



Wiki Education

2025–26 Annual Plan

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Looking back: 2024–25

A Year in Review

Fiscal year 2024–25 was an outstanding year for Wiki Education. We improved content for millions of Wikipedia's readers, launched an exciting new content campaign, finished work on our new impact visualization tool, strengthened our financial position, and filled key staff roles. The year offered remarkable proof of how successfully our organization rebounded from the challenges of the pandemic. We are tremendously proud of what we accomplished together.

Funded by a 3-year grant from the Mellon Foundation, we continued work on the largest social-justice campaign in the humanities on Wikipedia. The project helps address long-standing content gaps by employing the research and writing skills of humanities students at colleges and universities across the country. By the end of 2026, we expect more than 200 million people will have viewed the newly created and improved Wikipedia articles and increased their understanding of communities, cultures, histories, and notable figures that have not received enough attention elsewhere.

In a similar way, and funded by the Broadcom Foundation, we brought even more diverse and inspiring role models to Wikipedia's STEM content, giving students examples of excellence they can see themselves in. These biographies help make science more inclusive and accessible, encouraging more students to consider careers in STEM fields.

Amid a critical U.S. election year, subject-matter experts in our Scholars & Scientists Program provided millions of voters with access to accurate, nonpartisan information on Wikipedia. By improving election-related content, we helped strengthen the democratic process. We ran a total of 17 courses, with instructors and Wikipedia experts closely supporting participants to ensure strict adherence to Wikipedia's rules, especially its neutrality standards. By November 2024, the number of page views for articles created or improved by our course participants had sharply risen to a total of almost 21 million.

In partnership with PCORI, the Patient-Centered Outcomes Research Institute, we deepened our commitment to public health by further strengthening medical information on Wikipedia. The result is more accessible, accurate content for people seeking reliable health knowledge online. Also, thanks to a new strategic partnership grant from the WITH

Foundation, we started building upon our ongoing work to improve and expand Wikipedia's coverage of healthcare for adults with intellectual and developmental disabilities.

250 by 2026

**A Wikipedia content campaign to celebrate
the United States Semiquincentennial**



Figure 1. Slide for the launch of the “250 by 2026” content campaign.

Among the highlights of last fiscal year was the launch of our new “250 by 2026” content campaign which will improve Wikipedia’s depth and coverage of American history ahead of the U.S. Semiquincentennial next year. This campaign celebrates the 250th anniversary of the 1776 United States Declaration of Independence by empowering 250 subject matter experts to edit Wikipedia and to improve state and local history articles. With the help of our partner, the American Association for State and Local History (AASLH), this project is off to a strong start.

Wiki Education is recognized not only for its significant impact, but also for its careful attention to tracking and evaluating results. Our own metrics platform enables us to monitor and support thousands of program participants, while a free version of our Dashboard software assists Wikimedia affiliates and volunteers worldwide. In fiscal year 2024–25, we significantly improved the Dashboard’s performance and reliability to meet the growing demand for our software.

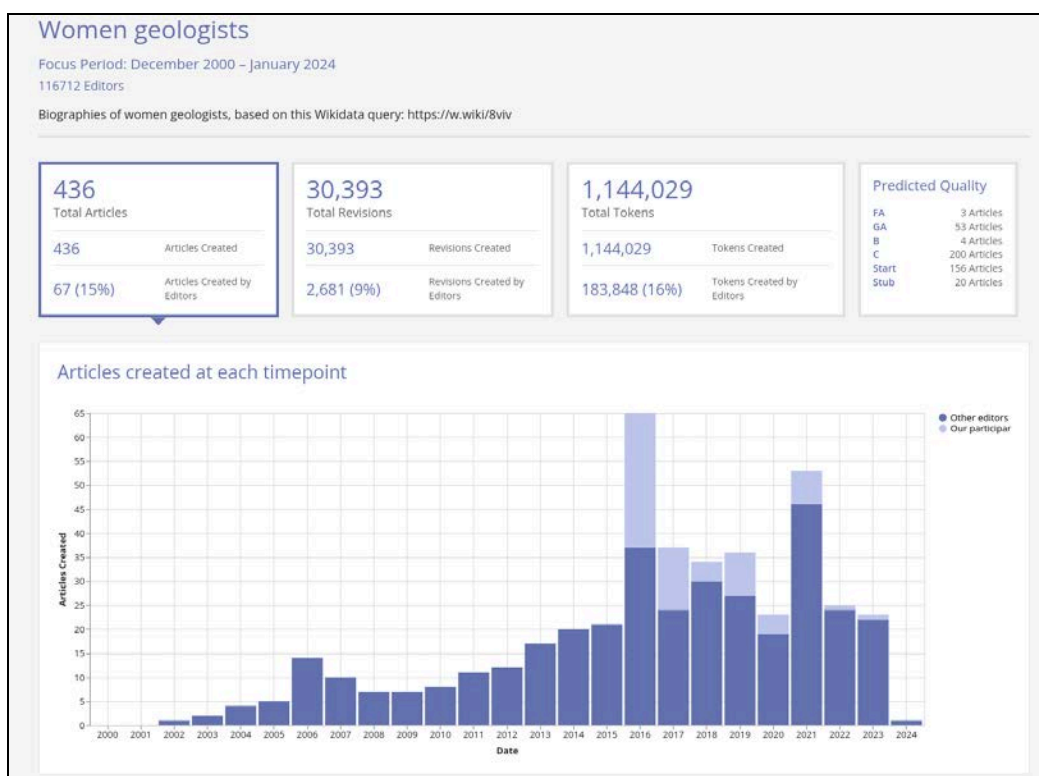


Figure 2. User interface of the new Impact Visualizer Tool.

To help us and others demonstrate the significant impact of Wikipedia content campaigns, we completed work on our new Impact Visualizer Tool, now freely available online. This innovative software is the first of its kind in the Wikimedia world, enabling users to track the quality development of specific content areas on Wikipedia over time. Its advanced visualizations provide campaign organizers with powerful ways to showcase the results of their work.

By expanding our network of institutional funders, we strengthened our organization’s financial position, enabling us to fill two key roles: a Chief Finance and Administrative Officer and a Senior Institutional Giving Officer, both hired in early 2025. These hires mark the final step in our three-phase process to rebuild the organization following the staff layoffs during the COVID years.

In December 2024, we celebrated Wiki Education’s 10-year anniversary with a virtual event held on Zoom. The program featured remarks from Board Chair PJ Tabit, former Board Chair Diana Strassmann, and Wikimedia Foundation CEO Maryana Iskander. The celebration also served as an opportunity to express our gratitude to those who have contributed to our success over the past decade — including current and former board

members, staff, contractors, interns, fellows, technical contributors, funders, and participants in our Student Program and Scholars & Scientists Program.

