

Grantee Information

ID	1245
Grantee Name	WBHM-FM
City	Birmingham
State	AL
Licensee Type	University

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000							0
Managers - 2000	0			1	1		2
Professionals - 3000	3	0			6		9
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100	1						1
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	4	0	0	1	7	0	12

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					1		1
Managers - 2000					3		3
Professionals - 3000	1	1	0		3		5
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100	0						0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							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"/>
Total	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="9"/>

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" value="1"/>
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	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="2"/>

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).

2 White 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	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
Male Major Programming Decision Makers	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
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="3"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

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	Hispanic Females	Native American	Asian/Pacific Females	White, Non-Hispanic	More Than One Race	Total
-------------------------------	------------------	------------------	-----------------	-----------------------	---------------------	--------------------	-------

	Females		Females		Females		Females
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"/>	<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="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"/>	<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"/>	<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"/>
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="0"/>	<input type="text" value="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	<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"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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"/>	<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"/>	<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"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

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" value="1"/>
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

1

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

1.4 Part-Time Employment

Jump to question: 1.4

Number working 15 or more hours per week

3

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					0
Managers - 2000					0
Professionals - 3000	1	2			3
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	1	2	0	0	3

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

4

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

Pam Williams

Danny McArthur, Tameesha Mathews, and Kelsey Shelton

Caroline Spears (Corporate Support Director)

Sabrina Balch (Membership Director)

Dianna Beattie, Andrea Miller, Kat Stromquist, Anna Williams, Noelle Annonen, Nellie Beckett

Joseph King

Orlando Flores

Will Dahlberg (Executive Director)

Tyler Pratt, Andrew Yeager and Darrell McCalla

Stephan Bisaha, Drew Hawkins, and Richard Banks.

Lissa Legrand, Nancy McLemore

Jon Malone

Tim Stout

Tameesha Mathews

Noelle Annonen and Nellie Beckett

Goal Busters Consultation

2.1 Corporate Management

Jump to question:

2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 109,180	3
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>	1.00	\$ 54,000	2
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question:

2.1

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

2.2 Communication and Promotions

Jump to question:

2.2

<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>Head of Audience</u>		\$	
Head of Audience - Joint		\$	

<u>Social Media Specialist / Manager</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="55,000"/>	<input type="text" value="1"/>
Social Media Specialist / Manager - 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:

<u>Programming Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Content Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Project Manager</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Managing Director, Audience Engagement</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement - 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:

<u>Development, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="64,896"/>	<input type="text" value="6"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.4 Development and Fundraising

Jump to question:

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

2.5 Underwriting and Grant Solicitation

Jump to question:

<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
----------------------------	----------------------	-------------------------	----------------------

Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="61,802"/>	<input type="text" value="3"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.5 Underwriting and Grant Solicitation

Jump to question:

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

2.6 Broadcast Engineering and Information Technology

Jump to question:

<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="90,000"/>	<input type="text" value="12"/>
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>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>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"/>

2.6 Broadcast Engineering and Information Technology

Jump to question:

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

<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" value="2.00"/>	\$ <input type="text" value="55,856"/>	<input type="text" value="3"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="5.00"/>	\$ <input type="text" value="61,000"/>	<input type="text" value="3"/>
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"/>

Broadcast Supervisor		\$	
Broadcast Supervisor - Joint		\$	
Director of Continuity / Traffic		\$	
Director of Continuity / Traffic - Joint		\$	

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#)

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

2.8 Education and Community Engagement

Jump to question: [2.8](#)

Education, Chief		\$	
Education, Chief - Joint		\$	
Volunteer Coordinator		\$	
Volunteer Coordinator - Joint		\$	
Events Coordinator		\$	
Events Coordinator - Joint		\$	
Section 2. Average Salary Totals	13.00	\$	551,734
			33

2.8 Education and Community Engagement

Jump to question: [2.8](#)

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

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)

1

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)

