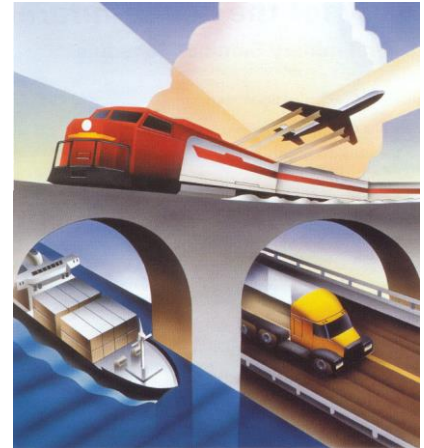


LSCM 3960: LOGISTICS & SUPPLY CHAIN MANAGEMENT

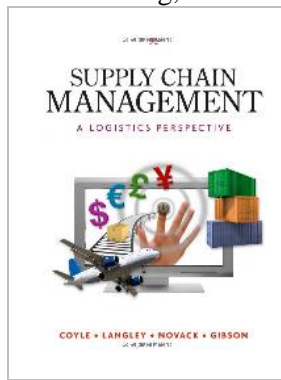
Autumn 2014
Dr. M. T. Farris
Tuesday/Thursday
11:00 AM – 12:20 PM
BLB 080



Office: 336A BLB
Phone: Office: (940) 565-4368 (565-GENT)
Office Hours: Tuesday 1:30 PM - 3:00 PM
by appointment only; 24 hours in advance Thursday 1:30 PM - 6:00 PM; 9:30PM -10:00 PM
Contact: 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 South-western 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.

Lectures: To successfully complete the course you must master two sources of information. First, is the textbook. Approximately half of the exam questions are drawn directly from the text. Read it carefully and completely. Second, the lectures. History has shown a clear relationship between your final grade and classroom attendance. Copies of the complete lectures will not be provided...come to class!

GRADING:

Resume	50 points
On-line Quizzes	200 points
International Case	125 points
Inventory (Exam) #1	125 points
Inventory (Exam) #2	125 points
Inventory (Exam) #3	125 points
Final (Exam)	250 points
TOTAL	1,000 points

Grades are based on the performance of all students officially enrolled in the course. The professor reserves the right to adjust the grading scale in the favor of the class using the “grading by the gaps” method. The DFW rate for this course is 21.3%.

	<u>Top</u>
A =	20%
B =	60%
C =	80%
D =	90%

RESUME (50 points = 5% Final Grade):

Time to start thinking about graduation! Got your resume ready? You should! Assume you attend a Council of Supply Chain Management Professionals meeting Tuesday evening 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 send your resume in Microsoft Word .DOC format attached to a Learn! email message to the course Teaching Assistant Logan Taylor no later than **Noon on Friday September 5**. 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 September 3 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 submitted a Resume Posting 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.

On-Line Quizzes (200 points= 20.0% Final Grade):

The course consists of a combination of reading and lecture. Lectures are intended to go beyond the basic concepts in the text to further your understanding. Coming to the lecture without previously reading the text may hinder your understanding. To encourage students to read the material prior to the lecture, students must complete an on-line quiz in Learn! before the lecture. Each quiz will open at 5 PM and will be open for 17 hours. Access to the quiz will end at 10 AM. If you miss a quiz, you miss the quiz regardless of the reason (late enrollment, doctor’s appointment, family issues, work issues). 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. Last summer, 56.7% of the students opted to make only one attempt. 90.4% of the students making a second attempt improved their score by 23.1%. 9.6% of students making a second attempt ended up with a lower score. “Full” graded results will be released after the quiz closes and will remain available until the shut-off period of the next quiz.

INVENTORIES (625 points=62.5% 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 inventory will be taken to check for understanding and retention of information. The inventory may be multiple choice, quantitative problems, or essay questions. Inventories 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 Inventory will contain questions that are identical, or similar to, questions from the first three Inventories.

