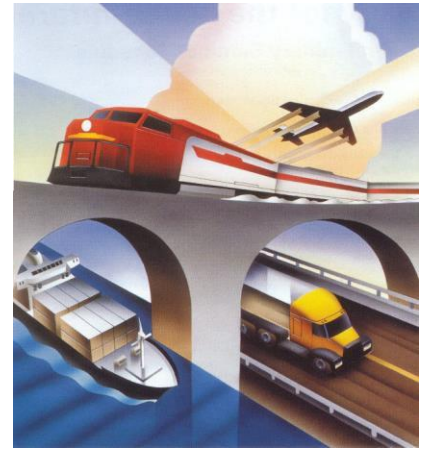


LSCM 3960: LOGISTICS & SUPPLY CHAIN MANAGEMENT

Spring 2014
Dr. M. T. Farris
Tuesday/Thursday
12:30 PM – 1:50 PM
BLB 080

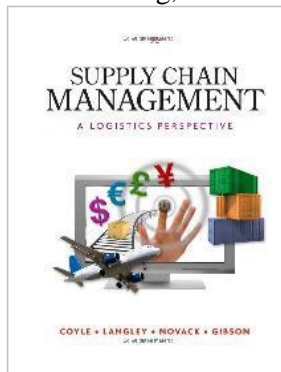


Office:
Phone:
Office Hours:
by appointment only; 24 hours in advance
Contact:

336A BLB
Office: (940) 565-4368 (565-GENT)
Tuesday 1:30 PM - 3:00 PM
Thursday 1:30 PM - 6:00 PM; 9:30PM -10:00 PM
Learn! eMail messages ONLY

COURSE DESCRIPTION:

Analysis and design of domestic and international logistics systems. Topics include transportation, warehousing, inventory control, materials handling and packaging, and plant and warehouse locations within and between firms. Emphasis on concepts and practices that provide firms with global competitive advantage.



COURSE MATERIALS:

Text: John J. Coyle, C. John Langley, Brian Gibson, Robert A. Novack, and Edward J. Bardi, **Supply Chain Management: A Logistics Perspective**. 9th Edition: Thomson Southwestern Cengage Learning, ISBN-10: 0538479183; ISBN-13: 978-0538479189. NOTE: While there is an international edition available, be aware the order of the chapters as well as some of the content differs. The jury is out on the eBook edition. If you choose to use either edition, you are responsible for identifying the differences and studying accordingly.

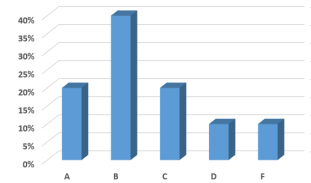
To successfully complete this “flipped” course you must master a number of different measures:

- Correct submission of your resume (format, name, and on-time) and complete the Resume Authorization assessment.
- Enable your GoToMeeting (GTM) organizer status so you can be the team expert during the International Case Experience.
- Participate in 2 professionalism activities.
- Participate as the GTM “organizer” as well as working as an active team member during the International Case Experience. There are 4 measures for the experience (presentation, peer grading, Qualtrics survey, reflections paper).
- Approximately 50% to 60% of exam questions are drawn directly from the text and readings. Read the text carefully and completely. Complete 17 on-line quizzes during their availability period to extend your mastery of the text.
- Approximately 40% to 50% of exam questions will come from the class sessions. Copies of PowerPoints will not be provided...come to class, develop your note taking skills, and learn more cool stuff that is not in the text.
- Complete 3 collaborative midterm examinations.
- An individual final examination.