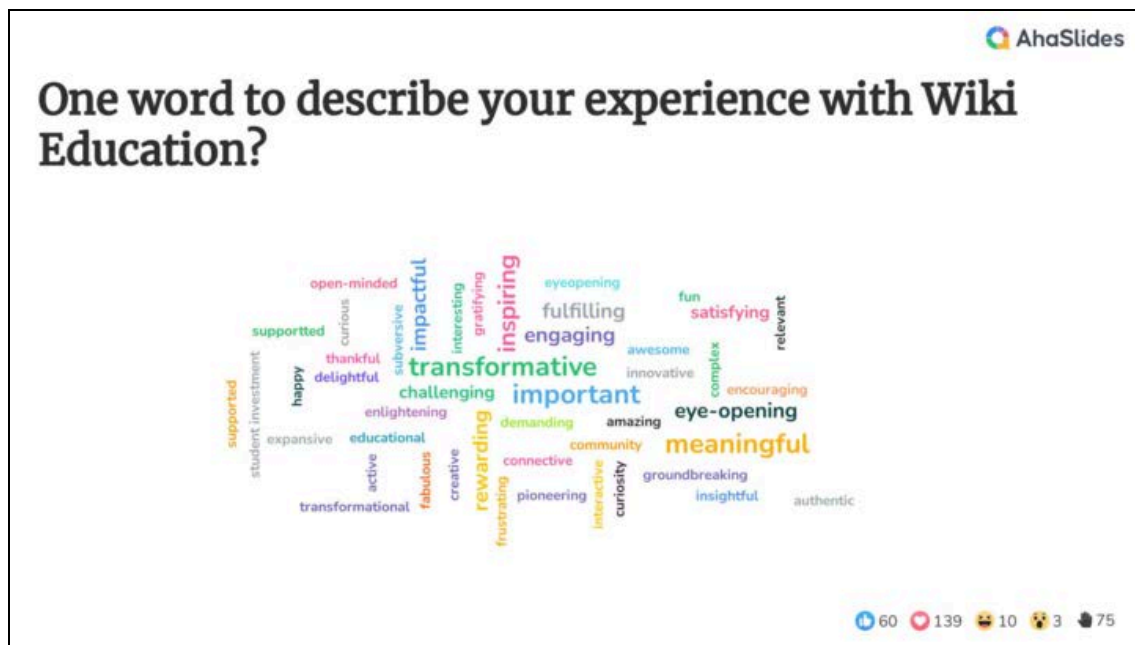


Figure 3. During our 10-year anniversary celebration, we asked attendees to describe their experience with Wiki Education in one word.

We are excited about what we achieved together last fiscal year. 2024–25 ranks among the most successful years in the history of our organization. This success has been made possible by our generous funders, the dedication of our board, Wiki Education’s good relationship with Wikipedia’s community of volunteers, the dedication of our staff, and the thousands of students, instructors, and subject-matter experts enrolled in our programs.

Programs

Core Projects

Goal: Grow Knowledge Equity initiative

During the 2024–2025 academic year, we continued to successfully expand our Knowledge Equity initiative. We supported 258 courses in fields related to knowledge equity (surpassing our goal of 225). In order to advance our programmatic work in bringing on more classes that focused on knowledge equity topics, we partnered with a variety of academic organizations. We held webinars with the American Historical Association, the American Academy of Religion, the American Sociological Association, and the Linguistics Society of America. We became an organizational affiliate of the American Historical Association and an institutional partner with the Latin American Studies Association. We attended and presented at a variety of academic conferences, including, the American Sociological Association, the National Humanities Alliance, the National Women's Studies Association, the American Academy of Religion, the American Anthropological Association, the American Historical Association, the American Philosophical Association, the Latin American Studies Association, H-Net's Teaching Conference, the Open Ed conference, as well as the Association for Computing in the Humanities.

We developed a training module to specifically address issues around representation on Wikipedia and deployed it beginning in Fall 2024. We published a curricular guide for faculty teaching in knowledge equity related fields in order to deepen their exploration of knowledge equity on Wikipedia. Finally, we continued to engage our Humanities and Social Justice Advisory Committee in all of these efforts. We transitioned from our inaugural 2024 committee to our 2025 participants in order to engage experts in different humanistic fields.



Figure 4. The 2025 Humanities and Social Justice Advisory Committee.

We also continued engaging in a Broadcom Foundation-funded project to increase the number of biographies of diverse people in STEM, written by students from higher education institutions with diverse populations. By December 31, 2024, in the first half of our fiscal year, students in 11 courses in the Student Program had produced 52 new Wikipedia articles about diverse people in STEM. For all of 2024, the project produced 86 new Wikipedia articles, exceeding our goal of 65.

Table 1. Targets for Knowledge Equity in fiscal year 2024–25: goals and projected actuals.

Description	Goal	Projected actual	% achieved	Notes
Courses who edit in the knowledge equity content area	225	258	115%	
New biographies of diverse people in STEM to Wikipedia by December 31	35	52	149%	

Goal: Build awareness of Wiki Education's work

Wiki Education hosted nine Speaker Series virtual events in 2024–2025, bringing together panels of experts to discuss timely issues related to Wikipedia, open access information, and Wiki Education's work. These open-invite webinars continue to elevate the visibility of Wiki Education's impact on Wikipedia and society at large, attract new participants for our programs, and foster dialogue and community among our funders, academic and institutional partners, program participants, and other stakeholders. We are pleased to note increased attendance and engagement with these events, and look forward to another year of the Speaker Series.

We also published weekly to the Wiki Education blog throughout the year, highlighting stories on program participants, guest contributions from participants, timely topical reflections, and key updates on funding, programs, partnerships, and organizational news. As planned, we pitched our blog posts to relevant external media, leading to news coverage by universities and academic associations. Additionally, we produced seven dynamic and well-received testimonial video shorts, showcasing reflections from both faculty and student participants.



Figure 5. A sampling of video shorts created this year.

To engage with the Wikimedia community and share our work, Wiki Education staff attended and presented at key conferences, including Wikimania, WikiConference North America, and the EduWiki Conference.

Table 2. Targets for communications in fiscal year 2024–25: goals and projected actuals.

Description	Goal	Projected actual	% achieved	Notes
New video testimonials	6	7	117%	
Blog posts	12	64	533%	
Speaker Series events	8	9	113%	

Goal: Grow our programmatic impact and ensure our programming remains of high quality

During the 2024–2025 academic year, we continued to offer high quality support to our program participants. We paired 44 new faculty in the Student Program with an experienced mentor and the mentorship program continues to not only provide additional support to first time program participants, but fosters collaboration and community-building among our faculty. We continued to hold weekly office hours for instructors as well as conduct a variety of video sessions throughout the term to provide further guidance on subjects including, navigating the dashboard, choosing articles, drafting and moving work, as well as assessing student content. We supported 720 courses this past academic year, up from 706 in the previous year. While we did not meet our goal of 750 classes, we greatly expanded our efforts in important subject areas like knowledge equity and political science. Our shortfall stemmed mostly from a decline in classes from STEM fields, and we're taking steps to address this gap in the coming academic year.

