2018

Academic Entitlement and the Decision-Making of Tenured Professors

A. Roland Chambers
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Artie Chambers

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Elizabeth Bruch, Committee Chairperson, Education Faculty
Dr. Sydney Brown Parent, Committee Member, Education Faculty
Dr. Nicolae Nistor, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Academic Entitlement and the Decision-Making of Tenured Professors

by

Artie Roland Chambers

MS, Towson University, 2008

MA, Towson University, 1998

BS, University of Maryland University College, 1995

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2018

Abstract

Academic entitlement is a concern in higher education because of the potential societal and market driven influences on credible scholarship. Most of the research has focused on negative attitudes and behaviors attributed to students. The considerations of tenured professors who interact with academically entitled students and strategies for effective classroom management has not been fully explored. Constructivism provided the theoretical framework for the qualitative case study. Data were collected from open-ended, semistructured interviews with a purposeful sample of 10 tenured professors from a state college in the Southeastern United States to explore (a) the meanings participants attributed to academic entitlement, (b) how those meanings affected their decision-making, and (c) the ramifications of those decisions for classroom management. Data were analyzed through descriptive, InVivo, and patterns coding. Findings indicated that although academic entitlement is a consequence of cultural practices, professors can alter the perception of academically entitled students with an adherence to robust classroom policies and self-reflection to mitigate enablement of the behavior. Findings were used to create a professional development mentorship program for new full-time professors designed to promote self-reflective practices and individualized management considerations to cultivate classroom management skills and improve student learning and retention. New faculty without exposure to academic entitlement might face unanticipated challenges when managing classrooms. An awareness from the experiences of colleagues who instructed academically entitled students will benefit new educators by providing insights to promote stronger classroom management and result in culturally positive social changes.

Academic Entitlement and the Decision-Making of Tenured Professors

by

Artie Roland Chambers

MS, Towson University, 2008

MA, Towson University, 1998

BS, University of Maryland University College, 1995

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2018

Table of Contents

ii

iii

List of Tables

Section 1: The Problem

U.S. universities and colleges previously existed as institutions where professors disseminated information to students with an intent to produce civic-minded citizens who would contribute to their communities (Cohen & Kisker, 2010). This tradition appeared immutable until the second half of the 20th century when scholars recounted experiences with students who treated their professors as customer service representatives who provided services (Baker, Comer, & Martinak, 2008; Dubovsky, 1986; Morrow, 2009). Described as *academic entitlement* (Boswell, 2012), *student entitlement* (Lippman, Bulanda, & Wagenaar, 2009), and *student consumerism* (Plunkett, 2014), this change in the expectations of some students became a subject for research because this phenomenon indicated a negative social change in the long-standing tradition of higher education (Lippman et al., 2009; Miller, 2013; Singleton-Jackson, Jackson, & Reinhardt, 2010).

The Local Problem

Academically entitled students have been reported to disregard the primary intent of higher education because they expect to be rewarded with a degree, which they view as "a commodity to be bought" (Newman, Couturier, & Scurry, 2004, p. 17). Some researchers suggested the potential consequence of an anticipated effort-free education could be a decrease in learning and an increase in perceived classroom incivility (Andrey et al., 2012; Baker et al., 2008). Academic entitlement, however, is not a narrow term used to describe problematic student behavior; it is a multifaceted phenomenon that includes tacit complicity by professors and administrators (Lippmann Bulanda, &

Wagenaar, 2009), as well as other stakeholders. Problems specific to student behavior or attitudes are better described as "student-centered academic entitlement" to distinguish that phenomenon from contributing influences.

Student-centered academic entitlement is a phenomenon in which students believe they are allowed special considerations from their instructors (Cain, Romanelli, & Smith, 2012); most notably, they feel entitled to be rewarded for self-measured effort as opposed to the academic mastery of course work (Twenge, 2009), and this expectation is supported by an unwillingness to accept personal responsibility for any academic failure (Singleton-Jackson et al., 2010). Previous studies suggested narcissistic or consumerist dispositions in students might result in student-centered academic entitlement (Ciani, Summers, & Easter, 2008; Singleton-Jackson et al., 2010), and although not isolated to a specific demographic, men have been reported to show higher rates of entitled beliefs and behaviors than women (Boswell, 2012; Ciani et al., 2008).

Several researchers suggested some professors and administrators might enable academically entitled behavior in students through inaction or by supporting the industry of higher education (Lippmann et al., 2009; Newman et al., 2004; Singleton-Jackson et al., 2010). Alexander and Sysko (2011) speculated that external influences like helicopter parents may promote entitled feelings in students as a result of fostering their self-esteem. Academic entitlement is a broad social, cultural, and institutional phenomenon with internal and external structures of conditioning that cause some students to underappreciate the personal responsibilities needed for academic success in higher education.

The local setting for this study was a public four-year state college located in the Southeastern United States. The college awards Bachelor of Applied Sciences and Associate of Arts and Sciences degrees. The institution has four campuses in rural and suburban areas, and an online virtual campus. The student population includes traditional and nontraditional students. The Integrated Postsecondary Education Data System reported a student enrollment of more than 15,000 students during the 2014-2015 academic year, with between 5,000 and 6,000 attending full-time, 65% identified as 24 years of age or younger, and 98% with in-state status (U.S. Department of Education, National Center for Education Statistics, 2017). There were more than 200 full-time tenured or tenure-track professors and more than 700 adjunct instructors (U.S. Department of Education, National Center for Education Statistics, 2017). Tenured professors are not obligated to publish or conduct research but are encouraged to maintain their professional development and to participate in the shared governance of the college and their discipline.

Section 1 includes a definition of the problem of academic entitlement and the rationale for the study. The significance of this phenomenon at both local and broader levels is followed by a literature review of academic entitlement, which includes the theoretical framework used to guide this study. Implications of the literature are explored.

Evidence of the Problem at the Local Level

Student-centered academically entitled behavior was a concern for some professors at the local setting. What distinguishes academically entitled students from students who are empowered, responsible, and willing to meet academic challenges is

entitled students' expectation of success without effort (Twenge 2009). Although the effort required to complete assignments on time and to the best of their abilities may be minimal, the students expect to receive high grades due to some imagined patronage arrangement. Although this could be suspected of underperforming students who do not have entitled beliefs, those who are academically entitled may exhibit more determination in attempts to manipulate instructors to consent to those expected outcomes (Morrow, 2009). This manipulation is not always limited to received grades.

One professor in the setting wrote about a student who showed greater effort when trying to negotiate the requirements of an assignment he or she found inconvenient than in completing the work (personal communication, October 6, 2013). Another professor wrote that a student who disagreed with the class policy exclaimed in class how he paid the professor's salary (personal communication, April 1, 2014). In another example, an online student who failed to complete any of the course assignments and was summarily withdrawn from the course by the professor protested this action in an e-mail that read "as a teacher, it is your duty to ensure that students pass the class" (personal communication, October 7, 2013).

These examples indicate the attitude of some students in institutional settings; however, researchers have not explored how professors confront academically entitled beliefs and behaviors in students. Of interest in this study, and minimally discussed in the literature, was the decision-making process of professors who address this issue in the classroom with the understanding they will be evaluated by students who have expressed academically entitled behaviors.

Evidence of the Problem from the Professional Literature

According to the American Psychiatric Association (2013), entitlement occurs when an individual has "unreasonable expectations of especially favorable treatment or automatic compliance with his or her expectations" (Diagnostic Criteria 301.81 [F60.81], para 4); it is one of nine indicators used in determining a narcissistic personality. When anecdotes, reports, and research on academic entitlement appeared in the literature, what might have been considered local problems with the personality or behavior of some students came to be recognized as prevalent. Two early researchers described academic entitlement from student-centered and institutional perspectives. Dubovsky (1986) described five entitled beliefs observed in medical students that included their belief that minimal effort was sufficient, everything needed to succeed would be provided, personal responsibility was unnecessary, there would be no failure, and uncivil behavior was reasonable to protest unexpected outcomes.

Morrow (2009) observed three characteristics of the culture of entitlement that included the belief that political pressure is preferred over academic achievement, student failure is not the fault of the student, and those in the culture want to delegitimize the system in place. The student in this culture seeks accommodations he or she feels are deserved, although there ostensibly is no logical rationale for this belief. Morrow argued that scholarship will potentially disappear when those who desire the credentials of a higher degree can demand access to higher education through political means as opposed to academic accomplishment. Although this argument may be considered oppositional to

unrestricted access to higher education, Morrow argued any acceptance of entitlement over tangible scholarship would devalue higher education.

When academically entitled students are successful in their manipulations, they receive deliberate or unwitting accommodation from representatives in institutions of higher education, and these representatives were Morrow's (2009) intended audience. Morrow's implication appeared to be that unaddressed students with academically entitled expectations have no reason to think differently unless their professors and administrators convince them to do so. Morrow viewed academic entitlement as self-defeating because the award of a degree is based on the ability to undermine the system that establishes the criteria for awarding the degree. Unlike the organized efforts for social change in U.S. culture by students during the 1960s and 1970s who were successful in changing their educational environments, academically entitled students currently lack the cohesion of a social movement.

Most of the scholarly inquiry on this phenomenon occurred in the 21st century when researchers conducted studies on college and university students and found narcissism and generational differences to be primary causes of academically entitled beliefs (Boswell, 2012; Chowning & Campbell, 2009; Ciani et al., 2008; Greenberger, Lessard, Chen, & Farruggia, 2008; Kopp, Zinn, Finney, & Jurich, 2011; Singleton-Jackson, Jackson, & Reinhardt, 2011). Other papers suggested external influences from overprotective or helicopter parents who instilled entitled attitudes in their children by inflating their sense of self-esteem (Alexander & Sysko, 2011). Although the focus on student-centered academic entitlement has resulted in measurements of student behavior

and causal factors, little if any research has addressed the possible effects of student-centered academic entitlement on tenured professors. A study on the decision-making process of professors who have interacted with academically entitled students may be beneficial when promoting effective classroom practices.

The most striking perception from Morrow (2009) regarding the reasoning that guides academic entitlement is how it does not consider stakeholders who are not students. When considering that academically entitled students have different educational expectations than their professors, a person might question students' ability to critically assess instructors. In a study on student evaluations of professors, Pinto and Mansfield (2010) found students tended to make decisions based on their feelings about their instructor, and not from critical thought. Arthur (2009) found positive evaluations were associated with the students' preference for the professor, and negative evaluations were based on the students' performance. If a student did not meet his or her own expectations, that student would submit a negative assessment of the professor (Arthur). Slocombe, Miller, and Hite (2011) found that 33% of students in their sample did not believe their peers were honest in their professor evaluations.

The evaluation of professors by their students is a common practice in most U.S. institutions of higher education, and in some cases may influence a professor's classroom decisions and practices. Marcus (2000) admitted to participating in a culture in which professors sometimes acquiesced to students considered unteachable as a strategy to acquire favorable evaluations. Although Marcus's article was published more than a decade ago, the implication is that the professor who dumbs down course content to

appear more appealing to academically entitled students performs a disservice to other students in the classroom who want to learn.

Academic entitlement underscores the current conflict between the scholarship and business of higher education. Academically entitled students challenge administrators to choose between supporting professors hired for their credentialed experience and supporting student consumers (Cain et al., 2012). The unspoken reality is if every student leaves because of dissatisfaction, the institution ceases. Lord (2008) noted how pressure to offer a "quality education and a gratifying experience" (p. 72) can test the legitimacy of an institution and may also test the steadfastness of its professors. Lippmann et al. (2009) surmised that some institutions contribute to the culture of academic entitlement through business practices such as increasing the number of part-time faculty who may feel pressured to accommodate the demands of students. The American Association of University Professors (2017) recently published a report that indicated that an adjunct professor of philosophy was abruptly dismissed from his position in a community college midsemester and "without affordance of academic due process" (p. 9) after he informed administrators he intended to complain to the college's accrediting body about a recent policy that diminished rigor in a course he taught. The report also noted the climate at the college was one in which most of the people interviewed would only agree to do so anonymously. These accounts indicated how decisions made by some professors are influenced by attempts to balance student satisfaction with scholarship and classroom management with temperament.

Rationale for the Study

Some researchers speculated there are a number of students who believe they will succeed in higher education with little academic effort, and who consider the professorate subordinate to that outcome (Chowning & Campbell, 2009; Jackson, Singleton-Jackson, & Frey, 2011; Plunkett, 2014). Researchers have also suggested that these expectations result from external and internal life experiences (Greenberger et al., 2008; Kopp et al., 2011). Assuming academically entitled students do not believe they possess the same acumen as their professors, it can be argued they have a different understanding of what constitutes academic success and, by extension, how they should achieve that goal.

Students who exhibit academically entitled behaviors may do so intentionally (Chowning & Campbell, 2009; Greenberger et al., 2008; Kopp et al., 2011). When an academically entitled student has a conflict with a professor, the student will often attempt to reconcile the encounter by testing the resolve of the professor (Cain et al., 2012; Kopp & Finney, 2013). To a large extent, research has focused on student-centered academic entitlement and the causal factors that lead to behaviors of entitlement (Alexander & Sysko, 2011; Plunkett, 2011). Researchers should also consider the possible effects academically entitled students have on professors and higher education institutions. One student sued the University of New Mexico over alleged violations of her First Amendment rights after she did not follow instructions in the course syllabus for an assignment that emphasized critical analysis over opinion, after she was offered an opportunity to resubmit the assignment, and after she complained to the college and

received a refund of the course tuition (Flaherty, 2017). The student filed a lawsuit and lost the court case. The state appellate court upheld the decision.

The decision-making process of tenured professors based on their understanding of institutional and student-centered academic entitlement at the study site was the primary focus for this study. Tenured professors, as opposed to tenure-track professors, were selected because they have the protections of tenure and are more ingrained in the college community. Most tenured professors at the study site chair or participate in leadership positions and serve on committees outside of their departments. I suspected tenured professors would provide better insight than the other faculty due to their contributions to the institution and their disciplines. The purpose of this study was to explore the meaning tenured professors attributed to academic entitlement, how their interpretations of this phenomenon guided their decisions, and how their decisions influenced their classroom management.

Definition of Terms

The following terms are defined within the context of this study:

Academic entitlement: The belief that some students should receive credentials in higher education without the requisite effort or ownership of responsibility. This belief may be held by students who feels entitled to special considerations from their professors (Jackson et al., 2011). This belief may result from various social influences including parenting (Baker et al., 2008), cultural practices such as consumerism (Cain et al., 2012), and the marketing of students by institutions (Singleton-Jackson et al., 2010). Academic entitlement occurs when student success in higher education is encouraged or enabled by

stakeholders without the requisite personal accountability for student scholarship. Academic entitlement in this study was not limited to student beliefs or behaviors, but part of a holistic construct.

Helicopter parent: A pejorative term for parents who hover over their children and guide their lives. Helicopter parents involve themselves in the management of their children's activities to ensure their success. This type of parenting may be normal during the child's formative years, but it can become problematic when the child enters higher education. Vinson (2013) wrote that helicopter parents may hinder their children's decision-making and coping skills, which can negatively impact learning opportunities in the higher educational setting and may lead to difficulties after college. Parents could cross legal boundaries of privacy by requesting information from professors and institutions about their child's status without regard for the Family Educational Rights and Privacy Act that protects student privacy. Schiffrin et al. (2014) found a correlation between "over-controlling parents" and "higher levels of depression and less satisfaction with life" (p. 548) in college students. Barton and Hirsh (2015) identified an association between permissive parenting and stress for the student. Barton and Hirsh also found an indication "that permissive parenting shares a relationship with, and may influence, academic entitlement among college students" (p. 5). Some parents may inadvertently inhibit the academic success of their children. Sohr-Preston and Boswell (2015) found a greater external locus with students from dysfunctional families, as those from stable families demonstrated an internal locus of control.

Locus of control: A term originating in attribution theory that describes the level of control a person feels toward his or her success. A person with an internal locus believes personal outcomes are caused by his or her efforts, whereas a person with an external locus believes personal outcomes are due to other actors or circumstances. A student with an internal locus believes hard work and focus will lead to higher grades; a student with an external locus believes hard work and focus is "the result of luck, chance, [or] fate" (Rotter, 1966, p. 1). Demetriou (2011) wrote that students who possess an internal locus will "persist in their efforts at learning when they feel they are in control" (p. 17). Although attribution-based theories were not a primary focus in this study, some aspects of the theories, such as motivation and locus of control, were relevant to a discussion of academic entitlement.

Narcissism: A personality disorder where an individual will exhibit "a pervasive pattern of grandiosity, need for admiration, and lack of empathy that begins in early adulthood" (American Psychiatric Association, 2013). Some of the diagnostic criteria for this disorder, such as a sense of entitlement or interpersonal exploitation, may in part explain student-centered academic entitlement. Twenge (2009) observed an increase in the level of narcissism in students over the past few decades, which may suggest student narcissism may be a result of generational differences. Generational changes may include social transformation via social media and a culture of opinion-based reality.

Student-centered academic entitlement: The belief of entitlement specifically held by some students. Dubovsky (1986) and Morrow (2009) described this form of

academic entitlement as lack of personal responsibility, disruptive behavior toward the academic system, and aggressiveness.

Student consumerism: A consumerist attitude by students who feel they pay for a degree and should receive accommodations as a result (Plunkett, 2014). Because student consumerism has business overtones, it is generally thought to be a potential outcome of the business model sometimes used in higher education that regards students as customers. When this occurs, a student who is consumer oriented is not in college to learn but to graduate with a college degree, often needed to obtain a job that pays more than one that does not require a degree. Student consumerism may result in a range of behaviors from selecting easier courses to academic dishonesty (Harrison & Risler, 2015).

Significance of the Study

Researchers described academically entitled students as having feelings of high and low self-esteem, exhibiting an absence of responsibility caused by an external locus of control, and exhibiting narcissistic or consumerist mentalities toward professors as well as the institution of higher education (Cain et al., 2012; Chowning & Campbell, 2009; Ciani et al., 2008; Greenberger et al., 2008). Kopp and Finney (2013) found academic entitlement "is related to student incivility" (p. 334) as a response to unexpected outcomes. Although there are varying degrees of nonaggressive and aggressive actions, incivility can be equated to a tantrum. Academically entitled student attitudes have been found to exist prior to students entering higher education and do not appear to dissipate during or after leaving college (Chowning & Campbell, 2009;

Thompson & Gregory, 2012). Some researchers argued that overindulgent helicopter parents and the self-esteem movement in the early 1980s that rewarded both winners and losers have contributed to the entitled behavior some students bring to the higher education environment (Greenberger et al., 2008; Kopp et al., 2011; Lippmann et al., 2009; Twenge, Konrath, Foster, Campbell, & Bushman, 2008b).

According to the millennial argument, the change in some students' attitudes about education is the result of a generational transformation that should be understood by premillennial professors because student challenges are motivated by wanting an unblemished résumé (Gross, 2011). There is also a suspicion that students exhibit academically entitled behavior because they were never introduced to the rigor of educational challenges in their primary and secondary educational settings (Correa, 2006). The phrase "teaching for the test" has become part of the lexicon to describe the insignificance of learning in rote memorization for state-mandated examinations.

Academic entitlement is not only an obstacle for students who have been conditioned to believe their attitudes and behaviors will result in academic accomplishments, it is also an impediment to professors who believe that some students' expectations are unrealistic in a higher educational setting. Researchers have speculated student-centered academically entitled behaviors may occur in classroom environments where students perceive their professor's interactions as misconduct (Hazel, Crandall, & Caputo, 2014; Miller, Katt, Brown, & Sivo, 2014). Professors may create an atmosphere that contributes to, enables, or initiates academic entitlement through their behaviors or misbehaviors inside and outside of the classroom (Miller et al., 2014). In a review of the

literature on incivility, Knepp (2012) observed that instructors' opinions about students may be a contributing factor to academic entitlement. From this perspective, academic entitlement disrupts both the learning and teaching processes because it alters the traditional academic roles of student and professor (Chowning & Campbell, 2009; Miller et al., 2014).

Colleges and universities have traditionally existed to produce graduates who will become productive citizens through instruction that prepares them to think critically, respond rationally, and communicate effectively with others inside and outside of the culture of the institution (Cohen & Kisker, 2010). The possible negative effects of academic entitlement on the decisions made by professors may undermine this endeavor. Some professors in the local setting experienced interactions with academically entitled students, but it was not known whether serious thinking had been done to develop classroom strategies that would support the traditional philosophy of education. This study was conducted to explore possible solutions that might be useful to professors in the local setting.

Research Questions

Data were gathered for this case study to explore the meaning tenured professors attributed to academic entitlement; to understand what effects, if any, the phenomenon might have on their decision-making within the setting; and to explore whether their decisions resulted in better classroom management strategies. The study was conducted to answer the following research questions:

1. How do tenured professors define academic entitlement and its prevalence within the setting?

2. What personal experiences have tenured professors attributed to instances of academic entitlement within the setting?

3. How have the tenured professors' experiences with academic entitlement guided their decision-making within the setting?

4. What were the ramifications, either positive or negative, of the decisions made during or after instances of academic entitlement within the setting?

Review of the Literature

Literature Search Strategy

The review of the literature is separated into five sections: (a) instrument validation studies, (b) possible explanations for student-centered academic entitlement that addresses the millennial generation and student effort, (c) incivility, (d) student-centered academic entitlement that addresses narcissism and consumerism as possible explanations, and (e) college and university professors. The research was retrieved from different academic databases using the key words *academic entitlement, consumerism, constructivism* or *social constructivism, constructionism, student entitlement, narcissism, student evaluation, Millennials,* or variations or combinations of the key words through a Boolean search. Words that were included in a Boolean query were relevant to higher education (e.g., *academic entitlement* AND *college* or *narcissism* AND *college* OR *university*) and research (e.g., *student entitlement* AND *quantitative*).

Some words were excluded (e.g., *millennials* NOT *high school*) to limit searches. Of the 11 databases used, most peer-reviewed research came from Academic Search Complete, ProQuest, and Education Research Complete. Some studies identified in the reference section of articles were further investigated. The primary disciplines investigated were psychology, higher education, the social sciences, and business. Anecdotal accounts of academic entitlement published as articles and selections from published texts were also included. The primary sources for the conceptual framework and the methodology were published texts.

Constructivism as a Conceptual Framework

Constructivism, as an epistemology, is the philosophical view that reality is constructed by the experiences of an individual or a culture. Crotty (1998) used the example of how a tree has different connotative meanings to individuals living in "a logging town, an artists' settlement, and a treeless slum" (p. 43) to demonstrate how different perspectives of reality coexist. Individuals can agree on the denotative meaning of a tree, but they might attribute different significances based on how that meaning was constructed.

