

**Grantee Information**

<b>ID</b>	1643
<b>Grantee Name</b>	WTJU-FM
<b>City</b>	Charlottesville
<b>State</b>	VA
<b>Licensee Type</b>	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" value="0"/>				
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>				
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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="0"/>	<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"/>				
<b>Total</b>	<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"/>

**1.1 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" value="1"/>	<input type="text" value="1"/>
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"/>	0					
Office and Clerical - 5100	<input type="text"/>	0					
Craftspersons (Skilled) - 5200	<input type="text"/>	0					
Operatives (Semi-Skilled) - 5300	<input type="text"/>	0					
Laborers (Unskilled) - 5400	<input type="text"/>	0					
Service Workers - 5500	<input type="text"/>	0					
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee

- Officials - 1000
- Managers - 2000
- Professionals - 3000
- Technicians - 4000
- Sales Workers - 4500
- Office and Clerical - 5100
- Craftspersons (Skilled) - 5200
- Operatives (Semi-Skilled) - 5300
- Laborers (Unskilled) - 5400
- Service Workers - 5500

Persons with Disabilities

<input type="text"/>
<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 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" value="0"/>	<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" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
<b>Total</b>	<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"/>	<input type="text" value="2"/>

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" 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"/>				
<b>Total</b>	<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" value="1"/>	<input type="text" value="1"/>
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" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
<b>Total</b>	<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](#) ▼

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

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

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

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

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

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

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

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>				

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#) ▼

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

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#) ▼

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question: [1.7](#) ▼

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

1.7 Hiring Contractors

Jump to question: [1.7](#) ▼

Check all that apply

- Underwriting solicitation related activities
- 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
<a href="#">Chief Executive Officer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="84,365"/>	<input type="text" value="8"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Operations Officer</a>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<a href="#">Chief Financial Officer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="44,058"/>	<input type="text" value="2"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Publicity, Program Promotion Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Communication and Public Relations, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Programming Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="48,960"/>	<input type="text" value="5"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Executive Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Development, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="46,207"/>	<input type="text" value="20"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Underwriting, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="47,476"/>	<input type="text" value="3"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Operations and Engineering, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Engineering Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	<b>5.00</b>	<b>\$ 271,066</b>	<b>38</b>

Comments

Question

Comment

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="4"/>	<input type="text" value="4"/>
Male Board Members	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="13"/>	<input type="text" value="15"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="17"/>	<input type="text" value="19"/>

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: 3.2 ▼

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

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: 4.1 ▼

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

4.1 Community Outreach Activities

Jump to question: 4.1 ▼

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Produce/distribute informational materials based on local or national programming?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	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="52"/>	<input type="text" value="8,424"/>	<input type="text" value="8,476"/>
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="156"/>	<input type="text" value="182"/>
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"/>	<input type="text" value="52"/>	<input type="text" value="52"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text" value="0"/>	<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"/>
<b>Total</b>	<input type="text" value="78"/>	<input type="text" value="8,632"/>	<input type="text" value="8,710"/>

5.1 Radio Programming and Production

Jump to question:

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

5.1 Radio Programming and Production

Jump to question:

Approx Number of Original Program Hours

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2018. 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 2018 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.**

6.1 Telling Public Radio's Story

Jump to question:

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

WTJU's core mission is to enrich the culture of Virginia and extend the educational mission of UVA by bringing together diverse individuals and communities through exceptional music and conversation. We do this through non-commercial radio, digital media, live music concerts, cultural events, and educational programs. In Fiscal Year 2018, we undertook the following overarching goals: GOAL 1: CONNECT PEOPLE TO EACH OTHER THROUGH SHARED MUSIC EXPERIENCES. During the year, we engaged in many projects that elevate the status of local music – and of Charlottesville as an arts & culture destination. WTJU hosted more than 150 live, in-studio performances, and we presented a series of nine free, outdoor concerts. GOAL 2: PROVIDE COMMUNITY INFORMATION & DISCUSSION OF LOCAL & STATE ISSUES. WTJU airs public affairs content specifically focused on the Charlottesville area. During FY2018, WTJU produced and aired twice daily news packages and a weekly magazine focused on local news, politics, arts, and culture. We also produced scores of interstitial arts, culture, and storytelling segments that aired throughout the program schedule each day. GOAL 3: IMPROVE DIGITAL SERVICES TO OUR COMMUNITY. During FY2018, WTJU continued to develop its podcast network, Teej.fm. Teej.fm connects listeners with exceptional stories, conversations, and music. It provides a platform for community members, UVA faculty and students to develop and produce digital-first community media content. GOAL 4: INCREASE OPPORTUNITIES FOR UVA STUDENTS TO GAIN SKILLS AND ENGAGE WITH THE COMMUNITY. During FY2018, WTJU continued to grow its university and community presence with WXTJ, an all student-run radio station that falls under the same organizational umbrella at the University as WTJU. The station has more than 120 students involved as volunteer program hosts. WXTJ volunteers worked closely with WTJU to plan, organize, publicize, and carry out a number of free or low-cost live concerts for students. During the year, many WXTJ volunteers also got involved as student DJs on WTJU's main station. GOAL 5: INCREASE OPPORTUNITIES FOR YOUNG PEOPLE TO ENGAGE WITH WTJU. In early FY2018, WTJU held several weeks of summer youth radio camps for upper elementary middle school students for our fifth consecutive year. These camps were successful, well-attended, and much-enjoyed by the students who participated.