GRADING:

Resume	40 points	Grades are based on the performance of all students officially enrolled in the course using the scale to the right. The professor reserves the right to adjust the grading scale in the favor of the class using the “grading by the gaps” method or a traditional A=90%, B=80%, C=70%, D=60% basis <u>IF</u> it benefits the student.
GTM Activation	20 points	
Professionalism	120 points	
On-Line Quizzes	125 points	
Exam #1	100 points	
Exam #2	120 points	
Exam #3	100 points	
Final Exam	250 points	
TOTAL	1,000 points	

A = Top 20% of class
B = Top 60% of class
C = Top 80% of class
D = Top 90% of class



NO OPPORTUNITIES FOR EXTRA CREDIT:

No extra credit will be available unless it is offered to the entire class. With 30 measures already in this course it is rarely offered.

RESUME (40 points = 4.0% Final Grade):

Time to start thinking about graduation! Got your resume ready? You should! Assume you attend the 27-January Council of Supply Chain Management Professionals evening meeting and chat with a vice president with a 3PL. “Looking for an exceptional UNT graduate highly capable to do great things for your company?” you ask. She replies, “Send me your resume to me using Learn! by Noon Friday.”

Your assignment: Electronically submit your resume in Microsoft Word .DOC format (no other formats accepted) using the Learn! Assignment feature no later than **Noon on Friday, 30-January**. To receive full points name your resume file using your last name and the term you will graduate. For example, “Farris_Spring_2016.DOC.” Failure to properly name your file will result in a 50% penalty. The logistics faculty may use this version of your resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. No updates after the deadline will be accepted. There is a 100% penalty for late submissions. Students adding the course after Noon on 28-January will have 48 hours to make-up this exercise from the time they add the course. In addition, to receive submission points you must have completed the Resume Authorization via the Learn! Assessments feature prior to the resume submission deadline. Within the authorization you may request your resume **NOT** be distributed to potential employees.

GoToMeeting Activation (20 points = 2.0% Final Grade):

On the first day of class you will be asked to provide your preferred email address. Students adding the course after Noon on 20-January will have 48 hours from the time they add the course to submit their preferred email address to Dr. Farris using a Learn! Message. This address will be used later in the semester to send you International Case materials. It will also be used to authorize you to serve as a GoToMeeting Organizer for your International Case team. Essentially you are entrusted with the keys to the electronic conference room for your group. No one can enter the electronic conference room unless you, the Organizer, is there first. You also have the ability to set up electronic meetings. Please feel free to use your special access as an Organizer to utilize this tool for any of your other courses. This will be especially beneficial if you have group projects. It is highly encouraged that you become proficient in using GoToMeeting before 29-March. For those who would like to practice, Dr. Farris will hold electronic office hours using GoToMeeting on Tuesday 24-February, 3-March, and 10-March. The link will be posted in the Discussion section of the course.

In order to become an Organizer you must “enable” your account. To do so, follow the directions in the email message that you receive from CITRIX (sent to the email address that you provided). Due to the expiration date of your message, immediately follow the directions to set up your account and this will “enable” it. You must complete this task by **5 PM on Friday, 30-January** in order to receive the points. Dr. Farris has no visibility of your password so make sure to make note of it. Each Friday those students who have not “enabled” their accounts will receive a new CITRIX email and will lose 5 grade points.

In addition to being the keeper of the electronic keys to the conference room, you will be responsible for managing your presentation meeting. A “reoccurring” meeting notice will be set up for your team to use. You will be responsible to manage this link, send it to your team, and your faculty judge.

Professionalism (120 points = 12.0% Final Grade)

The UNT Professional Program in Logistics is very proud of its close relationship with industry and our emphasis on professionalism. This semester the Logistics Executive Lecture Series has planned at least six Friday Noon to 1 PM sessions allowing students to meet and actively interchange with logistics executives and at least four OnBoarding sessions. You may earn up to 60 points per speaker attended up to 120 points. You must complete your first professionalism activity before 14-March. To receive each 60 point credit you must A) RSVP in advance at the Logistics Center, B) sign the attendance sheet when you attend, and C) complete the Learn! Professionalism assessment within one week after the event ends.

