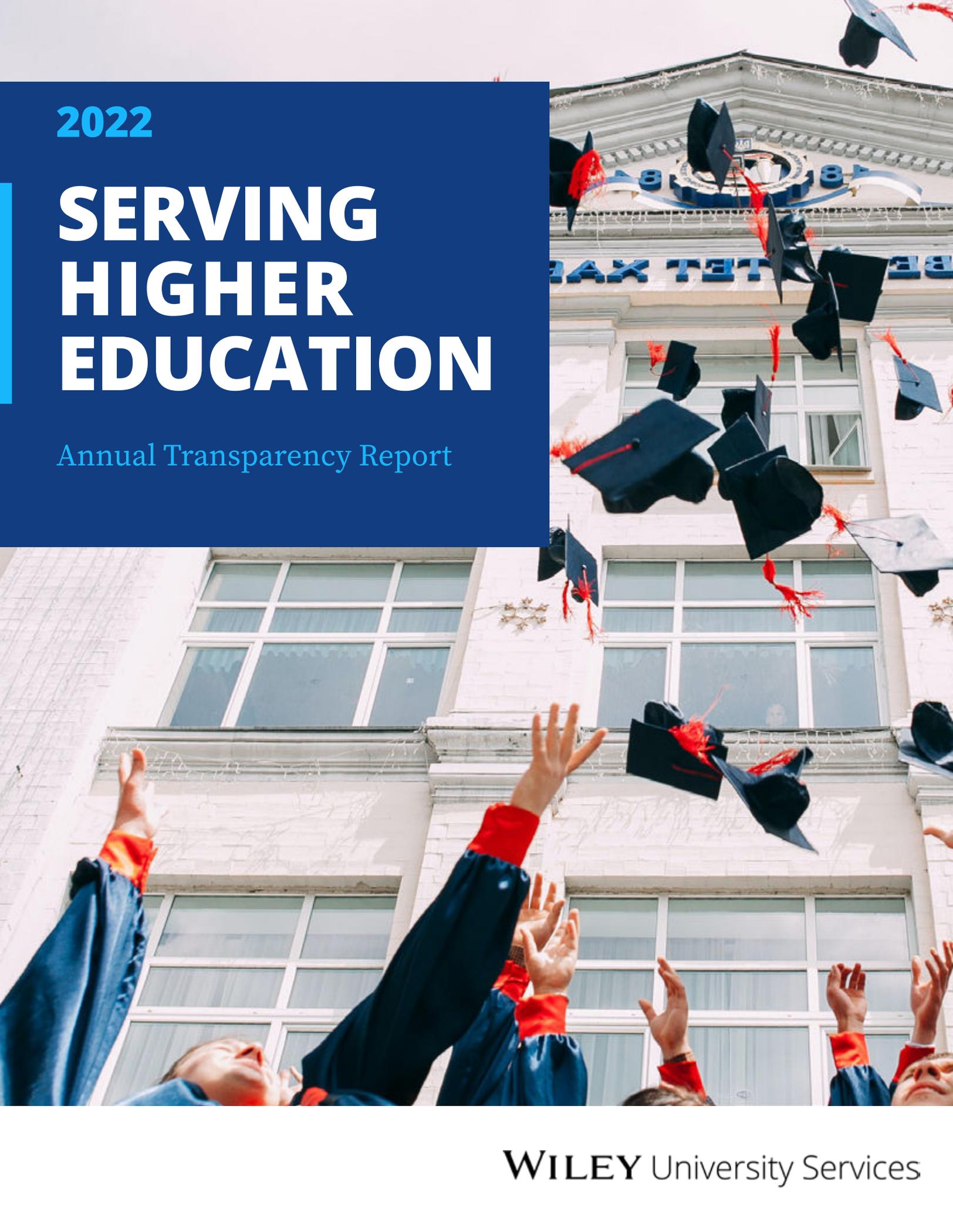


2022

SERVING HIGHER EDUCATION

Annual Transparency Report

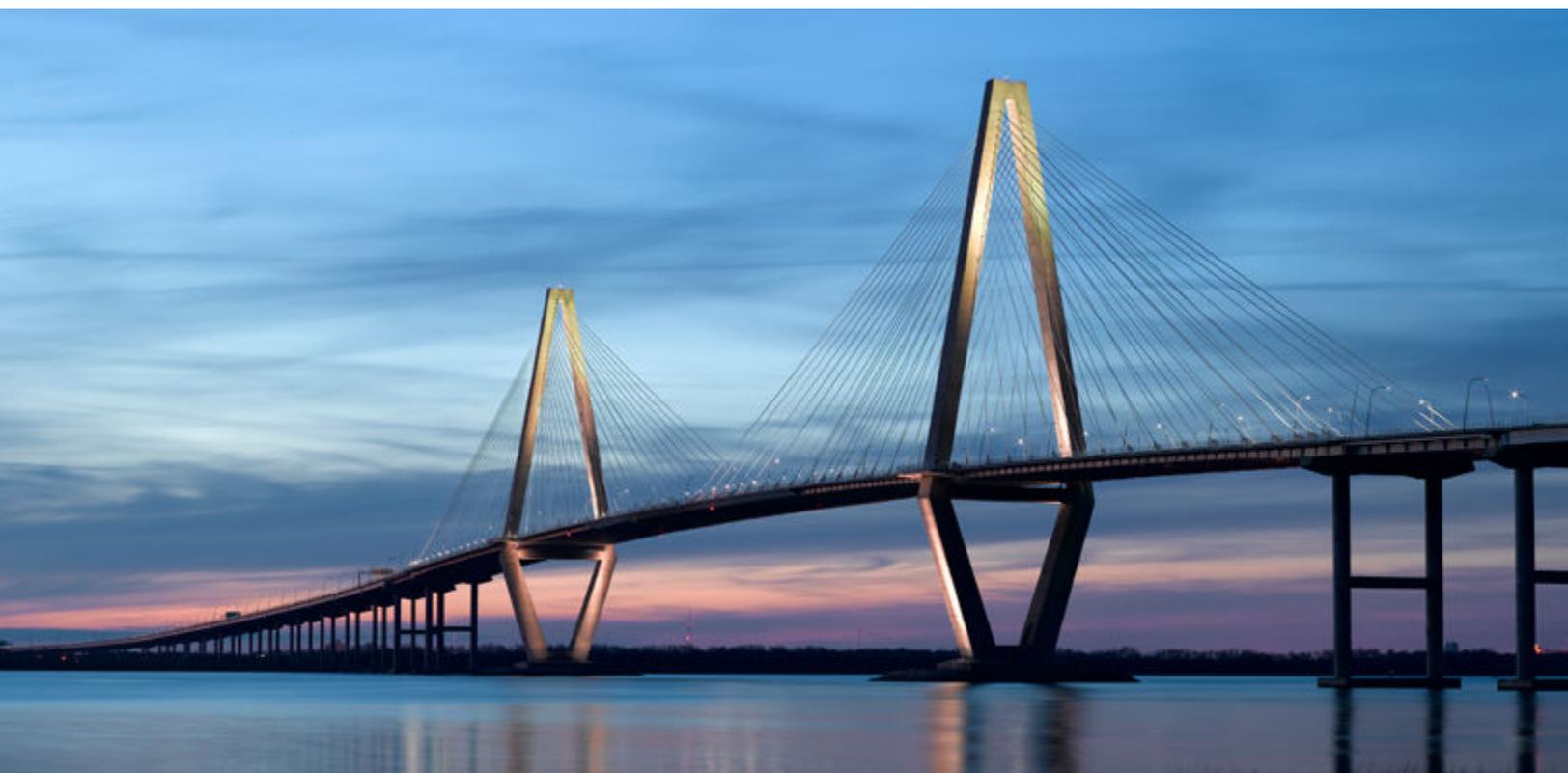


WILEY University Services

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Progressing Our Transparency in Higher Ed

A Message From Our Executive Vice President

In the fall of 2021, we released our inaugural transparency report, [Powering Higher Education: Partnership Transparency and Outcomes Report 2021](#). Though we consistently have conversations around graduation and retention rates with our partners, this was the first time we publicly reported graduation and retention data and tuition costs of Wiley-supported online programs.¹ We also provided insight into how we collaborate with institutions of higher education (IHEs) and included an overview of our business models.²

For our 2022 transparency report, we're providing a new set of insights.