15

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Elected by community/membership

0

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)

16

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	More Than One Race	Total
Female Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="5"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text"/>	<input type="text" value="11"/>
Total	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="13"/>	<input type="text" value="0"/>	<input type="text" value="16"/>

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 announcemnts?	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?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
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?	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?	Yes
Partner with other community agencies or organizations (e.g., local commerical 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?	Yes

Comments

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="15"/>	<input type="text" value="15"/>
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="0"/>	<input type="text" value="0"/>	<input type="text" value="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)	<input type="text" value="22"/>	<input type="text" value="140"/>	<input type="text" value="162"/>
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="2"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
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"/>
Total	<input type="text" value="24"/>	<input type="text" value="158"/>	<input type="text" value="182"/>

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

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 2024. 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 2024 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.

WBHM continues to produce timely, trusted, and fact checked journalism. Our most regularly produced content to meet audience needs are our locally written/curated newscasts which are broadcast during Morning Edition and All Things Considered (peak listening times) Monday to Friday. In the past several years, but especially in a more consistent manner in 2024, we have also taken the newscast content in the morning (i.e. to help inform people's day when they are getting started) and published it on video reels on Instagram, Facebook, and YouTube. This has helped to reach audiences who only gain news and information from social media, but we have anecdotally seen an increase in individuals who describe themselves as "followers" of our rather than "listeners" like traditional broadcast radio listeners. We have taken a systematic approach to community engagement for our newsroom (in terms of creating opportunities to gather stories and have people send us ideas), as well as on identifying program needs. One of our most successful initiatives has been our continued "News & Brews" series, where we plotted out opportunities in our broadcast map and engaged with local businesses (coffee shops or breweries). These initiatives have led to an increase in stories outside of the Birmingham metro area, created contacts and relationships for many departments at the station, but have also helped to curate some really wonderful "audio postcards" that reflect the various communities we serve, often outside the "news of the day". In 2024 our "Audience Development" Committee, which includes members of all departments, identified and planned out a yearlong strategy for special programming in certain months (ex: Black History Month, Pride Month, Suicide Prevention and Awareness,

etc...) to acquire programming that would meet the needs of our audience, but also opportunities to have local conversations, connections, and offer support and resources within our local community. The best example of this is the "Mental Health Resource Guide" we are actively maintaining and promoting on our website. In a state where resources are challenged, we want to play a vital role by identifying and curating resources that are easy to find and share. In 2024 we also started engaging with audiences on newer platforms, including through targeted newsletters and a text messaging service for the Gulf States Newsroom that people could individually sign up for at their own convenience.

