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IMPLEMENTING SHARED SERVICES

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Agenda

- Benefits of shared services
- Analysis and building the business case ٠
- Anticipating pushback and gaining buy-in •
- Key decisions •
- Implementation and training ullet
- Continual improvement of processes and services •



Common Questions

- How can administrative processes be simplified?
- How can we provide even greater levels of support for our faculty and students while controlling costs?
- How can we reduce the duplication in roles and responsibilities across the institution to direct more focus toward our mission?



Common Questions

- How can we better leverage the technology we have, or use new technology, to further support our institutions?
- How can we track and analyze data for greater insights?
- How do we support better compliance without increasing administrative burden?
- How can we address our institutional needs without alienating stakeholders?



Assessing the current state requires looking at multiple key dimensions for administrative service delivery. Across these dimensions, the current state aims to answer the following high-level questions.

Oversight	What oversight structures exist and how effective are they in fostering collaboration and decision-makina?
People	How are roles, responsibilities, staffing levels, and skillsets organized within each Unit and across each function?
Process	How are processes performed by each Unit? What are the similarities and differences?
Technology	What key systems, tools, and applications are used to support each process?
Facilities / Inf	rastructure Where are processes performed currently and how important is physical proximity?
Impacts	What service levels and performance metrics are tracked and reported on today?
Value	How is the University structured to fulfill its mission?



Background and Objectives

A University may seek to create a **Business Service Delivery Model** that will ensure high quality, transparent, and cost-effective services by creating a flexible, stable, and strong framework that can adapt to the University's needs over time.

- Modernize the University's business processes rather than operating on inertia ("we have always done it this way")
- 2) Improve the quality of service to faculty, students, and staff
- 3) Minimize administrative burden on the faculty and research community
- 4) Redirect scarce resources to college, divisions, and professional schools
- 5) Provide challenging and interesting opportunities for our staff to grow as professionals



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Guiding Principles

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	Guiding Principle	Description
i ji i	Focus on the Community	Redesign based on faculty, student, and staff needs
L.	Design in Simplicity	Develop simple paths for complex processes and break down barriers and hand-offs
ĴĴ	Encourage Consistency	Strive to standardize processes across the University
✓	Enhance Risk Mitigation and Compliance	Strengthen the University's control processes to further reduce risk and better support compliance with internal and external policies, laws, rules, and regulations
	Leverage Technology	Use technology as a process change enabler, not as an end in itself
ំំំ	Clearly Define Responsibilities and Accountability	Clarify responsibilities across organizational units and drive accountability closer to the action
<u></u>	Establish Results-Focused Metrics	Focus measurements on process results, not just activity. Link to University objectives to accurately define metrics.

ai ACADEMIC IMPRESSIONS 8

Incorporating Shared Services into the University's delivery model can produce benefits in terms of service quality, efficiency, and transparency.

Improved Quality of Services	 More consistent level of service provision across Units, particularly for Units that have lacked dedicated support Greater oversight and management of risk and compliance with University policy and external laws and regulations Better technology and tools to support modern processes
Greater Efficiency to Allow More Focus on Core Mission	 Reduced time spent on transaction processing to allow Units to focus on more mission-critical support for faculty and students Consolidation of some activities to achieve economies of scale and allow greater specialization Single point of contact for many services for a "one-stop shop" to go for help
Improved Transparency, Accountability, and Insight into Performance	 Defined service levels and performance metrics within each function and process to measure and track performance Increased visibility on operational performance to both Unit and University leadership Established expectations and partnerships between Central Administration and Units
Defined Career Paths to Grow Talent	 Dedicated resources to support better training and new learning & development programs for staff to better support faculty and students Defined career paths and skills development for staff to grow their skills and experience Clear roles and responsibilities to reduce duplication of work