Where last year's report focused primarily on student outcomes, this year's report features how our university relationships work. Here are the details we're addressing this year:

- How our flexible approach empowers universities to help learners achieve their goals efficiently and effectively
- Our service-minded, arm's length operational function in relation to our university customers' autonomous, institutional, and programmatic oversight
- How our foundational practices ensure our service is ethical, collaborative, and reinforces university control
- How we support customers through our differentiated business models, including why flexible payment structures benefit them
- Case studies that detail ways we've worked with IHEs to improve student outcomes

How we add value to higher education

Universities have pursued and realized better student outcomes in collaboration with us since 2012. And in today's uniquely challenging economy, IHEs require support more than ever. For example, in July 2020, the number of students with some college but no degree rose to 39 million, and by spring 2022, enrollment across higher education fell 4.1%.³ Due to these nationwide trends, we've observed that IHEs can benefit from individualized support from providers like us.

So, as colleges and universities face increasing capital constraints and marketplace challenges, we continue to find new and better ways to serve them and their learners.

Grounded in higher ed, evolved by tech

We are a global leader in scientific research and career-connected education with a 215-year history. Today, we provide technological and operational support capabilities at scale, enabling universities to endure, thrive, and meet learners' needs in these unprecedented economic times.

And while we are a business, our roots are in education. Since our early days of publishing in the 1800s, we've continuously improved and expanded how we serve knowledge seekers. As a result, our worldview is rooted in and inseparable from higher education. We deeply understand colleges' needs and challenges, so we approach our IHE customers with an intentional, forward-thinking service mindset, ultimately creating high-impact outcomes for their learners together.

Enabling economic mobility

We believe our two centuries of supporting knowledge seekers have shown us something invaluable: Helping colleges and universities leads to societal advancement and economic mobility. That's why we remain committed to serving the broad spectrum of non-profit and public institutions in the U.S. As we reinforce universities' agency and ability to disseminate knowledge, we continue our aim of removing barriers to society's advancement.

With this year's transparency report, we are pleased to demonstrate how we collaborate with institutions of higher education and serve their learners together.



Todd Zipper
EVP and General Manager, Wiley University Services

WILEY UNIVERSITY SERVICES

At a glance



Service. Collaboration. Outcomes.

Because we've dedicated ourselves to knowledge and the higher ed ecosystem for 215 years, we know that providing education is about offering **service** to society.

Because today's economy and education landscape are more complex and changeable than ever, we provide universities with flexible **collaboration** so they can thrive.

Because we believe colleges hold the key to socio-economic mobility, we are determined to help them provide learners with affordable, accessible **outcomes**.

Our Mission

To unlock human potential by connecting education to meaningful career outcomes and shaping the world's workforces.

A Brief Wiley History

1807

A family-owned and operated print shop that would become known as John Wiley & Sons opens in New York

The
1800s

Educational print production grows, as does new student access to textbooks

The
1900s

Research publication expands, now making 50% of the world's research available to students, professors, and the public

2012

Support services for university programs begin giving learners affordable, outcome-driven access to education

2019

Wiley Beyond launches, closing nationwide skills gaps and increasing employment through employer-sponsored education

2020

Begin helping organizations develop professionals with job-ready skills through Wiley Edge

How We Support Knowledge Seekers

Enabling Discovery

Helping researchers solve the world's biggest challenges through knowledge content and tools such as books, journals, research publications, and more

Powering Education

Together with universities, empowering learners to unlock their career potential and climb the ladder of economic mobility

Shaping Workforces

Enabling employees to develop skills and connect with employers to form the workforces of tomorrow

Customizable University Support Services

Depending on the business model they choose, we help our customers curate an appropriate service bundle or select à la carte services to address their one-of-a-kind needs.

Market Research and Program Planning

Identifying programs that address local and regional skills gaps and meet labor market demand

Brand Management and Marketing

Helping universities clearly and efficiently convey their unique program offerings to prospective students

Recruitment and Enrollment

Creating a streamlined, supportive, and student-centric approach to the program discovery and application process

Retention Services *aka Student Support Services*

Ensuring learners have the support, resources, and encouragement to succeed in their programs, graduate, and realize their career goals through academic advising and informational bursar and registrar support

Instructional Design

Developing accessible online learning experiences with university faculty to provide students with ready-to-use skills

Faculty Support and Development

Empowering faculty with the tools, resources, and confidence to create and deliver rewarding and engaging online learning experiences

Wiley University Services Supports



155,000
Learners



800
Degree Programs



250
Micro-Credentials



70
Non-Profit
Colleges and
Universities



60
Certificate
Courses

Flexible Business Models

Universities work with us because we provide an efficient, collaborative, arm’s length approach to supporting learners. Each institution chooses to collaborate based on one of the following models:⁴

Revenue Share

| Span of agreement | Primary source of funding and technology | How the financial model works | Typical focus |
|-------------------|--|---|--|
| 5-7 years | Wiley | Typically, Wiley receives 30-40% of supported program revenue, paid after each term’s add/drop period | Holistic launch and support of online programs |

Fee-For-Service

| Span of agreement | Primary source of funding and technology | How the financial model works | Typical focus |
|--|--|---|--|
| Typically, 2 years or less, sometimes as short as a few months | University | University compensates Wiley upfront or in installments | Marketing, enrollment, academic services |

Hybrid

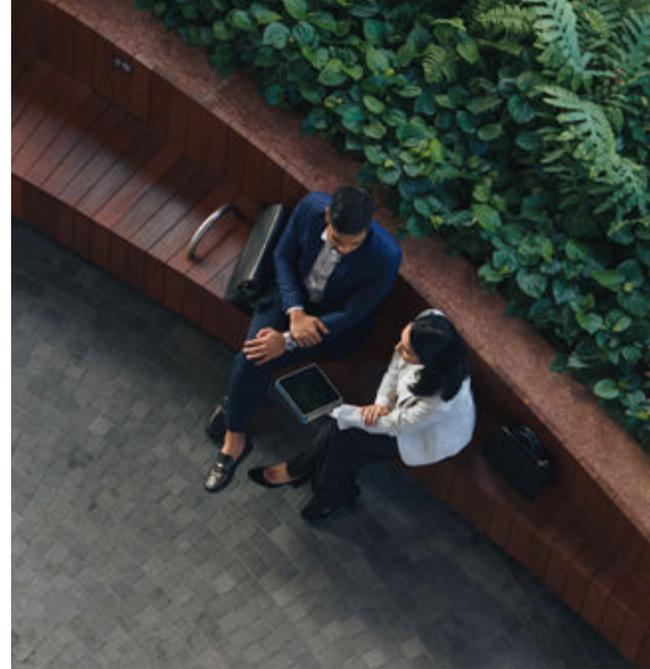
| Span of agreement | Primary source of funding and technology | How the financial model works | Example focus |
|---|--|---|--|
| 5-7 years, with more intensive support for a year or less | Wiley and the university | Shorter-term projects paid upfront with a percentage of revenue—typically 30-40%—for bundled services | Launching and supporting online programs, plus marketing for campus-based programs |

OUR CUSTOMERS

We support over 70 institutional customers, such as those shown here:



HOW WE SERVE UNIVERSITIES



Each university is one-of-a-kind, and so are the relationships we build with them. That's why we build flexibility into our agreements. Depending on the business model they select, we enable our customers to curate the selection of à la carte or bundled services that most efficiently and effectively help them thrive. For some, this means a project-based collaboration. For others, it means end-to-end services. Whatever their needs, we've dedicated ourselves to helping each institution realize its unique vision and mission and enabling learners to achieve high-value outcomes.

