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Introduction

Why Wikipedia and Libraries?

MERRILEE PROFFITT

I believe that Wikipedia is important for the future of libraries. I also believe that libraries are equally important to Wikipedia. This volume reveals the many ways in which the library and Wikipedia communities are beginning to work with one another for mutual benefit, but it is worth backtracking and stating why I believe Wikipedia and libraries are natural allies.

It's about scale . . . Wikipedia is immensely popular. It's the sixth most visited website in the United States, it is fifth globally, and according to Alexa it gets 21 percent of Internet traffic every day in the United States. English Wikipedia—that is, the English-language version of Wikipedia—receives an average of 200 million page views a day. This is popularity on a scale that cannot be ignored. Your library patrons are using Wikipedia weekly, if not daily—and if they are not going there directly, they are following a highly ranked search engine link which leads them to Wikipedia.

It's about vision . . . Wikipedia was launched in January 2001. From the beginning, the project envisioned a resource that provides every person with free access to knowledge in his or her own language. Over time, hundreds of

thousands of people from around the world have worked to build and maintain the encyclopedia's content, which includes more than 40 million articles in about 290 languages. While most of the content in this volume pertains to activity and engagement with English Wikipedia (which tips the scales at over 5.4 million articles), there is also content built by a relatively tiny but dedicated number of volunteers who are working to make knowledge accessible for everyone in their own languages. Wikipedia is the tip of the Wikimedia iceberg, and there are a host of other related open knowledge projects such as Wikimedia Commons (a repository of freely usable media files to which anyone can contribute), Wiki-source (a repository for texts), and Wikidata, a metadata repository that will be explored in depth in this volume. These projects act to support one another. For example, a Wikipedia article may draw metadata from Wikidata and show images from Wikimedia Commons. But beyond infrastructure, the Wikimedia universe represents what participants call a “movement” which represents not only the projects with their concrete outputs, but also a set of values that support freedom of information and the open sharing of knowledge.

It's about people. . . . All work that is done on Wikipedia is carried out by passionate volunteers. These people, Wikipedians, not only do the editing but also establish and maintain protocols and processes that support growing the knowledge base, and help keep the information credible (in addition to free and open). Although there are over 31 million registered user accounts on English Wikipedia, there are only 117,000 “active” registered users (that is, users who have made an edit in the last thirty days). The Wikimedia Foundation exists to support the activities of all the Wikimedia projects, and employs 280 people. It relies on grants and public donations to help keep servers up and running and to support projects that are of global interest. There are also dozens of Wikimedia chapters, which all have their own infrastructure to help support more local activities. The Wikimedia universe is so complicated that it is a wonder it runs at all, and yet it does, fueled by the passion of those who contribute their time and energy to it.

It is not without flaws . . . Wikipedia, as gigantic as it is, has some obvious flaws. There is a narrow demographic representation among Wikipedia contributors; for example, English Wikipedia contributors are overwhelmingly male. There are significant gaps on Wikipedia—for example, only 17 percent of the articles that are about people are about women. What has been typically characterized as a gender gap on Wikipedia extends well beyond topics having to do with women. As an example of a “gap” area in Wikipedia, look at articles

that relate to librarianship—those articles have been neglected or have yet to be written. In addition to gaps, Wikipedia also has challenges posed by substandard articles; while the sheer quantity of articles has soared, their quality has not kept up. Wikipedians have their own process for peer review, and only a relative handful of articles have made it through the rigorous process to become a “featured” or even a “good” article. The rest are works in progress. Wikipedia articles rest on the notion of verifiability, and by its own measure, the project has some ways to go—there are currently over 351,000 “citation needed” tags in articles. Each one of these tags indicates the need for a quality source to back up an assertion in an article.

I see enormous opportunities for partnerships between Wikipedia and libraries based on this array of strengths and deficits in the encyclopedia. Wikipedia has the visibility on the open web that libraries lack. The communities of Wikipedians and librarians have a shared set of values. Wikipedians and librarians concur on what constitutes a quality source. It is because Wikipedians often seem unable to access quality sources that articles lack appropriate citations. What better place for Wikipedians to find and get access to those sources than at their library? Libraries, whether public or academic, hold collections that can bring depth to Wikipedia articles and can provide high-quality support materials in order to help build better articles. We librarians also serve diverse audiences, and there are many opportunities to develop programs and programming that will help lead our communities to connect with the new form of knowledge synthesis and creation that is Wikipedia.

Wikipedians are keenly interested in engaging with librarians. On the Wikipedia side, there is an established network of GLAM (Galleries, Libraries, Archives, and Museums) volunteers—in this book, Andrew Lih writes about GLAM and its origins, and Alex Stinson and Jason Evans outline how libraries can engage with an existing network of volunteers, chapters, and other resources. The Wikimedia movement has a deep history of engaging with higher education, and LiAnna Davis’s chapter on Wikipedia and education outlines the outstanding successes the Wiki Education Foundation has had using Wikipedia as a pedagogical tool to improve information literacy. And Jake Orlowitz outlines his vision for supporting Wikipedians and librarians with an array of tools and initiatives to help improve the overall quality of articles, as well as build people-to-people connections that make a difference.

Even without formal networks to help them make connections, librarians have been finding innovative and effective ways of connecting both collections

and communities to Wikipedia. Teri Embrey and Bob Kosovsky share their experiences connecting specialist collections to the encyclopedia. Lily Todorinova and Yu-Hung Lin shed some light on how students understand citations, in addition to hosting a Wikipedia Visiting Scholar. Monika Sengul-Jones shares rich and varied stories of engagement from public libraries, while Kelly Doyle explores addressing systemic bias and the gender gap in Wikipedia's content and coverage. Sara Snyder gives tips for holding the perfect edit-a-thon, and gives a peek at what lies "beyond" this tried-and-true format. Mairelys Lemus-Rojas and Timothy A. Thompson explain RAMP, a tool that helps "remix" archival collection descriptions into Wikipedia articles. Lemus-Rojas and Lydia Pintscher give a deep dive into Wikidata, while Kenning Arlitsch and Justin Shanks talk about the importance of Wikipedia and Wikidata for getting found on the Web. Many of the librarians who are represented here have had their own road to becoming Wikipedians (or a hybrid that I'll call Wikibrarians). We've felt our way in a new and unfamiliar landscape which is quite different from traditional librarianship. In this book's last chapter, I will share my own journey of going from being a curious outsider to becoming a Wikibrarian.

This is an exciting time for librarians and Wikipedians—we have many shared challenges and opportunities together. I hope this volume helps to illuminate some of the possibilities and inspires you to follow some of the existing models we've outlined here. Better yet, you may choose to adopt the Wikipedia motto, and "be bold" in exploring your own path.

I'd like to thank those who have contributed to this volume in large and small ways. First and foremost, thanks to the authors who were all willing to leap into this project with enthusiasm. OCLC has allowed me many years of time and space to develop my ideas around Wikipedia and libraries—I can't think of another organization that would have allowed the kind of time that this sort of deep exploration has required. Thanks to Lorcan Dempsey, Jim Michalko, and Rachel Frick for being my champions. A special thanks to Phoebe Ayers, Jake Orlovitz, Alex Stinson, and Andrew Lih for being wonderful Wikimedia connectors. And thanks to Cindy Aden for being a partner in crime for many years.

And where would we be without the libraries? Thanks to the Garden Grove Public Library (Chapman Branch) for letting me spend my teenage summers with you as a "volunteen." And thanks to the UC Berkeley libraries for letting me sprout my library wings as both a student employee and a staff member. Finally, thanks to the Oakland Public Library—I spent many hours at the Main and Montclair branches when I needed a different space where I could focus my

mind while working on this project. I'm grateful for the library: a third place that gives me power, Wi-Fi, and doesn't want to sell me anything except the opportunity to access information.

What Are Galleries, Libraries, Archives, and Museums (GLAM) to the Wikimedia Community?

ANDREW LIH

In 2001, Wikipedia came into existence quietly and without much fanfare. It was an unusual project that was designed to allow anyone, even anonymous users, to edit any page of a nascent online encyclopedia. What most people don't know is that Wikipedia was an ad hoc experiment to help Nupedia, a struggling encyclopedia that depended on online volunteer contributors. However, Nupedia employed a strict publishing model with layers of oversight that required participants to prove they held a college degree. In hindsight, it is perhaps no surprise that Nupedia and its stringent rules failed to produce more than a dozen articles during its first year of existence. Wikipedia was launched alongside Nupedia to help spur article creation by allowing anyone to edit any page on its website. The hope was that articles created there might be moved to Nupedia, where more rigorous standards could be applied to create finished works.

What happened next was unexpected—not only were volunteers creating new articles on Wikipedia, but they were finishing and updating them while establishing new community norms and publishing guidelines that produced better and better content. The community, with the ability to self-organize and

adapt to immediate needs, quickly wrote dozens of articles each day. By the next year, Wikipedia had generated nearly 20,000 entries. Nupedia was suddenly irrelevant and shut down. Wikipedia had become not just a greenhouse for starting articles, but a successful encyclopedia in its own right—edited, governed, and developed by a community of volunteer contributors. More than fifteen years later, Wikipedia has become one of the most visited websites in the world and is available in almost 300 languages while showing little sign of abating. It continues to operate as a volunteer-edited website, with no salaried editing staff, and it has expanded to become a greater Wikimedia movement encompassing new multimedia and structured data initiatives.

FIRST COLLABORATIONS

It is in this context that Wikipedia's relationship with traditional notions of knowledge at heritage institutions is so interesting. Just as Nupedia's assumptions about quality and authority have yielded to Wikipedia's crowd of self-organizing volunteers, so has the thinking of many memory institutions and the galleries, libraries, archives, and museums (GLAM) that have witnessed the rise of Wikipedia as the world's most notable and popular reference work.

Wikipedia's relationship with GLAM had an auspicious start in 2008, when Wikimania, the annual conference of Wikipedia contributors, was held at the Biblioteca Alexandrina in Egypt. The modern library funded by UNESCO was a revival of the original, ancient Library of Alexandria dating back to the third century BC. The conference of more than 600 volunteer contributors to Wikipedia and other Wikimedia projects was hosted by the Biblioteca, and included efforts to foster more Arabic-language content online and in Wikipedia. It was after this conference that Australian Wikipedia editor Liam Wyatt was inspired to propose an ongoing engagement between the Wikipedia community and cultural institutions. While serving as the multimedia coordinator at the Dictionary of Sydney project, he organized the first-ever conference of Wikipedia and GLAM organizations in Canberra, Australia in August 2009. The conference, called "Galleries, Libraries, Archives, Museums & Wikimedia: Finding the Common Ground," introduced the "GLAM-WIKI" terminology to the Wikimedia community and opened up more formal dialogues between the two sides.¹ That same month, English Wikipedia topped 3 million articles and was regularly ranked at the top of Google search results. Wikipedia was also receiving more than 300

million unique visitors a month in all languages, outpacing all but a few of the most popular sites on the Internet.

