I am pleased to share with you the Office of the Registrar 2010-2011 annual report.

This year’s report is a bit different than reports in the past. In this edition we focus primarily on providing updates on the 2010-2011 tactics outlined in our 2008-2011 strategic plan as opposed to touching upon all the events and activities in which we were involved this past year. The Office of the Registrar is an active, dynamic office that provides central services to numerous administrative and academic units as well as to our 50,000 students and 400,000 alumni. The pages that follow provide just a glimpse into where we gave attention to 10 different areas under our strategic goals of customer service, effectiveness and efficiency, information systems environment, diversity, business continuity, and staff development.

We strive to provide personalized attention while serving our large campus and the vast number and variety of constituents. Doing so can be challenging. I hope the updates and testimonials provided throughout give you a sense of our efforts and progress made in this area. We also have a keen appreciation for the role our services and university records of courses, degrees, and students play in supporting critical university initiatives. In that light, a major focus of our efforts is placed in how we can be a major contributor to university initiatives, and do so in a way that balances innovation with preserving the accuracy and integrity of university records all-the-while ensuring continuity of operations. I hope the updates provided herein also reflect our energies and progress in those areas.

Obviously none of this is possible without the continued hard work and commitment from a dedicated staff. The staff in the Office of the Registrar is to be recognized for their attention and concentration to our day-to-day efforts maintaining exceptional quality in our records and processes, collectively coordinating the functions of the office. As you read through the report I hope you get a sense as to how our staff balances attention to the ongoing operations of our core functions, apply their creativity and ingenuity to improving our services to be more efficient and effective, and strive to more fully develop a stimulating and rewarding office environment.

Please feel free to contact me or anyone in the Office of the Registrar if you have questions or comments about any of our services or if you have suggestions regarding how we may better meet the needs of the university community.

Best,

V. Shelby Stanfield
Vice Provost and University Registrar
**Our Mission**
The mission of the Office of the Registrar is to create, maintain, certify, and protect University records of courses, degrees, and students.

**Our Vision**
The Office of the Registrar at the University of Texas at Austin strives to
- Recognize the importance of each person we serve.
- Hold the trust and confidence of students, faculty, and staff for our quality of work, collaborative solutions, and administrative foresight.
- Care for employees by promoting a friendly and stimulating office environment with opportunities for professional development.
- Earn national respect for excellence in academic services and the use of technology that benefits our campus and the higher education community.

**Our Values**
The Office of the Registrar emphasizes
- Accuracy, to maintain exceptional quality in our records and processes.
- Integrity, to demand responsibility, confidentiality, and honesty in our work.
- Customer Service, to help people in a timely and caring way.
- Communication, to share expertise and listen to our clients and each other.
- Teamwork, to foster a collaborative work environment in order to coordinate the intricacies of our collective mission.

**Our Core Functions**
The core functions of the Office of the Registrar include
- Campus Support Activities
- Catalog Production
- Certification of Athletic Eligibility
- Course Inventory Administration
- Course Scheduling
- Degree Audit
- Diploma Services
- Document Management
- Enrollment Certification
- Final Exams
- Research and Assessment
- Registration
- Room Scheduling
- Student Academic Records
- Training
- Transcript Services
- University Academic Calendar
- Veteran Certification

**The Provost’s Mission**
The primary mission of the Provost’s Office is to secure the vitality of the University’s academic life, to foster the intellectual well-being of students, staff and faculty, and to marshal and allocate resources in support of academic excellence, and in doing so, to serve as an educational asset for the benefit of the state and the nation.

