

**Grantee Information**

<b>ID</b>	1445
<b>Grantee Name</b>	WDET-FM
<b>City</b>	Detroit
<b>State</b>	MI
<b>Licensee Type</b>	University

**1.1 Employment of Full-Time Radio Employees**

Jump to question: [1.1 ▼](#)

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

**1.1 Employment of Full-Time Radio Employees**

Jump to question: [1.1 ▼](#)

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	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="2"/>	<input type="text" value="5"/>
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"/>
<b>Total</b>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="15"/>

**1.1 Employment of Full-Time Radio Employees**

Jump to question: [1.1 ▼](#)

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	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="1"/>	<input type="text" value="2"/>
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="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"/>
<b>Total</b>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="11"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee

	Persons with Disabilities
Officials - 1000	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text" value="2"/>
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"/>
<b>Total</b>	<input type="text" value="2"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1 white female and 1 white 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
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Female Major Programming Decision Makers	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" 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"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="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" value="0"/>	<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="3"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="6"/>
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"/>
<b>Total</b>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="14"/>

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="5"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="10"/>
Technicians - 4000	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="12"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code

Persons with Disabilities

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

1.4 Part-Time Employment

Jump to question: [1.4](#)

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

1.4 Part-Time Employment

Jump to question: [1.4](#)

Number working less than 15 hours per week

1.4 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="0"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<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" value="1"/>	<input type="text" value="1"/>

Office / Service Workers - 5100-5500	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="4"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question:

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:

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question:

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

1.7 Hiring Contractors

Jump to question:

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:

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="119,605"/>	<input type="text" value="4"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<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>	<input type="text" value="1.00"/>	\$ <input type="text" value="65,000"/>	<input type="text" value="1"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Publicity, Program Promotion Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="62,730"/>	<input type="text" value="3"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="93,300"/>	<input type="text" value="3"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="51,374"/>	<input type="text" value="4"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="73,440"/>	<input type="text" value="1"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="66,551"/>	<input type="text" value="6"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="46,094"/>	<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="70,000"/>	<input type="text" value="4"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="72,132"/>	<input type="text" value="6"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="52,773"/>	<input type="text" value="6"/>
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="51,339"/>	<input type="text" value="8"/>
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="55,158"/>	<input type="text" value="17"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="60,131"/>	<input type="text" value="3"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text" value="21.00"/>	\$ <input type="text" value="939,627"/>	<input type="text" value="68"/>

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)

0

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)

0

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

Elected by community/membership

8

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

Other (please specify below)

0

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)

0

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

8

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	2	1	0	0	2	5
Male Board Members	0	0	0	0	3	3
<b>Total</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>8</b>

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Vacant Positions

0

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.)

8

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Board Members with disabilities



Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: 4.1 ▼

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

4.1 Community Outreach Activities

Jump to question: 4.1 ▼

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	No
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
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?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	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="1,066"/>	<input type="text" value="1,066"/>
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="520"/>	<input type="text" value="520"/>
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="2"/>	<input type="text" value="2"/>
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="2,188"/>	<input type="text" value="2,188"/>

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 2017. 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 2017 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 realize that the only way to achieve this mission, is to start with listening and create opportunities for our community to not only engage with us, but also with each other. More than 170,000 people listen to WDET's live programming each week, and nearly 43,000 people access our on-demand content each month through wdet.org and our free mobile app. 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 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. Close to 600 interviews were conducted on the program this year. A special evening broadcast, Detroit Today: Tonight, provided a live, community town hall on the state of education in Detroit featuring policy makers, journalists and an in-person audience of parents and advocates. WDET regularly convenes community meetings and reports on Detroit neighborhoods that are often overlooked by mainstream media. In 2017, WDET visited over 14 communities throughout the city and produced multimedia feature stories based on residents' experiences. We also convened a meeting for individual neighborhood advocates to meet one another, share their challenges, and discuss solutions for improving information access in their community. In FY2017, 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 the state of the city post-bankruptcy. Over the summer, WDET began providing national news coverage seven days a week by adding NPR's Weekend All Things Considered and Weekend Edition Sunday to our schedule in response to increased listener interest in national politics and events. We welcomed NPR's OnPoint and Weekend All Things Considered to broadcast live from our studios this year and created opportunities for listeners to engage with hosts Tom Ashbrook and Michel

Martin and share their perspectives on the issues that are most important to Detroiters. **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 hand-picked 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 listener's, including their own essential songs and their reflections on music that has changed their lives. WDET also continued to produce CultureShift, the only daily radio program dedicated to showcasing Detroit arts and culture. This daily, two-hour "magazine" features local bands and musicians each hour alongside stories and interviews with artists, chefs, curators and other creatives. **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 CuriosiD, a new form of collaborative journalism that taps into the curiosity of our listeners and engages them the reporting process. WDET reporters investigated 14 listener questions in FY2017, from "Who was John R?" to "Are there salt mines under Detroit?", 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 state-wide stakeholders, politicians and policymakers. Listeners encouraged us to focus on bi-partisan politics, public transportation and education.

### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

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

**THE DETROIT JOURNALISM COOPERATIVE (DJC):** WDET is a member of this groundbreaking partnership of local non-profit and ethnic media organizations that are reporting about and creating community engagement opportunities around the city's bankruptcy, recovery and restructuring. In the months leading up to the 50th anniversary of the 1967 Detroit uprisings, WDET and our partners produced multimedia stories and hosted community events that explored the impact of this historic event. This project, titled The Intersection, examined the social and economic conditions that led to the uprising and tracked the progress Detroit has, has not made, in addressing issues raised by The Kerner Commission. As part of this effort, WDET also produced a national podcast, Created Equal, that explored inequity through the lens of history and created opportunities for Detroiters to share their personal stories of the uprising through a partnership with StoryCorps. The partners' work was subsequently published into a book and provided a grounding for Weekend All Things Considered's live broadcast from WDET's studios which reflected on the anniversary of the uprising, including a conversation with former Detroit mayor Dennis Archer and former police chief Ike McKinnon that was recorded in front of a live studio audience. WDET and the DJC partners aligned these activities to support a community wide engagement effort and new exhibit produced by The Detroit Historical Society titled "Detroit 67" that will be publicly on view through 2019. We also launched a new series that explored answers to a question often posed by and to Detroiters: "How's Detroit Doing"? WDET contributed over 30 stories and program segments that presented diverse perspectives on the current state of the city and region post-bankruptcy, alongside data journalism and town-hall conversations designed to answer community members questions. 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 for a third time as part of our commitment to preserving and sharing the stories of our community. Located on the front lawn of the Detroit Institute of Arts during the month of July thanks to a partnership with the museum, the StoryCorps Mobile Booth recorded hundreds of Detroiters' stories that were later archived in the Library of Congress. A selection of stories were broadcast on WDET, shared at an event held in partnership with The Detroit Public Library and presented in a new podcast. **INCREASING ACCESS TO THE ARTS** WDET regularly collaborates with other Detroit organizations and institutions in Detroit on events and promotions that create explore to local artists and increase participation in the arts. In 2017, we continued our partnership with the Detroit Symphony Orchestra by engaging new and younger Detroiters through diverse musical acts performed in their more informal "Cube" event space. We once again welcomed hundreds of visitors to our studios during Noel Night, an annual event that serves as a holiday open house for over 100 participating venues in Detroit's cultural center. Our ongoing partnership with The Moth StorySLAM and Twisted Storytellers provided monthly opportunities for Detroiters to share their stories on-stage. Our Essential Cooking series highlighted Detroit's growing culinary scene through quarterly dinners designed in partnerships with local chefs and restaurants and hosted by WDET music host Ann Delisi. Over 230 people purchased tickets to these 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: [6.1](#) ▼

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

**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. This year, we highlighted five communities who have a rich legacy in Detroit, but are often under or misrepresented in the local media and in the arts. We partnered with 5 local photographers and 5 storytellers to present highlight the voices of over 30 individuals from diverse communities in southeast Michigan alongside more than 60 photographs that documented their lives and experiences. In total, over 2,100 people have attended in-person "Framed by WDET" events in Metro Detroit in addition to more than 90,000 Photoville visitors in Brooklyn, NY. This year, "Framed by WDET" stories also received over 3,000 plays through online listening sessions. On average, 75 percent of attendees at installations stated they were visiting a local art space they had never been to before. By integrating stories in our existing broadcast programming, WDET ensures that the unique history and perspective of each community is woven into the larger narrative of our changing city and region. "Framed by WDET" exhibitions received an average satisfaction rating of 4.7 out of 5, with a comments expressing this project made them feel like "I wanted to cry, I feel like the subjects have been read for someone to capture what they already knew," and "I saw and heard the soul and strength of Detroit." Framed By exhibits produced this year: Hummus Heartland: Stories about Detroit's ubiquitous Middle Eastern food culture united by the iconic, delicious food staple: hummus. Installed at Bank Suey community space in Hamtramck and later at the Jewish Community Center in West Bloomfield. - January 2017 Home on the Range: Stories about family, responsibility and human connection with the natural world. Installed at the Department of Natural Resources Outdoor Adventure Center in Detroit and later at The Loft Fine Art, a neighborhood art gallery in downtown Mount Clemens. -April 2017 Bubble Metropolis: Showcased the contemporary underground dance communities in Detroit. Installed at El Club in Southwest Detroit and later displayed at Affirmations in Ferndale, a Michigan nonprofit community center serving the LGBT population. - August 2017 Beyond Balkanization: Reveals how preserving and sharing one's culture can build bonds that transcend borders through stories of the region's Balkan immigrant communities. - September 2017 The Sweet Science: Stories about strength and limitless possibility featuring voices from youth at Downtown Boxing Gym in Detroit. -September 2017 ENGAGING