Gathering Process Activity

	#	1	2	3	4	5	6	7	8	9	10	11
	Name											
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Function	Process Area	Effort	Alloca	tion (A	pproxi	mate)						
Finance	Finance	0%	20%	30%	0%	0%	10%	80%	0%	0%	20%	0%
Finance	Accounts Payable	0%	0%	0%	0%	0%	0%	30%	0%	0%	0%	0%
Finance	Accounts Receivable	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%
Finance	Expense reporting	0%	10%	0%	0%	0%	0%	40%	0%	0%	20%	0%
Finance	General accounting	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Finance	Payroll business processes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Finance	External reporting	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Finance	Budget planning	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%
Finance	Budget entry and tracking	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Finance	Other Finance processes	0%	0%	20%	0%	0%	0%	10%	0%	0%	0%	0%
Finance	Related managerial activities	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Procurement	Procurement	0%	0%	0%	0%	0%	0%	20%	0%	0%	0%	0%
	Purchasing requirements											
	and supplier											
Procurement	evaluation/selection	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Procurement	Requisition processing	0%	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%
Procurement	Purchase order processing a	0%	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%
Procurement	Other Procurement processe	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Procurement	Related managerial activities	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
HR	HR	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%



Function	FTE / % of total		FTE's	% of employees involved ¹	Avg % of time ²
inance	273 (7%)	Accounts Payable	59	6%	13%
		Accounts Receivable	16	2%	15%
Procurement	76 (2%)	Expense Reporting	34	6%	13%
	135	General Accounting	36	4%	16%
łR	(4%)	Payroll Business Processes	19	1%	14%
lesearch	101	External Reporting	7	1%	10%
dministration	(3%)	Budget Planning	27	4%	13%
nformation echnology	505 (13%)	Budget Entry and Tracking	15	2%	14%
		Other Finance Processes	41	4%	13%
other	2,679 (71%)	Related Managerial Activities	26	4%	13%
otal	3,768	Total Finance	273	18%	34%
	3,700				



How do we determine future team size needs?

We will use a capacity model to estimate the future staffing requirements which incorporate assumptions around process improvements and productivity.

Activity	Description
 Gather transaction volume and current staff activity data for in- scope processes 	 This information helps to define a baseline of our current work and staffing levels across each in-scope process area
2. Validate key assumptions	 Key assumptions around available working hours and staff productivity are required for the model
3. Assign process cycle times to activities	 Process cycle time and future transaction volumes are based on enhancements to processes, technology and organization as defined by the Working Groups Assumptions are informed by industry experience, leading practice repository, and validated by project leadership
4. Calculate future state staffing levels	 Based on the key assumptions, future process volumes, and cycle times the model calculates the amount of staff required to support each process area This information can be used to plan working teams and ultimately determine the gap from our current staff baseline



How the Capacity Model Works

A capacity model is an analytical methodology that uses time per activity to estimate the total work effort required to perform a series of process tasks.

1. Activity	2. Volume Metric	3. Total Annual Volume	4. Target Cycle Time	5. Estimated Annual Required Work	6. Estimated Transactional FTEs
Process travel reimbursement	# of reimbursement requests	100,000	7 Minutes to process each request	(100,000 x 7 min) = 700,000 mins of work per year	700,000 / 86,016 available working mins per year = 8.14 FTEs

- 1. <u>Activities</u> across Finance, HR, Procure-to-Pay and Research Administration are included in the model
- 2. The volume metric describes the annual volume for the activity
- 3. The source of the total volume data is typically from a central system of record
- 4. The <u>target cycle time</u> is a reasonable estimate of the transaction processing time to perform a single activity, on average. The target cycle time assumes process improvements (i.e. streamlined procedures, increased automation, elimination of duplicate entry)
- 5. <u>Estimated Annual Required Work is the total amount of working time required per year to support</u> the transaction volume
- <u>Estimate Transaction FTEs</u> are how many full-time equivalent staff are required to support the annual work effort. This is done by dividing the amount of work in step 5. by the available working minutes per year.



How the Capacity Model Works

Once the Estimated Work Effort is calculated, the **Total FTE** can be determined by adding a management span of control.

