

2051 - MEd Research Methods for Higher Education

University of Pittsburgh

Fall 2024

Mondays. 6:00pm-8:40pm

5201 Wesley W Posvar Hall

Dr. Heather McCambly (Dr. M)

Assistant Professor

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Office Hours: By Appointment (best arranged by email)

** I will reply to all emails within 48 hours Monday-Friday when I am not out of the office. I do not check or respond to emails over the weekend. Please do not email me through Canvas.*

The University of Pittsburgh occupies land that was once the home to the Adena culture, the Hopewell culture, and the Monongahela peoples, among others. We honor the legacies of these cultures and the many Indigenous people who call this land home - past, present, future.

Annotated Syllabus

This syllabus is meant to be annotated! The only way you will access this syllabus is here, as a Google Doc. If and when you have questions about this syllabus--we ask you to post them as a comment. We will reply to the comment directly. This way, your fellow students can also learn the answer to any questions or clarifications. Annotating the syllabus together will also allow us to reflect at the end of the semester about what was clear and what was not for next year!

Course Description

Research and assessment-based work is critical to effective practice in higher education and student affairs. This research methods course for students in the higher education MEd program is designed to provide students with the necessary introductory and foundational research skills they will need throughout their MEd program and in their early career. The class emphasizes socially just research practice and the hands-on development of practical skills and competencies for conducting and interpreting research for educationally just decision making.

Course Learning Outcomes

This course will include lecture, discussion, activities, and project assignments related to the reading material and major assignments, all designed to enhance knowledge and understanding. It is expected that students will become more confident in their ability to conduct and interpret the introductory research methods covered in the course as the semester progresses. There may be areas in the course where some students have more prior knowledge to draw upon than others. Prior experience and knowledge is something to be shared in this course. Students should ask intentional, thoughtful, and critical questions to scaffold knowledge they may not have that others (including the instructor) seem to have as they engage

with the course and its materials. Students should expect to do independent work (e.g. reading materials, watching and engaging with instructional YouTube and other instructional materials and videos) beyond the materials offered in the course to acquire the foundational and background knowledge they need to get the most out of the course.

The course learning outcomes:

- 1) Students will demonstrate proficiency in aligning practice-based research questions with an appropriate data source and analytic plan.
- 2) Students will be able to demonstrate proficiency in conducting introductory quantitative and qualitative assessment-based research
- 3) Students will be able to demonstrate proficiency in interpreting introductory quantitative and qualitative assessment-based research and make appropriate inferences based on data
- 4) Students will understand how to center anti-racist and anti-oppressive inquiry in their work, including intentionality in the ways they work with, consider, and support minoritized student and administrator identities in their research work
- 5) Students will demonstrate an understanding of the importance of research and the opportunities and difficulties of conducting assessment-based research

Assignments

Class Participation	10%
Homework Assignments	20%
Qualitative Project Assignments	20%
Qualitative Final Project	15%
Quantitative Project Assignments	35%

Assignment Descriptions

Class Participation:

This course requires participation from everyone to be successful. Each of us brings a wealth of knowledge which will enrich the learning environment. In addition to being present for each class meeting (after more than one unexcused absence a student cannot earn a full participation grade), it is important that all of us come prepared, having read all the assigned readings for the week, and having completed the homework and project assignments. Participation is not all about quantity, quality is also important. Quality engagement in the class sessions fosters the growth, understanding, and learning of everyone in the course and allows us to connect concepts to one another and deepen our knowledge.

Setting up for Class Sessions: Your patience and flexibility is needed to make our learning environment successful. Please follow these guidelines:

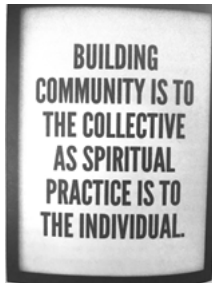
- 1) Our time together is limited and precious. Please be on time, be present, and prepared for discussion. This includes having readings and advanced work done and ready to reference or share.
- 2) Be ready at any point to engage in class discussion, answer questions, and pose new questions. For many of our class sessions part of our time together will be used as a computer lab where you will have the opportunity to work with and manipulate data.
- 3) Participation involves not only our contributions, but also how we listen and engage with one

another's ideas and questions. A few words from Shotter (2005) to keep in mind:

“seeing *with another's words in mind* can itself be a thoughtful, feelingful, way of seeing, while thinking *with another's words in mind* can also be a feelingful, seeingful, way of thinking – a way of seeing and thinking that brings one into a close and personal, living contact with one's surroundings, with their subtle but mattering details.”