**The University of Texas at Austin Core Purpose**
To transform lives for the benefit of society.
Our 2010-2011 Strategic Initiatives

1.1.3 Evaluate the effectiveness of combining and relocating all front desk operations to Main 1.
1.2.2 Obtain continual feedback on services and processes.
2.2.3 Systematically begin converting paper forms to electronic documents.
2.4.4 Continue to respond to and support objectives resulting from the curricular reform initiative.
2.4.5 Continue to create comprehensive enrollment management data warehouse.
2.4.6 Re-engineer the catalog production process using a content management system.
3.3.2 Rewrite the Interactive Degree Audit (IDA) system based on recommendations.
4.1.3 Conduct a post-training diversity assessment.
4.2.3 Conduct a post-training supervisor-level diversity assessment.
5.3.4 Establish an annual internal review and audit of the internal business continuity plan.
6.2.4 Provide staff with training opportunities in other sections of the office.
6.3.3 Incorporate the use of competencies into our position descriptions, job postings, interview and hiring processes, and annual performance evaluations.
6.3.4 Train supervisors on competencies-based interviewing.

Committee Participation

• NRDEGR Users Group, chair
• ACA Advisory Council
• Academic Calendar Committee
• Administrative IT Leaders Group, chair
• Admissions and Registration Committee of Faculty Council
• Administrative Systems Master Planning Workgroups
• Architecture and Infrastructure IT Governance Committee
• Blackboard Task Force
• Business Services Committee
• Campus Safety and Security Committee
• Central Authentication System Assessment and Implementation Group
• Classroom Technology Committee
• Committee on Undergraduate Degree Program Review
• Compliance Officers Group
• Council on Academic Support Programs
• Degree Audit Policy Joint Application Development Team, chair
• Degree Audit Operational Joint Application Development Team, chair
• Student Affairs Diversity Task Force
• Educational Policy Committee
• First Year Academic Support Programs Working Group
• Policy Office Advisory Group
• Provost’s Advising Technology Committee
• Python Infrastructure Advisory Group
• Revision of Student Records Committee, chair
• SB1107 Implementation Team, chair
• Student Affairs Assessment Advisory Committee
• Student Affairs Communications Group
• Student Affairs Leadership Team
• Student Affairs Strategic Workgroup III, chair
• Student Dean’s Committee
• Transfer Student Working Group
• UTDirect Refresh Advisory Group
• Veterans Services Committee, chair
• Web UI/ERP Group
UT may be the biggest, the “Walmart of education” as some say, but the service provided by UT personnel is more along the lines of Tiffany’s. You all do an excellent job handling tens of thousands of students, and it does not go unnoticed. – a proud UT dad

1.1.3 Evaluate the effectiveness of combining and relocating all front desk operations to Main 1

The objective of combining and relocating all front desk operations to Main 1 was to improve direct customer service provided to the University community. In cross training our staff and student workers in our office’s functions, we have developed a “one-stop shop” for our customers, providing them the opportunity to take care of their entire Registrar needs at one place and with one person, saving them time and frustration.

This consolidation has also been of benefit to staff and student workers. The front counter is covered by one or two student workers the majority of each day. The cross training required to perform front counter duties has contributed to the professional development of our student workers in the areas of intellectual growth, communications skills, and leadership development. Their ample knowledge of the office’s functions gives them the confidence to take on new responsibilities and work effectively with the office staff. Providing staff with a comprehensively trained student worker pool has extended each department’s time and manpower to handle day-to-day issues and projects.

1.2.2 Obtain continual feedback on services and processes

The Office of the Registrar sought to develop methods of capturing customer feedback on our services and processes. Customers completed satisfaction surveys when visiting our front counter and Website. Ninety-four percent reported being satisfied or very satisfied with the quality of service they received during their visit. We will continue to make an effort to assess the needs and satisfaction levels of our customers.
2.2.3 Systematically begin converting paper forms to electronic documents
The Office of the Registrar processes approximately 11,000 paper grade change forms annually. In implementing an online grade change system, we have reduced the office’s paper consumption and streamlined the grade change process. In development of the online system, our office worked collaboratively with a number of individuals and departments across campus that gave us valuable feedback, aiding us to ultimately create a dynamic and user-friendly system. As of September 14, 2011, this resource became available campus wide. The system will replace several transactions of the existing “505” yellow grade change forms. The following transactions will now be performed electronically:

- Change a grade
- Extend the time for an incomplete
- Replace a grade with an incomplete
- Replace an incomplete with a grade

The automation of the online system will positively impact our business continuity efforts. As this is the first of many forms to be automated, we look forward to even more paper saved, reduced printing costs, and increased processing efficiency across the sections of the office.

