I am pleased to share with you the Office of the Registrar 2011-2012 annual report.

In this report we provide updates on 14 initiatives noted in our 2011-2014 strategic plan (see: http://registrar.utexas.edu/docs/about/reg_strategic-plan_11-14.pdf). These initiatives help shape our focus and attention toward the seven goals included in our strategic plan: Undergraduate Student Access and Success, Staff Excellence, Research, Productivity and Efficiency, Strategic Information Technology Infrastructure Investments, Revenue to Enhance Operations, and Customer Service.

In addition to the summaries provided herein, a number of other advancements were made this past year. Of considerable note is our move to an online Content Management System for our University catalogs. This change has enabled us to move away from the costly process of printing physical copies of our catalogs. The Office of the Registrar spends on average $45,000 annually in unrecovered costs to print the publications. While the online catalogs will be our primary copies, PDF versions are available for download and for printing (http://registrar.utexas.edu/catalogs). It is worth noting that with our new catalog publishing tools, the catalogs are now available in a mobile edition as well. Being able to access the catalogs in a very nice, user friendly format via mobile devices will be most beneficial. There was also significant energy placed in helping facilitate the creation of new academic programs such as the PhD Program in Translational Science: a multi-institution research-intensive doctoral program developed in concert with The University of Texas at Austin and its College of Pharmacy, The University of Texas Health Science Center at San Antonio, The University of Texas at San Antonio, and The University of Texas School of Public Health, San Antonio Regional Campus. The first class for the PhD Translational Science will matriculate in fall 2012.

I’d also like to take this opportunity to recognize the staff of the Office of the Registrar. My staff deserves the true credit for implementing many of these changes through their continuing and consistent service to our students and the University community. As you will read in this report, we place a strong emphasis on professional development which in turn promotes strong customer service. Our office holds monthly “CONNECT” sessions. These sessions provide the staff with an opportunity to meet and discuss a variety of topics that aid our office in achieving our goals. Most recently, the staff learned about project management methodologies, a subject of increasing importance as we will face many issues over the next few years that require dynamic responses. As with all units on campus, we have seen and responded to considerable changes across many segments of campus and I commend all the staff in the office for their adaptability, resiliency, and commitment to our University.

In 2012-2013, we will continue work on some of the initiatives already underway as well as transition to a new set of projects listed toward the end of this report.

I hope you find the summaries in this report informative. I invite you to follow up with me if you have questions or comments, or if we may be of assistance.

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 2011-2012 Strategic Initiatives

1.A.1 Develop and support advising tools in collaboration with the academic community that aid students and advisors

1.A.2 Develop a progress-toward-degree methodology to aid students’ progression to degree attainment

1.B.3 Implement solutions that allow the course inventory change process and catalog production cycle to be more flexible, responsive, and agile to meet campus needs

2.A.3 Provide opportunities for “stretch” assignments and opportunities to develop staff members’ knowledge, experience, and skills

2.B.1 Develop a communication plan to inform employees of professional pathways, opportunities, and benefits within the University

2.B.2 Provide training sessions on customer service and diversity-related issues once per quarter

3.B.1 Study student enrollment, course demand, and options to gauge capacity to meet demand

3.B.2 Identify key courses (core curriculum and gateway courses) that act as bottlenecks to students’ progress toward graduation

3.C.3 Study the substantive impacts of course availability of cancelling student registrations due to non-payment

4.A.2 Identify the needs of and tools to manage the increased volume of Veteran students and dependents

4.B.1 Modify university operations to be compliant with HB 3025 and SB 1107

4.B.2 Implement course relations tools to better manage cross-listed courses

5.A.1 Develop administrative systems road map called for by the University’s Administrative Systems Master Plan

5.B.2 Enhance information security controls and service continuity by limiting direct access of various data sources

## Committee Participation

- NRDEGR Users Group, chair
- ACA Advisory Council
- Academic Calendar Committee
- Administrative IT Leaders Group
- Admissions and Registration Committee of Faculty Council
- Administrative Systems Master Planning Workgroups
- Business Services Committee
- Campus Safety and Security Committee
- Canvas LMS Implementation Team
- Canvas LMS Steering 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
- Educational Policy Committee
- Learning Management System Advisory Group
- Policy Office Advisory Group
- Provost’s Advising Technology Workgroup, chair
- Python Infrastructure Advisory Group
- Revision of Student Records Committee, chair
- SB1107 Implementation Team, chair
- Space Utilization Efficiencies Working Group (UT System)
- Staff Council
- Student Dean’s Committee
- UTDirect Advisory Group
- Veterans Services Committee, chair
- Web UI/ERP Group
GOAL 1: UNDERGRADUATE STUDENT ACCESS AND SUCCESS