We engaged an instructional design consultant to evaluate our programmatic offerings, and they completed the project during the Fall 2024 term. The report was generally positive, but pointed out key areas where we can implement improvements. These mainly include incorporating more video content into our suite of training materials, addressing some issues around the dashboard's accessibility, and providing more guidance on how to navigate the Dashboard. In response to this analysis, we've already made our training module on keeping track of work more prominent for students and faculty, and we'll continue to seek ways to incorporate the findings in the coming year.

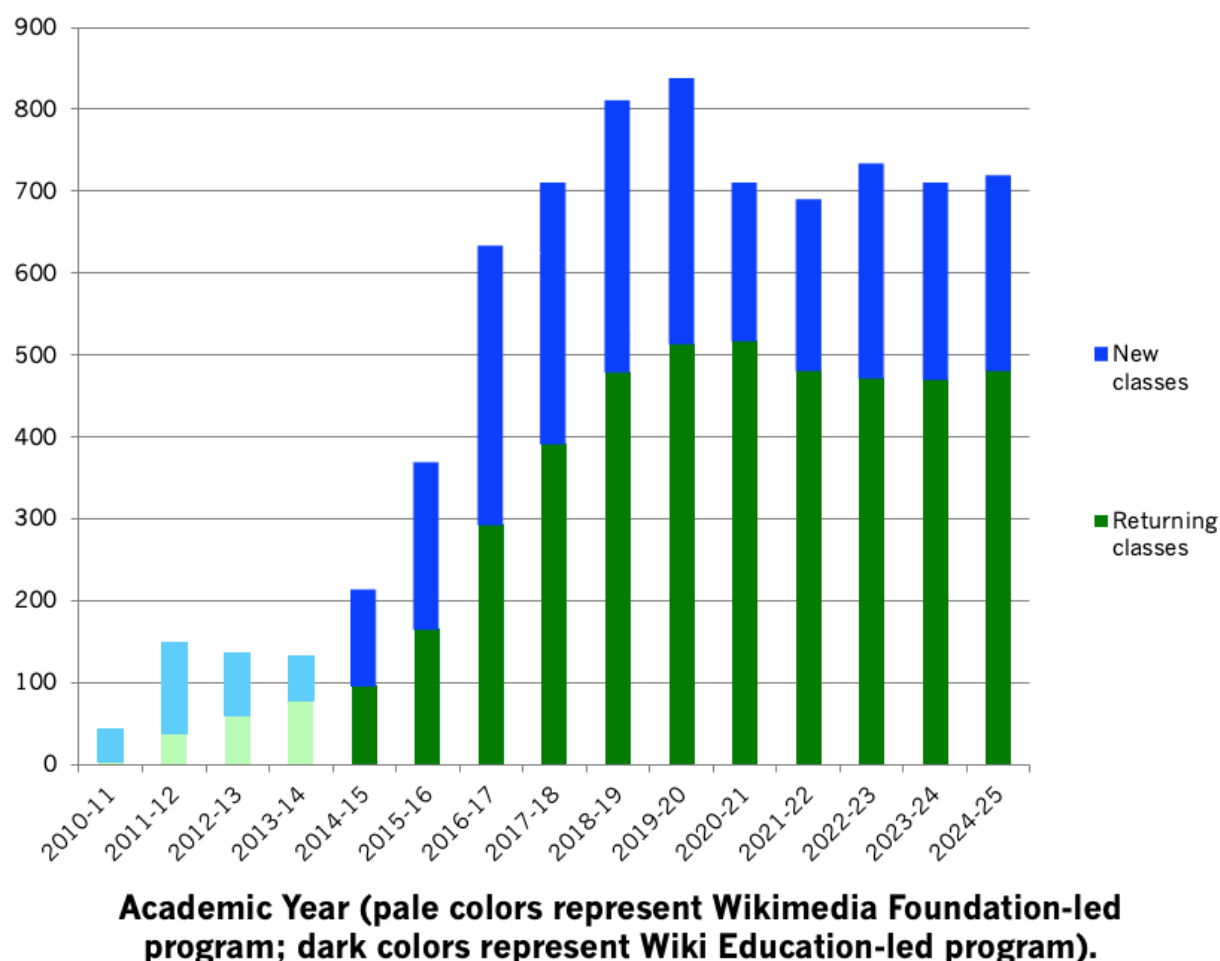
In Fall 2024, we greatly expanded our “No sandbox pilot.” 217 courses (77 new and 140 returning) participated, meaning that their students did not draft work in a sandbox, but directly in Wikipedia’s mainspace. We’ve known for quite some time that sandboxes are a significant source of confusion for students and can lead to a variety of challenges when moving work into the article mainspace. The pilot is meant to determine whether students can successfully contribute to Wikipedia as part of our program by directly editing live articles. We assessed the pilot’s outcomes, including gathering and analyzing data and conducting focus groups of both faculty and students, and made recommendations to add this as an option for all Student Program classes in the Fall 2025 term.

The Scholars & Scientists program worked extensively with Caitlin Sachdev, a consultant, to develop a go-to-market strategy for a Wikidata Consultancy program. Building a list of offerings based on feedback from the advanced Wikidata Salon curriculum, a rough sketch of the program appeared in late 2024. In the first half of 2025 we set a goal of reaching out to library and museum consortia in the United States with the hopes of identifying some potential clients in the first half of the year. The idea behind the consultancy work is to be able to offer GLAM institutions the opportunity to deepen their Wikidata work, based around a larger project.

Table 3. Targets for programmatic impact in fiscal year 2024–25: goals and actuals.

Description	Goal	Projected actual	% achieved	Notes
Courses in the Wikipedia Student Program	750	721	96%	
Develop and execute a new go-to-market strategy for the Scholars & Scientists Program	1	1	100%	

Figure 6. New and returning classes in the Wikipedia Student Program, 2010–2025.



Strategic priority: Combat disinformation and support democracy

Goal: Continue Civics & Democracy Campaign

During the 2024–2025 academic year, we significantly expanded our support for Student Program courses in political science. We supported 45 courses—exceeding our goal of 30 and more than doubling the previous year’s total of 21.

By the end of 2024, 18 months since the project began, the Scholars & Scientists program had run 17 courses related to elections and democracy, 10 of which happened this fiscal year. We worked with more than 200 participants, added just under 200,000 words and 2,000 references, with article views nearing 24 million. Participants worked on 545 articles, creating 40 new ones. Engaging those with subject area expertise allowed us to scope the

program to articles relevant to elections, democracy, and historical articles that would be of interest to voters and the public alike. We are thrilled with the impact they have had.

Table 4. Targets for civics and democracy in fiscal year 2024–25: goals and actuals.

Description	Goal	Actual	% achieved	Notes
Wiki Scholars courses related to civics and democracy	6	10	167%	
Support political science courses in the Wikipedia Student Program	30	45	150%	

Goal: Grow Communicating Science Initiative

During the 2024–2025 academic year, we supported 333 classes in Communicating Science fields. While we did not hit our goal of 350, we began to identify ways to expand the number of classes in these fields. In 2016, during our Year of Science campaign, we collaborated with a variety of academic associations in STEM fields, but have not engaged with many of them since the pandemic. In the coming academic year, we'll attempt to re-engage a host of relevant academic associations as well as begin speaking with organizations new to us in order to recruit more classes in the physical and social sciences.

