

# Health & Well-being Report 2018-2019

*the 6th annual Health and Well-being Report for and by  
the Daniels Faculty graduate student body*



**Graduate  
Architecture,  
Landscape,  
& Design  
Student  
Union**  
Daniels  
Faculty of  
Architecture,  
Landscape,  
& Design  
University  
of Toronto

# About this Report

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This report presents the results of the Graduate Architecture Landscape and Design Student Union (GALDSU)'s sixth Health and Well-being survey reflecting on student experience at the John H. Daniels Faculty of Architecture, Landscape, and Design at the University of Toronto. This survey was developed in 2013 in collaboration with Alex Daros, a doctoral candidate of the Department of Psychology of the University of Toronto as part of GALDSU's Mental Health Initiative.

The survey was modified in 2016 with an aim to collect more specific data to better understand the responses provided by students. Changes were made to the demographics section for a more thorough representation of the respondents. Most importantly, questions were added to follow up on answers provided by students in an attempt to highlight students' understanding of their health and well-being. An additional section on GALDSU's new initiatives in wellness programming in the 2018-2019 academic year was added to gauge their effectiveness in student experience and wellbeing. Lastly, further options were added in demographics section response to students' comments from the Health and Wellness survey in 2018-2019 academic year.

The survey was distributed twice electronically on October 15<sup>th</sup>, 2018 and closed on October 30<sup>th</sup> and, February 6<sup>th</sup>, 2019 and closed on February 28<sup>th</sup>, 2019. It must be noted, that this year, the survey was sent out prior the review period, in the hope that students would have more time to reflect upon their experiences. Respondents were encouraged to provide answers that most accurately depicted their experiences during the past term.

The data was processed by the GALDSU executives. The information in this report is based on the responses of 97 of the 123 total, as the first survey provided a greater sample size and we saw minor improvements in statistics. We hope this report continues to serve as an avenue for discussion on how health and well-being can be improved within our unique academic environment.

It is important to note, that due to the move to a new facility, the respondents of this survey, in comparison to years past, experienced certain a typical conditions: over all lack of space and no grad lounge. However, we see these circumstances as challenges to be overcome, while still keeping student experience and well-being as a top priority.

Based on the original 2013-2014 survey created by:

Joël León (M.Arch 3)  
Roxanna Lilova (M.Arch 3)  
Jocelyn Squires (M.Arch 2)  
Alex Daros (Department of Psychology)

# Letter from the Executive

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The Health and Wellbeing Survey was initiated in 2013 by the Graduate Architecture, Landscape and Design Student Union (GALDSU). The survey was the first ever attempt in understanding the needs of the student population with regards to mental health and well-being through student responses. After a thorough analysis of student responses, the survey was compiled and published as the 2013-2014 Mental Health Report. This was followed by similar survey-based reports in 2014, 2015 and 2016.

These Mental Health and Student Experience Reports have highlighted many challenges faced by the students at the Daniels Faculty such as issues of pedagogy and provision of facilities. In addition the reports have highlighted, critical issues pertaining to the culture of our disciplines and the profession. The report of 2013-2014 received significant coverage on social media as well as on architecture and design news websites.

The impact of these reports have been felt both within the Daniels Faculty and outside in the larger community. Following the first Mental Health Report, 2013-2014, GALDSU responded by renovating the student lounge at our previous home, 230 College Street. It was this modest change that demonstrated the impact of space on student wellbeing: the creation of a multipurpose space allowed students a place of retreat from their workstations and a healthier environment to partake in conversation, eat, relax, and study. In Spring 2015, the lounge was also selected by the Student Life Office at the University of Toronto as winner of the Ulife Best New Initiative or Idea Award.

Externally, significant interest has been shown by other architecture schools. In the past, members of GALDSU have been invited to present the results of the surveys to the design community at large at the Ontario Association of Architects (OAA) and the Ontario Association of Landscape Architects (OALA). We hope that by engaging professional bodies, a greater discourse can lead to significant understanding and change within the design fields.

The findings from these reports have been vital in informing GALDSU's programming. In the 2018-2019 academic year, GALDSU tried to maintain the legacy of past GALDSU programs and events for the student body. These included: planning and executing the first GALDSU GALA, an end-of-year party for students to celebrate ongoing successes, designing and working with the Administration in completing the Graduate student lounge, purchasing an arcade game for the lounge, Director-Student Lunches for open communication, an open dialogue on diversity and equity, and various wellness events such as tea and snack day, greater intramural sports engagement, free yoga, and movie nights.

The Equity and Diversity is still maintained and is as an area of focus. The Officer has been working closely with the Faculty in actualizing an equitable and inclusive learning environment by developing and maintaining initiatives for advocacy and support, and by advocating for diverse professional voices.

The survey and report have been an important tool in measuring the effectiveness of GALDSU and Faculty led decisions regarding student experience. We hope that this year's findings will continue to impact the decision making process pertaining to student experience for the benefit of student well-being both here at the Daniels Faculty and within the design realm.

On behalf of the 2018-2019 GALDSU Executive Council.