The magnitude of these numbers piqued the interest of Matthew Cock, website manager of the prestigious British Museum in London. “I looked at how many Rosetta Stone page views there were at Wikipedia . . . That is perhaps our iconic object, and five times as many people go to the Wikipedia article [on it] as to ours.”²² This realization inspired him to propose a novel idea to British Museum administrators—invite a Wikipedia contributor into the institution as the first ever “Wikipedian in Residence” to serve as a liaison within the museum. Despite his fears about proposing collaboration with unknown and uncredentialed Wikipedia volunteers, Cock did not get the internal pushback he expected. “Everyone assumed everyone else hated it and that I shouldn’t recommend it,” he recounted. Instead, he met with enthusiastic interest from numerous departments at the museum. With an invitation extended to him, Wyatt traveled to London in June 2010 and spent five weeks working with museum staff and Wikipedia volunteers to improve Wikipedia’s content using the British Museum’s resources. In addition to the Rosetta Stone article, one major initiative was to rally around a particular article to improve it to the highest rating in Wikipedia—featured article status. From the museum’s collection, they chose to focus on the Hoxne Hoard, the largest cache of late Roman silver and gold ever discovered in Britain, and part of the British Museum’s collection. The “Hoxne challenge” to improve the article was created, bringing the entry to top-quality featured status with volunteer efforts. During his five weeks in London, Wyatt helped establish new practices that have been employed by cultural heritage institution staff alongside Wikimedia volunteers at other institutions. Wyatt helped to pioneer “edit-a-thons,” or meet-ups, with GLAM institutions to improve content, now a common engagement event. Another innovation was the “backstage pass,” which has become another regular feature of GLAM collaboration, where Wikipedia editors are given special tours to nonpublic areas of an institution or receive access to work in progress there.

While these collaborations were relatively new to GLAM institutions and Wikipedia editors, the idea of cultural institutions interacting with volunteer Wikipedia editors should not be surprising. Volunteers, in the form of docents and guides, have had a long history in the life of museums and libraries. Noting this, Wyatt has proposed that GLAM institutions consider Wikipedia editors as “e-volunteers” who serve as an extension of the institutions’ own established volunteer communities.

One of the biggest obstacles for the British Museum and GLAM institutions is knowing who they are working with. If editors to Wikipedia can be anonymous and don't need to register an account, what exactly do we know about Wikipedia's e-volunteers or Wikipedians? A survey in 2011 that randomly sampled editors of Wikipedia found that two-thirds of its contributors had at least a bachelor's degree, and one-third of all contributors had a master's degree or higher. With these numbers, GLAM entities have realized that while Wikipedia is the encyclopedia that anyone can edit, not just anyone does. A self-selecting class of elite contributors write the majority of Wikipedia. Unfortunately, self-selection has its downsides, since the same survey found that 90 percent of Wikipedia editors were male. Follow-up studies have also shown contributors to be predominantly Western-educated, which contributes a significant systemic bias to content in the encyclopedia. Trying to bridge such a wide gender gap has been a major initiative within the Wikipedia community ever since that eye-opening 2011 survey. By engaging GLAM institutions, in addition to library science programs, information science schools, and museum studies programs, there may be some possibilities to rebalance the profile of Wikipedia's contributors. A number of efforts, such as the Art+Feminism edit-a-thons run in conjunction with museums around the world, have helped recruit dozens of new editors. In 2015 Art+Feminism staged 70 events in 17 countries and engaged more than 1,300 volunteer editors.³

THE GREATER WIKIMEDIA MOVEMENT

While Wikipedia is the most prominent “wiki” project known to the public, it is important to note that there exists an array of projects inspired by Wikipedia within what is referred to as the greater Wikimedia movement. One of the earliest offshoots was Wikimedia Commons, a multimedia repository to share media assets across all Wikipedia language editions so that free-use images, audio, and video can be centralized in one place. Commons has developed its own norms, community, and administrators, many of whom never edit any Wikipedia text content and focus solely on multimedia content. This has led to robust activity around images and photography, including a number of popular annual contests such as the Pictures of the Year competition. Wiki Loves Monuments, an international contest designed to encourage the photography of heritage sites around the world, was declared the world's largest photo competition by the *Guinness Book of World Records* in 2011.⁴

When GLAM organizations donate images and other non-textual items from their holdings to Wikipedia, it is Wikimedia Commons that is often the point of contact, and the point of contention. Cultural institutions wishing to contribute large image collections need to navigate complex copyright, metadata, and bulk uploading concerns, which can be daunting given that all content on Commons must either be in the public domain or be released under a free content license. A common best practice has been to utilize third-party platforms, such as the photo-sharing site Flickr, to host image collections and use those sites to publicly declare the copyright details, such as a compliant Creative Commons license that allows commercial use. After such an upload, Commons has scripts and tools to import these Flickr-hosted collections in bulk. The Smithsonian Institution, the British Library, the U.S. National Archives, and many others have utilized this method of content donation to Commons with positive results. However, having the future of GLAM collaboration hinge on the longevity of a commercial service such as Flickr is somewhat precarious.

Another project, Wikisource, is a library of scanned textual sources that hosts transcription into multiple languages. While not as popular as Wikipedia, it has roughly 1,000 active contributors and transcribers per month across a dozen active languages. The Bibliothèque et Archives Nationales du Québec (BANQ) in Canada has been working with volunteers to help transcribe French-language content from its collections. In 2015, the Wikisource community worked with BANQ to help transcribe and resurrect a 1906 Quebec novel that had previously appeared only in serialized newspaper form. The work by Wenceslas-Eugène Dick, *Pirates of the Gulf of St. Lawrence*, is now available in a number of digital formats, such as PDF, ePub, and MOBI, for free download.⁵

Perhaps the most compelling development for GLAM institutions has been the launch of Wikidata in 2012. Wikidata is a collaboratively edited knowledge base that provides structured metadata for use on Wikipedia and for any number of other purposes and projects. This development of a Semantic Web version of Wikipedia content that is machine-readable and queryable is the culmination of many years of work.

Many GLAM organizations have already been working on linked open data initiatives of their own, or with peers. The promise of identifiers and authority control records that are familiar to librarians and memory institutions, such as VIAF (Virtual International Authority File), GND (German Integrated Authority File, Gemeinsame Normdatei), ULAN (the Getty Museum's Union List of Artist Names), or LCAuth (Library of Congress ID for authority control), being used

by Wikidata is exciting. Having well-known authority control records accessible in a central hub at Wikidata allows for better access among federated databases across the world. By using industry standards like RDF and SPARQL, Wikidata is even more accessible and integrates into the efforts that cultural institutions are making to have information about collections be more visible on the open web. Wikidata's approach has become so successful in such a short amount of time that even Google has taken notice. In 2016 Google discontinued its own public-facing structured data project, Freebase, in favor of backing Wikidata. Efforts such as Linked Open Data in Libraries, Archives & Museums (LODLAM) and the American Art Collaborative Linked Open Data Initiative show great interest in the development of Semantic Web standards in the direction of Wikidata.

WIKIPEDIAN IN RESIDENCE PROGRAM

Since the 2010 experiment with the British Museum, the Wikipedian in Residence model has taken root, even leading to full-time positions for Wikipedia content experts on the staff of cultural institutions.

Inspired by Wyatt's work, one of the first contributors in the United States to follow the Wikipedian in Residence model was Lori Byrd-McDevitt, who took that position at the Children's Museum of Indianapolis while pursuing her master's degree in museum studies. While working with the world's largest children's museum, her experience in coordinating content donations and updating the collection's representation in Wikipedia formed part of her final thesis, "The Temple and the Bazaar: Wikipedia as a Platform for Open Authority in Museums."⁶ In the paper, she challenges the traditional role of cultural institutions as authoritative experts, describing the emergence of Wikipedia as "a platform for facilitating new perspectives in collaborative knowledge-sharing between museums and communities." With GLAM institutions and Wikipedia contributors working together, she sees open authority as the "mixing of institutional expertise with the discussions, experiences, and insights of broad audiences." This two-way, participatory interpretation is something that is only possible with the advent of wiki software systems that allow easy online collaborative sharing and fulfill the original vision of the read-write web.

The museum curator Nina Simon describes the various levels of engagement between a GLAM institution and the public in her book *The Participatory Museum*⁷ by defining contributory, collaborative, and ultimately, co-creative

endeavors. Simon describes traditional ways in which cultural institutions solicit visitor contributions, like memory board reflections for exhibit-goers, and collaborative projects, such as harnessing community votes on content and uploading images. Engagement that goes beyond projects primarily shaped by the cultural institution enters the realm of the co-creative. New advances in interactive storytelling and visualization provide some exciting prospects. With Wikimedia projects becoming more multimedia-capable through new technological developments in 3D models and video, what is now primarily text-based co-creation will become richer and more interactive going forward. Because of the Wikimedia movement's commitment to using open standards and software, further work in this space has seen some delays. For example, the Smithsonian Institution has numerous detailed models at its X 3D project, which creates three-dimensional models of collection objects and items of scientific interest. However, Wikimedia Commons still lacks the technical capability to handle the upload of 3D objects and shape data, and the culture of Commons is resistant to the use of proprietary file formats.

As a United States federal employee, Dominic Byrd-McDevitt is the rare Wikimedia contributor who has a full-time staff designation. Since September 2013, he has been the digital content specialist and Wikipedian in Residence at the U.S. National Archives and Records Administration (NARA), where he has facilitated multimedia contributions and data sharing with the Wikimedia community. Byrd-McDevitt's extensive experience, which also includes a five-month stint as the Smithsonian Institution's Wikipedian in Residence before joining NARA, led to the creation of a comprehensive conflict-of-interest disclosure that is now used as a best practices template for other contributors who are serving as paid staff at cultural institutions. While trying to comply with Wikipedia's conflict-of-interest guidelines, Wikimedia community members who have a paid or formal role need to find a delicate balance between contributing on behalf of their institution while also steering clear of advocacy that violates Wikipedia's neutral point of view (NPOV) content policy. In many cases, Wikipedians in Residence pledge not to edit or are prohibited from editing articles in their institution's domain of expertise directly and work to provide volunteers with research aids and source material instead.