Within the academic setting, the constructed reality of some students and some professors may lead to different connotations, meanings, or understandings of education in much the same manner. Some professors may view educational success as the acquisition of knowledge, whereas some students may view educational success as a degree received in any manner. Students may also attach a subordinate importance on course work because other real-world responsibilities take precedence, and lament over

their unproductive efforts when they are not successful. This difference in expectations may be explained using a social constructionist framework to understand the "multiple realities constructed by different groups of people and the implications of those constructions for their lives and interactions with others" (Patton, 2015, p. 121). The position that reality is subjective is antithetical to the objectivist view that reality is independent of "consciousness and experience" (Broido & Manning, 2002, p. 435).

Individuals make sense of reality through distinct perceptions within environments that influence interpretations. According to Young and Collin (2004), "knowledge and social action go together" (p. 376). Constructed meaning comes not only from an individual's life experiences but also from the culture in which those experiences occur. Dewey (1938) explained how social construction, what he considered experience or a collective social experience, is built from previous "human activities" (p. 39), and if stalled, would collapse a civilization. This perception relates to the potential effect of academic entitlement on the learning development of students.

The collegiate environment might be viewed as a culture not representative of one homogenous group. Heterogeneous divisions, such as student and professor, could be further separated by demographic categorizations such as gender, age, and race. The diversity of the professors in this study indicated a constructivist framework may best reveal their rich responses to answer the research questions addressing their understanding of academic entitlement, the decisions they make based on their understanding, and any outcomes that result from their decisions. I assumed the professors' definitions of academic entitlement would vary based on their individual and

collective experiences. One interview question addressed the professors' description of their experiences with academic entitlement; another interview question addressed how, if at all, the professors altered classroom policies based on their constructed experiences with student-centered academic entitlement. I assumed a professor with fewer experiences of student-centered academic entitlement would have a different understanding of the phenomenon than a professor who had many experiences, and this difference would possibly result in different strategies for classroom policies and management strategies.

Academic Entitlement Instrument Validation Studies

Several researchers conducted quantitative studies that included existing instruments, primarily from the discipline of psychology, to measure personality traits in students or to validate the construction of their own academic entitlement instruments. Achacoso (2002) conducted the first study on academic entitlement and college students. Her findings were challenged or supported by subsequent researchers (Boswell, 2012; Kopp et al., 2011; Singleton-Jackson et al., 2011). Achacoso used a quantitative self-reflective measurement tool with undergraduate students that was followed by qualitative interviews with eight students to develop her academic entitlement scale. The instrument measured "entitlement beliefs in an academic context" (p. 44). Achacoso found students with entitled beliefs were less likely to be self-regulating when it came to study habits and found a positive relationship between external attribution for "academic performance" and "entitled beliefs" (p. 96). The findings also indicated students whose scores were high in academically entitled beliefs felt their academic outcomes were

influenced by an external locus of control, which might have motivated a belief that self-efficacy was unwarranted.

The qualitative data in the Achacoso (2002) study, however, indicated students who had higher levels of entitled beliefs also believed they could manipulate instructors for higher grades. This finding contradicted the external locus of control found in the earlier part of the study, but also reinforced the lack of self-efficacy. The findings indicated that students with entitled beliefs had poor study habits and did not take responsibility for their poor performance, although they felt they could influence instructors for positive grades. In other words, the students who had higher levels of entitlement believed they could succeed in higher education without mastering course content. The student who does not work hard can reject personal responsibility although he or she feels responsible for some skill at manipulating professors, which is an indication of a lack of respect toward the instructor and the institution of scholarship.

Several years later, Greenberger et al. (2008) used several existing psychological instruments to measure personality in their student sample. The researchers also measured narcissism, self-esteem, and work orientation and social commitment. Greenberger et al. found a positive relationship between academic entitlement and narcissism, a negative relationship between entitlement and social commitment, and a negative relationship between high entitlement beliefs and high self-esteem. Several years later, Baer and Cheryomukhin (2011) replicated part of the Greenberger et al. study and found students with higher academic entitlement measurements showed both high

and low levels of self-esteem. This concurs with the findings in Achacoso's (2002) mixed-methods study.

Chowning and Campbell (2009) used several existing instruments to validate their own academic entitlement scale, a 15-item self-report questionnaire. Chowning and Campbell found students who experienced academic entitlement also felt that an external locus of control alleviated personal responsibility. This finding supported part of Achacoso's (2002) study. Chowning and Campbell speculated academic entitlement might be used as a predictor of student aggression via evaluations of instructors. This implication not only challenges the truthfulness of answers on instructor evaluations, it also questions the efficacy of the evaluations.

Kopp et al. (2011) cited Chowning and Campbell (2009), Greenberger et al. (2008), and Achacoso (2002) and questioned the value of those previously developed instruments in their development of an academic entitlement questionnaire. Kopp et al. claimed Greenberger et al. failed to include information on the development of their scale, thereby making their study difficult to replicate. Kopp et al. also maintained that Chowning and Campbell's academic entitlement construct was "inadequately represented" (p. 109). Kopp et al. considered the Achacoso study to be vague by not specifying whether the questionnaire was constructed to include one or more than one element of academic entitlement. Kopp et al.'s findings were similar to the conclusions in the previous studies. Kopp et al. found academic entitlement was "positively related with external locus of control…negatively related to mastery-approach goal orientation (and)

negatively correlated with test-taking effort and positively associated with work-avoidance" (p. 123).

These validation studies indicated academically entitled students did not feel any obligation for personal responsibility or academic achievement in their education, although some believed they had the ability to manipulate instructors to inflate their grades. The studies indicated how students could exhibit an internal locus for their educational outcomes. The explanation for this may stem from their lack of respect for the system of higher education as an endeavor worthy of serious consideration, until they realized their low grades would negatively impact their success. This attitude might also be reflected in their posteducational involvement in the workforce. Thompson and Gregory (2012) noted that millennials, arguably a principal demographic in any discussion of academic entitlement, require newer accommodations for retention in the workforce. This mirrors the speculation by Chowning and Campbell (2009) that academic entitlement might explain problems with retention in higher education by students who fail to self-correct.

Millennials and Effort as Possible Explanations for Academic Entitlement

Kelly (2010) noted that although Millennial students training as physician assistants had negative qualities such as a lack of self-control and a lack of perseverance they also possessed positive attributes like social consciousness and technological sharpness. Kelly suggested early experiences with helicopter parents and grade inflation might encourage students to believe course competence to be inconsequential, and she

appealed to physician assistant educators to consider the generational change in attitudes as an indication for new methods for instruction.

Quinn and Matsuura (2010) surveyed students and teachers in a Japanese university and found both groups believed effort was more important than aptitude. If students tried their best, they were viewed as successful. Twenge (2009) reviewed previous quantitative studies that reported student responses to several types of psychological measurements and found they expected good grades for their effort over performance. Alexander and Sysko (2011) had similar findings from their quantitative study, where they found a correlation between entitled behavior and the influence of helicopter parents.

Following their qualitative study, Bowen et al. (2011) recommended educators consider the viewpoints of millennial students during their instruction. In their paper about Millennials in the workforce, Thompson and Gregory (2012) suggested changes in contemporary management styles are needed to help businesses lower their rates of employee turnarounds. It should be noted these writers did not support the capitulation of traditional academic values to the wishes of students; they encouraged the probable need for new educational strategies for a demographic that is attitudinally different than previous generations.

Incivility as Possible Explanations for Academic Entitlement

Classroom incivility can be defined as any display of disrespect to educational instruction (Cain et al., 2012), however, it is subjective (Knepp, 2012). Examples of this behavior may be thought of as student or instructor who arrives late for class, verbal or

physical aggressiveness, or any action that disrupts the learning process. Karlins, Hargis, and Balfour (2012) conducted an experiment on cheating and found almost 10% of students surrendered their cell phones before an exam only when they believed they would be caught. The implication was without fear of discovery the students would have ignored the exam policy and showed disregard for the professor.

Several studies suggested students have been conditioned to develop attitudes and express behaviors indicative of student-centered academic entitlement and incivility. Jiang, Trip, and Hong (2016) found a relationship between student-centered academic entitlement and student incivility and found students with these traits contribute to "strain and emotional exhaustion" (p. 8) for some professors. They concluded student incivility should be a focus for examination over student-centered academic entitlement. Educators might also be responsible for students to believe their entitled actions are warranted. Professors can exhibit uncivil behavior toward students in the forms of condescension, poor communication, or teaching skills, and criticism of students in front of peers (Clark & Springer, 2007).

Knepp (2012) noted incivility is based on the professor's interpretations and whether the action is disruptive. This would also apply to the student's perception of an action by the professor or by classmates. Incivility is an individual construct based on the experiences of the person defining an action. A professor may not view a student's late arrival to class as uncivil but may consider a student's early departure without permission as discourteous. A different professor may view both actions as uncivil. A student may

consider a peer texting during a lecture as typical but may interpret a disciplined response by the professor as uncivil.

Narcissism and Consumerism as Possible Explanations for Academic Entitlement

  Student narcissism. Several researchers speculated student-centered academic entitlement is the consequence of narcissistic behavior or is motivated by a consumerist belief that leads these students to expect preferential treatment and unwarranted rewards. Menon and Sharland (2011) found academic entitlement correlated positively with narcissism. This supported findings by Ciani et al. (2008), whose two-part study on gender differences also found men exhibited more academic entitlement than women. This was corroborated by the Chowning and Campbell (2009) study. Bergman, Westerman, and Daly (2010) suggested narcissistic behavior was more pronounced in business students and proposed several administrative and classroom strategies to curb narcissism, such as university counseling and community outreach.

  Stewart and Bernhardt (2010), in their comparative study on pre-1987 students, concluded, "colleges and universities are enrolling more students whose academic assets are lower and whose narcissistic tendencies are higher" (p. 596). Twenge, Konrath, Foster, Campbell, and Bushman (2008a) measured an increase of narcissistic behavior in college students after 1982, in a cross-temporal, meta-analysis. In response to a criticism of their study by Trzesniewski, Donnellan, and Robins (2008), Twenge et al. (2008b) acknowledged increased levels of narcissism were not evident in California college students; however, they surmised the reason was associated with the increase of Asian American students, who typically score lower on measurements for narcissism. In their

first article, Twenge et al. (2008a) suggested the self-esteem movement contributed to the higher levels of narcissism in students. Trzesniewski et al. found no evidence to support this claim.

Student consumerism. Students who value a higher educational degree as a product for purchase employ consumeristic characteristics akin to some traits seen in narcissistic students. Cain et al. (2012) identified academic entitlement and student consumerism as separate but connected constructs. Consumerist students believe they are customers and illustrate levels of entitlement (Boyd & Helms, 2005) similar to the special considerations academically entitled students feel they should receive (Jackson et al., 2011). Kopp et al. (2011) found students believed they deserved favorable outcomes because they were customers, however, they did not believe they were superior to their peers. Their attitude of deservingness came from a sense of being clients of the institution, who were active participants with an internal locus of control analogous to customers in any setting (Singleton-Jackson et al., 2010). Singleton-Jackson et al. implied a relationship between increased marketing efforts and academically entitled behavior when they wrote "thinking of students as customers . . . in higher education forms the foundation for studies in student entitlement" (p. 344).

Lippman et al. (2009) found students did not respect traditional academic boundaries between student and faculty. Plunkett (2014) noted these students felt they could negotiate classroom policies because they considered their education as a purchase. These findings might explain why some students believe they could make unreasonable requests within the academic environment.

Entitled students, whether motivated by narcissism or consumerism, share connected traits that might explain a disregard for faculty. It is possible findings from studies about academic entitlement conflict when the two constructs are considered separate catalysts. It may also explain why incivility can be a defense for some and a reaction by others (Boyd & Helms, 2005). Student-centered academic entitlement is more likely a construct formed differently but originates from similar catalysts such as parenting practices or institutional marketing (Alexander & Sysko, 2011; Chowning & Campbell, 2009; Baker et al, 2008).

College and University Professors

Professors might unwittingly enable student-centered academic entitlement because of a perceived lack of support from administrators or a lack of experience with classroom management (Alberts, Hazen, & Theobald, 2010), or through their own uncivil behaviors and actions (Hazel et al., 2014; Miller et al., 2014). Some professors may intentionally design lesson plans in ways they believe will ensure favorable teacher evaluations, even though student evaluation of professors is not controllable (Miller & Pearson, 2013). Alberts et al. (2010) suggested class size has a negatively "significant impact on classroom incivilities" (p. 442). Vallade, Martin, and Weber (2014) concluded the structure of the classroom, which include the students' perception of classroom justice and clear communication, and the behavior of the professor can positively or negatively affect the student's learning outcomes.

Not every tenured professor depends on favorable teacher evaluations; however, many realize positive evaluations can influence the decision-making of administrators

when contemplating the professor's standing or institutional advancement. Although these speculations may be a part of the considerations made by some professors, the primary reason for inviting professors with tenure to participate in this study is the assumption this group is in a better professional position than other instructional groups.

Implications

Academic entitlement is a socially constructed phenomenon, and although solutions have been proposed to curtail student-centered academically entitled behavior (Baker et al., 2008; Bowen et al., 2011; Cain et al., 2012), students represent one of several groups that contribute to this problem. Few, if any, studies have explored how behaviors are supported or refuted by professors, or how their decisions for classroom management are contemplated when confronted by academically entitled students. This might be accomplished through a social inquiry to discover what Stake (1978) described as "understanding, extension of experience, and . . . conviction in that which is known" (p. 6).

Research and personal accounts from the literature on academic entitlement found some professors felt pressured to contribute to this problem because administrations have done little to prevent the circulation of academic entitlement in higher education (Singleton-Jackson et al., 2010; Stewart & Bernhardt, 2010), and accommodations to students, such as grade inflation (Chowning & Campbell, 2009; Marcus, 2000) may appear a viable solution to avoid conflict. There is also the possibility some professors may not recognize academic entitlement as a construct. It was anticipated this study might lead to the creation of a professional development program with recommendations

to help inform and educate new professors in their understanding the phenomenon, with the goal of creating effective classroom strategies early in their careers.

Although the sample for this study was tenured professors, this project will benefit new professors by helping them to specifically understand the academic entitlement phenomenon, and student-centered academic entitlement. It may also be useful to staff members who interact with students. If successful, the program may be incorporated into the current orientation process for newly hired professors and instructors at the study site. It was anticipated that the collection and analysis of data would provide direction for better classroom practices through an understanding of academic entitlement, to build successful learning environments for students, and to offer professional support for professors that would influence a positive social change.

Summary

Academic entitlement is the belief that some students should receive success in higher education without the requisite effort or ownership of responsibility. This belief may be held by a student, who feels entitled to special considerations, by professors who knowingly or obliviously enable this belief, or by various social, cultural, and institutional influences that support this belief in some students. The underlying theme in the literature suggests academically entitled students exert more effort when they challenge grades than they exert for actual learning. Although there is no theoretical classification for this construct, common behaviorisms like narcissism, consumerism, and incivility in students have been identified as common traits for student-centered academic

entitlement (Baker et al., 2008; Cain et al., 2012; Chowning & Campbell, 2009; Kopp et al., 2011).

Although student behavior is the subject for most of the anecdotal and researched evidence on academic entitlement, it is one facet of the more complete definition of the phenomenon. In certain cases, academic entitlement may also include realized or unrealized complicity from some in the professorate or the institution. Some research acknowledges this probability; however, there is a gap between the number of studies that discussed student behavior and faculty behavior. This study explored the meaning tenured professors attributed to academic entitlement within the study site, how these meanings guide their decision-making, and any ramifications from their decisions that have improved or diminished classroom management.

If unaddressed, academic entitlement could disestablish traditional educational standards through acquiescence to the demands of students who expect an effort-free education. A review of recent anecdotal literature and research explains possible causes and culpabilities but lacks, to some degree, the meaning of this phenomenon as understood by professors, through a constructivist lens. An exploration of how professors experience academic entitlement may result in different instructional designs.

In Section 2 I explain the justification of the methodology of this case study, the data collection methods, and the process for data analysis are explained. Interviews with a purposeful sample of tenured professors were conducted to explore the meaning these participants attribute to academic entitlement, to better understand this phenomenon. Data

collection and the analysis are explained, and the limitations of the study will be discussed.

In Sections 3 and 4, I introduce a professional development mentorship program that includes potential explanations for the current problem, as evidenced from the research in this study and a literature review. Possible solutions for the problem are discussed. In Section 4, I will discuss the reflections, and the conclusion for the study are stated and include any limitations, recommendations, and the proposals for future research.

Section 2: The Methodology

This study was conducted to understand what, if any, meaning some tenured professors attributed to academic entitlement, and to what extent that meaning impacted their decision-making within a higher educational setting. I assumed academic entitlement resulted from external influences that created unreasonable expectations. A student motivated by an academically entitled belief system who enters this environment may create chaos, intentionally or not. The working definition of academic entitlement derived from the findings in this study is academic entitlement is a phenomenon in which student success in higher education is encouraged or enabled by stakeholders without the requisite personal accountability for student scholarship.

Examples in Section 1 indicated that student-centered academic entitlement existed at the setting, but the prevalence of the phenomenon was unknown. I conducted a case study to understand the experiences of tenured professors regarding academic entitlement, and how decisions made from those experiences might have influenced their classroom management practices. This section contains the explanation for the research design and the approach used for this study, the sample selection and collection of data, and the methods for data analysis.

Tenured professors were selected because their positions are more secure than professors in tenure-track or adjunct positions. I assumed responses from professors with tenure would be candid and not hindered by concerns about job security or advancing their positions. Although adjuncts may possess more years of teaching experience, I also assumed tenured professors had more experience with the college through their

performance of other departmental duties and had more insight about the processes of the institution than other instructor groups. These assumptions were not meant to diminish the contributions of nontenured professors. It was, however, reasonable to assume some faculty in these groups desired to earn full-time tenured positions, and as a result might not have been as forthcoming in their responses to the questions posed in this study. This selection process led to a possible limitation in this study, as responses from adjuncts or tenure-track professors might have indicated different findings.

Prior to the collection of data, and with permission from the Walden University institutional review board (IRB) and the IRB of the study site, I selected participants from several campuses of the college. The results of the data analysis were derived from first and second cycle coding of the interview responses to answer the following research questions: (a) How do tenured professors define academic entitlement and its prevalence within the setting? (b) What personal experiences have tenured professors attributed to instances of academic entitlement within the setting? (c) How have the tenured professors' experiences with academic entitlement guided their decision-making within the setting? and (d) What were the ramifications, either positive or negative, of the decisions made during or after instances of academic entitlement within the setting? Thematic categories from the coded responses were examined and presented in tables and analyses of participant responses.

Research Design and Approach

Creswell (2007) described qualitative research as an inductive investigation of "the meaning individuals or groups ascribe to a social or human problem" (p. 37).

Merriam (2009) described the case study as "an intensive, holistic description and analysis of a single bounded unit" (p. 203). A single common-case design was used to understand daily interactions at the study site (Yin, 2014). The interview questions were exploratory rather than explanatory, what Stake (1995) defined as intrinsic, to promote a better understanding of the meanings the professors formed about academic entitlement.

An ethnographic design was not appropriate for this study because in that design the researcher becomes a participant-observer who studies the "shared and learned patterns of values, behaviors, beliefs, and language of a culture-sharing group" (Creswell, 2007, p. 68). I assumed individual professors, although situated within a bounded system, had different perspectives formed by individual life experiences. A phenomenological design was not appropriate because that design studies the shared essence of participants' experiences but does not address the individual beliefs of the individual.

Stake (1995) wrote that when using a case study methodology, the researcher should not interfere with the case being studied. Stake recommended document searches over participant interviews to limit any influence on the participants' interpretations. However, allowing participants to explain their individual perceptions in the current study provided a better method for understanding the meanings they attributed to academic entitlement. The values and beliefs of participants might have been problematic to interpret through different means. The case study design is based on the interpretations of participants whose personal philosophies are based on their individual life experiences, and the researcher's responsibility is to "preserve the multiple realities" (Stake, 1995, p. 12) expressed in the study. According to Stevenson (2004), interpretation will extend

beyond the completed study because any reader's constructed meaning will be used in his or her evaluation of the findings.

Participants

Once approval was received from the Walden University IRB and the study site, a purposeful sample of 10 participants was selected from the population of between 100 and 200 tenured professors. Creswell (2007) and Yin (2014) suggested four to five cases to be sufficient for a case study; however, 10 participants were selected to ensure saturation. The participants taught courses from the degree programs offered (Bachelor of Applied Science, Associate in Arts, Associate in Science) that require students to complete general education course (see Table 1).

Table 1

Participant Characteristics

Participant	Years teaching	Discipline	Gender	Cohort or noncohort classes
3BF110YA	1–10 years	Biology	Female	Noncohort classes
3FF110NB	1–10 years	Mathematics	Female	Noncohort classes
3EM110YC	1–10 years	English composition	Male	Noncohort classes
3FF1020YD	10–20 years	Mathematics	Female	Noncohort classes
4AF1020YF	10–20 years	Nursing	Female	Cohort
4EF1020YG	10–20 years	English composition	Female	Noncohort classes
2AFBYH	More than 20 years	Veterinary technology	Female	Cohort
2AM110YI	1–10 years	Health sciences	Male	Noncohort classes
4BM20OYJ	More than 20 years	Chemistry	Female	Noncohort classes
3DF110YK	1–10 years	English composition	Male	Noncohort classes

Most of the participants taught multiple courses within and outside of their primary disciplines. Participant 3DF110Y, for instance, taught courses in both English Composition and courses in the humanities, and Participant 4EF1020Y taught English Composition and Introduction to Film. Two participants taught nursing and veterinarian technology and instruct cohort groups of students for consecutive semesters. Most of the participants were active in the shared governance at the site, participated as members of committees, revised or developed course plans, and performed other duties that supported the faculty, the disciplines, and the college. The professors had been tenured for more than five years. Professors who teach on my campus were not invited to participate.

A letter requesting consent for research at the site (see Appendix C), the interview questions (see Appendix D), the demographic questions (see Appendix E), were sent to the study site's IRB coordinator for approval. After approval was received from the Walden University IRB and the study site, the chairperson of the site's IRB e-mailed tenured professors the documents and a consent and privacy statement that included an explanation of the study. Included on the consent form was an explanation that participants could withdraw from the study at any time without consequence. The participants gave consent electronically via e-mail and verbally at the time of the interviews. The interviews were scheduled according to the participants' convenience. There were 11 initial participants of three men and eight women. One participant did not participate in a member check and was not included in the study.

Researcher–Participant Working Relationship

The interview may be the best example of a conversation that involves mutual respect because the interviewer wants to learn something from participants who may willingly discuss their experiences (Merriam, 2009; Stake, 1995). Stake (1995) advised an oral understanding of the purpose of the study should be made between the researcher and the participants, and further suggested that sharing the findings of the study might help participants feel comfortable with the researcher. As data were collected and analyzed, I documented observations of my interactions with respondents through reflections to note personal biases. Portions of the interviews outside the scope of the study were not used for the analysis.