Yasmin Al-Samarri, President  
Ouss El Assir, Vice-President  
Vivian Kwok, Treasurer  
Heather Richardson, Social Events Chair  
Jess Misak, Equity and Diversity Chair  
Jing Ping, Secretary  
Sukh Kang, Health and Sustainability Officer



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# Summary

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The following is a summary of the results of each section of the 2018-2019 Health and Well-being Survey. **We strongly encourage you to look through the report and draw your own conclusions:**

## PARTICIPATION & DEMOGRAPHICS

This year we received 123 responses (97 from survey 1, 26 from survey 2) a decrease from last year's number of responses. The survey was sent out to a 400+ students and had a response rate of approximately 30%. It is important to note that this year the survey was sent out mid semester, and was available for a longer period of time than past years. More reminder emails, may have helped increase the participation of the survey.

## DAILY LIFE

Many of respondents reported that they skip meals (58.4%) and do not get sufficient sleep every night (75.3%). Furthermore, 51.7% of respondents had all-nighters in the fall of 2018. Physical activity is not a common habit among respondents, with 65.2% answering that they engage in physical activity for 0-2 hours per week. 87.5% of respondents reported that they felt pressured to maintain unhealthy daily habits to keep up with the workload. These responses are similar to those seen in the past reports.

## FACILITIES

Of the respondents, 56.7% strongly agreed that Cafe059 was an important space and 42.2% strongly agreed that once complete Lounge 058 was an important space. Many concerns were brought up regarding the time it has taken to complete the lounge and the lack of desk space in the studio.

## ACADEMIC EXPERIENCE

65.6% of the respondents have considered quitting the program. The most common reason for considering quitting were the demands of the program (81.9%). 54.4% of respondents identified difficulty in scheduling their time. The reasons for these challenges included a mix of school/program and personal factors. Many of the students, 46.4%, agreed that they were satisfied with the quality of their schoolwork, with 29% not satisfied with the quality of work a significant increase in dissatisfaction from past years.

The three most frequent factors deemed stressful or disliked about the program were finances (70.1%), deadlines (67.1%) and schoolwork (76.5%). Overwhelmingly, students reported their peers as being one of or the only factor that they enjoy or like about the program (82.1%).

Many responses speak to the lack of flexibility and/or coordination on part of the faculty in dealing with deadlines. Students have expressed through their comments that a greater degree of both can help prevent stress and promote health and well-being.

## FINAL REVIEW EXPERIENCE

More than half of the respondents responded to sleeping less than usual, health not being taken seriously enough, feeling anxious, frightened, worried or on edge or feel panicked, anxiety or fear, either several days or nearly every day during the final two weeks of the school term. These results are strikingly similar to those in past reports where students have recalled similar feelings, despite this survey being sent out after the review period as opposed to before, as has been the case in years passed, with the addition of health not being taken seriously enough, a concerning statistic which is a reflection on the faculty.

# Summary

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## MENTAL HEALTH

68.6% of the responses indicate students feel that the faculty does not do enough to address mental health while 2.3% indicated that it does. 36.1% of the responses indicate feeling that GALDSU does not do enough to address mental health of the students while 15.1% feels that it does. 51.2% of respondent did feel that Wellness Month and similar activities solved issues related to student health and well-being but, greater concerns of access to mental health resources and being belittled by faculty for mental health concerns were common comments .

## RECOMMENDATIONS

The responses of this survey reveal there are identifiable trends pertaining to student mental health and well-being that have continued from years past and must be attended to. Based on our analysis we recommend the following:

1. The faculty to respond with an action plan to address the undesirable experiences and conditions identified by students in this report.
2. Continued revision and updating of the survey in collaboration with the Department of Psychology at the University of Toronto to increase its efficiency in gathering relevant information for improving the student experience and well-being at Daniels.
3. Continuation of the survey during the Fall final studio deadline period, as has been done in previous years.
4. Provide greater access to mental health resources, make them more evident.





# Participation and Demographics

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*“I feel my education and health is not being taken seriously by the faculty.”*

- Student Response

## INTRODUCTION AND METHODOLOGY

This section summarizes the demographic information of the respondents of the 2018-2019 Health and Wellbeing Survey.

Emails were sent out to all graduate students on the list provided by Student Services of the Daniels Faculty of Architecture, Landscape, and Design. This list is separated by program.