Our Agreements Today

How We've Upgraded Our Service

Thanks to our 215-year history of serving knowledge seekers, we've had an unparalleled opportunity to listen to students' needs, understand our customers' pain points, and develop our support based on ever-changing market conditions. Here's how we've improved our support of customers over time:

Shorter-Term Contracts

Five to seven years, compared to the industry standard of 10+ years

Industry-Low Revenue Share

Typically, 30-40%, below the industry standard of 50%⁵

Performance Outs

Included to ensure accountability to and optionality for our customers

Flexible Business Models

Tailored, flexible services, payment models, and structure rather than one-size-fits-all agreements

All Levels and Modalities

Supporting all degree levels and learning modalities, whether online, on-campus, or both, instead of graduate-only online programs

More Transparency

More measures to track and share performance data with customers and the public

What's In Our Agreements



Performance Outs

Our Revenue Share agreements typically include a provision that allows for early termination of the contract on the fourth anniversary of the program's launch date if certain previously agreed-upon criteria or metrics haven't been met.⁷

What business models do customers choose?

Nearly 15% of customers work with us under a Fee-For-Service contract, around 74% select a Revenue Share agreement, and just over 10% choose the Hybrid model.⁶

What Guides Our Support

Advising Customers Based on Students' Needs

Our practices to support universities are guided by years of listening to students and performing extensive market research. We're transparent and realistic about labor market demand and students' goals, which are typically motivated by affordability and career aspirations.

Our market research includes over a decade of surveying online learners about their needs, experiences, and preferences. As a result, here are a few of the practices we recommend building into online programs:

Competitive and value-driven tuition: Fifty-one percent of students have listed affordability as a top factor in their educational decisions.⁸

Fast time to completion: Sixty-nine percent of learners prefer a quicker time to completion, preferring courses to be concurrent or back-to-back rather than spaced out.⁹ Furthermore, nearly 1/3 of students wouldn't apply to a program if the time to complete was too long.¹⁰

Workforce-aligned programs: Online learners are motivated by specific career goals and likely to achieve outcomes associated with their motivations. For example, we recently found that nearly 90% of current online learners and recent alums surveyed can attribute a career outcome to their program.¹¹

Autonomous and Collaborative

What We Do and Don't Do for Our Customers

To best understand our university relationships, it's helpful to discern what we do and don't do as a support services provider in relation to our university customers as authoritative decision-makers. As such, here's an overview of the checks and balances in our collaborations:

What does Wiley do? We provide in-depth educational and labor market analyses and perform various operational services to support our customers' vision, increase student success, and help align program offerings with workforce demand. For instance, we may help strategically optimize IHE program portfolios by supporting traditional-age learners through on-ground or hybrid programs, building onto anchor programs with stackable short-term credentials, or developing pathways to interdisciplinary credentials and skillsets in high employer demand. Whatever services our customers request, our scope is limited to analysis, advice, and operational support.

What's In Our Agreements

What don't we do? While we provide research and recommends for areas such as program selection and tuition, **the college or university makes all final decisions, with no vote from Wiley.** We don't aim to assert institutional control and don't get involved in institutional administration or governance, setting academic requirements, admissions policies or criteria, or final academic decisions. We don't choose which educational programs to offer, what tuition to charge, or which faculty to employ. Those are all institutional decisions and outside of our operational purview. Each college and university retains complete institutional autonomy with total decision-making authority in these crucial areas.

Why don't we get involved in these areas? While we're committed to collaborating with each of our customers, it's critical that each institution's mission, pedagogy, vision, and identity remain distinct, independent, and directed by university faculty and administration. Therefore, we provide our IHE customers with guidance, viewpoints, and recommendations, but they remain the ultimate decision-makers.



The University Retains Financial Control

We do not set tuition or make decisions regarding financial aid. Our customers are solely responsible for these decisions.¹²



The University's Right to Academic Freedom

We don't interfere with the university's academic freedom. This means we don't make decisions about admissions, admissions standards, transfer credits, course curriculum, or grading.¹³



Overview of Functions and Responsibilities

| | University Holds institutional authority Makes all final decisions | Wiley Makes suggestions for the university to consider Performs services at arm's length |
|------------------------------|---|---|
| Academics and Administration | Sets academic requirements Hires and employs faculty and instructors Delivers academic programs and instruction Awards degrees | <i>No involvement in these core functional areas</i> |
| Program and Course Design | Selects academic programs | Suggests in-demand programs based on market research Consults on current technology requirements and standards |
| Tuition and Financial Aid | Determines tuition Determines and awards financial aid | Provides market research on costs so the university can make well-informed, competitive tuition decisions <i>No insight into IHEs' financial aid decisions</i> |
| Branding and Marketing | Sets institutional mission and brand | Promotes the institution's mission, brand, and programs |
| Enrollment and Admissions | Makes admissions decisions Sets admissions criteria and policies | Connects with students to provide information about the institution, programs, and admissions-related support |

Here's a closer look at how responsibilities in critical areas are divided:

Recruitment and Enrollment

Wiley's Supportive Function

Contacting Students and Providing Information: We only reach out to learners who've requested information about a particular program. We provide information to help prospective students learn more about the university's program so they can decide whether it fits their career goals. We also check that they satisfy the necessary prerequisites for admission.

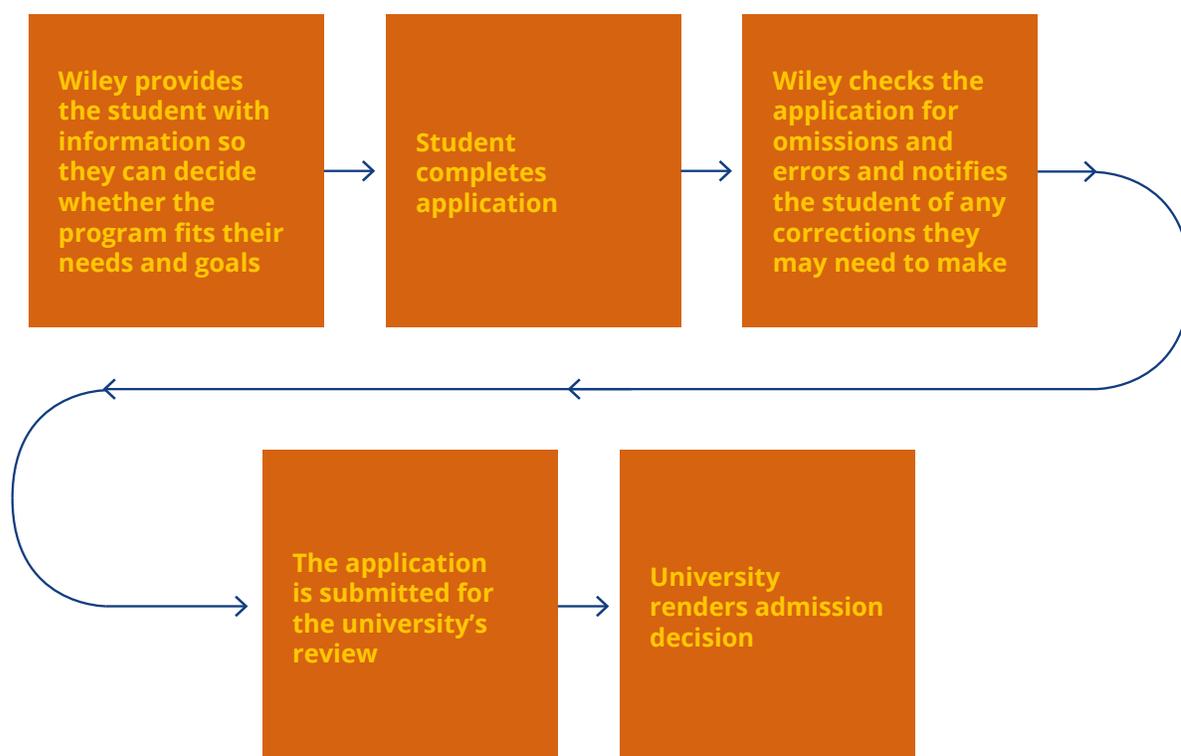
Collecting and Submitting Student Applications: We help learners navigate the process of gathering the information and documentation IHEs need to evaluate applications. Once a student submits their application, we check it for any omissions or errors, notify the student of any corrections they need to make, and then transmit the final application for the university's review.

