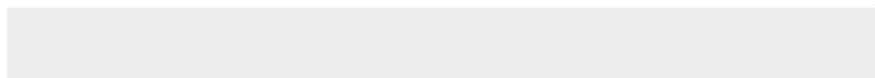




Implementing **Shared Services**

Shared Services Structures, Transitions, and Outcomes



Academic Affairs Forum

Cate Auerbach

Research Associate

Lauren Edmonds

Research Manager

LEGAL CAVEAT

The Advisory Board Company has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and The Advisory Board Company cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, The Advisory Board Company is not in the business of giving legal, medical, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, medical, tax, or accounting issues, before implementing any of these tactics. Neither The Advisory Board Company nor its officers, directors, trustees, employees and agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by The Advisory Board Company or any of its employees or agents, or sources or other third parties, (b) any recommendation or graded ranking by The Advisory Board Company, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

The Advisory Board is a registered trademark of The Advisory Board Company in the United States and other countries. Members are not permitted to use this trademark, or any other Advisory Board trademark, product name, service name, trade name, and logo, without the prior written consent of The Advisory Board Company. All other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names and logos or images of the same does not necessarily constitute (a) an endorsement by such company of The Advisory Board Company and its products and services, or (b) an endorsement of the company or its products or services by The Advisory Board Company. The Advisory Board Company is not affiliated with any such company.

IMPORTANT: Please read the following.

The Advisory Board Company has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to The Advisory Board Company. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. The Advisory Board Company owns all right, title and interest in and to this Report. Except as stated herein, no right, license, permission or interest of any kind in this Report is intended to be given, transferred to or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, or republish this Report. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to The Advisory Board Company.

Table of Contents

- 1) Executive Overview..... 4**
 - Key Observations 4
 - Definition of Terms..... 4
- 2) Shared Services Functions.....5**
 - Motivation..... 5
 - Structures..... 5
- 3) Shared Services Transitions.....7**
 - Timeline Overview 7
 - Change Management 8
 - Infrastructure Building..... 10
 - Implementation..... 11
 - Optimization 12
 - Costs 13
 - Constituent Support 13
- 4) Shared Services Evaluation and Outcomes.....15**
 - Evaluation 15
 - Outcomes..... 16
- 5) Research Methodology.....18**
 - Project Challenge 18
 - Project Sources 18
 - Research Parameters 19

1) Executive Overview

Key Observations

Shared services centers (SSCs) consolidate transactional processes (e.g., payroll) and improve customer service to faculty. Contact administrators at all profiled institutions report that initial faculty and staff resistance to the shared services model dissipates within a year after initial implementation. Campus constituents praise faster processing times, the responsiveness of SSC staff to client unit needs, and high standards of customer service. Service level agreements (e.g., agreements between IT staff and academic faculty) serve as contracts between shared services center staff and clients to guarantee service standards.

Shared services initiatives do not yield immediate cost savings; shared services administrators should not present shared services initiatives as short-term cost-cutting measures. Upfront implementation costs (e.g., new space, staff trainings) prevent cost savings immediately after shared services transitions. Contact institutions typically adjust savings estimates throughout the course of shared services implementations due to revised timelines and unexpected costs (e.g., construction projects).

Shared services require four to five years to implement. The transition to shared services occurs in phases: change management, building shared services infrastructure, implementation, and optimization. Gradual transfer of functions reassures non-client units that SSCs function effectively and encourages new clients to participate in shared services initiatives.

Definition of Terms

Shared Services Centers (SSC) refers to the units that provide centralized transactional processes and services to participating academic and administrative units. Shared services centers can serve:

- A single academic unit (e.g., college, school) and serve participating departments,
- Multiple academic units and serve participating departments across units, or
- Institution-wide and serve all academic and administrative units.

Shared services are either:

- Consolidated, with one director and function-specific divisions based on service type, or
- Distributed, with distinct centers for each function and service type.

