

Grantee Information

| | |
|----------------------|------------|
| ID | 1445 |
| Grantee Name | WDET-FM |
| City | Detroit |
| State | MI |
| 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" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="1"/> | <input type="text" value="1"/> |
| Managers - 2000 | <input type="text" value="2"/> | <input type="text" value="1"/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="1"/> | <input type="text" value="4"/> |
| Professionals - 3000 | <input type="text" value="1"/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="6"/> | <input type="text" value="7"/> |
| Technicians - 4000 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |
| Sales Workers - 4500 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="1"/> | <input type="text" value="1"/> |
| Office and Clerical - 5100 | <input type="text" value="1"/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="1"/> |
| Craftspersons (Skilled) - 5200 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |
| Operatives (Semi-Skilled) - 5300 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |
| Laborers (Unskilled) - 5400 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |
| Service Workers - 5500 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |
| Total | <input type="text" value="4"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="9"/> | <input type="text" value="14"/> |

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" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |
| Managers - 2000 | <input type="text" value="1"/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="2"/> | <input type="text" value="3"/> |
| Professionals - 3000 | <input type="text" value="0"/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="8"/> | <input type="text" value="8"/> |
| Technicians - 4000 | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value=""/> | <input type="text" value="0"/> |

| | | | | | | |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| Sales Workers - 4500 | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text" value="2"/> |
| 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="2"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="11"/> | <input type="text" value="13"/> |

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category /
Job Code /
Joint Employee

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-Skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

Persons with Disabilities

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).

2 white, non-Hispanic females 1 white, non-Hispanic male

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 |
|---------------------|----------|--------------------|---------------|------------------------|-------|

| | | | | | | |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 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" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> |
| Total | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="2"/> | <input type="text" value="3"/> |

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" value="2"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="6"/> | <input type="text" value="8"/> |
| Technicians - 4000 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" 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" value="2"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <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"/> | <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="4"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="7"/> | <input type="text" value="11"/> |

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" value="4"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="5"/> | <input type="text" value="10"/> |
| Technicians - 4000 | <input type="text" value="3"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> |
| 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="7"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="6"/> | <input type="text" value="14"/> |

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

Major Job Category / Job Code

Persons with Disabilities

| | |
|----------------------------------|--------------------------------|
| Officials - 1000 | <input type="text"/> |
| Managers - 2000 | <input type="text"/> |
| Professionals - 3000 | <input type="text" value="1"/> |
| Technicians - 4000 | <input type="text" value="1"/> |
| Sales Workers - 4500 | <input type="text"/> |
| Office and Clerical - 5100 | <input type="text"/> |
| Craftspersons (Skilled) - 5200 | <input type="text"/> |
| Operatives (Semi-skilled) - 5300 | <input type="text"/> |
| Laborers (Unskilled) - 5400 | <input type="text"/> |
| Service Workers - 5500 | <input type="text"/> |
| Total | <input type="text" value="2"/> |

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

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

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question: [1.4](#) ▼

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

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

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

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

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▼

Major Job Category / Job Code

| | Minority Female | Non-Minority Female | Minority Male | Non-Minority Male | Total |
|----------------------|----------------------|----------------------|----------------------|--------------------------------|--------------------------------|
| Officials - 1000 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="0"/> |
| Managers - 2000 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <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"/> | <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="0"/> | <input type="text" value="0"/> | <input type="text" value="3"/> | <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

- 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="140,000"/> | <input type="text" value="4"/> |
| Chief Executive Officer - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Chief Operations Officer | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Chief Operations Officer - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |

