

Grantee Information

ID	1404
Grantee Name	KANU-FM
City	Lawrence
State	KS
Licensee Type	University

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1 ▼](#)

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

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1 ▼](#)

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1 ▼](#)

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="7"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="15"/>	<input type="text" value="15"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category /
Job Code /
Joint Employee

Persons with Disabilities

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
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Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
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="4"/>	<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 Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<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"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="0"/>

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

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

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

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

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

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

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#) ▼

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

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#) ▼

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question: [1.7](#) ▼

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

1.7 Hiring Contractors

Jump to question: [1.7](#) ▼

Check all that apply

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

Comments

Question	Comment
No Comments for this section	

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: [2.1](#) ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="105,000"/>	<input type="text" value="1"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="86,708"/>	<input type="text" value="17"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<u>Chief Financial Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="60,000"/>	<input type="text" value="9"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="65,205"/>	<input type="text" value="30"/>
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>Development, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="56,000"/>	<input type="text" value="1"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="45,000"/>	<input type="text" value="2"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership 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"/>
<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
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="40,535"/>	<input type="text" value="11"/>
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"/>
<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"/>	\$ <input type="text"/>	<input type="text"/>

Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="54,646"/>	<input type="text" value="20"/>
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" value="0"/>	<input type="text" value="0"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="58,178"/>	<input type="text" value="19"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="45,000"/>	<input type="text" value="1"/>
<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="39,298"/>	<input type="text" value="11"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="3.00"/>	\$ <input type="text" value="42,715"/>	<input type="text" value="9"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="37,444"/>	<input type="text" value="8"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,178"/>	<input type="text" value="1"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="17.00"/>	\$ <input type="text" value="785,907"/>	<input type="text" value="140"/>

Comments

Question Comment

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

Appointed by government legislative body (including school board) or other government official (e.g. governor)

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

3.2 Governing Board Members

Jump to question: 3.2 ▼

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

3.2 Governing Board Members

Jump to question: 3.2 ▼

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

3.2 Governing Board Members

Jump to question: 3.2 ▼

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="3"/>
Male Board Members	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="6"/>	<input style="width: 50px;" type="text" value="7"/>
Total	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="2"/>	<input style="width: 50px;" type="text" value="7"/>	<input style="width: 50px;" type="text" value="10"/>

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: 3.2 ▼

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

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: 4.1 ▼

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

4.1 Community Outreach Activities

Jump to question: 4.1 ▼

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	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)?	Yes
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)?	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?	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
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Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="104"/>	<input type="text" value="3,380"/>	<input type="text" value="3,484"/>
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"/>	<input type="text" value="103"/>	<input type="text" value="103"/>
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="3"/>	<input type="text" value="143"/>	<input type="text" value="146"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text" value="52"/>	<input type="text" value="52"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="107"/>	<input type="text" value="3,678"/>	<input type="text" value="3,785"/>

5.1 Radio Programming and Production

Jump to question:

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

5.1 Radio Programming and Production

Jump to question:

Approx Number of Original Program Hours

Comments

Question	Comment
No Comments for this section	

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2016. 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 2016 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question:

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

The overall goal of Kansas Public Radio is to provide news, weather, music, information, and entertainment to listeners in a largely commercial-free environment. Moreover, we strive to provide unique and diverse cultural programming to underserved populations. In other words, we provide the kind of radio that commercial radio isn't providing - whether it's classical and jazz music or an hour-long panel discussion about the state of politics in Kansas or the broadcast of the Kansas Governor's State of the State address. The specific goal of the KPR News Department is to reach listeners with quality, in-depth news coverage and information - primarily about issues affecting all Kansans. That's why our news department focuses on Kansas state government laws and policies as well as statewide health issues. We air seven, local daily newscasts, Monday through Friday, between Kansas Public Radio and KPR-2 (our HD news/talk radio station). KPR also airs a weekly public affairs program, KPR Presents, and we produce numerous, in-depth reports, features, and local commentaries. We also produce a statewide broadcast of the governor's annual State of the State address. Most of what we put on the air also appears on our website. Certain elements of programming are also shared on social media platforms; particularly Facebook and Twitter. One of KPR's community partners is the Kansas Audio-Reader Network (a radio reading service for the blind and print disabled). We share a number of resources with Audio-Reader and some of KPR's news content airs on Audio-Reader broadcasts. We partner with student journalists and marketing majors from a variety of universities in our area through internships with our news and development departments.