2) Shared Services Functions

Motivation

Institutions Implement Shared Services to Reduce Inefficiencies, Improve Processes and Service Quality

Shared services initiators strive for business process improvement and administrative efficiencies. Shared services center creation requires process reengineering, workforce planning, technological upgrades, and change management.

Structures

Distributed Shared Services Centers Serve Multiple Research, Academic, or Administrative Client Units¹

Administrators develop shared services models that create either multiple SSCs to serve clusters of client units or a single, consolidated SSC that performs all selected functions for all client units. SSCs distributed by function enable staff specialization in specific tasks, whereas distribution by client units fosters close relationships with client units.

College-based SSCs ensure customization of service to the needs of particular academic units. SSC staff specialize either by client unit (e.g., department) or by function (e.g., procurement).



Transaction-Based Shared Services Functions

- **Accounting:** SSC staff prepare monthly budget reconciliation reports for client units and prepare client budget requests prior to annual budgeting.
- **Payment Card (P-Card) Administration:** SSC staff process all statements, payments, and records for client unit p-card activities.
- **Purchasing:** SSCs process client unit purchase orders for supplies and equipment.
- **Travel:** SSC finance staff process reimbursement requests and per diem reports for staff traveling on university business.
- **Onboarding:** HR SSC staff process new employee paperwork and hold general orientation sessions for new staff.
- **Payroll:** Finance SSC staff process employee timesheets and oversee payroll for client units.
- **Grant Management:** Research administration SSC staff document expenses and distribute revenue associated with external grant funding.

1) Education Advisory Board. "Transitioning to a Shared Services Model," Education Advisory Board, accessed November 2013, page 7, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/08/Transitioning-to-a-Shared-Services-Model>

Shared Services Models at Profiled Institutions

- **Distributed:** Shared services centers perform administrative functions for a designated cluster of academic, research, and administrative client units. Distributed SSCs' functions include finance, human resources, and occasionally research administration.

Institution	Centers and Client Units	Functions Performed
Institution B	<ul style="list-style-type: none"> ▪ 4 Human Resources SSCs ▪ 3 Finance SSCs 	<ul style="list-style-type: none"> ▪ Finance ▪ Human Resources
Institution D	<ul style="list-style-type: none"> ▪ 1 Arts and Sciences SSC ▪ 1 Engineering SSC ▪ 1 Medical School SSC 	<ul style="list-style-type: none"> ▪ Human Resources ▪ Finance
Institution E	<ul style="list-style-type: none"> ▪ 5 Academic SSCs ▪ 2 Administrative SSCs 	<ul style="list-style-type: none"> ▪ Accounting ▪ Finance ▪ Human Resources ▪ Research Administration
Institution G	<ul style="list-style-type: none"> ▪ 3 Research SSCs ▪ 4 Academic SSCs ▪ 2 Administrative SSCs 	<ul style="list-style-type: none"> ▪ Finance ▪ Human Resources ▪ Research Administration

- **Consolidated:** SSCs perform designated functions for all client units across the university, including university auxiliaries and medical units. The SSC at **Institution A** also serves the University's hospital network. Consolidated SSCs include finance and may include human resources, accounts payable, and accounts receivable.

Institution	Functions Performed
Institution A	<ul style="list-style-type: none"> ▪ Accounts Payable ▪ Accounts Receivable ▪ Fixed Assets ▪ HR/Payroll ▪ Sponsored Projects ▪ Supply Chain
Institution C	<ul style="list-style-type: none"> ▪ Finance
Institution H	<ul style="list-style-type: none"> ▪ Finance ▪ Human Resources
Institution I	<ul style="list-style-type: none"> ▪ Finance <ul style="list-style-type: none"> – Vendor compliance for all university units – P-Card administration for most university units – Expense Management (travel reimbursement) for most university units

A single shared services center at **Institution H** will serve 40 launch clients.

- **Hybrid Distributed:** Shared services administrators at **Institution F** establish single-function shared services centers for individual client units. Contacts report that early client units require dedicated SSCs to perform human resources, communications, and research administration work.

