

SPECIAL ARTICLES

Academic Entitlement in Pharmacy Education

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The constructs of academic entitlement and student consumerism refer to students' attitudes toward education as a commodity and the underlying belief that as consumers, they should be catered to and given the opportunity to participate in the education process according to their preferences. Most discussions regarding these attitudes are anecdotal, but the pervasiveness of these accounts and the troubling effects that ensue warrant attention. Grade inflation, student incivility, altered classroom practices, and decreased faculty morale are all potential aftereffects of teaching students who hold academic entitlement beliefs. Numerous factors are posited as attributing to academic entitlement including personal issues, societal pressures, and broad academic practices. This paper discusses these factors and offers faculty members and administrators recommendations regarding practices that may curb or alleviate issues associated with academically entitled students.

Keywords: academic entitlement, students, academia, higher education, student evaluations

INTRODUCTION

Higher education literature, both peer-reviewed and popular press, is replete with accounts of faculty disgruntlement over some students' seemingly consumeristic attitudes toward education. Common complaints include references to students who expect faculty members to actively cater to their desires and meet their demands for an education that is convenient to them and requires little to no effort. Students' lack of personal responsibility for their own education is a common and contemporary theme expressed by faculty members. These conversations often arise during discussions of the Millennial generation, those students born between 1981 and 2000.¹

This paper provides an overview of the aforementioned issues through a summary review of the primary literature regarding the associated constructs of academic entitlement and student consumerism. Published research on these topics originated from various fields and disciplines, but the discussion is framed for pharmacy education. The authors discuss the variety of factors that contribute to entitlement attitudes and the implications they have on professional education. The paper concludes with recommendations for pharmacy faculty members and administrators to consider with regard to alleviating or curbing this phenomenon in professional schools.

DEFINING ACADEMIC ENTITLEMENT AND STUDENT CONSUMERISM

Academic entitlement can be defined in a variety of ways, but generally refers to a student's attitude that he or she should receive a high grade or preferential treatment without investing significant time or effort.² A lack of personal responsibility for academic success is typical of this attitude.³ Academic entitlement is more than just a generalized sense of entitlement expressed in the academic domain.⁴ Dubovsky first described academic entitlement in medical education as student attitudes revolving around 5 facets.⁵ First, knowledge is a right and students should receive it with minimal exertion and discomfort. Second, instructors will provide all necessary information and guidance necessary for success in the course. Third, the instructor is responsible for student success (or failure) in the classroom. Fourth, all students should receive equal recognition regardless of individual effort put forth. Fifth, aggressive confrontations with instructors or school administrators are acceptable if student expectations are not met.

Academic entitlement is closely related to and sometimes used interchangeably with the term *student consumerism*. Student consumerism refers to the view that because students are paying for their education, they deserve to be treated as customers in every sense of the word.⁶ In this respect, higher education becomes a de facto marketplace industry akin to fast food restaurants, auto repair shops, and other forms of business in which paying customers demand a certain level of service. In this paradigm, education becomes a commodity obtained

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in exchange for student tuition dollars.² This entitlement attitude resulting from consumerism is often expressed through student comments such as “I pay X dollars in tuition, therefore I deserve printed handouts for all my lectures.”

FACTORS LEADING TO ACADEMIC ENTITLEMENT

While the literature and personal accounts strongly suggest an ever-increasing academic entitlement attitude among students, the specific reasons precipitating academic entitlement seem multi-factorial and less clear. The personal and societal factors discussed in this section have been suggested as contributing to the development of academic entitlement. Although there has been no broad-based research studying all of these variables together, the academic entitlement mentality is likely fostered by a combination of them.

Personal Factors

Research on individual characteristics that lead to or are correlated with academic entitlement attitudes is sparse; however, some studies have been conducted. Characteristics of entitlement attitudes appear to be more common in male students than female students.⁷ Narcissism is a common trait associated with entitlement mentality and the Millennial generation is reportedly the most narcissistic of recent generations.⁸ Older generations often anecdotally describe their younger counterparts’ as entitled, arrogant, and disrespectful. Whether this theme is true or simply a tendency of every generation to complain about subsequent generations is unknown.⁹ Kopp and colleagues reported that academic entitlement is positively correlated with external locus of control and work avoidance. Students with an external locus of control believe that outside forces are responsible for their failures and successes and are less intrinsically motivated to work hard to achieve their potential. The correlations all suggest that students with academic entitlement attitudes may find success and development in college more difficult because these variables are indicative of effort and college achievement.¹⁰