Additionally, the student can log in to view their progress at any time if the university uses the Wiley application platform. However, the learner may receive email or text updates if the IHE uses a different application system.

Transparent Application Support: While we make no admissions decisions, we can provide institutions with an online admissions platform if needed. This allows the university to track the student's application to their admissions decision. Once enrolled, we can provide students with details they may need to register for courses in their selected program.

The University's Authoritative Role

School Renders Admissions Decision: We help ensure students experience a smooth application process, but we never advise on or decide which students to admit. **Admissions criteria and decisions are wholly at the school's discretion.**



Tuition and Financial Aid

Wiley's Supportive Function

Providing Market Research: We don't set or dictate tuition rates for our customers' programs. Instead, we provide our institutional customers with market research on competitor tuition pricing so they can make informed choices on what tuition to set.

Providing Information: As part of our student support services, we can direct students to pertinent financial aid information. However, we do not know what financial aid packages students receive.

The University's Authoritative Role

Setting Tuition: The institution maintains complete authority and control over tuition pricing. We believe this separation is vital to maintaining sound institutional autonomy.

Awarding Financial Aid: We don't make financial aid decisions and do not disburse financial aid to students. Our university customers are solely responsible for creating, offering, and disbursing financial aid packages. Moreover, we don't have access to information regarding students' financial aid packages because we are removed from such internal, institutional decisions.



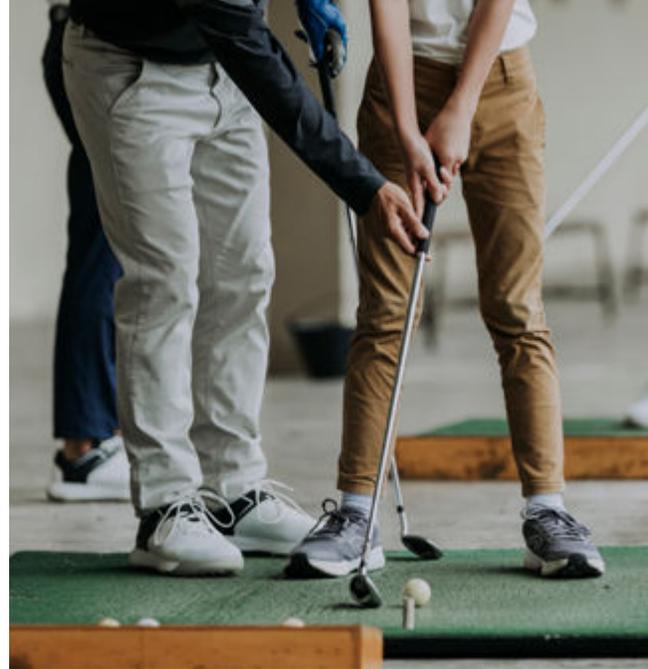
BOTTOM LINE:

We don't direct actions, exert control, or claim any decision-making authority concerning university identity, academic freedom, or administrative decisions.



OUR PRACTICES

How we maintain high ethical standards and support institutional autonomy



We're committed to providing our customers with a transparent, university-first approach, from clear information about services on our website to our detailed service agreements. As such, the following practices guide how we hold ourselves accountable to our customers and, together, provide high-outcome educational experiences for learners:

Who We Are

How Our Mission Informs Our Service

Our Leaders' Mission to Serve Society

Our leaders guide our mission to help universities, students, employees, and society unlock their potential. They help universities accelerate student career success and enable learners to acquire the skills to elevate themselves, their families, and their communities. They're also passionate about helping learners to change the world in ways that matter to them.

“”

Our values govern our approach to our customers. We take great pride in collaborating to positively change lives while maintaining respect for each individual's goals.

– **Jay Hatcher**, *Group Vice President for Business Development and Client Management*

Hiring and Training Dedicated Colleagues

Our practices of supporting our customers start with the colleagues we hire. We seek team members who share our commitment to transparency, maintain high ethical standards, and are dedicated to helping each IHE realize its unique vision and goals.

To help colleagues do their best work, we instruct them in education industry practices and provide in-depth training on each university they support.¹⁴ In fact, our colleagues in discreet university support services roles, such as enrollment and retention, work with a limited set of IHEs. This allows them to build deep understanding and trust with the institution's administration, faculty, instructors, and learners.

Market Research

How Objective Data Guides Our Support

The Labor Market Informs Our Program Strategy

Our market research has found that Wiley-supported learners tend to pursue higher education to accomplish career goals. That's why we rely on local and regional labor market data to understand which professions are growing and which educational programs will yield a good **return on learners' investment**. In turn, we recommend our customers offer specific programs by analyzing institutions' unique strengths, IPEDS data, and labor market data.

For instance, our report [*State of the Education Market: Trends and Insights in Key Master's Disciplines 2021*](#) showed that the market for graduate healthcare programs is large and growing in line with solid labor market demand.¹⁵ Here's an example of IPEDS data compared to relevant labor market data:¹⁶



“”

As an Active Duty military, I thought it would be nearly impossible to earn a master's degree while serving. The MHA program at this university perfectly matched my job, my schedule, and, especially, the military lifestyle. The professionalism and high caliber staff/professors are tremendous assets to this institution.

– Student at a Wiley-Supported Institution,
2021 Master of Health Administration Graduate

How would this data factor into the program strategy we suggest? Take a university seeking to build its existing suite of healthcare programs, for instance. The data shows that such an IHE may have excellent opportunities to help learners get well-paying jobs by offering high-demand, master's-level health programs such as family nurse practitioner (MSN-FNP) and nursing administration.¹⁷

Loyalty to Online Learning at an All-Time High in 2022

We hold ourselves and our customers accountable to learners' evolving needs and preferences by regularly surveying them. For example, for this year's Voice of the Online Learner survey, we found that 77% of students decided they wanted an online education before any other factor, such as a specific school or program.¹⁸ We also discovered that students' already positive views of online learning increased eight percentage points post-pandemic, with 94% of learners now holding this view.¹⁹

Marketing and Recruitment

Empowering Learners to Make Informed Choices

Personalization Means Better Matches

We are dedicated to connecting learners and universities with a thoughtful, personalized Student Engagement Model. We start by taking the time to truly get to know the learner, asking questions in an organic, student-led way, and listening deeply to build genuine rapport and trust. This process helps us gain a holistic picture of the student's exact needs and ensures we don't merely provide "cookie-cutter" support. Understanding a student's motivation for learning is also integral at this stage and guides how we help them ultimately persist and graduate.