Over the past several years, we have worked in partnership with the WITH Foundation to run courses around health care for people with intellectual and developmental disabilities. Two of these courses began at the end of this fiscal year. An additional partnership with the Rare as One network resulted in one course during the 2024–2025 year that generated content on rare diseases. Similar to other initiatives, a focus on engaging subject area

experts results in a large impact for the Scholars and Scientists program in each thematic campaign we run.

Table 5. Targets for Communicating Science in fiscal year 2024–25: goals and actuals.

Description	Goal	Actual	% achieved	Notes
Wikipedia Student Program courses in the Communicating Science initiative	350	334	95%	We supported 320 science courses in fiscal year 2023–24, so we did have year-over-year growth, just not as much as we’d hoped.
Courses related to science and medical content in the Wiki Scientists Program	3	4	133%	

Strategic priority: Strengthen and expand our partnerships with cultural institutions

Goal: Grow our engagement with cultural institutions

In 2024–25, we ran several Wikipedia and Wikidata courses geared to cultural institutions. For Wikidata we ran two Wikidata Salons (advanced courses), and one Wikidata Institute (a beginner course). Participants in these courses come almost exclusively from GLAM institutions. In particular, the Wikidata Salon we ran in 2025 catered to representatives from the Smithsonian Museums, Harvard Libraries, and New York Public Library.

On the Wikipedia side of things, we started a new campaign to improve and create articles in anticipation of the semiquincentennial of the United States. We partnered with the American Association for State and Local History, who represent historical societies and

museums across the United States, to kick off this campaign with three courses for their members. Additionally, we ran a course in partnership with Equis to improve the representation of Latino poets on Wikipedia. Many participants came from libraries and other cultural institutions.

Table 6. Targets for cultural institution engagement in fiscal year 2024–25: goals and actuals.

Description	Goal	Actual	% achieved	Notes
Wikipedia or Wikidata Scholars & Scientists courses relevant to cultural institutions	5	7	140%	
Create plan for collaboration on a Wikidata initiative with a cultural institution	1	1	100%	This plan was discussed previously in the go-to-market strategy goal.

Technology

Goal: Put the Dashboard on a firm technical foundation

Throughout the year, Argentinian software developer Gabina Luz Bianchi worked with Chief Technology Officer Sage Ross as a contractor to implement a major re-architecture of the Dashboard’s system for importing and processing statistics. We deployed the new system in February and March, followed by performance optimization in March and April. With the new system, the Dashboard no longer stores data for each individual wiki revision, instead

collecting data for revisions within a certain timeframe and storing only the aggregate statistics for each time period. This new architecture has dramatically reduced the Dashboard's requirements for both disk space and CPU usage, eliminating the frequent downtime and update lag that was progressively degrading the user experience for the global Programs & Events Dashboard in recent years. The Dashboard platform is now ready to handle increased utilization, including for high-volume Wikidata edits, and we can eliminate some of the restrictions that prevented using it for larger-scale projects.

Goal: Improve the user experience for Wikipedia assignments on the Dashboard

Ahead of the Spring term, we deployed a new set of features to head off a set of the most common problems and confusion points for the Dashboard's standard "Exercise" assignments. The Dashboard now verifies that the exercise sandbox on Wikipedia has been created, before allowing a student to mark that exercise as complete. Questions and support requests related to these exercises being marked "complete" prematurely were common in previous terms, and we've seen very few support requests related to these exercises since the deployment. Through discussions during instructor office hours and focus groups, we've identified several follow-on improvements we can develop in the future to make it easier for instructors to track and evaluate these assignments.

Goal: Complete the Impact Visualizer

After building the foundation of the Impact Visualizer (<https://impact.wikiedu.org>) in the previous year, this year we improved the user experience and extended the visualization features to make it into a tool that we can use regularly for our storytelling and data exploration needs. We launched a preview version of an open, community-facing instance of the tool ahead of Wikimania in August 2024, added a suite of tools for efficiently generating collections of articles from Wikipedia, Wikidata, and the Dashboard, and implement a flexible framework for collecting and analyzing topics based on Wikidata properties. Our final sprint of Impact Visualizer work improved the tool's reliability for large article collections.

Targets

Table 7. Targets for Technology in fiscal year 2024–25: goals and projected actuals.

Description	Goal	Projected actual
Complete architecture changes to eliminate the permanent storage of revisions	Fix Programs & Events Dashboard	Deployed successfully in February/March, with dramatically improved system performance. Programs & Events Dashboard is fixed!
Improve the user experience for Wikipedia assignments on the Dashboard	Make Exercises work smoothly	Dashboard tracking of on-wiki Exercise sandboxes deployed ahead of Spring 2025 term
Finish work on the new Impact Visualizer tool	Make Impact Visualizer useful for Communications and Development	New features, bug fixes and performance optimization completed throughout the year
Launch an open version of the tool for the global community of Wikimedia Program organizers	Share our cool tech tool more widely	Alpha version released for Wikimania 2024, full launch and promotion projected in June 2025

Advancement

Fundraising

Goal: Raise a total of \$2,074K for Wiki Education's programmatic initiatives, with a continued focus on institutional grantmakers and increased investment in capacity to expand this pipeline

For the second time in a row, we surpassed our annual fundraising goal (budgeted revenue: \$2.4 million). In addition to raising about \$2.1 million from institutional funders, we also received \$500K from major donors, and about \$37K from non-institutional funders.

Most of this success was driven by new and renewed institutional support at a higher level and a committed major donor. Institutional support is listed below:

1. [Mellon Foundation](#): support to amplify our Wikipedia Student Program's Knowledge Equity initiative in representing more complete and accurate narratives of the human experience on Wikipedia
2. [Wikimedia Foundation](#): General operating support as part of a three-year Annual Plan Grant through the Wikimedia Community Fund
3. [WITH Foundation](#): a strategic partnership grant to expand our existing efforts to make healthcare information on intellectual and developmental disabilities more accurate, up-to-date, and inclusive of people with lived experience by Promoting Access and Justice to Intellectual and Developmental Disabilities Healthcare Information on Wikipedia
4. [PCORI](#): With increased support from a Eugene Washington PCORI Engagement Award (EADI #38991), we are training health professions students to add content from—and cite—at least seven PCORI-funded systematic reviews on Wikipedia. As part of this project, we will also thoroughly examine students' perspectives on completing a Wikipedia-based assignment to inform and improve how students in health professions can engage with this work.
5. [Broadcom Foundation](#): support for students at diverse higher education institutions to expand Wikipedia's biographies of pioneering women and people of color in technology and mathematics who will inspire a diverse STEM workforce
6. [Guru Krupa Foundation](#): increased Wikipedia Student Program support for improving students' STEM communication and STEM information on Wikipedia
7. [Henry Luce Foundation](#): support for Empowering Women to Pursue STEM through Wikipedia with the Wikipedia Student Program
8. [Equis Institute](#): support for a Wiki Scholars course to improve Wikipedia's coverage of the poets and poetry featured in the *Anthology of Latino Poetry*
9. [The Leighty Foundation](#): General operating support for Wiki Education's mission

These supporters make our work to inform and inspire the public on a wide variety of topic areas, from the humanities to science, possible. We are deeply grateful for their commitment to freely accessible knowledge for all.