## SUMMARY OF RESULTS

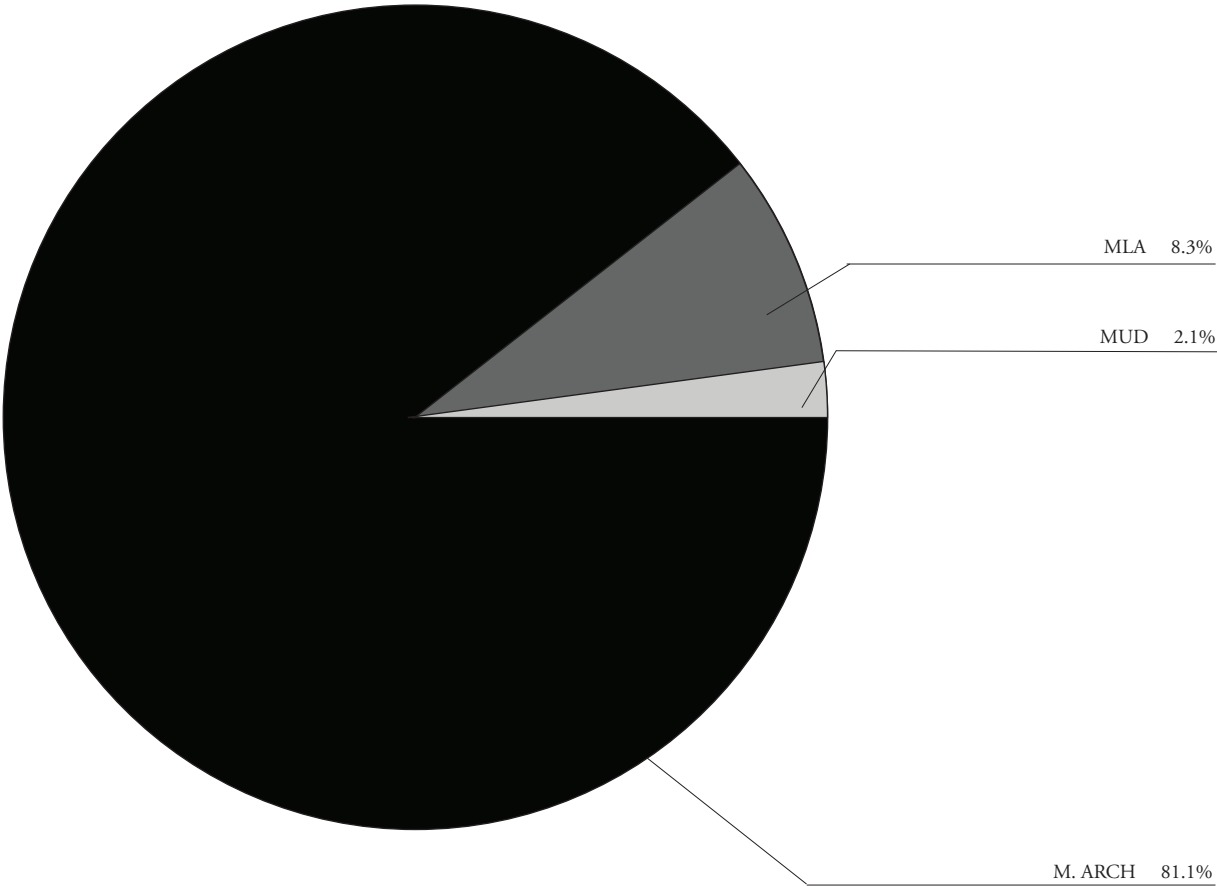
We received 97 answers that were considered valid for this report, with a response rate of 30%. As in previous years, the majority of responses received were from the Master of Architecture program (89.7%), followed by Landscape Architecture (8.3%), then Urban Design (2.1%), with no responses coming from the Visual Studies program. At the time of this survey, all students at the Daniels Faculty were located at 1 Spadina Crescent with the exception of the Visual Studies students who were located at the North Borden Building.

# Participation & Demographics

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## PARTICIPATION

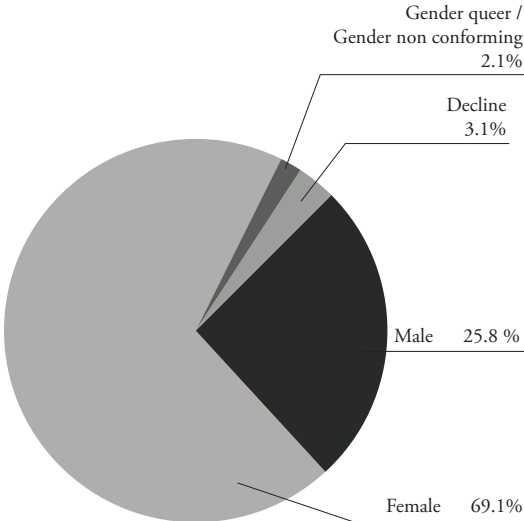
Responses | student distribution by program



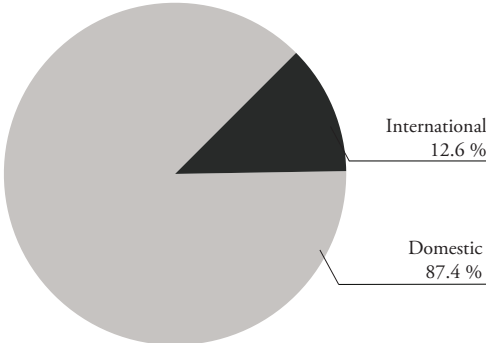
# Participation & Demographics

## DEMOGRAPHICS

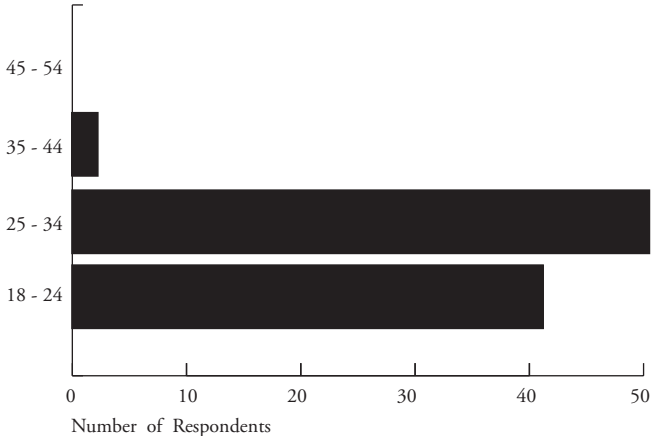
What is your gender?