Institution	Centers and Client Units	Functions Performed
Institution F	Three centers serve the Information Technology Office and the College of Engineering	<ul style="list-style-type: none"> ▪ Communications & Marketing ▪ Finance ▪ Human Resources ▪ Information Technology ▪ Research Administration

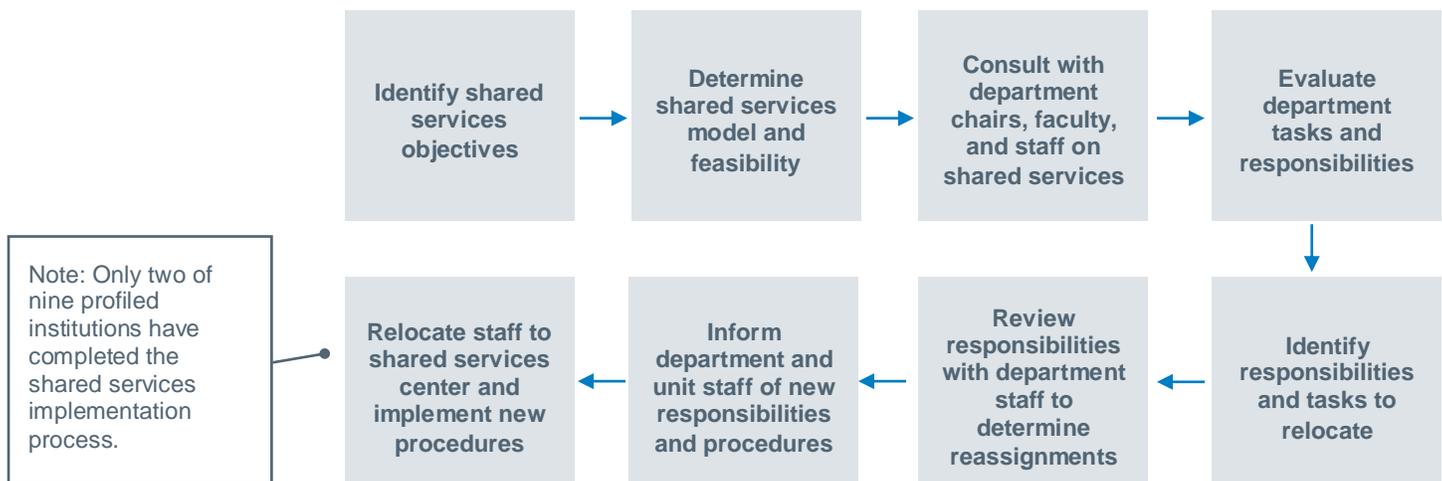
3) Shared Services Transitions

Timeline Overview

Shared Services Require Four to Five Years to Implement

The transition to shared services occurs in four phases: change management, building shared services infrastructure, implementation, and optimization.

Overview: Process to Develop and Implement Shared Services Models²



2) Education Advisory Board. "Providing Faculty Support Under Shared Services Models," Education Advisory Board, accessed November 2013, page 13, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/09/Providing-Faculty-Support-Under-Shared-Services-Models>

Disseminate Plan for Shared Services Implementation to Build Support

Proof of Concept

Shared services administrators conduct site visits and consult with peer universities that employ a shared services model; initiative administrators determine appropriate staffing levels for shared services units that match their planned model.

Beyond Higher Education

Shared services administrators tour shared services units at state agencies and private companies to see shared services models in other industries.