Ethical Considerations

To ensure conditions would protect the participants, I obtained approval from the Walden University IRB (2016.02.11 16:21:32-06'00') and the IRB of the study site (16-001) prior to this study. The IRB chair of the study site received a letter that explained the purpose of the study (see Appendix C), the potential interview questions (see Appendices D and E), and documentation for conditional approval from the Walden University IRB. The identities of the participants were concealed during each part of the study and in the final written report with the use of aliases.

<div align="center">

Data Collection

</div>

Data were derived from participant responses to open-ended interview questions, which invited participants to explore and explain the meaning they attributed to academic entitlement and how those meanings have affected their decision-making. The interview

questions focused on the participants' experiences in the study site; however, some responses included reflections about academic entitlement outside the institution, such as prior influences leading to the behavior in some students.

The study site's chair of the IRB sent e-mails to the college's tenured professors to participate in this study. Responses from potential participants were received over the ensuing weeks, and interviews were scheduled between April and June of 2016. The interviews took place during the final weeks of the spring semester and the first weeks of the summer semester. The interviews were conducted in the participants' offices, except for the first one that occurred at an agreed upon location. The participants teach courses on three of the college's four physical campuses; eight interviews were conducted on two campuses located in suburban areas, and three were conducted on a campus in a rural environment. The furthest distance between the north and south campuses is approximately seventy miles. The smallest campus has less than five buildings for classroom instruction and the largest campus has more than fifteen buildings.

An interview protocol form was created and used to take field notes (see Appendix F). The form contained the problem statement, the purpose of the study, demographic and research questions, and five closing remarks. Demographic questions were asked to obtain the participants' years of service as tenured professors, their previous and current courses of instruction, and their previous or current service on college committees. A final question, used as a transitional ice-breaker before the interview questions was, "*How is or how was your semester?*" Only one participant reported having a stressful semester. A reminder to thank the participant for the

interviews, to reassure confidentiality, to ask for a member check, and to address any questions, were included in the final part of the protocol form.

The interview questions (see Appendix D) were asked during informal conversations with the participants. Although Kvale and Brinkmann (2009) suggested, "the more structured the interview situation is, the easier the later conceptual structuring of the interviews by analysis will be" (p. 131), a casual approach was used to provide opportunities Seidman (p. 2013) suggested would allow interviewers to emphasize the importance of their stories. This is not to imply there was an absence of structure; it is to acknowledge the value of informal conversations that potentially allowed insightful responses. These conversations resulted in several instances when a participant's response included answers to unasked future interview questions or prompted elaborations.

A summary of the interviews was typed and e-mailed or personally delivered to the participants on a thumb drive for member checks (see Appendix H). The summaries included a cover letter that invited participants to review and revise the summaries however they wished (see Appendix G), along with an assurance that their revisions would be incorporated into the final report. This provided opportunities for participants to offer reflective insights on their previous responses. Miles, Huberman, and Saldaña (2014) noted this also ensures anonymity by allowing the respondent to discover any information that might expose his or her identity. No participant requested to see the full transcript. Of the eleven participants, ten affirmed the summaries as described, with one participant who provided additional comments to clarify the wording of earlier responses.

One respondent did not participate in a member check and the interview was omitted from the analysis, and this reduced the number of participants to 10.

The interview data were transcribed and coded per the definitions of Saldaña (2013) for In Vivo Coding, where participants' own words were used as codes and Descriptive Coding where the responses were condensed into words or phrases. Patterns Coding, where summarized descriptions were categorized to extrapolate themes, was used for the second cycle coding. Document matrices were created to organize individual and collective participant responses to the interview questions to compare categories. With the use of the MAXQDA Computer Aided Qualitative Data Analysis Software (CAQDAS), a report was generated that further organized participant responses within the coded categories and the In Vivo codes (see Appendix I). Reflective notes of the interviews and personal insights were digitally recorded. Most interview transcripts were typed within a day of the conversations. The digital recordings, the typed transcript of the interviews, the digitally recorded reflective notes, a summary of the interviews, and coding information were saved in a Microsoft Word folder. A separate folder was created for each participant and saved on an external hard drive.

Although Yin (2014) identified six types of data for collection, the only data used in this study came from the interviews and reflective notes in a journal format. Supplemental documentation, e-mails and course syllabi were discussed but not included in the study. Student evaluations were not included because they are typically based on emotion and not on critical thought (Miller & Pearson, 2013). Documents that would help define the context of higher education within the state's higher education institutions

were not included because they would reveal the location of the setting. Classroom observations were not used in this study, as they are inherently problematic due to "reflexivity", what Yin (2014) described as a state where participants act differently than normal due to their awareness of being observed. Although it may be argued this form of performance occurs during interviews as participants are observed during those sessions, the interactive intimacy involved in one-on-one conversations are more relaxed than non-participatory viewings.

Two field tests with colleagues were conducted prior to the interviews to clarify the research questions. Those interviews were transcribed, but data were not included in the analysis or the study. This process helped refine the interview questions and the analysis used in the study. The interviews for the study were face-to-face and recorded using a digital audio recorder, with permission from each participant. Reflective notes were taken after the interviews. The collected data were maintained in separate Word document folders, and only one interview per day was scheduled to allow ample time to document each session. Copies of the transcriptions and the data were saved on an internal and encrypted hard drive and backed up on an external and encrypted hard drive to be saved for a minimum of five years. The files on the internal drive were deleted.

Role of the Researcher

I have been a tenured professor at the study site for several years and am currently a discipline chair. I began teaching for the college as an adjunct and then a full-time professor for several years before obtaining tenure. The process for tenure requires full-time instructors to submit evidence of contribution to the college and the community,

evidence of ongoing professional development, and peer recommendations before approval is granted. There is no requirement for tenured or non-tenured professors to publish or conduct research.

As discipline chair, I have interacted with some professors from all the campuses of the site, but there are some I have never met directly or indirectly. My position is administrative and not supervisory. Those professors with whom I share close associations or who teach within my discipline were not invited to participate in the study. There were no instances of familiarity that swayed the research methodology or the data analysis. Information received during the interviews that were irrelevant to the study were omitted from the transcripts to ensure the participant's anonymity and to eliminate possible influences on the research.

Data Analysis

The data analysis of each interview began after data were collected and prior to the next interview in most cases. The coding began after the initial interviews were transcribed. Miles et al. (2014) indicated that although some codes will be inductive and emerge during the study, a deductive coding based on the conceptual framework could be created prior to the interview. Some of the codes used in this study developed during the interviews, as reoccurring words or phrases (i.e., "frustration" or "victim mentality") became repetitive.

The interview transcripts and reflective notes were coded according to the process suggested by Miles et al., where the first cycle coding is used to determine reoccurring categories in the transcripts and the second cycle coding combined similar codes to form

patterns. The coding was analyzed manually. Of the types of first cycle coding identified

by Miles et al., In Vivo coding was appropriate because this method of coding "uses

words or short phrases from the participant's own language" (p. 74) to identify codes.

The researchers suggested this type of manual coding is appropriate for novice

researchers. In addition to In Vivo coding, Descriptive coding was also used. Saldaña

(2013) described Descriptive coding as appropriate to organize codes. Pattern coding was

used to group the first cycle codes into themes (Saldaña, p. 210).

Data Management

Miles et al. (2014) suggested the use of word processors as opposed to computer

assisted qualitative data analysis software (CAQDAS) could hinder the researcher.

Saldaña (2013) advised that in studies involving substantial work, the researcher should

use a CAQDAS for data management, although a caution that a CAQDAS might be

insufficient for data analysis was mentioned. For this study, a CAQDAS (MAXQDA

version 12) was used for data management, and the analysis was manually conducted

with the use of a word processing program.

Triangulation of Data

The analytical triangulation included member checks with the participants as they

reviewed the summaries of their interviews and was followed by the assurance that any

request to review the final draft would be provided. Patton (2015) offered this method as

a tool to ensure the "accuracy, completeness, fairness, and perceived validity of their data

analysis" (p. 668). This method allows the participants multiple opportunities to review

and expand upon their responses (Yin, 2011). Reflexive notation was also included in the analysis, along with journaled reflections.

Data Analysis Results

Transcripts of the interviews were uploaded to the CAQDAS for the creation and management of coded responses. Transcript and summary titles included a holistic statement from participants that encapsulated each perspective (see Table 2).

Table 2

Participant Holistic Summaries

Participant	Holistic summaries
3BF110	"I have empathy for them, but there's a difference between having empathy and enabling."
3FM110	"What's the point in having a bad semester?"
3EM110	"They may not be so concerned with the process itself; it's more so the product."
3FF1020	"It necessarily doesn't mean he or she felt academically entitled; they just didn't care."
4AF1020	"One of the first things I do is find out why a student is in a class."
4EF1020	"They're entitled to be here, but they aren't entitled to a grade."
2AFBY	"My students recommended that I collect all the cell phones at the beginning of class every day and give them back at the end of class."
2AF110	"How do you deal with entitlement? How do you manage entitlement? We don't want to manage it; we don't want entitlement."
4BM20O	"I think that's the end result of a lot of entitlement; they just blame the teacher. You know, the book sucks, the teacher sucks, it's a bad time of day, my high school teacher was smarter, more handsome, funnier. Why should I listen to this idiot?"
3DF110	"I want them to not rely upon pushing a button and having immediate access to information. I want them to read more. . . . It doesn't always align with what it is that they want to do."

Summary of Study Outcomes

Descriptions of student-centered academic entitlement include, but are not limited to, a sense of deserving academic success without effort, an unwillingness to accept personal responsibility for their failures, and uncivil behavior toward their professors that can be expressed in different ways. Holistically, descriptions of academic entitlement as a broader concern were described as processes that enabled or encouraged student-centered entitlement behavior or attitudes. This was derived from the analysis of the interview questions, which revealed eleven first cycle codes that were categorized into the three pattern codes during the second cycle coding (see Table 3).

Table 3

Pattern and Descriptive Codes

Pattern codes	Observations of student behaviors	Observations of possible causes for academic entitlement	Observations about the profession
Descriptive codes	Observations of academic entitlement	Student self-esteem and arrogance	Academic frustrations
Descriptive codes	Observations of responsible student behavior	Parental influences	Academic freedom
Descriptive codes	Observations of irresponsible student behavior	Societal influences	Teaching strategies
Descriptive codes	Observations about the profession	Institutional or professional influences	Expectations about teaching

The codes were derived from the first three research question categories. Responses to the forth category provided support for the codes but resulted in no additional codes.

Research Question 1

The first pattern code originated from answers to RQ 1 is the professors'

Observations of Student Behaviors. This group contains the first cycle codes derived

from participants' *Observations of Academic Entitlement*, *Observations of Responsible*

Student Behavior, and *Observations of Irresponsible Student Behavior* (see Table 4).

Table 4

Observations of Student Behavior Subcategories

Observations of academic entitlement	Observations of responsible student behaviors	Observations of irresponsible student behaviors
Students as victims	Students not blaming others	Students who take college for granted
Students with limitations	Students who support peers	Students who blame others
Students with unrealistic or Uninformed expectations	Students who find solutions	Students who do not follow policy
	Student frustrations	Students who lack work ethic or effort

Observations of Academic Entitlement include students who portray themselves as

victims, experience limitations, and have unrealistic or uninformed expectations about

higher education. This indicated both an internal and external locus of control.

Observations of responsible student behavior included those who do not blame others,

(*accepts responsibility*), they support their peers, they find solutions to problems (*shows*

effort), and they experience frustrations with peers who show no academic effort.

Irresponsible student behaviors tended to blame others (*do not accept personal*

responsibility), they are not serious about education, they lack ethical considerations

toward education (*show no effort*), and they do not follow policy (*displays incivility*).

In their *Observations of Academic Entitlement*, some participants described how particular students tended to adopt the role of victim when they reacted to lower than expected. In response to the third subquestion of RQ1, "How do you describe the differences, if any, between academically entitled students and students who feel empowered about their education?", Participant 3EM110Y said:

> Those who feel that they're academically entitled will actually take on the role as a victim. You have to have sympathy, you have to feel sorry for them, you have to sympathize with them. And, if you don't, they feel as though you're not understanding, you're mean, you're not a kind person, and . . . They just won't understand that playing the role of a victim does not work or does not have any role in obtaining academic success.

The victim mentality, what might be described as an external locus of control, appears oxymoronic when a student's reactive efforts at grade negotiations are made through attempts to elicit sympathy. Participants' experience with academically entitled students use of pathos supplanted the logical discourse they typically had with students not perceived to be academically entitled and had valid concerns about their grades. Emotional arguments made by students perceived to be academically entitled ranged from solicitations for pity, as in, "and then hinted that she was feeling suicidal" (Participant 3FF1020Y), to displays of anger and harassment.

Students with Limitations were described as those with personal commitments or responsibilities indirectly related to academic expectations. They experience challenges outside of course work and might value those commitments more than academic

successes. Limitations, in this respect, do not imply these students are necessarily uninformed or incapable of success in higher education; it suggests completing a degree is a secondary consideration.

Students with Limitations differs from *Students with Unrealistic or Uninformed Expectations* in that the limitations in the latter category may be the result of circumstances where students have experienced academic or socioeconomic barriers. When asked question (a) of RQ 1, "How do you describe academic entitlement, and is it limited to student behavior?", Participant 3EM110Y commented:

It's extremely prevalent and the students, I would argue, feel more empowered to continue to think that way because no one, or nothing at all has actually said, 'Wait a minute; you can't do that. You can't think that way.

Some students appeared to have been inculcated in systems that are antithetical to higher education instruction, and fail to anticipate the differences because they were never made aware they existed:

They're so used to it, coming from the high school, because they have been spoon-fed for so long from the get-go. And because they've been told they're so awesome and everything. They can't accept that. . . you're not awesome at everything and that's okay; no one is awesome at everything. (Participant 3BF110Y, response to RQ 1(5))

Students with Unrealistic or Uninformed Expectations contain the lack of experience participants observed in students who had no guidance, who had misleading

information, or who interpreted information incorrectly when preparing for college-level work, or who had misleading information or a misunderstanding of that information.

> So, a lot of these kids are the first time to college, and they have no idea what's going on. And I know because I went through that. I was the first kid in my family. My mother had no idea how to do anything, you know? I didn't have any brothers or sisters. I had to do it all myself. And some of these kids, I think, need that kind of guidance, a lot. (Participant 4BM20OY, response to RQ 1 (b))

Although similar to *Students with Limitations*, particularly when discussing a misunderstanding of academic expectations, the difference is these misinterpretations are not due to a student's lack of respect toward the institution; in fact, the situation is quite the opposite. The problem for these students is the mistaken belief that higher education is a continuation of high school. There were students who did not understand the college environment and demonstrated aggressive responses, adopted a victim mentality, and tried to negotiate better grades from their professors. Participant 4BM20OY elaborated on the response to RQ 1(b):

> Where you tend to get more problems is when people come in, with no college experience, no one to help them, and "country folk", I guess, and they're the ones that often have a mistaken idea of what goes on here. They think paying for college is like paying for a movie, "Hey, I paid for the movie. I'm going to sit here and watch it, and I've done what I'm supposed to do. Where's my A"? So, you gotta fix that.

In response to the RQ 1 (a) question, "How do you describe academic entitlement and is it limited to student behavior?", Participant 4BM20OY commented:

I experience most of my entitlement with [High School] Honors students, and I think they get - through nobody's fault, it's just the way the system runs - they get a little puffed up with themselves, with their importance, with their skill set, because of being in Honors programs. I'll tell you an exchange I had a few years ago with a student. . . . She got a D on my general Biology test and she was mad about it. She was saying the test wasn't fair, that all this other stuff. And, I said, "Well there's other people in the class, people who've had less experience than you, that got As and Bs, you know"? And she's, "Well, you know, I am an Honor's student." You think throwing that at me is going to mean, is going to say, "Oh. Well then, I'll just give you an A?"

This arrogance on the part of the student was motivated by academic success at the secondary level where praise contributed to a sense of pride. Some participants associated arrogance, rather than narcissism, as an indicator of academic entitlement. The sense of overconfidence, evidenced by grades received in high school, became the catalyst for entitled behavior when the student's expectations were not met in higher education coursework. This expectation was indicative of students who felt they learned everything they needed to know about a subject from their secondary education. They did not appear fully engaged in these same subjects at the postsecondary level until their grade expectations were unrealized. In response to RQ 1(b), Participant 3FM110N commented:

If they have a very high self-efficacy, then I think there is an edge that has two sides to it –it's definitely a double edge- where some students will take their solid foundation in a topic and just build from it, and others will see that they have some familiarity with that and, "I don't need to do that. I'm okay", and so they step back.

There were descriptions of students who were lazy, or who had not matured enough to handle the responsibility of college-level work, or who expected favorable outcomes. In several instances, participants described how some students tried to alter classroom policy for their own benefit. In response to RQ 1(a), Participant 3FF1020Y responded, "her complaint was essentially that I was teaching the course objectives. She came in with some preconceived notion of what the course should be, and the amount of work she was expected to perform". Some students were described as indifferent. Participant 3FF1020Y continued to describe how "a student can be underperforming . . . but a student can also just choose, to not do the work. . . . But it necessarily doesn't mean he or she felt academically entitled; they just didn't care."

Participant 2AF110Y discussed how an unwillingness to evolve one's teaching strategies may also contribute to the problem by alienating some students: "I think that as faculty, it's important to raise the standard. But here's the deal. If you want to raise the standard for the students and say, 'This is what I expect of you', then you've got to look in the mirror and raise yours as well."

Some experiences within the setting were described more as an ignorance or naiveté, or an arrogance, on the part of the student who had not anticipated the advanced requirements in higher educational course work:

'I'm an Honors student, so I'm going to ace your class,' and then they don't, and then it's my fault. Because they're an Honors student, you know? . . . I was thinking the other day it has a lot to do with not having a lot of experience in college. (Participant 4BM20OY, response to RQ 1 (b))

The *Irresponsible Student Behaviors* and *Responsible Student Behaviors* codes were derived from participant responses to questions that asked about differences between academically entitled students and students who underperform, and academically entitled students and students who are empowered over their education. Irresponsible students were reported to have tendencies such as *blaming others* for their outcomes, *lacking any work ethic or effort*, *not following classroom or institutional policies*, and *taking college for granted*. Participant 4EF1020Y observed how some students, "are only here because their parents want them to be here, and maybe they need another year to mature." Participant 3EM110Y, in response to RQ 1 (d), described another perspective of some students who attempt to delay life's inevitable responsibilities:

Well if I go to work, I have to work for someone for eight hours a day. Even though I'll receive a paycheck, do I really want to go through that hassle? Whereas, if I can go to college, and there's a chance I can get financial aid with my books and resources paid for, why wouldn't I take that option?

Some underperforming students may not be ready for college-level work. In response to question (d) of RQ 1, "How do you describe the differences, if any, between academically entitled students and students who underperform", Participant 4EF1020 noted how some students "just don't listen or they don't get the assignment right. So, they underperform because somewhere along the way, either they're not capable of listening, or . . . You don't know what's going on with a student, . . . why they don't get it". Participant 3EM110 described a different type of underperforming student:

> I've had a number of examples in which students solely attend school or attend
> the classes just for the financial aid. After week three, or seven, or eight, I never
> see them again. Never. And I can confirm in one scenario where this one
> gentleman who registered for the course didn't have the book –the required book
> for the course, just stopped showing up for class, but Monday through Thursday I
> would see him in the game room. So, he's in school, he's just not going to class.

This type of student, one who intentionally abuses the financial aid system, may seemingly commit an entitled action through the expectation of a reward for little, if any, effort. However, the short-sightedness of this fraudulence could not result in a degree, which is in contradiction to the goal of an academically entitled student.

Participant 3BF110Y described how, "we've told the children that they're awesome at everything, that you never say anything negative to them. They don't experience failure because that might hurt their self-esteem. That's ridiculous. Failure is necessary to at least appreciate the success." Participant 3BF110Y continued:

> They've been brought up to believe that they are great at everything, and that it is

rude for people to tell you that you're not. I don't think that's true, but I'm from a different generation. And it's even mean if you say something. . . . I've even had a student say, "That isn't very nice". It's an incorrect answer. I don't believe in being PC when I'm telling -I don't say, "You're a dumb, crazy person". I don't say, "You're stupid". I never say those things. But that's how they feel if they're told they're wrong because they were conditioned to believe that. (Participant 3BF110Y, response to RQ 1 (d))

Responsible students were reported to have qualities like *not blaming others* for their outcomes, *showing support for their peers*, and *finding solutions to academic problems* that included communication with instructors. This category also included the frustrations responsible students experience with their negligent peers:

The students who want to work hard get frustrated with the ones that just show up, and breath, and get a grade. And get irritated that they can't understand why, "Yeah you got an F because you didn't study". You don't get a grade just 'cause you show up. (Participant 3BF110Y, response to RQ 1(e))

These descriptions of students demonstrate how their misunderstanding about the expectations in higher educational settings might hinder their success. Some students were described as being motivated in different ways than their professors when they were yesterday's students. This generational change might also extend beyond the academic setting. In response to RQ 1(b), Participant 2AM110Y commented that in earlier generations, "we were taught to basically fear our parents," and arguably, other adults in positions of authority. In an era of helicopter parents and grade inflation, however,

cautious respect may not be embraced by some students today. If those responsible for authority over children have abrogated traditional measures of austerity, ironically, in attempts to provide support for students, the result have inadvertently created an academically entitled mindset in some undergraduates.

To attribute parental rearing as the cause for student-centered academic entitlement is not sufficient. Throughout the interviews, the holistic nature of the problem from different external stimuli became evident. Participants recounted experiences with academic entitlement caused by state legislation, higher education and the profession, society and social media, as well as some faculty attitudes and actions.

The resulting behavior and beliefs of some students, caused by these factors and experienced in classrooms, is not necessarily the fault of the student. It is presumably the fault of negligence or oversight of socially collective parenting by stakeholders who want students to succeed. One speculation that has been absent from the general literature on academic entitlement is the possibility that these students are responsible, but their actions are based on their social and environmental experiences. This is the unfortunate consequence seen in some students in higher education.

Most participants viewed academic entitlement as a problem with student expectations that is not limited to students. Participants discussed how social influences cause some students to express a sense of entitlement, rather than encouraging narcissism. Narcissism, a trait mentioned often in the literature, was identified to a lesser degree in the behavior of students; however, several participants identified commented on student arrogance.

