

Wiki
Education
Foundation

Proposal:
Wiki Education Foundation

prepared by:

Frank Schulenburg, Executive Director
Wiki Education Foundation

for:

Elisabeth Allison, Trustee
Andrew Weiss, Trustee
Stanton Foundation

on:

March 18, 2014

Table of Contents

| | |
|---|----|
| 1. Executive summary | 4 |
| 2. Background | 5 |
| 3. Programmatic activities, Year One | 6 |
| 3.1. Provide increased support for the existing Classroom Program | 6 |
| 3.1.1. <i>Provide support for instructors and students in the U.S. and Canada</i> | 6 |
| 3.1.2. <i>Monitor student work to ensure that content quality is high</i> | 6 |
| 3.1.3. <i>Create discipline-specific support materials to facilitate student participation</i> ... | 7 |
| 3.1.4. <i>Improve the perception of the Classroom Program within the existing Wikipedia community</i> | 7 |
| 3.2. Improve underdeveloped content areas on Wikipedia by engaging high-achieving students | 8 |
| 3.2.1. <i>Work with subject-matter experts to identify content gaps on Wikipedia</i> | 8 |
| 3.2.2. <i>Explore opportunities to work with high-achieving students on improving Wikipedia’s content</i> | 8 |
| 3.3. Provide instructors, students, and Wikipedia Ambassadors with a user-friendly web infrastructure | 9 |
| 3.3.1. <i>Develop a user-friendly website</i> | 9 |
| 3.3.2. <i>Evaluate the feasibility of building a plagiarism detection tool to serve both classroom instructors and the existing Wikipedia community</i> | 9 |
| 3.4. Ensure sustainability through institutionalization | 10 |
| 3.4.1. <i>Partner with academic associations to improve specific topic areas on Wikipedia</i> | 10 |
| 3.4.2. <i>Grow the network of faculty member “champions” for the Classroom Program</i> | 11 |
| 3.4.3. <i>Lay the foundation “Free Knowledge Specialist” positions at educational institutions in the U.S. and Canada</i> | 11 |
| 3.5. Build key alliances within the free knowledge ecosystem | 12 |
| 3.5.1. <i>Partner with other Wikimedia organizations working in the United States and Canada</i> | 12 |
| 3.5.2. <i>Partner with like-minded institutions to maximize collaborative opportunities that scale and promote WEF</i> | 12 |
| 4. Infrastructure and Operations | 13 |
| 4.1. Ensure smooth operations of the organization | 13 |

| | |
|---|-----------|
| 4.2. Develop a sustainable funding model for the Wiki Education Foundation | 14 |
| 5. Potential Risks..... | 14 |
| 5.1. WEF programs and student contributions get rejected by the Wikipedia community | 15 |
| 5.2. Students struggle with adding high-quality content to Wikipedia..... | 15 |
| 5.3. Our organization is not able to create a healthy and productive work environment | 16 |
| 5.4. WEF fails at developing a fundraising model that will secure funding beyond the grant of the Stanton Foundation..... | 16 |
| 6. Measures of success for Year One | 17 |
| 6.1. Provide increased support for the existing Classroom Program..... | 17 |
| 6.2. Improve underdeveloped content areas on Wikipedia by engaging high-achieving students | 18 |
| 6.3. Provide instructors, students, and Wikipedia Ambassadors with a user-friendly web infrastructure..... | 18 |
| 6.4. Increasing sustainability through institutionalisation | 19 |
| 6.5. Build key alliances within the free knowledge ecosystem | 19 |
| 7. Staffing..... | 19 |
| 8. High-level timeline | 21 |
| 8.1. Major milestones | 21 |
| 8.2. Hiring timeline | 22 |
| 9. Reporting and Communication with the Stanton Foundation..... | 23 |

1. Executive summary

The Wiki Education Foundation (WEF) respectfully requests a grant in the amount of \$1,387,604 for the first year of a three-year funding period from the Stanton Foundation. The WEF proposes to use these funds to undertake activities toward the following objectives: engagement with university students and instructors to improve Wikipedia's content in underdeveloped areas; enhancement of university students' media-, information-, and web-literacy skills; and to increase the number and diversity of contributors to the world's largest publicly accessible free knowledge resource (Wikipedia).