What is your registration status?



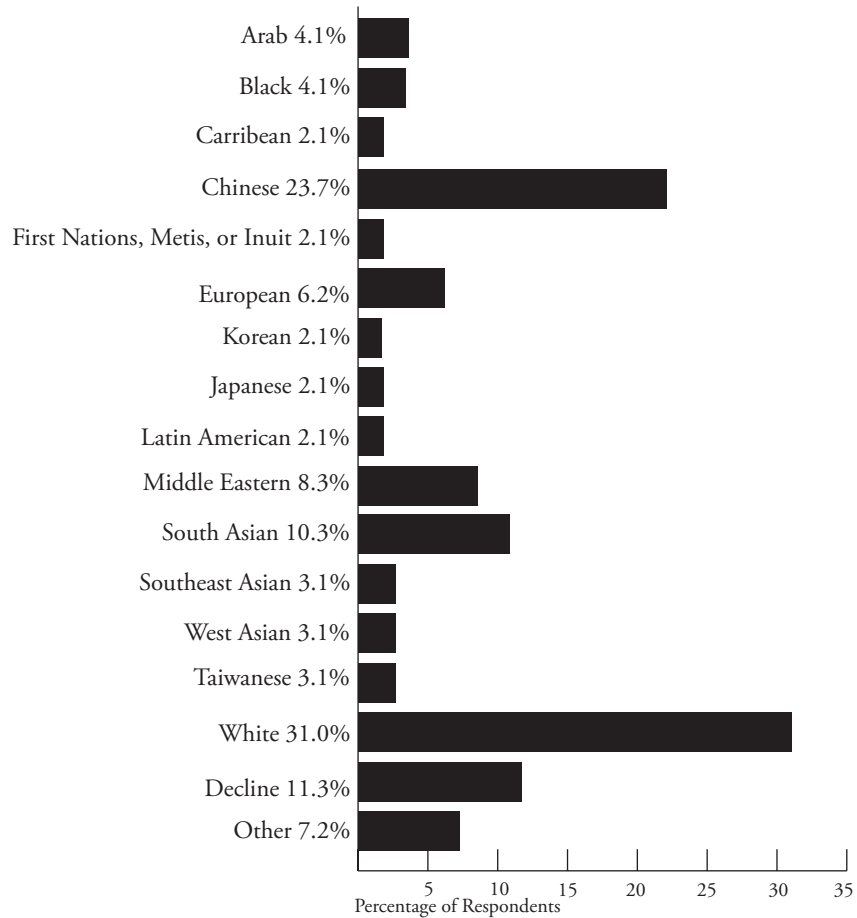
What is your current age?



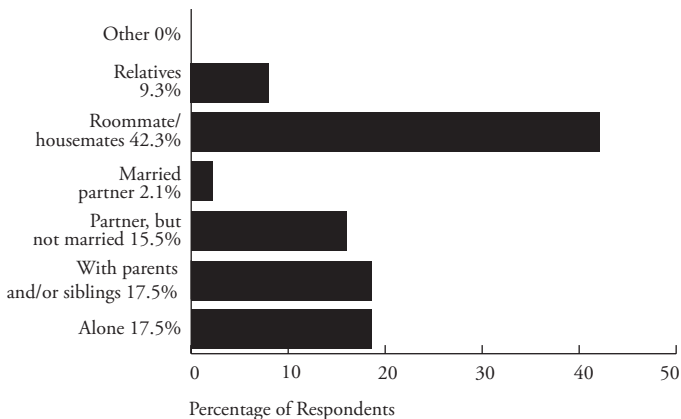
# Participation & Demographics

## DEMOGRAPHICS

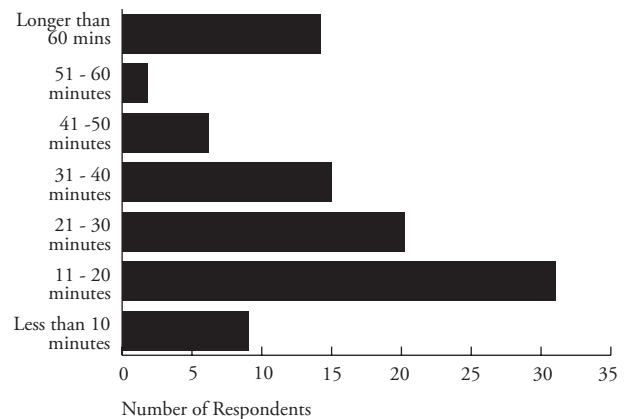
What is your ethnicity?



With whom do you currently live?



How long is your commute to campus (one way)?