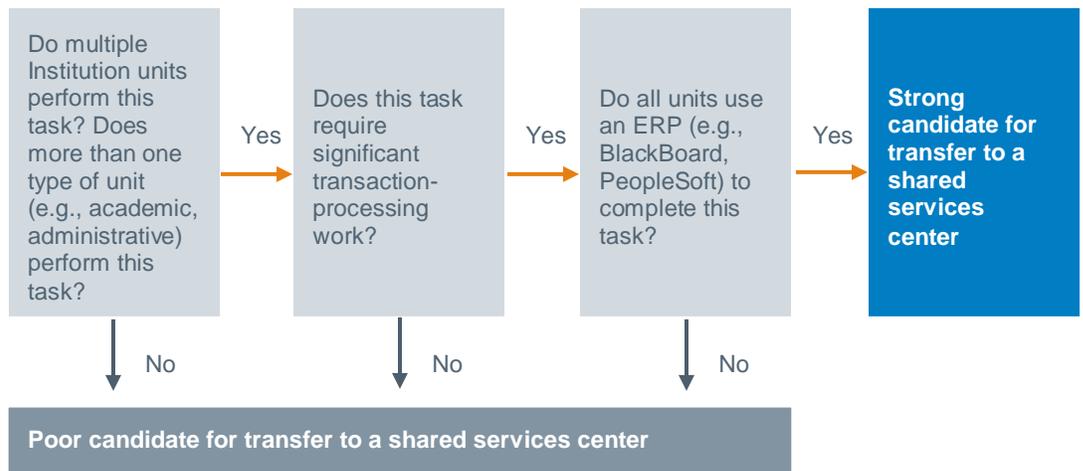
Business Case

External consultants analyze university work processes and create a business case that estimates total initiative savings and feasible work improvements associated with the planned SSC model; shared services administrators recruit an advisory committee that helps unit staff communicate questions and concerns to shared services administrators.

Workforce Planning

Initiative administrators identify transaction-based functions to move to shared services; initiative administrators develop a work profile of launch client units and identify staff to transition to the SSC. Client unit leaders review and approve work profiles and create new work portfolios for staff retained in client units.

Task Evaluation Process for Transfer to a Shared Services Center³



3) Education Advisory Board. "Transitioning to a Shared Services Model," Education Advisory Board, accessed November 2013, page 6, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/08/Transitioning-to-a-Shared-Services-Model>

Employee Work Portfolio Evaluation Process at *Institution G*⁴



Transfer Rule

60%

Administrators at **Institution F** transfer employees who spend at least 60 percent of their time processing HR or finance transactions from client units to the SSC.

Activity Assessment

Client unit staff list tasks they performed in the previous year and estimate the percentage of time spent on each task type.

Group Interviews

Administrators organize 90-minute group interviews with unit staff who perform similar tasks to discuss business processes, time-saving initiatives, and willingness to transfer to a shared services center.

Data Verification

Shared services staff evaluate database transaction data (e.g., reimbursement request submission records) to verify self-reported activity assessments. Staff summarize unit work distributions in a document that identifies unit staff likely to transfer to the SSC.



Components of Unit Work Profiles at *Institution I*

- **Department Basics:** Shared services staff meet with client unit leaders and evaluate the size and scope of the unit, including total faculty, staff, and student FTE, unit mission, and unit governance structure (i.e., internal reporting structure, unit leaders and supervisors).
- **Client Function Data:** SSC staff evaluate transaction data and university records to determine how many staff perform some or all work associated with a particular function.
- **Client Business Processes:** Unit leaders and SSC staff create business process maps that identify duplicative or unnecessary unit business practices to eliminate prior to function transfer.

4) Education Advisory Board. "Transitioning to a Shared Services Model," Education Advisory Board, accessed November 2013, page 12, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/08/Transitioning-to-a-Shared-Services-Model>

Campus Dialogue and Communication

Shared services committees create shared services plans; deans communicate shared services plans to colleges, schools, and units. Campus dialogue sessions discuss recommendations and garner additional feedback through workshops, focus groups, interviews, and community forums open to faculty, students, and staff.

Strategies to Generate Faculty, Staff, and Administrator Support⁵

Emphasize Service Quality and Efficiency

Department and unit administrators, faculty, and staff anticipate reductions in service efficiency, quality, and personalization with shared services implementation. Administrators emphasize the efficiency benefits (e.g., faster processing times, fewer audited transactions) of transactions through informational sessions and materials, presentations, and one-on-one meetings. They also highlight service level agreements, which establish and guarantee service standards between shared services center staff and department chairs, faculty, and staff.