Inventory feedback will take place during the class session immediately following the inventory. If you are not in attendance, 1) you will forfeit any exam “uplift” points awarded for the exam and 2) your score will not appear on



the Learn! grade book until you make a scheduled office visit to receive the results. Students may review their latest inventory up to three weeks after the inventory has taken place. Plan accordingly.

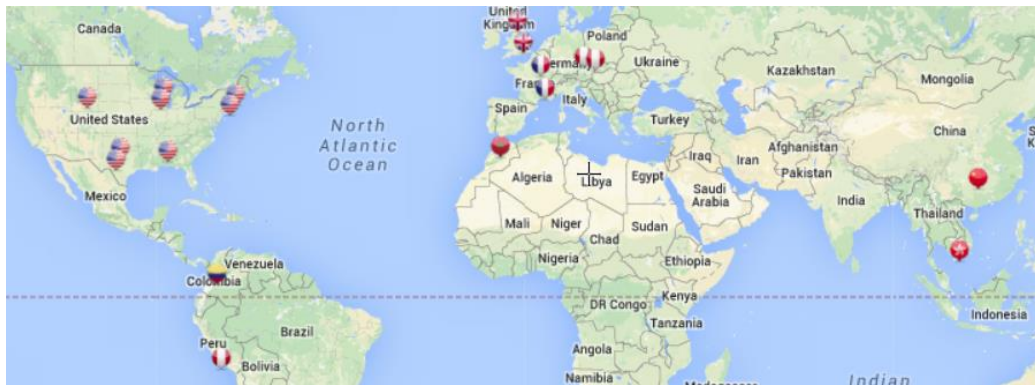
COLLABORATIVE TESTING

We will use collaborative testing for the three midterm “inventory” 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 “inventory,” 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 “inventory” 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 midterm on your own. C’est la vie. Plan for the worst case scenario.
6. Students may “opt out” and choose to complete the midterm individually but must notify Dr. Farris in writing via Blackboard no later than 7 days prior to the start of the midterm.
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 with the University of North Texas and Auburn University at the top. These universities have collaborated to create an award winning innovative project to enhance the student experience to learn how to manage team members across multiple locations. This year this project won the AACSB SWBDA Bobby G. Bizzell award for teaching innovation. We have collaborated with 28 universities worldwide create an award winning innovative project to enhance the student experience to learn how to manage team members across multiple locations. Winner of the AACSB SWBDA Bobby G. Bizzell award for teaching innovation, this semester students at the following universities will participate:



FH-Steyr (Austria), Wien Technikum (Austria), University of Nottingham – Ningbo (China), Universidad de los Andes (Colombia), Aix-Marseille University (France), Ecole Supérieure du Commerce Extérieur (ESCE) Paris (France), University of Nottingham – Semenyih (Malaysia), Universidad Peruana de Ciencias Aplicadas (Peru), City University (UK), and University of Nottingham (UK), and U.S. universities including Auburn University, Bryant University, University of North Texas, Texas Christian University, University of Wisconsin, University of Wisconsin La Crosse, University of Wyoming, and Worcester Polytechnic Institute.

On Sunday, 2 November you will receive an email containing a customized case, the names of the other students in your group from other universities, a YouTube videolink introducing the case, and a weblink for the supporting webpage. Your multicultural group will analyze and quantify an applied case concerning economic order quantity. 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, 13 November or Friday 14 November. 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 the case but the entire group must be in agreement and included in the formal request. Available times will be identified 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 17 November 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, Monday 17 November. 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, Monday 17 November. Students opting not to submit a unique paper will receive a zero as their score for this portion of the assignment.