Academic entitlement was not described as prevalent in the study site. Although the participants recounted instances of student-centered academic entitlement, these experiences were minor when considering the total number of students taught. Although student arrogance was not prevalent, it has been experienced consistently by the professors over the course of their teaching careers. Although some used the words arrogance and narcissism synonymously, there were no references to the clinical definition of the disorder. There were no discrepant cases.

Research Question 2

The second pattern code is the professors' *Observations of Possible Causes for Academic Entitlement*, that include *Self-esteem and or Arrogance* precipitated by, *Parental*, *Social*, and *Institutional or Professional Influences* (*external locus of control*). Professors' *Observations of Possible Causes for Academic Entitlement* contain descriptions of external influences or experiences that might have led to an academically entitled belief system in students. The codes in this category were participant observations of *Parental Influences* and S*ocial Influences* that included actions from students' use of social media on phones to their exhibiting a consumerist mentality, *Institutional Influences* that included postsecondary and secondary interactions with instructors, and students' sense of inflated *Self-esteem or Arrogance*.

The participants shared similar experiences with student-centered academic entitlement that included student attempts to negotiate for better grades, requesting extensions after established due dates, expecting passing grades for assignments that were not submitted, and an unacceptance of responsibilities for their actions, including an

inability to arrive to class on time. This greatly contrasted with students who showed self-efficacy, appropriate student-teacher relationships, and a willingness to help their peers. This contrasted slightly less with students who underperformed for non-entitled reasons such as an unfamiliarity with the necessary resources to succeed, external responsibilities that impeded their success, or unrealistic expectations about coursework. This group was described as entitled because comparatively there were other students in similar positions who showed more dedication to their coursework and who were able to balance their schedules.

Participants also discussed how student arrogance could have been enabled by colleagues who inflated grades, who did not adhere to their syllabi or learning objectives or showed overt familiarity. Several participants realized through their responses how they enabled student-centered entitlement through lenient practices:

I will let students try till the last minute. I'm about ready to cut it off, but I say this at the end of every term. 'No more late papers, no more.' I will let students turn in late papers and things, when I should probably say, 'No, deal with the D, deal with the F. You got it. . . . I had one student, poor kid, he failed my class once and then he took me again, and he should have had the papers from before – but they weren't that good before. And so, at the last minute . . . 'Please, please,', and I said 'You're not going to be able to write this. This is a research paper, it's huge.' 'I'll do it, I'll do it." . . . . Like I said, I'm an enabler. They weren't any good. I mean, it didn't matter. I could look at them in two minutes and go, 'Alright, he doesn't have the skills.' And I found that if I just say 'okay' at the

end, the good ones will go through and the ones who are not committed, they

don't learn anything, and they don't make it through. So, I admit, I'm not good.

I'm not a disciplinarian at all. (Participant 4EF1020Y, response to RQ 2 (b))

Most participants commented on how some students self-adjusted during the

semester and followed class policy in order pass the course. Their goal was not to master

the content. This effort to avoid failing could be associated with academic entitlement, as

scholarship is not the motivating goal of the student. Unfortunately, not every student

self-adjusted. Participant 3EM110 described how one students remained registered in a

course but did not attended class.

Some participants had no concept of a classification of academic entitlement,

although they recounted experiences with students that were recognizable from the

literature. Participant 3FF1020Y recounted how one student had a "preconceived notion

of what the course should be, and the amount of work she was expected to perform",

which is an example of an unrealistic expectation. The participant also described a

student who was caught cheating and refused to take responsibility for her actions: "And

of course, she blamed us for how unfair this was, and how she was singled out".

(Participant 3FF1020Y, response to RQ 2(a)). Participant 3DF110 described her lack of

familiarity with academic entitlement in the following manner:

3DF110: At first, I was not really sure about the term, academic entitlement, so I

did just a little bit of research. And so, I've learned that it is -from what I've read-

it's students coming into a classroom feeling as if they are guaranteed a grade

without really putting in a lot of effort into studying, preparing, pre, during, and

post class sessions. So, that's what I've learned about it.

INT: Do you find that is the case?

3DF110: I do find that to be the case. When I read the definition, when I read the

literature, I was like, "Yeah, I think our institution may have some of that." I've

encountered that in classes.

Most of the participants encounters with student-centered academic entitlement

were aggressive in some manner but not threatening. Non-aggressive incivility by

students were in the form of disagreements with policy, grading, or the professors. The

only discrepancy involved one instance of violent incivility as reported by Participant

3FF1020Y:

And by the time I got back to my office at the end of class – about nine o'clock, I

had an e-mail from him in our LMS. It was really aggressive. And he was very,

very, angry that the faculty member that started the term was not going to be

there, and essentially blamed me and the school for allowing this, and "How it's

not fair", and "You can't change things like this in the middle of the game", and

just went on and on ranting and raving.

So I forwarded that to the Department Chair and the Associate Provost,

and the next morning the Associate Provost called him in to the office to discuss it

with him, and apparently things got really bad at that point. . . . He became so

belligerent that they [campus security] had to escort him off of campus. . . . They

could tell that he was not being able to manage his anger too well, so they had

Security hanging around here with me all day and taking me to my classes for a week. All the other students noticed it . . . and so, I offered to lock the door. And from that point forward . . . I've locked all the doors to all my classes. (Participant 3FF1020Y, response to RQ 2(a))

No other participant reported violent student interactions or needed to ensure the safety of other students beyond what is normal. Reported experiences of incivility by students through aggressive e-mails or telephone calls were described by some participants, but they did not escalate beyond the student and the professor. The participant's discrepant case described how classroom incivility might become disruptive to other students and result in changes to classroom policy.

Research Question 3

The third pattern code is the professors' *Observations About the Profession*. The first cycle codes in this category are *Academic Freedom*, *Academic Frustration*, *Early and Current Expectations About Teaching*, and *Teaching Strategies*. Professors' *Observations About the Profession* describes the professional *Frustrations* experienced by professors including their struggles with the meaning of and institutional support for *Academic Freedom*, their evolving or static *Teaching Strategies*, and their initial and current *Professional Expectations*.

Academic entitlement caused some participants to view their philosophies about the profession differently than when they began teaching. They entered the profession with a desire for students to succeed and later found themselves having to hold students

responsible for their actions. The frustrations expressed by some participants were best described as "disappointing", a word mentioned by several respondents:

Several participants observed different motivations in some students' understanding of academic success, which changed from the acquisition of knowledge to the completion of a degree. The disappointment this caused was because some students did not know what to expect in college coursework. This supports the *Students with Unrealistic or Uninformed Expectations* code.

I have found that students think it's okay to lift things from the Internet to get their grades. To me, that's like they're entitled to have whatever they need to get an A or a B. I realized how bad the problem was, and now I just started last term, I do a segment on –this will be the first term, last term I developed the thing with the students- a segment on academic integrity. I asked, out of a hundred forty students, "How many of you have ever talked about academic integrity in class or had a lesson on it?" Seven, out of a hundred and forty. You think common sense would say don't lift something and attribute it to you or attribute it to someone else. But they . . . They seemed like . . . The one girl did get mad at me at first, then she got mad at all her other teachers because no one had ever caught her before or pointed it out. (Participant 4EF1020, response to RQ 3(a))

In his response to RQ 3 (d), Participant 4BM20O recounted one reason some students enter college unprepared:

There's a reason why they're behaving the way they are. Is this kid failing because he's bored? The weird thing that'll happen with some of these Honors

High School Hotshots, I call them, are the ones that'll start General Bio and

they'll get an A, and then they get a B minus, then they'll get a C. Their grades

just go . . . And when you talk to a lot of these kids, you find out they were in

Honors Bio in High School. And you go, "What's going on?" . . . . It's must be

that you're relying too heavily on your background and you're not applying

yourself to the new stuff. Because it feels familiar to you, but it isn't really. That's

where I always make the gag about their High School teacher. I'm like, "I know

your High School teacher was more interesting than me, and better looking, and

funnier, and everything, but you still have to learn some things from me.

(Participant 4BM20O, response to RQ 3(d))

Some participants commented they had become less accommodating over the years, by

holding students more accountable and including policies in their syllabus for potential

problems with entitled behavior. For some, this was their most valued stratagem.

Some participants expressed concerns about the profession that may enable

academic entitlement, such as recent changes to legislative and or institutional directions.

Initiatives like Performance-based Funding or other measures designed for student

retention caused some participants to believe the responsibility for student success was

theirs, and secondary to student learning. If a student failed or dropped a class, it might

be perceived the fault of the professor as opposed to the myriad of reasons students leave

institutions. However, measures such as early warnings to students who were

underperforming, contacting students who miss consecutive class meetings, and other

suggestions for retention that exceed classroom management were viewed by some

participants as outside their original understanding of instruction. Some instructors expressed frustrations with institutional policies:

> Like here, we're supposed to, 'Oh, they missed seven days' or 'They missed something. You should contact them.' It's like we do . . . a lot more administrative things for the student. 'Here's your Early Alert Letter.' They want us . . . to e-mail the student and find out what's wrong. I've got too many students. (Participant 4EF1020Y, response to RQ 3(a))

Participant 3EM110 noted that:

> I got into teaching under the assumption and with the heart held belief that each student should have the opportunity to achieve success. What they do with that opportunity is in their hands. So, an academically entitled student . . . will I treat them differently from those who are actually working their behinds off? Not necessarily. . . . I will not hold their hand. I will not facilitate excuses or laziness. I will not condone their victim mentality. . . . You are not a victim. You go out there and you fight. You work hard. You earn everything that you have. And you look back with a sense of accomplishment. And academic entitlement does have the ability to shortcut that way of thinking, or that process, and it shouldn't. We're still an institution. I still have to carry out responsibilities, as an instructor. I still have a personal and professional ethical guideline or code that I need to follow. (Response to RQ 3(d))

When discussing their current expectations in response to question (a) of RQ 3, Participant 2AFBY noted how she finds it, "easier now to say, 'No, a student can't

continue.' In the beginning, I was trying to save everybody, and you just can't. I'm finding it a little bit easier every year". Participant 3BF110Y explained:

I am less flexible. I've gotten to a point where I'm like, "Nope. I'm not doing

that". And I think that academic entitlement, both with my colleagues and my

students, has fueled that, for sure. I'm less willing to compromise.

Participant 3FM110 was the only respondent who had not changed her classroom syllabus and can be described as the discrepant case. The other participants reported some evolving strategies when interacting with entitled students, and although Participant 3FM110 did report some experience with entitled students, they were not sufficient enough for her to decide to change her classroom policies. Examples of student arrogance, like Participant 4BM20O, were from first time college students who recently graduated from high school. The participant also did not report any instances of entitlement from the institution.

Research Question 4

No codes were derived from the questions within RQ 4, but it is necessary to include as the responses confirmed decisions made by the participants. Some believed their strategies were effective, but acknowledge continued modifications were necessary. Some current and future instructional strategies to deal with student-centered academic entitlement included encouraging critical thought by using analytical assessments in place of exams, repeated policy and assignment reminders so students could not claim ignorance, and introducing graduate level concepts to reduce student arrogance. For their own interactions, most participants recognized the need for their own self-improvement

by learning newer technologies, and possibly introducing newer instructional methods. These participants viewed classroom management as an ongoing effort to engage this generation of students and maintain the rigor of their courses and making students responsible for their academic achievements.

Dependence on the course syllabus for classroom management was a strategy used by most participants, although there were differences in execution. Participant 4BM20OY believed anticipating and addressing every eventuality is prudent:

Anything that causes distraction in classes, whether it be sounds, smells –I forgot what I put, sounds, smells, or behavior will be addressed. Something along that line. Some people come in reeking of dope, and everyone knows they reek of dope, and then everyone's talking about it, and it causes a disruption.

Participant 3BF110Y, however, discussed why anticipating potential classroom problems can be a wasted endeavor:

You cannot write for everything a student is going to do wrong. You just can't. It's not possible, and it's unreasonable to expect anybody to do that. I mean, I know people who have an eighteen- page syllabi. Student's aren't going to read that.

Most participants, however, believed classroom management through the enforcement of the syllabus to be a useful deterrent to potential classroom problems, or as a contractual agreement for administrators for review if issues are not resolvable at the classroom level. The only discrepant responses came from Participant 3FM110, who maintained her original syllabus and classroom policies regardless of interactions with entitled students.

Specific to student-centered academic entitlement was the importance of the syllabus, which several participants viewed as legally binding. Through the syllabus and policy reminders, the professors felt secured that their classroom management was protected from any challenges by students. These strategies proved effective in the reduction of some student-centered academic entitlement but was not a complete solution to the problem.

Evidence of Quality

This study supported research discussed in the literature on academic entitlement that included student irresponsibility and a lack of work ethic created by unrealistic expectations reinforced by external influences. Specifically, this study also identified contributions made by helicopter instructors, who are overtly involved in their students' success, much like helicopter parents. The prominent difference from the literature discussed how student arrogance was more prevalent than narcissism. A second difference was students' use of victimization as a manipulative tool in response to unanticipated outcomes.

The study closely followed the proposed criteria for the selection of participants, member checks, and interview protocols. The participants did not request a review of the initial findings. There was no traditional triangulation of data, as the study did not include observations of the participants outside of the interviews and documentation was not requested. Documentation between the instructors and students would corroborate the professors' account of their experiences, and to suggest this form of verification might have appeared discourteous to the participants. Documentation from or about the study

site was irrelevant to the study, as the participants' accounts were derived from their own

meanings as well as their independent constructions of reality. Although there were

differences in their demographic makeup, responses to the research questions indicated

their experiences with student-centered academic entitlement and academic entitlement in

general were similar both within and outside of the institution (see Appendix I). Because

the findings are consistent, and saturation was achieved, there is every reason to believe

the results are valid (Merriam, 1998).

The Proposed Project

The findings from the data analysis indicate the largest number of coded segments

of the documents for the first level coding were in the areas of Teaching Strategies,

Institutional Influences on academic entitlement, Nonaggressive Incivility, Professional

Frustrations, the Lack of Work Ethic or Effort, and Unrealistic or Uninformed

Expectations (see Table 5).

Table 5

Higher Number of Participant Responses

Parent code	First level code	Coded segments	Number of participants
Professor concerns of profession	Teaching strategies	57	10
Professor observations of possible causes for academic entitlement	Institutional influences	37	9
Professor observations of student behavior	Unrealistic \ uninformed expectations	33	8
Professor observations of student behavior	Nonaggressive incivility	26	9
Professor concerns about the profession	Professional frustrations	23	9
Professor observations of student behavior	Lack of work ethic or effort	21	9

These categories included responses from eight or more participants who expressed some level of concern. By comparison, the lowest number of coded segments concentrated on Irresponsible Student behaviors that included Taking College for Granted, Limitations as excuses for failure, Victimization, and Blaming Others for their lack of academic success (see Table 6).

Table 6

Lower Number of Participant Responses

Parent code	First Level code	Coded segments	Participants
Professors' observations of student behaviors	Take college for granted	5	3
Professors' observations of student behaviors	Limitations	5	3
Professors' observations of student behaviors	Victim	4	3
Professors' observations of student behaviors	Supports peers	3	3
Professors' observations of student behaviors	Do not blame others	3	3
Professors' concerns of the profession	Academic freedom	3	2
Professors' observations of student behaviors	Blame others	3	2

Responsible students in this group included those who Support their Peers and do not Blame Others. The professors' concerns about Academic Freedom are also included within this group. These categories included responses from three or less participants. Unrealistic or Uninformed Expectations, Nonaggressive Incivility, and a Lack of Work Ethic, were the participants' primary concern for student behaviors. The other first level codes in Table 5 were the participants' concern with the profession.

A number of codes appeared to be interconnected. Institutional Influences developed from responses about the participants' observations of some of their peers' interactions with students at both the secondary and postsecondary levels, this contributed, in part, to their Professional Frustrations. The behaviors of some students furthered those frustrations. In addition, the participants' evolving teaching strategies were the result of the behaviors of some students and their navigation within the professional environment. This may also have led to their frustrations with the profession. If this is a valid assumption, a project study that possibly helps resolve this educational problem is warranted.

With approval by the study site's Academic Affairs Counsel and the administration, the findings from this study will be used to design a professional development mentorship program, in the form of an ongoing mentorship workshop that introduces newly hired or existing faculty to the concept of academic entitlement as perceived by their colleagues in this study. The goal is to provide information to assist faculty in their construction of classroom management strategies and syllabus construction. The findings from this study should also be beneficial to some tenured professors, although perhaps the largest advantage will be for part-time faculty who will glean the experienced considerations of their veteran colleagues. Recently hired faculty are in some ways the most vulnerable group because of their limited teaching experience in the study site.

New full-time faculty are introduced to many elements that help manage their new positions. The college requires participation in an ongoing workshop designed to

guide new full-time faculty through the tenure process. Absent from that workshop, however, is any information that addresses potential academically entitled behaviors that may disrupt the classroom setting. Those experiences are sometimes only learned when issues arise. Some participants in this study were unfamiliar with the construct of academic entitlement even though they experienced some of the traits described in the literature, along with their growing concerns about the profession. This proposed professional development mentorship will be of considerable assistance to help new faculty succeed.

The program development mentorship program will consist of three formal meetings with new faculty and informal meetings as required, during their first semester. The participants will be introduced to and share information on syllabus construction and classroom management. This mentorship will also provide a supportive environment to share classroom experiences. The final meeting will culminate with shared participant reflections of their first semester that include their best practices and situations for improvement.

Summary

The potential problem of academic entitlement within the local setting was the catalyst for this study. A constructivist framework was used for this study, with the assumption that knowledge is gained within social groups, and those groups construct meaning (Churcher, Downs, & Tewksbury, 2014; Keaton & Bodie, 2011). Ten tenured professors at the study site provided responses to interview questions that were analyzed,

in an effort to understand the individual and social meaning they attribute to academic

entitlement and their strategies for classroom management.

Participant responses to the first research question, "How do tenured professors

define academic entitlement and its prevalence within the setting?", presented an overall

observation of the problem where students considered academically entitled may not be

the catalyst for their beliefs, although they hold some responsibility for a failure to

temper their conduct. This supports a portion of the existing literature on academic

entitlement that equated the problem with student behavior, but the behavior is the result.

Achacoso (2002) conducted the first study about academic entitlement with a focus on

student behaviors, followed by other researchers who utilized psychological instruments

to measure students (Harrison & Risler, 2015; Jiang, Trip, & Hong, 2016; Knepp, 2012).

Other researchers equated academic entitlement with generational differences (Thompson

& Gregory, 2012: Twenge, 2009), what could be described as the millennial argument.

This also supports the view by some researchers that academically entitled students

became so due to external influences such a consumerism (Cain et al., 2012; Jackson et

al., 2011; Kopp et al., 2011; Plunket, 2014), parental interventions (Alexander & Sysco,

2011; Schiffrin et al., 2014; Vinson, 2013), or institution encouragements (Hazel et al.,

2014; Miller et al., 2014; Miller & Pearson, 2013; Vallade, Martin, & Webber, 2014).

These are the probable catalysts to academically entitled student behaviors and attitudes.

The second research question, "What personal experiences have tenured

professors attributed to instances of academic entitlement within the setting?" revealed

fewer instances within the local setting than may be interpreted from the literature on the

phenomenon. The participants reported instances of nonaggressive incivility, descriptions of which range from students arriving late or leaving early (Knepp, 2012) to instructors inflating grades. Although a portion of the literature about academic entitlement discussed problems with student narcissism and consumerism, the participants described this to a lesser degree. Arrogance, which could be construed as somewhat narcissistic, was reported to a larger degree. The lack of observations by the participants in this study of student narcissism may be relevant for several possible and negative reasons. The site for this study took place in the Southeastern United States and outside a metropolitan area, which most likely underscores regional and social influence on students. This suggests any solutions for the management of student-centered academic entitlement might be designed with distinct regions in mind. To date, no research has been found that qualifies academic entitlement as regional, or unique to specific institutions.

Responses to Research Question 3, "How have the tenured professors' experiences with academic entitlement guided their decision-making within the setting?", indicated an overall approval with their classroom management strategies. In part, this was due to their becoming less accommodating with students. Several participants reported their strict adherence to their syllabi, less ambiguous assignment instructions, and the acceptance that not every student will be successful. This enhanced classroom quality for other students. Of particular note, the participants felt their decisions for managing classrooms were supported by the administration, which some of the literature suggested makes an advantageous teaching environment (Jackson, Singleton-Jackson, & Frey, 2011; Kokkinos & Stavropoulos, 2016; Shin & Jung, 2013).

Participant response to research question 4, "What were the ramifications, either positive or negative, of the decisions made during or after instances of academic entitlement within the setting?", was not supported by the literature. Most of the literature on academic entitlement explains the causes of the phenomenon, and although some researchers proposed solutions (Baer & Cheryomukhin, 2011; Bergman, Westerman & Daly. 2010; Lippman, Bulanda, & Wagenaar, 2009; Miller, Katt, Brown, & Sivo, 2014), little or no published research of the results of best practices could be found.

The findings of this study identified academic entitlement as a problem that likely originates within and outside of early academic institutional systems, and results in the lack of preparedness for some students who enter higher education. The consequences for this include an inability for some students to imagine an environment that is different from the ones to which they have become accustomed. There are probable causes that contribute to student-centered academic entitlement, but the specific issue may be resolved by addressing the transition of students from secondary to postsecondary institutions through improved classroom management designs.

Based on the findings from the current research, the project for this study will be a professional development program, in the form of a mentoring workshop, for new faculty. The program will familiarize new faculty with the phenomenon of academic entitlement and strategies for classroom management, based on the findings of the current study, and provide peer support that is anticipated to be continuous during their careers.

Section 3: The Project

The research problem that led to this study was academically entitled students were the catalysts for educational complications within higher education. Dubovsky (1986) and Morrow (2009) documented their observations of students who viewed a higher education degree as a right they were expected to receive on their own terms. Academic entitlement has been researched and described in different publications from various countries and by researchers in numerous institutions (Morrow, 1994; Quinn & Matsuura, 2010). Although most researchers focused on academic entitlement as a behavioral problem with some students (Kopp & Finney, 2013; Twenge, 2009), other researchers identified it as a broader issue with multifaceted influences on students (Miller, 2013; Stewart & Bernhardt, 2010).

It is often the responsibility of professors to limit academically entitled behavior in students, because they are responsible for classroom management that prevents disruptions for every student in their courses. One method for successful classroom interaction and management may be the professor's understanding of academic entitlement, as well as his or her potential contributions to this phenomenon. Unlike many experienced instructors, those new to the profession may unintentionally enable student-centered academic entitlement because of their lack of experience with classroom management, working with differing student personalities, and the desire to be seen favorably.

The purpose of the professional development mentorship program is to present the findings from this study and the literature on academic entitlement so new faculty

might develop methods to limit the problem in the classroom. Although student-centered academic entitlement is not prevalent at the study site, it is consistent. The learning outcomes for participants in the program include: (a) an understanding of academic entitlement as more than a behavioral disposition in some students, (b) the ability to develop continued self-reflection about their processes, (c) the ability to develop syllabi for effective classroom management, and (d) the ability to foster interactive support with colleagues.