# Daily Life

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## INTRODUCTION & METHODOLOGY

“I feel extremely stressed and depressed but I dont even have enough time to search what could help me or where I can find a therapist”

*-Student Response*

The following section summarizes data collected on aspects of student daily life at Daniels, divided into the following main categories: eating habits, sleeping habits (including all-nighters), physical activity, workload, and physical and social activities.

## SUMMARY OF RESULTS

Many of respondents reported that they skip meals (58.4%) and do not get sufficient sleep every night (75.3%). Furthermore, 51.7% of respondents had all-nighters in the fall of 2018. Physical activity is not a common habit among respondents, with 65.2% answering that they engage in physical activity for 0-2 hours per week. 87.5% of respondents reported that they felt pressured to maintain unhealthy daily habits to keep up with the workload. These responses are similar to those seen in the past reports.

Similar to previous reports, physical activity is not a common habit among respondents, with 65.2% answering that they engage in physical activity 0-2 hours per week. 87.5% of respondents report that they feel pressure to maintain unhealthy daily habits to keep up with the workload.

# Daily Life

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## EATING HABITS

Do you skip meals?

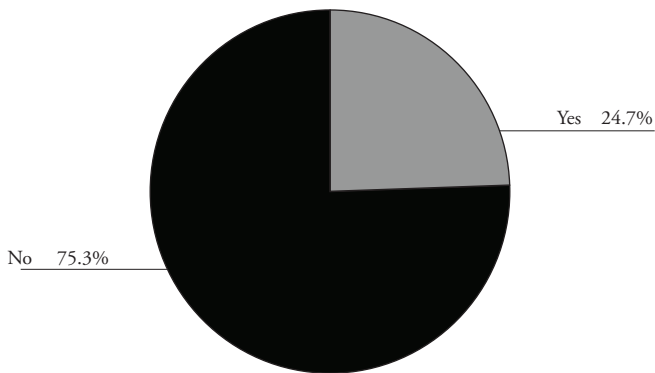


# Daily Life

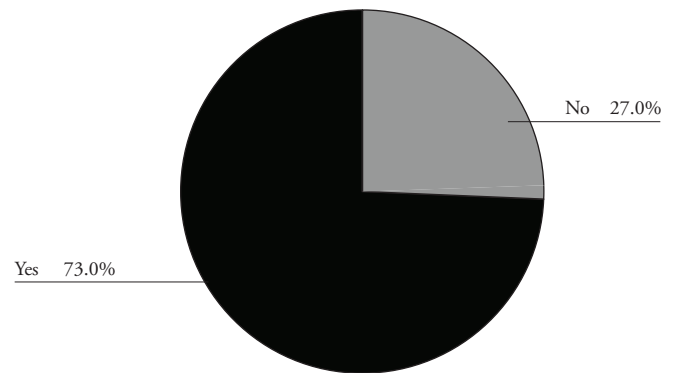
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## SLEEPING HABITS

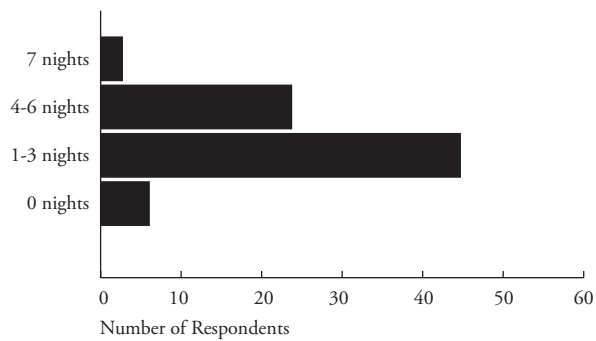
Do you get sufficient sleep every night?  
*\*Sufficient is considered a number of hours that you deem to be adequate for you*



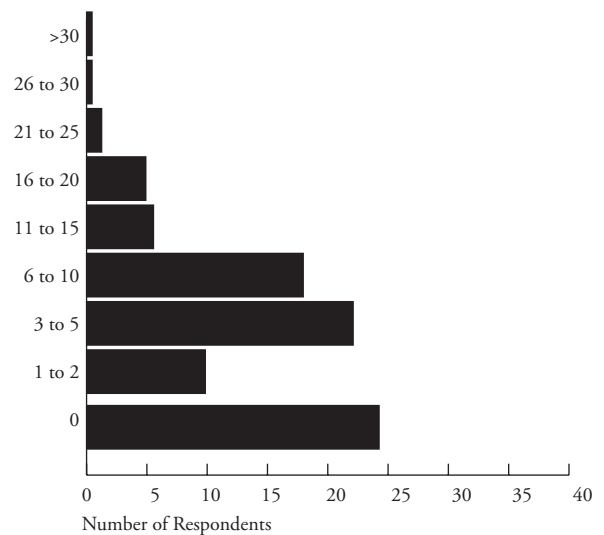
Have you had any nights of less than 3 hours of sleep this term?



How frequently per week do you have a sufficient night of sleep on average during the school year?



If yes, how many nights this semester have you had less than 3 hours of sleep?