6. Estimated Transactional FTEs	7. Span of Control	8. Supervisor FTEs	9. Total FTE	10. Total Future Labor Cost
8.14 FTEs	10:1	8.14 / 10 = .81 FTEs	8.14 + .81 = 8.95 FTEs	8.95 FTEs x average salary

- 7. The <u>Span of Control</u> is the staff to supervisor ratio. This ratio is typically much for work requiring more analytical skills, such as financial analysis. In transactional process areas, such as data entry, the ratio is typically higher between 10-15:1.
- 8. The <u>Supervisor FTE</u> = Transactional FTE / Span of Control
- 9. The <u>Total FTE</u> = Transactional FTE + Supervisor FTE. Typically this figure would be rounded up to the nearest whole to reflect future required headcount.
- 10.The <u>Total Cost</u> = Total FTE x Average Loaded Salary. The salary average accounts for the compensation differential between managerial and transactional team members and includes benefits.



How the Business Case Works

The following is an overview of methodology used to calculate the business case savings

Identify Current State FTEs

2

Identify Benchmarks or Savings Estimates

3

Determine Total Future FTEs

Δ

5

Compare Total Current State FTEs

> Calculate Savings

- Using the Activity Analysis, determine the number of FTEs that complete in-scope processes across the University
- Identify an industry benchmark to determine the number of FTEs required for each process
- For processes without an industry benchmark, identify an estimate for the savings that can be achieved by shared services²
- Calculate the total number of FTEs needed across the University, using the identified benchmarks or savings estimate
- Leverage the work breakdown structure in the future state process mapping to determine FTEs required for each partner (Local Units, Business Partner, CoE, Shared Services)
- Compare the Total Future FTEs to the number of FTEs performing the work

• Calculate the savings associated with the reduction of total FTEs needed to perform the work



As you evaluate the future state, key decision points on processes, technology, staff, and location must be used to identify the expected savings.

Conservative	Moderate	Aggressive
8%	14%	20%
How	many processes are moved to Shared Servio	ces?
Limited number of processes No mandate for use of Shared Services	Most in-scope processes Mandate for some to use Shared Services	All in-scope processes Mandate for use of Shared Services
	How much automation and self service?	
Minimal/No-Use Minimal application rationalization	Some use of automation and self service Some application rationalization	All applicable processes are automate Rationalization of all applications
	What level of staff reductions?	
Limited FTE reductions; mostly through attrition	Some FTE reductions using attrition and some lay-offs	High FTE reductions; mostly lay-offs
	On-Campus or Off-Campus locations?	
Consolidated on-campus	Staff augmentation	Out-sourcing components of select processes
	What is the speed of implementation?	
Slower	Moderate	Swift



Understanding the Current State

What is the Culture?
What are the Norms?
Organizational Structures
How is Information Shared?
Past experiences in implementing new ideas/change
Is there mistrust?



Keys To Success

- Articulate the "why": Clearly identify the problem(s) that needs to be solved and articulate it honestly and transparently
- Align leaders: Gain alignment for the vision from both administrative and academic leadership
- Focus on the "customer": Employ a customer-centric design to serve the campus community (e.g., faculty, students, staff, and alumni)