1.A.1 – Develop and support advising tools in collaboration with the academic community that aid students and advisors

Over the past year, the academic community recognized the value of taking a centralized, coordinated campus-based view of the use of technology in advising. The Office of the Registrar was asked and agreed to facilitate this coordination and assembled a group of representatives to discuss advising technology. Specific duties of the Provost Advising Technology Workgroup include identifying existing and desired online advising services; aiding in communication, planning, and coordinating the use of existing online advising services; setting priorities for desired online advising tools and services; identifying and proposing uniform policies and features related to online advising services as needed; and coordinating with the Provost’s Council on Academic Advising in prioritizing and developing centralized advising technology tools and services to best serve the interests of students across campus.

The workgroup also focuses on how to best align work underway with the Interactive Degree Audit (IDA) 2.0 with other technology-based solutions aiding advising.

1.A.2 – Develop a progress-toward-degree methodology to aid students’ progression to degree attainment

As part of the University’s concerted efforts to improve four-year graduation rates, the Office of the Registrar is leading an effort to develop a new progress-toward-degree methodology.

Recent task forces working on enrollment and graduation strategy have found that such a methodology has been valuable at other universities. Under the direction of the Office of the Registrar, the Joint Application Development (JAD) Policy group, consisting of student deans from the undergraduate colleges, has developed and approved a progress-toward-degree methodology. University administrators will vet the methodology. Once approved, the tool will be integrated into the Interactive Degree Audit (IDA) 2.0 and will serve as a vital guidepost towards helping students complete their degree in a timely fashion.

Goal 1.B.3 – Implement solutions that allow the course inventory change process and catalog production cycle to be more flexible, responsive, and agile to meet campus needs

The Office of the Registrar manages the University’s course inventory and regularly produces the Undergraduate Catalog, Graduate Catalog, Law School Catalog, and the General Information Catalog. The catalogs detail a variety of important information such as various educational policies and procedures, a description of the academic departments, the list of courses, course descriptions, course numbers, degree plans and requirements, course credit values, prerequisites, and so forth. The catalogs are important ways in which the University communicates with admitted and prospective students about available degrees, respective degree requirements, and rules to which students must adhere.

Last year we set out a plan to reengineer the catalog production process using a content management system (see Office of the Registrar 2010-2011 annual report, goal 2.4.6);
this year we continued and extended that effort to include integration of the catalog production process with the course inventory process. Course Inventory Administration is one of fifteen core services the Office of the Registrar maintains for the University. Administration of the University's course inventory includes keeping current all courses taught by the University, as approved by the Texas Higher Education Coordinating Board. In addition to the course abbreviation and course number, the course inventory includes both the long and short course titles, course description, meeting statement such as number of lecture or lab hours the course comprises, degree plan statements, whether the course is restricted to certain student populations, and any prerequisites for the course. Courses that can be repeated for credit when topics vary, those which are cross-listed with other courses, as well as those taught at off-campus locations are also maintained as part of the course inventory.

In March 2012 we purchased and began implementing software solutions that integrate the course inventory with our catalog production process. The product is called CourseLeaf by Leepfrog Technologies, Inc. Purchasing CourseLeaf allows us to improve how we administer the course inventory and update, manage, and publish the academic catalogs all within the same software suite. The software offers an intuitive user interface to allow members of the academic community and administration an easy way to create and update course inventory and academic content directly at one central location. CourseLeaf enables us to link our academic content with the University's course inventory so the catalog automatically remains current as the course inventory system is updated. Upon completion of new editions of the catalogs, CourseLeaf supports “one-click” publishing to both web and PDF output formats to reach our audiences much more quickly and efficiently. Providing our catalogs in fully indexed web, PDF, and mobile versions is critically important since the University is no longer printing and distributing hardcopy editions in mass.

While there is still much work left to do as of the writing of this annual report, the 2012-2013 General Information Catalog and the 2012-2014 Undergraduate Catalog will be published using our new system. Shortly to follow, as we enter the 2012-2013 academic year, will be complete implementation of our new CourseLeaf Curriculum Information Management system and initial work on the 2013-2015 Graduate Catalog. This reengineering effort along with implementation of this new software will truly result in our curriculum and catalog operations being much more flexible, agile, and state of the art.

