

Grantee Information

ID	1760
Grantee Name	WILL-TV
City	Urbana
State	IL
Licensee Type	University

Jump to question:

1.1 Employment of Full-Time Television and Joint Employees

Please enter the number of FULL-TIME TELEVISION and JOINT 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 Television and Joint Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="5"/>
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - Joint	<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="13"/>	<input type="text" value="13"/>

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Professionals - 3000 - Joint	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="7"/>
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500 - Joint	<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="16"/>	<input type="text" value="18"/>

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Major Job Category / Job Code

Persons with Disabilities

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

1.1 Employment of Full-Time Television and Joint Employees Jump to question: [1.1](#)

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

1.2 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	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
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="5"/>	<input type="text" value="5"/>

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.

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: [1.3](#)

Please enter the number of PART-TIME employees, both TV-only and Joint, 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 Television and Joint 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" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="7"/>
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" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="3"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="6"/>
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="4"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="11"/>	<input type="text" value="19"/>

1.3 Employment of Part-Time Television and Joint 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="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" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="7"/>	<input type="text" value="9"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="14"/>	<input type="text" value="17"/>

1.3 Employment of Part-Time Television and Joint 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"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="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

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

- None
- Development Activities
- Legal Services
- Human Resources Services
- Accounting/Payroll Services
- Computer Operations
- Engineering

Comments

Question **Comment**

No Comments for this section

2.1 Average Salaries

Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Executive Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="94,787"/>	<input type="text" value="2"/>
Chief Operations Officer - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="72,042"/>	<input type="text" value="25"/>
Publicity, Program Promotion Chief - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="54,458"/>	<input type="text" value="1"/>
Communication and Public Relations, Chief - TV Only	<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> - TV Only		\$		
Programming Director - Joint	1.00	\$	55,199	24
<u>Production, Chief</u> - TV Only		\$		
Production, Chief - Joint		\$		
<u>Executive Producer</u> - TV Only		\$		
Executive Producer - Joint		\$		
<u>Producer</u> - TV Only	1.00	\$	48,447	3
Producer - Joint		\$		
<u>Director - (Television Production ONLY)</u>		\$		
<u>Development, Chief</u> - TV Only		\$		
Development, Chief - Joint	1.00	\$	77,063	1
<u>Member Services, Chief</u> - TV Only		\$		
Member Services, Chief - Joint	1.00	\$	51,375	1
<u>Membership Fundraising, Chief</u> - TV Only		\$		
Membership Fundraising, Chief - Joint		\$		
<u>On-Air Fundraising, Chief</u> - TV Only		\$		
On-Air Fundraising, Chief - Joint	1.00	\$	42,075	18
<u>Auction Fundraising, Chief</u> - TV Only		\$		
Auction Fundraising, Chief - Joint		\$		
<u>Underwriting, Chief</u> - TV Only		\$		
Underwriting, Chief - Joint		\$		
<u>Corporate Underwriting, Chief</u> - TV Only		\$		
Corporate Underwriting, Chief - Joint	1.00	\$	57,073	19
<u>Foundation Underwriting, Chief</u> - TV Only		\$		
Foundation Underwriting, Chief - Joint		\$		
<u>Government Grants Solicitation, Chief</u> - TV Only		\$		
Government Grants Solicitation, Chief - Joint		\$		
<u>Operations and Engineering, Chief</u> - TV Only		\$		
Operations and Engineering, Chief - Joint	1.00	\$	78,639	8
<u>Engineering Chief</u> - TV Only		\$		
Engineering Chief - Joint		\$		
<u>Broadcast Engineer 1</u> - TV Only		\$		
Broadcast Engineer 1 - Joint	2.00	\$	55,904	10
<u>Production Engineer</u> - TV Only		\$		
Production Engineer - Joint		\$		