2.4.4 Continue to respond to and support objectives resulting from the curricular reform initiative
In response to the curricular reform initiative, the Office of the Registrar developed a roadmap for at least eight long-term projects to strengthen our automated systems in order to improve both course relationships and course scheduling business processes. Additionally, the office analyzed short-term gains that could be made to course scheduling processes. Progress has been made on both initiatives. The long-term projects will allow us to better identify, organize, and track relationships — such as classes that share content and rooms but are offered in multiple fields of study — so that departments may identify these relationships quicker, and systems such as degree audits can depend upon them reliably. Two of the eight projects identified on the roadmap have been completed and two more are currently in progress. The short-term projects have allowed us to add data audits and checks, thereby eliminating the need for manual auditing for data integrity.

2.4.5 Continue to create a comprehensive enrollment management data warehouse
The creation of a comprehensive enrollment management data warehouse will support the office’s ability to respond to the needs of the University community. We will strive to effectively use data to provide assistance in University-wide efforts; recruit and retain competitive students; achieve optimum enrollment; optimize financial aid packaging; establish educational policy decisions in sustaining students’ academic achievement, persistence, and graduation rates; and demonstrate affordability of higher education.

Thank you so very much for all you and your office do AND do so very pleasantly, and efficiently.” – Deanna Matthews, course scheduler in the College of Communication
2.4.6 Re-engineer the catalog production process using a content management system

In an effort to increase effectiveness and efficiency, Official Publications implemented a content management system (CMS) for catalog production, starting with the 2011-2012 General Information catalog. General Information is the first of the four catalogs the Office of the Registrar publishes that was edited in the CMS, which was built in Drupal, an open-source content management system. Going forward, all catalogs will be edited in the CMS, including the Graduate Catalog, Undergraduate Catalog, and Law School Catalog. Several benefits have been made apparent in converting the catalog production process from a paper-based system to a virtual one, including the streamlining of the editorial communications process, which allows for more time-efficient collaboration with the departments, colleges, and schools to produce the catalog text by leveraging workflow in the CMS; the reduction of the amount of paper consumed by Official Publications; and the quicker availability of the catalogs on the Registrar’s Website. From September 1, 2010 to August 31, 2011, there were 890,686 visits to the online catalogs—in making the CMS the primary means of receiving and editing catalog content, Official Publications is now able to produce and publish the online versions of the catalogs before the print process is complete, leading to enhanced customer service for the students, faculty, and staff who reference the University’s catalogs.

To prepare contributors for the new method of editing General Information catalog content, Official Publications held seven training sessions with approximately twenty attendees at each on the CMS and provided customer service on the system throughout the catalog production process. At the conclusion of the 2010-2011 academic year—in preparation for the CMS becoming available for Undergraduate Catalog content contributors—Official Publications held sixteen training sessions, one for each college or school of the University, in an effort to provide individualized training and support based on the content contributor.

3.3.2 Rewrite the Interactive Degree Audit (IDA) system based on recommendations

Representatives from each of the undergraduate deans’ offices participated in development groups to provide input and suggestions for key features and enhanced functionality of the new degree audit system. Scheduled to go into production in 2012, the system is designed to be more user friendly, with a succinct display of requirements for advisors and students that will make apparent which a student has completed and which remain unfulfilled. The system also makes available tools for four-year degree planning, and its simplified coding of degree requirements for schools and colleges aims to increase efficiency while requiring fewer resources to accomplish the work.

