

The Professional Expectations Partnership (PEP)

Development of the PEP

There has been an increased focus on the need for a high level of integrity in the business world today. To address this need, more organizations have developed codes of ethics through which they define and clarify how they will conduct their businesses and work with employees, shareholders, and customers.

The faculty and students of the College of Business have also defined how they will conduct business and interact with each other in a professional manner. In the Fall of 2001, the Student Support Committee began working jointly with students to develop a code of conduct for the college of Business. Members of the Student Support Committee held several focus groups with students who enthusiastically supported the process and the concept that students should be involved in creating it. Initially, the committee defined expected student behavior. As student standards of conduct gained acceptance, it became clear that the faculty have parallel obligations to students, and that students have similar obligations to each other.

Through years of discussion, focus groups, faculty meetings and formal surveys, the concept of a Code of conduct was replaced with a consensus on the mutual obligations students have to faculty, faculty have to students, and students have to other students. In the process, the name was changed to the Professional Expectations Partnership (PEP), to communicate the philosophy that UT students and faculty work together to foster learning and build intellectual curiosity.

Please review the information contained in this document. It defines our professional expectations of one another. None of us should accept less and all of our actions should manifest a commitment to the Professional Expectations Partnership.

“We the students and faculty of the John H. Sykes College of Business understand learning is a process of interaction, cooperation, and professional relationships. Wishing to maintain a commitment to educational excellence in our community, we have recommended and approved the following Professional Expectations Partnership...”

Student Expectations of Faculty

- Count on us to treat all students equitably and with respect
- Count on us to come to class prepared
- Count on us to return work in a timely fashion
- Count on us to honor posted office hours
- Count on us to understand support and abide by the Professional Expectations Partnership
- Count on us to provide opportunities to review graded material
- Count on us to start and dismiss class on time
- Count on us to require books that best reflect material taught in class
- Count on us to meet student expectations relative to technological communication.
- Count on us to support and cooperate with student assistance services (ACE; Disability)
- Count on us to provide a mechanism to reduce the “freder problem” in team projects

Faculty Expectations of Students

- Count on us to be prepared for class
- Count on us to come to class on time
- Count on us to be attentive and participatory
- Count on us to hand assignments in on time
- Count on us to turn electronic devices off during class
- Count on us to respect others by not having real or virtual side conversations
- Count on us to make arrangements to get information from another student when we miss a class
- Count on us to leave the classroom clean
- Count on us to understand and abide by the Professional Expectations Partnership
- Count on us to wear appropriate dress

Student Expectations of Students

- Count on us to respect and understand everyone’s right to have a positive academic experience
- Count on us to respect other students’ property
- Count on us to do our own work and participate in projects