6.1 Telling Public Radio's Story

Jump to question:

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.

KPR partners with Harvest Public Media (www.HarvestPublicMedia.org) for coverage of agriculture and rural issues affecting the Midwest.

Harvest Public Media is a multi-station broadcast and online initiative designed to address issues related to food, fuel, and farming in the central United States. KPR also collaborates with other public radio stations in Kansas and Missouri, particularly KMWU in Wichita and KCUR in Kansas City, Missouri. Our news department participated in a special election project in 2016 involving all of our public radio partners as well as the non-profit KHI News Service in Topeka. KPR maintains strong ties to its licensee, the University of Kansas. However, we also maintain strong relationships with other area institutions, including Kansas State University, Washburn University, and Emporia State University. Indeed, we've had news stories and local commentaries on the air featuring professionals from all of these schools. KPR routinely profiles musicians on the air from our live performance studio to bring classical, jazz, and Americana/folk music to our listeners. In many cases, KPR is the only broadcast outlet to bring these musicians and this kind of rich and culturally diverse music to the general public. Here are some specific examples of community events in which KPR participated during FY16: October 2014-Present Production Manager Jason Slotte serves on the University of Kansas' student-run radio station, KUHK's advisory board. January 2014-Present Laura Lorson, host of All Things Considered is the host of Quest, a televised game show for high-schoolers. The show is underwritten by the Kansas National Education Association and produced by Washburn University in Topeka. The program focuses on general knowledge and trivia questions. The participants are high-school age, spanning 9-12th grades. Laura's involvement with the show reinforces KANU's commitment to K-12 education and support of programs that foster academic excellence. January-December, 2015 News Director J. Shafer spoke to the Board of Directors of the Sunflower Foundation in Topeka (on several occasions in 2016), about Kansas Public Radio and Audio-Reader. At times, he acted as the Master of Ceremonies for their events or helped moderate discussions for their breakout sessions. In all cases, he put it a plug for the good work done by KPR and A-R, talking about the KPR and Audio-Reader missions. January-December, 2015 Jazz Host David Basse was the onstage host for the American Jazz Museum's "Jammin' at the Gem" 2014-2015 concert series in Kansas City, Mo. January-December, 2015 Jazz Host David Basse created, recorded and hosted several on-air interviews with international jazz luminaires including Joe Locke, Terri Lynne Carrington, Fred Hersch and more, plus local artists such as tap-dancer Billie Mahoney. January-December, 2015 Jazz host David Basse attended Kansas City Jazz Alive monthly meetings. Jazz Alive is a non-profit group organized to implement opportunities for the Greater Kansas City jazz community, including exploring ways to foster better wages and working conditions for local musicians and to raise the visibility of Kansas City's rich musical heritage internationally. January-December, 2015 Jazz host David Basse performed concerts to benefit the Leawood Arts Council, ArtsKC, The City of Parkville MO, Catholic Charities, The Kansas City Jazz Orchestra, Pilgrim Chapel, DANCE Colorado Springs, Salina Arts and Humanities, The Colonial Fox Theater in Pittsburg, KS, The Monk Foundation, at North Coast Brewing, Ft. Bragg, CA, and The American Royal, one of the world's most prestigious and longest running rodeos. February 3, 2016 Jazz Director, Bob McWilliams, served as the emcee for the Zachary Stevenson West Side Folk concert at the Cider Gallery in Lawrence, Kansas. February 5, 2016 Development Director, Feloniz Lovato-Winston, and former Development Director/current KU Endowment Liaison for KPR, Sheri Hamilton, gave a presentation to the Retired Old Men Eating Out (ROMEO's) about the history of and services offered by KPR at the Deer Creek Country Club in Overland Park, Kansas. February 12, 2016 Morning Edition Host, Tom Parkinson, produced a feature about a benefit concert for Just Food with Kelley Hunt. The piece included an interview with Just Food Executive Director, Elizabeth Keever, as well as an interview with Kelley Hunt and some of her music. Just Food is the Douglas County (KS) food bank, which provides over 40 partner agencies as well as direct clients with food donated from community drives. Just Food and its partners play a key role in fighting hunger in its community by increasing the availability of a variety of foods and helping to reduce waste and discarded food. February 28-29, 2016 KPR Presents and Weekend Edition Host, Kaye McIntyre, served as a judge at Lawrence High School Showtime (variety show) auditions. March 3, 2016 All Things Considered Host and Assistant News Director, Laura Lorson, met with Dr. Leonard Krishtalka and Jennifer Humphrey of the KU Biodiversity Institute and the KU Museum of Natural History. Ann Gardner, editor of the Lawrence Journal-World, also attended the meeting. They discussed ways in which to generate more community interest in some of the programs and exhibits offered at the museum, and brainstormed funding and promotional ideas. This meeting took place at the Eldridge Hotel in Lawrence, Kansas. March 4, 2016 Morning Edition Host, Tom Parkinson, produced a feature with the author of "Roots of American Music," Stephen Wade. The feature was a preview to the author's appearance at Wilson High School in Wilson, Kansas. The piece included Kansas music and information about the music of Kansas in the early 20th century. March 4-5, 2016 Jazz Director, Bob McWilliams, served as the emcee for the 2016 KU Jazz Festival on the KU campus in Lawrence, KS. March 10, 2016 Laura Lorson appeared on the air at KTWU-11, a public television station in Topeka. She helped with fundraising and was identified as an employee of Kansas Public Radio. A large audience of public television viewers got to hear about KPR and its place in the public broadcasting landscape of northeastern Kansas as she talked with other fundraisers and appeared on TV to appeal for financial support for the station. March 15, 2016 All Things Considered Host and Assistant News Director, Laura Lorson, served as one of five judges for the statewide Poetry Out Loud contest. Kansas students completed for the right to represent the state at a national poetry reading and interpretation contest sponsored by the National Endowment for the Arts and the National Endowment for the Humanities. Winners at the national level are awarded college scholarships. The event ran from 7 pm through 9:30 pm at the Lawrence Arts Center in Lawrence, Kansas. Laura was introduced as a representative of Kansas Public Radio and had the opportunity to speak with students, poets, several Lawrence Arts Center staff, and representatives of the NEA and NEH. March 23, 2016 Executive Director, Dan Skinner, and Development Director, Feloniz Lovato-Winston, attended the University of Kansas 2nd Annual Enhancing Cultural Competency Conference, which was designed to create awareness around issues of cultural competency and inclusion as it pertains to our community. March 30, 2016 University of Kansas Professor Bob Coffeen brought his Architectural Engineering class to the KANU facilities for a microphone demonstration; hosted by Bob Coffeen, Kent Clasen of MSM Systems, and Chuck Smith. March – December, 2016 KANU provided underwriting support to the University of Kansas' Audio-Reader Network, an organization that serves over 7,000 blind, visually-impaired and print-disabled listeners in Kansas, Missouri and across the United States. Underwriting support was provided for Audio-Reader's two annual fundraisers, For Your Ears Only (FYEO) and their annual golf