Involve Faculty and Staff in Shared Services Development

Shared services and academic administrators include faculty and staff in development through:

- Advisory committees,
- One-on-one meetings, and
- Shared services ambassadors (i.e., faculty and staff who learn about shared services and inform their counterparts within units about services and transitions).

This involvement and awareness ensures that shared services continue to meet faculty needs and staff can perform tasks. Shared services administrators should restrict faculty and staff participation to advisory roles; inclusion on planning committees results in prolonged processes and ineffective recommendations due to initial shared services opposition and reluctance.

Infrastructure Building

Maintain Client-Support Relationships to Ensure Service Quality

Location Selection

Contacts locate shared services staff together to enable close coordination among teams with similar clients or functions. Shared services centers near client centers facilitate communication and relationship building.

College-based SSCs maintain localized service delivery.

5) Education Advisory Board. "Providing Faculty Support Under Shared Services Models," Education Advisory Board, accessed November 2013, page 14, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/09/Providing-Faculty-Support-Under-Shared-Services-Models>



Group Shared Services Staff to Reduce Space Needs

Shared services administrators at one profiled institution group shared services staff into pods based on their client locations. The pods consist of a small group of staff dedicated to a few departments. The pod structure:

- Enables staff to specialize their services and delivery to client needs,
- Eliminates the need for a large SSC to house all shared services staff, and
- Maintains existing staff and client partnerships.

New Process Development

Contacts create cross-functional teams to improve current processes for each department; collaboration ensures shared services staff understand the need for change and engage staff in transitions from old to new processes, eliminating redundancies.

Implementation

Gradual Transition to SSC Builds Staff Confidence and Support

Volunteer Units Move First to Shared Service Centers

Shared services administrators recruit volunteer units to participate in the shared services model; contacts report that a voluntary approach mitigates campus constituent criticism of the shared services initiative.



Allow Departments and Units to Participate in Shared Services Models Voluntarily

Institutional and academic administrators typically recruit volunteer units to participate in initial shared services transitions to improve services, procedures, and organization before full implementation. Voluntary participation reduces shared services model resistance as unit and department leaders determine when transitions occur, internal organization, and staffing changes, instead of external institutional administrators.

Administrators require between one and four months to complete function transfers, depending on function complexity and client unit size.

Gradual Transition of Other Units to SSC

The progressive transfer of functions reassures non-client units that SSCs function effectively and encourages new clients to participate in the shared services initiative. Contacts at **Institution I** report that once 50 to 75 percent of units migrate a function to the SSC, the remaining units quickly and voluntarily follow suit.

Solicit Feedback to Inform SSC Process Improvements

Feedback Solicitation

Recent press surrounding shared services indicates discontent due to a lack of communication and feedback surrounding shared services implementation. At the **University of Michigan**, faculty express a desire to work with the administration on cost-cutting measures, including shared services; faculty have their own ideas about how to save money and want to be involved in the decision-making process.⁶

Strategies to Collect Faculty, Staff, and Administrator Feedback⁷

Create Advisory Boards

Advisory boards provide guidance to shared services directors on concerns and recommendations to improve procedures, practices, and organization. Faculty representatives, department chairs, and associate administrative deans serve on advisory boards.

Administer Satisfaction Surveys

Shared services administrators distribute electronic client satisfaction surveys that include Likert scale questions and open-ended responses to all units and staff served. Questions address service area quality and efficiency, staff interactions and knowledge, and procedural clarity and effectiveness. Administrators aggregate customer satisfaction data and create average scores by division and function.

Maintain Clear Reporting and Communication Lines

Institutions and academic units organize shared services models with multiple channels of communication (e.g., advisory boards, reporting lines) for faculty, staff, and administrator review of shared services. Faculty or staff report concerns (e.g., discrepancies, confusing procedures, timeliness) to department chairs who report to deans, who forward concerns to associate deans for administration.