Popular conjecture among educators is that parental practices that over-inflate self-esteem encourage entitlement behavior; however, Greenberger⁴ reported a negative association between academic entitlement and self-esteem. Those with higher self-esteem exhibit fewer academic entitlement tendencies. Conversely, parents with high achievement expectations may influence prioritization of extrinsic rewards such as grades as opposed to the intrinsic satisfaction of learning. This is particularly strong when parents overtly compare their son’s or daughter’s performance with that of student peers.⁴ Students’ worth

and value become tied to school performance, thereby exerting pressure to obtain high grades regardless of the methods used.

Parents have a strong desire to see their children succeed and they contribute to their children’s personal and professional development.¹¹ This over-engagement in their children’s education and personal growth has led to the term *helicopter parents*.¹² Parents make inquiries about career paths, admissions processes, and admissions decisions on behalf of their children. Children in turn take less responsibility for their own interests, self-assessment, and need to succeed. Because others have advocated for them throughout their lives, understanding that a professional degree is not a consumeristic transaction, but rather an investment that requires personal accountability and effort, may be an unfamiliar perspective for them to take. Instead, they may view their pursuit of a degree as a financial transaction in which their tuition investment, perhaps derived from the financial support of parents, scholarships or student loans, yields a degree.¹³

Societal and Broad Academic Factors

The proliferation of postsecondary education alternatives fueled by the rise of for-profit higher education institutions and online education opportunities means that students have many options from which to choose in terms of academic pursuits. A student who is unhappy with instructors or student services can simply choose to receive an education elsewhere. Along with a decline in state funding support, this has slowly forced higher education out of a regulated system supported by government funds into a market-based economy in which institutions must compete for student tuition revenue.¹⁴ Increased reliance on tuition as a major form of revenue influences institutional behavior toward students, such as approaching them as customers in order to attract and keep them. Rising tuition costs for students and their families also places many in situations in which they must excel in order to obtain a positive return on investment. In addition, many have turned to higher education to develop marketable skills, making it easy to comprehend why some students possess the mentality of consumers.^{15,16} As such, students may view the exchange of money as purchase of a commodity rather than an *opportunity* to learn and obtain a degree.¹⁰

Within pharmacy, the exaggerated demand for graduates as well as the rapid proliferation of colleges and schools may be further exacerbating student attitudes surrounding academic entitlement. Increased competition for potential students may be driving marketing and recruitment approaches that both new and existing colleges and schools use to entice potential applicants. These messages may

highlight the path to lucrative careers that promise significant economic rewards and salaries. While there is not a body of literature to substantiate the extent or impact of such recruiting approaches, the potential for their use exists. Although student services are valuable for a number of reasons, competition for student enrollments and tuition dollars also necessitate that institutions provide a certain level of services such as admissions advising, financial aid consulting, counseling, and career services. This customer service orientation may inadvertently reverse students' perception of who the authority is in professorial-student relations. Students may not differentiate between student services and the core educational process. Learning experiences developed and provided by expert professors are not equivalent to recruitment and retention services and, therefore, should not be considered market transactions.¹⁷ However, because of the subtle influences of services students receive, they may begin to view themselves as "customers" of the institution and thus subscribe to the business mantra that "the customer is always right." If this attitude is allowed to extend into the classroom, authority may become vested in the students rather than in the faculty members.

Practitioners may inadvertently contribute to the dissemination of these "mixed-messages" if they attempt to recruit students into the profession by simply justifying their careers in terms of monetary and other non-clinical benefits. Professional schools, by their identity, offer students a "path" or "ticket of entry" into a given profession. These professions in turn offer a potential lifetime of financial security and livelihood. While these techniques may be successful in drawing applicants to colleges and schools, institutions must question both the overt and discrete messages these efforts promote. This philosophical approach to recruitment may lead to a mismatch between the goals of the institution and the student's motives for pursuing a pharmacy degree. The very essence of this relationship between professional schools and students begins to blur the lines between the intended outcomes of education, and student identities as scholars or consumers. Students may easily and early in the course of their training become institutionalized or programmed to approach their education as a means to an economic end rather than as an opportunity to holistically grow and develop as a professional and an educated person.