Attendance at the same event to fulfill a requirement for another course or program will not be counted. You will not receive credit if you have not RSVP'd. If you RSVP and fail to attend 30 points will be deducted from your grade. You can make up these points by attending another presentation. No more than 120 points may be earned for this element of the course.

If you cannot attend these events due to work or class schedule conflicts, you may find an alternative such as an evening professional meeting. My goal is that you are able to interact with a corporate executive. Attendance of a career fair or attendance of a student interest group (such as AMA, LOGSA, or SAA) will not count as a substitute unless a c-level executive is speaking and the presentation has been approved in advance. Any alternative must be approved by Dr. Farris at least 24 hours prior to attending the event and you will be asked to provide the c-level executive's business card as proof that you interacted with the executive. The Learn! grade book will reflect your participation as soon as the signature sheets are received and matched with the Learn! professionalism assessment. The last day to submit/complete a Professional Speaker activity and submit an assessment is EOB on 24-April.

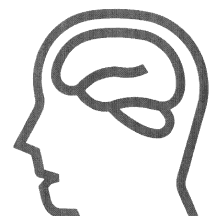
On-Line Quizzes (125 points= 12.5% Final Grade):

The concept of "flipping the classroom" includes completion of traditional activities outside of the classroom. Instead of conducting lectures that just reiterate the text, students cover the text material outside of class. This reserves time to extend beyond the basic concepts in the text to allow time in the classroom for exercises and guest lectures covering the latest concepts which may not yet be in textbooks. Each quiz will open at 5 PM and will be open for 19 hours. Access to each quiz will end at Noon. The completion dates are noted (**) in the Key Activities and Dates portion of the syllabus. [Rocket Science Alert: This means the quiz opens at 5 PM the day before this date!] If you miss a quiz, you miss the quiz regardless of the reason (late enrollment, doctor's appointment, family issues, work issues, new puppy). Alternative completion times will not be arranged because of the release schedule for the results (see below).

Each quiz will randomly draw from the textbook test bank and will vary in length. Typically one question will be asked for every 3 to 5 pages of reading. [Note: The reading for the course averages 6.2 pages per day.] To avoid making this a library look-up quiz, each quiz will be timed based on 1 minute per multiple choice question and 3 minutes per question requiring calculations. History has shown that this is enough time to physically look up about 40% of the answers in the text, thus forcing you to actually read the text! Running out of time during the quiz is a clear indication that you have not prepared sufficiently prior to taking the quiz. When you complete the quiz you will immediately receive a total score. You have the option to completion the quiz a second time but will receive the score of your second attempt. Autumn 2014, 69.3% of the students opted to make only one quiz attempt even though 94.0% of the students making a second attempt improved their score. "Full" graded results will be released one hour after the quiz closes and will remain available only until the shut-off period of the next quiz.

EXAMS (570 points=57.0% Final Grade):

Most examinations tend to be one-time exercises in memorization and regurgitation which defeats the purpose of a college education. Class sessions should be an exchange of information to facilitate understanding of logistics concepts. Three times during the term an exam will be taken to check for understanding and retention of information. The exam may be multiple choice, quantitative problems, or essay questions. Exams require the student to pull together key logistics concepts to devise an answer and are intended to test understanding, not memorization skills. The cumulative Final Exam will contain questions that are identical, or similar to, questions from the first three exams.



The process for each exam is as follows:

1. Collaborative teams will be posted outside the class at least 15 minutes before the start of the exam.
2. All backpacks, purses, notes, calculators, Google glasses, and cell phones will be left at the front of the classroom. Please mute your cell phone. If it rings during the exam the proctors are allowed to answer your phone.
3. The front page of each exam will have a label with the names of the collaborative team or individual. An accompanying scantron will also be placed with the exam. Generic College of Business calculators will be provided.
4. Provide your own pencil and eraser.
5. Any other materials (including papers “inadvertently left at one’s feet”) will be construed as unauthorized materials. The professor reserves the right to pursue Academic Integrity charges with the Dean of Students.