| | | | |
|---|------|-----------|---|
| <u>Chief Financial Officer</u> | 1.00 | \$ 66,947 | 2 |
| Chief Financial Officer - Joint | | \$ | |
| <u>Publicity, Program Promotion Chief</u> | | \$ | |
| Publicity, Program Promotion Chief - Joint | | \$ | |
| <u>Communication and Public Relations, Chief</u> | 1.00 | \$ 65,236 | 6 |
| Communication and Public Relations, Chief - Joint | | \$ | |
| <u>Programming Director</u> | 1.00 | \$ 94,233 | 8 |
| Programming Director - Joint | | \$ | |
| <u>Production, Chief</u> | | \$ | |
| Production, Chief - Joint | | \$ | |
| <u>Executive Producer</u> | | \$ | |
| Executive Producer - Joint | | \$ | |
| <u>Producer</u> | 2.00 | \$ 52,658 | 5 |
| Producer - Joint | | \$ | |
| <u>Development, Chief</u> | 1.00 | \$ 75,640 | 2 |
| Development, Chief - Joint | | \$ | |
| <u>Member Services, Chief</u> | 1.00 | \$ 68,545 | 7 |
| Member Services, Chief - Joint | | \$ | |
| <u>Membership Fundraising, Chief</u> | | \$ | |
| Membership Fundraising, Chief - Joint | | \$ | |
| <u>On-Air Fundraising, Chief</u> | | \$ | |
| On-Air Fundraising, Chief - Joint | | \$ | |
| <u>Auction Fundraising, Chief</u> | | \$ | |
| Auction Fundraising, Chief - Joint | | \$ | |
| <u>Underwriting, Chief</u> | 1.00 | \$ 90,000 | 1 |
| Underwriting, Chief - Joint | | \$ | |
| <u>Corporate Underwriting, Chief</u> | | \$ | |
| Corporate Underwriting, Chief - Joint | | \$ | |
| <u>Foundation Underwriting, Chief</u> | | \$ | |
| Foundation Underwriting, Chief - Joint | | \$ | |
| <u>Government Grants Solicitation, Chief</u> | | \$ | |
| Government Grants Solicitation, Chief - Joint | | \$ | |
| <u>Operations and Engineering, Chief</u> | | \$ | |
| Operations and Engineering, Chief - Joint | | \$ | |
| <u>Engineering Chief</u> | | \$ | |

| | | | |
|--|------------------------------------|---|---------------------------------|
| 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="47,397"/> | <input type="text" value="2"/> |
| Production Engineer - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Facilities, Satellite and Tower Maintenance, Chief</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Facilities, Satellite and Tower Maintenance, Chief - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Technical Operations, Chief</u> | <input type="text" value="1.00"/> | \$ <input type="text" value="76,017"/> | <input type="text" value="5"/> |
| 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" value="1.00"/> | \$ <input type="text" value="74,489"/> | <input type="text" value="5"/> |
| 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="83,474"/> | <input type="text" value="12"/> |
| News / Current Affairs Director - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Music Director</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Music Librarian/Programmer</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Announcer / On-Air Talent</u> | <input type="text" value="3.00"/> | \$ <input type="text" value="51,365"/> | <input type="text" value="5"/> |
| Announcer / On-Air Talent - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Reporter</u> | <input type="text" value="4.00"/> | \$ <input type="text" value="52,622"/> | <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="56,537"/> | <input type="text" value="3"/> |
| Director of Continuity / Traffic - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Events Coordinator</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Events Coordinator - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Web Administrator/Web Master</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Web Administrator/Web Master - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Total | <input type="text" value="21.00"/> | \$ <input type="text" value="1,095,160"/> | <input type="text" value="76"/> |

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="2"/> | <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="4"/> |
| Male Board Members | <input style="width: 50px;" type="text" value="2"/> | <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="2"/> | <input style="width: 50px;" type="text" value="5"/> |
| Total | <input style="width: 50px;" type="text" value="4"/> | <input style="width: 50px;" type="text" value="1"/> | <input style="width: 50px;" type="text" value="0"/> | <input style="width: 50px;" type="text" value="1"/> | <input style="width: 50px;" type="text" value="3"/> | <input style="width: 50px;" type="text" value="9"/> |

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

0

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? | Yes |
| Produce/distribute informational materials based on local or national programming? | Yes |
| Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? | 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? | Yes |
| Host community events (e.g. benefit concerts, neighborhood festivals)? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Provide locally created content for your own or another community-based computer network/web site? | Yes |
| Did the locally created web content have a specific, formal component designed to be of special service to the educational community? | No |
| Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Partner with other community agencies or organizations (e.g., local 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? | Yes |