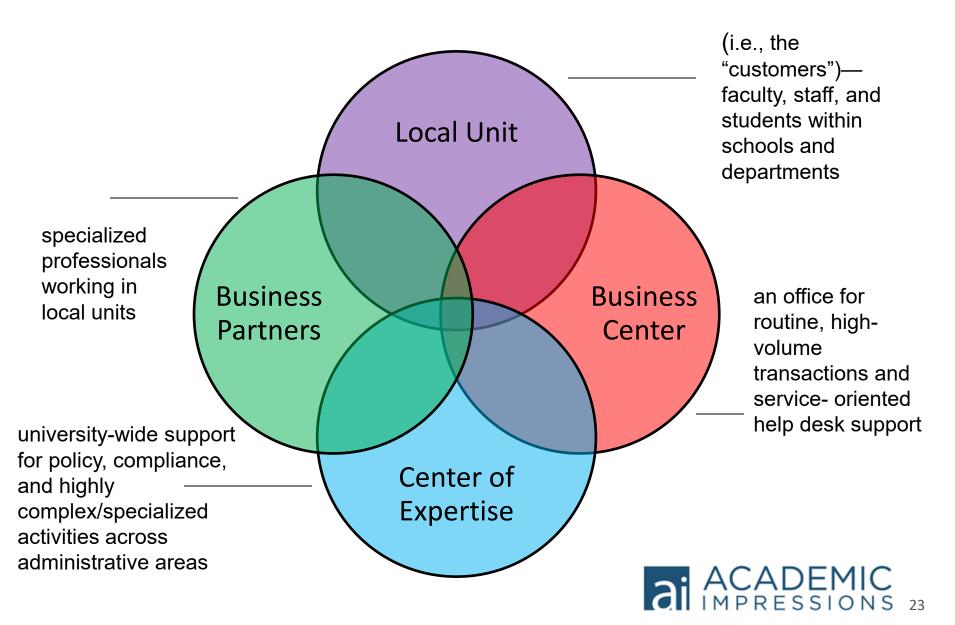


Keys To Success

- Think "end-to-end": Examine and redesign processes from endto-end to achieve true value and to uncover and address unexpected impacts that may affect departments
- Excel in communications: Provide consistent and frequent communications and opportunities for engagement through a wide variety of channels
- **Over-train:** Provide robust training for all stakeholders before and after implementation



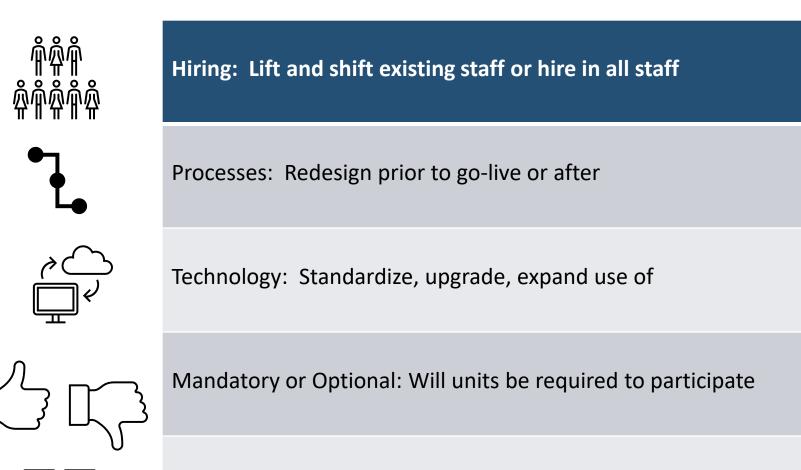
Administrative Partnership



Not all stakeholders have the same needs. They are categorized based on their level of impact as well as the level of influence they have within their Units to develop tailored strategies.

 Stakeholder Groups: Shared Services Project Leadership CoE Leadership (HR, Fin, P2P, RA) Shared Services Functional Leads Working Group (HR, Fin, P2P, RA) Sub-groups (HR, Fin, P2P, RA) Admin Deans/Business Partners (Change
Agent Network)Admin Unit Leads
Strategy: Inform, Instruct, and Enable
 Stakeholder Groups: Staff (Reg/Temp) - Academic Units Staff (Students) - Academic Units Staff - SSC Central Finance Staff Central HR Staff

Key Considerations





Office Location(s): Single site, multiple sites and/or remote



There are three general approaches that the University may take to implement Shared Services. The approach highlighted in gray is recommended to meet the unique needs of the University of Chicago.

Functional	Shared Services is rolled out University-wide in multiple Go-Lives, with each Go-Live focused on one functional area	Illustrative ExamplesGo-Live 1Go-Live 2Go-Live 3HR & all UnitsFinance & all UnitsIT & all Units	 Key Considerations Allows for greater standardization of processes Does not address desire for some Units to adopt Shared Services Does not support piloting of smaller units before rolling in larger units Potential risk of not fully capturing savings due to fractionalization of staff within units between go- lives
Cohorts	Shared Services is rolled out in multiple Go-Lives, by function, and each Go- Live includes a "Cohort" of Units. Go-Lives include all in-scope processes for each function.	Go-Live 1 HR & Cohort 1 Go-Live 2 HR & Cohort 1 2	 Enables piloting with smaller units to establish success and gain acceptance Allows for quick wins to be achieved to address service gaps, compliance risks, and other non-financial benefits before rolling in larger units Creates complexity with different processes operating simultaneously across Units Savings may not be realized as quickly compared to a Functional approach
Cohorts and Function al Waves	Shared Services is rolled out in multiple Go-Lives, each Go-Live will include both Cohorts as well as a set of processes within each function grouped into "Waves".	Go-Live 1 Go-Live 2 Wave 1 Wave 1 Processes & Processes & Cohort 1 Cohort 2	 "Soft launch" provides the most flexibility to tailor to specific needs of Units and technology dependencies Builds operational momentum by establishing initial Shared Services model across all functional areas Enables piloting with smaller units to establish success and gain acceptance Allows for quick wins to be achieved to address service gaps, compliance risks, and other non-financial benefits before rolling in larger units

