



Wiki Education

2026–27 Annual Plan

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Looking back: 2025–26

A Year in Review

In fiscal year 2025–26, Wiki Education delivered strong results, especially in light of the significant shifts in the external environment that we had to navigate. We are grateful to everyone who made this possible: our highly motivated and deeply committed staff, our board of trustees, and our donors, whose support sustains and strengthens our work to the benefit of billions of Wikipedia readers around the world. Wiki Education’s work is more important than ever, and we are tremendously thankful for the community of supporters who make it possible for us to advance our mission at a moment when it matters most.

Across our programs, we met or exceeded all of our core targets, sustaining strong participation in the Student Program, delivering high-impact subject-matter expert courses, and continuing to improve Wikipedia’s quality, reach, and representativeness at scale.

Since ChatGPT was first released in November 2022, AI-powered chat tools and other AI-based services have reshaped how people find answers, process information, and navigate the internet. For Wikipedia, this shift has changed how people encounter encyclopedic knowledge: instead of visiting Wikipedia directly, many users now access information through AI systems that summarize, repackage, and mediate its content. For Wiki Education, this downstream use of Wikipedia’s content has made our work both more important and more urgent. As AI tools increasingly shape how knowledge is produced, interpreted, and shared, our mission—to strengthen Wikipedia by empowering students, scholars, and subject-matter experts to contribute high-quality, verifiable information—has become more consequential than ever. Through this work, we help close critical knowledge gaps and ensure that one of the world’s most influential sources of information more fully reflects the people, ideas, and histories that shape society.

At the same time, these changes have created significant new challenges for Wiki Education. Our programs bring nearly one in five new contributors to the English Wikipedia, and the overwhelming majority of those contributors are students working in classrooms where AI tools are now commonplace. As more students turn to generative AI to draft and revise their work, the risk of hallucinated, unsourced, or poorly understood content being introduced into Wikipedia has grown substantially. This poses a direct challenge to information integrity on the platform and makes Wiki Education’s role in teaching students

how to research carefully, evaluate sources critically, and contribute responsibly more essential than ever.

In response, we undertook a deep analysis of how student use of AI affects Wikipedia's content health. Based on what we learned, we built robust software tools to better detect and monitor AI use in student contributions, and we developed new guidance and training materials for both instructors and students to support responsible use of these technologies in Wikipedia assignments. We also launched a research partnership with Princeton University to deepen our understanding of how students use AI in educational settings and what that means for learning, authorship, and information quality.

At the same time, we invested in the long-term health of our Student Program. This work was especially important in a year shaped not only by the rapid rise of AI, but also by growing pressure on higher education and the public role of academic institutions. During the fiscal year, we commissioned an external higher education research and consulting firm to assess opportunities for renewed growth and strategic expansion. Their analysis was delivered near the end of the fiscal year and will help guide our recruitment and program development efforts in the year ahead.

We also invested in strengthening our own internal capacity to understand and use AI effectively. Across the organization, we made AI literacy a staff-wide priority by providing access to training resources, bringing AI-focused discussions into all-staff meetings and weekly staff sessions, and establishing a peer-learning program where staff shared practical prompting techniques and emerging use cases with one another. As a result, AI fluency increased substantially across the organization, equipping staff to respond more effectively to the challenges AI poses to Wikipedia while also identifying productive ways to use these tools in our own work.

That internal investment was matched by technical investments designed to protect Wikipedia's integrity at scale. We built and refined systems to scan student contributions in near real time, flag likely AI-generated edits for review, and give staff better tools to monitor how generative AI may affect Wikipedia content. Beyond our AI-related work, we also strengthened the technical infrastructure that underpins our programs, improving platform reliability, advancing key Dashboard features, and continuing development of tools that make Wikipedia participation more accessible and effective. Together, these organizational and technical investments have positioned Wiki Education at the forefront of

understanding and responding to the complex relationship between AI, knowledge production, and Wikipedia's role in the modern information ecosystem.

One of the highlights of the year was the successful completion of our 250 by 2026 initiative, delivered in partnership with the *American Association for State and Local History*. The project exceeded expectations, bringing more than 250 historians and cultural heritage professionals to Wikipedia to strengthen coverage of American history ahead of the country's semiquincentennial. The result was a substantial improvement in the quality, depth, and reach of history content on one of the world's most widely used sources of public knowledge. Beyond 250 by 2026, our Scholars & Scientists Program continued to bring subject-matter experts to Wikipedia to improve coverage in areas ranging from disability and environmental justice to rare diseases and public health.

We also reinforced Wiki Education's long-term sustainability. Exceeding our fundraising goals for a third year in a row enabled us to sustain strong support for our programs and organizational capacity. This reflects continued confidence in Wiki Education's mission and gives us greater flexibility to invest strategically in the work ahead.

In a year marked by profound change across technology, education, and the broader information ecosystem, Wiki Education remained focused on what matters most: strengthening Wikipedia as a trusted source of public knowledge. The need for high-quality, verifiable information has never been greater, and neither has the importance of the work we do. We enter the coming year with strong momentum, renewed clarity, and a deep sense of responsibility for the role Wiki Education plays in shaping how knowledge is created, shared, and understood.

Programs

Student Program

We entered fiscal year 2025–26 with substantial uncertainty. Higher education was facing myriad challenges: cuts to federal research funding, the rise of generative AI, a renewed focus on whether equity-related topics could be taught on some campuses, and more. Given these questions, we cautiously projected only small growth in the Student Program, with an acknowledgement that we could lose participation or grow participation, and we

found it hard to predict. One year later, we've ended up nearly exactly where we predicted, but with a slightly different perspective. We had 40 fewer new classes this fiscal year than the 2024–25 year, meaning we had a harder time convincing faculty to commit to introducing a new pedagogical element to their courses amidst the upheaval. This was offset in our impact, however, by 24 more courses taught by returning faculty, meaning those who do teach with Wikipedia are seeing the value in continuing to do so even despite these challenges. Our team also spent substantial time and effort addressing the rise of generative AI with Wikipedia assignments, detailed in the goal around generative AI below. We are grateful for all instructors who engage in our work to make Wikipedia more accurate, representative, and complete.

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

Despite the challenges facing higher education at present, we continued to expand our Knowledge Equity initiative during the 2025–26 academic year. In addition to bringing on new faculty and continuing to support returning faculty in relevant fields, we engaged a variety of partners as part of our Knowledge Equity work. We presented at several academic conferences, including the *American Studies Association*, *H-Net Teaching*, the *Archaeological Institute of America and Society of Classical Studies*, the *Modern Language Association*, and the *College of Arts Association*. We continued to engage with new and existing partners and cohosted webinars with the *Society for Cinema and Media Studies*, the *American Academy of Religion*, and the *American Historical Association*. We ensured that all of our Knowledge Equity classes had access to our relevant training materials, including our training module on Improving Representation and a newly developed curricular guide for faculty in the humanities. We continued to work closely with our 2025 and 2026 Humanities and Social Justice Advisory Committee to refine our messaging, expand our outreach and recruitment efforts, and promote research on teaching with Wikipedia.



Figure 1. Wiki Education's Helaine Blumenthal with instructors Delia Steverson, Stephanie Merkel, and Dean Albritton at the Modern Language Association 2026 conference in Toronto, Canada.

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

In an effort to expand Wikipedia's coverage of diverse people in STEM, we launched a revised version of our preliminary "Add a Fact" exercise, made available to all classes participating in the Student Program. As a result of this update, hundreds of students had the chance to improve content on biographies of diverse people in STEM rather than a handful that previously focused on this work. In addition to this global change within the program, we recruited several courses whose primary focus was to improve biographies of women in STEM. Both initiatives have resulted in hundreds of articles being improved in relevant fields.

Goal: Grow participation among STEM instructors

Ten years on from our Year of Science initiative, Wiki Education continues to center science communication as a driving force within the Student Program. While we attempted to expand the number of new faculty in our Communicating Science initiative and supported hundreds of returning faculty, our Communicating Science initiative was hindered by a variety of external circumstances. Our efforts to engage with relevant academic

associations and partner organizations proved less fruitful than we had anticipated. Several organizations and faculty communicated that this was a particularly challenging year in the face of dramatic cuts to science research at the national level. Similarly, these exigencies affected our ability to secure funding to enhance our Communicating Science work. Despite these hurdles, Wiki Education continued to engage with faculty in a wide range of scientific fields, and several faculty remarked on Wikipedia's growing importance as public access to reliable scientific information has been curtailed. In lieu of a conference to celebrate ten years of our Communicating Science work, we opted to plan for a fall 2026 Speaker Series centered on the anniversary, which will provide an opportunity to engage prospective faculty and returners to the program interested in these topic areas.

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

As intended, Wiki Education amplified our efforts to maintain and grow our recruitment of first-time instructors to the Wikipedia Student Program. We refreshed our email program with tailored messaging for our segmented instructor audiences, incorporating new video testimonials, blog post reflections, and testimonial quotes from both instructors and students, as well as programmatic impact highlights. We also continued cultivating and posting to relevant listservs while deepening our partnership work with academic associations and organizations to raise awareness of the Wikipedia Student Program through their social media platforms, newsletters, and forums.