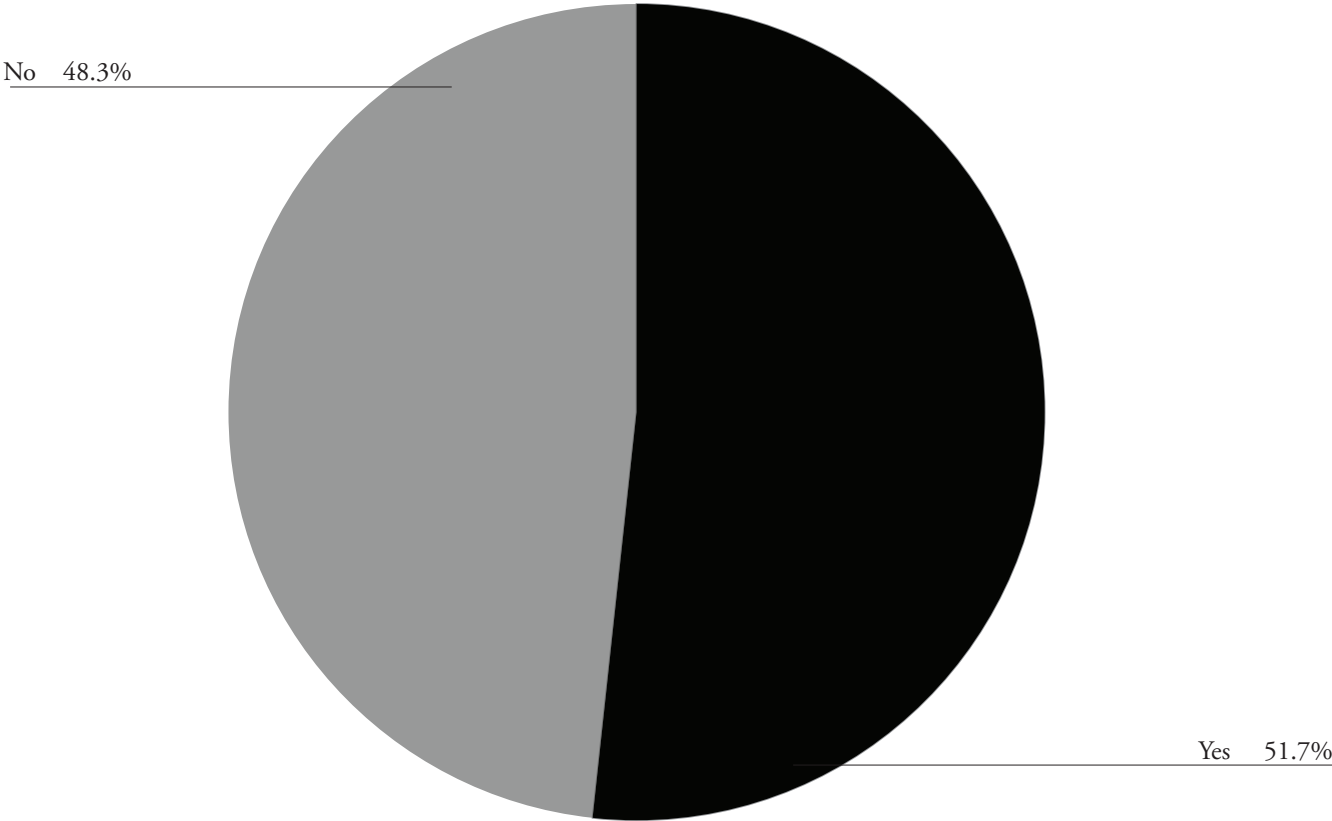


# Daily Life

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## ALL-NIGHTERS

Have you done any all-nighters this term?  
*\*An All-nighter is defined here as two continuous working days in a row without sleep*