Much of NARA's leadership in Wikimedia engagement comes from the enthusiastic support of the archivist of the United States, David Ferriero, who stated that "the Archives is involved with Wikipedia because that's where the people are." The archivist has been an avid supporter of Wikimedia activities,

with NARA hosting multiple GLAM and Wikipedia conferences at the National Archives facility in Washington, DC. Wikipedia is the largest driver of traffic to the National Archives site, going beyond even the Archives's commercial partner Ancestry.com. According to NARA's chief innovation officer, Pamela S. Wright, the roughly 100,000 digital objects it has uploaded to Wikimedia projects have been accessed more than 7.7 billion times over five years, far outpacing the traffic the National Archives gets for its digital files on its own website.

At any given moment, there are more than a dozen Wikipedians in Residence at institutions around the world, some as Wikipedia-focused staff members and others as temporary fellowships. Europeana, the digital platform for cultural heritage in the European Union, has a full-time Wikipedia coordinator in Wyatt who has helped develop an award-winning tool, the GLAM-Wiki toolset, which assists GLAM institutions in bulk uploading their image collections to Wikimedia Commons. Numerous libraries around the world have hosted a Wikipedian in Residence, including the National Library of Wales, the Biblioteca Nacional de Chile, the Metropolitan New York Library Council, and the University of Oxford—Bodleian Libraries.

CONNECTING PLACES OF KNOWLEDGE

The world's cultural institutions and the Wikimedia movement have found themselves constantly adapting to new communication technologies. How do we imagine them working together to gather the sum of all human knowledge? Libraries and museums have typically positioned themselves as a "third place" outside of home and work time, in which they serve as public spaces where citizens engage in cultural and civic life.

GLAM institutions now face a challenge that the third place is no longer necessarily an in-person experience. Increasingly, third place engagement is not a distinct slice of people's lives, consisting of a contiguous block of time or happening in a single locale. Work and leisure time encroach upon each other, substantially overlapping while our brains context-switch multiple times each hour. Our mobile phones that we constantly peek at are a permanent virtual third place where news alerts, social media snippets, and search engine results now make up a primary way we interact with knowledge. Public discourse becomes an ever-present virtual space, experienced dozens of times throughout the day

via chats and micro-engagements. The user experience is controlled by the user more than ever, and knowledge institutions must adjust to this reality. When the Metropolitan Museum of Art's chief digital officer, Sree Sreenivasan, was asked what the Met museum's biggest competition is, it wasn't other museums. "Our competition is Netflix," he says. In this type of engagement economy, the scarcest commodity is human attention. How have GLAM institutions and Wikipedia adapted to this new reality?

We can turn to the origins of both the encyclopedia and our cultural institutions for guidance. The eighteenth-century Enlightenment produced three of the most important parts of our knowledge system—libraries, archives, and museums; encyclopedias; and periodicals. Outside of the formal schooling system, these provide the cornerstone of lifelong learning and education for the citizenry. The digital age has drastically altered all of these, yet they remain the bedrock of our information ecosystem.

If the news is considered the first rough draft of history, Wikipedia is the continuously edited working draft of history. Libraries, archives, and museums serve as our memory institutions and support long-term issues of preservation, access, curation, and interpretation. The news media, Wikipedia, and GLAM institutions all have complementary missions, with Wikipedia sitting at the nexus between immediate information and long-term knowledge. It is both current and historical. This is why Wikipedia's associations with GLAM institutions are vital: to bridge the current to the persistent. Through the collaborative capability provided by the Internet, Wikimedia projects achieve the impossible trinity of capturing the speed, depth, and breadth of all human knowledge.

The power of Wikimedia projects as this central hub of human knowledge is perhaps best described by this observation from Günter Waibel and Ricky Erway of OCLC in 2009:⁸

Libraries, archives and museums (or LAMs) have each created an orderly world within their respective domains through the power of shared practices and standards. For the purposes of assembling a single body of LAM knowledge, however, those very practices and standards isolate cultural heritage institutions from one another. While the collections LAMs manage remain necessarily fragmented in the real world, potential users of these collections increasingly expect to experience the world of information as accessible from a single online search.

Wikipedia and its fellow Wikimedia projects are at the heart of this “single online search,” with Google and other search sites using Wikimedia content extensively for their results. The best way GLAM institutions can stay current and relevant in the knowledge zeitgeist is by collaborating with Wikimedia projects now and into the future.

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Connecting Citizens and the Military

The Experiences of the Pritzker Military Museum & Library

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THERESA A. R. EMBREY

The Pritzker Military Museum & Library, a nonprofit library in Chicago, was founded in 2003 by Colonel Jennifer N. Pritzker, IL ARNG (Ret.). The institution's mission "is to acquire and maintain an accessible collection of materials and to develop appropriate programs focusing on the Citizen Soldier in the preservation of democracy."¹ Participating as a GLAM institution in Wikipedia was a natural alliance for the museum based on the shared mission of information and knowledge provision.

BELIEF IN ACCESSIBILITY

Colonel Jennifer Pritzker and Ken Clarke, president and CEO of the Pritzker Military Museum & Library (PMML), strongly believe in the accessibility of information and in PMML's role as a "non-partisan research organization that attempts to increase the public understanding of military history and the sacrifices made by the men and women who have served."² By providing books and other materials on the history, current condition, and possible futures of the military, the Museum & Library facilitates an open, public forum for discussion and research.

This belief in accessibility is extremely important in today's world. Most Americans do not have firsthand knowledge of the military. Only one percent

of Americans currently serve in the military.³ Reliable information on military history and affairs is not necessarily easy to find. The amount of material available via the Internet can be overwhelming, out of date, or heavily biased. While there are military libraries across the United States, they are not easily accessible to the general public due to their locations on secure military bases. In recent years, some of the federally funded military libraries and military museums in the United States have scaled back their operations or closed due to budget cuts. Another round of military base closures is possible, since in 2017 the Pentagon reported that it has an excess of 22 percent in physical infrastructure.⁴ Thus, by acting as a conduit for reliable information through the provision of an accessible collection both on-site and online, the Pritzker Military Museum & Library advances the understanding of citizen soldiers and their role in preserving democracy.

Originally, the Museum & Library's website was a gated collection that was truly open only to those who paid an annual membership subscription. In 2012, Ken Clarke forcefully led the Museum & Library staff in advocating for open access to the website and thus to the collections entrusted to the organization. Other structural changes at the institution occurred in 2013 that would later contribute to the ongoing success of the Museum & Library's participation in Wikipedia as a GLAM (Galleries, Libraries, Archives, and Museums) project.

In 2013, the Museum & Library migrated to a new library automation system offered by a vendor that provided the application programming interface to our web developer at no additional cost to the institution. As a result, the new library system brought scheduling and other workflow improvements, allowing the librarians to move from cataloging to curating. The time savings were allocated to the institution's GLAM initiative and to the expansion of the Veterans Information Center.

Museum & Library staff had edited Wikipedia prior to 2013, but the move from a cataloging to curating model marked the institution's participation in Wikipedia as an official GLAM project.⁵

JOINING WIKIPEDIA

When PMML first joined Wikipedia as a GLAM project partner, it did not have an official project page. PMML started by creating the "Wikipedia and Linked Data Project Internship" with the idea that this intern would edit Wikipedia, Citizenium, and other online wikis. The first intern to hold this position was a graduate

student who had a military and technology background. She quickly helped set the bar for future PMML interns, who now contribute primarily to Wikipedia.

Wikipedia is organized behind the scenes via the talk pages into WikiProjects.⁶ PMML staff received assistance from two Chicago-area Wikipedia administrators. These administrators set up the project table on PMML's project page (WP:GLAM/PMML) and were available for questions and assistance during the project's first year.

Edit-a-thons were an early way for the staff to engage with Wikipedia. For many libraries, hosting an edit-a-thon has become a regular reference/instructional service activity, which is reflected in the professional literature with essays like "Wikipedia Is Now a Reference Librarian's Job."⁷

The Museum & Library's first edit-a-thon was held on October 16, 2013, in cooperation with the existing WikiProject Chicago as part of Wikipedia's Wiki Loves Libraries 2013 outreach campaign. The experienced Wikipedians from WikiProject Chicago provided expertise in editing Wikipedia. The Museum & Library provided the location and boxed lunches from a local eatery for participants. Participants were encouraged to sign up on the WikiProject Chicago meet-up page in advance of the event.

For PMML, this first edit-a-thon was a success: ten individuals participated, with three new Wikipedia articles being created during the event. It allowed the institution to introduce local Wikipedians to PMML resources and introduced the PMML staff to Wikipedia's organizational culture. The Museum & Library hosted edit-a-thons in 2014 and 2015 with similar success.

WHAT REALLY WORKED

Edit-a-thons were useful in acclimating staff to Wikipedia and getting PMML's WikiProject started. But what has really worked is a more nuanced and integrated approach that heavily involves the use of interns and volunteers.

Due to this integrated approach, it is important to set aside time to manage the initiative and institutional contributions. As project lead, I regularly check my Wikipedia watch list for changes to articles identified with PMML's WikiProject. I roll back any vandalism edits and take note of which articles have been updated by other editors not associated with PMML's WikiProject. For editors who make substantial contributions to an article, I thank them using Wikipedia's thanks tools. Interns are encouraged to use these thank-you tools as well.

The project page lists articles to be created, and anyone can add requests for new articles to this list. PMML interns and volunteers have used this list as a jumping-off point for those times when they are unsure of what to work on next.

PMML librarians check the contributions of interns and volunteers. The time spent can range from twenty minutes at the end of an intern's shift to almost an hour, depending on how long they have been editing Wikipedia, their writing skill level, their previous research experiences, and other factors.

Interns range from junior and senior undergraduates to graduate students, and their ability levels for research and writing vary widely. As a result, grammar and other writing style issues are the most frequent corrections.

At the beginning of an internship or when onboarding a new volunteer, customized "cheat sheets" for the most frequently used Wikipedia template codes are given out. Coding errors can still occur and need to be checked for at the end of an intern's or volunteer's shift.

Copyright is another ongoing issue. Most Wikipedia contributors know not to copy text verbatim from other websites or printed sources, and Wikipedians have created tools to identify copyright violations. These tools have cut down on the number of close paraphrasing incidents in the work of PMML's interns and volunteers.

