EDUCATIONAL PRIORITY
Student conduct at the University of Washington challenges students to reflect on their actions, decisions, and impacts in an educational and developmental experience that promotes integrity in an inclusive environment.

EDUCATIONAL PILLARS AND LEARNING OUTCOMES

**ENGAGE:** Students can engage with the conduct process in order to share their experiences, explore options, learn about expectations, and connect with supports and resources. Through these actions, students can be able to move through the process with honesty, integrity, and respect.

> Students will be able to explain the expectations of academic integrity and behavioral conduct at UW.

> Students will be able to demonstrate understanding of the process.

**REFLECT:** Students can reflect on their choices in order to better understand the impact on others and themselves regardless of responsibility. By examining their actions from a global perspective, students can alter their future decision-making.

> Students will be able to articulate how their behavior impacted others.

> Students will be able to articulate their decision-making process.

> Students will be able to articulate connections between their values and decision making.

**DEVELOP:** Students can develop a greater understanding of their decisions and create a plan where they can access support and resources to work toward future success.

> Students will be able to identify resources available to them to promote future success.

> Students will be able to articulate new skills to inform future success.
RESOURCES AND INFORMATION

DOCUMENTATION AND EDUCATION Staff throughout the conduct proceeding will provide information to students in the form of written documents, fact sheets, and presentations of material in order to ensure students understand their experience. This includes “know your rights” booklets, presentations provided by the Hearing Officer in full hearings, and information included in communications regarding the conduct process sent to students.

RESPONDENT RESOURCE PROGRAM Respondents in the student conduct proceeding have access to the Respondent Resource Coordinator. Located on the Seattle campus, this individual provides guidance and information to students on all UW campuses named as respondents in a student conduct proceeding.

SYSTEM INTERVENTIONS

PROACTIVE EDUCATION Information regarding the student conduct code and process is provided to the University community in several ways: during first year experience programs and curriculum, orientation programs, and at programs targeted at student groups. Furthermore, students are provided with additional material and education during targeted orientation sessions, such as FIG groups, classroom presentations, and international student orientation.

FACULTY EDUCATION Conduct offices work closely with academic partners, including faculty, to ensure that information regarding academic integrity is shared with students. This includes meeting directly with academic departments, as well as providing model syllabus language via the UW Registrar website.

INDIVIDUAL INTERVENTIONS

DURING INVESTIGATIVE INTERVIEWS Conduct officers use motivational interviewing techniques to gain a holistic understanding of a students’ experiences. During the investigative interviews, conduct officers will seek to understand the context for behaviors, and offer opportunities for reflection and growth while applying a transdisciplinary approach to behavior change.

EDUCATIONAL OUTCOMES When students are found responsible for violations of the student conduct code, conduct officers will issue an initial order detailing those findings as well as sanctions the student must complete. When possible, students will be asked to complete educational interventions including reflection papers, personalized assignments, workshops, or other opportunities geared to promote continued learning and skill building. Conduct officers intentionally craft these outcomes to match each students' needs and interests, while ensuring consistency across similar cases.

REFERRAL AND DIRECT FOLLOW UP When appropriate, conduct officers refer students to campus partners for specialized support, including counseling, academic support, and health & wellness needs. Conduct officers sometimes serve in this consultative capacity, and will continue to meet with students over the period of up to a year or more in order to engage in intentional conversation about how the students’ decision making has changed or grown.

While the above interventions are common across the UW system, each campus and office may engage in unique interventions based on their respective campus population as well as capacity and resources.