We are on track to exceed our stated goal for the number of letters of inquiry and grant proposals submitted to grantmakers and other institutional funders. Both the Henry Luce Foundation and the Equis Institute are notable additions to our funder portfolio. Additionally, we made an effort to leverage our current relationships with foundations' program officers and senior leadership for warm introductions to new potential funders. This effort had mixed success; two are not interested in offering connections, one is considering who to connect us to, and one funder has made four introductions. However, none of these introductions resulted in an invitation to submit a letter of inquiry for a variety of reasons, including a lack of budget, strategy alignment, and special requests that we could not oblige from the funder.

We also anticipated attending three conferences where corporate or foundation grantmakers were present to expand our network. In October 2024, we attended TIES' STEM Learning Ecosystems Community of Practice convening in Chicago at the request of the Broadcom Foundation. At the event, we made connections to four philanthropic prospects and became aware of the STEMM Opportunity Alliance (SOA), which Wiki Education has joined as a partner along with hundreds of other organizations, including grantmakers in the STEMM community. We expect this partnership to open more doors for funding opportunities and virtual and in-person networking events. We did not attend the two other budgeted conferences due to a lack of interest in Wiki Education's participation and a lack of timely communication from the host of a private event. Nonetheless, SOA is actively hosting events throughout the year, and we may find a fit for Wiki Education's work in a virtual one by fiscal year end.

Table 8. Targets for Fundraising in fiscal year 2024–25: goals and projected actuals.

Description	Goal	Projected Actual	Notes
Raise \$2,074K from institutional grantmakers	\$2,074K	\$2,099K	As projected on May 2, 2025
Submit at least 16 letters of inquiry or grant proposals	16	17	We have submitted 16 to date and will likely submit another by fiscal year end.

Leverage our connections for at least three new invitations to submit letters of inquiry and proposals	3	0	Existing connections provided introductions to 4 new organizations, however, none invited us to submit a LOI or proposal
Attend three conferences where corporate or foundation grantmakers are present to raise the profile of Wiki Education and network for funding opportunities	3	2	We attended the STEM Ecosystems Convening in Chicago with grantmakers present, and there is potential to attend a virtual STEMM Opportunity Alliance by fiscal year end.

Goal: Explore a new major gifts funding channel to diversify our pipeline for more topic sponsorships and more unrestricted funding opportunities

We did not have capacity to explore a new major gifts funding channel due to the delay in finding a Senior Institutional Giving Officer to assist in pipeline building for institutional funders.

Table 9. Institutional donor revenue target vs. cash-basis actuals for fiscal year 2024–25, breakdown by quarter

	Target	Projected Actual
Q1	\$100K	\$23K
Q2	\$942K	\$1,283K
Q3	\$557K	\$731K
Q4	\$475K	\$62K
Total	\$2,074K	\$2,099

Notes:

[1] Projections as of June 2, 2025.

Table 10. Revenues by program: Student Program, Scholars and Scientists, and small individual donations

	Student Program	Scholars & Scientists Program	Small individual donations
Revenue Amount	\$1,477K	\$1,139K	\$34K
Percentage of Revenue	56%	43%	1%

Notes:

[1] Projections as of June 2, 2025.

Expenses

Overall, we expect to be slightly over budget by \$50K for the fiscal year. The main contributors of this variance is an increase in payroll due to hiring a project manager, and a Chief Finance and Administration Officer.

Table 11. Fiscal year 2024–25 Quarterly Expenses: Plan vs. Actuals cash basis

	2024–25 Plan	2024–25 Actuals	Variance
Q1	\$604K	\$582K	(\$22K)
Q2	\$554K	\$622K	+\$68K
Q3	\$661K	\$610K	(\$51K)
Q4	\$557K	\$637K	+\$80K
Total	\$2,376K	\$2,451	+\$75K

Notes:

[1] Projections as of June 2, 2025.

Human Resources

In fiscal year 2024–25, we completed our three-year effort to rebuild organizational capacity following the staff layoffs during the COVID years. The process began with the re-hiring of key positions in the Programs Department and continued with the addition of a full-time Communications staff member. This year, the third and final step was to reestablish in-house Finance and Administration functions.

In March 2025, Jordan Daly, who had previously provided financial services as an external contractor, joined Wiki Education as our new Chief Finance and Administrative Officer. This transition not only relieves our Executive Director from serving as the organization’s acting CFO but also significantly strengthens Wiki Education’s capacity in financial planning and forecasting. At the same time, we hired Sovannlyly Cheng —based like Jordan in the Mission District of San Francisco— as a part-time Executive Assistant Administrator. In that role, Sovannlyly supports the Executive Director and our new CFO in organizational needs and administrative tasks.

Also in March, Kelly Doyle Kim joined Wiki Education as Project Manager Digital Heritage. Kelly’s time-restricted role is project-funded and as such she will be responsible for our 250 by 2026 campaign. Kelly will work closely with our Scholars & Scientists team, the American

Association for State and Local History, and other cultural heritage organizations and professionals throughout the project.



Figure 7. Jordan Daly, Sovannlyly Cheng, Lauren Batten, and Kelly Doyle Kim (left to right).

In order to increase our capacity to generate revenue from institutional donors, we hired Lauren Batten as Wiki Education’s new Senior Institutional Giving Officer. In this role, Lauren will grow our institutional giving portfolio, including grant projects, foundation relations, and new strategic partnerships. Her hire will also contribute to increased resilience in this key area of our organization.

To strengthen our newly shaped Advancement team, we held a one-day team meeting in San Francisco in early April 2025. Lauren, Jordan, LiAnna, Kathleen, and Frank met in person and worked through a number of activities and exercises designed to improve team cohesion and a mutual understanding of roles and responsibilities.

The year 2024 marked not only the 10th anniversary of the Wiki Education Foundation, but also the 10-year work anniversaries of two long-time staff members. In September, we honored Helaine Blumenthal, Senior Program Manager for our Student Program. In October, we celebrated Ian Ramjohn, our Senior Wikipedia Expert.

As usual, we organized two all-staff meetings in fiscal year 2024–25. In July 2024, we held our summer all-staff meeting in Seattle. The first all-staff meeting of the fiscal year traditionally serves at celebrating the successes of the past fiscal year, and getting everybody ready for executing the new annual plan. Staff engaged in peer-learning activities and also heard from local Wikimedians about the state of AI and recent research, and how it connects to our work.



Figure 8. Staff during the spring-all staff meeting in California.

In early February 2025, we held our spring all-staff meeting. This year, team members from across the country gathered in Santa Barbara, California, for a four-day in-person event. The meeting provided an opportunity to reflect on our achievements from the first two quarters of the fiscal year, share key learnings, launch our annual planning process, and strengthen interpersonal connections as we mark our fifth year as an all-remote organization.