STUDENT INSTRUCTORS (SI):

Yasser M. R. Diab Ali is our student instructor (SI) who has been hired (paid for by your student fees) to support this course. He is managed outside of this course through the student counseling center. He is a student who has performed well in this course in a prior semester. A few rules of engagement to consider:

- It is not the role of the SI to study for you. They DO attend the lectures and can recommend what they think are the important items...perhaps correctly, or incorrectly.
- The SI does not meet with the professor at any time during the semester to prepare a review sheet for the inventories or provide a copy of the review sheet that they have prepared to the professor prior to the inventory.
- The SI does not have access to the exams.
- Each section utilizes the same text and usually follows the material in the same order but each section has its own unique examinations. If you use an SI from another section it should not be a problem but do so at your own risk. Caveat emptor!
- Tutor hours will vary. Take advantage of them. Earlier is better. Students who attended between 1 and 4 SI sessions have performed 26.1% better in the course.
- Please respect the fact that the SI is also taking a full load of courses and have to manage their coursework time as well. If you wait until the last minute they may not be available.
- The SI is NOT your private tutor (though I suppose you could strike a deal with our SI at a rate of \$25 per hour). Sessions are public with specific hours. Please be considerate of the start and stop times of the sessions.
- “Issues” regarding the SI, their work schedule and performance measures are handled through the Learning Center. Contact them.

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 my 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.

NO OPPORTUNITIES FOR EXTRA CREDIT:

No extra credit will be available unless it is offered to the entire class. With over 20 measures already in this course it is rarely offered.

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 (including Google Glasses) 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 Autumn 2014

KEY ACTIVITIES AND DATES

This schedule may be revised to accommodate class progress, more in-depth focus or discussion where warranted, or to take advantage of guest speakers if the opportunity arises. We will attempt to stay as close to this schedule as possible.

(**) Pre-class quiz

DATE	TOPIC
Tuesday August 26	Course Overview
Thursday August 28	SCM: An Overview - Chapter 1 **10 points
Tuesday September 02	Role of Logistics in the Supply Chain - Deconstructing a Supply Chain Chapter 2 ** 10 points
Thursday September 04	Demand Management - The "T-shirt" Project Chapter 7 ** 10 points
Friday September 05	Resume and On-line Authorization due no later than Noon via Blackboard Vista eMail
Tuesday September 09	Order Management and Customer Service - Chapter 8** 10 points
Thursday September 11	Order Management and Customer Service - Chapter 8 Global Dimensions of the Supply Chain – The Box - Chapter 3** 10 points
Tuesday September 16	Global Dimensions of the Supply Chain - Chapter 3
Thursday September 18	Inventory #1 - Chapters 1, 2, 3, 7, and 8 (172 pages)
Tuesday September 23	Inventory #1 Feedback Supply Chain Relationships - Chapter 4** 7 points
Thursday September 25	Supply Chain Relationships - Chapter 4 Managing Inventory on the Supply Chain - Chapter 9** 20 points – Part I
Tuesday September 30	Managing Inventory on the Supply Chain - Chapter 9
Thursday October 02	Managing Inventory /Decision making - Chapter 9** 11 points – Part II
Friday October 03	Last day to drop a course or withdraw from the semester with grade of "W" for courses that a student is not passing. After this date, a grade of "WF" may be recorded.
Tuesday October 07	Inventory Decision making - Chapter 9
Thursday October 09	Supply Chain Technology: Managing Information Flows - Chapter 6** 15 points
Tuesday October 14	Supply Chain Technology: Managing Information Flows - Chapter 6 Transportation - Chapter 10** 11 points – Part I
Thursday October 16	Transportation - Chapter 10** 11 points – Part II
Tuesday October 21	Transportation - Chapter 10 Distribution: Managing Fulfillment Operations - Chapter 11

LSCM 3960 Autumn 2014

KEY ACTIVITIES AND DATES

This schedule may be revised to accommodate class progress, more in-depth focus or discussion where warranted, or to take advantage of guest speakers if the opportunity arises. We will attempt to stay as close to this schedule as possible.