Wiki Education hosted 14 Teaching with Wikipedia virtual workshops for prospective instructors throughout the year, and in January 2026, we expanded our on-Wikipedia banner pilot to 34 geo-targeted areas home to postsecondary institutions.

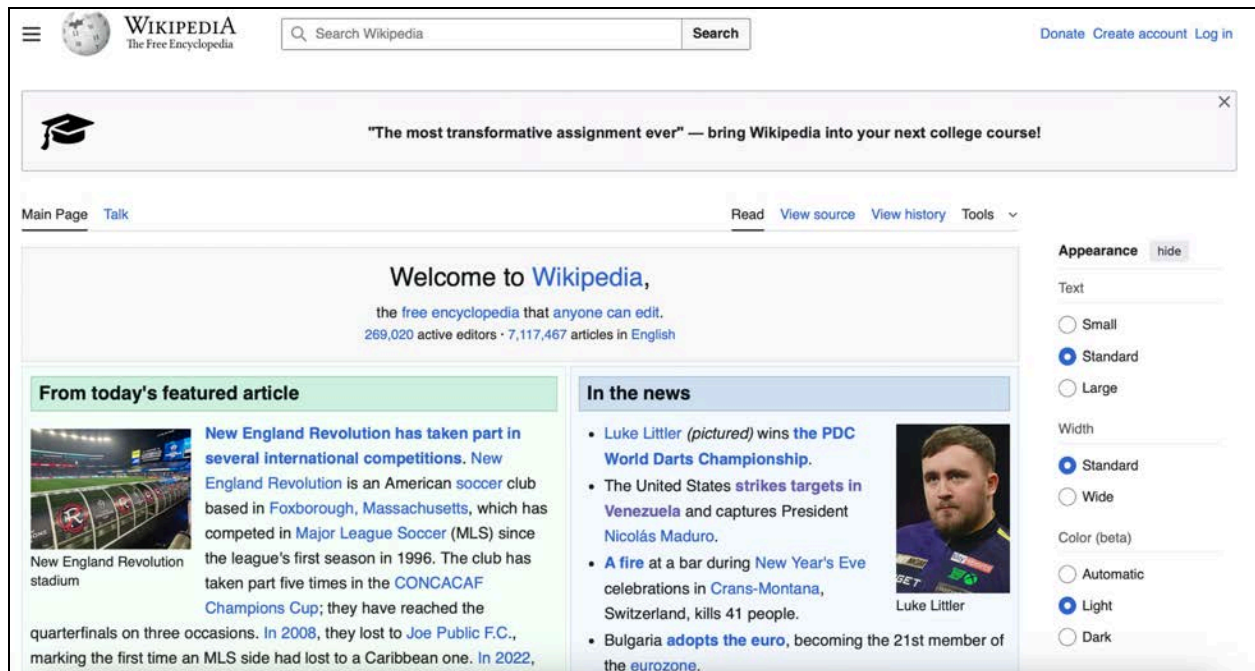


Figure 2. Wiki Education's banner ran on Wikipedia as a pilot in 24 geo-targeted college towns.

The banner campaign generated over 10,000 clicks to our on-Wikipedia landing pages, 1.5% of which continued on to our website to learn more about the Wikipedia assignment. And while the departure of our Student Program Engagement Manager in January presented challenges for recruitment efforts, we used the opportunity to conduct a systematic audit and rebuilding of our contact record management, campaign, and interest status strategies for prospective instructors, resulting in much stronger data infrastructure and a more clear and robust pipeline for the coming year. We also engaged an educational research firm, *Eduventures*, who produced a useful report toward the end of the fiscal year outlining faculty perceptions of Wikipedia, pedagogy, and more; we will use these results to inform next year's work. We were also invited to participate as a closing plenary panelist at the *American Association of Colleges & University's* Conference on Learning and Student Success, which reached an audience of nearly 1,000 higher education professionals interested in pedagogy.



Figure 3. Wiki Education's LiAnna Davis served as a closing plenary speaker at the AAC&U CLASS conference.

Goal: Increase retention of returning faculty

During the 2025–26 academic year, we turned our attention to promoting retention among our existing faculty. Throughout the fall term, we ran a series of focus groups where we engaged first-time faculty to understand their experience. We learned a great deal from these sessions and have already begun to incorporate some of our findings into our resources and our outreach efforts. In addition to these focus groups, we undertook an overhaul of our communications to returning faculty. We improved our segmentation of messaging based on a variety of factors to ensure that existing faculty received messaging that was meaningful and relevant to them. We also streamlined our communications to faculty as they were teaching in the program so that they had ready access to all relevant virtual sessions, help resources, videos, and events. Finally, we hosted an edition of our popular Speaker Series focused exclusively on the first-time instructor experience. All of this resulted in robust rates of retention in the past year. In addition to surpassing our goal for returning instructors in the 2025–2026 academic year, we've seen steady growth in the total numbers of returning faculty in the program since 2023. During the past academic

year, we had a total of 507 returning courses (with a goal of 500) up from 482 in 2024–2025, and 469 in 2023–2024.

Goal: Provide high quality support to students and instructors

During the 2025–2026 academic year, we continued to offer high quality support to our program participants. We held 32.5 hours of weekly office hours and 10 workshops timed to support faculty as their classes reached certain milestones in the assignment.

We added support for our new generative AI policy and processes (see following section), including two new training modules, new Dashboard notifications for program participants and Wikipedia Experts, and workshops to provide support as the new processes were implemented. The staff time demands of these changes resulted in the postponement of plans to make other improvements to our training materials.

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

In summer 2025, Wiki Education spent substantial staff time investigating how program participants were using generative AI to draft Wikipedia contributions. We found that, among articles flagged by AI detector Pangram since ChatGPT's launch, more than two-thirds contained plausible-sounding claims cited to real sources that didn't actually support the information. More information is available in a [blog post](#) we published about our learnings.

In response, we launched newly developed training modules on Wikipedia and generative AI that we now require all students to take as part of their Wikipedia assignment. In addition to our training module, we launched the use of Pangram as our AI-detection tool, running students' contributions in nearly real-time, and flagging ones that come up as AI-created for additional fact-checking scrutiny.

While our current conclusion is that chatbots should never be used to generate text for Wikipedia because too much of the output is unverifiable, we believe they can be useful as brainstorming and research aids for tasks like identifying article gaps, locating sources, or checking drafts against requirements.

To test this theory, we conducted a focus group of faculty who expressed interest in incorporating AI tools into their pedagogy generally and in their Wikipedia assignments in particular. As a result of this session, we launched a small pilot in Fall 2025 where a handful

of classes explicitly used AI tools to assist them with their Wikipedia projects. While we did not permit students to add any AI-generated content to Wikipedia, students used AI to assist them with research, brainstorming, critiquing Wikipedia articles for content gaps, and even using AI to help students decide which articles to improve as part of their Wikipedia assignment. We collected feedback from students throughout the term through a brief survey where we sought to understand how students were using AI, which tools they were using, and whether they found the tools helpful or not.

At the beginning of the fall term, we ran a Speaker Series to discuss the current state of AI and Wikipedia. The panel was intended to advise both new and existing faculty on AI's limitations in creating content for Wikipedia. In spring 2026, we added a new session to our series of virtual trainings on all of our current AI-related guidance for faculty teaching in our program that term. We also engaged in opportunities to collaborate with Wikipedia community members about this topic, including presenting about our experiences at WikiCredCon 2026.