An additional driver in terms of marketing and promotion is use of the *US News and World Reports* ranking of colleges and schools of pharmacy.¹⁸ Many institutions use or highlight these rankings as components of their marketing and advertising programs. These rankings have often been criticized on several levels by university and college presidents, administrators, and faculty members.^{2,19,20}

Driven by reputations, these rankings may not accurately reflect the value of the educational process, but may be perceived as such. When students use rankings to purchase an education, they may expect high levels of "customer service" throughout all aspects of their education. In terms of driving academic entitlement, the rankings increase the perception of education as a product commodity and may serve to further "commercialize" and/or sort colleges and schools in a comparative and consumeristic fashion.²

As institutions of higher learning cope with diminishing revenue streams, the pressure to recoup other financial resources only grows. Some institutions are moving toward budgetary and funding models for individual academic units that are directly tied to student retention and graduation rates.²¹ Maintaining a high standard of expectations for student academic and professional development against a backdrop of pressures on student throughput is a difficult balance and some institutions may feel the need to relax expectations to placate all constituents. Retaining and even catering to students who are not properly motivated or inherently suited for the profession perpetuates the inadvertent signals that they are customers and that rules can be bent to maintain their satisfaction.

One related issue that affects pharmacy and other professional schools is the number of student legacies (ie, students with pharmacists, and perhaps even alumni of the college, in their family. has increased, with many of them groomed and expected to enter the family profession. Some of these students may not be as academically qualified as others pursuing pharmacy school admission, but the likelihood of their admission may be greater because of the advocacy of friends and family members with personal connections to the college or profession.²² This admission pathway may perpetuate a sense of entitlement, and some colleges and schools feel pressured to make such considerations to satisfy their alumni and potential financial benefactors, particularly during difficult economic times.

Accreditation standards and the corollary increased emphasis on assessment across all facets of education in the United States may also be further contributing to feelings of academic entitlement among pharmacy students. Mandates to improve curricular assessment have driven many colleges and schools to develop systems and processes that more aggressively engage students and student opinion in various academic decision-making processes not limited to the curriculum. Many colleges and schools have developed sophisticated course and instructor evaluation systems that frequently and in time-sensitive fashion, poll students regarding their opinions of teaching and learning. Some colleges and schools augment course

evaluations with periodic focus groups or student liaison committees that gather additional real-time data regarding coursework and other curricular issues. While student evaluations can be a valuable tool for improving teaching and learning, they too may alter the pedagogical power structure among faculty members and students.²³ Students may inadvertently arrive at the conclusion that their opinions of the educational process, curricula, and instruction are paramount and overarch the expertise and acumen of the faculty. One study concluded that student evaluations of teaching are misconstrued as measures of teaching when they are actually normative assessments of an instructor's conformity with the consumerist desires of students. Through these evaluations, academic authority is transferred from professors to students, ultimately resulting in higher education that caters to student demands.²⁴

Intercommunication patterns have changed over time, with contemporary communications trending toward electronic forms such as e-mail and social media applications. These less formal modes of expression coupled with expectations for rapid response may contribute to student attitudes toward professors and their roles.⁴ Eisenberg suggests that instructors themselves also may have unwittingly contributed to students' academic entitlement attitudes through their own pedagogical innovations.²⁵ The traditional classroom setting typically involved an instructor on a stage clearly acting as an authority in terms of both delivering knowledge and asserting control. With the emphasis on active-learning activities that promote critical thinking, dialog, and learner-centered instruction, perhaps that distinction is no longer clear. Classroom dynamics have changed such that students and instructors work together on learning activities. Consequently, students may become less subordinate to instructors and view their relationship as more collaborative in nature, resulting in misperceptions regarding the instructor's authority.

IMPLICATIONS FOR PHARMACY EDUCATION

While most of the literature pertaining to academic entitlement addresses undergraduate students, pharmacy education is not immune to this phenomenon. Although no formal analyses of academic entitlement exist in the pharmacy education literature, anecdotes and discussions about academic entitlement abound within colleges and schools of pharmacy. In confronting attitudes and behaviors associated with academic entitlement, colleges and schools of pharmacy will face challenges similar to those encountered by their faculty colleagues in general studies and the liberal arts, as well as some unique issues specific

to pharmacy and other health professions education that may be driven by both internal and external factors.