By taking the time to build genuine relationships, we aim to advocate for each student's needs. This means ensuring that a university's program and educational requirements align with learners' goals. It also means supporting students in making the educational decisions that are best for them. With this tailored approach, we may provide fewer but better-matched students for institutions to consider granting admission.

Communicating with Learners on Their Terms

We take care to communicate with prospective learners on their terms. First, we only contact prospective students who have filled out a request for specific program information. Conversely, we don't contact students regarding programs they haven't asked about. That means we don't buy email lists or share student contact details with other university programs we support. Second, we only communicate with students via the channels they opt into, whether

they choose phone, email, or text. Finally, we are conscientious about being responsive rather than intrusive, so we attempt to reach a student with no more than seven calls, three texts, and one email for six days following their request for information (RFI). Furthermore, learners can opt out of all communications at any time.

Improving How Learners Gather Information

We aim to empower prospective students to research, evaluate, and enroll in their chosen program in the most efficient way for them. How so? Our institutions' learners tend to be busy, working professionals with numerous personal responsibilities. As a result, they often research program information and, ultimately, learn during various hours of the day. So, we provide an array of tools and resources that allow them to self-direct their program inquiry on their schedule. These support measures include 24/7 chat, FAQs, comparison tools, tuition calculators, and a self-paced application.

Making Program Information Clear and Accessible

Our individualized approach flows throughout everything we do with our customers, including how we help them communicate their stories and offerings. This means being upfront about key program information, such as cost, time to completion, and program requirements. This clarity supports prospective learners in making more informed educational decisions.



BOTTOM LINE:

We reduce the friction learners experience as they search for a program during their busy lives. We empower students to learn about academic programs on their terms and take care to provide them with resources so they can make decisions that are right for them.²⁰

Program Management

Developing Comprehensive and Individualized Plans

Every program we help a university manage is informed by a comprehensive and individualized program management plan, beginning with an initial discovery session. Here, we orient ourselves in the customer's current program management approach and ask detailed questions to inform our recommendations. Things we seek to understand about each customer include:

- The number of faculty supporting the program
- Curricula structure
- Course development schedule
- Course standardization components (e.g., syllabi)
- Learner needs
- Faculty development needs
- Ongoing support for course development
- Term starts

After concluding our discovery session, we recommend a program management plan subject to the institution's approval. Once approved, the plan guides our academic services team and university personnel throughout the business relationship. It also defines how the program will be designed, implemented, and managed in support of our customer's needs for high quality and rigor.

Consistent with our overarching, customized approach, each set of program management practices is informed by each IHE's authority and oversight. Moreover, customers are at liberty to make adjustments over time since we review the program management plan at the university's preferred cadence.

Course Design

Ensuring University Control, Quality, and Accessibility

Our practices in course design are grounded in university control. How so? While we intensively help create course content, the university or its faculty retain complete ownership of course material. We do not own, ask to buy, or sell course content we develop with our customers. Because we operate in service of their visions, we believe it's vital for them to hold the rights to the intellectual property we help them develop.

What does this look like in practice? First, we work collaboratively with faculty and academic program leadership to ensure that the university's distinctive pedagogy is defined and help translate this instructional philosophy into a customized online format. Additionally, we collaborate with faculty to incorporate their priorities, stress the interdisciplinary nature of the curriculum, and focus on reflection opportunities and outreach. In essence, we tailor our instructional design support by asking what it means to be a student at the university.²¹

Beyond upholding distinct pedagogy and philosophy, we are dedicated to ensuring high course quality. Our academic services team uses a detailed approach with several tools and rubrics to guide and monitor course development, evaluate course rigor and quality, and ensure course accessibility.



BOTTOM LINE:

The university and its faculty retain ownership of intellectual property rights for all course content, course components, and course media utilized in Wiley-supported engagements.

Faculty Development

Positioning Faculty for Success

Real-Time Faculty Support

We are dedicated to ensuring faculty have whatever they need whenever they need it. That's why we provide faculty support on-demand. For example, faculty can access our help desk services for technical or course configuration needs and ask our learning designers questions in real time. In some cases, we may support instructors' technical requirements (e.g., teleconference technology) during synchronous sessions, allowing them to focus on course instruction.

LMS and Course Learning Tools

Our academic services team provides faculty self-paced courses to master the university's preferred learning management system (LMS). This training ensures faculty are prepared to successfully navigate their LMS and confidently instruct their course online.

Course Design Training

We offer a self-paced Online Course Design module to empower faculty who've never designed an online course or collaborated with an instructional designer. The module uses authentic scenario-based activities and provides an extensive resource library that faculty can reference when they begin their online course development work.



My experience working with Wiley learning designers has been better than I ever could have hoped. I have learned a lot about online education best practices. I was a bit nervous because I had heard from other professors that a lot of designers have their way of doing things, and they try to fit your class into their mold. But that was not my experience working with Wiley.

— **Jennifer Kowal**, *Director of Tax LLM Program and Associate Clinical Professor, Loyola Law School*

What's In Our Agreements

Providing Online Teaching Strategies

We provide an asynchronous Online Teaching Strategies course for programs in which new adjunct faculty are regularly rotated into the teaching schedule. This course provides evidence-based online practices to help faculty understand what students experience in online classes. This immersive module equips them with methods to increase student engagement, enhance student motivation, improve retention, and foster peer-to-peer learning. Additionally, we can provide a more compact, webinar-style faculty orientation tailored to customers' needs.

Performance Transparency

Enhancing our Accountability

Real-Time Performance Dashboard

Tracking and reporting performance metrics has long been a cornerstone of our approach, but we made this data even more accessible starting last year. In 2021, we began rolling out our new standard performance dashboard, which displays all performance data associated with the services we provide a given customer, all in one place. We refresh the dashboard's retention data every term and update graduation data twice a year. Otherwise, we refresh all other performance data weekly.

The dashboard supplements regular, cadenced reporting and gives customers a standard, near real-time view of performance. This tool enhances accountability and transparency, providing IHEs with clear, timely oversight of how we deliver on our commitments.



The Institution Maintains Faculty Oversight

We don't influence faculty matters, such as hiring, qualifications, or compensation. We also don't replace or stand in for university employees. Instead, Wiley staff provides extra resources to support the university's faculty and personnel.²²



We Support the IHE's Intellectual Property Rights

We don't determine which programs or course content the university should provide and claim no ownership of course or marketing material created. The university owns all content we create except for pre-existing tools, resources, or content we own before beginning our business relationship. Additionally, the faculty or the institution owns all course content and syllabi that the faculty generate.²³



HOW OUR PAYMENT MODELS WORK



Providing Flexible Options

Online education has become a critical part of the higher education ecosystem in the past decade. Why? The modality meets the needs of countless working professionals and other knowledge seekers from rural to urban areas who require affordable, accessible education with a high return on their investment. That's why we enable non-profit institutions to build, scale, and support critical online programs to help students earn their degrees, advance their careers, and increase their economic mobility.

Flexibility is baked into our overall approach because higher education institutions are a cornerstone of our economy and society. Therefore, just as we ensure our university customers can select à la carte services, curate bundled support, or a combination of the two, we go the extra mile to ensure our business models are flexible and university-centric.²⁴ Depending on their needs, customers choose a flexible option based on three basic payment models: Revenue Share, Fee-For-Service, or Hybrid.