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

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

5.1 Radio Programming and Production

Jump to question: 5.1

| | | |
|---------------------------|----------------------------------|-------|
| For National Distribution | For Local Distribution/All Other | Total |
|---------------------------|----------------------------------|-------|

| | | | |
|--|--------------------------------|------------------------------------|------------------------------------|
| Music (announcer in studio playing principally a sequence of musical recording) | <input type="text"/> | <input type="text" value="728"/> | <input type="text" value="728"/> |
| 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="728"/> | <input type="text" value="728"/> |
| News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs) | <input type="text"/> | <input type="text" value="600"/> | <input type="text" value="600"/> |
| 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="5"/> | <input type="text" value="5"/> |
| 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="0"/> | <input type="text" value="2,061"/> | <input type="text" value="2,061"/> |

5.1 Radio Programming and Production

Jump to question:

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

5.1 Radio Programming and Production

Jump to question:

Approx Number of Original Program Hours

Comments

Question Comment
 No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2018. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

Joint licensee Grantees that have filed a 2018 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question:

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

WDET is Detroit's public radio station and a community service of Wayne State University. Our mission is to serve an engaged, diverse and curious audience through trusted news, inclusive conversations and cultural experiences that empower our community to move forward. We create opportunities for our community to not only engage with us, but also with each other. More than 126,000 people listen to WDET's live programming each week. We provide our community with several vital services including: Award-winning, independent local journalism, Increased exposure to arts, culture and music from Detroit, platforms for citizens to learn, connect and share their own stories with each other and the world, Solution-oriented conversations featuring diverse voices and perspectives, Representing authentic voices from Detroit within national and international media. We provide engagement opportunities including citizen reporting programs and meetings such as library events to educate the public about ferreting out fake news, and community conversations about equity issues in conjunction on Detroit Today. In FY2018, WDET's website traffic grew by nearly 50% with an average 61,000 unique web visitors each month. We also saw an increase in WDET's reach on social media with more than 29,900 Facebook followers, more than 28,500 Twitter followers, and more than 7,400 Instagram followers. In addition, nearly 10,000 people access our on-demand and podcast content each month through wdet.org and our free mobile app. NEWS & PUBLIC AFFAIRS PROGRAMMING: Detroit Today, WDET's daily, public affairs program, convenes conversations between metro-Detroit communities on issues of importance to the region, many of which are identified through listening and interacting with community members through social media and events. We open the phone lines for the public to join the conversation with elected officials and experts every day. About 600 interviews were conducted on the program in FY18. Detroit Today also collaborated with members of the Detroit Journalism Cooperative on program content and live events and broadcast a two hour special on education and the impact changing schools frequently has on students and educators. In FY2018, WDET's newsroom reported more than 250 news stories on local politics, education, racial and economic inequality, health and environment, the cultural diversity of our region, and issues determined by citizens in a survey about issues that would impact their votes in the Michigan gubernatorial election. WDET welcomed NPR's 1A to broadcast live from our studios during the NABJ convention in Detroit. NPR reporters worked out of our newsroom to report on the passing of Aretha Franklin, Glynn Washington of Snapped Judgement met with WDET listeners and was interviewed in front of a live studio audience. Nichole Childers,