6.1 Telling Public Radio's Story

Jump to question: **6.1** ▼

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

WBHM is a central figure in partnership in the Birmingham and central Alabama community. There are a wide range of non-profits and other organizations working in our community that we help to sponsor through direct or in-direct partnership. These can include sponsorship announcements which we provide free of charge, or offering availability in our newsletter, website, or on social media accounts. While note a fully exhaustive list, these are some of our key initiatives and partnerships in the community: Breakthrough Birmingham (studio tours and hands on learning for kids about journalism, broadcasting, and writing.) Birmingham Folk Festival (arts & culture sponsorship) Better Basics (we partnered during our fund drive to raise awareness around literacy efforts and for every donation to WBHM, an outside corporate sponsor purchased books for local kids). Sidewalk Film Festival & Cinema (we sponsored the larger film festival, but also smaller monthly items like the "Black Lens" programming that highlights outstanding narrative and documentary films directed by, produced by and/or starting Black filmmakers). Momentum Leaders Conference (sponsorship of the conference and also having an in-person presence at the conference.) DISCO 2024 Epic 24 Hour Read-a-thon (a virtual Read-a-thon where members of the WBHM read children's books to help raise money and provide non-stop stories for kids in a 24 hour period). Magic City Art Connection (arts & culture festival at the historic Sloss Iron Works) Moss Rock Arts Festival Woodstock Festival (Suicide Prevention & Awareness Walk and gathering) HICA (Hispanic Interest Coalition of Alabama) Engineering classes from the University of Alabama at Birmingham Salamander Festival in Homewood, AL Trim Tab Brewing (partnered on a public radio beer to raise money for the station, but also engaged in a space and area where we have not been before). Joe Minter Art Exhibit (a local minority artist from the Titusville neighbor University of Montevallo (Media & Broadcasting career fair) 1A with Jenn White: a live conversation about the 2024 election. WBHM also regularly gives tours of our studios, often including a Q&A portion with members of our team, depending on the group. In 2024 these included college students from UAB, Magic City Acceptance Academy, Breakthrough Birmingham, homeschool students, VIVA Health's Marketing team, as well as listeners. WBHM also partnered with WWNO to provide studio access, along with training and engineering assistance, for recording and production of "Road to Rickwood", a podcast and broadcast special focused on the Major League Baseball game held at Rickwood Field in Birmingham, AL. WBHM also hosted a live recording at WorkPlay to a sold out crowd (it was a free event) for "The Middle with Jeremy Hobson" that focused on "The Role of Christianity in Our Politics". This event was later broadcast to an audience of over 300 public radio stations around the country. WBHM leadership and our news department helped to plan and execute the event. WBHM's newsroom also continued our long partnership with Alabama Public Television for weekly coverage of the legislative session.

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.