4.2.3 Conduct a post-training supervisor-level diversity assessment

Staff were provided the opportunity to attend several diversity-related trainings during CONNECT Sessions. Dennis Gonzalez, program coordinator of the Multicultural Information Center, presented on the functions of the center. In another presentation, Shane Whalley, education coordinator of the Gender and Sexuality Center, discussed transgender identities with respect to the University setting. Lastly, the Office of the Registrar Diversity Team organized a training to discuss a published piece on mixing and managing employees of different generations in the office environment. Moreover, a panel of four current employees, each representing a different generation, offered insight on generational
differences by addressing a series of questions. The outcome from the meeting was that despite the differences between each generation, people in all age groups can learn from one another. A week after the presentation, staff completed a diversity assessment on their generational cohort perspectives. Due to organizational changes, the Office of the Registrar withheld from administering supervisor-level diversity assessments during the 2010-2011 academic year.

5.3.4 Establish an annual internal review and audit of the internal business continuity plan

Being responsible for fifteen crucial, core functions of the University, many of which are tied to the academic calendar, requires our office to adhere to solid business continuity plans. The goal in the Office of the Registrar is to ensure continuity in the accuracy and integrity of our work by preparing the office to respond to any disruptive event, such as staff turnover, a computer crashing, or short-term closure due to inclement weather or a natural disaster. One of our primary tools that comprise our continuity plans is our risk footprint. The risk footprint notes the risks associated with each of our core functions, and the controls in place to mitigate any identified risk. The footprint is reviewed on a regular basis so that we keep current on identifying the potential vulnerabilities and to better position the office to sustain operations should an event arise. In addition, we are actively involved in University Business Continuity efforts by participating on the Campus Safety and Security Committee.

This year we worked closely with Information Technology Services – Systems in testing of the mainframe disaster recovery system. “A hallmark of this year’s testing was the inclusion of a set of critical business applications from Payroll Services and Office of the Registrar,” wrote ITS systems administrator Robert Trent. “Many hours of focused expert attention were required to get us to our current position of relative comfort with these procedures,” he added. Due to our involvement, our Student Information Systems staff were able to advise ITS on how to perform a more robust test next year.

6.3.3 Incorporate the use of competencies into our position descriptions, job postings, interview and hiring processes, and annual performance evaluations

The Office of the Registrar partnered with Human Resources in the spring of 2008 to align our job descriptions, performance plans, and evaluation tools with our organizational objectives to establish and retain a workforce critical for serving the needs of the campus. Milestones included initiation and introduction of the project, position analysis for all positions within the office, establishment of competency models, and the development of new job profiles, coaching tools, performance appraisals, and interview guides.

Identifying and establishing competencies for each of our job classifications defined the soft skills needed for staff members to be successful in their jobs, such as teamwork, cooperation, planning and organization,
and communication. These competencies, along with appropriate contribution levels, were incorporated into the profiles for each job title, and then further refined in individual job profiles. Over the past year, the new profiles were adopted as the official descriptions for each position, replacing outdated descriptions that relied too heavily on hard skills alone. Over the summer, performance evaluations were completed for all staff using the new competency-based tools.

In the spring of 2011, the Office of the Registrar also moved forward with the implementation of a new method for staff selection. The process involved staff across multiple levels working cooperatively in identifying applicants that demonstrated the required competencies during the interview process. Interview questions were based on core competencies rather than skills, thus identifying candidates that would best fulfill the needs of the office.

Our partnership with Human Resources fostered interest in the competency models created for our office by other offices across campus that are keen to develop similar strategies for hiring, developing, and retaining talent.

Thank you so much for helping me to accommodate my larger-than-expected class, and my special needs student in a wheelchair! With 26 in the class, plus a TA and me, it’s been tight. I/We really appreciate it!” – Dr. Thomas Garza, Department of Slavic Languages and Literature.
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