In this spirit, consider your participation in terms of the quality of your contribution, as well as the quality of your engagement with the materials and the words of your classmates. Monitor the cadence of the discussion, making contributions at times, and sitting back at others to make room for the quieter “instruments” in our orchestra.

- 4) Be fluid and ready to adjust as needed. Since this is a practice-based course we may need to slow down a bit or even speed up. To increase understanding an extra reading here or there or even an extra assignment may be added to the course. Though the semester is well planned out, please remain flexible and responsive.



← A sign in Grace Lee Boggs' home, by way of Shirin Vossoughi by way of adrienne maree brown

Homework Assignments:

The homework assignments are designed for you to practice the skills and competencies that are overviewed in each module. These practice problems will not cover every area that is included in the readings but are designed to make sure you have practiced and are beginning to develop some mastery of the major research skills you will need to apply in the projects. Please consider doing extra practice beyond what is assigned for that week to develop further mastery or additional skills beyond those that are covered in the homework.

The homework for each week will be available on Canvas at least one full week before it is due. Although the homework assignments are independent assignments and each student must submit their original work, the purpose of these assignments is for you to practice. Therefore, please know that you may discuss the concepts and problems with one another to advance your understanding of the course material covered in the assignments. Although you will need to upload these assignments prior to the start of the course session in which they are due to receive completion credit, ***the assignments will be reviewed together in class.*** Make sure to have a copy of your homework available for this review in order to maximize your learning experience. **If you have questions or are confused, you must surface those issues in class or in review sessions. We will mark your homework for completion but expect in-class review time to give you the opportunity to check your understanding.**

Project Assignments:

The project assignments are designed to reinforce the skills that you are learning and are an opportunity to begin to demonstrate mastery of those skills. The two qualitative project assignments are each worth 10% of your grade, the final qualitative project is worth 15% of your grade, and the two quantitative project assignments are each worth 15% of your grade. The Excel training is worth 5% of your grade.

- In the 2 qualitative project assignments you will be doing the initial development of a mini-study and initial analysis of data that you have collected for that study (the write-up of which is your qualitative final project). The first qualitative project assignment will focus on the development of your research question(s) and interview protocol, and the second qualitative project assignment will be a thematic report which presents the initial analysis of your qualitative data. Each student will develop their own independent work for these two project assignments, but you may consult with your peers and bounce ideas off them, etc. [Find the qualitative project assignment instructions linked here.](#)
- In the 2 quantitative project assignments, you will work with a “live” dataset that was created for the purposes of this course. These two project assignments will be more complex and multi-faceted than the weekly homework assignments and you will need to not only manipulate data but also possibly figure out what type of test needs to be conducted. You will then interpret and make meaning of the results that you derive. The two quantitative project assignments will be available one week prior to their due date. Although you may complete these two quantitative project assignments at any time during the week, they must be uploaded by the due date. We ask that you complete these projects as independent work without consulting with your peers or others.
- The Excel training assignment will include the successful completion of a LinkedIn Learning course to prepare you for the quantitative project assignments and for use on your resume. This course (accessible for free through your Pitt login credentials) will guide you through fundamental Excel skills including, but not limited to: spreadsheet tools and management, data sorting, tables, and formulas. Students will complete 11 guided sections and quizzes throughout the ~2 hour course, and conclude with a short exam and a resulting certificate. Students must upload their certificate by 10/10 for credit.