Process Improvement

Measure SSC performance, diagnose gaps and identify performance enhancements, and conduct continuous improvement meetings between SSCs and departments to continue to improve administrative processes.

6) "Shared Services Backlash." Inside Higher Ed. November 21, 2013. <http://www.insidehighered.com/news/2013/11/21/u-michigan-tries-save-money-staff-costs-meets-faculty-opposition>

7) Education Advisory Board. "Providing Faculty Support Under Shared Services Models," Education Advisory Board, accessed November 2013, page 15, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/09/Providing-Faculty-Support-Under-Shared-Services-Models>

Costs

Shared Services Transition Requires New Space and Leadership

Shared Services Implementation Costs⁸

Contacts at all profiled institutions identify space availability as a significant obstacle to shared services implementation.

- **Equipment:** Administrators at **Institution F** purchased new computers for staff in the shared services center launch. Staff moving from client units to SSCs at **Institution E** brought desktop computers with them, significantly reducing overall costs.
- **Space:** Administrators at Institution E spent \$200,000 on space renovations for the institution's network of seven SSCs. Costs included new carpeting, basic refurbishments (e.g., additional telephone lines, new cubicle-style workstations), and new wallpaper and paint.
- **Managerial Salaries:** Most shared services staff transition from client units laterally and do not impose new costs on the institution, but administrators create new managerial positions to oversee SSC functions. Most profiled institutions distribute costs associated with managerial salaries to client units through service charges.

Constituent Support

Engender Campus Community Support for Shared Services through Communication and Feedback

Contacts at most profiled institutions report negative initial responses to shared services initiatives that accused university administrators of sacrificing service quality to reduce costs. Shared services administrators emphasize potential service quality improvements rather than cost-saving goals to generate campus constituent support for shared services models; contacts at two profiled institutions emphasized to faculty that specialized shared services staff would process transactions faster and with fewer mistakes or audits than unit generalists.



Communicate Frequently with Affected Constituents

"Whenever there is going to be a fundamental change in the way a university operates, including implementation of shared service models, communicate with affected constituents ten times more than you think you need to."

-Forum Interview



Hold Open Forums

Administrators at **Institution B** organized monthly open forums for institution constituents attended by at least one senior university officer. Contacts report that the provost's strong, public support for the initiative mitigated dissent by academic unit staff and faculty and reinforced the message that shared services would improve service quality and efficiency.

8) Education Advisory Board. "Transitioning to a Shared Services Model," Education Advisory Board, accessed November 2013, page 13, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/08/Transitioning-to-a-Shared-Services-Model>

Communicate Staffing Changes as a Result of Migration to Shared Services

To communicate to staff the realities of staffing changes due to shared services, administrators at the **University of Texas at Austin**⁹ emphasize the reliance on natural attrition over time to transition to reduced staffing levels for shared services centers; the shared services website notes the many professional development and training opportunities for employees as a result of shared services.



Suggested Script: Shared Services Staff Changes

“The experience of our current staff is invaluable, but it is a reality that in the process of consolidating functions and relocating staff that some positions will no longer be necessary. Implementing a Shared Services Organization will take several years to fully implement. It is our belief and hope that much of the reduction in positions can be achieved through natural attrition over the long transition period. While it is true that jobs can be affected, it is also important to look at the human benefit of having an organization dedicated to specific administrative functions. A Shared Services Organization can provide an enhanced career path and career development opportunities that may not exist in today’s University environment.”

Conduct Interviews with Employees to Determine Work Preferences

Shared services administrators at **Institution E** interviewed staff identified as likely transfer candidates to determine willingness to transfer from client units to the shared services center. Interviews revealed that staff who had indicated reluctance to transfer on electronic surveys actually felt ambivalent and open to new positions in the SSC. Contacts attribute initial staff reluctance to a lack of information about the transfer process and the safety of accrued benefits. The **University of Texas at Austin**’s shared services website uses the following language to convince staff that shared services benefits employees:



Suggested Script: Shared Services Staff Benefits

“A common complaint of University of Texas at Austin employees that perform administrative functions is that they are unable to further their skills to pursue advancement opportunities inside and outside of the university. A Shared Services Organization could provide training and professional development that in many cases is not available for University employees today.”