Exam feedback will take place during the class session immediately following the exam. If you are not in attendance to receive the return of your exam 1) you will forfeit any exam “uplift” points awarded for the exam and 2) your score will not appear on the Learn! gradebook until you make a scheduled office visit to receive the results. Students may review their latest exam up to three weeks after the exam has taken place. Plan accordingly.

COLLABORATIVE TESTING

We will use collaborative testing for the three midterm exams and individual testing for the final exam.

“Collaborative” or “team tests” involve multiple individuals completing a common exam. 30 minutes before the start of each midterm, a list of collaborative two-person teams selected by Dr. Farris will be posted outside the classroom. These two students will sit together and jointly work on their version of the midterm exam and submit a single answer sheet.

1. Multiple answers for the same question are NOT allowed and will automatically be marked as incorrect.
2. Quiet discussion with your partner is encouraged.
3. Discussion with other teams constitutes academic dishonesty.
4. It is likely you will NOT have the same collaborative partner for each exam.
5. YOU are responsible for preparing for the exam. Do not expect your collaborative partner to carry you. If your collaborative partner does not show up to the exam you will be responsible for the entire exam on your own. C’est la vie. Plan for the worst case scenario.
6. Students may “opt out” and choose to complete the exam individually but must notify Dr. Farris in writing via Blackboard no later than 8 days prior to the start of the exam.
7. Each team member must individually pick up their copy of the exam results.

INTERNATIONAL CASE (125 points=12.5% Final Grade):

There are only a few universities known for their innovation excellence in the logistics classroom. In 2011 the University of North Texas and Auburn University collaborated to create an award winning innovative project which has enhanced the student experience to over 2,4000 students to learn how to manage team members across multiple locations. In 2014 this project won the AACSB SWBDA Bobby G. Bizzell award for teaching innovation and was shortlisted as a finalist for the Wharton-QS Stars Reimagine Education competition. We have collaborated with 28 universities worldwide to create an award winning innovative project to enhance the student experience to learn how to manage team members across multiple locations.

On 11-March students will receive a welcome email and instructions to use Doodle to identify their availability for presentations on 16-April and 17-April. This information will be used to optimally form your team which will resolve and present a case. On Sunday, 29-March students will receive an email containing the names of the other students in their group, a YouTube videolink introducing the case, and a weblink for the supporting webpage. On 5-April students will receive an email containing a customized case that the multicultural group will analyze and quantify. Grading for UNT classes will be as follows:

- 50% Your entire group will make a 15 minute executive summary recommendation via GoToMeeting to a faculty judge from one of the universities on **Thursday, 16-April or Friday 17-April**. Students will be required to resolve communication issues between group members, analyze, solve the case, arrange and present their recommendations. Groups may request a presentation time as soon as they receive their team contact information but the entire group must be in agreement before submitting a request on a supporting web page.
- 15% After the experience, each student will complete a zero-sum peer grading form evaluating their team no later than **Noon (CDT), Monday 20-April** by sending their evaluation form to SMC@unt.edu. Students opting not to submit a peer evaluation will receive a zero as their score for this portion of the assignment.
- 15% After the experience a Qualtrics survey will be sent to your email address which must be completed no later than **Noon (CDT), Monday 20-April**. Students opting not to complete the anonymous survey will receive a zero as their score for this portion of the assignment.
- 20% Each student will submit an individual short 2,000 word paper (papers written by the group will receive a score of zero) discussing the challenges of problem solving with a geographically dispersed team, identify how the team overcame the issues, and what they would do differently in the future. Papers must be submitted in Blackboard and use Word .doc or .docx format no later than **Noon (CDT), Monday 20-April**. Students opting not to submit a unique paper will receive a zero as their score for this portion of the assignment.