Facilities, Satellite and Tower Maintenance, Chief - TV Only		\$		
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$		
Technical Operations, Chief - TV Only		\$		
Technical Operations, Chief - Joint		\$		
Education, Chief - TV Only		\$		
Education, Chief - Joint	1.00	\$	48,522	10
Information Technology, Director - TV Only		\$		
Information Technology, Director - Joint		\$		
Instructional Services Director - TV Only		\$		
Parent / Pre-School Coordinator - TV Only		\$		
Volunteer Coordinator - TV Only		\$		
Volunteer Coordinator - Joint		\$		
News / Current Affairs Director - TV Only		\$		
News / Current Affairs Director - Joint		\$		
Announcer / On-Air Talent - TV Only		\$		
Announcer / On-Air Talent - Joint		\$		
Reporter - TV Only		\$		
Reporter - Joint		\$		
Cinema / Videographer - TV Only		\$		
Video Film Editor - TV Only		\$		
Unit / Studio Supervisor - TV Only	1.00	\$	56,409	6
Public Information Assistant - TV Only		\$		
Public Information Assistant - Joint		\$		
Broadcast Supervisor - TV Only		\$		
Broadcast Supervisor - Joint		\$		
Director of Continuity / Traffic - TV Only		\$		
Director of Continuity / Traffic - Joint	1.00	\$	50,145	9
Events Coordinator - TV Only		\$		
Events Coordinator - Joint		\$		
Web Administrator/Web Master - TV Only		\$		
Web Administrator/Web Master - Joint	1.00	\$	66,140	15
Total	16.00		908,278	152

Comments

Question **Comment**

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

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](#)

Three student trustees elected by referenda; one from each of three campuses. One is designated by governor to have voting privileges.

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Male Board Members	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="9"/>
Total	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="13"/>

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question

Comment

No Comments for this section

4.1 Local Community Outreach

Jump to question: [4.1](#)

In what local community outreach or educational activities has your station been involved this year that supports unserved or underserved audiences? Please describe in detail: outcomes, audience served, community response.

Illinois Public Media serves low income, at-risk children and families with free books, family events, and workshops and resources for parents and teachers. By working with Head Start, early childhood programs, public schools and local libraries, our educational outreach initiatives reach underserved populations. Our educational activities for FY13 are described in the following paragraphs. We served 720 Head Start and early childhood families with our Book Mentor Project. As part of this project, trained volunteer readers (or Book Mentors) go into classrooms once a month to read a book and do a related activity with the children. Through this project, our station distributes more than 5,000 books and trains more than 60 teachers and 100 volunteers each year. In FY 13, the Book Mentor Project conducted 258 classroom visits, hosted family nights for 834 children and families, and sponsored field trips for 380 children and 80 adults. Working with Head Start administration, we examined the strengths and weaknesses in their classroom math and science curriculum and found digital media resources, books and activities to support the weakest areas. Then we aligned all of our Book Mentor Project activities to their curriculum and assessment tool, Teaching Strategies Gold. We integrated Ready To Learn Mobile Learning Labs into four Head Start and early childhood classrooms. Teachers in these classrooms used PBS apps, books and games with mobile devices (iPad and Kindle Fire) and Smart Boards over a 16-week period and documented both their activities and students' response. Data was analyzed and used to create a list of best practices for integrating more digital media into our work with teachers, children and families. As part of this initiative, we distributed gift codes for 3,500 PBS mobile apps to underserved families. We conducted 26 professional development workshops for 401 public school teachers and early childhood professionals in low-income and rural districts. Workshop topics included early literacy, math, science, and technology and digital media. In addition, we worked with other public broadcasters across the state to host two webinars for 629 educators and administrators. We co-hosted 11 community events with organizations such as Parkland College, Child Care Resource and Referral Service and local schools, and libraries. Although these events ranged in focus, each one targeted underserved children and their families, and included information about how to support learning through media, books, and developmentally appropriate activities. Over 7414 people participated in these events. As part of a pilot for OVEE, our station hosted three education related screenings for 116 educators, students and parents. We conducted tours for 730 fourth grade students and 35 teachers in Champaign Unit 4 Schools. We worked with the district's social studies curriculum coordinator to design a tour that would expand the students' understanding of primary sources. During the tour, students learned how we use primary sources to create documentaries and other content. Although we provided tours for each of the eleven elementary schools in the district, six of those schools serve low income populations of 60 percent or higher. Community Cinema Illinois Public Media's Community Cinema Screening series serves low-income, at-risk children and families, hearing impaired children and families and senior community members and their families with free film screenings and resources. Our Community Cinema Screening series is produced by the Independent Television Service, (ITVS). ITVS provides us with 10 documentaries from the Independent Lens series. We show one documentary a month. We find partners to facilitate the screening, to help us assemble a panel of people relevant to the film and to invite an audience, for a discussion after the film. These are documentaries with a point of view and we try to connect the point of view with relevant issues in our community. In FY2013, our main partner has been the Champaign Public Library. The library provides the auditorium where we screen the film. The auditorium holds 120 people and is equipped with video and audio support for our screening. We record the audio of the discussion and make it available on our website. The library also promotes the film series in its newsletter, in fliers and on their website. Documentaries screened in FY2013 were chosen by ITVS to continue in the theme of Women and Girls Lead. This three-year initiative highlights the work done by women and girls around the world, to end the oppression of women and girls. With the Community Cinema Screenings we try to serve several audiences. We show free films with closed-captions, in the local library, with a discussion afterwards. The free films serve our whole community. The captioning and the translation services serve our deaf community. Films in the Women and Girls lead series address women and girls' issues in our community and serve the whole community. Our audiences are increasing in size. The audience average is around 50, but we have had 80 or 90 audience members. Illinois Radio Reader The Illinois Radio Reader is a free radio service for the blind and visually impaired community of east central Illinois. We keep more than 560 listeners are kept up-to-date on world, national, state and local news via a special radio receiver. The service depends on more than 40 volunteer readers, who produce some 80 hours of local programming each week. University of Illinois Laboratory High School For the 15th year, we partnered with students at University of Illinois Laboratory High School to help them produce radio documentaries for broadcast about underrepresented issues and groups. In 2013, the students produced a radio series on the changing military based on 16 interviews with veterans from WWII through the current conflicts as well as family members. The series aired on WIL and culminated in an interactive public event with interview subjects and student journalists. Stratton Leadership & MicroSociety Magnet School Illinois Public Media helped students and teachers at Stratton Leadership & MicroSociety Magnet School in Champaign create, maintain and staff their 21st Century Digital Media Center. Their Center allows them to run their own video production studio, anchor newscasts, write and videotape stories, edit video and publish content on their website, strattonsociety.org. Stratton's 21st Century Digital Media Center is part of their micro-society and is one of 23 businesses, services, centers, organizations or non-profit agencies run by students Mondays-Thursdays the first hour of the school day. WILL staff created the curriculum for the Center, aligning it with state standards for technology competencies for 3rd through 5th grade students. WILL received a grant from Unit 4 Schools to support Stratton for the 2012-2015 school years. By the time WILL's involvement ends, the students and teachers will be able to run their Media Center on their own. In addition to the media center, Illinois Public Media provides media literacy instruction for every student at Stratton. We work with teachers at each grade level (K-5) to design media literacy activities that align with their Social Studies and English Language Arts curriculum. The content of the lessons varies for each grade, but the overall goals are to 1) provide an overview of media literacy, 2) examine personal and family media use, and 3) introduce media literacy and the key concepts involved in media analysis and production. Over the course of the school year, IPM staff works with teachers at Stratton to present 91 media literacy lessons to 446 students.