Wikipedia's breadth and depth is great, yet its makeup of Wikipedia reflects the interests and expertise of its current editorial community which, by the numbers, is .015% of its readership.¹ As a result, important subject areas on Wikipedia remain underdeveloped and/or are of lesser quality. We believe that the resulting knowledge gap presents an opportunity for both improvement of the resource itself, and skills development and enrichment of the contributors making the improvements, when those contributors are students. We know from success in prior initiatives funded by the Stanton Foundation that there is a template that works to address the identified challenges: cooperation between students, academia, and the existing Wikipedia community. This cooperation will be one of the major driving forces of quality improvement and editor recruitment in the future. The WEF has been established specifically to focus on these challenges, while advancing key 21st century skills of students, including writing, research, collaboration, media literacy, information literacy, and technology skills.

Between April 2014 and June 2015, WEF will focus on the following programmatic priorities:

- support university classes as they engage in quality improvement of Wikipedia content;
- improve underdeveloped content areas on Wikipedia by engaging high-achieving students at universities;
- build a web infrastructure tailored toward the needs of a growing number of instructors who use Wikipedia in their classes;

¹ According to the article "Wikipedia" in Wikipedia, The Free Encyclopedia, 10 March 2014, <https://en.wikipedia.org/w/index.php?title=Wikipedia&oldid=598975239>

- enrich the existing pool of support materials that are key resources for instructors and students (with a strong focus on discipline-specific materials);
- lay the foundation for sustainability through institutionalization;
- build alliances and share best practices with other like-minded organizations that serve to scale our programmatic and increase our overall reach.

By executing these programmatic activities, we can build on the successful work that has been done by the WMF since 2010. WEF will be led by Frank Schulenburg, who started the Wikipedia Education program four years ago and who formerly served as Senior Director of Programs on the executive management team of the Wikimedia Foundation.

Throughout, we will closely monitor the outcomes of our work, use evaluation results to inform future decisions, and regularly inform our stakeholders about the progress of our initiatives.

2. Background

The WEF is a spin-off of the Wikimedia Foundation (WMF), founded in July 2013 as a separate non-profit organization based in San Francisco. Its objective is to improve the breadth, scope, and quality of Wikimedia content; enhance student information fluency; and increase the number and diversity of contributors to the free knowledge movement by engaging educators, researchers, and students.

In November 2013, the WEF assumed responsibility for supporting the U.S. / Canada Education Program, formerly run by the WMF. The program, which assigns students to write Wikipedia articles in place of traditional term papers, created the equivalent of more than 7,000 printed pages of new, high-quality content during the fall term of 2013 and the equivalent of more than 36,000 printed pages of content since its start in 2011. This makes the program the single most successful outreach initiative to engage newcomers to Wikipedia in improving the encyclopedia.

3. Programmatic activities, Year One

3.1. Provide increased support for the existing Classroom Program

The Wikipedia Classroom Program of the WEF is the continuation of the Wikipedia Education Program of the WMF. Its goal is to engage students at universities in the United States and in Canada in adding high-quality content to Wikipedia. Between April 2014 and June 2015, we are planning to execute the following activities in this programmatic area:

3.1.1. Provide support for instructors and students in the U.S. and Canada

In November 2013, the WEF assumed full responsibility for supporting the United States and Canada Classroom Program on Wikipedia. In February 2014, 62 professors (68% of which were returning instructors) and a total of 1,372 students had enrolled into the program for the spring 2014 term. Between April 2014 and June 2015 we are planning to continue our support for all participants of the program through dedicated in-person and online support by our community of Campus-, On-line-, and Regional Ambassadors who will receive guidance and support through full-time staff and contractors of the WEF.

3.1.2. Monitor student work to ensure that content quality is high

In a survey sent out to instructors of the spring 2013, fall 2013, and spring 2014 terms in February and March 2014, we asked professors how the WEF could better support them. 85% of those surveyed indicated an intention to teach with Wikipedia again in an upcoming term. The instructors' feedback also showed that they desired additional support to (1) monitor and review student work during the term; (2) provide students with online and in-person guidance. To meet the need for additional support for instructors and students, beginning in August 2014, we will bring on two experienced Wikipedians as half-time Quality Assurance and Community Liaisons to review new content generated by students and to provide hands-on support to all participants in the program.