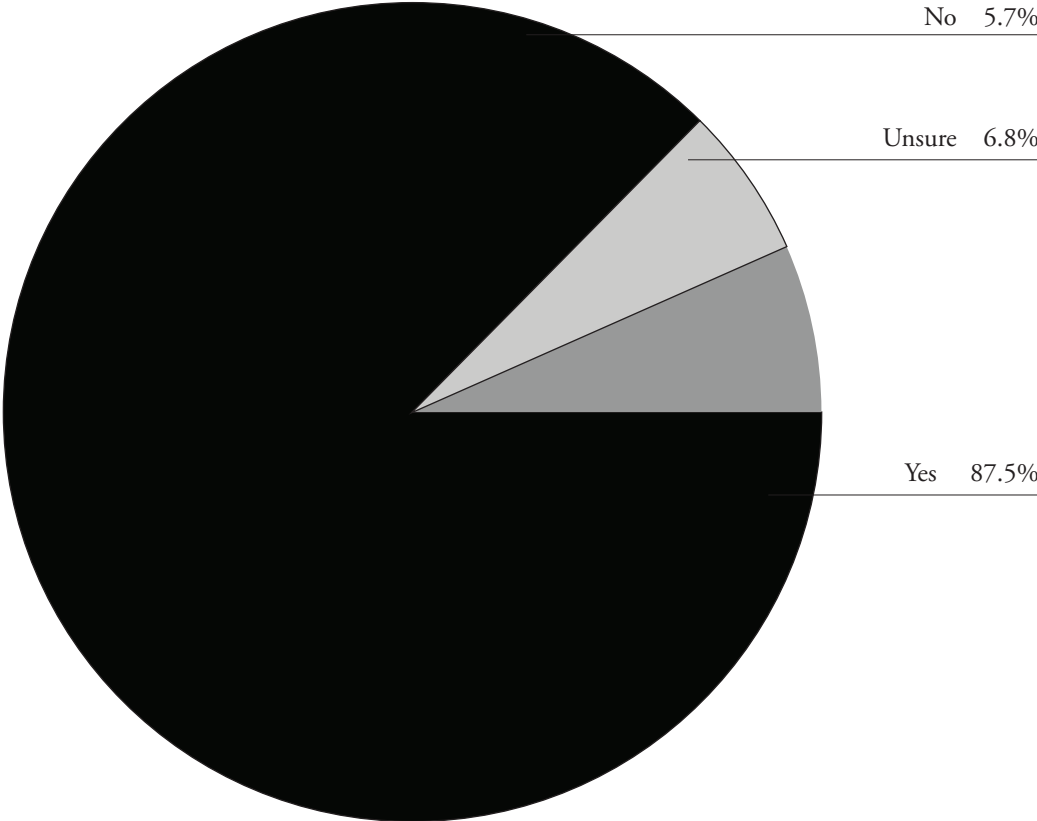


# Daily Life

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## WORKLOAD

Do you feel pressured to maintain unhealthy daily habits to keep up with your workload?

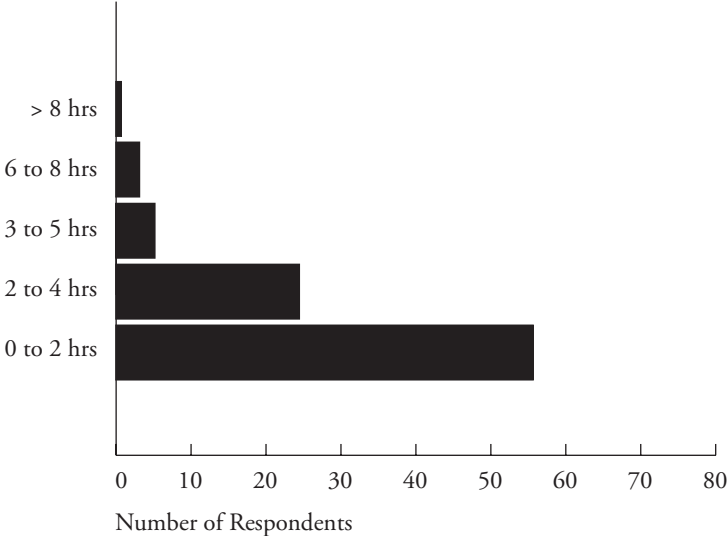


# Daily Life

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## PHYSICAL ACTIVITY

In an average week, how often do you engage in physical activity?

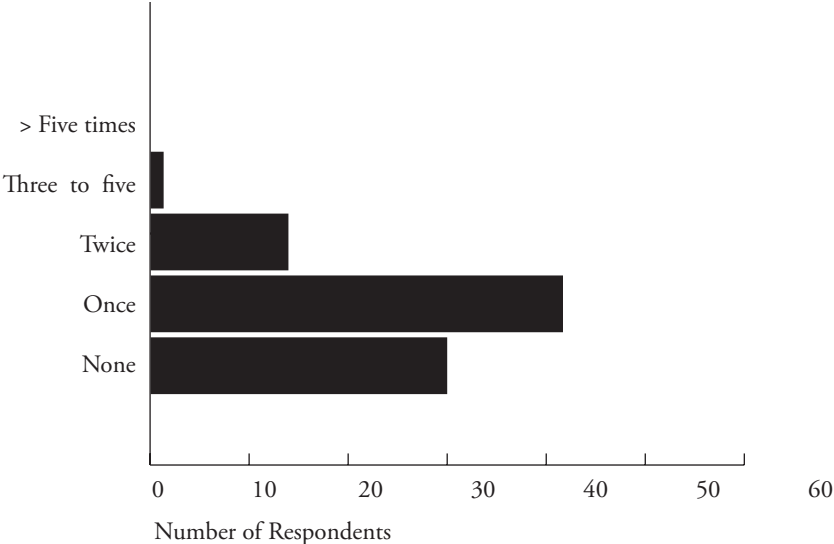


# Daily Life

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## SOCIAL ACTIVITY

How often do you go out per week for entertainment?  
*(e.g. dinner, movies, get togethers, social events)*





# Facilities

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## INTRODUCTION & METHODOLOGY

“I definitely think the issues of the lounge need to be sorted out. Graduate students don’t have a place to relax currently.”  
*-Student Response*

This section examines student perceptions regarding physical infrastructure and what aspects need to improve in order to support an effective studio culture. To this end, we have asked students to assess their experience with academic as well as student-run spaces available to them. The lounge construction is currently on-going, and will be completed by the start of the new academic year (2019-20).