YOUTH: In 2017, WDET continued a multi-year collaboration with Detroit's InsideOut Literary Arts Project. Through this partnership, WDET reporters presented a workshop about public radio to students that aimed at helping them develop their interviewing skills to support the development of poetry and essays about the 1967 uprising in Detroit. Students subsequently came to the WDET studio to record their poems for broadcast in advance of the cityside poetry slam, which the station covered onair and online. Suma Karaman Rosen, Executive Director of Inside Out Literary Arts says, "WDET amplifies the voices of our students. Thanks for being such a great champion for InsideOut!" In November, WDET developed and presented lectures about elections and journalistic standards for covering them to Wayne State University digital media students. Students researched local races and partnered with WDET reporters to conduct interviews, take photographs, and write stories about candidates and issues that appeared online as part of WDET's 2016 local election coverage. Post Election, WDET returned to teach a module on using data, downloading information from the U.S. Census and creating graphical displays for use on the web. DONATING AIRTIME TO YOUTH-FOCUSED NON-PROFITS: WDET provided promotional support to several Detroit-area non-profits that are making a difference in the lives of local kids through our sixth annual Kyle's Challenge. In the last five years, Kyle's Challenge has generated over \$250,000 in support for WDET thanks to the generosity of The Kyle John Foundation and hundreds of listeners. In return, WDET has awarded nearly \$200,000 in free promotional airtime to 22 Detroit-area non-profits that are creating a better future for local kids. Five additional non-profits will receive on-air promotional campaigns valued at \$5000 each that will run in FY2018. Douglas Kempton of SOAR Detroit, a FY2017 Kyle's Challenge recipient, says, "The WDET campaign helps us get the word out and lets people know we need mentors ...The exposure is crucial if we are going to reach the goals we need to meet."

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 2017, and any plans you have made to meet the needs of these audiences during Fiscal Year 2018. If you regularly broadcast in a language other than English, please note the language broadcast.

Detroit Today: Host Stephen Henderson has increased the number of conversations on this daily program that address racial equality and equity, immigration, refugees and other issues that are of importance to diverse audiences. Created Equal: WDET produced and distributed an original podcast examining issues of racial inequity through the lens of history in December 2016 and January 2017. Conversations and coverage of the topics continued on-air through March. 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.

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. Continued CPB funding enables WDET to maintain its focus on in-depth agenda setting 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. We have been able to develop meaningful partnerships that lead to deeper engagement with diverse communities that bring people together across social and geographic boundaries. 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. The average number of weekly listeners to WDET increased from 130,300 in 2015 to 179,100 in 2017. Our investments in improvements to digital platforms in response to changing listener habits was accompanied by the development of new forms on-demand content including podcasts and multimedia stories that attracted new local and national listeners. In FY2017, WDET's site traffic grew from 35,000 unique monthly visitors to an of 41,000. We also saw a 10% increase in social media reach with 56,000 combined followers on facebook and twitter. As a result of this growth and increased impact, WDET saw a significant increase in contributions from individual listeners in FY2017 that is the strongest testament to the value of the service we provide.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: [7.1](#)

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

7.1 Journalists

Jump to question: [7.1](#)

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	1			1		1					
Assistant News Director											
Managing Editor	1				1					1	
Senior Editor	3			2	1					3	
Editor											

Executive Producer											
Senior Producer											
Producer		3		1	2					3	
Associate Producer											
Reporter/Producer	1			1						1	
Host/Reporter	1				1					1	
Reporter	2	2		1	3	1				3	
Beat Reporter											
Anchor/Reporter	1	1			2					2	
Anchor/Host			1	1		1					
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>	<b>10</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>

Comments

Question

Comment

No Comments for this section