3.1.3. Create discipline-specific support materials to facilitate student participation

The Education Program group at the WMF created a significant number of support materials for students and instructors, including printed brochures, videos and online training modules. In 2013 we learned that participants in the program needed additional discipline-specific materials. In the existing Wikipedia Community, there are groups of contributors who have developed detailed rules and guidelines for editing Wikipedia articles within a their disciplines. In order to ensure that contributions by the participants of the Classroom Program meet the high quality standards of Wikipedia, we will work with the existing community to create a series of discipline-specific guidelines on how to create and improve articles in those content areas (such as how to cite sources, and how to structure and format articles).

3.1.4. Improve the perception of the Classroom Program within the existing Wikipedia community

To date, there has been some criticism of the Classroom Program stemming from a small but vocal group of long-term Wikipedia editors. The tenor of this criticism is that the Classroom Program does not add enough value to Wikipedia to justify the perceived costs to the community, such as the amount of time it takes to further improve articles that have been started by students. By surfacing high-quality content (articles, images, videos), we will improve the perception of the program within the existing community. Greater acceptance and understanding of the Classroom Program by the long-term community is an important precondition for the continuous success of the Classroom Program.

3.2. Improve underdeveloped content areas on Wikipedia by engaging high-achieving students

High-achieving students at universities in the United States and Canada represent a unique and extremely promising target group for our goal to improve Wikipedia's quality: they possess better skills and knowledge than the average student, and they are more motivated than others to achieve excellent results. Yet, to our knowledge, no efforts have been undertaken so far to specifically engage this target group. We think that recruiting high-achieving students as content contributors for Wikipedia will serve WEF's Year One goals in different ways, such as improving the quality and scope of freely accessible knowledge on the web, sending a strong signal to the community that our organization cares about Wikipedia's quality, and increasing the sustainability of our outreach efforts. For this reason, we will undertake a six-month pilot project to determine the feasibility of engaging "high achievers" among students in targeted content improvement activities on Wikipedia. The approach we will pilot is as follows:

3.2.1. Work with subject-matter experts to identify content gaps on Wikipedia

WEF will engage with subject-matter experts to identify gaps in at least two topic areas on Wikipedia that will later serve as areas for content improvement in our pilot project. In our experience, it has been useful to procure and provide lists of missing or low-quality articles to new Wikipedia contributors. For the participants of our pilot, the lists provide both a framework for their contributions and a goal to build towards. Working with subject-matter experts, we will define the "gaps" by developing and providing these lists to students and instructors, to accompany the existing general guidelines and recommendations for new Wikipedia editors.

3.2.2. Explore opportunities to work with high-achieving students on improving Wikipedia's content

To engage with the highest-achieving students at universities in the United States and Canada, we propose to undertake a pilot outreach project over a six-month period. We will focus on existing student groups (such as student honor societies), introduce them to editing Wikipedia, work closely with them on improving content in targeted areas, and provide them with in-person and online support. As with any pilot project, we

will iteratively monitor progress, evaluate results, assess participant engagement, and correct course as we proceed. Furthermore, we will provide an assessment report with actionable recommendations.

3.3. Provide instructors, students, and Wikipedia Ambassadors with a user-friendly web infrastructure

The Education Program group at the WMF developed myriad support materials for students and instructors who engaged in editing Wikipedia as part of their classroom experience. We learned from feedback given by instructors that it was challenging to discover and access these materials. The feedback indicated that brochures, online-trainings, and videos were too decentralized, stored on various wiki pages. The architecture, user interface, and search functions of the Media-Wiki software made it challenging and time-consuming for instructors to access the materials they needed. Based on these learnings, we will:

3.3.1. Develop a user-friendly website

It is a priority to ensure a seamless and user-friendly online experience for instructors, students, Ambassadors, and other participants who need to access course materials. We will build a website that serves as an easy-to-use, one-stop repository for all online materials generated and resulting from the work of WEF. Already, we have analyzed the needs of our specific target group, and identified key features that will meet these needs, which we know cannot be addressed on the MediaWiki platform given the constraints of the software. The code for the WEF website will be published under an open-source software license in order to enable others to reuse the code and to adapt it according to their own needs.

