This is Dr. Miller's 23rd peer-reviewed scientific article to be published and his authored article. Dr. Miller and his co-authors, including Dr. James Johnson, Dr. Konopaske, and others, have studied the perception that one is entitled to higher grades than their peers, regardless of actual performance in their classes. He shows in three independent measures of dispositional entitlement in the prediction of university satisfaction, and how it differs from more broad measures of academic entitlement in the "Psychological Reports." Academic entitlement is defined in the study as the belief that one is entitled to higher grades than their peers, regardless of actual performance in their classes. Dr. Miller and his co-authors have found that this entitlement belief is significantly higher in first-year students than in upperclassmen. The study used a sample of 7,000 students from a large midwestern university. The results suggest that academic entitlement is a significant predictor of university satisfaction, and that interventions to reduce entitlement beliefs may be effective in improving student satisfaction and academic performance. The study also highlights the need for further research to understand the underlying mechanisms of academic entitlement and its impact on student success.