the Executive Producer of Marketplace Morning Report and Keith Woods, NPR's VP of Newsroom training and diversity also visited to discuss diversity and met with our staff for training and Q&A. **HAND-PICKED LOCAL MUSIC & CULTURAL PROGRAMMING:** WDET remains Detroit's most active promoter of local music and a significant voice for arts and culture. Our music hosts bring their passion and a wealth of knowledge to their programs each week, producing over 1,000 hours of handpicked playlists featuring diverse genres and Detroit-rooted styles including jazz, soul, r&b, rock and techno. More than 50 in-studio musical performances featuring local and visiting artists were recorded in our studios this year and aired across our broadcast and on-demand programming. Programs like Ann Delisi's Essential Music regularly incorporate input from listeners, including their own essential songs and their reflections on music that has changed their lives. **WDET's CultureShift,** the only two-hour daily radio program dedicated to showcasing Detroit arts and culture. This daily, two-hour "magazine" features local bands each hour alongside stories and interviews with artists, chefs, curators and other creatives. More than 1,000 artists and cultural events were featured in addition to broadcasting more than 500 songs by local musicians. **AUDIENCE-DRIVEN PROGRAMMING:** WDET regularly creates opportunities for listeners to shape our programming and news coverage. Throughout the year, our newsroom used the Hearken platform to produce CuriousID, collaborative journalism that taps into the curiosity of our listeners and engages them the reporting process. WDET reporters investigated 6 listener questions in FY2018, from "Why are Street Addresses 5 digits" to "Who Designed the Rouge Golf Course?", and answered them through multimedia stories that were broadcast and made available into a podcast. WDET also hosted a series of Smart Politics Happy Hour events in the lead up to the Detroit Regional Chamber's Mackinac Policy Conference to determine the focus of our coverage during this annual convening of statewide stakeholders, politicians and policymakers. Listeners encouraged us to focus on bi-partisan politics, public transportation and education. We surveyed the public to determine the direction of our election coverage for our reporting initiative Policy Meets the People. WDET regularly convenes community meetings and reports on Detroit neighborhoods that are often overlooked by mainstream media to learn what residents concerns are. We also regularly partner with local news organizations like our collaboration with Issue Media Group to promote the work of diverse journalists embedded in Detroit region neighborhoods and cities.

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.

DETROIT TODAY BOOK CLUB AND SOLUTIONS JOURNALISM PROJECT ON EVICTIONS: The Detroit Today Book Club chose Evicted by Matthew Desmond as it's 2018 read and utilized the book to convene on-air, online and in-person conversations around race, poverty and equitable housing. WDET hosted community conversations in six libraries and/or independent book across the region to discuss the issues raised in the book and solutions to the local eviction crises. One of these events was recorded and turned into an hour-long special. Over 500 people attended these meetings and over 100 people participated in conversations on social media as part of the book club's Facebook group. WDET received a grant from Solutions Journalism Network to explore potential solutions for Detroit and extend the impact of our engagement. A reporter traveled to Cleveland and reported on the city's successful pilot program that has lowered the number of court ordered evictions. WDET shared those findings with listeners, hosted an in-person gathering of 20 stakeholders (elected officials, advocates and landlords) to discuss solutions, and mailed information to government officials across Southeast Michigan. **POLICY MEETS THE PEOPLE:** For the 2018 elections, we explored new ways of responding to Detroit's news and information needs. We surveyed hundreds of listeners to determine their largest local concerns during the election year and used their responses as the basis for our reporting. Their concerns resulted in more than 20 features and interviews with local candidates and the policy-related issues that we explored. We provided voters across the state with fact-based information on the candidates and proposals they find on their ballot. **THE DETROIT JOURNALISM COOPERATIVE (DJC):** WDET continued as a partner with local non-profit and ethnic media organizations that are reporting about and creating community engagement opportunities around the city's bankruptcy, recovery and restructuring. We shared partner's work and collaborated on reporting projects. The DJC is funded by the John S. and James L. Knight Foundation, The Ford Foundation, and the Corporation for Public Broadcasting, the DJC partners also is currently comprised of The Center for Michigan's Bridge Magazine, Detroit Public Television (DPTV), Michigan Radio, Chalkbeat, and New Michigan Media. **PRESERVING DETROIT'S STORIES:** WDET hosted the national storytelling project StoryCorps in FY2017 as part of our commitment to preserving and sharing the stories of our community. We continued to mine the content recorded and broadcast a half dozen more Detroit stories in FY18. We also created an hour-long special to broadcast Detroit's stories to our audience on Thanksgiving Day. **INCREASING ACCESS TO THE ARTS:** WDET regularly collaborates with other Detroit organizations on events and promotions that create opportunities to create exposure for local artists and increase participation in the arts. We once again welcomed hundreds of visitors to our studios during Noel Night, an annual holiday open house for over 100 participating venues in Detroit's cultural center. CultureShift regularly features interviews with curators, artists, and leaders of art and cultural institutions. In conjunction with the NPR Tiny Desk Contest, WDET hosted an evening of music from contestants from our region. More than 150 people attended. Our ongoing partnership with The Moth StorySLAM and Twisted Storytellers provide monthly opportunities for hundreds of Detroiters to share their stories on-stage each year. Our Essential Cooking series highlights Detroit's growing culinary scene through quarterly dinners designed in partnerships with a diverse group of local chefs and restaurants and hosted by WDET music host Ann Delisi. 500 people purchased tickets to these events last year and enjoyed creative meals made with fresh local ingredients as well as conversations with the presenting chef.