SHINY OBJECT GUIDELINE:

Preferably content-related questions are asked in class for the benefit of the entire class. Individual issues should be discussed during office hours. Immediately after each lecture is completed some students try to discuss issues with Dr. Farris. When Dr. Farris walks out of the classroom he tends to get distracted by shiny objects. Please make it a practice to follow-up any discussions with a Learn! email message so anything discussed is agreed upon and documented. All Learn! emails messages are retained until the end of the course.

OFFICE HOURS:

When you need one-on-one assistance, please schedule an appointment for posted office hours. Problems, or potential problems, should be addressed before they become major problems. When I am in the office I am logged on to Blackboard. I accept telephone calls but give first priority to students with appointments and second priority to Blackboard message inquiries.

CHALLENGE POLICY:

You have until the start of the next class to submit a **written** request for a regrade (known as a "challenge") after an exam or assignment has been returned to the class. To earn additional points, you must be able to convince me, **in writing**, that your answer is correct.

A WORD ON ACADEMIC MISCONDUCT:

Each student should be aware of the guidelines for academic honesty as outlined in the UNT Student Guidebook. Dishonesty, including, but not limited to, cheating on tests and plagiarism for submissions in class, is taken seriously and will be investigated. The minimum penalty is an "F" in the course and referral to the Dean of Students for disciplinary action which may include expulsion from the University. For additional information about the University Integrity policy go to <http://vpaa.unt.edu/academic-integrity.htm>

FINAL GRADE APPEALS, CHANGES, AWARDING AND REMOVAL OF AN 'I':

This instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an 'Incomplete.' Please check the latest Catalog for details and procedures.

AMERICANS WITH DISABILITIES ACT:

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability, as defined in the Americans with Disabilities Act and would like to request accommodation, please see Dr. Farris as soon as possible.

CLASSROOM ETIQUETTE

To promote your plunge into business professionalism there are three simple classroom etiquette requirements:

- 1) **No cell phones or cameras.** Please turn your cell phone off. Ringing cell phones (as well as twittering) are a distraction to the class and an insult implying that you are more important than anyone around you. Research has indicated that student performance is significantly correlated with cell phone use in the classroom. A study by Duncan, Hoekstra, and Wilcox (2012) demonstrated that students who reported regular cell phone use in class showed an average negative grade difference of 0.36 ± 0.08 on a four-point scale. Students also underestimated the number of times they accessed their phones while in class. While students reported an average access rate of three times per class period, observation data showed the rate was closer to seven times per period. An interesting finding is that other students are distracted when students text in class (Tindell and Bohlander, 2012). So while a student may claim he's only hurting himself when texting, studies show that others are affected also. Any ringing or twittering cell phones may be confiscated and returned to the owner at the final exam. Use of cell phones during an exam will result in confiscation. Similarly, use of cameras or scanning devices in the classroom are distracting and prohibited. Dr. Farris reserves the right to assign a failing grade for unauthorized use of either in the classroom.
- 2) **Business professionals do not wear hats indoors.** Please no headgear in the classroom. Violators may be asked to leave.
- 3) Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.

FINAL GRADES

It is the practice of Dr. Farris to send a confirmatory Learn! email message identifying your final grade on Learn!. (See *Making the Grade* attached at the end of this syllabus)

LSCM 3960 Spring 2014

KEY ACTIVITIES AND DATES

This schedule may be revised to accommodate campus closures, class progress, speaker availability, more in-depth focus or discussion where warranted. We will attempt to stay as close to this schedule as possible.