Grade Inflation

The intentional or unintentional efforts of colleges, schools, and faculty members to placate students may be one contributor to the well-recognized phenomenon of grade inflation across higher education. In turn, grade inflation raises serious concern regarding the effects of academic entitlement on the standards and rigors of pharmacy education. Many fear that grade inflation ultimately leads to graduates who lack the skills or attitudes to maintain the high quality of care and expertise expected by the profession and the public.²⁶

Student Incivility

Classroom incivility is defined broadly as any student action that disrupts the learning atmosphere in the classroom.²⁷ Often referred to as "unprofessional behavior," incivility can take a variety of forms including loud sarcastic remarks, arguing with a faculty member, conversing loudly with other students, arriving late to class, and a host of additional behaviors that signal disrespect to the instructor or educational process. Reasons for student incivility include the need to express power, frustrations over seemingly unsolvable situations, and a need to obtain something of value.²⁷ Academic entitlement is another contributing factor that may be accelerating student incivility in higher education.²⁸ Students with a grander sense of entitlement may be more aggressive, obtrusive, and feel empowered to make demands of the staff, faculty, and administrators. Rather than communicating their questions or concerns regarding a course to the instructor, these students may directly proceed to share their concerns with the dean of the college or school. Such approaches ignore the customary chain of command and prevent students from cultivating their ability to engage in meaningful dialog with their instructors. Formation of this ability is important, as similar interactions can be expected to occur as the student moves into the workforce where the skills of diplomacy and negotiation surrounding difficult conversations are critical to professional success.

Altered Teaching Practices

Entitled students may exert pressure on faculty members and colleges and schools to make the pharmacy education experience more convenient according to self-established standards.¹⁹ Providing them with near around-the-clock access, digitally capturing lectures for them, and detailing the exact information that will be assessed in a course are just some of the expectations that entitled students commonly have of faculty members.¹²

Perhaps the most pervasive modern student demand is provision of a printed or electronic handout.²⁷ In many cases, instructor-authored handouts are now considered a classroom right rather than a privilege. Fearing reprisals manifested in substandard or poor teaching evaluations, many faculty members, particularly junior tenure-track faculty members, may accede to those demands despite potentially negative or un-substantiated effects on student learning. Other faculty members may simply deem the struggle of discerning and adjudicating students' demands simply not worth the effort and subsequently relent. While some benefits from student requests and insight clearly exist, indiscriminately yielding to student-based stipulations could potentially affect learning and hyper-inflate performance on both formative and summative assessments.

Individual faculty members as well as colleges and schools must be cognizant of the potential implications of the academic entitlement phenomenon and judicious and discerning in acquiescing to demands and requests made by students. As academic entitlement becomes more pervasive and potentially universal within classroom environments, faculty members may become subconsciously swayed in the direction of assenting. Recent graduates entering the faculty ranks may especially require mentoring and support lest they perpetuate the cycle of student indulgences. Careful and calculated consideration should be given prior to making minor or major changes to established teaching procedures and practices. Faculty members should take into account the root basis for any demands and contemplate both the potential negative and positive effects on learning and student attitudes. As faculty members navigate these issues and weigh risks vs benefits of various strategies, it is critical for administration to be supportive and not divisive. Administrators should be cognizant that students may attempt to exert undue influence by circumventing faculty members and/or the general academic process.

Decreased Faculty Morale

College officials and faculty members who repeatedly encounter consumer-minded students and corollary classroom incivility may develop a sense of cynicism toward individuals and potentially the entire educational process.^{6,28,29} When issues surrounding incivility are not addressed, students may feel empowered to continue or escalate their behaviors.²⁷ These behaviors and beliefs may also be amplified by the ready access to social media that can increase the immediacy of demands and provide an outlet for students to quickly rally peer support regarding given issues. Faculty members in turn may perceive that students do not value or respect them, which can complicate

relationships and ultimately impact morale. Junior faculty members who lack experience, confidence, and in some instances authority may be most vulnerable to these effects. However, seasoned faculty members who may have taught in an era when seemingly less of a sense of entitlement existed may also experience decreased morale. Increasing class sizes may further contribute to classroom incivility as the sheer quantity of requests and demands may multiply exponentially and become overly burdensome. Faculty members under this duress may begin to question the authenticity of students' desire to learn, as well as their own career goals and purpose within academia. Administrators as well as junior and senior faculty members should be cognizant of this potential consequence of academic entitlement within the classroom and should provide support as necessary to peers who are negatively impacted.