Qualitative Final Project:

This project will be a culmination of the work you have undertaken in the [qualitative project assignments](#). You will write a final report for your study. This will include a brief introduction and literature review, purpose and research questions, methodology section as well as a results and conclusion section. Each student will develop and must complete their own independent work for this project, but you may consult with your peers and bounce ideas off them, etc.

Assessment and Evaluation

Past iterations of this course have taught us that learners’ worry about grades does not support the learning goals of this course. Our hope for you is to develop a stronger intuition of multiple research methods such that you are able to better consume and deploy these methods in your own practice. Our goal is *not* for you to fret about homework points and certainly not to worry that you will fail this course. So, let us be clear from the outset: if you complete the assignments in this course, you will not fail.

The lowest grade you will receive in this course is a B, even if the points you receive on assignments add up to less than the 83% you typically associate with a B. We do, however, need you to complete all of the homework and project assignments. We can’t assign credit for work that is not completed because then we don’t have a space to offer you feedback and note your progress, which is part of co-constructing this

course together. Receiving a minimum B is thus dependent on you completing all assignments and projects. If completion is not possible this semester, you can arrange with us to receive an “incomplete” in the course.

Letter grades will be assigned in this class based on points earned and the proportion of the grade assigned to that area of the course. A and B letter grades using + and – will be assigned for all students who complete the coursework.

Basic Writing Guidelines for Course Assignments

All written work must use Times New Roman 12” font and have 1” (normal) margins throughout. Written work must conform to APA citation style guidelines. All assignments/papers will be turned in through Canvas and must be uploaded as Microsoft Word documents by the deadlines that are provided for each assignment.

Statement of Instructor Position in Course

I hope to build educational spaces that are life-giving and fortifying--spaces with room and trust supportive to collectively wrestling with big questions and dreaming together about new and more equitable futures. Equitable practice begins in our interactions with one another, as well as in our writing and thinking. I offer substantive feedback as a way to demonstrate my deep engagement with your ideas and your trajectory as a learner. I look forward to dreaming up new ways of doing and understanding higher education, building from your personal and professional experiences. In this spirit, I am committed to anti-racist, non-sexist, non-classist, non-heterosexist and affirming pedagogy. I will get this wrong at times and know that often, you will teach me in these moments. Know that I will listen and take on the burdens of repair and growth. - *Dr. Heather McCambly*

I hope to build and contribute to a space where we are all co-constructors, learners, teachers and holders of knowledge. I approach both my teaching and learning through a lens of equity, liberation, dreaming, joy, and community. I aim to provide support towards your learning through active engagement with your work, asking curious questions, and providing resources when able. I am committed to a decolonial, anti-racist, non-sexist, non-classist, non-heterosexist, and social justice-oriented pedagogy. In that, there will be moments where I get this wrong and am committed to grow, work, and be in community with you. Overall, I hope to co-create a learning community where we can laugh, find joy, reimagine, uplift, and be willing to challenge ourself and others. - *Crystal Couch*

Basic Needs Security Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The Care and Resource Support Team (412-624-5756 or PittCares@pitt.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Readings / Resources

Required Texts:

Please note that we are using Pitt's Redshelf e-access system for our two required texts. Your total costs for both required texts below is 65.88 and will be charged to your student account. You will have access to the texts via Canvas during the course and through pitt.redshelf.com for another semester. If you decide to buy hard copies of the texts instead you may cancel your Redshelf access up through the end

of the add/drop period and the charges will be reversed. You are strongly encouraged not to drop your Redshelf access until your physical books arrive (obviously though you must do it prior to the add/drop deadline).

Salkind, N. J. & Frey B. B. (2022). *Statistics for People Who (think they) Hate Statistics – Using Microsoft Excel – 5th edition*. Thousand Oaks: Sage.

Creswell, J. W. & Baez, J. C. (2021) *30 Essential Skills for the Qualitative Researcher - 2nd edition*. Thousand Oaks: Sage.

LinkedIn Learning Excel Training Module - accessible through your Pitt login credentials at no extra charge. Must be completed by 10/5.