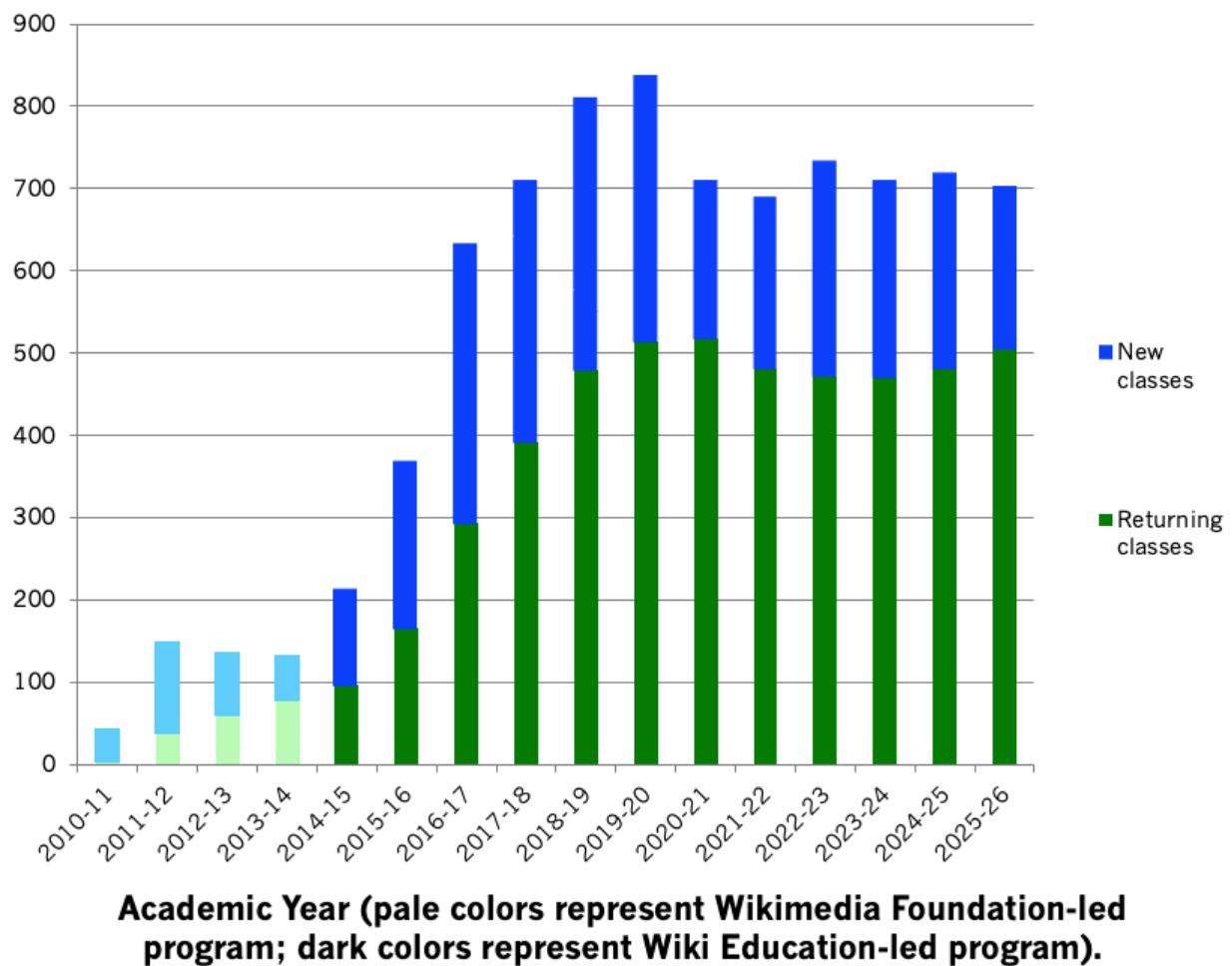
Throughout the year, we've continually refined how we use Pangram and our responses to student work that is flagged as potentially AI-generated. We've worked closely with faculty to understand their needs as they relate to AI and defer to their internal AI policies. We also continue to monitor developments in Wikipedia's policy around generative AI, the quality of output from generative AI chatbots, the reliability of AI detectors like Pangram, and the academy's engagement with generative AI. While we are pleased with our efforts this year, this field is moving rapidly, and we will continue to monitor and adapt our guidance in response to changes.

Table 1. Targets for Student Program impact in fiscal year 2025–26: goals and actuals.

Description	Goal	Projected actual	% achieved	Notes
Program participants	13,500	13,100	97%	
Wikipedia articles edited	12,300	13,400	109%	
Words added to Wikipedia	10 million	9.8 million	98%	

Equity-related courses	300	305	102%	
Courses taught by returning instructors	500	507	101%	
Courses in the Communicating Science initiative	350	316	90%	See explanation in section above

Figure 4. New and returning classes in the Wikipedia Student Program, 2010–2026.



Scholars & Scientists Program

The focus of our Scholars & Scientists work was our *250 by 2026* campaign, which successfully brought experts to Wikipedia to improve coverage of American history ahead of the semiquincentennial on July 4, 2026. We're thrilled with the impact of this effort, which has substantially improved Wikipedia's coverage of American history. Alongside the campaign, we ran a strong series of courses with other partners, and while the total number of courses came in slightly below our projections, our participants delivered exceptional results, exceeding our words added goal by contributing even more content per person than anticipated. Building on this momentum, we're well-positioned for an exciting year ahead as we launch our *Documenting America* initiative, which we laid the groundwork for during the last quarter of this fiscal year.

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

Our *250 by 2026* initiative allowed us to partner with more than 250 historians and cultural heritage professionals from across the country to improve content related to American history on Wikipedia. We hosted nine Wikipedia Scholars & Scientist courses and developed a new curriculum and participant trainings for our first Scholars and Scientists Wikimedia Commons course. We attended the *American Association for State and Local History (AASLH)*'s Annual Conference in September 2025, and led a panel discussion with participants from our *250 by 2026* courses that shared program learnings, impact, and assisted with bringing awareness to our program.

We were able to secure additional grant funding to continue our efforts to improve articles about state history on Wikipedia with expert historians and cultural heritage professionals. Our relationship with our partner, *AASLH*, deepened throughout this initiative and we will continue partnering with them for the next project, "Documenting America".

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

Although the *250 by 2026* courses dominated our Scholars & Scientists schedule in 2025, we ran three courses in distinct topic areas. With one disability-themed course, one environmental justice, and a rare disease course, we were able to have a big impact with subject area experts in all of these fields. The diversity of the disciplines shows how this program can target specific content gaps and fill them with high quality edits. All three

courses demonstrate different kinds of partnerships. Our environmental justice course is with a new partner. The disability-themed course is our third in a series, sponsored by the *WITH Foundation*. And we were particularly pleased with our *Rare as One* course. It was our third as well in that series and, by far, had the largest impact with the most engaged participants so far. We look forward to repeating and building on these successes in the upcoming year.

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

It was a quieter year for Wikidata and connecting with cultural institutions largely due to the political environment in the United States. Both funding and staff time decreased through 2025 and remained so for early 2026. In spite of this, we were still able to maintain engagement and foster partners. In October, our program manager attended the 2025 GLAM Wiki Conference in Lisbon, Portugal. He presented about Wiki Education's GLAM-specific initiatives and tools. Feedback was enthusiastic and positive. We are hopeful more funding and time for staff will open up in the coming year so we can make these cultural institutions connections more robust.

Table 2. Targets for Scholars & Scientists in fiscal year 2025–26: goals and actuals.

Description	Goal	Actual	% achieved	Notes
Program participants	300	260	87%	We supported fewer non-250 by 2026 courses than planned
Wikipedia articles edited	1,000	760	76%	We supported fewer non-250 by 2026 courses than planned
Words added to Wikipedia	255,000	255,000	100%	Our efforts to encourage participants to write more paid off, as we met this goal despite lower participant numbers

% of participants who say course met or exceeded expectations	98%	98%	100%	Participants remain enthusiastic about our courses
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Communications

Goal: Enhance visibility of Wiki Education's work

Wiki Education made significant strides in expanding its public presence and community engagement this year through our communications work. We met our goal of producing eight testimonial video shorts and exceeded our blog post target, publishing features on participant experiences, guest contribution reflections, timely connections to programmatic activities and outcomes, and updates on our partnerships, funding, advisory boards, and organizational milestones. We also saw an increase in our external press coverage, amplifying Wiki Education's visibility beyond our own channels to reach our target audiences through other platforms.

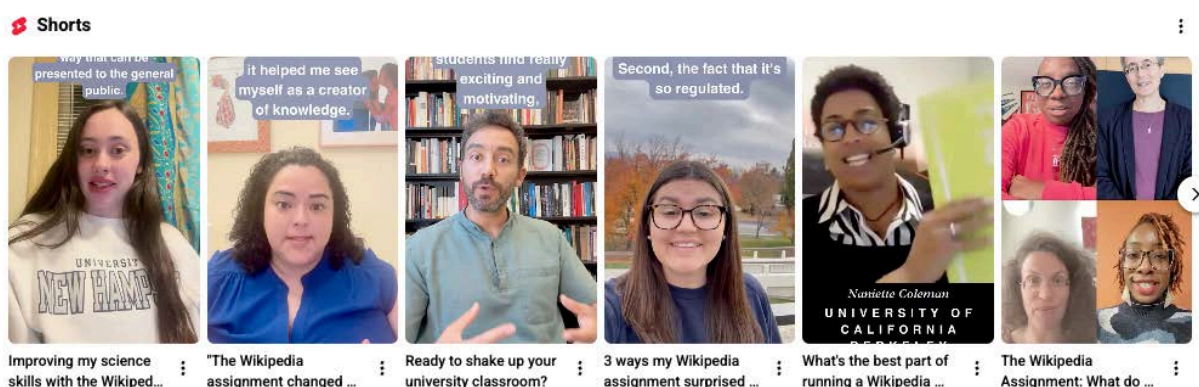


Figure 5. Video shorts are available on Wiki Education's YouTube channel.