Revenue Share

Overview

The Revenue Share model provides comprehensive economies of scale—tools, technology, resources, and infrastructure—to take universities' programs online.

Which customers choose Revenue Share? Those who need multi-faceted, long-term support creating, launching, and enhancing their online programs. For universities without the initial capital to begin their projects, we assume the financial risk and make the upfront investment with this business model.

This model offers holistic operational strategy and support and can be customized at the institution and program levels. We help customers develop and launch their programs for a percentage of the revenue that their Wiley-supported programs earn, typically 30-40%.

How Bundled Services Work

We require IHEs seeking recruitment and enrollment support through a Revenue Share agreement to bundle wrap-around services that holistically serve both the institution and the student. Beyond that, we don't pre-determine what services they must bundle with us. Instead, we discuss with our customers what their needs are and aim to be highly flexible.

With this in mind, all our Revenue Share arrangements fall into two major categories: **Core Services and Enhanced Services.**

Core Services

Core Services represent our typical baseline of bundled services under a Revenue Share arrangement, including marketing, recruitment, and retention to support student success throughout their academic journeys. Under this model, we provide most day-to-day functions for those services, allowing the IHE's personnel to focus on core academic and administrative functions, such as making admissions decisions, teaching, and enriching students' experience in their chosen program.

Enhanced Services

Enhanced Services extends the Core Services offerings and allows colleges and universities to select additional services. For example, universities commonly add course development in this expanded model but may choose any other services they need. Moreover, they may vary their selection of services from program to program. The institution also has the option to sign a contract for a limited set of programs and then add on additional programs later.

Expenses Covered by Revenue Share

After signing a Revenue Share contract, we begin developing marketing, building courses, and recruiting students. Our Revenue Share arrangements cover most of a university's initial start-up expenses, including, but not limited to:

- Initial market research
- Design, development, and deployment of all creative assets and student recruitment materials
- Technical set-up and implementation
- Hiring, training, and onboarding Wiley staff to support operations of the contracted services



How Revenue Is Divided

Revenue share splits vary based on the scope and length of the business relationship and the services provided. We work with university stakeholders at length to develop a holistic financial model that efficiently meets their goals. The table below breaks down typical revenue share ranges by Wiley, the university, and bundle type:

Example Revenue Share: Wiley vs. University by Bundle Type

| Bundle Type | Wiley's Revenue Share | University's Revenue Share |
|---|--|--|
| Core Services <ul style="list-style-type: none"> • Marketing • Recruitment • Retention aka Student Support Services <ul style="list-style-type: none"> • <i>Application and enrollment support</i> • <i>Academic and career advising</i> • <i>Informational bursar and registrar support</i> • 24/7 Helpdesk | 32-40% of the program's tuition revenue | 60-68% of the program's tuition revenue |
| Enhanced Services Core Services + Full course development | 38-45% of the program's tuition revenue | 55-62% of the program's tuition revenue |

Payment Timing

The university makes Revenue Share payments after every term's add/drop period. First, the institution informs us how many students enrolled in Wiley-supported programs. Once we have that data, we request payment for the agreed-upon portion of revenue.



BOTTOM LINE:

Our typical Revenue Share is below the industry average of 50%,²⁵ even for Enhanced Services.

Fee-For-Service

Our Fee-For-Service model is a traditional client-customer relationship with Wiley as the vendor to the university customer. Here, institutions select the individual services they need to achieve their goals, typically engaging us for two years. Support under this model may range from market research to instructional design.

Which customers choose Fee-For-Service? Those who want targeted support for standalone services or already have the infrastructure, upfront capital, and resources to begin a project. Some institutions that begin collaborating with us under a Revenue Share model switch to a Fee-For-Service agreement after developing their in-house capabilities and resources.

Conversely, some customers later switch from Fee-For-Service to Revenue Share or add a Revenue Share component to their relationship with us. For example, they may initially choose Fee-For-Service to determine the value we provide and later expand to a Revenue Share model once they witness that collaboration yields successful outcomes.

As in a traditional vendor relationship, all Wiley deliverables go through a university review and approval process, and the university owns all deliverables for which they engage us.

What's In Our Agreements



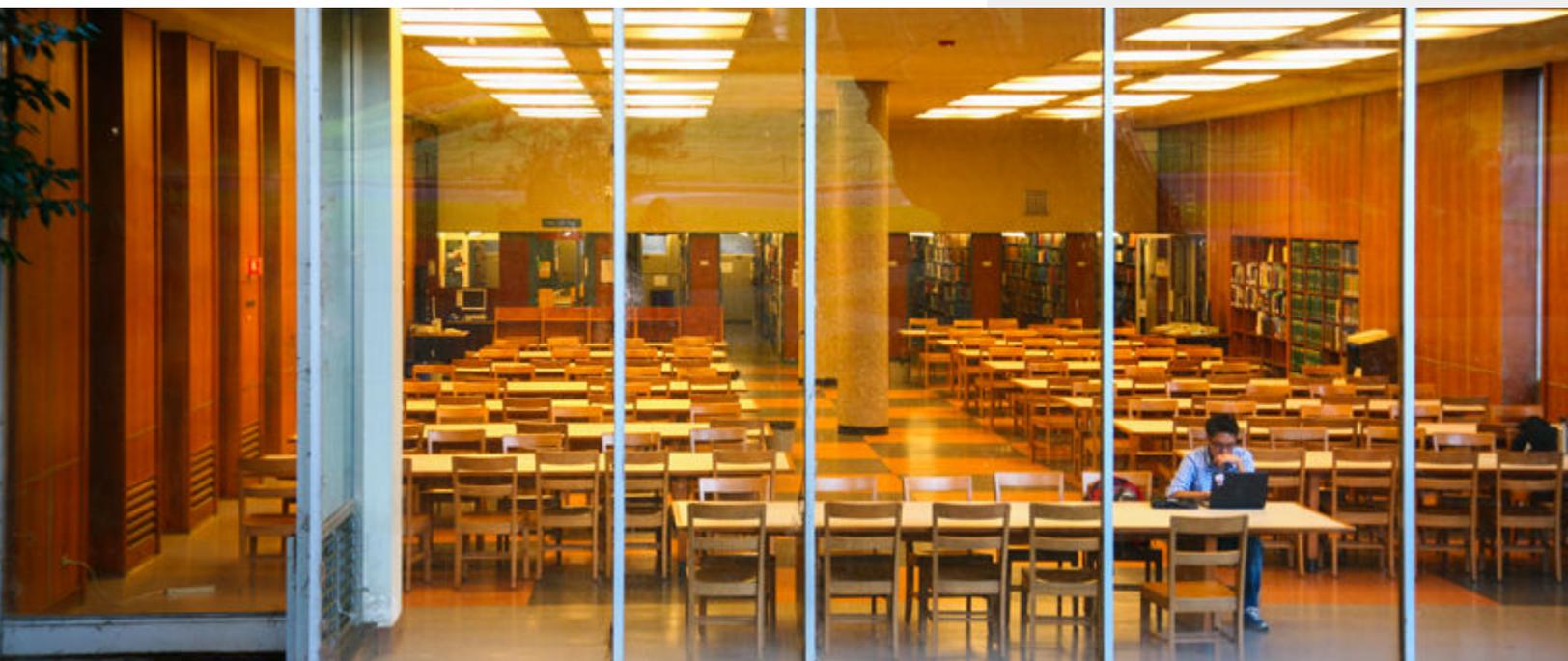
Revenue Share Term Duration

Our **Revenue Share** engagements are typically structured as a seven-year term with a two-year bridge.²⁶ Once the contract term ends, the university enrolls new students without us, retains all new student revenue, takes over new student support, and maintains ownership of all content we built with them. During the two-year bridge, the university continues paying a percentage of revenue from only those students we originally helped enroll. We continue supporting them so they persist and graduate.



