

**Grantee Information**

<b>ID</b>	1245
<b>Grantee Name</b>	WBHM-FM
<b>City</b>	Birmingham
<b>State</b>	AL
<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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="4"/>
Professionals - 3000	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="8"/>
Technicians - 4000	<input type="text"/>	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="15"/>

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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="4"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="7"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

1

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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

1 White non-hispanic male.

1.2 Major Programming Decision Makers

Jump to question: 1.2

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1.1.

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers					3		3
Male Major Programming Decision Makers					2		2
<b>Total</b>	0	0	0	0	5	0	5

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	More Than One Race Females	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000					2		2
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
<b>Total</b>	0	0	0	0	2	0	2

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	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000					2		2
Technicians - 4000					1		1
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
<b>Total</b>	0	0	0	0	3	0	3

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

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

**Total**

Persons with Disabilities

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

2
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1.4 Part-Time Employment

Jump to question: 1.4

Number working 15 or more hours per week

3
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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

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office / Service Workers - 5100-5500

**Total**

Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
	1			1
1				1
2	1		1	4
				0
1				1
1				1
5	2	0	1	8

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

8
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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
	Priska Neely and Ebonee Hamilton.
	Kyra Miles, Janae Pierre, Cody Short Karma
	Frantasia Johnson (Temp @ front desk).
	Caroline Spears
	Ann Alquist
	Audrey Atkins and Sabrina Balch
	Diana Beattie, Miranda Fulmore, Andrea Blackert-Owens, Mary Scott Hodgkin.
	Amasico Rainer
	Will Dahlberg, Michael Krall, Darrell McCalla, Andrew Yeager
	Michael Harrington and Stephan Bisaha
	Ann Alquist, Audrey Atkins, Sabrina Balch.
	Michael Krall and Will Dahlberg
	Lissa Legrand, Nancy Mclemore
	Richard Banks, Tim Stout.
	Mathew Hancock
	Richard, Lissa, and Mathew.
	Ebonee Hamilton
	Cody Short and Kyra Miles
	Karma Tolliver
	Andrea Blackert-Owens
	Stephan Bisaha
	Ashley Brouwer

2.1 Corporate Management

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="106,000"/>	<input type="text" value="1"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Operations Officer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="68,000"/>	<input type="text" value="4"/>
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="50,000"/>	<input type="text" value="1"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Digital Media Operations</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.1 Corporate Management

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.2 Communication and Promotions

Jump to question:

<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"/>

2.2 Communication and Promotions

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.3 Programming and Productions

Jump to question:

<a href="#">Programming Director</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="63,000"/>	<input type="text" value="22"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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"/>

2.3 Programming and Productions

Jump to question:

Please list the Other Job titles in this sub-category not listed above

2.4 Development and Fundraising

Jump to question: 2.4

<a href="#">Development, Chief</a>	1.00	\$ 62,100	9
Development, Chief - Joint		\$	
<a href="#">Member Services, Chief</a>		\$	
Member Services, Chief - Joint		\$	
<a href="#">Membership Fundraising, Chief</a>	1.00	\$ 60,000	4
Membership Fundraising, Chief - Joint		\$	
<a href="#">Major Giving Fundraising Chief</a>		\$	
Major Giving Fundraising Chief - Joint		\$	
<a href="#">On-Air Fundraising, Chief</a>		\$	
On-Air Fundraising, Chief - Joint		\$	
<a href="#">Auction Fundraising, Chief</a>		\$	
Auction Fundraising, Chief - Joint		\$	

2.4 Development and Fundraising

Jump to question: 2.4

Please list the Other Job titles in this sub-category not listed above

Sustaining Membership Coordinator

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

<a href="#">Underwriting, Chief</a>		\$ 0	0
Underwriting, Chief - Joint		\$	
<a href="#">Corporate Underwriting, Chief</a>	2.00	\$ 64,000	4
Corporate Underwriting, Chief - Joint		\$	
<a href="#">Foundation Underwriting, Chief</a>		\$	
Foundation Underwriting, Chief - Joint		\$	
<a href="#">Government Grants Solicitation, Chief</a>		\$	
Government Grants Solicitation, Chief - Joint		\$	

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

Please list the Other Job titles in this sub-category not listed above

Corporate Sales Associates. (These are the titles for our employees listed above. We only have 3 FTE's dedicated to sponsorship/underwriting.)

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

<a href="#">Operations and Engineering, Chief</a>	1.00	\$ 69,537	9
Operations and Engineering, Chief - Joint		\$	
<a href="#">Engineering Chief</a>		\$ 0	
Engineering Chief - Joint		\$	
<a href="#">Broadcast Engineer 1</a>		\$	
Broadcast Engineer 1 - Joint		\$	
<a href="#">Production Engineer</a>		\$	
Production Engineer - Joint		\$	
<a href="#">Facilities, Satellite and Tower Maintenance, Chief</a>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<a href="#">Technical Operations, Chief</a>		\$	
Technical Operations, Chief - Joint		\$	
<a href="#">Information Technology, Director</a>		\$	
Information Technology, Director - Joint		\$	
<a href="#">Web Administrator/Web Master</a>		\$	
Web Administrator/Web Master - Joint		\$	