KNOWING PMML'S COLLECTION

Knowing our collection has significantly contributed to PMML's success as a GLAM project. The first step we took was defining the contributions PMML could make that would improve Wikipedia's coverage of military history and affairs. Since Wikipedia tends to skew a bit toward pop culture and current affairs, it quickly became evident that the majority of PMML's contributions would be historical sketches of people, places, and events. PMML librarians have also identified artists whose work is represented in our collections. A running list of artists the project has identified as notable is kept on PMML's project page.

Biographies of notable individuals have been one of PMML's ongoing initiatives. Wikipedia has another WikiProject that specializes in biographies called the WikiProject Biography. Interns and volunteers are careful to tag new articles with both project tags on the Wikipedia talk page that accompanies the article because this allows other Wikipedia editors to know which projects are interested

in a Wikipedia article. Biographies contributed include artists, authors, historians, military personnel, musicians, and politicians.

Adding biographies of authors has been one of the areas in which PMML's project has excelled. Every author who visits PMML and tapes a television episode to air on local PBS channels is identified as needing a Wikipedia article, if they don't already have one. When ordering new books for the collection, we update the authors' Wikipedia pages as part of the acquisition process and include the ISBN and OCLC numbers for their new works. When Wikipedia readers click on the ISBNs and OCLC numbers, they are taken to a list of institutions that hold those titles. Some readers then ask their local libraries to borrow these items for them via interlibrary loan. Historians are another group of individuals for whom biographies are created. Particular attention is paid to situating their work into the historiography of the period they study, as opposed to simply listing their institutional affiliations and awards received.

The Museum & Library also contributes biographies of military personnel. WikiProject Military History is one of the more active and larger projects on Wikipedia and has special talk page tags for their project. PMML interns add these tags as well as the PMML tags and Biography project tags when they edit or create articles about current or former military personnel.

When the librarians evaluated what contributions our project could make to Wikipedia, we quickly realized that the materials in PMML's collection could fill a number of coverage gaps. One of the most notable gaps was American general officers from World War I. Since all general staff officers are considered notable under Wikipedia's guidelines for soldiers,⁸ interns began to use Henry Blaine Davis, Jr.'s book *Generals in Khaki* to identify articles that needed to be created or expanded.⁹ Since the Museum & Library is a founding sponsor of the United States World War One Centennial Commission¹⁰ and the sponsor for the Illinois World War I Centennial Committee,¹¹ updating these articles in 2017 and 2018 is a high priority and a public service to those interested in America's involvement in World War I.

Wikipedia has a deficit of articles on notable women. Numerous academic studies document this deficit and give potential reasons for its occurrence. The Wikipedia project Women in Red has been actively trying to close this gender gap. One effort has been to create bot-generated lists of women for whom there are no articles, but for whom pictures or other data have been submitted to related Wiki initiatives, like WikiData (www.wikidata.org). PMML interns and volunteers use the Women in Red bot-generated list for the military as an

index for articles that need to be created for females associated with the military. Because of the way this list is generated, it does not include some military women, like American Civil War nurses or women aviators. Biographical dictionaries, like Reina Pennington's *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women*,¹² are used by PMML interns as an index tool in the creation of articles on military women.

Other WikiProjects have generated lists similar to the Women in Red. For example, interns are encouraged to select names from the early aviators list and use resources from the Museum & Library's Dr. Charles E. Metz Collection on World War II Aircraft and the Robin D. S. Higham Collection.

The Museum & Library, since its founding, has been known for the quality programs that it has produced in-house for broadcast on local PBS stations. The programs include author talks, interviews with military personnel, and panel discussions on military, history, and political science topics. Authors who have appeared at the Museum & Library include Sir Hew Strachan, Doris Kearns Goodwin, Mark Bowden, Richard Rubin, Rick Atkinson, Max Hastings, Gerhard Weinberg, A. J. Tata, and Elliot Ackerman. To date, the External Affairs team of the Museum & Library has produced more than 500 television episodes that have aired on the local stations WYCC (Channel 20), WTTW (Channel 11), and WTTW-Prime (Channel 11.2) as *Pritzker Military Presents* and *Citizen Soldier*. Data for the content, cast, and crew of each television episode are contributed to the IMDB (Internet Movie Database) by the Books and Library Services team as part of a larger linked data initiative. Some of this linked data is added to Wikidata and Wikipedia articles as appropriate and in keeping with Wikipedia guidelines.

PMML has hundreds of World War I and World War II sheet music scores in its holdings. Staff have identified the musicians represented therein. Many of these Tin Pan Alley artists did not have Wikipedia articles. So, as part of a larger World War I music project, a World War I curatorial intern added articles to Wikipedia for the songs, composers, and performers. Since the Museum & Library continues to receive donations of sheet music scores, these articles are edited and updated regularly. Articles that need to be created are added to the running list on PMML's GLAM project page.

PMML staff, interns, and volunteers have worked on a variety of Wikipedia articles, including articles on military units (both active and inactive), battle reports, notable books, notable works of art, military medicine, military aviation, war films and documentaries, television shows with military content, military vehicles, and technology as related to the military.

TAGGING AND ENGAGING WITH RELATED WIKIPEDIA PROJECTS

Often, an article is adopted by more than one Wikipedia project. Wikipedia has tools that allow editors to see how Wikipedia projects relate to one another. It is important to add related Wikipedia projects to talk pages because this informs other editors that articles have been created and may need updating or other improvements.

The WikiProject Military History with which PMML's GLAM project shares numerous articles highlights related projects on its project pages, including PMML's projects. WikiProject Military History runs monthly contests for article improvement and occasional special contests. PMML interns have participated in these friendly competitions.

Other Wikipedia projects with which PMML's GLAM project overlaps include WikiProject Songs, WikiProject Books, WikiProject Biography, WikiProject Aviation, WikiProject Television, WikiProject Piracy, WikiProject Nursing, and WikiProject Women.

INTERNS AND VOLUNTEERS

PMML's GLAM project has benefited from a formal internship program in which interns and volunteers help the staff fulfill their duties. The internship program allows the institution to give back to the community through mentoring and networking opportunities for its participants. In the fall and spring academic semesters, there are usually two or three interns and volunteers working on editing and creating Wikipedia articles. During the summer months, this number rises to between three and five interns and volunteers.

Every semester the Museum & Library's director of administration and operations suggests potential applicants for consideration as Wikipedia and linked data interns. Successful interns are considered for future internships with the institution based on their skill sets and interests.

Due to Wikipedia's policies on paid editing, interns who are solely editing Wikipedia are unpaid. Others, like the World War I curatorial intern, were paid, but they had job duties beyond Wikipedia. Some undergraduate interns receive academic credit for their participation. Because PMML actively seeks students from a variety of academic disciplines and provides a mentoring environment, participation in the project has been diverse. These interns have come from different fields of study including history, English, political science, and gender

studies. Since 2013, PMML has had thirty-six interns with a near split demographically by gender.

Wikipedians created a fun, space-themed tutorial called the Wikipedia Adventure.¹³ New interns and volunteers are encouraged to move through the tutorial before they begin editing articles because this helps to introduce them to Wikipedia and its culture. Interns and volunteers are also encouraged to use Wikipedia's Teahouse, which is a social space on Wikipedia where editors can get help with coding, copyright questions, and related issues.¹⁴ Informing the interns and volunteers of the many Wikipedia-supplied resources available helped them to become effective contributors since many of them did not have prior experience editing Wikipedia.

Interns are encouraged to document their internship experience. Interns who are getting academic credit may be required to do so by their university. For example, Stephen Hart, who interned with PMML in spring 2017, kept a blog for his internship in order to earn credit for his history major.¹⁵

INFLUENCE ON LIBRARIANS' PHILOSOPHY

Participating in Wikipedia as a GLAM project has had an influence on PMML staff. Librarians help patrons when they start in their quest for information. For many patrons, they start their search on Wikipedia. By working to improve Wikipedia articles related to their institution's holdings, PMML's librarians can confidently recommend Wikipedia articles as part of a more robust reference answer. Additionally, the librarians have the satisfaction of knowing that they are improving the English Wikipedia as a resource and providing reference outreach to patrons regardless of where they live or what time of day it might be.

The librarians realize that every "citation needed" tag in Wikipedia is an unanswered reference question. When time allows, staff update these tags by supplying an appropriate source from books and other resources in PMML's collection.

SHARING PMML'S EXPERIENCE

The Wikipedia Project Chart has been a very useful tool for communicating PMML's contributions to Wikipedia. Each Wikipedia Project Chart measures the quality class of the article as defined by standards spelled out by Wikipedia, and the importance of the article to a given Wikipedia project. Examples of some high-priority articles for the Museum & Library due to the strength of our holdings on these topics include the main article on World War I, the article on the Battle of Hamel (World War I), the article on the Battle of Iwo Jima (World War II), the article on the Guadalcanal Campaign (World War II), and the article on the Medal of Honor, the United States' highest award for valor.

Each month as part of the Museum & Library's internal reporting process, Wikipedia contributions to the PMML are documented. The Books and Library Services team includes such items as the Wikipedia Project Chart, views of approximately three to six specific Wikipedia articles of importance to the institution, reporting of new articles created, reporting of Did You Know (DYK) nominations, the names and project links for other cultural institutions whose projects are similar in size to PMMLs, and other statistical items that may be of interest to the Museum & Library's stakeholders.

For example, in March 2017, the Museum & Library's internal report included the following:

The Museum & Library is one of the larger cultural partnerships with Wikipedia, according to Wikipedia's WikiProject Directory (https://en.wikipedia.org/wiki/Wikipedia:WikiProject_Directory). Comparable projects in size and scope include:

- GLAM/Archives of American Art
- GLAM/British Library
- GLAM/Smithsonian Institution Archives

The chart in table 3.1 shows the Wikipedia articles that have been edited as a result of the PMML project, with the quality being the quality of the article as defined by Wikipedia's standards and the importance being defined by the Pritzker GLAM project participants as they relate to the collection holdings of the Museum & Library.