Building upon last year's growth, our Speaker Series had a landmark year in 2025–26. Wiki Education hosted nine virtual events, often breaking our previous registration and attendance records. Standout engagement includes our August 2025 webinar "Gen AI and the Wikipedia Assignment: Challenges and Opportunities" (269 attendees) and our January 2026 celebration of Wikipedia's 25th anniversary (226 attendees). These events have evolved into a cornerstone of our community-building efforts, giving current program participants and other Wikipedia community members a space to connect over timely

topics, while also serving as a powerful outreach pathway for prospective program participants and new stakeholders.

Table 3. Targets for Communications in fiscal year 2025–26: goals and actuals.

Description	Goal	Actual	% achieved	Notes
Testimonial video shorts created	8	8	100%	See https://www.youtube.com/@wikieducation651/shorts for shorts
Blog posts published	52	55	106%	See blog.wikiedu.org for posts
Speaker Series hosted	8	8	100%	See wikiedu.org/speaker-series/ for recordings

Technology & Research

This year we built on the successful strategy developed over the last several years of tapping former Dashboard interns as contractors. Interns from recent years — Gabina Luz Bianchi, Amine Hassou, Esther Timothy and Formasit Chijoh — worked on a range of projects, including general performance and infrastructure work, Impact Visualizer improvements, exploratory Canvas integration work, and support engineering for Programs & Events Dashboard.

Towards the end of the year, we also began an in-depth exploration of the use of coding agents for development — both “vibe coding” of new tools, and infrastructure work on the Dashboard and related projects. Our preliminary conclusion is that AI coding tools open the door to taking on more ambitious technology projects — especially “greenfield” side projects that don’t have complex existing codebase — than we could have in the past. Such projects may “hit a wall” at a certain level of complexity, but represent a new kind of opportunity for building user experiences that are more accessible and adaptable.

We also began developing multiple research collaborations, specifically around AI usage and the Wikipedia Student Program’s position as a “natural experiment” on AI writing and its effects in recent years, before we launched proactive AI-focused interventions in 2025.

Our [first collaboration](#) developed quickly and is already producing early results, and we're in contact with other potential research teams that are likely to move forward next year.

Goal: Enhance visibility of Wiki Education's work

Much of our technology work this year has centered on building, evaluating and iterating on our new AI detection system — built around scanning students' edits with the Pangram AI detection service — and developing related features, training resources and analysis. We also shipped a number of small improvements to streamline our programs and staff workflows, and supported two successful internship projects to optimize performance and upgrade the core Ruby language and Ruby-on-Rails web framework that the Dashboard runs on.

Flowing out of our AI detection work, we also launched a research project in collaboration with academic researchers to investigate AI usage in the Wikipedia Student Program and its impacts on article quality.

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

After working with integration provider *LTIAAS* to create a foundation for Canvas (and other LMS) integration in the previous fiscal year, we put this project on the back-burner to focus on AI detection and mitigation. We picked the project up again midway through the year with a recent Dashboard intern (Esther Timothy) working on it as a contractor, and aim to have a prototype ready for use in a few classes in Fall 2026.

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

We did extensive work on Programs & Events Dashboard this year, including our first technical collaboration with the EduWiki Hub and their development team working on high-priority improvements for the program leaders. Last year's performance focus stabilized the platform's storage needs, and the system was highly stable for several months, but an unexpected catastrophic database incident in December caused significant downtime and data loss. Since then, we implemented a robust backup system (which was not possible previously because of storage constraints) and other reliability improvements, with more to come.



Figure 6. Wiki Education’s Sage Ross and LiAnna Davis presented about the Impact Visualizer at WikiConference North America in 2025. Hari Adivarekar, CC BY 4.0, via Wikimedia Commons

We also made significant improvements to the Impact Visualizer, in collaboration with the “Visual Analytics for Sustainability and Climate Change” team of European researchers and Wikimedians, adding rich visualization of article statistics at the level of individual articles. The topic creation user experience is still immature, but we foresee a future iteration where topic creation is driven by an interactive chatbot experience (via our prototype topic builder AI tool, topic-builder.wikiedu.org).

Goal: Collaborate with academic researchers to study the impacts of AI adoption on Wikipedia from a rigorous academic perspective

Following on from our exploratory work with the Pangram AI detector — indicating a very clear trend of increasing adoption of AI text generation since 2023 — we recognized the Wikipedia Student Program as a potential natural experiment for a data science and social computing-focused study of the effects of AI usage ‘in the wild’. Through our network of Wikimedia researchers, we connected with Manoel Horta Ribeiro and his [Humans and Machines Lab](#) at Princeton, forming a research team of Sage, Manoel, PhD student Francesco Salvi, and Robert Cummings. To date, the research team has presented preliminary results at Wiki Workshop 2026, and has started a more ambitious project —

wikiannotate.org — to develop better article quality metrics in order to dive deeper into questions of how AI is affecting Wikipedia content.

Targets

Table 4. Targets for Technology in fiscal year 2025–26: goals and projected actuals.

Description	Goal	Projected actual
High uptime for dashboard.wikiedu.org	99.5%	~100%
Timely support on urgent or important technical issues as they emerge throughout the year	Implement new features and update existing ones as needed	Developed extensive features for AI detection, which was not explicitly on our radar prior to Summer 2025
Canvas LTI application for Dashboard integration ready for testing	Prior to Spring 2026	Possible for Fall 2026
Canvas integration installed and in use in Spring 2026	At least 2 courses	priority shifted
Conduct focus group and/or interview with instructors who used Canvas integration	At least 1 focus group or interview	priority shifted
Create roadmap for potential future LMS development priorities	Roadmap complete and ready for further development	priority shifted
High uptime for outreachdashboard.wmflabs.org	99%	~98.8%
Remove Programs & Events Dashboard restrictions for	By end of fiscal year	Completed April 2026

maximum program length and maximum participants		
Low update latency for Programs & Events Dashboard courses	12 hours or less	~3 hours (as of April 2026)
Encourage community-created topics on community instance of Impact Visualizer	20 topics	~12 topics
Add support for all Wikipedia languages to WikiWho API, Impact Visualizer, and Dashboard Authorship Highlighting tool	By end of fiscal year	API support will likely be complete in May 2026.
Assess and address the maintenance needs of the WikiWho API	By end of fiscal year	Worked with the Wikimedia Foundation to reduce storage requirements. API should be stable in the medium term.

Advancement

For the first time in Wiki Education's history, we had two fundraisers working in tandem. While the team was not at full capacity for the entire year, this shift changed how advancement work gets done. Fundraising became a true team effort, with our fundraisers working in close collaboration with the Chief Programs Officer, Executive Director, and Chief Finance Officer. This collective approach allowed us to expand our institutional donor pipeline.

Along the way, we also learned what does not work. We experimented with engaging regionally-focused institutional donors, but the results made clear that this is not the right path for us. Looking ahead, our most pressing challenge is the shortage of unrestricted funds that would allow us to operate and grow on our own terms. We have already taken concrete steps to address this: we are prioritizing grant proposals that yield unrestricted

funding, and we have made the deliberate decision to not pursue grants that do not include overhead coverage. These changes reflect a more disciplined, sustainable approach to how we resource the organization going forward.

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 third year in a row, we surpassed our annual fundraising goal (target: \$2.406 million, projected: 2.427 million). In addition to raising about \$1.760 million from institutional funders, we also received \$500K from major donors, \$60K in earned income and about \$107K from non-institutional funders.

Wiki Education's impact would not be possible without the commitment of our ongoing supporters, as well as the generosity of the first-time contributors to our free, open movement to represent the full scope of all human knowledge across STEM and humanities fields. Our 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 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](#): dedicated support for empowering university students to include unsung STEM pioneers in Wikipedia.
6. [Guru Krupa Foundation](#): has provided Wikipedia Student Program funding for four years, supporting faculty teaching with Wikipedia and improving students' STEM communication skills and STEM information on Wikipedia.
7. [Henry Luce Foundation](#): support for Empowering Women to Pursue STEM through Wikipedia with the Wikipedia Student Program.
8. [Every Page Foundation](#): Wikipedia Student Program support to improve gender equity and inclusion on Wikipedia.

We have exceeded our stated goal for the number of letters of inquiry and grant proposals submitted to grantmakers and other institutional funders and we may bring on new funders by the end of the fiscal year. These letters of inquiry and proposals included new and follow-up requests for support of Wiki Education's existing programs, as well as funding requests for new projects related to AI research and tools. Although we have not met our goal of bringing on at least three new funders to date, we have had a very productive year in submitting the most grant requests in Wiki Education's history.

We are projected to fall short of our renewal goal of grants and contracts for reasons out of our control. It was a valuable learning experience; we have a clearer set of expectations of the foundation funders' grant and decision-making processes who have supported us with one grant previously. This year, we achieved our goal for attending three conferences where foundation grantmakers are present. These resulted in more than 200 new contacts and included Wiki Education conversations with representatives from philanthropies such as the *Gates Foundation*, *Siegel Family Endowment*, *Siemens Stiftung*, and *Renaissance Philanthropy*. Each was a valuable opportunity to elevate Wiki Education's name recognition to new audiences supportive of Wikipedia, but unfamiliar with our work.