Looking ahead: the 2025–26 Plan

Introduction to the plan for the upcoming year

Given the ongoing turmoil in academia and the threats facing Wikipedia, we decided to adopt a cautious approach for fiscal year 2025–26. Our programs will prioritize meeting existing commitments to funders, continuing our social justice in the humanities initiative, and advancing the “250 by 2026” campaign celebrating U.S. history. We will continue our efforts to improve health-related content on Wikipedia and to make complex scientific information accessible and understandable to the general public. Finally, we will continue shining a light on the biographies of women and people of color in STEM.

To mark the 10th anniversary of our Communicating Science Initiative in 2026, we will begin planning a conference that brings together instructors from our Student Program, subject-matter experts from our Scholars & Scientists Program, as well as staff, board members, and key supporters. Scheduled for fiscal year 2026–27, the conference will celebrate achievements, share insights from a decade of work, and help shape the future of our efforts to improve public access to reliable information about STEM topics.

In response to the board’s request to examine the potential impact of generative AI on our programs and its usefulness in enhancing program delivery, we will pilot the use of AI tools by students as part of the research process for their Wikipedia assignments. Anticipated uses include identifying gaps in existing articles, discovering relevant databases or publications, and supporting other research-related tasks. We will also update our tools and resources to provide better guidance on engaging with AI during Wikipedia assignments.

In the area of technology, we will prioritize supporting experimentation and scaling within our Programs. Following the positive outcomes of our initial exploration of a Canvas integration for the Dashboard platform, we will move forward with developing a core set of integration features. We plan to implement those features at one or more universities, collaborate with instructors to assess its effectiveness, and explore how it can be used to promote the Student Program to new faculty. As our “250 by 2026” campaign marks the start of a strategic initiative to strengthen and expand partnerships with cultural

institutions, we will assess the technology needs of cultural institutions and explore ways to support large-scale content contributions.

In our advancement efforts, we will continue to expand our pipeline of institutional funders. With increased fundraising capacity, we aim to grow our portfolio to include funders who can provide both general operating support and targeted program funding. Alongside traditional online prospect research, we will leverage existing relationships to identify new funding opportunities and pursue networking at virtual and in-person events hosted by partner organizations, associations, or Wiki Education.

Programs

Student Program

Goal: Recruit and support courses related to our Knowledge Equity initiative

This fiscal year, we will continue our major Knowledge Equity initiative, funded by the Mellon Foundation. As part of this effort, we will significantly expand our outreach to instructors teaching in the humanities or humanistic social sciences, and encourage them to participate in the Wikipedia Student Program to add content related to knowledge equity. Outreach initiatives include partnership development with relevant humanities associations; discipline-specific webinars about teaching with Wikipedia; presentations at relevant academic conferences; amplifying our message through the Humanities and Social Justice Advisory Committee, composed of humanities faculty; and engaging in advertising and other forms of attracting new participants. We will also distribute materials to support courses participating in this initiative, including a new instructor curricular guide and the student training about adding knowledge equity content to Wikipedia (developed in the first year of the initiative), supported by the expertise of the Advisory Committee.

Goal: Improve Wikipedia's coverage of diverse people in STEM

We will continue our efforts to bring more visibility to women and people of color in STEM on Wikipedia. We will adapt our "Add a fact" exercise to bring more up-to-date information on diverse figures in STEM. We will also work to recruit and support courses whose focus is on improving diverse STEM biographies.

Goal: Grow participation among STEM instructors

2026 will be the 10-year anniversary of our highly successful Year of Science initiative, which kicked off our Communicating Science initiative. This year, we will turn our attention to growing the number of science courses in our Student Program. We will also begin planning a conference to celebrate 10 years of our Communicating Science work. The event will highlight the impact of our efforts and serve as a catalyst for expanding participation among science faculty in the years ahead.

Goal: Sustain pace of first-time instructors to the Student Program

To ensure we continue maintaining our impact, we will continue our email program, post to relevant listservs, grow our Teaching-with-Wikipedia e-workshop series, and explore the impact of Wikipedia banners for instructor recruitment.

Goal: Increase retention of returning faculty

While recruiting new faculty to teach with Wikipedia is critical to the program's growth, retaining existing faculty is equally important to the program's long-term health. In the coming fiscal year, we will endeavor to better understand factors that affect instructor retention and in doing so, to increase the number of faculty who return to teach with Wikipedia. We'll conduct focus groups consisting of both new and returning faculty to understand what motivates them to teach with Wikipedia as well as what barriers might exist to participating in the program more than once. We'll also undertake a project to improve our communications to returning faculty, including better segmentation of our messaging to different returning cohorts.

Goal: Provide high quality support to students and instructors

We will continue to hold weekly office hours, run virtual workshops to provide timely support tied to various milestones in the Wikipedia assignment, and continue the instructor mentorship program. We will improve our training materials for student editors, and add support for multi-modal learners, in keeping with recommendations from instructional design consultant Denise Cowardin who we engaged to review our materials in 2024.

Our relationship with the Wikipedia community is critical to the work done by Wiki Experts. To maintain and strengthen those relationships, while maintaining our visibility among the Wikimedia movement, our Wiki Expert staff will attend Wiki Conference North America.

Goal: Explore how generative AI tools could be effectively used by Student Program participants

In the Spring 2025 instructor survey, we are collecting input from instructors on how they and their students are using generative AI in their academic work. Based on these results, we will conduct a focus group of faculty interested in using generative AI in conjunction with the Wikipedia assignment. We'll host a Speaker Series online event featuring faculty who talk about their use cases in August or September, to prepare for the Fall 2025 term. We will also update our tools and resources so we can offer the most up-to-date recommendations about when to use and when not to use generative AI in our programs.

Finally, we will engage a small group of instructors who opt in to an experiment of using generative AI as a research tool for their Wikipedia assignment in the 2025–26 academic year. We expect it will be used for tasks such as identifying missing topics in existing articles, identifying databases or articles that might be relevant to use, or other research tasks. We may also experiment with ways to use it as a quality-of-writing assistant for English language learners among our student population.

Targets

In the past, Wiki Education's Programs team has been very good about projecting what is possible. This year is fundamentally different, given the risks outlined in the appendix. Due to the volatility of the situation, we may substantially over- or under-achieve these targets.

- 13,500 program participants (baseline of actual from fiscal year 2024–25: 13,200; target represents 2.3% increase)
- 12,300 Wikipedia articles edited (baseline of actual from fiscal year 2024–25: 11,800; target represents a 2.5% increase)
- 10 million words added (baseline of actual from fiscal year 2024–25: 9.8 million; target represents a 2% increase)
- 300 equity-related courses (baseline of actual from fiscal year 2024–25: 266; target represents a 12.8% increase)
- 500 courses taught by returning instructors (baseline of actual from fiscal year 2024–25: 482; target represents a 3.7% increase)
- 350 courses in the Communicating Science initiative (baseline of actual from fiscal year 2024–25: 334; target represents a 4.8% increase)

Scholars & Scientists Program

Goal: Improve Wikipedia's coverage of American history ahead of the Semiquincentennial on July 4, 2026

In early 2025, we kicked off a major project, 250 by 2026, that aims to improve Wikipedia's coverage of state and local history ahead of the Semiquincentennial of the United States. Working with partners in history, cultural institutions, and the American Association for State and Local History (AASLH), we will run courses focused on engaging subject matter experts to improve Wikipedia's coverage of numerous facets related to American history. We will also present about our project at AASLH's Annual Conference, themed around the Semiquincentennial, to recruit additional participants.