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.

It's nearly impossible to accurately measure the impact of radio programming and partnerships in a meaningful way. Both positive and negative results of such endeavors are, at best, anecdotal. Our partnerships with Harvest Public Media and the KHI News Service have been particularly fruitful, particularly with regard to serving members of our shared community. This is evidenced by an increase in web traffic to our partner's websites after KPR has aired a story involving either of them. As the Director of the KHI News Service, Jim McLean, states, "Kansas Public Radio has helped to lift the profile of KHI News and, in turn, has connected thousands of Kansans to important health news that affects their lives and the lives of their families. It's been a great mutually-beneficial enterprise."

6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.

Some of KPR's news content is also broadcast through the Kansas Audio-Reader Network, a radio-reading service for the blind and print-disabled. Stories about new voting laws and changes to Medicaid and Medicare are of particular interest to the largely older audience served by Audio-Reader. Increasingly, staff members at Audio-Reader have shared stories they have specifically produced for Audio-Reader with KPR, which allows us to provide additional content to our audience.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

Without the funding from the CPB, KPR would be unable to provide programming from National Public Radio and the BBC. This national and international immediate information is the primary source for Kansans, through KPR, to stay connected with the world. The CPB enables us to provide this vital information to our listeners.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: [7.1](#)

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

7.1 Journalists

Jump to question: [7.1](#)

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

Comments

Question

Comment

No Comments for this section