At NY Climate Week, Wiki Education was represented and introduced at 12 private and public events, with remarks given to corporate philanthropy and global education audiences. The Masters of Scale Summit provided the invite-only opportunity for Wiki Education to interface with additional technology and health sector leaders, with AI being a significant theme. We also met with education philanthropy grantmakers at EdTech Week to introduce our Wikipedia Student Program.

Further to meeting prospective funders through in-person conferences, we also completed prospect research for introductory outreach to more than 200 potential funders. This resulted in more than 70 “positive” responses to take a meeting or to stay in touch that advanced to nearly 40 Zoom conversations.

Table 5. Targets for Fundraising in fiscal year 2024–25: goals and projected actuals.

Description	Goal	Projected Actual	Notes
Raise \$2,406K primarily from institutional grantmakers interested in a particular topic.	\$2,406K	\$2,427K	As projected on June 2, 2026
Submit at least 22 letters of inquiry or funding proposals.	22	27	25 are submitted and two additional ones will be submitted before the fiscal year end.
Add at least three new institutional funders to the current funding portfolio.	3	3	We are receiving support from the <i>Every Page Foundation</i> and the <i>Getty Research Institute</i> , and have a pending funding decision from <i>Vanguard Philanthropic Impact Fund</i> .
Secure at least 75% of grants and contracts up for renewal in 2025–26	75%	62.5%	We fell short due to the timing of grant processes, greatly increased funding competition, and

			project misalignment.
Attend three conferences where foundation grantmakers are present to raise the profile of Wiki Education and network for funding opportunities.	3	3	Conferences included NY Climate Week, the Masters of Scale Summit, and EdTech Week.

Table 6. Revenue targets vs. cash-basis actuals for fiscal year 2025–26, breakdown by quarter

	Target	Projected Actual
Q1	\$142K	\$61K
Q2	\$580K	\$1,517K
Q3	\$817K	\$290K
Q4	\$867K	\$559K
Total	\$2,406K	\$2,427K

Notes:

[1] Projections as of June 2, 2026.

Finance & Administration

This was our first full fiscal year with an in-house Chief of Administration and Finance Officer, who assumed responsibilities previously handled by the Executive Director while also introducing new operational capacity and financial oversight.

We started by reviewing processes and policies for the organization and identified two key projects to audit and improve: we updated our contract policies and procedures and adopted the Service-Contract-plus-Statement-of-Work model for our core contracts in

order to streamline the process for new and renewable agreements. We also re-evaluated our insurance coverage, resulting in better protection for staff when traveling outside of the United States. We then reviewed our cybersecurity exposure and increased coverage for the organization as well.

We reviewed internal accounting processes and either built new tools or improved existing ones to reduce redundancy, add value to existing processes or add financial insight for our organizational strategy. We identified recurring reporting needs from the Advancement and Program Teams and created universal templates to address previously ad hoc reporting requests. We built various models addressing direct cost coverage and staff capacity analyses. The largest value-add comes from the new forecasting models created to address cash analysis and net asset projections. These tools became invaluable for the CFO and Executive Director to understand the health of the organization to inform decisionmaking on behalf of the organization.

This increased financial clarity opened new opportunities for the organization. For the first time, we developed and adopted a formal investment policy and created a targeted investment plan for a portion of our funds. It also allowed us to monitor national economic trends —such as rising benefits costs— early enough to shape our business strategies. Together, these practices gave us the insight needed to begin pursuing longer-term, big-picture goals.

The Executive Director and CFO have delivered top quality information to the board through reporting and presentations in the Finance and Audit Committee meetings on a quarterly basis. We worked closely with the auditors resulting in a clean audit and worked with the tax preparers to deliver this year's 990 without incident.

The handling of all financial planning and decision-making has been more integrated across the organization by the new CFO playing an active role in grant request budgeting and revenue strategy with the Advancement Team. Using the above-mentioned financial analysis tools, we were able to better inform our fundraising strategy and goal setting. Having the CFO work closely with the Advancement Team earlier in the scoping process has also improved clarity around organizational commitments in tandem with staff capacity, optimal funding types, and utilizing budgets as deliverable roadmaps.

Expenses

Table 7. Fiscal year 2025–26 Quarterly Expenses: Plan vs. Actuals cash basis

	2025–26 Plan	2025–26 Actuals [1]	Variance
Q1	\$576K	\$557K	(\$19K)
Q2	\$574K	\$638K	\$64K
Q3	\$767K	\$680K	(\$87K)
Q4	\$682K	\$658K	(\$24K)
Total	\$2,599K	\$2,533K	(\$66K)

Notes:

[1] Projections as of June 2, 2026.

Human Resources

Fiscal year 2025–26 was one of the busiest years for HR in the history of the organization. A central priority of our internally focused work was strengthening AI literacy and driving adoption across staff. We offered free access to *Coursera* video training and books about AI prompting techniques, made AI front and center at our summer all-staff meeting, and brought in speakers that talked about AI-related topics during our weekly staff meetings. In addition, we established a weekly peer-learning program in which staff taught one another prompt patterns, based on feedback from a staff survey that indicated widespread interest in learning more about prompting techniques.

To support this work, we offered staff free access to major AI tools, including ChatGPT, Claude, and AI-powered writing tools such as Grammarly. As a result, both the understanding and the use of AI tools has increased significantly across the organization. This shift was reflected in practice, including staff using these tools to assist with brainstorming, copyediting, writing advanced spreadsheet formulas, and helping us identify the root cause of a persistent challenge in our email marketing statistics. Toward the end of the fiscal year, our CTO built a new tool for our Impact Visualizer software using only Claude Code (“Topic Builder,” an MCP server that helps an AI assistant map out every

Wikipedia article belonging to a specific topic area), and we began leveraging AI technology to automate routine code testing. Furthermore, we incorporated proven AI skills as a requirement for new hires.

In parallel, we conducted an AI survey among staff and the board to better understand their attitudes toward AI and to identify areas of alignment around the organization's future direction, with the results presented and discussed at the January board meeting.

We provided targeted guidance to the department that underwent the most change—Advancement—due to the team growing from from three to five members. This included improving processes and creating greater clarity around priorities, goals, roles, and responsibilities.

The year also involved notable staffing changes. Student Program Engagement Manager Andrés Vera left the organization in order to pursue a different career path, which enabled us to rethink the profile of the position and bring in new skills. In hiring for the new position of Programs Operations Specialist, we encountered challenges related to applicants' use of AI. A large share of submissions included materials that were clearly poorly AI-generated, with cover letters that did not align with the skills outlined in the job description or even with the applicants' own CVs. We were also flooded with AI-generated applications, which created additional work in filtering for candidates who met our expectations. Despite these challenges, we were delighted to hire Derek Bigelow for this new role. With a background in email campaign management, nonprofit marketing and segmentation strategies, project management, and program support, Derek brings a strong mix of skills to our team. He joined the organization in early June.

Toward the end of the fiscal year, Kelly Doyle Kim left Wiki Education to pursue a new, more permanent role at the *Internet Archive*. As Project Manager for Digital Heritage, Kelly did outstanding work, and we wish her all the best in this next chapter. Following her departure at the end of May, we immediately began the process of refilling the position.

Sovannlyly Cheng, who provided administrative and ED support, also left, and we have not yet filled that gap; both the Executive Director and CFO are currently lacking support, and we will reconsider this need next fiscal year once we have a clearer understanding of which projected funds materialize.

Beyond staffing, we reviewed our set of staff policies, rolling out a new equipment policy and updating our sick-time donation policy. Finally, we provided additional mental health support to staff navigating a challenging external environment.

Finally, we also supported two staff members during their parental leaves by resolving insurance and payroll issues with our PEO *TriNet*.

Looking ahead: the 2026–27 Plan

Introduction to the plan for the upcoming year

In the coming fiscal year, Wiki Education will focus on strengthening the core of our impact—our programs and the technology and research that underpin them— while positioning the organization to navigate a rapidly evolving information ecosystem shaped by artificial intelligence. Across all departments, our work reflects a dual imperative: safeguarding the quality and integrity of Wikipedia while actively exploring new opportunities to use emerging technologies in service of public knowledge.

Programs

A central priority for the year will be the successful completion of our major grant-funded initiatives, including those supported by *Mellon*, *Broadcom*, *WITH*, *Guru Krupa*, and *PCORI*. Delivering on these commitments is essential not only to fulfill our current obligations but also to position Wiki Education for renewals and future partnerships.

At the same time, the Programs team will continue to adapt to the shifting landscape of AI. The rise of AI-generated content presents clear risks to Wikipedia’s reliability, and we will maintain rigorous quality standards across our programs in response. In parallel, we will explore constructive uses of AI—for example, tools that help identify inconsistencies between sources and article content— working closely with our Technology and Research team to pilot and evaluate these approaches within the Student Program.