Goal: Engage subject matter experts in improving Wikipedia's coverage of topics

While our 250 by 2026 initiative provides the cornerstone of our work in the Scholars & Scientists Program this year, we will continue to grow our Wiki Scholars & Scientists Program in other content areas as well. We are excited to partner again with the American Physical Society and the WITH Foundation to improve Wikipedia's coverage of physics and healthcare for individuals with intellectual and developmental disabilities, respectively. We also anticipate supporting courses in additional topic areas, including some repeat courses from other past partners.

Goal: Explore ways to improve connections between Wikidata and cultural institutions

We will continue seeking ways to support the cultural institution communities who are seeking to more deeply connect with Wikidata. We will evaluate the feasibility of a Wikidata consultancy given the current situation among cultural institutions, both in the United States and abroad. We will consider offering additional Wikidata Institute (basic) or Wikidata Salon (advanced) courses.

Targets

In the past, Wiki Education's Programs team has been very good about projecting what is possible. This year is fundamentally different, given the risks outlined in the appendix. Due to the volatility of the situation, we may substantially over- or under-achieve these targets.

- 300 program participants (baseline of actual from fiscal year 2024–25: 299; target is the same as last year)

- 1,000 Wikipedia articles edited (baseline of actual from fiscal year 2024–25: 1,000; target is the same as last year)
- 255,000 words added to Wikipedia articles (baseline of actual from fiscal year 2024–25: 255,000; target is the same as last year)
- 98% of participants say course met or exceeded expectations (baseline of actual from fiscal year 2024–25: 98%; target is the same as last year)

Communications

Goal: Enhance visibility of Wiki Education's work

To build upon our ongoing work to increase the visibility of Wiki Education's work and its impact, we'll increase the number of video testimonials, continue to maintain an engaging blog that captures the diversity and impact of our programs and their participants, collaborate with university communications staff and academic associations to share Wiki Education stories across their networks, and continue building community and open dialogue through our Wiki Education Speaker Series.

Targets

- Create 8 testimonial video shorts
- Publish at least one blog post per week
- Host at least 8 Speaker Series virtual events

Technology

Goal: Provide flexible support for experiments and scaling efforts in Programs and other departments.

As the Programs team explores ideas for improving and expanding both the Student Program and the Scholars & Scientists Program, the Technology department will develop new features, provide data support, and adapt our tech platforms as needed.

Targets

- 99.5% or greater uptime for dashboard.wikiedu.org
- Maintain availability to provide timely support on urgent or important technical issues as they emerge throughout the year

Goal: Develop and support LMS integration features for the Dashboard.

We will develop a set of core Canvas integration features, put our integration into use with one or more universities, work with instructors to evaluate its effectiveness, and explore ways it can be leveraged to market the Student Program to new instructors.

Targets

- Canvas LTI application for Dashboard integration available before Spring 2026 term
- Canvas integration installed and in use by at least two Spring 2026 courses
- Conduct focus group and/or interview with instructors who used Canvas integration
- Create roadmap for potential future LMS development priorities

Goal: Empower global program leaders and institutional contributors via community-facing technology services.

With the data re-architecture in place on Programs & Events Dashboard, we will be able to provide higher reliability for tracking the full gamut of events that the global Wikimedia community wants to use it for, and add support for larger and more resource-intensive projects. We will also support the community-facing instance of the Impact Visualizer, and explore the technology needs of GLAMs and other institutions that require support for large-scale content contributions. We will assess and address the maintenance needs of the WikiWho API, which supports both the Impact Visualizer and the Dashboard's Authorship Highlighting feature.

Figure 9. Yearly usage stats for our Programs & Events Dashboard platform: in the upper half the number of people who use our platform in their capacity as program and event organizers (blue), and the number of events they organize (red); in the lower half the number of program and event participants whose contributions to Wikimedia projects get tracked through the platform.



Targets

- 99% or greater uptime for outreachdashboard.wmflabs.org
- Remove Programs & Events Dashboard restrictions for maximum program length and maximum participants
- Average update latency for Programs & Events Dashboard courses less than 12 hours
- Encourage and support the creation of 20 or more community-created topics on community instance of Impact Visualizer
- Add support for all Wikipedia languages to WikiWho API, Impact Visualizer, and Dashboard Authorship Highlighting tool
- Assess and address the maintenance needs of the WikiWho API

Advancement

Goal: Raise a total of \$2,406K for Wiki Education's programmatic initiatives, with a continued focus on institutional grantmakers and increased investment in capacity to expand this pipeline

For the past four years, we have successfully sustained and grown a larger pipeline of private and corporate foundations and we will continue to make this a top priority in this fiscal year. Many of these institutions have provided restricted revenue for a particular topic area of interest, and we will look for larger restricted grant opportunities, such as for our Communicating Science initiative and for strengthening information available on American democracy and history on Wikipedia. As part of this effort, we have expanded our Advancement Team with the hiring and onboarding of a Senior Institutional Giving Officer. Alongside the Director of Donor Relations, she will build, cultivate, and solicit her own institutional funding portfolio that will include general operating support and support for our programs.

In addition to traditional online prospect research, we will leverage our existing relationships for new funder connections and explore networking opportunities in virtual or in-person events hosted by other organizations, associations, and/or Wiki Education. This approach will help lead to easier funding "wins" with warm introductions and raise awareness of Wiki Education's work. In tandem with pursuing new leads for the pipeline, the Director of Donor Relations will steward and strengthen our existing grantor relationships that are ripe for continued or increased support for our pipeline. We will also explore opportunities to increase revenue from major donors.

Targets

- Raise \$2,406K primarily from institutional grantmakers interested in a particular topic.
- Submit at least 22 letters of inquiry or funding proposals.
- Add at least three new institutional funders to the current funding portfolio.
- Secure at least 75% of grants and contracts up for renewal in 2025–26.
- Attend three conferences where foundation grantmakers are present to raise the profile of Wiki Education and network for funding opportunities.

Projected Revenue

Our projected revenue, classified by quarter and fundraising component, is detailed in Table 12 below.

Table 12. Projected revenue, by quarter, for fiscal year 2025–26.

	Q1	Q2	Q3	Q4	<i>TOTAL</i>
Revenue Total	\$142K	\$580K	\$817K	\$867K	\$2,406K
<i>Fundraising</i>	\$52K	\$545K	\$727K	\$752K	\$2,076K
<i>Earned income</i>	\$90K	\$35K	\$90K	\$115K	\$330K

Expenses

In fiscal year 2025–26, our expenses will again be higher than our revenue. This is based on the fact that we have already secured funding for a number of projects in the previous fiscal year and we'll spend that money going forward.