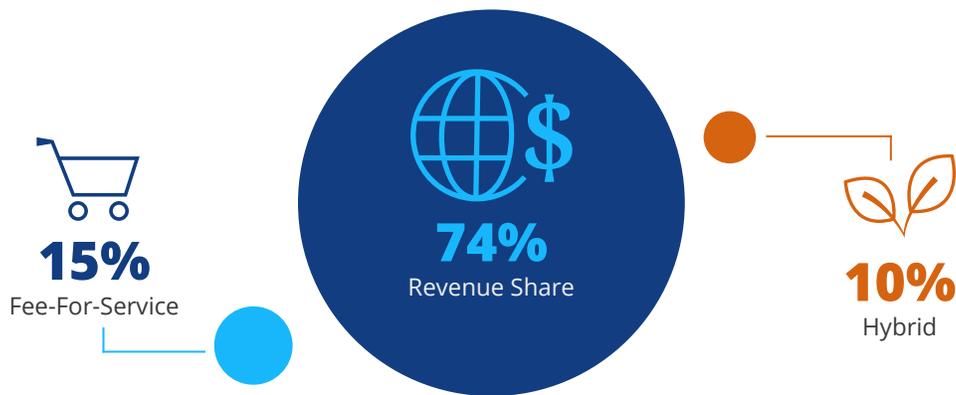
Fee-For-Service Term Duration

Fee-For-Service agreements are typically two years.²⁷ During this time, the university can engage us in various projects with differing start and end dates, as some projects may take a few months to complete while others may take longer.





What model do customers choose? ²⁸



Hybrid

Some customers have particularly complex goals and need to operate under multiple payment models. So, we find ways to deliver the utmost flexibility by collaborating under Hybrid agreements.

The Hybrid approach is similar to the Revenue Share model with an additional statement of work for select services. This model provides universities with comprehensive online program management services and targeted support on additional projects. This means we deliver some services once and others on an ongoing basis as the institution requires.

Which customers choose the Hybrid model? This option works well for customers with the resources to sustain some projects, but not all. We determine the right blend of upfront fees and tuition revenue share with our customers based on the services they need. For example, we might have a customer under a Revenue Share agreement for specific programs who also asks us to build courses on a fixed fee basis for other programs.

Please see the sample [Revenue Share](#) and [Fee-For-Service](#) contracts linked here and throughout to review our complete agreement language.

OUR BUSINESS RELATIONSHIPS IN PRACTICE



Concordia St. Paul

A Career-Connected Education Revival



Institutional Profile

Type of Institution: Small, Private, Four-Year
Agreement Type: Revenue Share

Concordia's Unique Challenge

In 2009, Concordia St. Paul (CSP) leaders realized they needed to innovate. They knew their university's future was online, but their existing online learning initiatives stagnated. More and more students were questioning whether their degrees were worth the cost of tuition, and competition from other institutions was rising. As a result, enrollments had flattened to an unsustainable level at just short of 3,000 students.

Concordia realized its online programs could soon fail to meet students' needs and would have to better align with the current job market.

But like many other small, private institutions, CSP lacked the significant capital required to implement innovative marketing initiatives, optimize its online programs, and compete with larger universities.

How We've Supported Concordia

Concordia needed support in making its vision a reality, so its leaders sought our help. We immediately began working together to reinvigorate the areas that would most efficiently help them grow. This included enrollment management, marketing, market analysis, and student retention. We performed market research to identify online programs that align with in-demand workforce sectors and yield a high return on investment for students.

We also assessed local, national, and regional data to determine which skills were in highest demand and advised CSP regarding any already saturated education markets. We then combined internal and external data to suggest Concordia's most effective way to meet local and regional student and workforce needs.

Concordia's Results

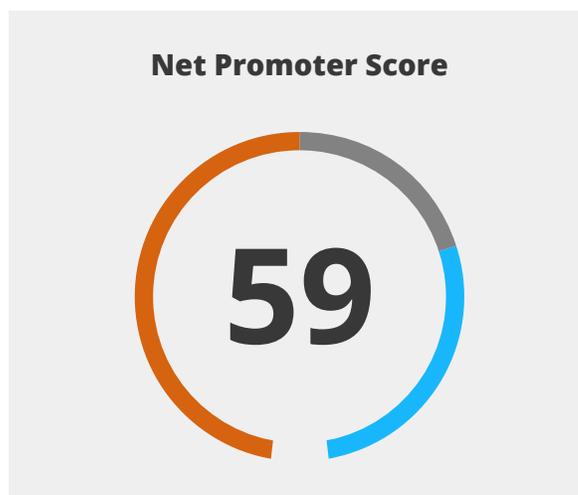
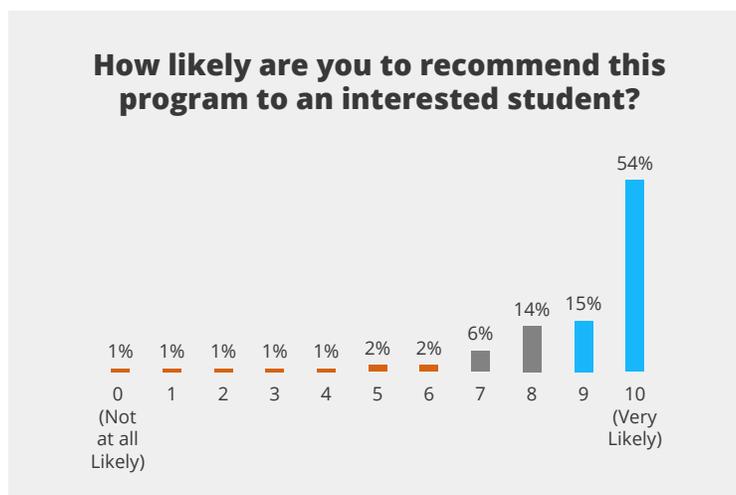
Through this collaborative arrangement, Concordia nearly doubled its annual online student starts from fall 2012 to fall 2018. During that same period, the number of actively enrolled online students grew by an impressive 174%. For the fall 2021 start date, total enrollments reached 5,567, including more than 1,800 in online programs. Both numbers broke previous enrollment records and redefined growth for the university.

What Concordia Students Think

We've found that CSP students are highly satisfied with their programs. In a survey from July 2020 to July 2022, 69% of Wiley-supported CSP students said they were likely or very likely to recommend their program to another student. Moreover, their Net Promoter Score (NPS®) of 59 is very good.

Understanding Net Promoter Scores

Net Promoter Scores or NPS® is a universally utilized metric demonstrating customer satisfaction. Any score above zero is good, a score above 30 is great, and a score above 70 is excellent.²⁹



Total Responses: 1,345

“““

We're able to do things with professionals that we could never do on our own. The partnership allows us to bring in top-of-the-line higher education expertise. Simply put, we couldn't scale up without the partnership. It's been transformational.

— **Dr. Eric LaMott**, *Provost and Chief Operating Officer*

“““

After we saw their strategy and company culture matching that of CSP's, choosing which path to take became easy. And Wiley shared the same passion for improving students' lives that we did.

— **Dr. Kimberly Craig**, *Vice President of Enrollment Management and Tenure-Track Faculty in the College of Business and Technology*

Northern Illinois University

Expanding on a Fee-For-Service Agreement



Institutional Profile

Type of Institution: Mid-Size, Public, Four-Year, Regional
Agreement Type: Fee-For-Service

NIU's Unique Challenge

We've found that colleges and universities of various sizes and locations need flexible, collaborative support for their online programs. And like Northern Illinois University (NIU), not all require complete, wrap-around services.