A flagship initiative for the year will be “Documenting America”, a new collaboration with the *American Association for State and Local History* (AASLH) that builds on the success of our “250 by 2026” campaign. This effort will mobilize subject-matter experts to improve high-impact areas of Wikipedia that serve broad public audiences. Key areas of focus include strengthening state history articles that receive substantial daily readership but often lack quality; expanding coverage of general American history topics through sustained engagement with AASLH’s network; increasing the use of images on Wikipedia by supporting contributions to Wikimedia Commons from historians and cultural institutions; and addressing critical gaps in content related to civics and democracy, ensuring that the public has access to accurate, well-sourced information when it is most needed.

Technology & Research

Technology and Research will enable Wiki Education to respond quickly and effectively to the risks and opportunities presented by AI. This includes strengthening our ability to monitor student AI usage, evaluate the effectiveness of interventions, and rapidly test new approaches.

We will deepen collaboration with academic researchers to address shared questions around AI, pedagogy, and program impact. By organizing our research portfolio and datasets for external collaboration, we will expand our role as a credible, evidence-based voice within both the Wikimedia and academic communities.

At the same time, we will streamline and harden our technical ecosystem to support continued program growth without additional full-time staff. Improvements to testing, performance monitoring, documentation, and contractor workflows will be essential to maintaining reliability at scale. We'll continue exploring the use of AI coding agents to improve the Dashboard's performance and to prototype new features.

Advancement

To ensure long-term sustainability, Advancement will focus on diversifying Wiki Education's funding base by expanding our pipeline of institutional donors, particularly those interested in supporting the dissemination of high-quality public information at scale. We will prioritize securing sufficient unrestricted funding to cover core organizational costs and maintain flexibility in responding to emerging opportunities and challenges. At the same time, we will deepen our stewardship of existing donors, fostering continued support, increased giving, and stronger engagement over time.

Finance & Administration

Finance and Administration will continue to provide the operational backbone of the organization, with an emphasis on strengthening the use of financial data to inform strategic decision-making. The team will also maintain consistent, reliable reporting of financial and organizational data, ensuring transparency and supporting effective governance.

Rebranding

Wiki Education will begin a rebranding effort next fiscal year to make our work easier to understand. We want prospective funders, program participants, and other stakeholders to quickly see what we offer, who our programs serve, why our work matters, and how they can get involved. This will be the first rebranding project in the history of our organization, and we are confident that it will help us communicate our impact more clearly and better position Wiki Education for future growth.

Programs

Student Program

After a tumultuous year in which we revamped much of our recruitment and support in light of the challenges facing higher education, as detailed in the Annual Report section above, we will spend this year refining our recruitment and support strategies to continue ensuring the best-possible outcomes for Wikipedia and our student editor participants.

Goal: Grow courses participating in 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 continue to 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 our instructor curricular guide and our student training module on improving representation on Wikipedia. In order to amplify our work and build community among faculty teaching with Wikipedia in Humanities fields, we'll plan a virtual summit for late 2027. The event will seek to foster collaboration among faculty in our program as well as provide an opportunity for interested faculty to learn from existing participants. In 2027, we will form another iteration of the Social Justice and the Humanities Advisory committee, consisting of seven relevant faculty to aid us in our efforts.

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. In the previous fiscal year, we adapted one of our core Wikipedia exercises so that the majority of students in our program will have the chance to add information to biographies of women and people of color in STEM. We will continue to offer this activity to all participating courses in our ongoing efforts to improve this content area on Wikipedia. We will also continue to expand our program in diverse institutions such as Historically Black Colleges and Universities (HBCUs), Hispanic-Service Institutions (HSIs), and other minority serving institutions.

Goal: Support growth in first-time faculty

Bringing new faculty into the Student Program will continue to be a major priority in the 2026–27 academic year. To expand the number of faculty teaching with Wikipedia for the first time, we will continue to employ strategies that have proven successful as well as implement a variety of new approaches. We will continue to purchase new contacts through list buys, host virtual workshops, engage our existing community to spread the word, collaborate with existing and new partners, experiment with banners on Wikipedia, and post to relevant listservs and academic communities. In addition to these efforts, we have begun to institute more robust procedures to track and follow up with prospective faculty in our programs. These new systems will enable us to provide potential faculty with more targeted messaging and will allow us to make more accurate predictions about our recruitment progress. At present, Wiki Education staff run our virtual workshops on teaching with Wikipedia. We will explore the possibility of having existing faculty run these sessions as a way to build trust among potential new faculty. Many postsecondary institutions now require students to fulfil an information literacy requirement. We will seek to engage with these institutions and explore how the Wikipedia assignment might be folded in more broadly to these new standards. Similarly, we will explore how to use our well-received guidance on generative AI to attract new participants. As a way to draw in new faculty, we will experiment with a shorter Wikipedia assignment that might lower the barrier for some faculty to take it on. Finally, we will investigate providing referring faculty with monetary compensation for bringing new faculty into the program using referral codes.

Goal: Promote faculty retention

Retention of faculty is key to the Student Program's long-term health. Returning faculty tend to need less support from Wiki Education and their students produce higher quality content on Wikipedia. We have focused heavily on retention efforts in the past few years and will continue to do so in the coming 2026–27 academic year. In addition to retaining faculty who have taught with Wikipedia multiple times, we'll concentrate our efforts on converting new faculty to returning faculty. Many faculty only teach with Wikipedia once, and we'll strive to reduce that number in the coming year. Toward this end, we'll continue to refine our support and seek to understand what factors lead to faculty teaching with Wikipedia only once. We'll continue to urge faculty who signed up to run a Wikipedia assignment but were unable to complete the project to try it again. We've learned that faculty who run the assignment alongside their students tend to have more success with the project. Toward this end, we'll encourage faculty to use the Dashboard to contribute to Wikipedia while they're running the assignment. To provide faculty with greater confidence going into the project, we'll design and offer a multi-week virtual workshop prior to the beginning of their class where we'll train them on the basics of Wikipedia editing and strategies for teaching with Wikipedia. Faculty are also more likely to return when they're engaged with Wiki Education in a variety of ways. We'll be more strategic in ensuring that faculty have the tools to discuss their Wikipedia work within their networks. (e.g. presenting at conferences, publishing about Wikipedia, becoming a mentor, running a teach with Wikipedia workshop at their institution.)

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 support for student editors by improving the support currently provided by the Dashboard generally, and specifically for translation assignments.

Goal: Monitor, evaluate, and adapt Student Program offerings based on generative AI developments

Generative AI is a constantly evolving field. While we are confident in our programmatic offerings now, we want to carefully track developments in AI, including the quality of chatbot output, the ability of Pangram to detect AI curated content, the approach the Wikipedia community takes in terms of policies around generative AI, and higher education institutions' approaches. We also want to explore the possibility of using AI as a driver for program growth, including working with the Technology & Research team on tools, creating better prompts and a rubric for students to check their work with, developing additional exercises for source evaluation, embedding our work into AI literacy discourse, and creating a "Wikipedia in the age of generative AI" talk that can be used as a recruitment tool on campuses. Throughout each of these, we will focus on innovating and adapting, keeping the reliability of Wikipedia as our north star.

Targets

While we are excited for the opportunities we see for this fiscal year, we remain cautious in our approach to goal-setting, given the challenging environment we are operating in. Thus, we are setting only modest increases from last fiscal year.

- 13,500 program participants (3% increase year-over-year)
- 13,500 Wikipedia articles edited (1% increase year-over-year)
- 10 million words added (3% increase year-over-year)
- 310 equity-related courses (2% increase year-over-year)
- 520 courses taught by returning instructors (3% increase year-over-year)
- 205 courses taught by new instructors (3% increase year-over-year)

Scholars & Scientists Program

Goal: Improve Wikipedia's coverage of American history as part of our Documenting America initiative

We will run a Wikipedia content campaign called "Documenting America", with the goal of engaging experts to ensure the public's most-used reference reflects a fuller, more honest, and more democratically valuable account of American history. This campaign will focus on five areas of work: (1) State history articles, (2) General American history, (3) Images, (4)

Civics and Democracy, and (5) Ongoing subject-matter expert engagement. We will continue our partnership with AASLH and expand out to other relevant organizations, including the *American Historical Association* and the *American Political Science Association*.

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

We will continue engaging with core partners to run courses on subjects like health care for individuals with intellectual and developmental disabilities, physics, environmental justice, rare diseases, and more. We will also pursue additional partnerships with like-minded organizations interested in improving Wikipedia's coverage of their topic area. In an effort to improve our impact, we will focus on increasing rates of course completion and guide participants to adding more high-quality content on Wikipedia.

Goal: Embark on experiments to increase course participant retention

At a time when the influx of new Wikipedia editors is expected to slow, contributor retention—especially among highly qualified subject-matter experts—will become increasingly important. In our Wikipedia and Wikimedia Commons courses, we will experiment with different approaches to increasing participant retention beyond the end of the course. This will include investing in the measurement of retention-related key performance indicators, as well as exploring ways to help participants see themselves as part of Wikipedia rather than as people who have simply “learned Wikipedia.” We will also test monthly editing sessions as a way to continue engaging past course participants.