Table 13. 2025–26 Plan revenue and expenses.

	2025–26 Plan
Revenue	2,406K
Expenses	2,599K
General & Administrative [1]	\$536K
Programs	\$1,301K
Technology	\$315K
Advancement [2]	\$447K

Notes:

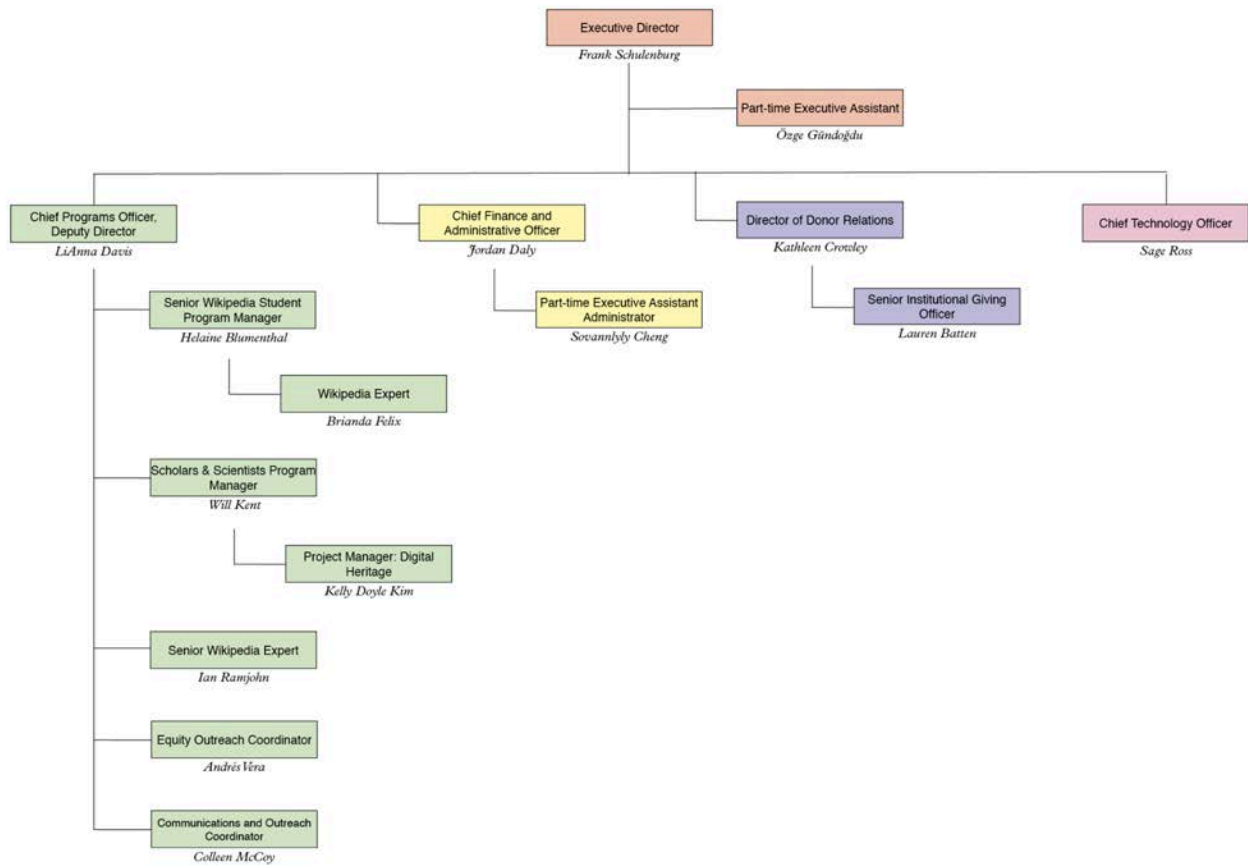
[1] Parts of these funds will go towards preparing the conference in fiscal year 2026–27.

[2] Parts of Advancement activities will be programs-related.

Human Resources

After adding one full-time employee, one part-time employee, a project-based temporary staffer, and part-time administrative support in the last fiscal year, we do not expect to grow our headcount in fiscal year 2025–26 unless we secure project-based funding. Our HR priorities will focus on staff development, ensuring all team members have access to meaningful professional growth opportunities.

Figure 10. Organizational chart for fiscal year 2025-26



Board Resolution

RESOLVED, that the Board of Trustees hereby approves management's proposed 2025–26 annual plan, which includes \$2,406K of revenue, \$2,599K of spending. If, during the year, management anticipates the spending at each quarter-end will differ materially from the plan, the Board directs management to consult the Treasurer and the Chair of the Audit Committee promptly. Reference: Management's currently anticipated quarterly breakdown of this approved annual plan.

Table 14. Quarterly breakdown of the Annual Plan financials 2025–26

2025–26 Plan	Q1 (Jul.–Sep.)	Q2 (Oct.–Dec.)	Q3 (Jan.–Mar.)	Q4 (Apr.–Jun.)	Total
Operating Cash [1]	\$1,188K [2]	\$754K	\$760K	\$810K [4]	
Cash Revenues [3]	\$142K	\$580K	\$817K	\$867K	\$2,406K
Cash Spending	\$577K	\$574K	\$767K	\$682K	\$2,599K [5]

Notes:

[1] As of the beginning of the quarter.

[2] Operating cash available at the beginning of the fiscal year (July 1) is based on projected expenditures and expected unspent funds carried forward from fiscal year 2024–25 as per June 2, 2025.

[3] Anticipated/projected revenue.

[4] Anticipated cash of \$995K to be available at the start of fiscal year 2026–27.

[5] Spending being higher than revenue is due to the fact that multi-year projects were funded upfront.

Appendix

Risks considered in developing the 2025–26 plan

This year, our main concern lies with external factors that impact our work. Since early 2025, we've observed growing anxiety among academics about their own future, the future of their institutions, and academic freedom more broadly. Following the disruptions caused by the COVID lockdowns, this marks the second time in a relatively short period that external forces have significantly impacted our core business model. In particular, the volatility of the situation and the uncertainty about what comes next, make it difficult for us to plan ahead. While it remains unclear how significantly this situation will impact recruitment for our Student Program, we have already begun developing mitigation strategies. We tested recruitment banners on Wikipedia to gather insights we can apply to our outreach efforts ahead of the fall term in the next fiscal year. Additionally, we've embarked on developing a Canvas integration for our Dashboard platform to make participation in our Student Program more attractive to faculty. Ongoing and intensified attacks on Wikipedia may discourage some faculty from participating in our programs; however, they could also prompt a show of solidarity, potentially increasing engagement instead.

While turmoil in academia and attacks on Wikipedia are our primary concerns, we are also closely watching the broader economic climate, including the risk of further deterioration and a potential major stock market downturn. We anticipate the need to raise staff compensation should inflation reach a critical level. We are closely monitoring how institutional funders respond to the current situation and we are actively engaging with key partners to anticipate potential shifts in how they approach the challenges.