## 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 reze 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 two main ways: 1) Enrich the culture of Virginia and connect people to each other through music; 2) Extend the University's educational mission by strengthening activities that bridge the University with surrounding communities. 1. USE LIVE MUSIC TO CONNECT COMMUNITY MEMBERS TO ONE ANOTHER WTJU has long emphasized live music -- both on-air and in community events. Following the tragic events surrounding the "Unite the Right" rally in August 2017, we pivoted our events to emphasize community healing and reconciliation where possible. -- In fall 2017, WTJU partnered with The IX Art Park to organize and present a 9-week free outdoor concert series. Included in this concert series were Charlottesville's first-ever Black Business Expo, as well as a Latino cultural festival a part of the Cville Sabroso event. Other partners included the Charlottesville Area Convention, Visitors, and Tourism board; Sin Barreras; Lifeview Marketing; C-Ville Weekly; the Cavalier Daily; and many more. Total attendance at the concert series was approximately 12,000 people. -- In recent years, WTJU has developed a Sister Radio relationship with "Radio Peace" in Winneba, Ghana, one of Charlottesville's sister cities. In September 2017, WTJU hosted Radio Peace director Kwesi Ghartey-Tagoe in Charlottesville for a series of cultural exchange events, on-air conversations, and music sharing. We continue to nurture the relationship and periodically exchange programming. -- Our Friday evening live music program, Lambeth Live, celebrated its third year of opening its doors each week to a live studio audience. New for 2017-18, we moved this weekly live music series to intimate venues in town -- alternating between the Studio IX coffee shop and the Belmont Arts Collaborative. Each Friday, we broadcast and live video stream a free live concert, drawing from diverse genres. -- WTJU sponsored several concerts and master classes with the Charlottesville Jazz Society. -- 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 also partnered with the IX Art Park to present a summer opera performance by the Charlottesville Opera company. 2. 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, WTJU was a media sponsor and/or participant in many University and community festivals: Charlottesville Chamber Music Festival, C'ville Pride 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, and many more. 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 on-air audio portraits / Sonic IDs.

## 6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

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

During the 2017-18 fiscal year, WTJU pursued a bevy of projects to support two key initiatives: 1) Enrich the culture of Virginia and connect people to each other through music; 2) Extend the University's educational mission by strengthening activities that bridge the University with surrounding communities. 1. ENRICH THE CULTURE OF VIRGINIA AND CONNECT PEOPLE TO EACH OTHER THROUGH MUSIC 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 recently received from WTJU listeners and partners that highlight this: "If I could marry a radio station it would be wtju. Wtju is everything one could want in a radio station. Community oriented. Generous. Thoughtful. Deep in integrity. Diverse. And always striving to improve. I am so grateful for everything you guys do. This past year I have enjoyed so many events that you sponsored. I don't want to go on and on about the live shows at Lambeth because the intimacy is so extraordinary and I don't want the rest of Charlottesville to show up but shows like that are really special for people who really love music and love to be up close and personal with the musicians. What a contribution to Charlottesville and the quality of life of all your listeners and followers." "I have loved the 100 years of jazz programming and the 60 years ago music (the year of my graduation from high school)." "The multi-format, in combination with curated shows, is what makes this station different from any other, including in a vast radio market like New York's. Nothing comes close, and I have discovered more music through WTJU than any other means." "Love the diversity of music and IX Park concerts. Music is an important part of life that TJU contributes to and enriches our lives with. Also like it when the DJ's give background information about artists and interview various artists." "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, former Executive Director, Piedmont Council for the Arts "It is easy, and almost comfortable, to fall into a certain image of what students feel UVA wants from them. It is much more difficult to discover and satisfy a hidden need for students who might have been yearning for a creative community within the University's walls." -- The 21 Society, a UVA secret society, via letter 2. 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 "Although it is not the only station I listen to, but it is the one in which I feel more ownership and pride. It also is a big part of my sense of belonging and pride in Greater C'ville." "Part of WTJU's mission is to engage with the local community... something that it has done extremely well in recent years." "WTJU is a local treasure where I can hear things heard nowhere else and learn a lot. Truly a university station in that it promotes learning. The recent classical marathon was a work of art, each show so well curated and interesting and enlightening." "I get a good sense of Cville from listening, sponsors, public service announcements, the news, and just the different voices/personalities of the DJs, keeping the listeners up on all the area performances, having the bands, etc. in the studio, personal comments of the DJs, it all has the feel of a community." "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!" -- Summer youth radio camp attendee "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?"