The professional development mentorship program will consist of three formal meetings during the first, eighth, and 16th week of a semester and informal meetings throughout the term. During the first week, the participants are introduced to the research on academic entitlement. The second meeting will focus on the effectiveness of their syllabi construction and current policies for the classroom, and the final meeting will include participants' reflections of their first semester. The goal of professional development mentorship program is to create awareness of academic entitlement and student-centered academic entitlement to promote best practices for new instructors that will curb the unrealistic expectations in some students. The rationale for the professional development mentorship program, a review of the literature, and a description of the project with a means for evaluation and possible implications are presented in this section.

Rationale

The first two research questions asked the participants to define academic entitlement, identify its prevalence within the setting, and describe their personal

experiences with the phenomenon. All of the participants shared personal examples about student-centered academically entitled beliefs in a minority of students, and their concerns about academic entitlement as a holistic construct. The enablement from secondary and postsecondary institutions was the principal concern. Although participants identified a low number of incidences, they also suggested occurrences of the phenomenon were consistent. Participants' definitions of student-centered academic entitlement differentiated that group from underperforming and overperforming students. Participants' ability to distinguish an academically entitled student from one who underperforms was based on their perceptions of the student's intent. Academically entitled students tended to expect high grades even when they did not complete assignments. Underperforming students did not show the same concern. Understanding the differences in these types of students allowed the participants to develop strategies for classroom management. For example, most participants noted when entitled students realized their professors were inflexible about any changes to classroom policies, some of the students' entitled behaviors diminished. The same was not described about underperforming students

In responses to the third series of interview questions participants recounted how academic entitlement guided their decision-making and their concerns about the current state of education. Many participants expressed concerns that student-centered academic entitlement sometimes resulted from students' experiences in high school, particularly with relaxed classroom policies. The participants also recounted how entitled behaviors are enabled or reinforced by some colleagues in the postsecondary settings.

The findings from this study indicated that although a solution to end academic entitlement may not exist, there are classroom level strategies that can be incorporated to address the attitudes of academically entitled students. Some of these strategies were included in the professional development mentorship program for faculty. The program, in the form of a mentoring workshop, was designed to offer support and information to novice instructors who may be unfamiliar with the phenomenon of academic entitlement and how it can disrupt the classroom setting.

Solid classroom management decisions will ensure success for both the professors and students (Reinke, Stormont, Herman, & Newcomer, 2014). Most participants learned an uncompromising position toward classroom policy was the best tool to curb students' unrealistic expectations. The findings also showed that student-centered academically entitled dispositions can often be curbed when addressed directly. The professional development mentorship program was designed to encourage self-reflective considerations by new professors who may enter the classroom for the first time.

Ongoing self-reflection on their classroom management practices will hopefully become a career-long process that results in ongoing professional improvements. A curriculum plan and an evaluation report were not considered for this project because they typically do not offer ongoing support for the participants. A curriculum plan, although a valid instructional tool, may be perceived as an encroachment on academic freedoms, which was viewed as problematic by participants. An evaluation report is designed to expose an issue or a current problem. Some participants may offer recommendations, but the evaluator's participation sometimes ends with the submitted

report. Feedback, an important instrument for any change, is sometimes omitted.

Evaluation reports, curriculum plans, and policy recommendations do not consider the

different characteristics of individuals, their motivations and worldviews, or their

strengths and weaknesses. Resolving issues with student-centered academic entitlement is

an individual process between a professor and student, and the best support for classroom

management cannot be a singularly designed stopgap measure. I anticipated that an

ongoing workshop would provide the best support for assisting new hires in managing

student-centered academic entitlement.

The findings in this study indicate academically entitled behavior might be

diminished by professors who are willing to hold students accountable. Some participants

indicated some student-centered academic entitlement decreased during the semester,

however, it was unknown whether the behaviors reemerged in students in other courses

with different professors. The broader concern with the enablement of academically

entitled among other professors may pose additional problems.

Although the target group for the program was new faculty, information can be

offered to experienced professors or administrators. However, new faculty, particularly

recent graduates, will typically have the least amount of experience and should be willing

to avail themselves of any information that will help them succeed. One finding from the

current study was that no participant maintained the same expectations about the

profession at the time of the interviews than they had when they began teaching. This

change in expectations did not result in severe stress for the study's participants, but

some discussed experiences with emotional exhaustion and depersonalization that could

lead to professional burnout (see Kokkinos & Stavropoulos, 2014; Pedersen & Minnotte, 2017).

Review of the Literature

The research strategy used when designing the professional development mentorship program targeted the best practices for educating instructors and approaches necessary to transfer the study's findings to applicable practices. Attention was given to research about implementation science because it is an effective way to transition the findings of a theory into practice (Douglas, Campbell, & Hinckley, 2015). I also considered evidence-based practices that supported the need for methodologies based on contemporary research (Maheady, Rafferty, Patti, & Buding, 2016), and research on faculty development. The three areas of focus provided support to formulate a valid professional development mentorship program.

Literature Search Strategy

I conducted Boolean searches when exploring academic databases with the key words *professional development* or alternatives such as *teacher education* or *faculty development*; variations of the word *mentor* (e.g., *mentoring*, or *mentorship*); *evidence-based practice* or *evidence-based policy*; and *implementation science*. Words that were included in a Boolean query were relevant to higher education, such as *implementation science* AND *higher education*. Of the databases used, most peer-reviewed research came from Academic Search Complete, Academic OneFile, Find E-Journal, and Education Research Complete. Some studies identified in the reference section of some articles were further investigated. Implementation science is used in education and other

disciplines, but most of the discovered research was in the clinical sciences or special education. A portion of the research using the key words in the Boolean search revealed studies that were interrelated with teacher education and development, particularly preservice teachers.

Support for Faculty Development

It is an admitted presumption that most new faculty would accept some professional development to enhance their careers. Faculty mentoring, seen by many as a proactive process, could be viewed differently and in ways that are not motivational for the mentee (Lechuga, 2014). This is supported by research conducted by van der Weijden, Belder, van Arensbergen, and van den Besselaar (2015), who found no correlation between motivation and mentorship. Lechuga noted how some view mentoring as a ritual intended to socialize, and if ignored could result in the novice instructor "being denied permanent entry (i.e. tenure)" (p. 912). There is also the problem with new faculty who have difficulties setting aside time to integrate a mentorship along with their new professional responsibilities (Ridgway, Ligocki, Horn, Szeyller, & Breitenberger, 2017).

Thomas, Lunsford, and Rodrigues (2015) in their research on mentoring networks questioned if new hires wanted mentoring. More than half of the invited participants in their research chose not to participate because they did not have time or believed they were prepared. With these reported concerns, however, their findings indicated mentorships are positive contributions to the professional success of mentees, as they present opportunities for experiential learning (Kling, 2015).

Mentorships, as a professional development process, are most helpful when they foster a sense of autonomy and support (Lechuga, 2014). This implies mentorships should be individualized interaction between mentee and the mentor. Wood et al. (2016) identified several difficulties common to some professional development that included methods that were not effective with every participant and a lack of feedback when methodologies are introduced without collaborative support. These "one shot, 'train and hope workshops'" (Maheady et al., 2016, p. 5), often do not meet the different needs of participants, some who may require longer interactions with facilitators when implementing new policies (Reinke et al., 2014). Garbacz, Lannie, Jeffrey-Pearsall, and Truckenmiller (2015) observed effective results for "implementation of professional practices" (p. 264) through ongoing coaching. Reinke et al. (2014) found "teacher "implantation . . .improved significantly" (p. 158) with ongoing coaching.

A mentorship similar to a practicum, provides support for those who wish to implement changes in their classroom management practices. Through mentorships, new faculty are more likely to avoid the indecision that does not inspire societal transformation (Smit & duToit, 2016), but may rather lead to indecisive stagnation. Jita and Mokhele (2014) found collaborative clusters alleviated the frustrations felt by peers who were unfamiliar with both content and pedagogical knowledge. The mentee should be supported with collaborative interaction and reflections that lead to "reciprocal professional learning" (Smit & duToit, p. 2) through both formal and informal mentoring practices (Thomas et al., 2015). Reflective practice has been identified as a valuable

professional development option for new educators (Hemphill, 2015; Tülüce & Cecen, 2015).

Tülüce and Cecen (2015) asked preservice teachers to participate in a focus group, record themselves in the classrooms for later reflection, and take part in a post focus group to evaluate their instructional styles. This practicum produced "self-inquiry tools" (p. 149) that would assist in the teachers' continued evaluations of their classroom performance. Tülüce and Cecen's findings showed a positive change on the participants' views on teaching.

Practice-based techniques within professional development are tools that increase knowledge through application and supervision, as opposed to programs that do not continue beyond the introduction of new concepts (Lane et al., 2015). Practicums do not offer experiences that can be realized through internships, but in most cases, they offer more time for reflective measurement.

Support for Evidence-Based Practices

Evidence-based practice began as a response to the schism between new research and the implementation of information (Maheady et al., 2016). Evidence-based practice is used in various disciplines to improve a current process by finding and utilizing the best available existing or new evidence (Maheady et al., 2016; Slocum et al., 2014). Decisions using evidence-based practices are made on the basis of obtaining reliable evidence that can be incorporated with existing practice-based and anecdotal best practices.

Within the context of this study, evidence obtained through the analysis of responses from participants will be used as springboard for the development program.

The analysis of research questions one and two indicated the tenured professors'

definition of academic entitlement included factors that existed both outside of and in

support of problematic student behaviors. An understanding that student narcissism or

arrogance is in some way supported by secondary and postsecondary instructors might

suggest strategies by new faculty that do not fully blame students. One participant

described how student arrogance was reinforced in some High School Honors students

who believed their academic successes would continue at the college level with no

additional effort on their part. The students believed they learned everything about a

subject and there was no knew knowledge they needed to acquire. When their grades in

college were not what they expected, this led to a confrontation with the professor. The

participant proposed one solution that would resolve this issue is to introduce higher level

concepts near the beginning of the semester, so these students would initially realize they

had not learned everything about a subject and would be inclined to exert more effort

early.

For their own efficacy, participants in the mentorship could utilize self-reflected

inquiry, as another example of a practice-based technique or evidence-based practice that

can be used to create future classroom policies when needed. In other words, they could

use anecdotes from their own experiences to inform their own policies. Smith (2013)

further defines evidence-based practice, in the realm of psychology, as a "procedure or . .

. a set of procedures that a skilled provider can adapt to meet the needs of an individual

case" (p. 12). Smith's paper, some of which Slocum et al. challenged, described the word

practice as a means toward a solution, and required a "synthesis of findings into a

package" (p. 24) made available to providers for their clients. Although considering students as clients is frowned upon by many, the similarities between educator and clinician, and student and client, are apparent. From a clinical perspective, a student who exhibits academically entitled beliefs may be the equivalent to a patient in need of intervention.

It is not sufficient, however, to have sound evidence without a willingness to incorporate data into a policy. The organization and the individual must also have the means to utilize the evidence. Detrich, Keyworth, and States (2016) wrote that some ineffective policy initiatives in education lacked a complete design for implementation, and suggested implementation science as a means to bring coherence to any plan of action. The researchers of the three mentioned studies agreed that evidence should be supported by expertise within the area of focus, which typically requires ongoing professional development.

Scheeler, Budin, and Markelz (2016) promoted the need for evidence-based practices in teacher preparation courses and they identified potential problems in achieving that goal. These include personal barriers, such as a lack of experience or competing demands of the institution, and institutional issues, such as the lack of interest or knowledge in fostering evidence-based practices. The researcher's position supports the introduction to and continued reinforcement of evidence-based practice for those entering the profession, as they may prove beneficial to both instructor and student outcomes.

Cook and Cook (2016) supported the importance of practice-based evidence over evidence-based practices, as most research in empirical studies is conducted in controlled settings. Researchers rarely test their studies in classroom settings, and the participants selected for studies may not adequately represent average students. Research on proposed practices for improving skills with students who have learning difficulties may not be effective for students who feel academically entitled. The researchers speculated the problem with some evidence-based practices is the separation between the findings of studies, policy from other stakeholders, and actual practice. Cook and Cook suggested informal forms of research may prove useful, as they can be conducted in classroom settings, and proposed that both evidence-based and practice-based evidence may complement each other by providing multiple perspectives. Cook and Cook acknowledged evidence-based practices will not be effective in every situation (Cook & Odom, 2013; Wood et al., 2016). When implemented in conjunction with practice-based practices, however, the best and worst results will be recognized.

Support for Implementation Science

Implementation science addresses how policy can be utilized to move research to the implementation of practice. Douglas, Campbell, and Hinckley (2015) noted "implementation science seeks to identify factors that facilitate or impede the use of research evidence . . . then manage those factors so that EBPs [evidence-based practices] are implemented consistently and with fidelity" (p. 1827). Cook and Odom (2013) defined implementation as bridging the "research-to-practice gap" (p. 136). The goal is to improve the quality of a system in a continuous process through application and ongoing

feedback. There is no specific design or methodology when incorporating any implementation, as "it is too multifaceted and complex a phenomenon to allow for universal explanations" (Nilsen, 2015, p. 12).

Some problems with implementation science include the period of time that occurs between research being accepted and used in practice (Olswang & Prelock, 2015). Fronk, Gurko, and Austin (2013) proposed interpersonal interactions are more effective than handbooks. Price et al. (2015) also supported the use of implementation in an ongoing process for improvement. Any implementation should be part of an ongoing process that is reinforced through feedback, and this will be the structure of the professional development mentorship program. Evidence discovered during the analysis of the research will be implemented into this program, that will include continued improvement based on the participants' feedback.

Appropriateness of the Genre

In response to the research questions, no participant used their original syllabi or retained the same perspectives about teaching. This was because their perceptions of students, the institution, and the profession evolved with experience. The majority of participant responses indicated their concerns with teaching strategies, institutional enablement of academic entitlement, and other professional frustrations. Some participant responses described a profession where student success is no longer the full responsibility of the student, but of their instructors. This was explained as the participants' observations of student-centered academic entitlement, the lack of any work ethic or effort, and unrealistic or uninformed expectations in students.

There were instances when the professors were unable to work with entitled students, but their best successes came from a strong adherence to their syllabi. Collectively, the participants' syllabi were presumed to be different by virtue of their management dispositions and their course content and learning objectives. This abrogates the use of a curriculum plan or a policy recommendation, both of which could be considered intrusive. The professional development mentorship program will address potential issues related to individual classroom management styles.

The most essential research question asked was, "What were the ramifications, either positive or negative, of the decisions made during or after instances of academic entitlement within the setting?", because the participants described the utility of the reflective modifications to their syllabi and classroom management. The modifications, based on their experiences and understandings of both student-centered academic entitlement and academic entitlement within the setting, provided ample content for the professional development mentorship program and should help new professors understand the importance of self-reflective practices developed from their professional experiences.

Professional development mentorship programs are time-consuming and there are different opinions as to whether they should be formally or informally conducted; however, when constructed well they are more effective than other formats used to disseminate information because they present a collaborative platform that fosters ongoing collaborative learning by both the mentor and mentee. By developing a professional development program that utilizes evidence-based and experienced-based

practices it is expected newly hired professors will be better prepared for classroom instruction.

Project Description

The purpose of the professional development mentorship program is to introduce the findings from this study and the literature on academic entitlement to new faculty, with the goal of creating awareness of the phenomenon from the perspectives of their peers within the classroom setting (see Appendix A). A secondary goal is to help new faculty collectively develop best practices through self-reflection and networking with their peers. The learning outcomes for the participants in the program will include: (a) an understanding of academic entitlement as more than a behavioral disposition in some students, (b) the ability to develop continued self-reflection about their processes, (c) the ability to develop syllabi for effective classroom management, and (d) the ability to foster interactive support with colleagues.

The professional development mentorship program will consist of three formal meetings during the first, eighth, and sixteenth week of a semester and informal meetings with the facilitator throughout the term. During the first week, the participants will be introduced to the research on academic entitlement, the second meeting will focus on the effectiveness of their syllabi and current policies for the classroom, and the final meeting will culminate with participants' reflections of their first semester. Informal evaluations of the program throughout the semester will be conducted with the participants.

Participants will self-reflect on their current classroom management strategies throughout the term to determine what changes, if any, are needed to enhance their

syllabi, their classroom policies, delivery methods, or general management for the following semester. One component of the workshop will be a focus on different or shared revelations by all the participants to collectively share and develop strategies needed for future courses. The intent is not to introduce general strategies, but to help new faculty develop plans and policies specific to their individual teaching styles. Informal interviews with the participants will take place during the semester to make any formative changes if necessary. The results for the participants will be for them to identify student-centered academic entitlement, to differentiate the behavior from students who underperform for different reasons, and to devise strategies for the management of both.

Resources

The necessary resources for this program will be a furnished classroom with the necessary technology to present PowerPoint slides, and tables and chairs for the participants. Access to a copying machine to print handouts may be requested, but as most information will be digital, it would be less expensive to distribute materials via e-mail. The classroom will need to be available three days during the semester (the first, eighth, and sixteenth weeks) for group meetings. Individual conferences can be held in various locations or campus offices. Participants will be responsible for whatever tools they require for notes, and they will be encouraged to share either hard or digital copies of any information they wish to share.

Existing Support and Solutions to Potential Barriers

There is no formal support for this professional development mentorship program, however, the study site has a Center for Teaching Excellence (CTE), where faculty and staff can organize or develop workshops, and participation is encouraged. If the professional development mentorship program were voluntary, it would be submitted to the CTE. If the request that participation be mandatory for new hires, the professional development mentorship program will have to be approved by the study site's Academic Affairs Committee and the Executive Council. It is suspected the only disapproval from these councils will stem from a demand of an extra duty for the new professors. This would be reasonable as any new position requires time for most people to acclimate unfamiliar responsibilities. An option in that occurrence will be to promote the program as a voluntary workshop for those who are interested in learning all they can. There is no way to predict the number of new faculty who want to involve themselves in every opportunity, those who do not, and those who may not be ready. In fact, this last group may be comprised of individuals who may want to become familiar with their new surroundings before assuming additional responsibilities. I will speak to individuals who do not wish to attend during their first semester to offer an opportunity for participation at a later date.

Implementation

The professional development mentorship program will be presented to the study site's Academic Affairs Council for approval. Once approved, it will be forwarded to the institution's Executive Council. The Council is comprised of the site's administrative

leaders. This process for approval should occur during one semester, leaving ample time for implementation for the following term. The proposal for the development program will include the social, professional, and fiscal benefits to the college. For example, effective classroom management strategies for new faculty will help in their acclimation to the classroom, possibly reduce any professional burnout, and will more than likely motivate students to perform better in class which will increase retention.

The proposal for the program will also request that participation in the mentorship be mandatory, as some novice faculty may not wish to participate for their own reasons (Thomas et al., 2015). This may be a point of dispute by either the Academic Affairs Committee or the Administration, as new full-time hires are currently required to participate in a seven-year workshop designed to help them obtain tenure. It is anticipated that the proposed mentorship workshop will supplement the current tenure mentorship without creating undue pressures, as the focus is on classroom management and peer support, not institutional advancement. It is assumed that the experiences of their veteran colleagues will be of particular interest for the new faculty, as they present insightful revelations of their new academic environment.

Responsibilities

I will facilitate the program, organize the collective and individual meetings, and maintain a mentoring relationship with participants during and after the program. I will also conduct formative interviews to evaluate the effectiveness of the program (see Appendix B). If this program is successful, there may be an opportunity for some of the participants to facilitate future workshops if the need occurs.

Project Evaluation Plan

The evaluative method will be formative, and conducted through informal, participant-oriented interviews (see Appendix B) throughout the semester. Patton (2015) identified participatory evaluation as a framework that allows the evaluator and the participants to share feedback on the usefulness of the program as it develops. The formative interviews should identify issues that can be adjusted during the mentorship period. Participatory evaluation also allows for reporting of both intended and unintended outcomes. Because the participants are the primary stakeholders, they will determine the program's effectiveness or ineffectiveness and be asked to maintain reflective journals throughout the mentoring period.

The intent of this type of formative evaluation is to improve the program as it progresses. After the initial mentorship meeting, the informal interviews will be conducted with individual participants before both the second and third meetings. During the second meeting, the midpoint of the mentorship, responses from the interviews will be reviewed collectively and any adjustments will be implemented during the second half of the program. Interview responses collected during the second half of the program will be employed in future mentorships.

If successful, the program should be of value to all of the stakeholders of the institution. In addition to new faculty receiving support, administrators should experience a reduction in student complaints and potential faculty burnout. An increase in student retention that lead to successful completions and higher graduation rates would benefit the administration and the Board of Trustees, particularly in an era where student

performance directly influences financial awards for institutions. Most importantly, by limiting or abrogating student-centered academic entitlement through sound classroom management strategies, the learning environment will benefit students who will not experience the distractions associated with the problem.

If successful, the outcome of this project will be twofold; newer faculty will gain knowledge about a contemporary issue that negatively affects the educational and cultural norms of scholarship, and students will learn to be responsible for their decisions and actions. It is predicted that the program will also benefit other stakeholders within and outside the institution. This model is not limited to the study site and may be useful to other institutions within the region, thereby broadening the program's usefulness.

There is a need for social change, specifically for some students, because they are assumed to become future leaders who need to learn responsibility and accountability as early in their lives as possible. This professional development mentorship program can become a necessary tool to foster that needed social change.

Project Implications

A mentorship to support professors was selected because they are the point of contact for interacting with the diverse student population. Although any person entering a new profession may feel certain levels of stress, an educator may face additional pressures as some may enter the classrooms for the first time with little or no practical experience. New professors may also face additional pressures when they interact with students who are academically entitled, which if not anticipated, may lead to problems with classroom management and possible burnout caused by emotional exhaustion. One

way to prepare professors in their transitions is to inform them about this problem and to provide encouragement from other participants at the start of their careers.

Although the goal of this development program is to provide support to novice instructors, another anticipated outcome is the positive effect on academically entitled students. Given the premise that student-centered academically entitled behavior is a learned trait, professors who learn to control the practice through effective classroom management will help students unlearn or modify the behavior. Several participants in the current study, all of whom are practiced professors, described how many of their academically entitled students adjusted their behavior once they understood that behavior was not acceptable in the higher educational setting. Their success was due in part to their inability to remain entitled. If true, then interventions by professors should improve student success, which is predicted to result in higher retention.