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

Please list the Other Job titles in this sub-category not listed above

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

<a href="#">News / Current Affairs Director</a>	2.00	\$ 68,000	2
News / Current Affairs Director - Joint		\$	
<a href="#">Music Director</a>		\$	
<a href="#">Music Librarian/Programmer</a>		\$	

<a href="#">Announcer / On-Air Talent</a>	<input type="text" value="2.00"/>	\$ <input type="text" value="50,000"/>	<input type="text" value="8"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Reporter</a>	<input type="text" value="5.00"/>	\$ <input type="text" value="49,287"/>	<input type="text" value="2"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Public Information Assistant</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Supervisor</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Director of Continuity / Traffic</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,000"/>	<input type="text" value="5"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic Jump to question:

Please list the Other Job titles in this sub-category not listed above

Multimedia Producer

2.8 Education and Community Engagement Jump to question:

<a href="#">Education, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Volunteer Coordinator</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Events Coordinator</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="19.00"/>	\$ <input type="text" value="759,924"/>	<input type="text" value="71"/>

2.8 Education and Community Engagement Jump to question:

Please list the Other Job titles in this sub-category not listed above

Comments

Question	Comment
	Will Dahlberg
	Andrea Blackert-Owens.
	Audrey Atkins
	Sabrina Balch
	Caroline Spears
	Ann Alquist
	Ann Alquist (only here 6 months)
	Will Dahlberg

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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:

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question:

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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

3.2 Governing Board Members Jump to question:

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

3.2 Governing Board Members Jump to question:

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

3.2 Governing Board Members Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	1	1			4		6
Male Board Members	1				6		7
<b>Total</b>	2	1	0	0	10	0	13

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: [4.1](#)

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

4.1 Community Outreach Activities

Jump to question: [4.1](#)

	Yes/No
Produce public service announcements?	No
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	No
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	No
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	No
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?	No
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?	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)?	No
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	No
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?	No
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?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: [5.1](#)

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: [5.1](#)

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

5.1 Radio Programming and Production

Jump to question: [5.1](#)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	0	0	0
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)	0	0	0
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)	3	141	144

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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="4"/>	<input type="text" value="141"/>	<input type="text" value="145"/>

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

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 2021. 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 2021 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.**

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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.

As a public radio station and a public service, WBHM plays a vital role in informing, educating, and engaging our listeners about the issues that affect them. It is our goal that the voices heard on our air and the stories that are told reflect the diverse citizenry of Central Alabama, that we give voice to the voiceless, and that we seek out ways to engage our community in our reporting process to ensure that we are reporting with them, rather than about them. We do this through our reporting, both on air and online, through our Y'all's Things Considered Facebook group, which has grown to more than 1,500 active members, and as part of the America Amplified 2022 cohort. Additionally, we have contracted with Hearken to add a mechanism to our website for the public (specifically the underserved areas of Ensley and Tarrant) to submit information and questions to inform our reporting. We are also committed to source diversity tracking and plan to expand on the current tracking we are doing in 2022. In 2021, we started a new weekly newsletter initiative called Program Notes. It is sent by our Program Director and describes the behind-the-scenes work of a public radio station as well as promoting upcoming programming and specials. It has been very well received by our nearly 8,000 email contacts, regularly getting open rates of more than 50%. Our new managing editor has reimaged our weekly news newsletter, and it too receives unusually high open rates. Both the Program Director and Managing Editor regularly receive responses to the newsletters from listeners (or in this case, readers) and engage in conversations with them about the content. Because WBHM is located in Birmingham, Ala., which is the cradle of the Civil Rights Movement, and our community is 70% Black or African American, it is an ongoing effort at WBHM to increase our engagement with our Black and Brown listeners in addition to other underserved communities such as the LGBTQIA community. We seek out opportunities to engage in career fairs at many of our local colleges and universities and opportunities and particularly plan to increase our involvement with the students at the University of Alabama at Birmingham, which holds our license. The COVID 19 pandemic along with University regulations regarding public events has hampered our usual in-person engagement efforts considerably, but we look forward to a time when we can resume attendance at local festivals, farmers markets, and cultural events as well as host our own events like town halls, community forums, and Tiny Desk Contest events featuring local musical acts.

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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.

This past year saw new and expanded collaborations for WBHM. The Gulf States Newsroom, a multi-state reporting collaborative led by WBHM, added reporters in wealth and poverty, criminal justice and race and equity. The expansion brought new stories not only for our listeners, but allowed more local reporters to be heard on NPR programs including Morning Edition and All Things Considered. WBHM helped lead a group of radio, television, print and online media outlets to host a Birmingham mayoral debate in August. By assembling al.com, the Birmingham Times, CBS42, Summit Media and the Birmingham Association of Black Journalists, the station took the initiative to reach across old boundaries and forge new connections to strengthen local journalism. But perhaps the most unusual collaboration came between WBHM and Red Clay Media's "It's a Southern Thing," a southern humor brand. Funded by a grant from the Corporation for Public Broadcasting, the partnership produced a series of TikTok videos combatting COVID-19 vaccine misinformation. Those five videos were viewed more than 800,000 times.