3.3.2. Evaluate the feasibility of building a plagiarism detection tool to serve both classroom instructors and the existing Wikipedia community

Plagiarism is one of the prevalent problems in the world of Wikipedia content production² and an important concern in any classroom. We

² A study performed by the Education Program group at the Wikimedia Foundation shows that plagiarism among student editors was not significantly higher than among members of a control group of non-student editors. See https://meta.wikimedia.org/wiki/Research:Plagiarism_on_the_English_Wikipedia

therefore think it is important to evaluate the feasibility of building a plagiarism detection tool that helps to monitor whether the students plagiarize on Wikipedia or not. The tool will use existing plagiarism checkers, and connect them through the Wikipedia API with a list of the students' edits. The initial outlook for provision of this tool is to integrate and/or offer it as a freely available tool on the WEF website, thereby enabling instructors and existing community members to take the necessary steps for removal of plagiarized content. If our feasibility study shows that building such a tool is within the scope and resources of WEF, we will facilitate the creation of the tool in close collaboration with the Wikipedia community.

3.4. Ensure sustainability through institutionalization

Since the inception of the Wikipedia Education Program, many different stakeholders in academia in the United States and Canada have participated in Wikipedia-related activities at their respective institutions. Stakeholders include instructors, librarians, members of teaching and learning centers, and academics in scientific associations. It follows that those invested in careers within academic institutions have potential to be mainstays for WEF: the relationship with these stakeholders will last over a longer period of time (at a specific academic institution or within the field) than the shorter-term affiliation with students who leave the university after graduating. The opportunity to train these stakeholders as Wikipedia experts or champions for programmatic activities related to teaching with Wikipedia is critical to both sustain and scale the work of WEF.

3.4.1. Partner with academic associations to improve specific topic areas on Wikipedia

Academic associations provide a central entry point to a large group of academics that care intensely about their specific area of expertise. As part of our communications and partnership activities in year one of our operations, we will work closely with academic associations like the Association for Psychological Sciences, American Sociological Association, National Communication Association, etc. in order to explore ways of improving targeted content areas on Wikipedia and enhance our outreach efforts. We will attend association conferences, meet with asso-

ciation administrations, and develop custom-crafted outreach materials that speak to the members of these associations.

3.4.2. Grow the network of faculty member “champions” for the Classroom Program

The printed materials that were produced by the WMF encompass a broad array of practical advice and suggestions on how to use Wikipedia in the classroom. In order to retain and grow the network of champions for the program³, we will also create materials for academics that are focused on the intellectual level aspects of knowledge production and learning, that speak to topics such as ownership of information, construction of knowledge (and how Wikipedia's demographics changes that), etc. These materials will add additional incentives for academics to engage in our programs.

We will also continue to work closely with teaching and learning centers at universities in the U.S. and in Canada to explore future ways of cooperation. These centers are in effect distribution mechanisms that enable us to inject the idea of teaching with Wikipedia into the community of instructors.

3.4.3. Lay the foundation “Free Knowledge Specialist” positions at educational institutions in the U.S. and Canada

In early 2014, the University of Berkeley created the first position of a “Wikipedian-in-Residence” at a university in the United States.⁴ The creation of this new role could be a first step towards “Free Knowledge Specialist” positions at other educational institutions in the U.S. and Canada. Free Knowledge Specialists will be an accessible and local point of contact for instructors who would like to learn more about Wikipedia, free content licenses and other related topics. We will partner with a select number of universities to create similar positions and to evaluate their benefits for instructors and students.

³ Until today, 49 librarians, professors, members of teaching and learning centers, and graduate students at 39 educational institutions in the U.S. and Canada have been acting as champions for the Classroom Program.

⁴ <http://newscenter.berkeley.edu/2014/02/25/berkeley-wikipedian-in-residence-is-a-first>

3.5. Build key alliances within the free knowledge ecosystem

3.5.1. Partner with other Wikimedia organizations working in the United States and Canada

As of the writing of this grant proposal, the following organizations that support the Wikimedia projects (aside from WMF) are based in the United States and in Canada:

- Wikimedia New York (chapter)⁵
- Wikimedia District of Columbia (chapter)⁶
- Wikimedia Canada (chapter)⁷
- Wiki Project Med Foundation (thematic organization)⁸

As part of its work in Year One, the Wiki Education Foundation will reach out to these organizations and explore ways of working closely together. For example, we accepted an invitation from Wikimedia New York and Wikimedia D.C. to participate in the first WikiConference USA, to be held in New York in 2014.⁹ Additionally, we will continue a close partnership with the WMF and represent WEF at key events related to Wikipedia, such as Wikimania.¹⁰

3.5.2. Partner with like-minded institutions to maximize collaborative opportunities that scale and promote WEF

In the independent and public sector, many organizations today share a high level vision with WEF. Elements of this vision include maximizing the potential of the digital age in order to level the playing field for access to knowledge; ensuring that institutions of teaching and learning are producing graduates, at all levels, with skillsets needed to succeed in today's world; and realizing the economic and pedagogical value of Open Educational Resources, digital learning environments, and many other initiatives and/or communities dedicated to dissemination, sharing, reuse, and remixing of knowledge resources.