<https://www.linkedin.com/learning/excel-essential-training-office-365-microsoft-365/getting-started-with-excel-for-office-365?resume=false&u=2252458>

Other Required Reading:

[Strunk, K. K., & Locke, L. A. \(2019\). *Research Methods for Social Justice and Equity in Education*. Switzerland: Palgrave Macmillan. Various chapters from this text are assigned during the course. The text is available electronically through the Pitt Library.](#)

(Recommended) Chapter 1 from [Small, Mario Luis, and Jessica Calarco. *Qualitative Literacy : A Guide to Evaluating Ethnographic and Interview Research*. University of California Press, 2022.](#)

Other reports or articles to be used as we go will be available on Canvas.

See class schedule listings below.

Modules and Schedule:

Class Date	Module Number and Name	Readings and Assignments	Activities and Assignments w/Due Dates
Wk 1: 8/26 **Asynchronous Class Meeting**	1- What is Research? What is a Good Research Question?	Schutt, R. K. (2015). <i>Investigating the Social World: The Process and Practice of Research</i> , 8 th Edition. Thousand Oaks: Sage. Chapter 1 and 2. White, P. (2009). <i>Developing Research Questions: A Guide for Social Scientists</i> . New York: Palgrave MacMillan. Chapter 2, pages 33-58.	HW Assignment 1 Due 8/26
9/2 - Labor Day: No Class			

Wk 2: 9/9	2 - Building Your Qualitative Base	<p>Creswell Chapters 1 – 4</p> <p>Strunk & Locke Chapter 10 (library download)</p> <p>Recommended Reading: Chapter 1 from Small, Mario Luis, and Jessica Calarco. Qualitative Literacy : A Guide to Evaluating Ethnographic and Interview Research. University of California Press, 2022.</p>	<p>HW Assignment 2 Due 9/9</p>
Wk 3: 9/16	3 - Developing a Study and Interview Protocol	<p>Creswell Chapters 7-8, 11-13, and 15-17</p>	<p>HW Assignment 3 Due 9/16</p> <p>Qual Project #1 Virtual Review Session Available on Canvas, Pre-Recorded</p>
Wk 4: 9/23	4 - Considerations in Socially Just Research Session 1	<p>Strunk & Locke Chapter 3 (library download)</p> <p>The Sage Encyclopedia of Action Research. 2014. “Anti-Oppression Research.” Editors David Coghlan and Mary Brydon-Miller. Thousand Oaks: Sage. Pages 40-44.</p> <p>Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. Educational researcher, 36(7), 388-400. https://doi.org/10.3102%2F0013189X07309471</p> <p>Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard educational review</i>, 79(3), 409-428.</p>	<p>HW Assignment 4 Due 9/23</p> <p>Qual Project #1 Due by Wednesday 9/25 at 11:59 PM</p>

Wk 5: 9/30	5 - Data Analysis	Creswell Chapters 18, 20, & 22	HW Assignment 5 Due 9/30 Conduct Interviews this Week!
Wk 6: 10/7 **Zoom Class Session**	6 - Writing Qualitatively	Creswell Chapters 24-26 Link for Class tonight: Join Zoom Meeting https://pitt.zoom.us/j/94086840538 Meeting ID: 940 8684 0538	HW Assignment 6 Due 10/7 Upload Excel Certificate Due 10/7 Open Review Session October 10, 6 p.m. Join Zoom Meeting https://pitt.zoom.us/j/93539070828 Meeting ID: 935 3907 0828
Wk: 7 10/14 Indigenous Peoples Day **NO CLASS**	7 - Putting the Study Together	Creswell Chapters 27-30	Qual Project #2 Project Due Friday, 10/18 at 11:59 PM
Wk 8: 10/21 In Person	8 - Formulas and Functions (Session will also include a qualitative writing workshop)	Salkind Chapter 1 & 2 Make sure to download the Data Analysis Tools (see page 37). Strunk & Locke Chapters 16 (library download)	HW Assignment 8 Due 10/21 Qual Final Project
Wk 9: 10/28 Zoom	9 - Descriptive Statistics	Salkind Chapters 3-6	HW Assignment 9 Due 10/28 Qual Final Project Due by Friday 11/1 at 11:59 PM
Wk 10: 11/4 In-person	10 - Essentials of Quantitative Studies	Salkind Chapters 7-9	HW Assignment 10 Due 11/4 Quant Project #1