Goal: Refresh our Wikidata offerings

Recruitment for Wikidata courses has been challenging for our introductory courses. This inspired our “go to market” plan as well as running more advanced Wikidata courses; now, we are seeking the next phase of our offerings. We will explore a new implementation of the Wikidata program by experimenting with more events, partnerships, and ways of funding this program we have not tried yet to improve recruitment.

Targets

- 310 program participants (19% increase year-over-year)
- 400 images added to Wikimedia Commons (33% increase year-over-year)
- 800 Wikipedia articles edited (5% increase year-over-year)
- 255,000 words added to Wikipedia (same as last year)
- 98% of participants say course met or exceeded expectations (same as last year)

- Create a course-based report card that tracks key performance indicators, with report cards completed for 100% of courses. Once a baseline has been established, increase the rate of course completion and retention of participants.

Communications

Goal: Enhance visibility of Wiki Education's work

To increase the visibility of Wiki Education's work and its impact, we will continue to publish engaging feature stories on our blog, highlighting the experiences and editing work of our participants. We'll focus particularly on cultivating blog posts authored by program participants themselves to serve as testimonials, providing new opportunities to collaborate with university communications staff and academic associations to share Wiki Education stories across their networks.

We will also continue building community and fostering open dialogue through the Wiki Education Speaker Series, bringing together educators, researchers, and practitioners to share insights with our growing audiences, creating new outreach opportunities for our programs.

Goal: Reimagine our organizational and programmatic brands to enhance programmatic outcomes

Wiki Education will launch a comprehensive, data-driven rebranding initiative to address the persistent challenges in how our organization and our programs are understood by our audiences through our visual and language identities. Through this initiative, we'll significantly improve public understanding of Wiki Education's distinct product/service offerings and establish clarity between the audiences each program serves, enabling prospective participants, funders, and other stakeholders to immediately grasp what we do, why it matters, and how they can join in. To ensure our decisions are grounded in evidence, we'll build upon our recent survey data and work with a brand consultancy agency to conduct market research, including focus groups and message testing, and develop an integrated strategy covering program names, key messaging, web presence, and visual identity.

Targets

- Publish at least one blog post per week
- Host at least eight Speaker Series virtual events
- Create data-based evaluation of where and why current branding fails across key audiences, as well as what's working, leading to a strategic brand framework to address our core challenges, including recommendations for the naming, messaging, and visual identities of our programs and Wiki Education
- Execute a rebranding project that will help us communicate our impact more clearly and better position Wiki Education for future growth

Technology & Research

Goal: Develop our capacity to monitor, adapt to, and test interventions related to AI usage.

The AI landscape—especially in terms of student usage patterns—is evolving quickly. As we continuously update our strategy and toolkit for mitigating AI-driven damage to Wikipedia, we need to be able to measure our effectiveness and easily test alternatives. We'll also actively explore new ways of detecting harmful edits and triaging suspected AI content.

Targets

- Conduct at least two A/B tests of AI mitigation strategies conducted via the Dashboard
- Prototype and evaluate at least two new tools and systems to supplement the Dashboard's AI mitigation systems

Goal: Expand collaboration with researchers.

Open questions about AI, student learning, and the effectiveness of our programs are both important for us and compelling to academic researchers and funders. As part of this work, we will create an index of our research projects, available public datasets, and private datasets that could be provided to trusted researchers. This work lets us continue developing the expertise and authority we need to be a trusted source of advice and wisdom for our instructors, especially around pedagogy and AI. It also strengthens our empirical foundation for demonstrating program effectiveness to the Wikipedia community.

Targets

- Create a research hub describing our available datasets and possible areas for research
- Co-author two or more published and/or submitted research results

Goal: Strengthen Wiki Education's technical ecosystem.

The footprint of our codebases continues to grow, with more developers involved, more external stakeholders, and the continued importance of providing effective support for our programs. We don't expect to add full-time staff to the technology department, so it's vital to streamline the complex aspects of validating new features and maintaining infrastructure. We'll focus on improving our testing, performance monitoring, code review, documentation, and contractor support practices to efficiently and reliably manage our technology responsibilities. We will continue exploring and defining the roles that AI software development tools should play in our codebases and infrastructure.

Targets

- 99.5% uptime for dashboard.wikiedu.org
- 99% uptime for outreachdashboard.wmflabs.org
- Support two or more successful developer internships
- Reduce update latency to six hours or less on outreachdashboard.wmflabs.org

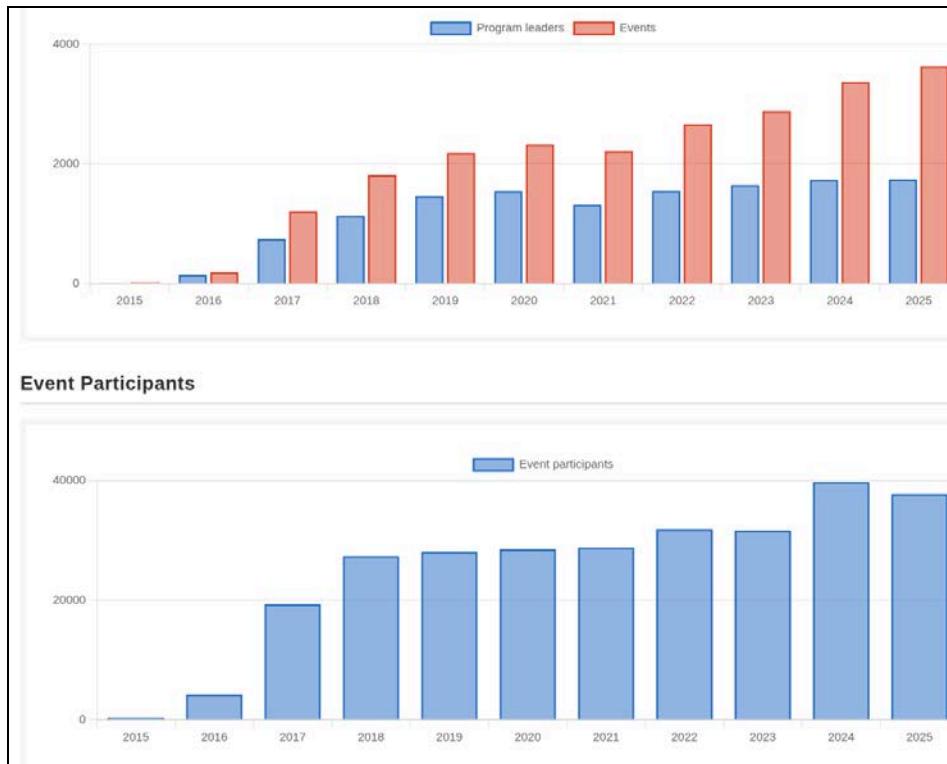
Goal: Support efforts to expand the Student Program.

The ability to recruit and retain instructors is critical to our long-term success, and is the key bottleneck for increasing our impact. We will pursue new strategies for recruiting new instructors, including Wikipedia banners and possibly new assignment options, and provide technology support for other recruitment efforts. We will also launch our first version of a Canvas integration for the Dashboard.

Targets

- Track number of instructors recruited via Wikipedia banners
- Track number of courses using Canvas integration

Figure 7. 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.



Advancement

Goal: Raise a total of \$2,979K for Wiki Education's programmatic initiatives, with a continued focus on institutional grantmakers and increased investment in capacity to expand this pipeline

Our top priority going forward will be to build a resilient, diversified funding base. We aim to broaden Wiki Education's pipeline of institutional donors, with a specific focus on grantmakers with a desire to reach a broad audience with information about specific topics. Some of these key topics will include environmental protection and biodiversity,

health education and public well-being, and democracy, civic knowledge, and media literacy.

We will increase funding for our existing programs and secure general operating support for our organization's core capacity and to address emerging needs. At the same time, we are open to experimenting with finding funding for new projects around improving AI literacy that has become a hot topic for funders, as well as experimenting with new funding models. We have recently found an opportunity to offer consulting services to a prestigious cultural institution for Wikidata work. Additionally, we expect the opportunity to collaborate with other nonprofits to seek joint funding from institutions. This momentum should result in an even more productive year in the number of letters of inquiry, grant proposals, and contracts submitted to prospective funders.

In order to increase the stability and long-term growth of Wiki Education's funding, we will provide intentional, high-quality stewardship to existing donors, resulting in continued support, increased giving, and deeper engagement over time. We expect to renew the majority of our previous grants.

Targets

- Raise \$1,855K primarily from institutional grantmakers interested in a particular topic.
- Raise \$1,124K in general operating support, including earned income and unrestricted donations and grants.
- Submit at least 25 letters of inquiry, funding proposals, and/or contracts.
- Add at least three new institutional funders to the current funding portfolio.
- Secure at least 80% of grants up for renewal in 2026–27.

Table 8. Projected revenue, by quarter, for fiscal year 2026–27.