** denotes quiz shut off

ATE	TOPIC
Tuesday January 20	Course Overview
Thursday January 22	Chapter 1 (3-29)**10 points SCM: An Overview
Tuesday January 27	Chapter 2 (33-70)** 10 points The "T-shirt" Project
Thursday January 29	Chapter 7** 10 points Speaker: Amazon
Friday January 30	Resume and On-line Authorization due no later than Noon via Learn! eMail 5 PM deadline to "enable" your GoToMeeting Organizer status.
Tuesday February 03	Chapter 8** 10 points Applied Logistics
Thursday February 05	Chapter 3** 10 points Deconstructing a Supply Chain – Dollar General \$1 calculators
Thursday February 12	Inventory #1 – Chapters 1, 2, 3, 7, and 8 (172 pages)
Tuesday February 17	Chapter 4 (107-132)** 7 points Inventory #1 Feedback
Thursday February 19	Chapter 9 (311-377)** 20 points – Part I Cash-to-Cash and Supply Chain Finance
Tuesday February 24	Electronic GoToMeeting Office Hours 13:00 – 15:00
Thursday February 26	Chapter 9 (382-393)** 11 points – Part II Dr. Brian Sauser - Systems Thinking in the Supply Chain
Tuesday March 03	Electronic GoToMeeting Office Hours 13:00 – 15:00
Thursday March 05	Chapter 6 (179-207)** 15 points Dr. Ila Manuj
Tuesday March 10	Electronic GoToMeeting Office Hours 13:00 – 15:00
Wednesday March 11	International Case Welcome Message and Doodle instructions
Thursday March 12	Snow Day
All Week March 14-22	Spring Break
March 16	Doodle Deadline
All Week March 14-22	Spring Break

DATE	TOPIC
Tuesday March 24	Chapter 10 (395-438)** 11 points – Part I Deregulation and Wright Amendment
Thursday March 26	Chapter 10 (446-457) ** 11 points – Part II Dr. Terry Pohlen – Current Issues in Transportation
Sunday March 29	International Case Teams Released
Tuesday March 30	Chapter 11** 10 points International Case Overview Managing Inventory /Inventory Decision making
Thursday April 02	Inventory #2 – Chapters 4, 6, 9, 10 and 11 (224 pages)
Sunday April 05	Hoppy Easter!!! Case Released
Tuesday April 07	Inventory #2 Feedback Network Analysis and Design
Thursday April 09	Chapter 12 ** 15 points ISM Report on Business/International Case Q&A
Thursday April 16	Chapter 13 ** 13 points
Thursday April 16	Case Presentations
Friday April 17	Case Presentations
Monday April 20	Peer Evaluations Due by Noon Reflections Paper Due by Noon
Tuesday April 21	International Case Solution and Feedback
Wednesday April 22	Earth Day – 45th Anniversary
Thursday April 23	Chapter 5 (137-172)** 15 points Sustainability
Tuesday April 28	Chapter 15 (619-637)** 7 points Internal Flow Modeling
Thursday April 30	Chapter 14 (583-611) and Chapter 16 (646-668)** 15 points – both chapters External Mapping
Tuesday May 05	Inventory #3 – Chapters 5, 12, 13 14, 15, and 16 (191 pages)
Thursday May 07	Inventory #3 Feedback Final Exam Q & A
Thursday May 14	Final Exam – Cumulative All Chapters 10:30 AM – 12:30 PM

MY TURN: MAKING THE GRADE

BY KURT WIESENFELD

Newsweek, June 17, 1996, p. 16

It was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class? I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?"

After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

Many students wheedle for a degree as if it were a freebie T shirt

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society?

Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.

But the lesson is lost on the grade-grouching 10 percent. Say that you won't (not can't, but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.

University of North Texas Logistics Majors Graduating Compensation Survey

Spring 2013 (n=48)