In 2019, NIU sought ways to increase its current online program enrollment and add new programs to its online portfolio. But it began to realize its online students might not be getting the same level of help as students in traditional, on-ground courses. Moreover, NIU leaders realized they needed to be more effective and efficient at reaching the right students.

How We've Supported NIU

We began developing a strategy to connect prospective learners efficiently and effectively with potential programs while NIU assessed which provider to work with. To this, NIU's Associate Vice Provost for Teaching, Learning, and Digital Education, Dr. Jason Rhode, remarked: "They would tell us when we weren't in the best position to succeed [and] kept the best interests of the institution in mind."

After reviewing several companies, NIU chose to work with us on a Fee-For-Service basis. They report we offered the most comprehensive list of flexible services at the best price, engaging us in marketing, recruitment, and student support services for eight high-demand online academic programs. These include a Master of Accountancy (MAC), Master of Business Administration (MBA), Master of Science in Digital Marketing (MSDM), Master of Science in Data Analytics (MSDA), RN to B.S. in Nursing (RN-BSN), Master of Science in Nursing (MSN), Master of Public Health (MPH), and Doctor of Nursing Practice (DNP).

NIU's Results and Future Plans

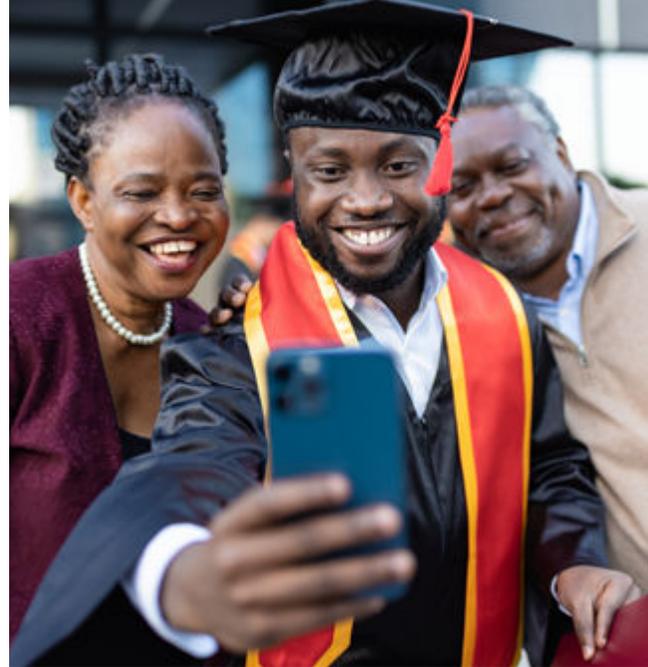
We've already augmented NIU's online student support and advising teams, increasing enrollment in Wiley-supported programs by 378%, a net increase of 667 students. As a result of this success, NIU plans to expand our collaboration further. Together, we're continuing to optimize NIU's existing suite of online programs by identifying additional programs that can yield a high return on students' investment. We're also working together to improve processes and, according to Rhode, make online offerings more "student-friendly," such as creating sequential, eight-week courses that are less disruptive to learners with jobs.



A few years ago, we considered doing an OPM tuition-share agreement. But we decided we wanted flexibility and to see how our online services would evolve. That way, we'd have the opportunity annually to see what our goals are and where we would need to move forward with a partner.

— Dr. Jason Rhode, Associate Vice Provost for Teaching, Learning, and Digital Education

SERVING HIGHER ED AND BEYOND



Over our 215-year history, technology has changed rapidly and dramatically. These changes have evolved the higher education landscape and given us better ways to serve colleges, universities, learners, and society. As our journey goes on, we'll continue:



Innovating the most efficient and flexible **SERVICE** to ensure IHEs thrive and continue their impact on social good.



Listening to universities' needs in the spirit of transparent, adaptable **COLLABORATION**.



Creating the most affordable, accessible education to help learners reach the highest **OUTCOMES** together with our customers.

Clearing the way for seekers of knowledge and beyond.

WILEY University Services

universityservices.wiley.com

END NOTES

1. Wiley University Services, Powering Higher Education: Partnership Transparency and Outcomes Report 2021, <https://universityservices.wiley.com/powering-higher-education-2021/>
2. Ibid.
3. National Student Clearinghouse, Some College, No Credential Student Outcomes: Annual Progress Report – Academic Year 2020/21. <https://nscresearchcenter.org/some-college-no-credential/>
4. We reference our additional, Hybrid business model option throughout the report because we're describing our customer arrangements in more detail this year.
5. Inside Higher Ed, Online Program Companies Publish Data, Hoping to Win Over Critics, <https://www.insidehighered.com/news/2021/09/14/online-program-companies-publish-data-try-sway-critics>
6. We've broken out the percentage of customers working with us under a Hybrid arrangement since we're providing more details about our business models this year. Furthermore, numbers here are rounded to the closest whole value. The remaining 1% of customers is nearly evenly split between each business model type.
7. Example Revenue Share agreement, Exhibit A, Section 2.
8. Magda, A. J., Capranos, D., & Aslanian, C. B., (2020). Online college students 2020: Comprehensive data on demands and preferences. Louisville, KY: Wiley Education Services.
9. Capranos, D., Dyers, L., Magda, A. J. (2022). Voice of the online learner 2022: Shifting preferences in post-pandemic online learning. Maitland, FL: Wiley University Services.
10. Magda, A. J., Capranos, D., & Aslanian, C. B., (2020). Online college students 2020: Comprehensive data on demands and preferences. Louisville, KY: Wiley Education Services.
11. Data derived from the survey featured in Capranos, D., Dyers, L., Magda, A. J. (2022). Voice of the online learner 2022: Shifting preferences in post-pandemic online learning. Maitland, FL: Wiley University Services.
12. Example Revenue Share agreement, Section 3.
13. Ibid.
14. All team members receive training regarding our Code of Ethics, FERPA, and practices in the education industry. In addition, legal counsel regularly reviews our policies and procedures to ensure they comply with domestic and international regulatory frameworks.
15. Wiley Education Services. (2021). State of the education market: Trends and insights in key master's disciplines. Louisville, KY: Wiley edu, LLC
16. Ibid.
17. Ibid.
18. Capranos, D., Dyers, L., Magda, A. J. (2022). Voice of the online learner 2022: Shifting preferences in post-pandemic online learning. Maitland, FL: Wiley University Services.
19. Ibid.
20. Wiley is ready to work with its institutional customers to review the potential impact of new regulations that may lead to enhanced disclosures of third-party relationships to prospective and current students.
21. Example Revenue Share agreement, Schedule A, Section 1.13.
22. Example Revenue Share agreement, Schedule A, Section 1.4.
23. Ibid.
24. We've also evolved to support hybrid and on-campus programs as part of our flexible, university-centric approach.
25. Inside Higher Ed, Online Program Companies Publish Data, Hoping to Win Over Critics, <https://www.insidehighered.com/news/2021/09/14/online-program-companies-publish-data-try-sway-critics>
26. Example Revenue Share agreement, Sections 4 and 8.3.
27. Example Fee-For-Service agreement, Section 8(a).
28. We've broken out the percentage of customers working with us under a Hybrid arrangement since we're providing more details about our business models this year. Furthermore, numbers here are rounded to the closest whole value. The remaining 1% of customers is nearly evenly split between each business model type.
29. Retently, What is a Good Net Promoter Score? (2022 NPS Benchmark), <https://www.retently.com/blog/good-net-promoter-score/>