⁵ https://meta.wikimedia.org/wiki/Wikimedia_New_York_City

⁶ https://meta.wikimedia.org/wiki/Wikimedia_District_of_Columbia

⁷ https://meta.wikimedia.org/wiki/Wikimedia_Canada

⁸ https://meta.wikimedia.org/wiki/Wiki_Project_Med (legally registered in the United States but volunteers from around the world can join)

⁹ See <http://wikiconferenceusa.org> for more information.

¹⁰ <http://wikimania2014.wikimedia.org>

WEF is already well networked to identify and connect with the like-minded organization in the “open ecosystem” (in addition to academic institutions, centers, and associations) that may add reciprocal value in any number of ways through partnerships, alliances, cross-promotion, or simply sharing of best practices/lessons learned. There are synergies between the proposed work of WEF and initiatives underway at organizations such as Creative Commons, OER Commons, P2PU, Digital Public Library of America, HASTAC, Berkman Center for Internet & Society, Institute for the Study of Knowledge Management in Education, Carnegie Foundation for the Advancement of Teaching, Connexions, MIT Media Lab, and so on. We will scope an array of partnership opportunities, identify those that are most aligned with WEF, and investigate opportunities to work together and incorporate learnings based on similar activities and/or research.

4. Infrastructure and Operations

4.1. Ensure smooth operations of the organization

As a new organization, WEF must establish a solid operational foundation, and set in places basic systems and processes to ensure a lean yet efficient operation in year one and beyond. To ensure internal talent and resources are dedicated by-and-large to our programmatic goals, we will outsource some operational functions where it proves to be most economical in terms of both staff capacity and monetary resources. For instance, at the time of the writing of this report we have signed a contract with TriNet, a professional employer organization based in California, that will provide WEF with HR services. In addition to this, the WMF has agreed to act as a fiscal sponsor for WEF as long as the application for 501(c)(3) status is pending. Once this status is granted, we will transition into working with an outside contractor to provide accounting services. To accommodate the needs of a small staff, as per our staffing plan below, we are seeking office space in or around San Francisco.

4.2. Develop a sustainable funding model for the Wiki Education Foundation

During the first phase of its existence, the WEF has been provided with a generous start-up grant by the WMF. It is critical for WEF to immediately begin to put into motion its fundraising operations, develop a short and long term strategy, and pursue opportunities for short and long term funding to meet our budgetary needs and to augment the proposed funding from the Stanton Foundation.

To this end, we have identified several foundations to approach that are align well strategically with WEF, many to which we have connections either directly or via our network (to name a few: Gates, Hewlett, Lumina, Saylor, Kresge, MacArthur, Mellon, Kresge, Ford, Sloan). To diversify and ensure we are not over-reliant on a single funder source or group over time, we will explore a longer term funding model that may also involve educational institutions, with care to retain utmost integrity with respect to the WEF mission.

As early as possible in the lifecycle of WEF, we will establish efficient baseline of fundraising operations, systems and processes that ensure our activities are well tracked and streamlined to scope, target, and pursue the best opportunities and to follow best practices, transparency, and accountability measures. The development of key collateral and communications materials will be critical to fundraising efforts as well.

5. Potential Risks

As with any ambitious undertaking, and given that WEF is a new organization, potential risks exist and we are primed to expect the unexpected. Below are some of the possible risks we initially identify at the outset, along with proposed solutions to mitigate risk. We will continually assess potential risks and solutions as our work gets under way.

5.1. WEF programs and student contributions get rejected by the Wikipedia community

At present, we are aware that a small but vocal part of the existing Wikipedia community, namely, some of the long-term contributors, have a critical attitude towards WEF as they have been critical about the activities of the Wikipedia Education Program. The perception among this group is that students don't add enough value to the encyclopedia to justify the investments made by the community into our programs. In order to mitigate this risk, we will actively work on surfacing the benefits that student contributors add to Wikipedia. We will also strive to achieve a high level of responsiveness in cases when the community raises well-founded questions or concerns and recommend to instructors that they do not engage in certain areas if there is evidence that the class is likely to run into problems due to the at times protective attitude of this segment of the community. Moreover, we will participate in community activities like the yearly Wikimania conference and/or the upcoming WikiConference USA in order to engage actively with the community at every possible opportunity, and to be transparent about ongoing and planned activities.