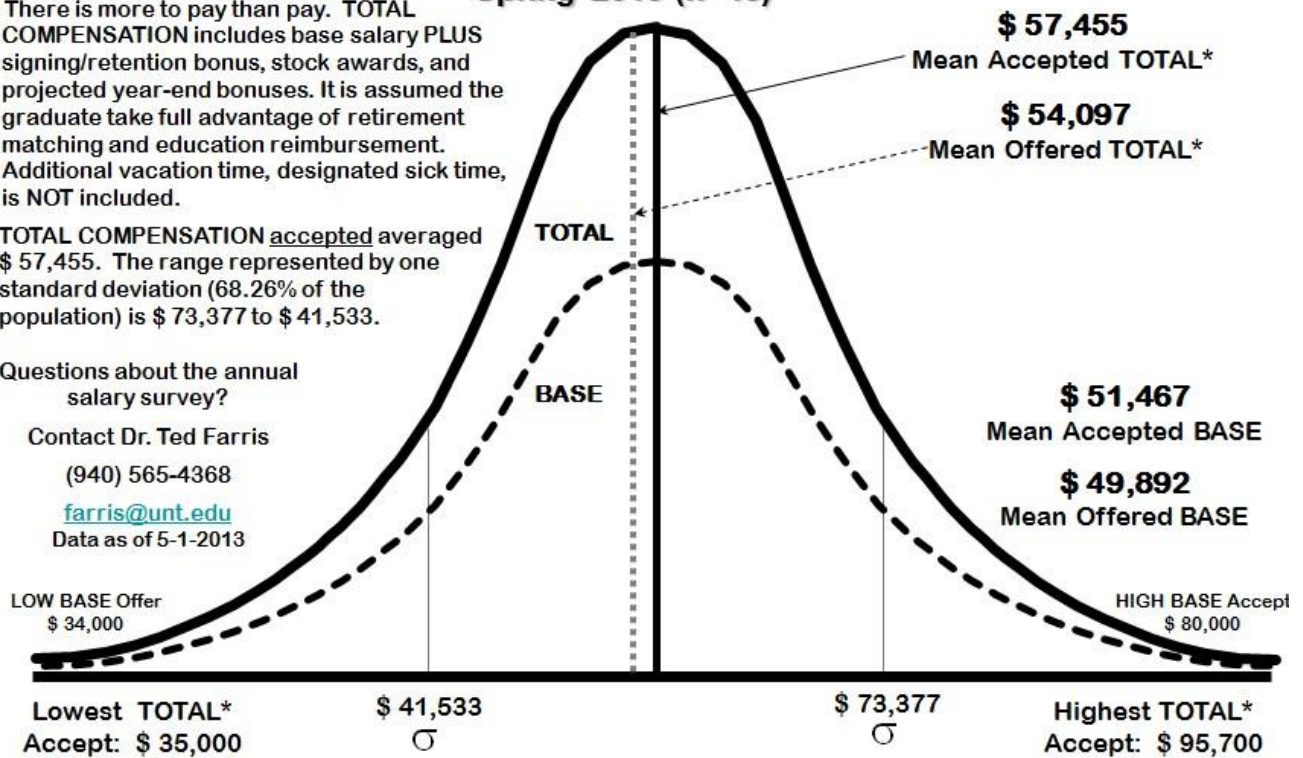
* - There is more to pay than pay. TOTAL COMPENSATION includes base salary PLUS signing/retention bonus, stock awards, and projected year-end bonuses. It is assumed the graduate take full advantage of retirement matching and education reimbursement. Additional vacation time, designated sick time, is NOT included.

TOTAL COMPENSATION accepted averaged \$ 57,455. The range represented by one standard deviation (68.26% of the population) is \$ 73,377 to \$ 41,533.

Questions about the annual salary survey?

Contact Dr. Ted Farris
(940) 565-4368
farris@unt.edu
Data as of 5-1-2013

LOW BASE Offer
\$ 34,000



Companies Offering Positions Spring 2013

BNSF (2)	Imperial Group	Repair Services
Brewer Science	JB Hunt	Ryder
CH Robinson	JCP	Schneider Logistics
City of Denton	Lockheed	Social Medium
Dart Transit	Loloi Rugs	Stevens Transport
DSC Logistics	NFI	Texas Instruments
Ericsson (2)	Penske	Texas Pipe
Exel (3)	Pepsi Logistics (2)	Trans-Expedit
FEMA	Raider Express	Transplace
Hitachi Consulting	Reliant Worldwide Plastics	True Point Logistics