4.2 Production ActivityJump to question: [4.2](#)

In what production activity has your station been involved that supports unserved or underserved audiences?

Illinois Public Media is helping students and teachers at Stratton Leadership & MicroSociety Magnet School in Champaign create, maintain and staff their 21st Century Digital Media Center. Their Center allows them to run their own video production studio, anchor newscasts, write and videotape stories, edit video and publish content on their website <http://strattonsociety.org>. WILL staff created the curriculum for the Center, aligning it with state standards for technology competencies for 3rd through 5th grade students. WILL received a grant from Unit 4 Schools to support Stratton for the 2012-2015 school years. By the time WILL's involvement ends, the students and teachers will be able to run their Media Center on their own. Stratton Elementary is a progressive learning environment that recognizes, respects, and supports the gifts, talents, and diversity of our school community. Their mission statement aligns closely with the IPM mission, "Working collaboratively, Stratton students, Staff, Families, and Community Partners foster a diverse and nurturing learning environment". Mid-American Gardener is a weekly live call-in/roundtable discussion program hosted by horticulture expert Dianne Noland, instructor of five courses in the University of Illinois Department of Natural Resources and Environmental Sciences. Her informal style of engaging and encouraging people, whether experienced or novice gardeners, puts callers and letter writers to Mid-American Gardener at ease. Dianne and the expert panelists provide roundtable show-and-tell presentations, answer letter and video questions from viewers and provide animated roll-ins featuring fun facts and other gardening questions and answers. The program airs on public television stations in Champaign/Urban, Chicago, Peoria, Springfield, Quincy, Macomb and Charleston as well as on WILL-AM 580.

4.3 Program Content in Other LanguagesJump to question: [4.3](#)

Do you provide program content in languages other than English? If so, please list your services in this area

When available, we offer descriptive video services DVS on our SAP channel. We do not offer content in a second language.

4.4 Governance StructureJump to question: [4.4](#)

Please describe your station's governance structure. Please include information about your station's Board of Directors, Advisory Boards or Panels, Community Boards or Panels, and the Committee Structure under each of these entities.