6.1 Telling Public Radio's Story

Jump to question: ▼

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.

TWISTED STORYTELLERS PODCAST: WDET released season two of the Twisted Storytellers podcast featuring a diverse group of eight storytellers, the podcast was released in conjunction with shorts that aired weekly on WDET for 8 weeks. Founder Satori Shakoor says, "WDET has been integral to achieving our mission to connect, heal and transform through the art of storytelling. They allow our stories to reach listeners globally and help us sell out shows locally. Thanks WDET." **GIMEE SOME TRUTH:** WDET conducted 6 panel discussions at area libraries that explored how to identify factual information online and use social media responsibly as well as the unintended consequences of spreading misinformation. The meetings were held in conjunction with journalists from the Detroit Journalism Cooperative and local librarians, educators, students and public safety officials. Each event was attended by 75 to 100 people. **DETROIT TODAY BOOK CLUB:** WDET's reporting and engagement around the book Evicted and subsequent exploration of solutions to the local eviction crisis prompted several collaborations among stakeholders, the creation of a non-profit helping victims of eviction, and communication between Detroit City Council and our contacts at Cleveland's eviction court. WDET was also awarded the United Community Housing Coalition 2018 "Media Champion of the Year," award for our "consistent effort to inform and educate the public about the housing crisis faced by low-income families in Southeast Michigan, particularly with respect to evictions and tax foreclosures" The programs earned first place in the Michigan Association of Broadcasters Community engagement category. **DETROIT DOCUMENTERS:** In 2018, WDET partnered with Chicago's CityBureau and local non-profit Citizen Detroit to improve coverage and engagement in public meetings. Thanks to a grant from the locally

established Detroit Journalism Engagement Fund, we piloted the Detroit Documenters program that trained and paid more than 50 citizens to attend and document public meetings in the city. Their notes were distributed through social media and shared with reporters and uploaded to a new portal (Documenters.org) that aggregates information about all public meetings in Detroit in one place. Virtually all Documenters who were surveyed indicated that they gained a better understanding of civic decision-making processes in Detroit, 70% indicated that it helped them gain a better understanding of how local news is produced and 40% indicated that it increased their trust in local media. FRAMED BY WDET: "Framed by WDET" is an audio-visual series that integrates photography and storytelling to tell the story of ethnic and cultural communities throughout metro Detroit through interactive public exhibits that travel throughout the region. In FY 2018, we created new opportunities for the greater public to engage with and support this work through a multi-location community exhibition, summer audio story series, and a successful Kickstarter campaign. The entire "Framed by WDET" collection of local artwork features more than 160 printed photographs and documents the voices of nearly 100 local residents through 45 audio stories. For 53 days during the summer, a curated body of work of this collection was on display at five local businesses through metro Detroit with audio stories that visitors could stream on their mobile devices. WDET also launched a "Framed by WDET" summer story series through the NPR One mobile app and on "CultureShift," our weekday arts and culture program. This series of eleven audio stories launched with an interview with the project's producers followed by narrated features from each of the ten communities that are featured in "Framed by WDET." In addition to providing more individuals with a better understanding of local ethnic and cultural communities, the series also supported our efforts to build awareness about the project and a Kickstarter campaign, which raised over \$19,000 for the production of a photo book and large-scale community exhibition ENGAGING YOUTH: In 2018, WDET piloted a podcast called Homeroom featuring a Detroit High School student as the host and the voices of students discussing issues of education. Homeroom was submitted and accepted by NPR's StoryLab project. It is being developed as both a podcast and broadcast program. It has allowed WDET reporters to work closely with students from Detroit Public Schools Community District to identify, source and complicate stories about schools. Homeroom's creators were the first participants in the NPR Ed Fellowship in 2018. DONATING AIRTIME TO YOUTH-FOCUSED NON-PROFITS: In December 2017, the 6th annual Kyle's Challenge campaign invited listeners to nominate local nonprofits that serve young people for recognition. In 2018, five nonprofit organizations received \$5,000 worth of promotional airtime on WDET to raise awareness of their youth-focused programs and services: SOAR, The Second Mile Center of Detroit, Minds Matter Detroit, Detroit Food Academy, and Creative Movement Brazil. Taken together, this group of organizations offers Detroit-area youth experiences ranging from academic tutoring, sports camps, food-related entrepreneurship, mentoring and more.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