<p>Wk 11: 11/11</p> <p>Zoom Join Zoom Meeting https://pitt.zoom.us/j/93804948176</p> <p>Meeting ID: 938 0494 8176</p>	<p>11 - Considerations in Socially Just Research Session 2</p>	<p>Strunk & Locke Chapters 22 & 23 (library download)</p>	<p>HW Assignment 11 Due 11/11</p> <p>Quant Project #1 Project (Salkind 1 – 6) Due <i>Thursday, 11/14 11:59 PM</i></p>
<p>Wk 12: 11/18</p> <p>Zoom Join Zoom Meeting https://pitt.zoom.us/j/93804948176</p> <p>Meeting ID: 938 0494 8176</p>	<p>12 - Inferential Statistics--T-Tests and ANOVA</p>	<p>Salkind Chapters 10-14</p>	<p>HW Assignment 12 Due 11/18</p> <p>Quant Project Review Session, 11/21, 6p.m. Join Zoom Meeting https://pitt.zoom.us/j/97057032546</p> <p>Meeting ID: 970 5703 2546</p>
<p>Fall Break ***No Class***</p>			
<p>Wk 13: 12/2</p> <p>Zoom Join Zoom Meeting https://pitt.zoom.us/j/93804948176</p> <p>Meeting ID: 938 0494 8176</p>	<p>13 - Inferential Statistics, Continued. A possible bonus: The intuition of multiple regression.</p> <p>Moving Forward with an Equity Praxis</p>	<p>Marcus Gaddy and Kassie Scott. 2020. <u>Principles for Advancing Equitable Data Practice</u>. Washington, DC: The Urban Institute.</p> <p>Jay (2022). P-Values: A Legacy of Scientific Racism https://towardsdatascience.com/p-values-a-legacy-of-scientific-racism-d906f6349fc7</p>	<p>HW Assignment 13 Due 12/2</p> <p>Optional Revision of Quant Project 1 Due 12/6 @ 11:59pm</p>

No Class on Monday 12/9		Quant Project #2 Project (Salkind 7 – 14) Due by Wednesday 12/11 by 11:59 PM	
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Statements on University and School of Education Policy:

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in higher education believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the assistant dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Shederick McClendon is the Assistant Dean and Integrity Officer.]

Academic Integrity: Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. In this course, failure to comply with academic integrity policies will result in a zero on assignments where the policy was violated and may result additionally in a failure for the course grade. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Health and Safety Statement: We are still in the midst of the COVID pandemic and it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. While on campus and/or interacting with Pitt faculty, staff and students, at a minimum this means that you must wear a face covering and comply with any physical distancing requirements when transmission levels are high; other requirements may be added by the University during the semester. These rules have been developed to protect the health and safety of all community members. Failure to comply with these requirements could result in a Student Conduct violation. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates.

Accessibility: The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Specific details regarding individual [feature compliance](#) are documented and updated regularly.

Diversity and Inclusion: The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see:

<https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>. I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Copyright Notice: These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Statement on the use of Generative AI:

Statement on Classroom Recordings: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Email Communication: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

The instructor will respond to student emails within 24-48 hours depending on the urgency of the message, but will not return emails on nights and weekends.

Gender Inclusive Language Statement: Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Statement on Scholarly Discourse: In this course we may discuss very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein diverse positions have the right to be defended and argued against in intellectually reasoned ways. The only exception are positions that fundamentally attack or invalidate the humanity and dignity of another person or group of people--whether intentional or unintentional. The instructors will intervene in such discursive turns in the spirit of protecting the right to dignity afforded to each student in this space. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter could at times be emotionally charged.

Take Care of Yourself! Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding excessive drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that is available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty, or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121

Off-campus: 911