Retaining successful students is of high importance to administrations and boards of trustees, especially when more states are adopting performance-based funding for institutions that measure not only on how many students succeed in higher educational institutions, but also their rates of success after they graduate. Students who modify their entitled attitudes at the educational level presumably will retain their sense of personal responsibility as they enter the workforce, which is beneficial not only to institutions but to future employers as well. Research by Gresse, Linde, and Schalk (2013) referenced how entitled employees experienced "job dissatisfaction" and "high levels of turnover intention" (p. 272).

Although it may appear a simple task for professors to dismiss disruptive behaviors, that decision might equate to professional malpractice, as the effort to facilitate a student's learning is ignored. Learning, in this sense, is not restricted to the classroom but also within environments beyond higher education, as students who use entitled means successfully in higher education more than likely will not stop in the professional setting. This appears to support the argument that academic entitlement is a societal problem.

Summary

Based on the research for this study, a professional development mentorship program for a first-term mentorship workshop for new faculty is a warranted tool to assist this group instructionally and professionally. Using evidence provided by several studies on faculty development, evidence-based practice, and implementation science, an ongoing program that offers continuous feedback and support will help new faculty in their transition (Fronk, Gurko, & Austin, 2013; Lechuga, 2014; Scheeler, Budin, & Markelz, 2016). The anticipated benefits of this program will include professional growth for faculty, capable instruction that will contribute to student achievements, and administrators who will retain longer serving faculty and students who will successfully complete their studies through graduation.

Section 4: Reflections and Conclusions

The previous sections addressed academic entitlement as a social problem within and outside of higher education, presented the research methodology used for this study, and presented a description of the professional development mentorship program designed from the findings. In this section, I reflect on the strengths and limitations of the program, alternative approaches, and potential implications. I also describe personal reflections about my development from this process.

Project Strengths and Limitations

This professional development mentorship program, a first-term mentorship workshop, was designed to help professors address the issues of academic entitlement through development strategies for classroom management and policy through self-reflection and peer feedback. Tülüce and Cecen (2015) found that a variation of this format produced positive views toward teaching. Sellhiem and Weddle (2015) found that both reflective practice and ongoing support from a mentor proved valuable to participants. Another strength of using mentorships is the opportunity for collaboration that can lead to transformational learning (Kling, 2015).

The potential problem could be some new hires might feel pressured to participate. Thomas et al. (2015) found positive results for participants in their research and suggested new hire mentoring networks "may increase their retention rates" (p. 327). Some of the participants, however, felt burdened by the additional workload. Sellhiem and Weddle (2015) also noted how some professors may not find time to reflect as they acclimate to newer duties.

New professors who have not developed teaching strategies, discussed management techniques, or designed curricula begin new duties with a disadvantage. It is not uncommon for new instructors to use a colleague's syllabus or borrow ideas before their first class, and this leaves little opportunity for reflective professional development. The strength of this professional development mentorship program is the opportunity for new professors to participate in a supportive and collaborative system designed to help them develop at their own pace and in their own way (see Lechuga, 2014).

Recommendations for Alternative Approaches

Based on the findings in the study, an alternative method to address the problem of academic entitlement and share information with professors, without infringing on their academic freedoms, would be to present a white paper. However, the most important reason for the current professional development mentorship program is to foster continued self-reflection on the professors' individual environments and to give them suggestions to enhance their classroom instruction. A white paper would present the findings and suggestions from this and other studies, but its effectiveness would depend on faculty reading and implementing the materials. The problem would be the absence of any follow-up with those who read the white paper. Implementation could be increased if the white paper were disseminated with an invitation for further discussion. This would, however; constitute a workshop.

When considering alternative definitions of academic entitlement, the phenomenon could be a conflict between traditional academic rigor and the opinion-based culture. Academic entitlement would not be a holistic institutional problem as

much as it would be considered a cultural attitudinal one. Student-centered academic entitlement would be the result of a culture that appears to be shifting from fact-based to opinion-based attitudes where divergent perspectives are rejected without debate.

The problem with this explanation is that if valid, the resolution may be a change in higher education that might include lower retention and enrollment, or an adjustment in traditional rigor. Higher educational institutions have been places where debate and the introduction of new ideas occur. If there is no room for debate or if students refuse to embrace new thought, the need for scholarship would diminish. The only solution to prevent this is a cultural change outside of the educational system.

Scholarship, Project Development and Evaluation, and Leadership and Change

I became interested in the subject of academic entitlement during my doctoral coursework at Walden University. I have interacted with students I considered entitled but was unaware of the pervasiveness of this phenomenon. I decided to pursue this topic for this study. Most of the research I came across supported my initial understanding of academic entitlement as a student behavioral problem. This was unfortunately supported by my experiences with a few students, and my bias. When I reviewed studies by researchers who were able to interpret academic entitlement from broader perspectives, I noticed how many influences within the culture contributed to this phenomenon.

I was advised prior to the study to create a literature review of relevant research. I summarized each study by identifying its publication information, type and results, and other information that could be compared and contrasted. Initially, the research appeared limited, as the same researcher names appeared on the reference pages of different

studies. I also observed a gap between the earliest study on academic entitlement in 2002 and the growing body of work that was published around 2012. It was this later research, as well as the research conducted for this study, that expanded my understanding of academic entitlement.

Interviewing the participants was more challenging than I imagined. I thought conversations with educators would be second nature, however, the process was surprising. Some participants' accounts were interesting, with interesting narrations about student personalities, humorous anecdotes about colleagues, and unexpected tales of unique situations. Some interviews were not as engaging. Some participants were trusting and open with their responses, and others needed reassurances during the interview process. I transcribed the recorded interviews. Colleagues in circumstance similar to my own who sent recorded interviews to transcriptionists later expressed regrets when they reviewed the transcripts and needed to make corrections.

The challenge with academic entitlement and student-centered academic entitlement is addressing these problems. One participant in the current study declared educators should not have to address academic entitlement because we do not want it to exist. What I learned is the most effective action for professors is to continue learning and developing classroom management strategies, so the problem can be addressed in an efficient manner, one student at a time.

Project Development and Evaluation

I originally did not want to create a professional development mentorship program because of my experiences as a participant in several workshops. When

researching this topic, however, I learned there are feasible alternate strategies that have been successful. The gap in implementation may be blamed on professional development mentorship programs that do not transfer research findings to applicable practices. I have participated in workshops where colleagues who became familiar with a new concept, created a presentation, and sent the participants away to improve their classrooms, without continued feedback or coaching, or any attempt for implementation on a larger scale. There were a few conscientious peers and workshops that were worthwhile, so not every experience was futile. I have learned through this study why those workshops were successful. The development of this project and its evaluation are based on the presented research. I concluded that problems with previous professional development mentorship programs included the lack of continuous input from participants and facilitators. This problem was addressed in the current study by encouraging new professors to work with mentors to make progress in their professional development.

My scholastic development and self-evaluation were improved by this study. Similar to some participants in this study, my early expectations as a professor and a student at Walden University changed in ways I did not anticipate. It was necessary for me to become a student to better understand the students I instruct. I had forgotten that building a community of lifelong learners is the most important goal of this profession.

Leadership and Change

The experience of developing and executing this study yielded substantial insight into academic entitlement and the factors that lead to student-centered entitlement. The goal of any scholastic endeavor is the acquisition of knowledge that results in credible

information that can be disseminated to interested parties. This exploration of academic entitlement resulted in findings that may contribute to social change in higher education and may guide professors who enter this profession.

Reflection on Importance of the Work

It is important that faculty have the support, access, and ability to use information, so they can build and enhance classroom instruction. Most important is the ability for them to understand their own expectations and assumptions, and the challenges involved. Professional development mentorship programs are one of many measures that might assist faculty in this endeavor. A program that is effective for one individual might not be beneficial for another. Constructivist theory suggests this is due to every learned experience of the individual prior to the introduction of the program. However, regardless of connotative explanations or individualized experiences, at its core this project will present information to those who may be uninitiated to academic entitlement as a phenomenon and share the experiences of colleagues in the current study.

Implications, Applications, and Directions for Future Research

Future research in the areas of student-centered academic entitlement and faculty development may reveal some correlation, because of the relationship between student behavior and classroom management. Most of the research on academic entitlement has approached the subject from different perspectives, with the least number of studies addressing strategies to control entitled behaviors. More research on ways to control the issue within the classroom should be considered because that is the environment where entitled behaviors challenge professors and disrupt other students who want to learn.

Academic entitlement is an evolving tool used by different stakeholders that is changing the postsecondary system with negative implications. To date, I have not found research or an article that expressed positive effects of academic entitlement for students, professors, institutions, or society. This is not to state none exists. It is to suggest that the larger body of information from anecdotes and research share a concern for future repercussions that will result from complacency.

Those who intentionally enable academic entitlement in students have decided higher education is a business. Others who contribute to the problem because of altruistic concerns for student success need to understand how their actions might lead students into the culture of academic entitlement. Particular to this group are those educators who have not heard of academic entitlement, descriptions of the student-centered behavior, or the external enablement that contributes to the attitudes of some students.

The intention of the professional development mentorship program, supported by this study, is to disseminate information about academic entitlement to educators so they understand the intended and unintended consequences of this phenomenon and develop strategies to limit the belief in some students. It is anticipated that reflective strategies by an informed populace of educators will promote a positive social change that will improve higher education. Although this professional development mentorship program will not end academic entitlement as a holistic construct, it will encourage constructive measures to limit student-centered academic entitlement and bring the needed positive social change to students and educators by returning classrooms to the original intent of higher education, which was to produce civic-minded citizens.

The professional development mentorship program will hopefully initiate a college-wide discussion on academic entitlement. If the mentorship is successful, it should continue in subsequent semesters, it will generate interest by veteran faculty, staff, and administrators to support a continued growth. Although the participants did not identify student-centered entitlement as prevalent, given its growth over the last decades in various institutions and based on the growing number of research and articles each year, a prudent measure is the dissemination of as much information on the subject to as many educators as possible.

I will engage in two courses of action that will hopefully promote the findings from this study. First, I will submit the findings for publication to peer reviewed academic journals. It is hoped this will lead to conferences on platforms at the professional, state, and national levels. The second initiative will be to introduce the professional development mentorship program to institutions that are located both near the study site and beyond the region. Through these efforts, along with the continued efforts of other researchers in in the areas of academic entitlement and the strategic management of classrooms, key improvements can be developed to improve higher education through a positive social change.

Conclusion

The findings from this study were obtained from the meanings participants shared from their experiences with academic entitlement. Participants viewed academic entitlement as both a behavioral problem and the result of influences on some students. Some participants did not have a name for the conflicts they experienced with students.

The first section of this study explained the local and larger problem and reviewed the literature about the phenomenon, the second section described the methodology and results of this research, the third section proposed the professional development mentorship program based on the findings, and the fourth section imparted personal reflections. The culmination of a proposed program is detailed in Appendix A.

Academic entitlement and student-centered academic entitlement continue to be subjects for research, discussion, and debate. Not every student is academically entitled, and those who are more than likely currently represent marginal numbers. Of concern is the fact that it continues to be a subject of interest and the possibility that unchecked, marginal numbers may increase.

References

Achacoso, M. V. (2002). *"What do you mean my grade is not an A?": An investigation of academic entitlement, causal attributions, and self-regulation in college students* (Doctoral dissertation). Retrieved from ProQuest LLC. (Order No. 3225897)

Alberts, H. C., Hazen, H. D., & Theobald, R. B. (2010). Classroom incivilities: The challenge of interactions between college students and instructors in the US. *Journal of Geography in Higher Education, 34*(33), 439-462. doi:10.1080/03098260903502679

Alexander, C. A., & Sysko, J. M. (2011). Allied academies international conference. *Academy of Educational Leadership, 16*(1), 1-6. Retrieved from https://www.abacademies.org/journals/academy-of-educational-leadership-journal-home.html

American Association of University Professors. (2017). *Academic freedom and tenure: Community College of Aurora (Colorado)*. Retrieved from https://www.aaup.org/file/Aurora_Colorado.pdf

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.

Andrey, J., Joakim, E., Schoner, V., Hambly, D., Silver, A., Jayasundera, R., & Nelson, A. (2012). Academic entitlement in the contexts of learning styles. *Canadian Journal of Education, 35*(4), 3-30. Retrieved from https://cje-rce.ca/#

Arthur, L. (2009). From performativity to professionalism: Lecturers' responses to student feedback. *Teaching in Higher Education, 14*(4) 441-454. doi:10.1080/13562510903050228

Baer, J., & Cheryomukhin, A. (2011). Students' distress over grades: Entitlement or a coping response? *Journal of Social Work Education, 47*(3), 565-577. doi:10.5175./JSWE.2011.200900127

Baker, S. D., Comer, D. R., & Martinak, M. L. (2008). All I'm askin' is for a little respect: How can we promote civility in our classrooms? *Organizational Management Journal, 5*(2), 65-80. doi:10.1057/omj.2008.8

Barton, A. L., & Hirsch, J. K. (2015). Permissive parenting and mental health in college students: Mediating effects of academic entitlement. *Journal of American College Health, 64*(1), 1-8. doi:10.1080/07448481.2015.1060597

Bergman, J. Z., Westerman, J. W., & Daly, J. P. (2010). Narcissism in management education. *Academy of Management Learning & Education, 9*(1), 119-131. doi:10.5465/amle.2010.48661195

Boswell, S. (2012). I deserve success: Academic entitlement attitudes and their relationships with course self-efficacy, social networking, and demographic variables. *Social Psychology of Education, 15*(3), 353-365. doi:10.1007/s11218-012-9184-4

Bowen, G., Burton, C., Cooper, C., Cruz, L., McFadden, A., Reich, C., & Wargo, M. (2011). Listening to the voices of today's undergraduates: Implications for

teaching and learning. *Journal of the Scholarship of Teaching & Learning, 11*(3), 21-33. Retrieved from https://josotl.indiana.edu/

Boyd, H. C., & Helms, J. E. (2005). Consumer entitlement theory and measurement. *Psychology & Marketing, 22*(3), 271-286. doi:10.1002/mar.20058

Broido, E., M., & Manning, K. (2002). Philosophical foundations and current theoretical perspectives in qualitative research. *Journal of College Student Development, 43*(4), 434-445. Retrieved from https://www.press.jhu.edu/journals/journal-college-student-development

Cain, J., Romanelli, F., & Smith, K. M. (2012). Academic entitlement in pharmacy education. *American Journal of Pharmaceutical Education, 76*(10), 1-9. doi:10.5688/ajpe7610189

Chowning, K., & Campbell, N. J. (2009). Development and validations of a measure of academic entitlement: Individual differences in students' externalized responsibility and entitled expectations. *Journal of Educational Psychology, 101*(4), 982-997. doi:10.1037/a0016351

Churcher, K. M. A., Downs, E., & Tewksbury, D. (2014). "Friending" Vygotsky: A social constructivist pedagogy of knowledge building through classroom social media use. *Journal of Effective Teaching, 14*(1), 33-50. Retrieved from https://www.uncw.edu/jet/

Ciani, K. D., Summers, J. J., & Easter, M. A. (2008). Gender differences in academic entitlement among college students. *Journal of Genetic Psychology, 169*(4), 332-344. doi:10.3200/GNTP.169.4.332-3440

Clark, C. M., & Springer, P., A. (2007). Thoughts on incivility: Student and faculty

    perceptions of uncivil behavior in nursing education. *Nursing Education*

    Perspectives, 28(2), 93-97. Retrieved from

    http://www.nln.org/newsroom/newsletters-and-journal/nursing-education-

    perspectives-journal

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education:*

    Emergence and growth of the contemporary system (2nd ed.). San Francisco, CA:

    Jossey-Bass

Cook, B. G., & Cook, L. (2016). Leveraging evidence-based practice through

    partnerships based on practice-based evidence. *Learning Disabilities: A*

    Contemporary Journal, 14(2), 143-157. Retrieved from http://www.ldw-ldcj.org/

Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation

    science in special education. *Council for Exceptional Children, 79*(2), 135-144.

    doi:10.1177/001440291307900201

Correa, E. (2006). Pedagogy of the obsessed shifting the focus. *College Quarterly, 9*(3),

    1-5. Retrieved from http://collegequarterly.ca/

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five*

    approaches (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the*

    research process. Los Angeles, CA: SAGE Publications, Inc.

Demetriou, C. (2011). The attribution theory of learning and advising students on

academic probation. *NACADA Journal, 31*(2), 16-21. doi:10.12930/0271-9517-

31.2.16

Detrich, R., Keyworth, R., & States, J. (2016). Leveraging evidence-based practices:

From policy to action. *Learning Disabilities: A Contemporary Journal, 14*(2),

121-142. Retrieved from http://www.ldw-ldcj.org/

Dewey, J. (1938). *Experience and education.* New York, NY: Simon & Shuster

Douglas, N. F., Campbell, W. N., & Hinckley, J. J. (2015). Implementation science:

Buzzword or game changer? *Journal of Speech, Language, and Hearing

Research, 58*. doi:10.1044/2015_JSLHR-L-15-0302

Dubovsky, S. L. (1986). Coping with entitlement in medical education. *The New England

Journal of Medicine, 315*(26), 1672-1674. doi:10.1056/nejm198706253162610

Flaherty, C. (2017, March 31). Critical thinking 1, opinions 0. *Inside Higher Ed*.

Retrieved from https://www.insidehighered.com/news/2017/03/31/court-backs-u-

new-mexico-case-involving-student-who-said-she-was-booted-

course?width=775&height=500&iframe=true

Fronk, A., Gurko, K., & Austin, A. M. B. (2013). White paper #1: Implementation,

introduction, and methods. Family, Consumer, and Human Development Faculty

Publications. Paper 673. Retrieved from

http://digitalcommons.usu.edu/fchd_facpub/673.

Garbacz, S. A., Lannie, A. L., Jeffrey-Pearsall, J. L., & Truckenmiller, A. J. (2015).

    Strategies for effective classroom coaching. *Preventing School Failure, 59*(4),

    263-273. Retrieved from http://www.tandfonline.com/loi/vpsf20

Greenberger, E., Lessard, J., Chen, C., & Farruggia, S. (2008). Self-entitled college

    students: Contributions of personality, parenting, and motivational factors.

    Journal of Youth & Adolescence, 37(10), 1196-1204. doi:10.1007/s10964-008-

    9284-9

Greese, W., Linde, B., Schalk, R. (2013). Sense of deservingness: What are the entitled

    beliefs of students in their anticipatory psychological contract? *Management*

    Review, 24(4), 270-288. doi:10.1688/1861-9908_mrev_2013_04_Gresse

Gross, E. R. (2011). Clashing values: Contemporary views about cheating and plagiarism

    compared to traditional beliefs and practices. *Education, 132*(2), 435-440.

    Retrieved from https://www.questia.com/library/p5118/education/i2654170/vol-

    132-no-2-winter

Harrison, L. M., & Risler, L. (2015). The role consumerism plays in student learning.

    Active Learning in Higher Education, 16(1), 67-76.

    doi:10.1177/1469787415573356

Hazel, M., Crandall, M., & Caputo, J. S. (2014). The influence of instructor social

    presence and student academic entitlement on teacher misbehaviors in online

    courses. *Southern Communication Journal, 79*(4), 311-326.

    doi:10.1080/1041794x.2014.914563

Hemphill, M. A. (2015). Inhibitors to responsibility-based professional development with in-service teachers. *The Physical Educator, 72*, 288-306. doi:10.18666/tpe-2015-v72-i5-5756

Jackson, D. L., Singleton-Jackson, J. A., & Frey, M. P. (2011). Report of a measure of academic entitlement. *American International Journal of Contemporary Research, 1(3)*, 53-65. Retrieved from http://www.aijcrnet.com/

Jiang, L., Tripp, T. M., & Hong, P. Y. (2016). College instruction is not so stress free after all: A qualitative and quantitative study of academic entitlement, uncivil behaviors, and instructor strain and burnout. *Stress and Health.* doi:10.1002/smi.2742

Jita, L. C., & Mokhele, M. L. (2014). When teacher clusters work: Selected experiences of South African teachers with the cluster approach to professional development. *South African Journal of Education, 34*(2), 1-15. doi:10.15700/201412071132

Karlins, M., Hargis, E., & Balfour, A. (2012). Student ethics in an era of personal entitlement. *Psychological Reports, 110*(1), 144-148. doi:10.2466/11.17.PRO.110.1.144-148

Keaton, S. A., & Bodie, G. D. (2011). Explaining social constructivism. *Communication Teacher, 25*(4), 192-196. doi:10.1080/1740462.2011.601725

Kelly, P. J. (2010). Age of entitlement: How does physician assistant education change to accommodate the Generation Y student? *The Journal of Physician Assistant Education, 21*(4), 47-51. doi:10.1097/01367895-201021040-00007

Kling, C. M. (2015). A conceptual framework for mentoring in a learning organization. *Adult Learning, 26*(4), 160-166. doi:10.1177/1045159515594154

Knepp, K. A. F. (2012). Understanding student and faculty incivility in higher education. *The Journal of Effective Teaching, 12*(1), 33-46. Retrieved from https://www.uncw.edu/jet/

Kokkinos, C. M., & Stavropoulos, G. (2014). Burning out during the practicum: The case of teacher trainees. *Educational Psychology: An International Journal of Experimental Educational Psychology, 36*(3), 548-568. doi:10.1080/01443410.2014.955461

Kopp, J. P., & Finney, S. J. (2013). Linking academic entitlement and student incivility using latent means modeling. *The Journal of Experimental Education, 81*(3), 322-336. doi:10.1080/00220973.2012.727887

Kopp, J. P., Zinn, T. E., Finney, S. J., & Jurich, D. P. (2011). The development and evaluation of the academic entitlement questionnaire. *Measurement and Evaluation in Counseling and Development, 44*(2), 105-129. doi:10.1177/0748175611400292

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing (2nd ed.*). Thousand Oaks, CA: SAGE Publications, Inc.

Lane, K. L., Oakes, W. P., Powers, L., Diebold, T., Germer, K. Common, E. A., & Brunsting, N. (2015). Improving teachers' knowledge of functional assessment-based interventions: Outcomes of a professional development series. *Education and Treatment of Children, 38*(1), 93-120. doi:10.1353/etc.2015.0001

Lechuga, V. M. (2014). A motivation perspective on faculty mentoring: The notion of

"non-instructive" mentoring practices in science and engineering. *Higher*

Education: The International Journal of Higher Education Research, 68, 909-

926. doi:10.1007/s10734-014-9751-z

Lippmann, S., Bulanda, R. E., & Wagenaar, T. C. (2009). Student entitlement: Issues and

strategies for confronting entitlement in the classroom and beyond. *College*

Teaching, 67(4), 197-204. doi:10.3200/CTCH.57.4.197-204

Lord, T. (2008). What? I failed? But I paid for those credits! Problems of students

evaluating faculty. *Journal of College Science Teaching, 38(2)*, 72-75. Retrieved

from http://www.nsta.org/college/

Maheady, L., Rafferty, L. A., Patti, A. L., & Buding, S. E. (2016). Leveraging change:

Influencing the implementation of evidence-based practice to improve outcomes

for students with disabilities. *Learning Disabilities: A Contemporary Journal*

14(1), 109-120. Retrieved from http://www.ldw-ldcj.org/

Marcus, B. (2000, January 31). Graded by my students. *Time Magazine.* Retrieved from

http://www.time.com/time/magazine/article/0,9171,93296,00.html

Menon, M. K., & Sharland, A. (2011). Narcissism, exploitative attitudes, and academic

dishonesty: An exploratory investigation of reality versus myth. *Journal of*

Education for Business, 86(1), 50-56. doi:10.1080/08832321003774772

Merriam, S. B. (1998). *Qualitative research and case study applications in education.*

San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San

    Francisco, CA: Jossey-Bass.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A*

    methods sourcebook. Los Angeles, CA: SAGE Publications, Inc.