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

DETROIT STORYMAKERS: WDET launched a long-term initiative to train and feature the stories of under-represented communities in our region. In FY18, we collaborated with Feet in 2 Worlds on a paid fellowship program for 4 journalists of color or from immigrant backgrounds. Each fellow has received hands-on training and mentorship in multimedia storytelling and audio journalism. Their work continues to be featured on-air and online. Feet in 2 Worlds' Executive Director John Rudolph stated, "Working with WDET has been deeply gratifying. They have demonstrated a strong commitment to newsroom diversity and inclusion, and an openness to Feet in 2 Worlds' unique process which requires significant time and resources. They have embraced food journalism as a powerful way to explore Detroit's immigrant communities and communities of color. WDET has provided financial support to the fellows and their mentors, invited fellows into their newsroom and lent them field-recording equipment for the duration of the fellowship. During our partnership with WDET we have repeatedly witnessed their desire to reach their listeners in new and innovative ways and to truly reflect the diversity of the communities served by the station." DRIS (Detroit Radio Information Services): WDET continues to provide this 24-hour radio reading and audio information service for people who are blind or visually impaired. WDET partnered with the Issues Media Group to feature the work of 5 diverse journalists in the On the Ground Program who are embedded in communities throughout Detroit and the region in on-air interviews and posting their work on WDET.org The Detroit Documenters program trained and paid diverse residents across the city of Detroit in producing civic journalism and engaging in public meetings to increase coverage of city issues that matter to residents who feel under-represented in local media.

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 CPB support, WDET would not have the resources to invest in the production of high-quality and impactful local programming and experiences that serve the needs of our community and reflect the diverse voices of our region. CPB funding enables WDET to maintain its focus on in-depth journalism and solutions-oriented conversations. It also makes it possible for WDET to seek innovative ways to deepen our connection with existing audiences while experimenting with ways to reach new listeners, particularly those that are underrepresented and underserved by mainstream media. WDET's audience and impact in the community has been growing as a result of our increased commitment to distinctive and responsive local programming and partnerships that increase opportunities for community engagement. We continue to develop meaningful partnerships that lead to deeper engagement with diverse communities that bring people together across social and geographic boundaries. Our investments in improvements to digital platforms in response to changing listener habits has been accompanied by the development of new forms on-demand content including podcasts and multimedia stories that attracted new local and national listeners. Without support from the CPB, it would be challenging for WDET to continue to provide quality local radio programming to an increasingly diverse public while also adapting to the new ways the public expects to be engaged and served through platforms and in-person experiences.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: [7.1](#) ▼

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

7.1 Journalists

Jump to question: 7.1 ▼

| Job Title | Full Time | Part Time | Contract | Male | Female | African-American | Hispanic | Native-American | Asian/Pacific | White, Non-Hispanic | Other |
|---|---------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|--------------------------------|
| News Director | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text" value="1"/> | <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" value="3"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="2"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> | <input type="text"/> |
| Editor | <input type="text" value="2"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="2"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <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" value="1"/> | <input type="text" value="2"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> | <input type="text"/> |
| Associate Producer | <input type="text"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Reporter/Producer | <input type="text" value="3"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="2"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> | <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" value="1"/> | <input type="text" value="2"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="2"/> | <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" value="2"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="2"/> | <input type="text"/> |
| Anchor/Host | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text" value="1"/> | <input type="text"/> | <input type="text" value="1"/> | <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="13"/> | <input type="text" value="6"/> | <input type="text" value="1"/> | <input type="text" value="8"/> | <input type="text" value="12"/> | <input type="text" value="5"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="14"/> | <input type="text" value="0"/> |

Comments

Question Comment

No Comments for this section