## 6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2018, and any plans you have made to meet the needs of these audiences during Fiscal Year 2019. If you regularly broadcast in a language other than English, please note the language broadcast.

Following the tragic events surrounding the "Unite the Right" rally in August 2017, WTJU added events and pivoted some of our annual events to emphasize community reconciliation and better service to diverse audiences. A few of the programming & engagement initiatives in FY2018 included: CHARLOTTESVILLE-ALBEMARLE BLACK BUSINESS EXPO: WTJU and Lifeview Marketing presented the first-ever Black Business Expo in our community in September 2017 at the IX Art Park. The Black Business Expo is a free event that supports and celebrates local black-owned businesses. It's designed to celebrate and encourage the success of black-owned businesses locally and beyond. CVILLE SABROSO LATIN MUSIC & CULTURE FESTIVAL: WTJU and Sin Barreras co-organized the Cville Sabroso festival for the third year in a row, drawing thousands of people to experience music, food, dance, and culture from all the Latino communities that now make Charlottesville home. "UNSETTLED" IMMIGRANT STORIES PROJECT: Immigrants are very much a part of the cultural and economic life of our community, yet the stories of many immigrants often remain hidden from the rest of us. In early 2018, WTJU began production on a project with Sin Barreras to collect and share interviews with immigrants from Latin America. These aired in fall 2018. ENGAGEMENT THROUGH PUBLIC CONCERTS: WTJU organized and presented the 2017 Freefall series of 9 free outdoor concerts at the IX Art Park in Charlottesville. As part of this music series, we specifically sought performing artists as well as community partnerships that would attract a diverse audience. OUTREACH TO YOUNGER LISTENERS: Working closely with our student-run, student-staffed LPFM station WXTJ, WTJU sponsored 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. LIVE PROGRAMMING FOR THE FESTIVAL OF CULTURES: WTJU was a media sponsor and programming partner for the Festival of Cultures, held in May 2018. WTJU staff programmed the world music performances for the event. WTJU also continued to air several regular on-air 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: BEYOND BORDERS is a weekly world music show. 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.). ECLECTIC WOMAN has aired on WTJU for more than 30 years and features strong women-oriented programming. Throughout the year, hosts Rebecca Foster and Eileen Barnett partner with the UVA Women's Center to bring guests onto the program to talk about gender and health issues in our local community. WORLD TURNING airs on Friday afternoons, hosted by Ron Povich, Jordan Perry, and John Bates. The show's emphasis is on broad coverage of rarely-heard music from around the world.

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 provides crucial resources for a smaller station like WTJU to be able to cover operating 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.org and air & distribute excellent national and international music and public affairs shows. WTJU also funds its membership in the Virginia Public Radio (VPR) network with CPB funds, enabling us to bring statewide news to our listeners. STAFF TO PRODUCE SYNDICATED PROGRAMMING. In FY18, CPB funds paid for WTJU staff to produce and distribute two radio programs to a national audience: 1) "Jazz at 100," tracing the history of recorded jazz through 100 one-hour programs, and airing on eight public radio stations around the country; and 2) "Tell Us A Tale," featuring stories adapted from traditional children's tales and performed by Charlottesville-area voice actors. FACILITIES. During FY18, WTJU used its CPB funds to pay for WTJU's transmitter tower and building rental, telecommunications connections, and myriad other facilities costs & repairs. TECHNICAL EQUIPMENT. WTJU used its CPB funding to pay for new sound equipment for our community engagement concerts, microphones and other equipment for our live performances, IT infrastructure to support all station operations, and more.

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

Comments

Question

Comment

No Comments for this section