TABLE 3.1

Pritzker Military Library-related articles rated by quality and importance

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In March 2017, new articles were created for Wikipedia on:

- Martha Baker, American Civil War nurse
- Lucy Fenman Barron, American Civil War nurse
- Mary Bell, American Civil War nurse
- Sophronia Bucklin, American Civil War nurse
- Caroline Burghardt, American Civil War nurse
- DeRosey Carroll Cabell, American Maj. Gen. during World War I
- Frank Merrill Caldwell, American Brig. Gen. during World War I
- Betsey Cook, American Civil War nurse
- Susan Cox, American Civil War nurse
- Mary Darling, American Civil War nurse
- Lois Dunbar, American Civil War nurse
- Mary Ellis, American Civil War nurse
- Delia Bartlett Fay, American Civil War nurse
- Elida Rumsey, American Civil War nurse
- Modenia Weston, American Civil War nurse
- Operation Jeb Stuart, a 1st Cavalry Division operation during the Vietnam War

Each month the Books and Library Services team reports the number of views Wikipedia has had for articles related to the Museum & Library's current exhibits. The Museum & Library hosted the exhibit *SEAL: The Unspoken Sacrifice* about the Navy SEALs in 2014. Before the exhibit launched, the main article on Navy SEALs was tagged with our Wikipedia Project tag on its talk page and the article was updated accordingly. Then, the Books and Library Services team reported the number of visits to the Wikipedia article on the Navy SEALs as part of our internal monthly statistics provided to institutional stakeholders. When the SEALs exhibit was running, several television episodes were taped with authors of books related to the topic. Those books saw heavy circulation, especially interlibrary loan transactions, as a result. The page views for the authors' Wikipedia articles had a correlational increase as well.

In 2017 the Museum & Library hosted two exhibits on the Vietnam War: *Hunting Charlie: Finding the Enemy in the Vietnam War* and *Faces of War: Documenting the Vietnam War from the Front Lines*. *Faces of War* explores the conflict through a unique collection of photographs, motion pictures, and artifacts from the Department of the Army Special Photographic Office (DASPO), which was in existence from 1962 to 1974. PMML staff created a Wikipedia article on DASPO in September 2015 before the exhibit launched.¹⁶ Views of this Wikipedia article are reported internally each month. For example, the report for February 2017 stated that the "Department of the Army Special Photographic Office has been viewed 58 times in February with an average of 2/day." The article was viewed 71 times in March 2017, with an average of two views per day.

The Museum & Library participated in the 2016 and 2017 #11ib1ref ("one librarian, one reference") campaigns organized by Wikipedia. The campaigns encouraged librarians to add one reference citation to Wikipedia. For 2016, PMML librarians and interns added the hashtag string #11ib1ref to articles they worked on only in Wikipedia during the period of the campaign. For 2017, the librarians went one step further: They provided the Museum & Library's External Affairs team with the names of the Wikipedia articles recently created by the GLAM project for use on the institution's social media accounts. Most of these social media posts ran on Twitter in February 2017. The institution's top tweet for the month of February was from the #11ib1ref campaign. It was: "New ref on @Wikipedia has been added by PMML interns & librarians! Augustus Perry Blocksom, Maj Gen in WWI <http://bit.ly/2jzzT0A> #11ib1ref." It had 691 impressions (or number of displays to viewers). Overall, the #11ib1ref 2017 campaign tweets generated 6,070 impressions and 84 engagements.

As project lead, I've begun to contribute articles to library and related trade publications on PMML's experience with Wikipedia in order to share with others in the field the best practices that PMML project participants have discovered.

MEASURABLE EFFECTS OF PARTICIPATION

The Museum & Library has been able to document measurable effects for its participation in Wikipedia. More than 10 percent of traffic to PMML's website comes from Wikipedia referrals each year. In March 2017, 13.5 percent of all referrals to PMML's website came from the English version of Wikipedia.

The Books and Library Services team has seen a steady increase in interlibrary loan transactions, especially from out-of-state libraries, since 2013. Some of these loan requests are for scarce resources (i.e., resources held by fifty or fewer libraries in OCLC) that were added as citations to articles on Wikipedia. This has made PMML a net-lender institution, despite the small size of our collection when compared to other research institutions in the Midwest.

Feedback from individuals has been very positive. Members of the military have e-mailed the librarians asking to have specific Wikipedia articles updated. In a few cases, the librarians were asked to create new articles on specific topics from reliable sources. One example of this was the request to have a Wikipedia article created/expanded on the Gray Team, more formally known as the Joint Neurosciences Inspection Team, which was a team investigating how to prevent traumatic brain injuries between 2009 and 2011.

Additionally, interns at PMML have reflected favorably on their experiences there. Many interns have reported that their participation has made them more confident in their communication abilities and/or prepared them for graduate school-level course work within their discipline. Some interns have used one of their Wikipedia articles in their writing portfolios. Another good indicator of the interns' experience with Wikipedia is how many have contributed to Wikipedia via editing since their internship ended. Eleven of the thirty-six interns have made such contributions.¹⁷

FUTURE INITIATIVES

Based on the project's success to date, PMML plans to increase its contributions to Wikipedia in 2017–2018. These contributions will likely include minor

adjustments to PMML's internal acquisition workflows to further coordinate with Wikipedia efforts, adding more articles on World War I people and related topics, adding more articles on military women, adding more articles on World War I and World War II music, and adding more topics on noteworthy books. PMML will continue to seek interns as project participants in 2017–2018.

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Bringing Wiki(p/m)edians into the Conversation at Libraries

ALEX STINSON AND JASON EVANS

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or hundreds of years libraries were the world's primary providers of knowledge and information, and while libraries continue to provide vital services, the landscape in which they operate has changed dramatically.

One of the most dramatic components of this changing landscape is the advance in digital access to research materials and alternative public entry points, like Wikipedia, which have created challenges for libraries' strategy. To some, Wikipedia might seem like a librarian's nemesis, but there is in fact a growing collaboration emerging between Wikipedia and the library community: libraries and Wikipedia are increasingly working together toward their common goal of providing free and open knowledge to all.¹

Many of the skills that make good librarians effective in reaching their patrons overlap with the skills of the most effective Wikipedia contributors: an interest in and understanding of quality research materials; an interest in effective citation and attribution of those research materials; and clear communication with the public. Moreover, Wikipedia's "sum of all human knowledge" mission also closely

aligns with the service-focused goals of the library profession, and providing patrons with access to the best public knowledge drives both activities.

The big difference between the two communities is in their degree of formal responsibility: librarians are trained professionals working in institutions with public charges to provide information access, while Wikipedians are (for the most part) volunteers, whose interests align with their hobbies and values. But the closeness of the goals, skills, and interests of Wikimedians and librarians means that finding a common ground for collaboration is often not only a possibility, but actually quite easy. Finding the right people to collaborate with on this broad, and frankly never-ending, mission is an important first step to effective collaboration.

In this chapter, we will explore who the Wikimedia community is, and how to find the right allies in that community. Wikimedia-related initiatives work best when coalitions of different types of contributors—professionals and volunteers, experienced Wikimedians and local knowledge enthusiasts—come together to enhance public access to knowledge.

FINDING YOUR ALLIES IN THE WIKIMEDIA MOVEMENT

When you participate in Wikipedia and other Wikimedia platforms, such as Wikimedia Commons, Wikidata, or Wikisource, it's important to understand that these platforms operate as part of a vast and complex social movement. When approaching Wikimedia, it is important to account for a fundamental though rarely understood premise for Wikipedia and its contributor community: there is very little formal hierarchy or structure, and the many different segments of the community have different forms of power and varying levels of influence over the projects. Many activities and projects within Wikimedia communities are entirely volunteer-led: some of those volunteers may be working with support or funding from the Wikimedia Foundation or local Wikimedia chapters, and still others are working on projects developed by other stakeholder groups, such as educational institutions, research communities, or cultural heritage organizations—the last of which is the focus of this chapter.

Wikipedia's barriers for participation are fairly low: in most parts of the community, almost anyone can contribute to the content pages, discuss content policies, and even contribute patches to the software. Many of these spaces have checks and balances on this openness, such as the software itself, which has a

number of community and Wikimedia Foundation-controlled review mechanisms, or the mechanism for controversial topics and high-visibility spaces, like the front page of Wikipedia, which are blocked from editing except by more experienced editors or elected administrators.²

The low barrier to entry means that every month nearly 20,000 new accounts register on Wikimedia projects, and English Wikipedia alone has 130,000 to 140,000 accounts making at least one edit per month. In this context, even the formal organizations that support the Wikimedia community, such as the Wikimedia Foundation which controls the trademarks and servers that keep the websites operating, have almost no control over the governance, editorial practices, or decision-making that create the content on Wikipedia, Wikimedia Commons, Wikidata, and other Wikimedia projects—except for defining the terms of use for participation and a privacy policy.³ This governance power is distributed across the volunteer community through broad principles and practices of contributor-consensus, neutrality, and verifiability.⁴

If the power rests with the community, who is that volunteer community?⁵ Every month, 75,000 to 80,000 individual Wikimedia accounts contribute five or more edits to one of about 285 language Wikipedias or other Wikimedia projects, which are also available in a number of other languages. English Wikipedia, the most voluminous of these projects, includes about 30,000 of these contributors each month. That seems like quite a large number, but in practice five contributions to Wikipedia per month is actually a rather casual participation in the project: most likely these are contributions to content pages, and those contributors have very little participation in the actual community processes that govern the projects.

To find the folks most invested in the broad maintenance of the projects, we need to look at different numbers: folks who contribute 100 or more edits per month, which includes about 14,000 people per month across the Wikimedia projects. On English Wikipedia, which is still the biggest highly active community, this includes about 3,500 individuals during any given month. For a top 10 website, this is actually a rather small community with relationships and community dynamics that have evolved over the sixteen years of Wikipedia's existence. This long history means that this relatively small community has its own practices, cultural expectations, and social problems of similar complexity to those that emerge whenever you ask groups of human beings to contribute time to an intellectual effort. Moreover, multiple studies have found the community to not be very diverse when examining specific cross-sections, including less than 15

percent of contributors identifying as female—so a lack of diversity complicates these broader social issues.⁶

With all of this social activity online, Wikipedia could be described as a social network of sorts: for example, different parts of the Wikimedia movement have developed offline or in-person methods of working together. Sometimes this takes the form of informal meet-up groups, where folks get together for beers, coffee, editing activities, or photo scavenger hunts. Increasingly, however, this organization takes the form of more formal working groups focused on outreach and participation campaigns, and community organizations formally recognized by the Wikimedia Foundation as representatives of a local community, called affiliates.

Though participating as an individual in the Wikimedia community has a low threshold for entry, doing more than common content contributions necessitates a certain kind of organization and relationship between contributors. For formal organizations, such as libraries, which may want to not just contribute small amounts of content, but also take advantage of and participate in the Wikimedia community, navigating the community and culture of the Wikimedia projects can be complicated. Working with affiliates or at least finding an individual Wikimedia contributor to help interface with other experienced volunteers lowers the barrier for participation in the community, allowing the Wikimedia-experienced partner to provide community expertise while the organizational partner brings its knowledge and network.

