It is always amazing ever year!" -- Feedback from K.S., summer youth radio camp attendee "Thursday when I was doing phones, I took a pledge from a listener whose daughter Christina attended the summer radio camp and had an amazingly experience. The dad was so pleased with TJU as a listener, but could not say enough nice things about her experience and its positive impact on her. He asked me to be sure to let you know. Congratulations!" -- Comment as relayed by Dave Rogers, WTJU volunteer "As an internet listener, I view WTJU's mission more as Charlottesville's and the University's cultural ambassador to the rest of the world. There are lots of radio stations in Charlottesville, and the University owns some of them, but none of them have the national and international following that WTJU has. WTJU takes what is best about the Charlottesville music scene and sends it out to the rest of the world. What could be more relevant and significant to the community than that?" -- Comment from M.M., listener "The amazing diversity of intelligent programming I hear from the lineup is one of the things I love the most about WTJU. The mix of global and local is part of what makes WTJU so RIGHT for Charlottesville." -- Comment from J.W., listener "The live feeds from the market, and from other places such as Lambeth are a great way of increasing the station's exposure. Ditto the live performances and interviews with musicians in all genres, during regularly programmed shows. Showing up with a desk at concerts around town with a WTJU table and DJ's to spread the word with what the station is about is a positive as well." -- Comment from G.L., listener

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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.

During FY2015, WTJU engaged in several on- and off-air projects to reach out to diverse audiences. We continued to undertake quantitative and 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 2014, and we continued to analyze and incorporate into our programming & operations the findings of research conducted in late FY2014. A few of the programming & engagement initiatives in FY2015 included: AFRICAN MUSIC FILMS: In November 2014, WTJU sponsored the screenings of two African music films: -- "Finding Fela," which tells the story of Fela Kuti's life, his Afrobeat music, and his social and political importance. -- "I'll Sing For You," which tells the story of Malian musician Boubacar "KarKar" Traore's life. After being rediscovered in France, KarKar returns to his native Mali and tells his story in song in this film. BLACK LIVES MATTER

DOCUMENTARY: In Fall 2014, WTJU volunteer (and UVA student) Will Mullany produced a documentary about the Black Lives Matter movement, particularly the movement's organizers at UVA. The documentary won a Silver Microphone award from the Intercollegiate Broadcasting System. OUTREACH TO YOUNGER POTENTIAL LISTENERS: Working closely with our student-run, student-staffed webstreaming-only station WXTJ, WTJU sponsored a cookout and a number of on-campus concerts at UVA to engage younger audiences, strengthen the social fabric of UVA student life, and bring more students into the WTJU fold. SPECIAL PROGRAMMING FOR THE FESTIVAL OF CULTURES: WTJU was a media sponsor for the May 2015 Festival of Cultures, held in May 2015. We collaborated with the organizers to collect oral histories from immigrants describing their experiences in the United States. SPECIAL PROGRAMMING FOR THE C'VILLE PRIDE FESTIVAL: WTJU was a media sponsor for the September 2014 C'Ville Pride Festival. We worked with the organizers to collect interviews from people about their coming out stories. WTJU also continued to air 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 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 5-6 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 30 years and features strong women-oriented programming. During the year, hosts Rebecca Foster and Eileen Barnett continued to partner with the UVA Women's Center to bring guests onto the program on a regular basis to talk about gender issues in our local community. 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

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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 community engagement activities: 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 FY15, 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 FY15, 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 FY15, 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 FY15, WTJU used its CPB funds 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 & repairs. 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, computer equipment & software to support our summer youth radio camps, and additional live sound equipment so that we could transform our weekly live music performance program "Lambeth Live" into a show with a live studio audience.

Comments

Question **Comment**

No Comments for this section

7.1 Journalists

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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"/>										
Assistant News Director	<input type="text"/>										
Managing Editor	<input type="text"/>										
Senior Editor	<input type="text"/>										

Editor	<input type="text"/>										
Executive Producer	<input type="text"/>										
Senior Producer	<input type="text"/>										
Producer	<input type="text"/>										
Associate Producer	<input type="text"/>										
Reporter/Producer	<input type="text"/>										
Host/Reporter	<input type="text"/>										
Reporter	<input type="text"/>										
Beat Reporter	<input type="text"/>										
Anchor/Reporter	<input type="text"/>										
Anchor/Host	<input type="text"/>										
Videographer	<input type="text"/>										
Video Editor	<input type="text"/>										
Other positions not already accounted for	<input type="text"/>										
Total	<input type="text" value="0"/>										

Comments

Question **Comment**

No Comments for this section