Much of our "impact" is measured through feedback from listeners and audience members reaching directly out to the station, or via monitoring how materials are shared or tagged on our social media accounts. WBHM receives communications and feedback (including "impact") from listeners via: Email Postal Mail (letters and cards) Website (contact us page) Voicemail (especially our main line, as well as individual numbers) Social Media Direct Messages (DM's) on: Instagram and Facebook Social media comments & tags WBHM App In person at community engagement events Here is a sampling of some comments shared with WBHM through our website (including the comment box on our donation page) and on social media in 2024 that demonstrate some of our impact: I listen to WBHM all the time in my car. With all the crazy radical claims circling on the internet, I trust WBHM to give me news I can trust. Thank you. Thank you for your coverage of local, regional, and national news. I miss hearing familiar voices from WBHM during my morning and afternoon commutes :) 50 years of terrific Service. Ever since you opened the doors. My daily treat! As a sustaining member of many years, I want to add a small contribution in appreciation of fine journalism in a culture where trusted local and national news is imperiled. Thank you for your high standards and quality in face of many pressures. As the Chief Cat Officer for Gatos and Beans, AL's first Cat Cafe located in Avondale, of course I am donating on behalf of the cats (though a serious dog lover too!) Aside from pet rescue Public Radio is top of my list of what is important to me. Thank you for reporting on the important stuff - it's going to be a busy year! From being "forced" to listen to NPR in Huntsville as a child in the backseat of my dad's car to "discovering" the Thistle and Shamrock in the art studios of Montevallo - Public Radio has been a part of my life for decades. The daytime programming broadens my worldview and deepens my understanding of the complex world we live in. And Sunday nights with Echos and Hearts of Space serve as a meditative moment to end one week and begin the next. Thank you WBHM for the tapestry of service you provide. Have been daily listener for 50 years, go back to Susan Stamburg. We enjoy her cranberry relish. Thanks to all for your unbiased news. I am a teacher that uses your services daily in my classroom. I am sustaining member of WBHM. This gift is to support the Gulf States Newsroom. Keep up the great work! I can get up at any point of the night and listen to classical music. It is very soothing I count on WBHM for national and local news. Keep it up! WBHM is my lifeline to not only News but to things I had no idea about. I'm learning so much. Thank you for your good work. I donate because I enjoy the programming and trust the source I enjoy listening to NPR most morning, it's my alarm clock. I especially love StoryCorps on Morning Edition. It is so powerful to hear personal stories from people all over the country. These stories are powerful and help me better understand the American experience from different perspectives. I am grateful that NPR shares these with us every week! I had so much fun meeting everyone while chaperoning Magic City Acceptance Academy's job shadowing field trip today, and I can't believe so few people donate. It's not much but I want to help and support what you guys are doing! Thank you! I have been a long time listener of NPR and I love that the news is fact based and unbiased. I have been a regular listener of NPR since the 1980's. I have been listening to NPR now from 2016 and love that the news on NPR is fact based and unbiased. Please continue to do the good work as it's needed at this time even more than ever. I have been listening to NPR since I was in a car seat. It's been apart of my whole life and I truly trust the information they report. I am proud to contribute to public radio. I have been listening to WBHM for over 40 years. As a child, I woke up to my mom cooking breakfast and Morning Edition playing in the background. As I grew older, my appreciation of public radio really took off. Today, I enjoy WBHM's coverage of a wide variety of topics, from the arts, to history, politics, technology, international relations, and beyond. There are so many amazing stories I have heard on WBHM. I have yet to find a program that I don't like! I have a much better understanding of my local community and the world as a whole because of WBHM. And, over the years, I have been able to create meaningful connections with people based on sharing things I learned from public radio news and programs. I'm so grateful to have access to this wonderful resource, just by turning on my radio! Please keep doing what you're doing and bringing this tremendously beneficial programming to our community. I have more driveway moments than I have time to share with NPR. I love Science Friday and tend to stay in the car longer to hear what they are discussing! Great Job WBHM!!! Thank goodness you do not talk about politics all the time, but give us a well rounded spectrum of things to learn and think about. You are a wonderful part of our community. I just returned from Rwanda the day before your very nice daily coverage for the week after the genocide. I like honest radio. I like that the news is more just the facts rather than someone's personal opinion. I like turning on WBHM radio every morning. You are a good routine to start my day! Thank you WBHM. I listen daily to and from work, errands and appreciate the balanced news and independent journalism. I love seeing WBHM staff at events such as the Magic City Art Show. What an amazing group of folks helping to provide information we all need especially what's going on in Montgomery! I love the content public radio in general provides and appreciate the local stories and news we received from WBHM! I only have one preset station in my car. It's WBHM! I really appreciate the interview just now on Here n Now w/ author of Lost Pride, or a similar title. She so very well gave voice to the many Americans who feel left out, left behind, not as important for support as other people or even other species. I get it and wonder how do we hear their voices? I really on y'all no matter cause y'all do your best to tell both sides. Thanks! I

[illegible]

Reporter/Producer												
Host/Reporter	2			1	1	1				1		
Reporter	5			2	3	2				3		
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
Total	12	0	0	6	6	4	1	0	0	7	0	0

Comments

Question

Comment

Andrew Yeager and Priska Neely

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1

CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1

Check all that apply

- Grove☐
- Bento☐
- WordPress☒
- Drupal☐
- None☐

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1

Other

WBHM has been in long delayed talks with NPR to get our website and content migrated over to Grove. Because WBHM was not on Core Publisher previously, we fell at the back of the line and have been in a waiting pattern for several years now. The members of our station are anxious and wanting to move to Grove as soon as possible, particularly for our work with the Gulf States Newsroom. It is our understanding that part of NPR's delay is a renewal of CPB funding to help make this happen.

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2

CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to build profiles.

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2

Check all that apply

- CDP☐
- Salesforce☐
- Blackbaud☐
- Carl Bloom☐
- Roi Solutions☐
- Adobe☐
- Allegiance☒
- None☐

8.2 Which Customer Relationship Management (CRM) System is your station using?

Other

Jump to question: 8.2

WBHM has been using Allegiance for 20+ years.

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3

ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3

Check all that apply

Mailchimp

Constant Contact

GoDaddy

SendGrid

None

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3

Other

WBHM migrated from Constant Contact (after using for 10+ years) to Marketing Cloud, which is a product of Salesforce.