RECOMMENDATIONS

Many of the aforementioned factors contributing to academic entitlement attitudes are societal-based; therefore, individual colleges, schools, and faculty members may have little power to counteract them. However, there are actions that can be taken to curb or alleviate academic entitlement attitudes of the students that colleges and schools of pharmacy recruit, admit, and teach.

Revise Recruitment and Admission Practices

Efforts to recruit students to colleges and schools of pharmacy should be carefully scrutinized. While potential applicants may inquire of the future income potential and employment opportunities of pharmacists, recruiters should ensure their message is focused on the pharmacist as the most accessible care provider who can readily impact the health of both individuals and populations. The skill sets and characteristics (eg, problem-solving ability, critical-thinking skills, empathy, communication, leadership) necessary for a successful practitioner should also be highlighted. In short, these revised messages should reflect the maturation and evolution of the profession away from a drug-product orientation to a patient orientation. As the sentiment of the recruiting pitch changes, the audience that receives the new message must be effectively captured. Middle school, high school, and undergraduate students are the prime audience to receive the message of pharmacy as a profession, regardless of the income potential. However, those that readily influence the future pharmacist should also be targeted. That audience may include high school guidance counselors, pre-health academic advisors, and parents who seek successful careers for their children. Career exploration events that have traditionally relied on hands-on activities with simulated drug products should be re-envisioned as opportunities to highlight how

pharmacists combine a keen intellect with problem-solving, altruism, and patient communication skills to improve patient response to drug therapy. Prepharmacy advisors and recruiters must continue to interact with young students and their parents, yet the critical interactions between the eager student and the advisor should occur in a one-on-one setting. This may require some repositioning of the typical collegiate visit so that family members participate in activities and events (eg, pharmacy building tours, glimpses into student life, and how parents can best support a pharmacy student), while the potential applicant directly interacts with the advisor or recruiter. This heightened interpersonal exchange with the student will likely yield a much more accurate appraisal of the student's communication abilities, maturity, and interpersonal skills. When meeting with the student and the parents, the advisor should adhere to educational privacy rules (ie, Family Educational Rights and Privacy Act) when discussing the student's academic record. Educating parents about the need for privacy regarding academic records is an opportunity to highlight the importance for the student to stand on his/her own accomplishments and aptitude when pursuing a career as a pharmacist. This message should be delivered in a diplomatic fashion, as many students subject to academic entitlement are heavily guided by their parents.

Most admissions processes consist of evaluations of an applicant's knowledge base and aptitude, through quantitative measures such as grade point average and standardized examination scores (ie, Pharmacy College Admission Test), and a traditional interview. However, these processes do not yield reliable assessments of non-cognitive qualities – those that could be characterized as being in direct opposition to academic entitlement. Qualities like altruism, empathy, self-awareness, a commitment to care, and the ability to work in teams are highly valued by our profession, and thus should be assessed during the admissions process. Other healthcare professions are turning to multiple mini interviews (MMIs) to fill this assessment gap.^{30,31} Based on the format of objective structured clinical examinations, MMIs engage the use of circuit interviews to reliably and validly assess non-cognitive qualities.³² These soft skills seem to be the areas in which academically entitled students are the most deficient. The applicability of MMIs to all structures of degree programs, from “0 to 6” programs to “2 + 4” programs, has not been measured, but in theory should be appropriate. Further research needs to be conducted on the ability of these non-cognitive evaluations to select students who represent the ideal future pharmacist.

Revise Instructor Evaluation Practices

Instructor and course evaluations are an integral and necessary component of any programmatic assessment

plan. Additionally, student evaluations provide faculty members with a dataset of feedback regarding the quality of their instruction and the effectiveness of their educational module or course. The validity of student evaluations must be balanced with several factors, including mean peer or unit scores, response rates, trends or consistent data patterns, and the balance of objective vs subjective comments.³³ Given the inherent limitations of student evaluations, administrators should be cautious in using them as the sole measure of effectiveness in teaching. Student evaluations should be only one of several data points collected by administrators.³⁴ In addition to evaluations, a holistic approach to instructor assessment should include: teaching portfolios, professional development in the area of pedagogy, and peer evaluations of teaching.³⁵ This multi-faceted approach would provide a more global assessment of faculty members' contributions to pedagogy and may also serve to insulate them from students who indiscriminately judge and evaluate faculty members only on their propensity to satisfy consumerist demands rather than on the true quality of their instruction. Implementing these additional evaluative processes may or may not be challenging depending on the respective institutional culture regarding faculty evaluations.