Historically, communities of Wikipedia editors have grown up organically and independently, with little intentional cohesion. However, there are increasing efforts around the world to grow local editing communities around specific interest groups, volunteer groups, and educational initiatives and turn them into more formal organizations, called “affiliates.” Wikimedia affiliates principally come in two major types: user groups and chapters.⁷ Both of these organization types function as conduits for building relationships between local Wikimedia volunteer communities and potential partners and collaborators, including libraries.

In certain parts of the world, Wikimedia communities have formed relatively strong Wikimedia affiliates, called chapters, which are nonprofit organizations—many of them are in Europe—that represent the aims of the Wikimedia Foundation, Wikimedia projects, and the local Wikimedia community, and frequently have small professional staffs that provide different kinds and levels of support to the local communities. Many of these organizations have formed in response to the need for the formal support of partnerships with educational

or heritage organizations, but they also provide other kinds of support for those communities, from organizing events to supporting communications, from outreach or lobbying to providing funds used by local volunteer organizers.⁸

In parts of the world that are less homogenous in terms of culture, language, country, and geography, or in countries like the United States, Australia, and Canada where the contributors to one project might be spread across very wide distances, national affiliates or chapters have less cohesion or influence; where the volunteer community doesn't have organizational capacity, another solution is needed. Instead, there are often small meet-up groups, or the slightly more formal "user group"—an informal organization recognized as a gathering for developing specific activities and which is eligible for small grants and other support from the Wikimedia Foundation.⁹ Examples include the regionally focused Cascadia Wikimedians (a user group that includes members from the Northwestern United States and British Columbia) and the Wikimedia and Libraries User Group (a global group that supports connections between Wikimedia projects and libraries).

However, many Wikimedia/pedia contributors are not aware of these organizations, or are satisfied contributing to Wikipedia or another Wikimedia project as individual volunteers who are independent of these organizations.¹⁰ Wikipedia editors are as diverse as the encyclopedia; they edit and may or may not have any interest in collaborating on projects beyond the interests that originally brought them to the projects—for example, a subject area, or addressing specific grammatical errors. Therefore, libraries wishing to engage with Wikipedia contributors should not necessarily turn to the most active online editors, since they may have no desire to be part of formal projects or take on any additional responsibility.

For library organizations that want to get involved in Wikimedia projects, reaching out to one of these organized affiliates is frequently the best course of action: these affiliates often have technical experience organizing events or projects in their region, and they can find the right resources to provide guidance and training to cultural professionals.¹¹ But if you can't find a local affiliate, we recommend trying several tactics:

- First, search to find if local editors or contributors have hosted meet-ups via the Meetup listing page.¹² Organizers or participants of meet-ups can often also host events with local partners.
- Reach out through social media channels and/or other networks and ask for someone who has Wikimedia experience. Though having someone locally

available is often a good start, you may not find someone local who is also interested in supporting outreach or programmatic activities—increasingly, library communities have at least one or two library professionals in their own network who have run Wikipedia edit-a-thons or Wikipedia education assignments. Sometimes the best support will come from aligned professionals.

- Reach out to the closest affiliate in your language context and ask them to help you find a more local Wikimedian. They will likely use several tactics for searching out community members:
 - Local Wikimedia chapters often have a directory of trained or experienced volunteers who are capable of effectively training new editors—even in nearby regions that lie outside their scope.
 - The part of the Wikimedia community that does outreach is relatively well connected, as a social network, so they may know someone in your region through an unconventional method.
 - Use categories and user templates to find active users who either self-identify as being from a particular region, or participate in editing topics relevant to your context.¹³
 - If you are organizing an event or gathering, you can solicit a Geonotice, which places a banner on the Watchlist of people who sign in within your geographic area without exposing their location to the message sender.¹⁴

In most parts of the world, these requests will find someone who can connect you to Wikimedia contributors in your local context. If you don't find these networks responsive, there are an increasing number of Facebook groups and mailing lists that can connect you with the larger network working at the intersection of cultural heritage (GLAM—Galleries, Libraries, Archives, and Museums) and the Wikimedia community, including a Wikipedia + Libraries Group, that can help you find fellow librarians or supporters who can work with you remotely.¹⁵

CREATING WIKIMEDIANS IN YOUR COMMUNITY

Once you define the Wikimedia activity that you want to pursue, whether it's an edit-a-thon or the upload of open access content, or if you want to create a regular editing group to focus on a particular topic, it's important to bring volunteer capacity to the projects.¹⁶

Wikimedia's culture of bold volunteerism with a very low barrier to entry means that Wikimedia volunteers often have a range of motivations, capacities, and organizational skills that may or may not meet the needs of more formal institutions. Additionally, Wikimedia volunteers may invest a large amount of energy in projects which they feel passionate about, or which connect with the needs of other communities—but like all projects of passion, that enthusiasm can wane, or you might find that your local Wikimedians don't want to focus on the topics you are interested in. So what do you do then?

The best approach is to develop new interest in Wikimedia contributions from other volunteer communities in your local context, who can attend local events. Typically, these new contributors can come from hobbyists or volunteers who are already associated with your library or similar heritage organizations. Local community groups may offer some of the best allies: for example, local history societies and social, charitable, and educational groups of all sorts. There is also a growing number of individuals who are prepared to volunteer at libraries and other cultural institutions. These communities frequently are interested in communicating knowledge in your context, and many of them publish their own journals, newsletters, and books. For librarians looking to increase engagement with local communities, Wikipedia offers a ready-built platform, in multiple languages, where local communities can work with their local libraries to improve Wikipedia content relating to their interests or expertise.

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Unlike already committed Wikimedians, who will frequently show up at events just because they're Wikimedia-related, we have found that involving a broader volunteer community works best with thematic focuses. These focuses offer simpler communication strategies (i.e., “filling a gap on Wikipedia”) and elicit better public interest than offering “learn about Wikipedia” programs.¹⁸ These themes can fit closely the institutional objectives of the GLAM hosting the activities:

- Many institutions host what's called a “backstage pass” where they highlight an important topic in their collection as the theme—such initiatives allow volunteers and staff to share in the professional activities of the organization and rare parts of their collection.
- These themes might fit into the outreach programming goals of your institution—the Catalan Public Library network collaboration includes frequent book club or local author editing events, which focus on highlighting literary culture that is also subject to public library programming.
- The topic might be more political and draw from an activist or knowledge community that is interested in public understanding of that topic—for example, the Art+Feminism events are hosted by GLAMs around the world, and draw large numbers of women editors into the community because of the broad call for “feminist” participation in the projects.

Picking one of these tactics can excite an existing community and provide a motivating draw for volunteers to become engaged in the project and therefore with the library's collections. Moreover, thematic or project-focused communications provide platforms for highlighting the importance of institutional work in that field to local media.

Online programs for the Wikimedia community can also draw participation and collaboration with contributors outside of the geographical scope of the library, especially on topics of broader interest than local history and culture. Typically, contribution campaigns focus on a theme or topic that the library or other institution offers digital collections on, and require a fair amount of online Wikimedia community skills. For example, the National Archive of the Republic of Macedonia runs a multilingual competition for contributing content related to parts of its collections that it has uploaded to Wikimedia Commons; a similar strategy has also been adopted by the Bulgarian Archives State Agency.¹⁹ Working closely with existing Wikimedia communities or online networks to

find the right topics that will excite or engage volunteers helps ensure that these kinds of projects succeed.

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PLANNING FOR NEW CONTRIBUTORS

Engaging new volunteers with Wikipedia and Wikimedia projects has its challenges. Some first-time editors lack the confidence to publish on such a visible and far-reaching platform as Wikipedia. Others struggle with the technical aspects of editing. Perhaps the biggest challenge, however, is the retention of editors following an initial training session or edit-a-thon event.²¹

The main challenge when introducing new volunteers to Wikimedia projects is frequently apprehension or lack of confidence: Wikipedia is a large website, is seen as an almost venerable institution, and is often misunderstood by the public; contributing to this large and mysterious project can be intimidating or simply unmotivating. Having a champion on hand to lend confidence to new contributors helps them to interpret the project's nuances and feedback systems. For example, it is very useful to have someone with Wikipedia experience in new-contributor events to serve as interpreters. When more seasoned Wikipedia

volunteers have first interactions with new editors, sometimes they are rather abrupt or less than welcoming. Having an interpreter on hand to explain what a template means, or how to figure out if the critique of a new editor's work is valid, provides in-person opportunities for modeling and decoding what can often be a difficult to understand community/social dynamic of developing content.

If you are planning on hosting an event to edit Wikipedia, it is also useful to make contact with a few experienced Wikipedians via their Wikipedia profiles; if you can get hold of editors with administrative rights, that's even better. These editors will then be aware that a group of new editors is being trained and can offer appropriate online support—such as patrolling new content to ensure that it won't solicit poor responses from other editors.

In order to address these and other issues of building sustainable communities of local editors, most projects need at least one champion. Such champions come in many guises, from enthusiastic outreach staff within libraries and proactive local community leaders to Wikipedians in Residence and online Wikimedia volunteers. As the Wikimedia community has grown and become more effective at outreach, we have found that it's less important for these champions to fully understand Wikimedia projects; what's more important is for them to have strong teaching skills so that they can explain interactions to new contributors and be able to tap a network of supporters with deeper Wikimedia knowledge.

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Another important component of maintaining volunteer communities is providing tangible feedback and demonstration of the impact of volunteer work. Wikipedia and its sister platforms provide a global environment for a hugely varied corpus of information, data, and media. Because of this reach and scope,

some volunteers will find motivation from seeing the instant fruits of their labor, in the shape of new or improved Wikimedia content. However, providing sustained morale-building throughout the programming helps strengthen that initial value.

There are a number of tactics for sustaining morale that overlap closely with good library programming: for example, coordinating press and social media communications with volunteer activities, which highlights the value of individual volunteer work, or providing small benefits to participants in the events, like free refreshments or a “backstage” tour of your institution, which rewards volunteers for their participation with tangible benefits. Your local user group or Wikimedia chapter may also have a budget for merchandise such as badges, pens, stickers, and T-shirts which they can distribute for free, and these are usually well received by volunteers. Innovating on different kinds of motivation and moral support, and sharing what works help develop best practices for public knowledge projects more generally. For example, at West Virginia University, the Wikipedian in Residence is partnering with sororities to give sorority members service credit for their participation in Wikimedia activities in collaboration with the library and educators.