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Check all that apply

Mailchimp Marketing Platform

Hubspot Marketing Hub

Adobe

None

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Other

Comments

Question

Comment

No Comments for this section

9.1 Did your station have the capability to relay CAP-compliant EAS alerts during your station's FY{{FY}}?

Jump to question: 9.1

Yes

No

9.1 Did your station have the capability to relay CAP-compliant EAS alerts during your station's FY{{FY}}?

Jump to question: 9.1

If no, why not?

9.2 Please consult your EAS equipment log and enter the number of alerts during your station's FY{{FY}}. Include all required tests.

Jump to question: 9.2

Number of alerts received from the Emergency Alert System (EAS):

406

Number of EAS alerts relayed over the air:

216

3 Please select your internal procedure for relaying the following categories of EAS events that occurred during your station's FY{{FY}} (examples in parentheses). If your policy varies by Event Code, please select "Varies/No policy" and provide further explanation.

Jump to question: 9.3

- National alerts and tests (EAN, NPT, RMT, RWT)
- Non-Weather civil alerts (CAE, CDW, CEM, LAE, LEW, TOE)
- Non-Weather environment alerts (AVW, EQW, FRW, HMW, NUW, RHW)
- Non-Weather imminent danger alerts (EVI, SPW)
- Weather alerts (BZW, DSW, FFW, FLW, SVR, TOA, TOR, WSW)

- Automatic relay
- Log only
- Log only
- Automatic relay
- Log only

9.3 Please select your internal procedure for relaying the following categories of EAS events that occurred during your station's FY{{FY}} (examples in parentheses). If your policy varies by Event Code, please select "Varies/No policy" and provide further explanation.

Jump to question: 9.3

Further explanation (Optional)

9.4 Please describe the relationship between your station and local emergency management agency that occurred during your station's FY{{FY}}.

Jump to question: 9.4

We really had no contact with them during FY2024. They did not reach out to us, nor did we have reason to reach out to them during this fiscal year. We have their contact information readily available and maintain those relationships, but there was no occasion for official business in this year.

9.5 For your primary transmitter only, please list the make and model of your EAS equipment as of the end of the {{FY}} calendar year.

Jump to question: 9.5

- Stations may have to list this info for separate transmitters
- Below is what your station entered last year, please review and make necessary edits

	Call letters	Model	Make
1	WBHM	THR9/4	Rohde & Schwa
2	WBHM	3644	SAGE Alerting
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			

24	<input type="text"/>	<input type="text"/>	<input type="text"/>
25	<input type="text"/>	<input type="text"/>	<input type="text"/>
26	<input type="text"/>	<input type="text"/>	<input type="text"/>
27	<input type="text"/>	<input type="text"/>	<input type="text"/>
28	<input type="text"/>	<input type="text"/>	<input type="text"/>
29	<input type="text"/>	<input type="text"/>	<input type="text"/>
30	<input type="text"/>	<input type="text"/>	<input type="text"/>
31	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	<input type="text"/>	<input type="text"/>	<input type="text"/>
33	<input type="text"/>	<input type="text"/>	<input type="text"/>
34	<input type="text"/>	<input type="text"/>	<input type="text"/>
35	<input type="text"/>	<input type="text"/>	<input type="text"/>
36	<input type="text"/>	<input type="text"/>	<input type="text"/>
37	<input type="text"/>	<input type="text"/>	<input type="text"/>
38	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>
44	<input type="text"/>	<input type="text"/>	<input type="text"/>
45	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>

9.6 (For State Networks, Duopolies, multiple transmitters) Does your station have separate EAS equipment located at each additional transmitter site allowing for geo-targeted, locally-relevant alerts as of the end of {{FY}} calendar year?

Jump to question:

9.6

▼

Yes

☐

No

☐

N/A

☒

Comments

Question

Comment

No Comments for this section