(**) Pre-class quiz

DATE	TOPIC
Thursday October 23	Distribution: Managing Fulfillment Operations - Chapter 11** 10 points
Tuesday October 28	Catch-up Day
Thursday October 30	Inventory #2 – Chapters 4, 6, 9, 10 and 11 (224 pages)
Monday November 03	Last day to drop
Tuesday November 04	Feedback for Inventory #2 Supply Chain Network Analysis and Design - Chapter 12** 15 points
Thursday November 06	Supply Chain Network Analysis and Design - Chapter 12
Tuesday November 11	Sourcing Materials and Services - Chapter 13** 13 points
Thursday November 13	Sourcing Materials and Services - Chapter 13
Tuesday November 18	Supply Chain Performance Measurement and Financial Analysis - Chapter 5 ** 15 points
Thursday November 20	Sustainability - Chapter 15** 7 points
Tuesday November 25	Operations and Strategic Challenges and Change for Supply Chains - Chapter 14 and Chapter 16** 15 points – both chapters
Thursday November 27	No Class - Thanksgiving
Tuesday December 02	Inventory #3 – Chapters 5, 12, 13 15, and 16
Thursday December 04	Feedback for Inventory #3 Final Exam Q & A
Tuesday December 09	Final Exam – Cumulative All Chapters 10:30 AM – 12:30 PM

Professional Development Opportunities in the DFW-Metroplex Area

Institute for Supply Management – Dallas

- WEBSITE:** www.ismdallas.org
MEETING DAY: Second Thursday of each month (except December)
Networking 5:30 PM Dinner 6:30 PM
LOCATION: Crowne Plaza Dallas (near the Galleria)
14315 Midway Road
Addison, TX 75001

Students No Charge (must be full-time)
(send e-mail to members@ismdallas.org)
Walk-in/ Non- Members \$35
Send reservation request to: reservations@ismdallas.org
Reservation required by Tuesday noon prior to meeting
Check website for monthly meetings

For dues- free membership go to
https://www.ism.ws/files/membership/Acad_Stud_App.pdf or
<http://www.ism.ws/secure/membership/student.cfm>

National Association of Purchasing Management – Fort Worth

- WEBSITE:** <http://www.ismfortworth.org>
MEETING DAY: Monthly meetings held the 1st Tuesday of each month
Social networking starts at 5:30 PM
Dinner Meeting starts at 6:00 PM
Speaker presentation starts at 7:00 PM
Dinner and parking are without cost to all active members and their prospective
member guests. Parking ticket is validated at the meeting.

September 9, 2014

Jason, Whitely, WFAA Senior Reporter, will bring us his very timely perspective on
how the November elections are shaping up.

October 7, 2014 at 5:30 PM – 8:00 PM

- LOCATION:** Petroleum Club of Fort Worth
777 Main Street Carter-Burgess Plaza, 40th floor
Fort Worth, TX 76102

APICS The Association for Operations Management - North Texas

WEBSITE: <http://www.ntxapics.org>
MEETING DAY: First Thursday of each month
Social networking 6:00 PM Dinner 6:30 PM
September 4, 2014
October 2, 2014
Members: \$30 (ticket price for each meeting)
Non-Members: \$35 (ticket price for each meeting)
Students: \$10 (ticket price for each meeting)
\$25 (annual membership)
LOCATION: Crowne Plaza
14315 Midway Road

Council of Supply Chain Management Professionals (CSCMP) Dallas/Fort Worth Roundtable

WEBSITE: <http://www.dfw-cscmp.org>
MEETING DAY: Third Thursday of each month
Student membership: \$35 (annual)
Please visit: <http://www.cscmp.org/membership> or
http://cscmp.org/sites/default/files/user_uploads/membership/downloads/studentapp.pdf
For Roundtable events: <http://www.cscmp.org/roundtables/events>
LOCATION: La Cima Club - William Square, Central Tower, 26th Floor 5215 North O'Connor,
Irving, TX 75039

National Defense Transportation Association - Dallas

WEBSITE: <http://www.dallasnda.com>
MEETING DAY: Third Thursday of each month
\$15 for Student Membership (full-time students only)
Use RSVP link on the website for event information and payments.
LOCATION: AAFES HEADQUARTERS
3911 S. Walton Walker Blvd 6th floor Skyline Room, Dallas TX

Transportation Club of Dallas/Fort Worth

WEBSITE: www.tcdfw.org
MEETING DAY: Monthly
LOCATION: La Cima Club, The Tower at Williams Square 26th Floor, Irving, TX 75039-3790

Two events being sponsored by the Logistics Student Association (LogSA).