5.2. Students struggle with adding high-quality content to Wikipedia

In our experience to date, it has been exceedingly rare for an entire class to struggle with adding high-quality content to Wikipedia. However, to ensure this does not become a risk, we must continue to provide both instructors and students involved in the Classroom Program with high-quality training and support. Moreover, we must create new mechanisms for monitoring the quality of student contributions and evaluating the improvements to the of content that result from WEF's programs.

5.3. Our organization is not able to create a healthy and productive work environment

Prior to the formation of WEF into its own non-profit organization, the WMF provided a safe and well-functioning environment for the earlier stages of the work that WEF will build upon. As a new organization, we will have to create an environment and culture that empowers staff, volunteers, and others working with the organization to execute our program plan with efficiency and good communication. At a leadership level, it is important to ensure from the beginning a strong working relationship and shared understanding between the ED and the members of the board about the role and expectations of the board. At present, there is a steady trust building and good communication between board and ED, and between ED and known incoming staff. Going forward, we must ensure that the culture of the organization, its governance structure and roles, and the workplace itself all foster a positive and proactive environment to undertake WEF programs. At the center of success is trust, accountability, and good communication between all of those working for WEF's success. We will draw on lessons learned from other experiences, best practices, and professional development and organizational development resources to mitigate any risks in this area.

5.4. WEF fails at developing a fundraising model that will secure funding beyond the grant of the Stanton Foundation

We have developed a preliminary outlook on how funding will be secured in the future, as summarized briefly above. The Stanton Foundation has generously discussed with us funding of WEF at 90% of costs in Year One (as well as at 70% in Year Two and 50% in Year Three). Now, WEF staff and board must ensure that the remaining funding gap will be closed as soon as possible. While we are confident that the combination of Wikipedia and Education will attract funders, we won't have the fundraising mechanism that the WMF has through its high-traffic websites. Also, there are external factors that may impact WEF's ability to fundraise and/or deliver on proposed outcomes tied to funding. These factors range from the economic climate in the world at-large, to the state of affairs within the academic institutions that we work with.

At present, institutional relationships (foundations and corporations) and high-net-worth individuals, hold the highest potential for near term funding. Going forward, we will consider a number of alternative revenue streams as well. We will develop a comprehensive fundraising and sustainability strategy from the earliest point possible, with the knowledge that, during Year One in particular, the strategy will be continually refined based on what we learn from experience, until we have an optimal model. To both mitigate short term risk of being underfunded and face the long term issue of sustainability, we will hire a dedicated fundraiser who can bring both strong ties to potential funders and the knowledge of the funding landscape for the niche work of WEF.

To succeed in fundraising, we must be adaptable and self-aware; led by WEF priorities rather than by external funding opportunities; and agile enough to shift course as necessary. We aim to develop the longer term vision for the funding model by the completion of Year One (which will be a year of trial and error for fundraising from scratch). By setting this goal, we assure that going forward we focus the greatest amount of capacity possible on the many planned programmatic activities.

6. Measures of success for Year One

6.1. Provide increased support for the existing Classroom Program

- By the end of June 2015, we will provide students and instructors in the Classroom Program with an increased amount of high-quality support. We will send out surveys at the beginning and the end of each term with the goal of at least 70% of participants being satisfied or highly satisfied with our work.
- During the terms, we will be able to quickly resolve incidents that are being brought to our attention by members of the existing community (e.g. students write articles in an essay-like style, students plagiarize, students don't format their work on Wikipedia in line with Wikipedia's formatting standards). The median number of days until an incident is being resolved will be lower than 5 work days.
- At least 5% of the articles created or improved by the students will be featured on our "Trophy Case" page on Wikipedia¹¹ at the end of each term.

¹¹ https://en.wikipedia.org/wiki/Wikipedia:Ambassadors/Courses/Trophy_case

- By June 2015, we will provide students with at least four discipline-specific support materials. The Wikipedia community will endorse these new materials as factually correct and helpful.