9) Profiled through secondary research. <http://www.utexas.edu/transforming-ut/committees/administrative-services/shared-services-committee/faqs>

4) Shared Services Evaluation and Outcomes

Evaluation

Assess Shared Services Centers' Cost, Staff, and Transaction Data to Determine Effectiveness¹⁰



Staffing Reductions

10%

At **Institution F**, the engineering college reduced staffing by at least 10 percent with shared services implementation.

Shared services administrators collect pre- and post-implementation transactional, staffing, and operations data to determine shared services center success. Facilities renovations to relocate staff and new workflow software acquisitions drive high implementation costs. Creation of new shared services director and managerial positions further increase staffing costs. However, contacts expect shared services centers to reduce overall costs several years after implementation. Contacts at **Institution F** report equipment and technology transactional expenditure reductions as the engineering college standardized bulk purchasing agreements.

Additionally, shared services administrators at two profiled institutions send customer satisfaction surveys to all university employees who interacted with shared services centers at least once in the previous year. Administrators aggregate customer satisfaction surveys and create average scores by function and by individual SSC. Surveys employ a Likert scale to gauge respondent satisfaction with SSCs.

Metrics Collected

- Transactions:
 - Expenditures
 - Volume
 - Time to completion
- Staffing:
 - Number of staff
 - Costs (e.g., benefits, salaries)
- Operational Costs:
 - Facilities and renovations
 - Equipment
 - Technology and software

Benefits of Shared Services Include Standardization and Consolidation

Contacts at **Institution B** report shared services-related resource efficiencies better prepare the university to endure a pending three percent reduction in state allocations. According to contacts at **Institution C**, SSCs:

- Standardize processes,
- Leverage technology to provide services,
- Consolidate activities, and
- Develop service-level agreements and emphasize customer-service.

10) Education Advisory Board. "Providing Faculty Support Under Shared Services Models," Education Advisory Board, accessed November 2013, page 16, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/09/Providing-Faculty-Support-Under-Shared-Services-Models>



Increase Customer Service and Value Added

“Under our old model, services were perceived as low value-added and non-core. However, under shared services centers, the administrative units can reinvent themselves as high value-added service providers.”

-Forum Interview

Drawbacks of Shared Services Include Delayed Cost Savings

Shared services initiatives do not yield immediate cost savings, and shared services administrators must not present shared services initiatives as short-term cost-cutting measures. Most contacts anticipate that shared services models require participation by all units to reduce administrative costs. Contacts at **Institution E** report that institutional growth and service expansions prevented a promised reduction in cost for administrative services associated with shared services, but credit shared services with a lower per-employee cost increase rate.



Upfront Investment, Future Dividends

“You have to view shared services like a startup. It’s going to require a lot of upfront investment and you may not see returns for years, costs may even increase as the center first expands. Eventually, though, you’ll start to get steady returns.”

-Forum Interview

Outcomes

Institutions See Increased Customer Satisfaction, but Lower Savings than Anticipated from Shared Services¹¹

Contact administrators at all profiled institutions report that initial faculty and staff resistance to the shared services model dissipates within a year after initial implementation. Campus constituents praise faster processing times, the responsiveness of SSC staff to client unit needs, and high standards of customer service.

11) Education Advisory Board. “Transitioning to a Shared Services Model,” Education Advisory Board, accessed November 2013, pages 14-15, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/08/Transitioning-to-a-Shared-Services-Model>



Customer Satisfaction at *Institution E*

The most recent customer satisfaction survey at **Institution E** revealed strong employee satisfaction with shared services centers. Human resources received the lowest overall satisfaction score with an average of 3.16 out of 4.0, which falls between “satisfied” and “very satisfied.” Contacts attribute most dissatisfaction to a new timekeeping system that many employees found initially confusing.