GOAL 2: STAFF EXCELLENCE

2.A.3 – Provide opportunities for “stretch” assignments and opportunities to develop staff members’ knowledge, experience, and skills

Using the 2008-2011 Strategic Plan as our roadmap, the Office of the Registrar has been able to provide a multitude of opportunities for professional development to staff across all sections of the office. Many individuals have taken advantage of the opportunities ranging from stretch assignments to week-long professional conferences such as SACRAO (Southern Association of Collegiate Registrars and Admissions Officers), TACRAO (Texas Association of Collegiate Registrars and Admissions Officers), TACVPO (Texas Association of Collegiate Veterans Program Officials), and WAVES (Western Association of Veterans Education Specialists).

This year, the Professional Development Day Conference at UT gave us the opportunity to attend a day of workshops built around the concept of mapping a sustainable future. Upon return, staff shared how reflections of the past can be valuable when creating new opportunities for learning, understanding, networking, and collaboration. Many individuals
also attended ACA as well as professional courses on campus and webinars, including topics such as harnessing the power of project management and effective strategies for succeeding in the workplace.

Cross training continues to be a crucial part of increasing our efficiency and effectiveness. Cross training staff on degree verify, transcript processing, and registration procedures allows for us to increase our capacity during peak times. We have also focused on providing staff with stretch assignments such as leading campus-wide training sessions on FERPA, Interactive Degree Audit, and presenting during Freshman Orientation. These assignments enable us to meet colleagues in departments across campus, giving faces to the names we often see on forms and online.

As part of our 2011-2014 Strategic Plan, we look forward to expanding opportunities to assist employees in achieving their professional goals. We will work on developing a staff rotation plan, a mentoring program for new staff members, and providing training sessions on customer service and diversity.

2.B.1 – Develop a communication plan to inform employees of professional pathways, opportunities, and benefits within the University

This year there were 69 benefits-eligible positions in the Office of the Registrar. Three positions were transferred to another office (due to the transfer of the Research and Policy Analysis Consortium to the Office of Information Management and Analysis) and three new positions were created to support critical University operations. This resulted in no net change to the number of positions in the office. Six staff members were recognized for their service to the University at the annual service awards presentation. Twenty-one vacant positions were posted during the year, seven of which were filled by internal promotion, resulting in a turnover rate of 20 percent, which was down from 23 percent the previous year. Of those employees who left the office, three long-time staff members retired, and nine others left the office to pursue other opportunities across campus. Additionally, seven positions were reclassified due to increased responsibilities.

These numbers reflect our commitment to providing a professional pipeline for our employees. The reclassifications that took place are evidence that employees have the opportunity to increase their skills and responsibilities. Furthermore, we consider external placement throughout the University to be a part of our professional pipeline. Of the nine employees who accepted other positions at the University, four had been with the Office of the Registrar for an average of nearly five years. We believe that this long tenure with our office and subsequent hiring by another department reveal the professional growth that these employees experienced during their time with our office.

In an effort to retain qualified staff, compensation for administrative assistants was addressed once again this fiscal year with the establishment of a higher salary rate at the end of the six month probationary period.

Goals for the next year include continuing to expand opportunities to assist employees in achieving their professional goals, actively supporting and engaging staff within the office and across the University by communicating professional development opportunities, and providing training related to customer service, diversity topics, and other beneficial job skills.

2.B.2 Provide training sessions on customer service and diversity-related issues once per quarter

The Office of the Registrar strives daily to provide the University community with exceptional customer service. Staff

Many thanks for your phone call and assistance. You are to be commended for your outstanding customer service and professionalism. I truly appreciate the due diligence of your response.

– Former UT student
members were provided opportunities to attend trainings that focused on strengthening communication, organization, and sensitivity to individuals we interact with on a daily basis. A trainer from Human Resource Services led a session on customer service. The class was interactive and explored different ways to meet the needs of our campus community and how customer satisfaction is largely based on the execution of our mission and objectives. Another training session led by Office of the Registrar senior staff focused on how to apply the customer service tactics learned on a daily basis.

Other training sessions offered throughout the year focused on student veteran issues at UT, front counter services and operations, and various state and Federal legislation may impact the office and University. Staff members were also given the opportunity to attend the University-wide Professional Development Day. Our teams returned to the office with excitement and ideas for handling difficult situations and professional growth and development.