6.2. Improve underdeveloped content areas on Wikipedia by engaging high-achieving students

- By the beginning of January 2015 we will have worked with subject-matter experts on identifying content gaps within at least two topic areas on Wikipedia.
- By the end of May 2015 we will have executed a six-month pilot project that aims at engaging high-achieving students in improving underdeveloped content areas on Wikipedia as part of their extra-curricular activities. At the end of the pilot, we will measure the number of new and improved articles in these content areas and assess the quality improvement based on existing Wikipedia article quality metrics.¹²
- By the end of June 2015 we will have published a project report that documents our learnings during the pilot and contains recommendations for next steps.

6.3. Provide instructors, students, and Wikipedia Ambassadors with a user-friendly web infrastructure

- By November 2014, we will build the first version of the WEF website. This first iteration will create the general framework for our future web services. It will enable instructors and students to easily find and download support materials and identify options for in-person and on-wiki support.
- By January 2015, we will explore the feasibility of building a plagiarism-detection-tool; and by February 2015, we will create an internal report that outlines our next steps.
- By the end of June 2015, we will build the second version of our website, augmented with additional tools to make the work of instructors easier (in particular when it comes to tracking and grading their students' contributions).

¹² E.g.

https://en.wikipedia.org/w/index.php?title=Wikipedia:Ambassadors/Research/Article_quality&oldid=515710095

6.4. Increasing sustainability through institutionalisation

- By June 2015 we will grow the existing network of faculty member “champions” for our programmatic activities by at least 20% (current baseline: 49 librarians, professors, members of teaching and learning centers, and graduate students at 39 educational institutions in the U.S. and Canada have been acting as champions for the Classroom Program).
- By June 2015 we will create at least one brochure that will be focused on the intellectual level aspects of knowledge production and learning (speaking to topics such as ownership of information, construction of knowledge and how Wikipedia's demographics changes that, etc.)
- By June 2015 we will support and work closely with at least one Wikipedian-in-Residence at an educational institution in the U.S. or in Canada. This work will enable WEF to gain knowledge about the benefits such positions in order to lay the foundation for a new role of “Free Knowledge Specialists” at universities.

6.5. Build key alliances within the free knowledge ecosystem

- By July 2014, we will attend the first WikiConference in the U.S. and present at least two sessions about WEF and using Wikipedia as a teaching tool in higher education.
- By June 2015, we will have connected with at least three like-minded institutions, such as those described above, and explored opportunities of working together.

7. Staffing

Between April 2014 and June 2015 the Wiki Education Foundation’s full-time staff will consist of:

- **Executive Director (April 2014–June 2015):** Accountable for the overall performance of the organization, the Executive Director (ED) will be responsible for leadership, strategic organization, and setting a climate of creative achievement within the WEF. The ED will also act as the interface between board and staff of the organization.

- **Director of Fundraising and Strategic Partnerships** (June 2014–June 2015): Responsible for developing a sustainable fundraising model that will ensure WEF’s operations beyond the funding of the Stanton Foundation (at 60%), and responsible for investigating and leveraging collaboration opportunities with like-minded organizations (e.g. Creative Commons, HASTAC, Wikimedia chapters, etc.) (at 40%). Senior position with 7+ years of experience in fundraising and partnership development.
- **Head of Communications and External Relations** (April 2014–June 2015): Responsible for key communications with news media and other WEF stakeholders (including the Wikipedia community), and for building educational materials targeted at instructors and students. Responsible for ensuring that external communications about the WEF are correct and up-to-date. Also responsible for building long-term strategic partnerships with educational institutions in the U.S. and Canada. Position with 5+ years of experience in communications with institutions in academia.
- **Classroom Program Manager** (April 2014–June 2015): Responsible for ensuring adequate support for instructors and students at universities, and for monitoring and showcasing student work on the WEF’s blog and on Wikipedia. The Classroom Program Manager is also responsible for building and maintaining a vibrant volunteer community that provides support for participants in the Classroom Program.
- **Product Manager Digital Services** (June 2014–June 2015): As the product owner of all digital services provided by the WEF, the Product Manager will create product specifications (based on prior needs analysis) and roadmaps, and work with outside contractors in order to ensure that the services offered through the WEF’s website are of high quality and easy to use. Position with 3+ years of experience in product management and/or deep understanding of MediaWiki architecture.
- **Outreach Manager** (November 2014–June 2015): Responsible for planning, executing, and evaluating a pilot program to build and retain a community of long-term Wikipedia contributors among high-achieving students at universities. Position with 3+ years of experience in outreach activities in an academic setting; ideally with prior experience in program evaluation.