Miller, B. K. (2013). Measurement of academic entitlement. *Psychological Reports:*

    Sociocultural Issues in Psychology, 113(2), 654-674.

    doi:10.2466/17.08.pr0.113x25z1

Miller, A., & Pearson, J. (2013). Can I talk to you? The effects of instructor position,

    nationality, and teaching style on students' perceived willingness to communicate

    and on teacher evaluations. *Communication Quarterly, 6(1)*, 18-34.

    doi:10.1080/01463373.2012.719059

Miller, A. N., Katt, J. A., Brown, T., & Sivo, S. A. (2014). The relationship of instructor

    self-disclosure, nonverbal immediacy, and credibility to student incivility in the

    college classroom. *Communication Education, 63(1)*, 1-16.

    doi:10.1080/03634523.2013.835054

Morrow, W. (2009). *Bounds of democracy: Epistemological access in higher education*.

    Cape Town, South Africa: HSRC Press.

Newman, F., Couturier, L., & Scurry, J. (2004). *The future of higher education: rhetoric,*

    reality, and the risks of the market. San Francisco, CA: Jossey-Bass.

Nilsen, P. (2015). Making sense of implementation theories, models, and frameworks.

    Implementation Science, 10(53), 1-13. doi:10.1186/s13012-015-0242-0

Olswang, L. B., & Prelock, P. A. (2015). Bridging the gap between research and practice: Implementation science. *Journal of Speech, Language, and hearing research, 58*, 1818-1826. doi:10.1044/2015_jslhr-l-14-0305

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Pedersen, D. E., & Minnotte, K., L. (2017). Workplace climate and STEM faculty women's job burnout. *Journal of Feminist Family Therapy, (29)*1-2, 45-65. doi:10.1080/08952833.2016.1230987

Pinto, M. B., & Mansfield, P. M. (2010). Thought processes college students use when evaluating faculty: A qualitative study. *American Journal of Business Education, 3*(3), 55-61. doi.org/10.19030/ajbe.v3i3.399

Plunkett, A. D. (2014). A's for everyone: The effect of student consumerism in the post-secondary classroom. *The Qualitative Report, 19*, 1-3. Retrieved from http://nsuworks.nova.edu/tqr/

Price, D. W., Wagner, D. P., Krane, N. K., Rougas, S. C., Lowitt, N. R., Offodile, R. S., . . . Barnes, B. E. (2015). What are the implications of implementation science for medical education? *Medical Education Online, 20*(27003). Retrieved from http://dx.doi.org/10.3402/meo.v20.27003

Quinn, K., & Matsuura, C. (2010). The effect of grade entitlement attitudes on English programs in Japanese universities language testing and evaluation: Foreign language skill development. *Sino-US English Teaching, 7*(2), 12-17. Retrieved from http://www.davidpublisher.org/index.php/Home/Journal/suet

Reinke, W. M., Stormont, M., Herman, K. C., & Newcomer, L. (2014). Using coaching to support teacher implementation of classroom-based interventions. *Journal of Behavioral Education, 23*, 150-167. doi:10.1007/s10864-013-9186-0

Ridgway, J. S., Ligocki, I. Y., Horn, J. D., Szeyller, E., & Breitenberger, C. A. (2017). Teaching assistant and faculty perceptions of ongoing, personalized TA professional development: Initial lessons and plans for the future. *Research and Teaching, 46*(5), 73 – 83. doi:10.2505/4/jcst17_046_05_73

Rotter, J. B. (1966). Generalized expectations for internal versus external control of reinforcement. *Psychological monographs: General and Applied, 80*(1), 1-28. doi:10.1037/h0092976

Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Los Angeles, CA: SAGE Publications, INC.

Scheeler, M. C., Budin, S., & Markelz, A. (2016). The role of teacher preparation in promoting evidence-based practice in schools. *Learning Disabilities: A Contemporary Journal, 14*(2), 171-187. Retrieved from http://www.ldw-ldcj.org/

Schiffrin, H. H., Liss, M., Miles-McLean, H., Geary, K. A., Erchull, M. J., & Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students' well-being. *Journal of Child and Family Studies, 23*, 548-557. doi: 10:1007/s10826-013-9716-3

Shin, J. C., & Jung, J. (2014). Academics job satisfaction and job stress across countries in the changing academic environments. *Higher Education: The International*

Journal of Higher Education Research, 67, 603-620. doi:10.1007/s10734-013-9668-y

Seidman, I. (2013). *Interviewing as qualitative research* (4th ed.). New York, NY: Teachers College, Columbia University.

Sellheim, D. & Weddle, M. (2015). Using a collaborative course reflection process to enhance faculty and curriculum development. *College Teaching, 63*, 52-61. doi:10.1080/87567444.2015.1005039

Singleton-Jackson, J. A., Jackson, D. L., & Reinhardt, J. (2010). Students as customers of knowledge: Are they buying what we're selling? *Innovative Higher Education, 35*, 343-358. doi:10.1007/s10755-010-9151-y

Singleton-Jackson, J. A., Jackson, D. L., & Reinhardt, J. (2011). Academic entitlement: Exploring definitions and dimensions of entitled students. *The International Journal of Interdisciplinary Social Sciences, 5*(9), 229-236. doi:10.18848/1833-1882/cgp/v05i09/51883

Slocombe, T., Miller, D., & Hite, N. (2011). A survey of student perspectives toward faculty evaluations. *American Journal of Business Education, 4*(7), 51-57. doi:10.19030/ajbe.v4i7.4675

Slocum, T. A., Detrich, R., Wilczynski, S. M., Spencer, T. D., Lewis, T., & Wolfe, K. (2014). The evidence-based practice of applied behavior analysis. *The Behavior Analyst, 37*, 41-56. doi:10.1007/s40614-014-0005-2

Smit, T., & duToit, P. H. (2016). Transforming beginner teacher mentoring interventions for social reform. *South African Journal of Education, 36*(3), 1-12. doi:10.15700/saje.v36n3a1134

Smith, T. (2013). What is evidence-based behavior analysis? *The Behavior Analyst, 36*(1), 7-33. doi:10.1007/bf03392290

Sohr-Preston, S., & Boswell, S. S. (2015). Predicting academic entitlement in undergraduates. *International Journal of Teaching and Learning in Higher Education, 27*(2), 183-193. Retrieved from http://www.isetl.org/ijtlhe/

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, CA: SAGE Publications, Inc.

Stake, R. E. (1978). The case study method in social inquiry. *Educational Researchers, 7*(2), 5-8. Retrieved from http://www.jstor.org/stable/1174340

Stevenson, R. B. (2004). Constructing knowledge of educational practices from case studies. *Environmental Education Research, 10*(1), 39-51. doi:10.1080/1350462032000173698

Stewart, K. D., & Bernhardt, P. C. (2010). Comparing Millennials to pre-1987 students and with one another. *North American Journal of Psychology, 12*(3), 579-602. Retrieved from http://najp.us/

Thomas, J. D., Lunsford, L. G., & Rodrigues, H. A. (2015). Early career academic staff support: Evaluating mentoring networks. *Journal of Higher Education Policy and Management, 37*(3), 320-329. doi:10.1080/1360080x.2015.1034426

Thompson, C., & Gregory, J. B. (2012). Managing Millennials: A framework for improving attraction, motivation, and retention. *The Psychologist-Manager Journal, 15,* 237-246. doi:10.1080/10887156.2012.730444

Trzesniewski, K. H., Donnellan, M. B., & Robins, R. W. (2008). Is "Generation Me" really more narcissistic than previous generations? *Journal of Personality, 76*(4), 903-918. doi:10.1111/j.1467-6494.2008.00508.x:

Tülüce, H. S., Cecen, S. (2016). Scrutinizing practicum for a more powerful teacher education: A longitudinal study with preservice teachers. *Educational Sciences: Theory and Practice, 16*(1) 127-151. doi:10.12738/estp.2016.1.0307

Twenge, J. M. (2009). Generational changes and their impact in the classroom: Teaching generation me. *Medical Education, 43,* 398-405. doi:10.1111/j.1365-2923.2009.03310.x

Twenge, J. M., Konrath, S., Foster, J. D., Campbell, W. K., & Bushman, B. J. (2008a). Egos inflating over time: A cross-temporal meta-analysis of the narcissistic personality inventory. *Journal of Personality, 76*(4), 875-902. doi:10.1111/j.1467-6494.2008.00507.x

Twenge, J. M., Konrath, S., Foster, J. D., Campbell, W. K., & Bushman, B. J. (2008b). Further evidence of an increase in narcissism among college students. *Journal of Personality, 76*(4), 919-928. doi:10.1111/j.1467-6494.2008.00509.x

U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (n.d.). Integrated Postsecondary Education Data System.

Retrieved from

https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acaeadb1b4ae

Vallade, J. I., Martin, M. M., & Weber, K. (2014). Academic entitlement, grade

orientation, and classroom justice as predictors of instructional beliefs and

learning outcomes. *Communication Quarterly, 62*(5), 497-517.

doi:10.1080/01463373.2014.949386

van der Weijden, I., Belder, R., van Arensbergen, P., & van den Besselaar, P. (2015).

How do young tenured professors benefit from a mentor? Effects on management,

motivation, and performance. *Higher Education: The International Journal of*

Higher Education Research, 69, 275-287. doi:10.1007/s10734-014-9774-5

Vinson, K. (2013). Hovering too close: The ramifications of helicopter parenting in

higher education. *Georgia State University Law Review, 29*(2), 423-451.

doi:10.2139/ssrn.1982763

Wood, C. L., Goodnight, C. I., Bethune, K. S., Preston, A. I., & Cleaver, S. L. (2016).

Role of professional development and multi-level coaching in promoting

evidence-based practice in education. *Learning Disabilities: A Contemporary*

Journal, 14(2), 159-170. Retrieved from http://www.ldw-ldcj.org/

Yin, R. K. (2011). *Qualitative research from start to finish.* New York, NY: The Guilford

Press.

Yin, R. K. (2014). *Case study research: Designs and methods* (5th ed.). Los Angeles, CA:

SAGE Publications, Inc.

Young, R. A., & Collin, A. (2004). Introduction: Constructivism and social

constructionism in the career field. *Journal of Vocational Behavior, 64*(3), 373-

388. doi:10.1016/j.jvb.2003.12.005

Appendix A: The Project

Professional Development Mentorship Program: Workshop

The Problem and Purpose of the Program

Academic entitlement can negatively affect higher education from several motivational perspectives. Decisions made by professors with little or no knowledge of the phenomenon may experience personal conflicts as they attempt to balance student satisfaction with scholarship, and classroom management with temperament. The purpose of the New Faculty Mentorship Workshop is to familiarize new or recent hires with the concept of Academic Entitlement, based on interviews with colleagues, so they can be better prepared when contemplating their classroom management strategies.

Program Implementation and Evaluation Overview

Day One: The ongoing mentorship will meet collectively for three eight-hour workshops and individually during the course of one semester. The first meeting of this workshop will review literature about Academic Entitlement, and the findings of the project study research at the local setting. The areas of focus within Academic Entitlement will be student and faculty incivility, and student's feelings of victimization. Self-reflective journaling will be introduced and continuous entries will be required as the first assignment.

Day Two: The second meeting of this workshop will review the importance of the syllabus for classroom management strategies, how to anticipate and control instances of Academic Entitlement, and classroom management strategies. Discussions about the participants' reflections on their current practices will be held.

Day Three: The third meeting will culminate with the participants' reflections about the semester and discussion, including the development of resources that can be shared by professors for continued professional and classroom development.

Program Participants

- Although the primary audience for this program are new faculty, all faculty are invited to attend

- Bring whatever tools you require to take notes; handouts will be provided

- There will be breaks during the workshop meetings, including one hour for lunch

- Individual workshop feedback conferences will continue throughout the semester for concerns and formative feedback of the mentorship workshop

- Reflective journaling of the mentorship workshop and classroom instruction is requested of participants; Prompts for consideration are included

Semester One, Week One: Academic Entitlement

This workshop will review some of the current and previous literature about Academic Entitlement, and the findings of the project study research at the local setting. The areas of focus within Academic Entitlement will be classroom and non-classroom student and faculty incivility, and student's feelings of victimization. Self-reflective journaling will be introduced and continuous entries will be required as the first assignment.

Learning Objectives: Participants should become familiar with:
- Academic Entitlement as a holistic social phenomenon
- Student-Centered Academic Entitlement as a learned behavior
- The research about Academic Entitlement
- Enabling Academically Entitled Behaviors

Resources and Training Materials:
- A classroom with an overhead projector, a computer, and a screen
- Printed copies of the typed agenda and handout
- A presentation PowerPoint
- Survey of Current Expectations

Agenda

8:00 am - 9:00 am	**Introductions and Purpose of the Mentorship Program** • The Purpose of the New Hire Mentorship • Introductions of the Facilitator and the Participants
9:00 am – 10:15 am	**Academic Entitlement Overview (PPT)** • What the research explains about Academic Entitlement • Causes of Academic Entitlement • Commonalities of Student Centered-Academic Entitlement
10:15 am – 10:30 am	**Break**
10:30 am - 12:00 n	**Academic Entitlement – The Local Research Findings (PPT)** • Introduction to the Project Study • Commonalities between the current study and the existing research • Differences between the current study and the existing research
12:00 n - 1:00 pm	**Break for Lunch**
1:00 pm – 2:15 pm	**Student Victimization Mentalities (PPT)** • Description of Student Victimization • Examples from the current study
2:15 pm – 2:30 pm	**Break**

2:30 pm – 3:30 pm	**Types of Classroom Incivility (PPT)**
	• Nonaggressive Incivility by students • Aggressive Incivility by students • Uncivil actions caused by faculty • Classroom Justice
3:30 pm – 4:00 pm	**Self-reflective Survey of Current Expectations (Handout)**

Feedback and Evaluation Schedule: Bi-weekly Feedback and Follow-up

I will conduct individual meetings with the participants during the first half of the semester to follow up on their transitions, review their self-reflective journals, provide feedback, and discuss any concerns or suggestions they might have.

PowerPoint Outline: On Academic Entitlement

What Some have Written about Academic Entitlement

■ "At university campuses across the United States, professors often encounter students who perceive themselves as entitled to an A in their classes" (Ciani, Summers, & Easter, 2008)

■ "Anecdotal evidence suggests a substantial rise over recent decades in the number of students who beleaguer their professors for higher grades, forecast dire personal outcomes if they do not get the grades they feel they deserve (or want), and expect professors and teaching assistants to go to exceptional lengths to accommodate their needs and preferences: (Greenberger, Lessard, Chen, & Farruggia, 2008)

■ "Our working definition of academic entitlement harkens to an external locus of control, as students abdicate responsibility for their own academic success" (Chowning & Campbell, 2009)

What Some have Written about Academic Entitlement

■ "Academic entitlement (AE) is the attitude that one is indebted academic success in the absence of personal effort to earn that success" (Boswell, 2012)

■ "A lack of personal responsibility for academic success is typical of this attitude" (Cain, Romanelli, & Smith, 2012)

■ "When academically entitled students feel that their demands are not met, they may become hostile . . . . This hostility can lead to a breakdown in student-faculty relations, hindering effective education" Kopp & Finney, 2013)

What Some have Written about Academic Entitlement

- "The underlying idea of AE is that students feel entitled to special treatment (e.g., extra credit, higher grades, ability to turn in work late, special exc exceptions, immediate access to instructors) when it is undeserved" (Wasieleski, Whatley, Briihl, & Branscome, 2014)

- "Increasingly, students view education as a service for which they have paid for for which in turn they expect a commensurate high grade regardless of their actual learning or effort" (Plunkett, 2014)

- "In terms of differences in the current cohort of traditional-aged college students, researchers maintain that these students report higher levels of grade orientation, less motivation to learn, decreased time spent on schoolwork, and goals that are more economic, less altruistic, and less intellectual than previous generations" Vallade, Maartin, & Weber, 2014)

Causes of Academic Entitlement

- Narcissism
- Consumerism
- Uncivil Behavior
- Unrealistic\Uninformed Expectations
- Self-Esteem Movement
- Helicopter Parents
- Marketing in Higher Education
- Generational Differences (Millennials (1982-2002) and Post-Millennials)
- Secondary Educational Instruction
- Faculty within Higher Education

Findings of the Project Study at the Site

Comparisons with Professor Participants

- Narcissism
- Consumerism
- Uncivil Behavior
- Unrealistic\Uninformed Expectations
- Self-Esteem Movement
- Helicopter Parents
- Marketing in Higher Education
- Generational Differences (Millennials (1982-2002) and Post-Millennials))
- Secondary Educational Instruction
- Faculty within Higher Education

- Arrogance rather than Narcissism
- Minor Descriptions of Consumerism
- Some Descriptions of Incivilities
- High Unrealistic\Uniformed Expectations
- High Descriptions of Victimization
- Minor Descriptions
- Minor Descriptions
- Some Descriptions
- High Descriptions
- Minor Descriptions

Participant Descriptions of Arrogance

- *That kind of attitude or arrogance . . . I would say insecurities are reflected as arrogance or entitlement in the lower classes".*
- *"Well, if they have the strong background, that's where that sense of kind of arrogance overconfidence comes from. They don't always have the right answers, but it's great that they do."*
- *So, we've told the children that they're awesome at everything, that you never say anything negative to them. They don't experience failure because that might hurt their self-esteem. That's . . . ridiculous. Failure is necessary to at least appreciate the success. And to survive in life".*
- *She got a D on my general Biology test and she was mad about it. She was saying the test wasn't fair, that all this other stuff. And, I said, "Well there's other people in the class, people who've had less experience than you, that got As and Bs, you know? And she's, "Well, you know, I am an Honor's student."*

Participant Descriptions of Student Incivility (Nonaggressive)

- *"Whenever a student feels as though his or her entitlement has been breached, one of the first routes that they'll take is to actually go to the Department Chair. And if they're unsatisfied, they'll go to the Provost and complain".*

- *"Where they feel like they're entitled to push the boundaries or look outside of the boundaries of the structure of the course or how the course was set up by the instructor. So they don't feel obliged to stay within the boundaries".*

- *"Before she went to the AP she called me no less than, I don't know, six times. Called me in my office, and at first I was nice. I said, "Well, I'm sorry". She wanted me to change her grade. I said, "I can't change your grade. You earned a D". "No, you gave me a D". That's entitled".*

Participant Descriptions of Student Incivility (Aggressive)

- *"Before she went to the AP she called me no less than, I don't know, six times. Called me in my office, and at first I was nice. I said, "Well, I'm sorry". She wanted me to change her grade. I said, "I can't change your grade. You earned a D". "No, you gave me a D". That's entitled".*

- *"And, the one girl got furiously mad and wrote texts back and forth, and I saw those texts, cause the one girl brought it. She said, "Look, she's bullying me." Okay, here you go, "You've used the B-word".*

- *"I had an email from him in our LMS. It was really aggressive. And he was very, very, angry that the faculty member that started the term was not going to be there, and essentially blamed me and the school for allowing this, and "How it's not fair", and "You can't change things like this in the middle of the game", and just went on and on ranting and raving".*

- *"That aggressive behavior has the ability to not only impact the class dynamic, but it also has the ability to impact what we have to do professionally, or what we have to do as professionals".*

Participant Description of Unrealistic or Uninformed Expectations

- *"I was thinking the other day it has a lot to do with not having a lot of experience in college".*

- *"So, a lot of these kids are the first time to college, and they have no idea what's going on. And I know because I went through that".*

- *"Whereas many students come in and think, "Well I should get at least a B, because I showed up and did the work".*

- *"Her issue wasn't with instruction; it was with curriculum".*

- *"They have jobs, they have children, they have families, they have other personal responsibilities, which will dictate how much work or time they can actually invest into a class".*

Participants Description of the Student Victimization Mindset (External Locus of Control)

- *"And I just kind of hesitated, because I wanted to try to acknowledge if she was kidding or not. And when I realized she wasn't kidding, I said, "Well yeah. No test, no score. That's a zero." And she said, "Wow", and she started to give me excuses. That was a legitimate question for her; will she get a zero for a test she didn't take. And for me, that was the epitome of entitlement".*

- *"And of course, she blamed us for how unfair this was, and how she was singled out, and then hinted that she was feeling suicidal".*

- *"Those who feel that they're academically entitled will actually take on the role as a victim. You have to have sympathy, you have to feel sorry for them, you have to sympathize with them. And, if you don't, they feel as though you're not understanding, you're mean, you're not a kind person".*

Participant Description of Generational Differences

- *"One of the contributing factors I would think would be their general attitude toward education, and their aspirations of their own education".*

- *"I do think that some of our students are unwilling to grow".*

- *"My classroom is filled with students that don't understand what it really means to put an effort forth. And it's come from parental units and social units that have said, "It's okay, honey. You don't need to worry about that. We'll take care of that for you". And they haven't had to work for anything. And I think it's across the board".*

- *"They've been brought up to believe that they are great at everything, and that it is rude for people to tell you that you're not. I don't think that's true, but I'm from a different generation".*

Participant Descriptions of the Effects of Secondary Education

- *I've learned that in the High School, even with my own children I think, they can submit assignments that were due in January in May, and get credit for that. So I do think some of it is leftover behavior from the High School experience".*

- *"I feel sorry for high school teachers, but kids will come out of high school and they will think that because they got an A in high school, "Why am I not an A student here?"*

- *"Eventually, he was owning up to the fact that, 'I have a problem with procrastination, and my high school instructors dealt with it'".*

- *"And memory, or rote, has been the way they survived all the way through high school, with absolutely no correlation to real life, no concept, no context, memory. 'You give me facts; I will regurgitate them to you. You're not giving me facts; I don't know what to study'. So, I think part of it is the way they learn coming in".*

Professional Frustrations

- *"I think there are some faculty-centered academic entitlement issues for some tenured faculty".*

- *"I think some faculty tend to allow it more than others do."*

- *"I think there are some of them that are maybe not quit as interested in the learning of the student as they are in the delivery of the material".*

- *"Because they want everybody to do well. They want the student to like them. They want to look good for the administrations, you know, those types of things. I think there is, even though assessment is not supposed to be used as a punitive measure, there is still some fear that it will be".*

<u>Semester One, Week Eight: Classroom Management Strategies</u>

This workshop will review the importance of the syllabus for classroom management strategies, how to anticipate and control instances of Academic Entitlement, and classroom management strategies. Discussions about the participants' reflections on their current practices will be held.