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GETTING THE RIGHT SUPPORT: INTEGRATING WIKIMEDIA CHAMPIONS INTO THE LIBRARY

As we described in the last section, you can bring many different types of people into an organization to work on Wikimedia projects. However, codifying the role

of staff or volunteer advocates for these collaborations within your organization can greatly strengthen the effectiveness of projects: rather than having one-off editing events or data donations, if your champions have formal roles, they can develop a more strategic and integrated plan. This integration allows these champions to work more closely with library staff, the Wikimedia community, and other volunteers to identify common objectives and implement mutually beneficial programs. Moreover, this enables the library administration to recognize the work and its place within the organization. Integrating champions into your library and formalizing their roles also places faith in them as individuals, and this can motivate them to stay engaged with the project for longer times. This is particularly true when working with unpaid champions, who are often young graduates looking for work experience to bolster their curriculum vitae.

Staff Champions

The first, most obvious, and most cost-effective way to integrate Wikimedia projects into the strategy of a GLAM is to formalize the role of its staff for organizing activities and working on Wikimedia projects within the course of their regular work. Staff can allocate a certain amount of their work hours to work on Wikimedia projects, typically with a broader public access or outreach mission in mind. However, if the addition of Wikimedia is a side project (or just a tactic within someone's job), there are risks: the main one is that it's hard to get broad support across hierarchical organizations without some sort of strategic investment in Wikimedia contribution as an organization.

Two major tactics have been used by GLAMs in identifying the roles for existing staff members who contribute to Wikimedia:

- At the U.S. National Archives and Records Administration, the social media and digital innovation offices supported an informal Wikipedia editing guideline that is similar to the other social media use guidelines.²³
- At the State Library of New South Wales in Australia, a staff committee created a formal policy on staff integrating Wikimedia projects into organizational workflows.²⁴

The first tactic, a more informal one, gives permission for staff, whereas the second, which required a longer and more formal process, has been very effective

at not only giving permission, but providing the rationale for integrating Wikimedia work into the organization's priorities—and it does so with a more inclusive organizational strategic buy-in. Generally, either mechanism, either a team strategically explaining the alignment of the work with broader organizational priorities or a cross-organizational recognition of the strategic priority, allows staff who act as Wikimedia champions to justify appropriate Wikimedia programming and roles within their jobs.

Within many organizations that don't formalize the strategic interest in Wikimedia projects, staff end up taking Wikimedia collaborations on as "volunteers" beyond their staff roles. In the face of the undervaluation of cultural heritage work more generally, expecting staff to do this work as an "extra" to their existing jobs leads to uneven focus, and in the long term, contributes to the under-recognition of something that is fundamental to organizational missions: a strategy for broader public access to collections and specialized knowledge. Many heritage organizations are not ready to invest large amounts of staff time in developing a case for or test of Wikimedia contribution tactics as part of a broader public-access strategy. Instead, many organizations will build another role into their staff, with either volunteers or term-based staff.

Wiki(p/m)edians in Residence

The best-described and commonest way of creating the "empowered champion" role in the Wikimedia community is the "Wiki(m/p)edian in Residence" (WIR). A WIR is tasked with integrating a strategy for Wikimedia projects and broader OpenGLAM into the workflows and practice of a library or other cultural institution. The WIR's role is not to edit Wikipedia on behalf of the institution (a common misconception), but rather to focus on projects that grow the understanding, skills, and capacity of the organization to successfully engage with Wikimedia projects and to improve their broader strategy for open, public engagement with institutional content.

This role usually includes a number of sub-activities, such as creating a free-licensing/open access policy for digital heritage assets; training staff in Wikimedia editing or open-licensing; organizing events, edit-a-thons, or other contribution activities which utilize institutional expertise; or facilitating the donation of media to Wikimedia Commons. Typically these residencies last at least six months, though some have been shorter; most organizations find that

they need at least a year of a residency to fully integrate their capacity with a broader “public-access through Wikimedia” strategy—a handful of these roles have extended to semipermanent or permanent roles, as it has been at the U.S. National Archives and Records Administration.

The Wikipedian in Residence idea was first developed and tested at the British Museum by an experienced Australian Wikipedia editor named Liam Wyatt in 2010. Wyatt, who held the residency as a volunteer for five weeks, was able to demonstrate how enriching Wikipedia content relating to the museum’s collections increased the number of linkbacks to the museum’s website and led to an increase in its community engagement activities.²⁵ Since then residencies have been hosted by well over a hundred institutions within a number of different language and cultural contexts and structural arrangements.²⁶

Early iterations of WIR roles were entirely unpaid (building on the idea that a “Wikimedian” is a volunteer, who can be “in residence” at an institution); in the last four or five years, however, many of these WIR roles have received at least some sort of compensation, acknowledging that an extended residency at a GLAM institution requires a certain caliber of organizer who should not have to sacrifice his or her well-being or career development in order to volunteer. Moreover, while the work of a normal Wikipedian might be seen as fun volunteerism (developing content on a topic of personal interest), the work of a WIR frequently requires participating in organizational development and dynamics—which is clearly not in the scope of full or part-time volunteer work. Compensation is usually in the form of a short-term contract, funded through either an outreach-focused budget, an external grant, or existing residency, fellowship, practicum, or internship programs for early professionals. That being said, small or under-resourced institutions may be able to build a close relationship with a Wikimedian or other volunteer who is willing to do a “Wikipedian in Residence” role without this much investment, or it might be appropriate for a coalition of institutions to resource a Wikipedian in Residence—as happened at the York Museums Trust or METRO library association in New York.²⁷

Early WIR roles were recruited almost exclusively from experienced Wikimedia community members, who had a deep understanding of the social dynamics of different Wikimedia projects. However, this has changed with the proliferation of different Wikimedia outreach programs, which in turn has allowed Wikimedia communities to gain experience in developing relationships with GLAM institutions, resulting in better documentation that is understandable by cultural heritage professionals. Moreover, the deeply engaged online community only has

so many volunteers who are capable of setting aside their careers for temporary employment and also have the right skills for effective program development at partner organizations. Instead, hiring individuals with little to moderate Wikimedia experience, but with demonstrated energy, experience, and alignment with digital communities alongside outreach and project management skills, has proven effective in a number of situations.

When supported by a broader community of Wikimedians through an affiliate or network, it's even possible to develop effective programs with someone who has no Wikimedia experience: for example, the West Virginia University Libraries hired Kelly Doyle, a community organizer and educator, who had no previous experience working with the Wikimedia community. Her ability to organize effective events, learn and teach about the social components of the Wikimedia community, and innovate on existing project models has empowered a wide group of stakeholders across the campus and the wider West Virginia community to address “gender equity” on Wikipedia: from local history communities, to sorority students, librarians, and faculty.

The outcomes from WIRs range widely, based on the organizational strategies, the project pursued, and the capacity within the organization to prioritize resources and open-license content for use in the partnership. But documented outcomes and descriptions of the experience by host institution staff tend to be very strong. The use of WIRs has resulted in positive organizational culture changes, theoretical public impact (through the increased visibility of topics of importance to the institution), and tangible metrics in terms of large numbers of page views of new content created on Wikipedia and media uploaded to Wikimedia projects, as well as an increase in referrals from Wikimedia websites to institutional resources.²⁸

Residencies can be described as successful based on tangible metrics and impacts. However, evaluating and implementing the WIR model in isolation often fails to leave any lasting institutional impact on Wikimedia's projects and mission once the residency ends. Meaningful strategic impact, particularly in larger GLAMs, can take a very long time and may meet with resistance from staff who have conflicting priorities and targets. In order to aid a lasting Wikimedia collaboration, the WIR must work closely with the institution to build a sustainable model for engagement. This might involve establishing a volunteer community under the management of a permanent library staff member who acts as the champion after the residency, securing policy change within the time scale of the residency, expanding written job descriptions to include Wikimedia-related duties, or building content release or donation into digitization workflows.

Wikipedia Visiting Scholars

Wikipedian in Residence roles are high risk/high reward roles for institutions: they cost a fair amount of money, in terms of the role itself and supervising the role, but they ensure that someone on the staff has the energy and time to integrate Wikimedia, either through its projects or through its values of openness and public access, into the organizational strategy. However, when an organization isn't ready for this kind of strategic commitment, it's still worth designating an advocate from outside the organization to experiment within existing collections or resources. Increasingly, institutions are turning to the concept of a "Wikimedia Visiting Scholar": this is someone whose real expertise is on creating Wikimedia content and exposing the institution to the connections between the institution's mission and Wikimedia projects, while not focusing on increasing capacity by creating new Wikipedia editors.²⁹

Visiting Scholars, like Wikipedians in Residence, usually have some experience with Wikimedia projects, but that experience must be targeted on developing high-quality content. To create such a role, an institution works in partnership with an affiliate or a champion to find a Wikimedian editing in a certain topic area that is relevant to the collection, and then the institution invites that Wikimedian to fill the "Visiting Scholar" position. This arrangement is modeled off "visiting scholar" positions at academic institutions. The Wikipedian gains some type of unique access arrangement, such as access to materials licensed by a research library or direct support from a handful of the staff, that allows him to more effectively research so that he can contribute to an agreed-upon field of knowledge. These Visiting Scholar roles provide an interface with the Wikimedia community: humanizing the activity, introducing staff to the creation of content on Wikimedia projects, and helping staff examine the relationship between organizational knowledge and Wikimedia projects.

Typically, Visiting Scholar roles are initiated for a window of time, usually for six months to a year and often remotely, to contribute a certain amount of content (i.e., 15–30 high-quality Wikipedia articles, or the integration of a dataset into Wikidata), with a presentation or collaboration with staff at the end which highlights the relationship of the Wikimedia content to the organization's goals. Some Wikipedia Visiting Scholars have asked for closer collaboration with their host institutions, creating the stepping-stone for a Wikipedian in Residence type of position. In other situations, the temperament or interests of the Wikimedian don't lend themselves to deeper collaboration, but they sustain contributions to Wikimedia projects in collaboration with the institution.

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Student Interns, Practicum Students, or University Classes

One of the common patterns that emerges among Wikimedians who become Wikipedians in Residence or staff champions is that they often do so after being high-performing students (usually graduate students) in a field related to the institution's focus: either library science, museum studies, archival studies, or a related writing-focused program, such as art history, history, or a social science. Moreover, there have been a number of projects in which university libraries or archives engaged student workers to highlight institutional content by contributing new content on Wikimedia projects. These projects initially took the approach of “just adding links” to institutional collections on Wikimedia, a practice perceived as spam by some parts of the Wikimedia community; newer projects have focused on the win-win relationship between creating high-quality content on Wikimedia projects and increasing the visibility of not only the contributing institution's digital assets, but also the broader materials available on that niche subject area.