- **Office Manager & Executive Assistant to the ED (April 2014–June 2015):** Responsible for providing executive support for the ED, and general office administration. The Executive Assistant will serve as the primary point of contact for internal and external constituencies on all matters concerning the office of the ED. Responsible for tracking progress on projects and tasks assigned to direct reports of the ED, providing assistance on special projects, for coordinating with WEF board, and for preparing reports on the overall performance of the organization. Position with 5+ years of experience in supporting executive level personnel.

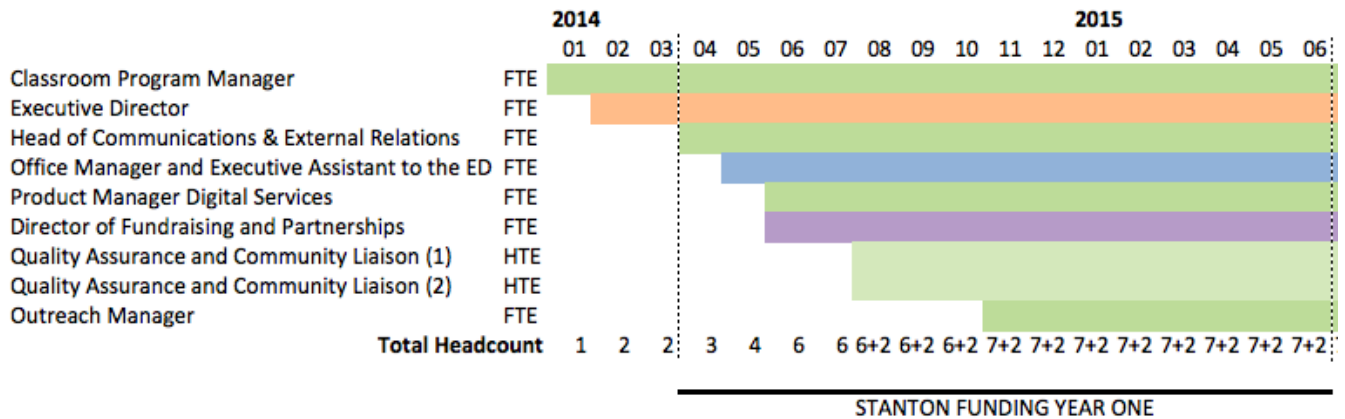
In addition to the full-time staff we will fill the following half-time roles:

- **2 x Quality Assurance and Community Liaison (August 2014–June 2015):** Responsible for supporting the Classroom Program Manager, the Quality Assurance and Community Liaisons will closely monitor all activity by students and instructors on Wikipedia and serve as liaisons to the existing community of long-term Wikipedians. They will also support the Classroom Program Manager in tracking and surfacing high-quality contributions by participants of the program. Position with 3+ years of Wikipedia editing experience and strong facilitation and communication skills.

8. High-level timeline

8.1. Major milestones

Note: The numbers refer to the milestones marked in yellow in the graph below.



9. Reporting and Communication with the Stanton Foundation

WEF proposes to report and communicate as follows:

Reporting timeline:

- Interim grant report covering progress made until November 30, 2014 by December 31, 2014;
- Final grant report covering progress made until June 30, 2015 by June 30, 2015.

Report content categories:

- Achieved milestones
- Perceived project issues
- Changes from initial proposal
- Project spending

Additionally, WEF proposes to:

- Inform the Co-Trustees of the Stanton Foundation in a timely manner about any major changes or perceived issues that affect the project staging, timeline, or spending.
- Present in person on the project to the Stanton Foundation Co-Trustees.
- Document the project, its learnings, and outcomes on a publicly available website.

WEF may issue press releases to the public about the project, and in doing so will:

- Seek approval of the Stanton Foundation in advance of publication insofar as there is significant mention of the Stanton Foundation in relation to the project.
- Not provide contact information of the Stanton Foundation in this publicity or seek to draw attention to the Stanton Foundation in recognition that it does not accept unsolicited proposals.
- Provide a biography of Frank Stanton (as provided by the Stanton Foundation) where appropriate.

★ ★ ★