Learning Objectives: Participants should become familiar with:
- The importance of the Syllabus for classroom management
- How to anticipate potential Classroom Issues
- How to develop Classroom Management Strategies

Resources and Training Materials:
- A classroom with an overhead projector, a computer, and a screen
- Printed copies of the typed agenda and handouts
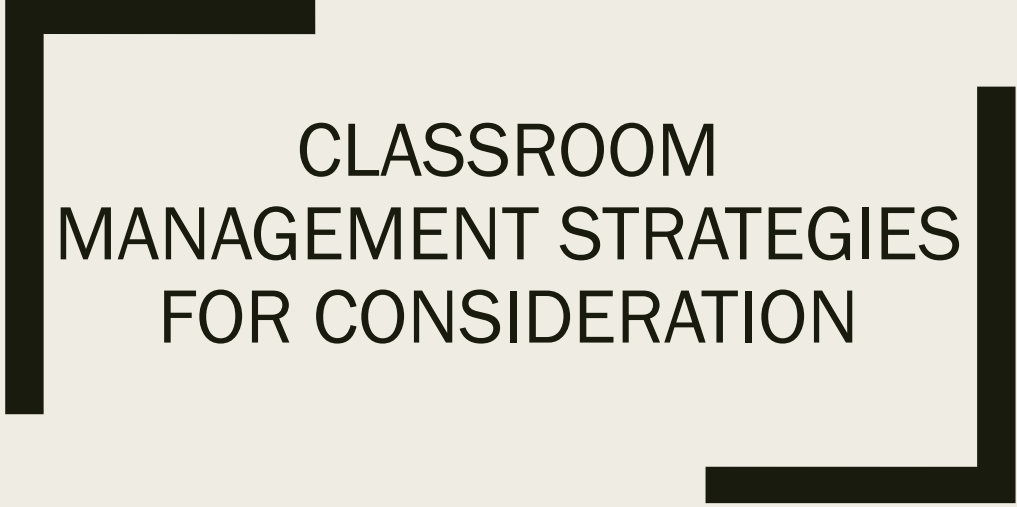- A presentation PowerPoint
- Survey of Current Expectations

Agenda

8:00 am - 9:00 am	**Welcome Back** • New Information/Research on Academic Entitlement
9:00 am – 10:15 am	**Self-Reflection Reviews** • Review of classroom self-reflection observations (Discussion)
10:15 am – 10:30 am	**Break**
10:30 am - 12:00 n	**Syllabus Management Strategies (PPT Handout)** • Power of The Syllabus • A Legal Agreement (have them acknowledge their understanding) • Anticipations of classroom issues based on experience
12:00 n - 1:00 pm	**Break for Lunch**
1:00 pm – 2:15 pm	**Classroom Management Strategies** • Introduce your students to all available resources • Explain the difference between effort and success
2:15 pm – 2:30 pm	**Break**
2:30 pm – 3:30 pm	**Engaging Students to be Responsible** • Redress for Late Assignments • Limit Grade Negotiations • Prepare students for what to expect in the class
3:30 pm – 4:00 pm	**Self-reflective Survey of Current Expectations (Handout)**

Feedback and Evaluation Schedule: Bi-weekly Feedback and Follow-up

I will conduct individual meetings with the participants during the second half of the semester to follow up on their transitions, review their self-reflective journals, provide feedback, and discuss any concerns or suggestions they might have.

PowerPoint: On Classroom Management

CLASSROOM MANAGEMENT STRATEGIES FOR CONSIDERATION

Purpose of the Syllabus

- Inform students the Syllabus is a binding contract
- Have them acknowledge their understanding of what is in the syllabus and have them sign the document (email, handouts, ect . . .)
- Make sure they have a copy of the Syllabus
- Make sure the assignment dates are accurate or made so before the due dates
- Use precise wording
- Include disclaimers as needed

Considerations for the Syllabus
(for Discussion)

■ What should be included?

■ Format: Easily Readable or Legalese?

■ Format: Use of White Space?

■ Format: The page count?

■ Physical copy or electronic copy?

Anticipating Student Issues and Concerns

■ What classroom policies are predictable?
– *Previous Experience*
– *Experience of Other in the Profession*
– *Experience from Research or Publications*
■ How to incorporate new policies
– *Updating the Syllabus on the Fly*
– *Crafting the Syllabus during the semester*
– *Review of other Syllabi*

Classroom Management (Syllabus)

- What is Classroom Management?
- Classroom Management for Effective Learning
- Student Rights
- Student Code of Conduct
- Faculty Rights and Responsibilities

Policy Considerations (Classroom)

- Overall Policies and Procedures of the Class
- *Grading Policy*
- *Participation*
- *Late Assignments*
- *Grade Negotiation*
- Overall Policies and Procedures of the Institution
- *Student Code of Conduct*
- Distinguish Effort from Effectiveness

Share Student Resource Information

■ What are effective ways to introduce students to:
– *The Library*
– *The Writing Center*
– *Resources to volunteer for Community Services*
– *Research Opportunities*
– *Athletic or Performance Events*
– *Student Clubs or Organizations*

Student Engagement

■ Engaging Students
– *Millennials*
– *Post Millennials (high school graduates)*
– *Engaging Dual Enrolled Students*
– *Engaging Adult Learners*
– *Engaging ESOL Students*
■ Should lesson plans be tailored for different groups?

Continued Professional Development

- New Technologies
- Social Media for instruction
- Workshops and Seminars
- New instructional strategy implementation

Semester One, Week Sixteen: Classroom Policy, Management or Other
This meeting will complete the series with discussions and reflections about the first semester, including the development of future resources that can be shared by professors for continued professional and classroom development.

Learning Objectives: Participants should become familiar with:
- Their Instructional Development and Style
- Academic Freedoms and Responsibilities
- The use of Technology in the Classroom

Resources and Training Materials:
- A classroom with an overhead projector, a computer, and a screen
- Printed copies of the typed agenda and handouts
- Survey of Current Expectations

Agenda

8:00 am - 9:00 am	**Welcome Back** • Reviews of the semester •
9:00 am – 10:15 am	**Self-reflective Observations (Discussion)**
10:15 am – 10:30 am	**Break**
10:30 am - 12:00 n	**Classroom Management Lessons Learned (Discussion)**
12:00 n - 1:00 pm	**Break for Lunch**
1:00 pm – 2:15 pm	**Rationales for Continued Classroom Development (Discussion)** **Rationales for Continued Professional Development (Discussion)**
2:15 pm – 2:30 pm	**Break**
2:30 pm – 3:30 pm	**Development of Shared Resources for Future Participants (Discussion)**
3:30 pm – 4:00 pm	**Self-reflective Survey of Current Expectations (Handout), Conclusion and Invitation**

Feedback and Program Evaluation Feedback

I will remain available for any participant who wants to remain in the program beyond the required period of one semester.

Appendix B: Self-Reflective and Evaluation Questions

<u>Self-Reflective Journal Prompts: Survey of Current Expectations</u>
<u>Semester One, Week One: Academic Entitlement</u>

On Classroom Instruction:
1. **Is this your first time instructing classes as a professor?**

2. **What are your current expectations about classroom instruction?**

<u>Formative Evaluation Form</u>

On the Workshop:
1. **What were your expectations about the workshop?**

2. **How would you rate the first meeting for the Mentorship Workshop?**

3. **What would you like to include in the next workshop meetings?**

<u>Self-Reflective Journal Prompts: Survey of Current Expectations</u>
<u>Semester One, Week Eight: Classroom Management Strategies</u>

On Classroom Instruction:
1. **Are your current expectations about classroom instruction consistent with your response from the first survey?**

2. **Have you found a need to adjust your syllabus, lectures, or other methods for classroom policies?**

3. **Have you found a need to adjust your syllabus, lectures, or other methods for classroom management?**

<u>Formative Evaluation Form</u>

On the Workshop:
1. **Are your expectations about the workshop consistent with your response from the first survey?**

2. **How would you rate the second meeting for the Mentorship Workshop?**

3. **What would you like to include in the next workshop meetings?**

4. **How often have you interacted with the facilitator about ideas for classroom development?**

5. **How often have you interacted with other participants about ideas for classroom development?**

Self-Reflective Journal Prompts: Survey of Current Expectations
Semester One, Week Sixteen: Classroom Policy, Management or Other

On Classroom Instruction:

1. **Are your current expectations about classroom instruction consistent with your response from the first or second survey?**

2. **Have you found a need to adjust your syllabus, lectures, or other methods for classroom policies?**

3. **Have you found a need to adjust your syllabus, lectures, or other methods for classroom management?**

Formative Evaluation Form

On the Workshop:

1. **Are your expectations about the workshop consistent with your response from the second survey?**

2. **How would you rate the third meeting for the Mentorship Workshop?**

3. **What would you like to include in future workshops for new faculty?**

4. **How often have you interacted with the facilitator about ideas for classroom development?**

5. **How often have you interacted with other participants about ideas for classroom development?**

Appendix C: Letter to Study Site's IRB Coordinator

Institution's name and address _____

Attention to _____

Date _____

Greetings _____

I am a doctoral candidate at Walden University conducting a project study on Academic Entitlement. The purpose of the study is to explore the decision-making processes of tenured professors who interact with academically entitled students, and their strategies for effective classroom management.

The name used for this study is "A Case Study on Academic Entitlement and the Decision-Making of Tenured Professors", and has been approved by the IRB of Walden University under the approval number _____ that expires on _____. As part of this study, I would like to conduct interviews with a sample of professors at _____, and am writing to your office for permission.

As a faculty member of this institution, I am familiar with the procedures and policies of the college and will abide by them during the interviews. The only resources of the college that will be used will be the settings for the interviews.

Thank you for your consideration.
Signature

Appendix D: Interview Questions

1) *How do tenured professors define academic entitlement and its prevalence within the setting?*
   a. How do you describe academic entitlement, and is it limited to student behavior?
   b. What do you believe are contributing factors for academic entitlement in this or in other institutions?
   c. How do you describe the differences, if any, between academically entitled students and students who feel empowered about their education?
   d. How do you describe the differences, if any, between academically entitled students and students who underperform?
   e. How often and in what ways, if any, has a student who was affected by an academically entitled peer communicated their concerns to you?

2) *What personal experiences have tenured professors attributed to instances of academic entitlement within the setting?*
   a. What instances of academic entitlement have you experienced?
   b. What instances of academic entitlement enablement have you experienced or witnessed?
   c. How did you feel after your experiences with academic entitlement, student-centered or otherwise?
   d. How, if in any way, did your experiences with academic entitlement change your teaching philosophy?
   e. How, if in any way, did your experiences with academic entitlement change your perspectives about students?

3) *How have the tenured professors' experiences with academic entitlement guided their decision-making within the setting?*
   a. How have your experiences with academic entitlement influenced your decisions or decision-making process?
   b. How influential were your experiences with academic entitlement?
   c. What, if any, adjustments or changes did you make after your encounters with academic entitlement?
   d. How, if in any way, has your experiences with academic entitlement affected your interactions with students?

4) *What were the ramifications, positive or negative, of the decisions made during or after instances of academic entitlement within the setting?*
   a. How, if in any way, did you alter your classroom management, syllabi, or teaching philosophy after your experiences with academic entitlement?
   b. How effective were the changes you made after your experiences with academic entitlement?

c. How, if in any way, did your decisions improve or hinder your interactions with students?

d. What further changes to classroom policies and student interactions, inside and outside of the classroom, have you thought about making?

Appendix E: Demographic Questions

These questions will be asked at the beginning of the interviews to verify the participants met the criteria for their sample, and to gather demographic information that may be relevant to the study.

1. How many semesters have you taught at this institution after obtaining tenure?

2. What is your age range (21-30, 31-40, 50-60, 61 or older)?

3. What is your gender?

4. What is your ethnicity?

Appendix F: Sample Interview Protocol Form

Interview Protocol (Based off the University of Idaho Protocol Form Instructions)

Project:

Location Code/Date/Time: _____

Interviewee Code: _____

Approximate Length of the Interview: **30-60 minutes**

Problem Statement: Most research on academic entitlement has reported on the measurements of student, identified student behaviors, and commented on proposed causes and solutions to this phenomenon; however, these studies have rarely contemplated the potential influence of academic entitlement on the decision-making of professors when they consider effective strategies for the management of their classrooms.

Purpose of the Study: The purpose of the study is to explore the meaning tenured professors attribute to academic entitlement, to understand how their interpretations of academic entitlement guide their decision-making, and to explore any positive or negative ramifications their decisions have had on classroom management

Method for Disseminating Results: **Available upon request once approved.**

Agreement for a Member Check: _____

Demographics: May be included in the study if relevant

Years of Service as a Tenured Professor (1-10 years; 10 – 20 years; more than 20 years): _____

Gender: _____

Ethnicity: _____

What Courses Have You Taught?_____

Are You Serving on a Campus Committee? _____

How Is or How Was Your Semester? _____

RQ 1: *How do tenured professors define academic entitlement and its prevalence within the setting?*

    e. How do you describe academic entitlement, and is it limited to student behavior?

    f. What do you believe are contributing factors for academic entitlement in this or in other institutions?

    g. How do you describe the differences, if any, between academically entitled students and students who feel empowered about their education?

    h. How do you describe the differences, if any, between academically entitled students and students who underperform?

    i. How often and in what ways, if any, has a student who was affected by an academically entitled peer communicated their concerns to you?

RQ 2: *What personal experiences have tenured professors attributed to instances of academic entitlement within the setting?*

    a. What instances of academic entitlement have you experienced?

    b. What instances of academic entitlement enablement have you experienced or witnessed?

    c. How did you feel after your experiences with academic entitlement, student-centered or otherwise?

    d. How, if in any way, did your experiences with academic entitlement change your teaching philosophy

    e. How, if in any way, did your experiences with academic entitlement change your perspectives about students?

RQ 3: *How have the tenured professors' experiences with academic entitlement guided their decision-making within the setting?*

    a. How have your experiences with academic entitlement influenced your decisions or decision-making process?

    b. How influential were your experiences with academic entitlement?

    c. What, if any, adjustments or changes did you make after your encounters with academic entitlement?

    d. How, if in any way, has your experiences with academic entitlement affected your interactions with students?

RQ 4: *What were the ramifications, positive or negative, of the decisions made during or after instances of academic entitlement within the setting?*

    a. How, if in any way, did you alter your classroom management, syllabi, or teaching philosophy after your experiences with academic entitlement?

    b. How effective were the changes you made after your experiences with academic entitlement?

    c. How, if in any way, did your decisions improve or hinder your interactions with students?

What further changes to classroom policies and student interactions, inside and outside of the classroom, have you thought about making?

Closure: (Personal Notes)

- Thank participant for the interview
- Reassure confidentiality
- Ask if there are any questions
- Ask to follow up with a member check

Appendix G: Sample Interview Summary Letter

Thank you again for the interview.

Following this page is the general summary of the interview. Let me know if I have summed up the interview and my observations correctly, or incorrectly. The summary is a brief and not comprehensive.

You can elaborate on any points you wish to, include something you feel I should not overlook, or strike out anything you do not want to be included. If you have thought about a previous incident or experienced a recent one that you believe should be included, feel free to include a note.

Once you have reviewed and or revise this file, you can attach the markup and send it to my email address at chambersra@msn.com. I will incorporate all of your changes.

Thanks, and have a great week

Appendix H: Sample Interview Summary

Participant 4AF1020Y
"One of the first things I do is find out why a student is in a class"

ParticipantF has taught at the study site between 10 and 20 years. Her general teaching philosophy is to see her students as "*participants*" and not consumers. She explains to her students in their first class meeting, "*We're in the learning environment together. I learn from you; you learn from me. You're not entitled to anything, you earn it.*" She recounted an instance when her blunt introduction caused one student to walk out of the classroom. This is not to imply ParticipantF is harsh with her students; she believes in integrity and accountability, and requires the same from them.

ParticipantF described academic entitlement as a result of several possible factors from, "*parenting to society to social media*", as well as probable contributions by some faculty. Research that describes helicopter parents and faculty incivility support this description, and other participants for this study expressed the same sentiments. It is reasonable to see a possible correlation between entitlement and conditioning from different online and offline media, where students believe their opinions and beliefs hold some weight. She also recognizes a problem within secondary education, where some "*teachers are graded on performance*", and make special accommodations for some students. This is for their own benefit, and leaves the open the question of how this affects students. ParticipantF recounted the story of a student who consistently turned in late work, and explained that his high school teachers "*dealt with it.*" Fortunately, this student came around. In terms of late assignments, "*The smarter students will ask; they*

will contact me when they will be late. The entitled, quote entitled, don't even ask." The lack of some students communicating with their instructors has been mentioned by several respondents when discussing entitlement.

ParticipantF described empowered students as having, "*Drive . . . motivation . . . What do they want? They know what they want. Passion, caring . . . All those things affect how they view the course",* which has been supported by the literature and other respondents in this study. She believes students who underperform may do so "*because of motivation*", or a lack thereof, as well as other responsibilities outside the classroom. In other words, these students are not irresponsible, and in some cases may be potentially over responsible, as they take on too many tasks.

ParticipantF also believes secondary education, specifically, the way students succeed in that environment, may be another factor. In place of actual learning, students "*survived all the way through high school, with absolutely no correlation to real life, no concept, no context, memory.*" Some students continue this strategy as they transition to higher educational courses of study. "*You give me facts; I will regurgitate them to you. You're not giving me facts; I don't know what to study*", she said when describing the strategy. Several respondents supported this observation. Although the examples varied, the point was that some students are not prepared for higher education, whether they come with inadequate strategies or preconceived expectations.

ParticipantF holds her students responsible for their interactions and work in the classroom. She found an effective means to accomplish this by explaining her expectations on the first day of class and holding students accountable throughout the term. She does not ignore them, but she does make them answer their own questions, so they will learn to utilize resources provided to them.

ParticipantF has respect from her students because they do not pretend to misunderstand the course guidelines. She stated, "*what I was afraid would make me look bad has actually increased respect, from the student perspective. And therefore, I have more respect for them, because they're more accountable.*" This accountability, along with her "*if you do your part, I'll do mine. We're both participating in this learning process*" philosophy may explain the low levels of academically entitled behavior in her classrooms. Considering her students as working participants appears to create an environment that fosters cooperation, for the most part. As in any situation, a mutual cooperation is beneficial to everyone involved.

Appendix I: Sample CASDAQ Report

Professors Observations of Student Behaviors

Description of AE

Limitations

1.

"It might be a class distinction, a socioeconomic distinction. The campus that you're on has a more affluent student population. Here in [location] my community is not like that. I have more blue collar working class neighbors, I have a lot of immigrant neighbors, and I think that the socioeconomic status has a lot to do with . . . , because our students are not coming in . . . they have not been afforded the same privileges in the household when it comes to education. They're not going to the best K-12 schools in [location]. They're going into lower income K-12 experiences, and I think that has a lot to do with the college campus as well."

[3DF110Y Transcript; Position: 50 – 50; 12/04/2016 13:28; Weight score: 0]

2.

"Then they come here and hit a wall, and they don't know how to grip. And if they are truly sharp, they catch on in a real big hurry, and they start realizing they need to step up. But some of them, you get a lot of attitude from them about it."

[Hits a wall]

[4BM20OY Transcript; Position: 14 - 14; 07/05/2016 13:03; Weight score: 0]

3.

"But I do think Honors programs do enable that, but I don't think that's bad. I think it up to how the kid interprets it. Part of it is if you're a student and I say to you, "Hey look, you're pretty sharp. Maybe you want to go into some advanced classes. Honors classes will challenge you more, they'll look good on your transcript, you'll get more time on your research projects." I mean, that's a way of inflating a kid, in a way, because you're telling them that they're a little bit above the rest. Which isn't a bad thing, but how then does the kid interprets that."

[Student Interpretation]

4.

"I don't think that it is limited to just student behavior. And "behavior", I'm referring to their overt behavior. I think it also influences their self-efficacy and how they are in the classroom"

[Self-efficacy]

5.

"So, yeah, I think it would not only influence their behavior but also their attitude in which they approach their academics, in which they approach the structure of the class the instructor provides."

Unrealistic \ Uninformed Expectations

1.

"I was thinking the other day it has a lot to do with not having a lot of experience in college."

[Lack of Collegiate experience]

2.

"So, a lot of these kids are the first time to college, and they have no idea what's going on. And I know because I went through that. I was the first kid in my family. My mother had no idea how to do anything, you know? I didn't have any brothers or sisters. I had to do it all myself. And some of these kids, I think, need that kind of guidance, a lot. Where you tend to get more problems is when people come in, with no college experience, no one to help them, and "country folk", I guess, and they're the ones that often have a mistaken idea of what goes on here. They think paying for college is like paying for a movie, "Hey, I paid for the movie. I'm going to sit here and watch it, and I've done what I'm supposed to do. Where's my A?" So you gotta fix that."

[In need of guidance]

3.

"""Why do I have to learn this? Because I don't want to learn it, I shouldn't have to. And if I don't learn it, I should still get an A." That's their chain of bizarre logic"

[Bizzare logic]

[4BM20OY Transcript; Position: 14 - 14; Author: artiechambers; 07/05/2016 13:02; Weight score: 0]

4.

"I'm usually amused by it. Because, you know they're not . . , most of these kids are not being mean, and they're not stupid, they just have a set of expectations that's not unrealistic. It gets frustrating if they won't listen to you, if they won't respond as you try to get them out of this mentality"

[Unrealistic mentality]

[4BM20OY Transcript; Position: 31 - 31; Author: artiechambers; 07/05/2016 13:24; Weight score: 0]

5.

"I'm not always joking, because I've literally had people honestly say, "I'm an Honors student. Why are you failing me?""

[Unrealistic mentality]

[4BM20OY Transcript; Position: 48 - 48; Author: artiechambers; 07/05/2016 13:28; Weight score: 0]

6.

"Because there's no other reason why you would ace Biochemistry, but then when we get to Genetics and you get a D. Why would that be? "You obviously got some brains. It's must be that you're relying too heavily on your background and you're not applying yourself to the new stuff. Because it feels familiar to you, but it isn't really."

[Do not learn new information]

[4BM20OY Transcript; Position: 53 - 53; Author: artiechambers; 07/05/2016 13:31; Weight score: 0]