Your response should include but is not limited to:

What are the direct and indirect reporting relationships?

What committees are active and what is their function?

Does your Board have an Audit and Finance Committee?

What are the roles and responsibilities of these Boards, Panels and/or Committees? Etc.

Illinois Public Media (IPM) is licensed to the University of Illinois and governed by the University of Illinois' Board of Trustees. Within the limits of authority fixed by the Illinois constitution and laws, the Board of Trustees exercises final authority over the University. For the proper use of funds appropriated by the General Assembly and for the proper administration and government of the University, the Board of Trustees is responsible to the people of Illinois. As the governing body of the University, the Board of Trustees exercises jurisdiction in all matters except those for which it has delegated authority to the President of the University, other officers, or agencies of the University. IPM has a Community Advisory Committee, which furthers the mission of the stations through activities that support, complement and enhance the efforts of IPM staff and the University of Illinois. Responsibilities include gathering information and opinions to ascertain local issues, needs and strengths of the communities served by IPM; heightening community awareness of IPM and services provided; advocating for broad-based support of IPM; identifying and encouraging new sources of funding for specific projects to improve or expand service to the community; reviewing and advising on legislation designed to improve the quality of public telecommunications; and considering other issues as requested by IPM. The Committee has no fiduciary responsibilities. The Committee is comprised of at least twenty-one (21) and not more than twenty-four (24) Friends of Illinois Public Media who reflect the diverse needs and interests of the communities served by Illinois Public Media. In addition the general manager of Illinois Public Media shall serve as a permanent member not subject to appointment or limitation of terms. There is a chair, a vice-chair, and a secretary. The chair prepares the meeting agenda in consultation with the general manager of Illinois Public Media, presides at Committee meetings, and serves as spokesperson for the Committee. The vice-chair assumes the duties of the chair in his/her absence. The secretary keeps all records of Committee meetings, notifies members of meetings and serves as spokesperson for the Committee in the absence of the chair and vice-chair. At the final meeting of the year, the nominating committee submits a slate of officers for election by a majority vote of Committee members present. Officers may be elected to a maximum of two consecutive one-year terms. The Committee has five subcommittees: Community Engagement, Education, Fund Development, Legislative and Technology. There is no Audit or Finance subcommittee.

4.5 Community OutreachJump to question: [4.5](#)

CPB is interested in learning more about stations' significant activities planned for the upcoming year - both broadcast and beyond broadcast. What types of on-air programs and off-air activities are you planning in the upcoming year that will connect your station more closely with your community? What goals are you setting in conjunction with these initiatives, and how will you measure your success?

Ready To Learn and Book Mentor Project As we develop best practices for using and creating digital content in early childhood settings, we will share our ideas with others. In the coming year, we will hire three master teachers from our Book Mentor Project to develop and implement a series of professional development trainings for formal and informal early childhood educators. The trainings will be promoted by local school districts, Head Start, and the University of Illinois Child Care Resource and Referral Service. In addition, we will work with the University of Illinois' College of Education to involve preservice teachers in the Book Mentor Project through guest lectures, curriculum development and research. Our station recently joined the Leadership Team of Champaign Urbana Cradle to Career initiative, and our work will be shared with education stakeholders, local business, government officials, and funding partners through this group. Illinois Edition PBS LearningMedia

Illinois Public Media will continue to work with public broadcasters across the state to promote Illinois Edition, particularly with rural school districts. We will continue conversations with our Regional Offices of Education and Illinois State Board of Education to determine how we can use this service to best meet the needs of Illinois teachers and students. Community Cinema We will continue to partner with Independent Television Service (ITVS) to bring Community Cinema, a series of screenings of independent documentaries to be shown in FY14 at the Spurlock Museum. Each hour-long film is viewed and then discussed with the audience and a community panel of people with knowledge of the topic locally. These screenings are free and open to the public. One of our goals is to connect the audience with local people and services that can help when help is needed. Last year we served 400 people with our screenings. Documentaries scheduled in FY2014 for screening and community discussion include The Graduates/Los Graduados, The State of Arizona, Las Marthas, The Trials of Muhammad Ali, Medora, and The New Black. Stratton's 21st Century Digital Media Center We'll continue with another year at the Stratton Leadership & MicroSociety Magnet school in Champaign, teaching media production and media literacy.

Comments

Question **Comment**

No Comments for this section

5.1 Journalists

Jump to question: 5.1

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.

5.1 Journalists

Jump to question: 5.1

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments

Question

No Comments for this section

Comment