Expected Outcomes:
1) Recognize characteristics of academic entitlement that negatively impact student outcomes.
2) Apply dialogical strategies to address academic entitlement and increase students’ ability to accept feedback from others.
3) Reduce faculty reactivity to student entitlement in order to facilitate appropriate engagement around the issue of entitlement.

Summary Results of our Study

A diverse sample of 282 graduate and undergraduate students was recruited to explore individual and contextual variables related to academic entitlement (AE). The Academic Entitlement Scale (Chowning & Campbell, 2009) and Psychological Entitlement Scale (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004) were utilized in the study survey, as well as questions exploring family structure, family SES, area of study, employment status, and other demographic variables. Analysis of Covariance and bivariate correlations were used to analyze the data. Males reported significantly higher levels of academic entitlement and psychological entitlement than females. Students who were not currently employed reported significantly higher levels of AE than students who were employed. AE also differed significantly between areas of study, with law students reporting the highest levels of AE. AE was significantly correlated with psychological entitlement, college classification, income, age, and gender. Family structure and family SES were not significantly related to academic entitlement.

1. Strategies for Addressing Academic Entitlement
   - What we already know/do:
     o Create a comprehensive syllabus with explicit objectives
     o Use detailed grading rubrics
     o Provide de-identified examples of A-level student work
   - What to add:
     o Manage your reactivity
     o Gather information
     o Meet face-to-face
     o **Listen to the student, validate what you can**
     o Review the facts & review the “whole story”
     o Discuss problematic communication
     o Review strategies for improvement/prevention

2. How to Reduce Faculty Reactivity to student Entitlement
   - Check your motives
   - Seek peer support/guidance for big buttons
   - Know your signs of reactivity
   - Do not reply to student or meet until you have a plan
   - Remember that they are still learning
   - Give yourself permission to be wrong, model humbleness
References and Recommended Readings:


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