GOAL 3: RESEARCH

3.B.1 Study student enrollment, course demand, and options to gauge capacity to meet demand

The Office of the Registrar maintains detailed data on student records and course enrollment. Using this rich source of information, we have begun a multi-year study of patterns in student course-taking behavior. The first step in this study has been to develop an understanding of the usefulness of the data maintained by the Office of the Registrar for such a study. Because our databases have historically been structured to support the operations of the University rather than to support analysis of data, we have undertaken a series of small studies to determine how robust existing data are for this purpose and to identify additional data that might be needed. Additionally, we have completed a preliminary analysis of courses with high numbers of students enrolled, courses that are at or near capacity across most or all sections, and courses with high percentages of students who fail or do not complete the course. The results from these analyses will be combined with the results from other studies outlined in our three-year strategic plan to develop a comprehensive picture of how capacity can be increased to have the most effect on improving student progress.
3.B.2. Identify key courses (core curriculum and gateway courses) that act as bottlenecks to students' progress toward graduation

Despite the great variety in majors and degrees across the University, there are many courses that large numbers of students need or want to take every semester. Availability of these courses has the potential to impact students’ progress toward graduation. To help identify where changes in course capacity might have the most gain, we developed a list of key courses based on the University-wide core curriculum and information about pre-requisites. Using input from deans and advisors across campus, we refined this list to include courses that administrators and professors identified as key for their students. In the coming months, we will use this list to maximize the value of our studies of course consumption and demand by focusing on the courses that may contribute to campus course availability issues the most.

3.C.3 Study the substantive impacts of course availability of cancelling student registrations due to non-payment

In an effort to study course availability, the Office of the Registrar began studying the impact of our current policy of cancelling student registrations due to non-payment. Each registration period has a payment deadline associated with it and if tuition payments are not received, a student’s registration is cancelled. Staff in the Research and Assessment area of the Office of the Registrar began studying the impact of registration cancellations on course availability and whether seats in high demand courses were becoming available due to these cancellations. The scope of the analysis looked at the classification and colleges of students whose registration was cancelled, the overall number of students with cancelled registrations, the overall number of seats made available in all courses and high-demand courses, and the percentage of those students who re-enroll. With a University-wide focus on improving four-year graduation rates, the Office of the Registrar will continue to study the impact of the policy and methods to improve the way we serve the University community with solid, data driven analyses.

GOAL 4: PRODUCTIVITY AND EFFICIENCY

4.A.2 – Identify the needs of and tools to manage the increased volume of Veteran students and dependents

The Office of the Registrar supports veterans and their dependents who qualify for higher education assistance under fed-
eral and state programs, primarily the GI Bill and Hazlewood Act. The number of Hazlewood requests increased 150% from 642 students in 2009-2010 to 1,557 students in 2011-2012. GI Bill requests rose 19 percent during the same period. In order to address this growth and comply with the Texas Higher Education Coordinating Board’s new reporting requirements for Hazlewood exemption recipients, plans to streamline the administration of GI Bill and Hazlewood benefits are under way. The Office of the Registrar is researching student data maintained on numerous systems within the office and we are exploring ways to reduce the amount of paperwork by integrating the data needed from other offices. Also, printing degree audits that make the process of certifying veterans and dependents more manageable will be implemented as part of the larger Degree Audit project within our office.

4.B.1 – Modify University operations to be compliant with HB 3025 and SB 1107

HB 3025 has two sections. Section 51.9685 addresses the required filing of degree plan beginning with undergraduate students who initially enroll in a public institution of higher education for the fall 2012 semester. Section 61.833 addresses the transferring of credit from a general academic teaching institution to a lower-division institution of higher education.

This past year the Office of the Registrar implemented new processes to meet the requirements of section 61.833, which directs the University to notify transfer students who meet certain eligibility requirements to request a transcript be sent to their previous institution. Nearly 50 students were notified at the end of the fall semester and over 100 students were notified at the end of the spring semester. Work is actively un-
derway to meet the requirements of section 51.9685 which will include modifications to the University’s registration system.

Senate Bill 1107 requires incoming students be vaccinated against bacterial meningitis. During the past year, the Office of the Registrar was directly involved in the implementation of new procedures needed for the University to meet our compliance obligations. We coordinated a committee of representatives from the Office of the Dean of Students, University Health Services, the Office of Admissions, and Legal Affairs. The Office of the Registrar helped develop and implement a new system which creates a bar at the time a student is admitted that prohibits a student from registering for classes. This bar is removed once the student has provided documentation of a vaccination.