Employing students to get involved in Wikimedia contributions for the institution acts as a flip-version of the Wikipedia Visiting Scholar project: instead of a low-cost, low-risk contribution from a Wikimedian, student employees offer a low-cost, low-risk introduction in which the institutional supervisor and her student learn how to effectively participate within the guidelines put out by the Wikimedia community. Important to this process is creating the expectation that students not only add references to a digital institutional resource, but expand content using different kinds of cultural heritage research from beyond the institution. The Wikipedia Library team ran an experiment with several academic and research libraries in order to systematize these kinds of internships into cohorts. Outcomes were high, with a better quality of Wikipedia content than typical documented student work, but the cohort model was intensive to organize.³¹ By building champions out of the students and their supervisors, the institution is able to do low-risk experiments while learning about Wikimedia projects, and testing whether the student can be a good long-term advocate, in the form of a staff champion or Wikipedian in Residence.

There are a number of examples of this kind of project. See chapter 3 in this book about the Pritzker Military Museum & Library, where they supported a continuous flow of student interns filling topically important gaps like World War I patriotic music.³² Other institutions, such as the Smithsonian Freer/Sackler Gallery in cooperation with Smithsonian Libraries, have hosted interns who profiled Asian art topics that are systematically under-covered on Wikimedia projects.³³ All of these models find a champion either in the students themselves or in their supervisors or institutional instructors, and they allow the institution to test the broad potential of Wikimedia to fit in with existing efforts and staff priorities.

A well-documented and well-supported project model, the Wikipedia Education Program, can be a good way to extend this low-risk experimentation. Wikipedia Education Program assignments allow instructors, typically college-level, to assign students to write full articles which fill topical gaps on Wikipedia. This can be done with a focus on topics relevant to institutional collections, acting as a form of academic outreach and collaboration. Working with a full class of students at a local university might be an unusual form of outreach for public or non-university research libraries: however, for local history, public history, and GLAM professional programs, direct engagement with the collections held by institutions, and using Wikipedia as an example environment and platform for public access to heritage, provide ample learning opportunities.

Working with classes of students can also introduce a number of complications for libraries that have not previously worked with educational communities; for example, it may be necessary to plan around a semester, provide research skills support, and match projects against learning outcomes. In the United States and Canada, there is a fair amount of assignment design and student support available from the Wiki Education Foundation for curriculum development, online tracking, and community engagement support. Affiliates in other parts of the world also regularly support education assignments, and although they frequently can't provide the same amount of professional support as the Wiki Education Foundation, they are often able to provide curriculum development support and might be able to provide broader support (including workshops).

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INNOVATING, GROWING, AND SUPPORTING COMMUNITIES

The models for engaging volunteers, collaborators, and champions are still very fluid in the Wikimedia community—outreach with cultural heritage organizations has only been systematically approached within the international Wikimedia community since 2010 or 2011. As a community working with libraries, the Wikimedia community is still learning what consistently creates desired outcomes, and how to best serve the missions of both communities, institutions and Wikimedia. Within this shifting context and understanding of how these collaborations work, it behooves Wikimedia allies in the library community to continue iterating upon what we know about community engagement: public

programming around access to knowledge is something that librarians have much more experience with than the Wikimedia community.

Iterating on other forms of volunteer and stakeholder development, and finding ways to make Wikimedia participation relevant to local stakeholder groups, are important for both communities in the long term. The Wikimedia community is at a critical point in time: a very slow decline in active contributors on Wikimedia projects, from a peak of participation during 2007–2009, has recently leveled off, but during that time, the content on Wikimedia projects has more than doubled.³⁵ Developing communities of knowledge seekers and preservers who are ready to build the next stage of quality improvements, as well as finding knowledge stewards who can ensure the long-term reliability of Wikimedia content, is a strategic investment in the broader availability of information for the public. Ultimately libraries and Wikimedia communities need to figure out how to bring the right participants into these collaborations for maintaining public access to this knowledge.

NOTES

1. As is best evidenced by the Opportunity papers produced by IFLA. “Presenting the IFLA Wikipedia Opportunities Papers,” International Federation of Library Associations and Institutions, January 17, 2017, www.ifla.org/node/11131.
2. To find protected pages, look for various colored locks in the right top-hand corner of a page. By clicking on the lock, you can learn which of nearly a dozen criteria and protection strategies are being used on that page, as part of the “Page Protection Policy.” Typically protected pages are high-profile pages (the main page, for example), or high-profile content that is prone to vandalism or debate (the Palestine-Israel conflict, the pages of recent U.S. presidents), or pages highly visible to prank-prone high school students (music or movie stars, subjects taught in school, etc.). To learn about the protection policy, see https://en.wikipedia.org/wiki/Wikipedia:Protection_policy.
3. In part this is a legal defensive mechanism that protects Wikipedia and the formal organizations behind hosting the content under Internet liability laws like the Digital Millennium Copyright Act, and in part it is a historical artifact from the open-Internet philosophy that attracted contributors to the projects.
4. The core values for Wikipedia are often described in the five pillars of Wikipedia: https://en.wikipedia.org/wiki/Wikipedia:Five_pillars. However, in practice, other values tend to take even more precedence, expanding on the pillar “Wikipedia is free content that anyone can use, edit, and distribute” to include other forms of “openness” and “freeness.”

- Additionally, the community has been placing increased importance on references and attribution for knowledge as a check on both plagiarism and copyright violations, and as a defensive mechanism against critics of the quality of Wikimedia content. (See Stinson's discussion in this talk: Wikimania Esino Lario, "File:Wikimania 2016—Verifiability of Wikipedia by Alex Stinson.webm," Wikimania 2016, https://wikimania2016.wikimedia.org/wiki/File:Wikimania_2016_-_Verifiability_of_Wikipedia_by_Alex_Stinson.webm).
5. To find out more about these statistics, see <https://stats.wikimedia.org/>.
 6. See the chapters elsewhere in this book about the gaps in certain parts of the Wikipedia community and its knowledge. Moreover, like other radically open communities on the Internet, openness for participation also provides an open opportunity for abuse, which is currently a targeted focus of research and investment by the Wikimedia Foundation. (See, for example, Ellery Wulczyn et al., "Algorithms and Insults: Scaling Up Our Understanding of Harassment on Wikipedia," *Wikimedia Foundation blog*, February 7, 2017, <https://blog.wikimedia.org/2017/02/07/scaling-understanding-of-harassment/>.) Part of what can contribute to bad experience on Wikimedia projects is the fact that new contributors to Wikimedia projects often have a hard time distinguishing between experienced participants who speak for the Wikimedia community, and those participants who do not have the reputation or experience to represent the community's processes, yet declare the work of a new contributor bad (or act inappropriately for a welcoming community of practice). Working with allies or advocates for your project who can build more new contributor-friendly pathways to participation and act as interpreters of the community strengthens whatever programs you provide.
 7. Though there is also a "thematic group" option—nonprofits without a geographical scope, but rather a thematic scope. However, there is only one such organization in the world (Amical Wikimedia in Catalonia). For more information about the structure of each of these movement organization models and their governance structure, see https://meta.wikimedia.org/wiki/Wikimedia_movement_affiliates/Models.
 8. For more description of the chapters, see https://meta.wikimedia.org/wiki/Wikimedia_chapters.
 9. For more description of the user groups, see https://meta.wikimedia.org/wiki/Wikimedia_user_groups.
 10. At the time of writing, the Wikimedia Foundation is in the process of developing a movement-wide strategic direction. One of the likely results of this more cohesive direction will be a clearer inspiration and objectives for this network of formal organizations in the Wikimedia movement—making it easier for contributors and heritage professional to identify if their needs can be met by movement organizations. For more information about the direction, see https://meta.wikimedia.org/wiki/Strategy/Wikimedia_movement/2017.

11. To find your local affiliate, we recommend starting at the portal at https://meta.wikimedia.org/wiki/Wikimedia_movement_affiliates. Some communities have designated particular contacts for GLAMs; this list (not as well maintained) can be found at https://outreach.wikimedia.org/wiki/GLAM/Contact_us.
12. Find meet-up listings for English-focused projects at <https://en.wikipedia.org/wiki/Wikipedia:Meetup>.
13. Though this information is very public, most of it is going to be out of date, since it has accrued over the last sixteen years of the community. To find Wikimedians who identify in your geographical location, check out https://en.wikipedia.org/wiki/Category:Wikipedians_by_location. To find Wikimedians active in a geographically focused editing project, see https://en.wikipedia.org/wiki/Category:Geographical_WikiProjects. Also, you may be able to find editors by looking at the history of articles relevant to your local context.
14. The Instructions for Geonotices can be found at <https://en.wikipedia.org/wiki/Wikipedia:Geonotice>.
15. For the active communication channels, see the listing at https://outreach.wikimedia.org/wiki/GLAM/Mailing_lists.
16. For an overview of various models of projects pursued by previous GLAM contributors, see https://outreach.wikimedia.org/wiki/GLAM/Model_projects.
17. For the program page, see <https://ca.wikipedia.org/wiki/Viquiprojecte:Bibliowikis>. A broader case study can be found at https://outreach.wikimedia.org/wiki/GLAM/Case_studies/Catalonia's_Network_of_Public_Libraries.
18. Broad illiteracy about how Wikipedia works leads to a general lack of knowledge about what it means to “learn how to contribute to Wikipedia.” Additionally, these kinds of overbroad calls tend to solicit people who want to use Wikipedia for cross-purposes with the general knowledge interest of Wikimedia and libraries, such as folks interested in promoting businesses or who want profiles of their friends on Wikipedia, leading to conflicts of interest and challenges with other Wikimedia policies.
19. See the second iteration of this contest at https://meta.wikimedia.org/wiki/DARM_Challenge_2 and the documentation of the Bulgarian Challenge at https://outreach.wikimedia.org/wiki/GLAM/Newsletter/October_2016/Contents/Bulgaria_report.
20. See the Wicipop project final report at https://en.wikipedia.org/wiki/User:Jason.nlw/Wicipop_Project.
21. A 2015 report from the Wikimedia Foundation shows that this number could be as low 5 percent at six months. See the report at https://meta.wikimedia.org/wiki/Grants:Evaluation/Evaluation_reports/2015/Editathons/Outputs. As the report notes, this does not represent all events—only ones described through Wikimedia Foundation grant reporting—and our measuring strategies for generating these numbers may be inaccurate. We