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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.

The following is just a brief sampling of some of the comments we receive from our listeners describing the impact we have on their lives daily: "I just love the local coverage! It's great to hear news coming out of Birmingham." "Although I moved from Alabama to Virginia two years ago, I'm still a regular WBHM listener online. I appreciate the reporting and programming from afar, and feel lucky that I can maintain a connection to my former home." "At least once a week I end up sitting in my car in the driveway or parking lot to hear the end of an incredible story. I wish I could do more financially to support but until I can, know I value and respect your incredible journalism every day!" "Been giving to WBHM for about 40 years and it's been worth every penny I've given and more!" "Before I moved here four months ago, I was the News Director a WKMS in Murray, Kentucky. Every afternoon as I'm listening to ATC on the way to pick up my son from school, I check the clock to see if I should be recording a local newscast or listening for it. LOL! I enjoyed your programming when I was traveling back-and-forth in the process of dating my now husband, and I'm excited to become a member here in the new city that I've already grown to love. Thank you all so much for your dedication and hard work in providing the information we rely on as citizens who care about their community. Also, if you all need help, please reach out! It takes a community to keep public radio going." "Each day, when I get my son in the car to go to/from his grandmother's house, I ask him "do you want to listen to music or news?" He almost always shouts "News!" which of course is WBHM. "Every story is a driveway moment which is why I have it playing 24/7 in my office so I can run from the car to my desk!" "I enjoy listening to WBHM in the car and online. Finances over the past year called for a tightening of the budget, but restoring our contribution to the cause at WBHM has always been a goal. Today, we begin again! Thank you for the local news and flair. Thank you for the program selection. Thank you for earning my family's trust for comprehensive, informative and unbiased news coverage. Keep on keeping on please. We hear you and approve!" "I get my daily news & information from WBHM, Alexa plays you from morning to night! I would not only be less informed but quite dull without you. Thank you for being a huge part of my life." "I have a driveway moment almost every Saturday when I am listening to Wait Wait... Don't Tell Me. It's a show that makes me smile no matter what else is going on and symbolizes the weekend to me." "I have at least one driveway moment each week. I'm so glad to know I can count on WBHM to be a consistent source of trustworthy news, thought-provoking conversations, and more." "I heard Judge Cahill read the verdicts in the Derek Chauvin trial on WBHM." "I love NPR. Science Fridays are great and you don't talk about politics all the time. Very good programs and so informative. Too many driveway moments to count!" "I use WBHM and NPR as a vaccine to counter my family's baffling Fox addiction." "I was returning home one evening and listening to classical music. A wonderful piece was playing that brought together an interesting combination of instruments including the organ. It was so lovely that I sat in the car to listen to the whole piece. I thought about my dad who was an organist." "Thanks for continuing all the great programs and coverage during COVID these last 15 years. (That's what it feel like). Michael - great blog. And I especially like ICYMI as I usually have missed it." "My son, Weston [last name redacted] got his start in radio with you as a high school intern! Today he's working for a classical radio station in Chicago. THANK YOU!"

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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 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

As part of America Amplified, we are engaging with two historically underserved communities in our area -- Ensley and Tarrant. Ensley is on of Birmingham's 99 neighborhoods, historically Black, and formerly home to a thriving steel industry that has now closed down. Tarrant is a small working class municipality contiguous to Birmingham proper that is home to a diverse community of Black, Hispanic, and white citizens. Tarrant also stretches to more rural areas of Jefferson County. Our initiatives are called Y'all Talk: Ensley and Y'all Talk: Tarrant, and we are making efforts to connect with community leaders and stakeholders, current WBHM members in these areas, and business owners with the hopes that through Hearken we will learn what stories are important to these communities and that we can create a true community engaged reporting network. It is our plan in 2021 to produce content based on community suggestions and to solicit their feedback on where we got it right and where we might have missed the mark. COVID-19 allowing, we have also engaged an independent producer to work with us on live events in Tarrant and Ensley where we can listen to and record members of these communities telling us what issues matter to them.

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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 a crucial foundation for WBHM's public service efforts in serving our community. It is our second largest single largest source of programming revenue, and it enables the station to devote other precious resources to our journalistic efforts, digital transformation efforts, as well as investing in sustainability initiatives for our future. With CPB's funding, WBHM has been able to sustain our team of journalists doing award-winning work and continue to provide curated programming from other program providers to serve our audiences. This critical funding has continued to be crucial for our business continuity, especially during the recent years of the pandemic.

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

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific
News Director									
Assistant News Director									
Managing Editor	2			1	1	1			
Senior Editor									
Editor									
Executive Producer									
Senior Producer									
Producer									
Associate Producer									
Reporter/Producer	1				1				
Host/Reporter	1				1	1			
Reporter	3			1	2	2			
Beat Reporter									
Anchor/Reporter									
Anchor/Host		2		1	1				
Videographer									
Video Editor									
Other positions not already accounted for									
<b>Total</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>

Comments

Question Comment  
 Andrew Yeager and Priska Neely  
 Miranda Fulmore