	Q1	Q2	Q3	Q4	TOTAL
Revenue Total	\$171K	\$1,343K	\$1,318K	\$147K	\$2,979K
<i>Fundraising</i>	\$76K	\$1,323K	\$1,263K	\$132K	\$2,794K
<i>Earned income</i>	\$95K	\$20K	\$55K	\$15K	\$185K

Finance & Administration

Goal: Finance Integration and Strategic Budget Development.

A primary goal is to improve finance integration within the fundraising budget process, driving strategic initiatives that ensure indirect cost coverage. This includes working toward the development of a restricted grant model, with a key performance indicator being a steady net asset forecast — an outcome that will require close collaboration across the finance administration, the Advancement team, the Executive Director, and the Director of Programs.

Implementing process changes across departments inherit challenges, particularly in defining the right level of involvement at the right time. The goal is meaningful integration — striking a balance between staying informed and respecting the distinct roles each stakeholder plays throughout the process.

Goal: Developing Financial Analysis Tools

A key goal is to identify and produce more financial analysis tools that leverage organizational data to support informed decisionmaking. This includes improving the existing fundraising tool, developing a break-even numbers tool, and maintaining continual upkeep and enhancements to the staff costs tool, particularly as it relates to the relationship between restricted and unrestricted grants. These tools are not simply reporting mechanisms; they are instrumental to the organization's broader decisionmaking processes, ensuring that data-driven insights are consistently available when and where they are needed most.

An important principle guiding the development of these tools is a commitment to neutral, whole picture communication. This is especially relevant when addressing indirect cost coverage, which can be difficult to define clearly in relation to overhead expenditures, particularly when compared to restricted coverage. The goal is to ensure that financial analysis reflects an objective and complete view, allowing leadership to draw their own informed conclusions.

Goal: Consistent and Timely Financial Reporting

A core commitment is delivering financial reports on a consistent basis and maintaining clear communication throughout the process. Quality reporting is essential, as it ensures that the Executive Director, Finance, the Board and the Programs team have access to

accurate information when it matters most, enabling sound and confident decision making across the organization.

Table 9. 2026–27 Plan revenue and expenses.

	2026–27 Plan
Revenue	\$2,979K
Expenses	\$2,913K
General & Administrative	\$534K
Programs	\$1,409K
Technology & Research	\$385K
Advancement [1]	\$585K

Notes:

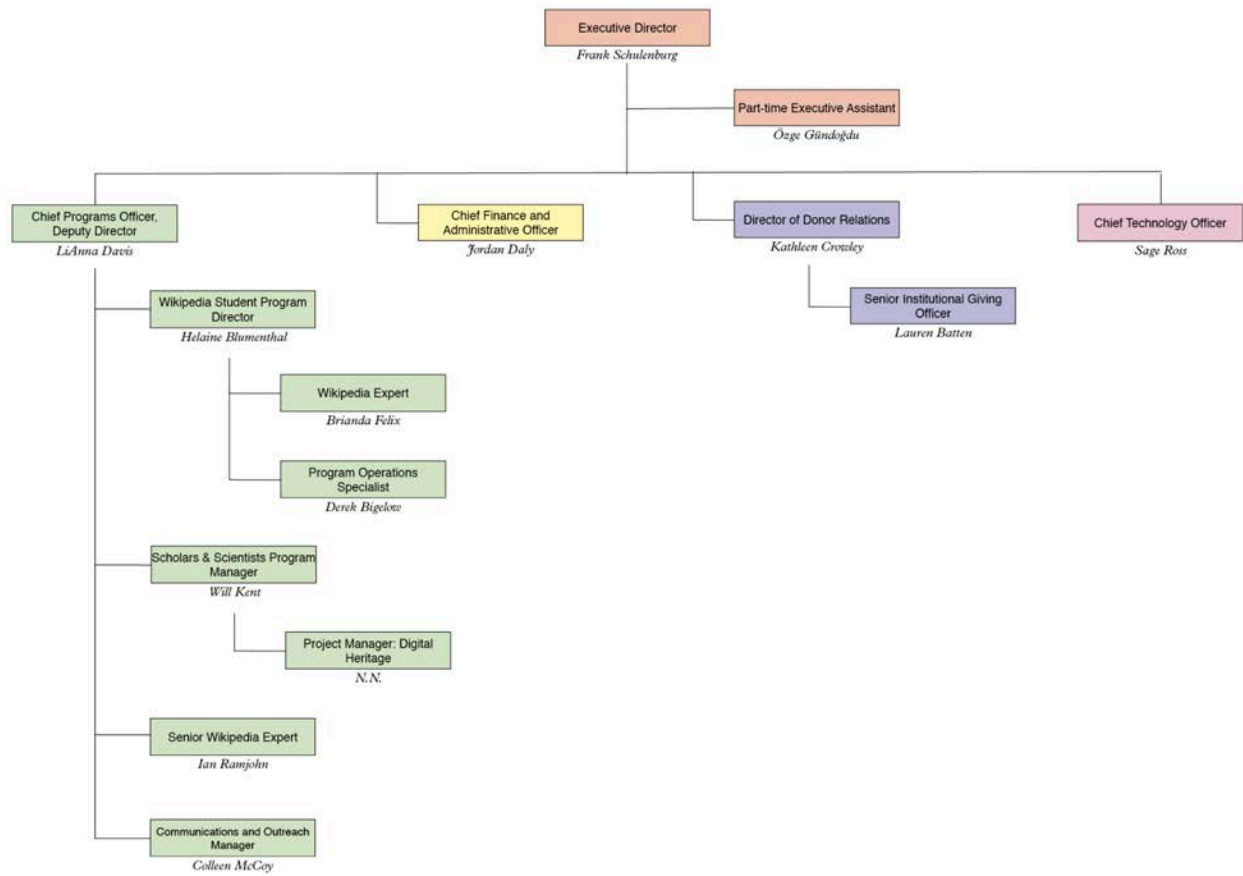
[1] Parts of Advancement activities will be programs-related.

Human Resources

Strong fundraising over the past two years has allowed us to close critical gaps in organizational capacity. In fiscal year 2026–27, we do not expect Wiki Education’s staff to grow substantially. At our current size, we can run our programs effectively and provide the administrative support most of the organization needs. If we exceed our current funding projections, we would add part-time support to reduce the Executive Director’s day-to-day operational load and allow for greater focus on the strategic investments that will shape Wiki Education’s next decade of impact.

In our HR work for next fiscal year, we will continue investing in staff understanding and effective use of AI tools, as we see this as a critical organizational capability for improving efficiency, strengthening program delivery, and preparing Wiki Education for the future.

Figure 8. Organizational chart for fiscal year 2026-27



Board Resolution

RESOLVED, that the Board of Trustees hereby approves management's proposed 2026–27 annual plan, which includes \$2,979K of revenue, \$2,913K 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 10. Quarterly breakdown of the Annual Plan financials 2026–27

2025–26 Plan	Q1 (Jul.–Sep.)	Q2 (Oct.–Dec.)	Q3 (Jan.–Mar.)	Q4 (Apr.–Jun.)	Total
Operating Cash [1]	\$1,018K [2]	\$544K	\$1,138K	\$1,603K [4]	
Cash Revenues [3]	\$171K	\$1,343K	\$1,318K	\$147K	\$2,979K
Cash Spending	\$645K	\$749K	\$853K	\$666K	\$2,913

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 2026–27 as per June 2, 2026.

[3] Anticipated/projected revenue.

[4] Anticipated cash of \$1,804K to be available at the start of fiscal year 2027–28.

Appendix

Risks considered in developing the 2026–27 plan

Continued or increased attacks on academia in the United States present a material risk to our organization’s operating environment and mission. Legislative, political, or cultural pressures on higher education institutions could constrain program delivery and affect the willingness of instructors to engage in our Student Program. To mitigate the risk of a decline in program participants, we will overhaul our communication strategy based on the large instructor survey we conducted with Eduventures in fiscal year 2025–26 and leverage the new Programs Operations Specialist role we recently added.

A potential stock market downturn represents an indirect financial risk by affecting the willingness of philanthropists to provide funding. In periods of market volatility or decline, donors may reduce or delay contributions, which could impact the organization’s revenue stability. To mitigate this risk, we will further diversify our funding base, build strong long-term relationships with existing funders, and plan conservatively to ensure continuity of core activities under less favorable economic conditions.

An insufficient response by key movement leadership to the rapidly evolving external landscape around Wikipedia poses a long-term risk. The rise of a zero-click internet environment is already contributing to a decline in new contributors and pageviews and may in the future lead to reduced revenue, affecting the sustainability and growth of the broader ecosystem. At the same time, these shifts underscore the increasing relevance of our organization’s work, positioning Wiki Education to play a critical role in supporting contributor pipelines and reinforcing the long-term vitality of the movement. To mitigate this strategic risk, we actively engage with movement stakeholders, monitor external developments, and advocate for responsive and forward-looking strategies within the broader movement.