While institutions are currently under pressure to engage in systematic assessment, they should be careful not to create a culture of “over assessment” where students begin to internalize the concept that all of their comments, suggestions, and feedback will be implemented. The continuous polling of students may lead them to believe they are empowered to dictate process above and beyond what is rational and real. In conducting various polling and assessment, colleges and schools should clearly and succinctly communicate to students the exact purposes of data collection and provide them with realistic expectations regarding their input. Additionally, students should be oriented in some regard to the process of providing sound and constructive comments, including examples of ideal and non-ideal feedback.

Faculty Support

Colleges and schools of pharmacy need to equip faculty members with the knowledge and skills to curb or alleviate entitlement behaviors in students. Understanding the reasons for these attitudes, as discussed in this paper, is one of the first steps toward addressing student entitlement. While many of the shaping factors appear to be societal and outside of faculty control, there are steps that instructors can take to address some of the potential problems, especially with regard to student incivility. Feldman offers college instructors a wealth of advice on

both proactive measures and responses to these types of issues.²⁷ Furthermore, faculty members should be assured that appropriate behavioral and pedagogical interactions to address entitlement behaviors in students will be supported by administration. As mentioned previously, many faculty members may be in precarious career situations and should have the support of administration when making educational decisions that are in the best long-term interest of students with entitlement issues.

Require Student Accountability for Learning

Perhaps the biggest complaint regarding students with academic entitlement attitudes is that they do not take responsibility for their own learning. They exert pressure on faculty members to provide them with whatever is necessary to obtain their desired grade in the course and then apply further pressure to raise the grade if they did not earn it outright according to course grading policies. Each course becomes a silo in and of itself and the cycle perpetuates in the subsequent semester. One way to curb this phenomenon is to implement “progress,” “milestone,” or “longitudinal” assessments that measure students’ ability to integrate their learning over time and across courses.³⁶ These types of examinations may reduce the emphasis on course-specific grades and require students to be accountable for learning and retaining program content.

Beyond assuming responsibility for learning, students should also assume responsibility for their professional development. As the number and variety of career opportunities for pharmacy graduates continue to expand, the skill set and abilities necessary for success also increase in depth and breadth. The profession’s growing focus on residency training without a sufficient capacity to meet the demand increases the stakes for students to distinguish themselves as competitive program applicants. It is during the formative years of pharmacy school that a student should learn the importance of assuming responsibility for his/her own learning and career success, and it is incumbent upon faculty members to make this known. Identifying career goals, selecting supportive coursework, engaging in professional organizations, and participating in formal research or scholarly activity are important elements of a career development plan, and students should be engaged in such deliberate approaches to ensuring their own future. These deliberations set the foundation for these future practitioners to manage their careers, rather than expecting faculty members or advisors to outline all career options, create a customized development plan, and arrange each learning experience according to the student’s demands.

Notably, the descriptions in this paper are broad generalizations of cohorts of students that contain individuals

who do not necessarily exhibit characteristics of the entire group. The exact extent to which academic entitlement attitudes exist among pharmacy students is unknown, as is the effectiveness of the aforementioned suggested strategies.

CONCLUSION

In a marketplace economy, students as consumers want to control their education and how they receive it. Consumeristic students feel entitled to choose the days and times when classes are scheduled, how course content is delivered to them, which of their peers they will work with, and the curricular content they perceive as most important to them.

The danger of student choice is that it often conflicts with the role of faculty members in determining the curriculum and the best pedagogical practices to deliver it to ensure that educational needs, not simply student desires, are met. While many of the factors leading to academic entitlement and student consumeristic attitudes are beyond the control of faculty members, there are certain steps that faculty members can take to alleviate the negative effects of these types of attitudes, such as altering recruitment practices and teacher evaluations and requiring student accountability.

Discussion of academic entitlement attitudes among pharmacy and other higher education students is mostly anecdotal and research is needed to document the existence of these attitudes, particularly in health professions education. Academic entitlement is a serious threat to the integrity and well-being of higher education and must be addressed by pharmacy educators as well as the higher education community at large.

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