4.B.2 – Implement course relations tools to better manage cross-listed courses

Many courses at the University are in a cross-listed relationship with other courses. For example, more than one class may meet in the same room at the same time with another class, a course may appear under different fields of study with different course numbers yet be considered the same with respect to degree requirements, and courses may vary in content yet cannot both be taken for credit for the same degree. The Office of the Registrar plays a critical role in helping manage these relations. In the fall, we began to make real progress in implementing the course relations recommendations that were previously suggested by two campus-wide focus groups reviewing the subject of course relations. This year, we focused on three important activities: reviewing requirements for the project, setting up needed infrastructural components, and making changes to the Class Manager and Course Schedule Update systems (those systems used to build the Course Schedule). After developing the systems requirements, defining the new types of course relations, and studying methods to reduce unnecessary complexity, we began enhancing the Course Schedule Production operations. Feedback thus far from the course scheduling community has been quite positive.

The work involved, firstly, the creation of a new database to contain all course relations, which was important in laying the foundation for next steps. Subsequent work involved making enhancements to the user interface in Class Manager to include new concepts such as ‘Room Share’ and ‘Potential Cross-listings’, as well as the implementation of a new Topics Title Inventory with dynamic text search capability. Also important to the effort was our training of departments in the use of the system and its new concepts.

These improvements will result in significantly reducing the workload, time, and energy currently required by the
academic community to maintain the relationships between courses while at the same time providing much tighter data integrity throughout the process.

**GOAL 5: STRATEGIC INFORMATION TECHNOLOGY INFRASTRUCTURE INVESTMENTS**

**5.A.1 – Develop administrative systems road map called for by the University’s Administrative Systems Master Plan**

In the fall, the Office of the Registrar participated heavily in the creation of the University’s Administrative Systems Master Plan (ASMP). The ASMP calls for creating business-driven and data management systems, plans for modernizing the administrative IT infrastructure, and strengthening the systems development process. The first effort in the plan is the development of system replacement roadmaps by all business areas.

In the spring, the Office of the Registrar was one of four ‘pilot’ business areas to begin work on our roadmap. Our work in strategic planning significantly aided in the identification of key elements of our core business areas and the systems that support those core areas. In turn, our work on our roadmap will aid other areas as they begin to develop their individual unit roadmaps. Collectively, the business area roadmaps will form the basis for the University strategy for outlining future directions of our administrative information systems.

**5.B.2 – Enhance information security controls and service continuity by limiting direct access of various data sources**

We continued to make progress in enhancing our system architecture by limiting direct access to our core databases; commonly referred to as file access layer. File access layer architecture not only reduces the number of access points to the raw data and thus potential information security risks, it also provides sustained continuity of services in the event of changes to the underlying data files and tables. One of the key milestones in making this possible is the creation of alternative data access methods that are as effective as direct access. In the fall, we completed some of the more important of these methods and in recent months have begun to turn our attention to the communications efforts that will be necessary to encourage adoption of these alternate data access methods.

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**BY THE NUMBERS 2011-2012 Academic Year**

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</table>
Looking ahead to 2012-2013

1.A.1. Develop and support advising tools in collaboration with the academic community that aid students and advisors
1.A.3. Support tools to assess and respond to early warning and student success factors
1.B.1. Streamline degree plan information in collaboration with the academic community
2.A.1. Develop structured office cross-training program and staff rotation plan
2.A.2. Develop a mentor program for new staff members
2.B.1. Develop a communication plan to inform employees of professional pathways, opportunities, and benefits within the University
3.A.1. Assess and evaluate current space utilization in general-purpose classrooms
3.A.2. Evaluate scheduling policies that impact when and where classes are offered
3.B.1. Study student enrollment, course demand, and options to gauge capacity to meet demand
3.B.3. Make recommendations to academic units regarding bottleneck courses and anticipated number of sections needed to meet student demand
3.C.1. Study and assess waitlist policies to determine whether changes to the policies could improve understanding of course demand and availability without negatively impacting academic departments
3.C.3. Study the substantive impacts on course availability of cancelling student registrations due to non-payment
4.A.1. Develop a process for incorporating current semester and past semester academic record changes into one service
5.B.3. Implement a systems design methodology that is driven by anticipated needs for data analytics
7.A.1. Establish a communications committee to coordinate external communications strategy
7.B.1. Evaluate the current layout of the website and recommend improvements to its navigability and search functions
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University Academic Calendar
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Photos by Marsha Miller