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Training Topics & Delivery



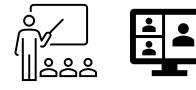
Culture: Continuous Improvement, Service, Feedback



Systems & Processes: Does training need to be developed/updated



New Skills: What new skills may be needed/in-demand

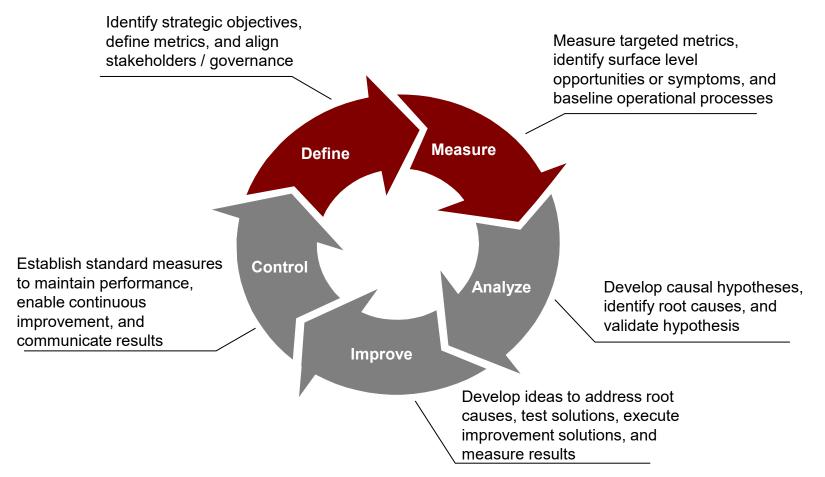


In-person/On-line: Instructure led/How-to videos



12/11/20 Supplemental Material, BRR-6 Continuous Improvement Approach

The Continuous Improvement approach is a repeatable methodology to identify, implement, and measure potential improvements. Major components of the approach include:





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Example of A Dashboard

Ne	- :41		Levels		FY20 1Q	0-140	No. 40	Dec-19	1 00		Mar. 00	
No.	Title	Baseline ⁽¹⁾	Target	Top 20 SSO ^(g)	FY201Q	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	
Procure-to-P	'ay											
P2P-6	Complete Supplier Setup / Modification Requests ^(d)	15.5	20.0		13.5	7.8	6.3	10.0	9.0	8.9	14.2	
P2P-12A	Invoice Payments Made Within Vendor PO Payment Terms ^{*(a)(b)(h)}	77.4%	80.0%		76.3%	75.8%	77.2%	75.4%	76.0%	77.7%	78.9%	
P2P-13	Invoice Discounts Achieved*	67.6%	70.0%		80.4%	86.0%	79.2%	81.6%	58.6%	86.4%	92.3%	
P2P-B1	Early Payment Discounts Taken as a % of Spend			0.0025% ⁽¹⁰⁾	0.00429%	0.00366%	0.00741%	0.00519%	0.00668%	0.00697%	0.00555%	
P2P-14	First Time Invoice Match Rate	77.2%	80.0%	80% - 90%	83.3%	83.5%	84.1%	83.4%	86.1%	86.1%	83.6%	
P2P-15	Invoice Voucher Time	12.9	12.0		10.8	12.1	11.2	11.5	13.4	9.5	8.9	



- Shared Services is a journey and not a sprint. Patience, Listening and Resilience are key
- Facts, facts, facts (or data, data, data) are your friends.
 Gather them and use them
- Communicate early and often. Then repeat.
- Embrace technology but always remember the path the shared services is about CHANGE.
- Have fun