The college of liberal arts at the **University of Texas at Austin** saves \$500,000 a year out of a staff budget of \$12 million due to its shared services effort.¹² While the **University of Michigan** initially estimated \$17 million savings, administrators now forecast savings of \$2 to 3 million in the first year and \$5 to 6 per year in the near term, not including \$16.7 million in upfront costs.¹³ Schools in the **University System of New Hampshire** estimate \$6 to 9 million annual cost savings from shared services.¹⁴

12) “Shared Services Backlash.” Inside Higher Ed. November 21, 2013.

<http://www.insidehighered.com/news/2013/11/21/u-michigan-tries-save-money-staff-costs-meets-faculty-opposition>

13) Ibid.

14) “Higher Education Works for New Hampshire.” Institution System of New Hampshire 2012 Annual Report.

http://www.usnh.edu/docs/2012-AR_Final_web.pdf

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- How do contact institutions decentralize critical service areas by placing central service staff within shared service centers?
- What services do contacts place in shared service centers? How do contacts select services to include?
- Which staff from existing central offices do contacts redistribute to shared service centers? Which staff remains in central offices? How do staff within shared service centers collaborate with staff in central offices?
- Do contacts require additional staff members to accommodate all functions in shared services?
- Who leads transitions to shared services models? Which staff participate?
- What is the process to implement shared services models? What is the timeline for implementation?
- Did administrators complete migration to a shared service model within the anticipated timeline? Why or why not?
- What staff transitions occur with migration to a shared service model?
- How do contacts engender support from staff, faculty, department chairs, and deans for implementation? What concerns do contacts perceive about faculty-staff relationships?
- What other changes do contacts undergo to support new shared service structures?
- How do contacts evaluate shared services models?
- What advantages and disadvantages exist for shared services?
- What positive outcomes have contacts experienced as a result of shared services?
- What challenges do contacts experience in shared services implementation? How do they deal with these challenges?
- What advice do contacts provide for shared services implementation? What would contacts do differently if they repeated their shared services implementation?

Project Sources

The Forum consulted the following sources for this report:

- Education Advisory Board's internal and online research libraries (eab.com)
 - “Transitioning to a Shared Services Model,” Education Advisory Board, accessed November 2013, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/08/Transitioning-to-a-Shared-Services-Model>
 - “Providing Faculty Support Under Shared Services Models,” Education Advisory Board, accessed November 2013, page 16, <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Custom/2013/09/Providing-Faculty-Support-Under-Shared-Services-Models>
 - “Making the Case for Shared Services.” <http://www.eab.com/Research-and-Insights/Business-Affairs-Forum/Studies/2009/Making-the-Case-for-Shared-Services>

- The Chronicle of Higher Education (<http://chronicle.com>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Rivard, Ry. “Shared Services Backlash.” Inside Higher Ed. November 21, 2013. <http://www.insidehighered.com/news/2013/11/21/u-michigan-tries-save-money-staff-costs-meets-faculty-opposition>

Research Parameters

The Forum interviewed shared services administrators.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Institution A	Mid-Atlantic	6,000/21,000	Research Universities (very high research activity)
Institution B	South	25,000/35,000	Research Universities (very high research activity)
Institution C	Midwest	22,000 / 27,000	Research Universities (high research activity)
Institution D	Midwest	43,000 / 56,000	Research Universities (very high research activity)
Institution E	Pacific West	21,500/25,000	Research Universities (very high research activity)
Institution F	Midwest	32,000/42,500	Research Universities (very high research activity)
Institution G	Midwest	20,000/28,000	Research Universities (very high research activity)
Institution H	Midwest	27,500/42,500	Research Universities (very high research activity)
Institution I	Northeast	5,000/12,000	Research Universities (very high research activity)