- September 10: Russ Schachere, a logistics supervisor from JC Penny, will speak on 9/10 at 5 pm and will also host food and drink. The room has not yet been designated by Eagle Student Services. As soon as a room has been designated, we'll send an update.
- October 10: a tour of The Apparel Group distribution center in Lewisville (just off Hwy 121 and Plano Parkway). The tour will begin at 0900 and finish at 1030.

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

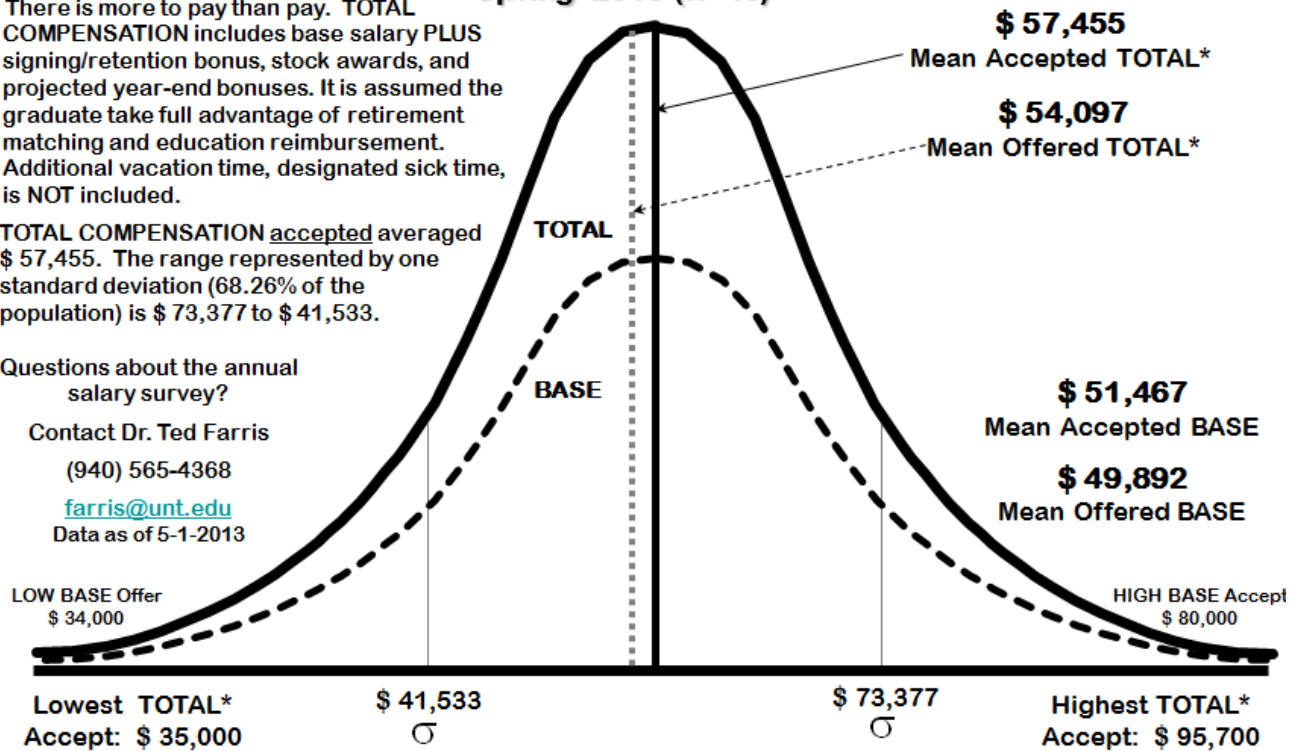
Spring 2013 (n=48)

* - 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



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