*It is worth recognizing that during the academic year 2018-2019, the faculty recently moved to the new building at One Spadina Crescent.*

## SUMMARY

Of the respondents, 56.7% strongly agreed that Cafe059 was an important space and 42.2% strongly agreed that once complete Lounge 058 was an important space. Many concerns were brought up regarding the time it has taken to complete the lounge and the lack of desk space in the studio.

Responses regarding students’ preferred space of work were mixed. 22.2% neither agreed nor disagreed, 17.8% disagreed and 37.8% agreed that they preferred working at home instead of at studio.

## QUALITATIVE ANALYSIS

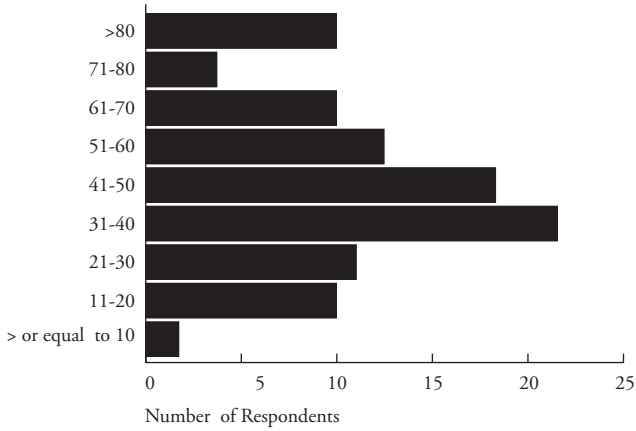
Through review of the comments and qualitative analysis the following themes were identified as relating to challenges to working in the faculty studio:

- Space- including insufficiency of space
- Facilities- including technical, electrical, food and rest facilities
- Distractions
- Noise
- Lighting
- Air Quality
- Cleanliness
- Temperature

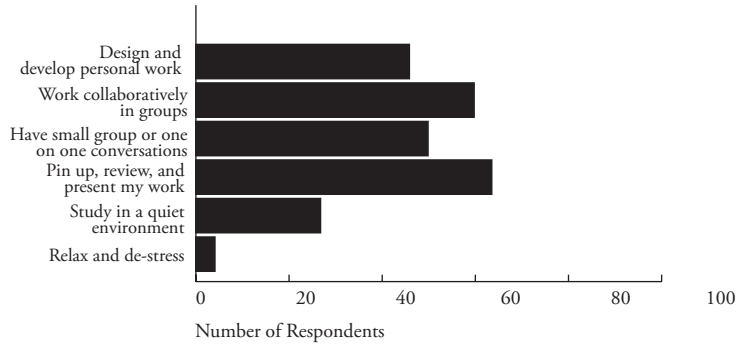
# Facilities

## ACADEMIC SPACES

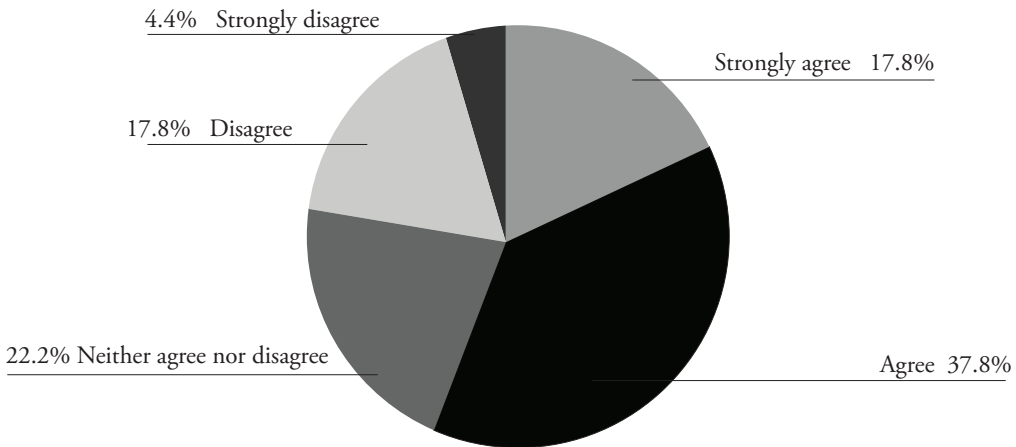
How many hours a week would you say you spend at the architecture building?



Adequate space is provided for me in the building to?  
(may select more than one)



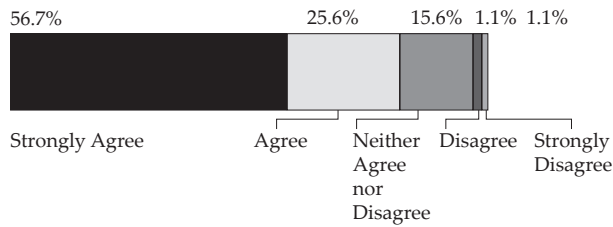
I prefer to work at home instead of studio.



# Facilities

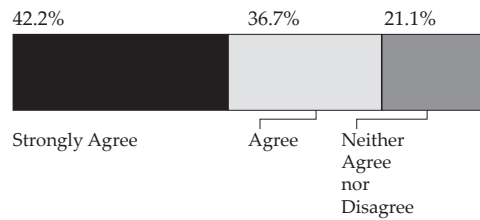
## STUDENT SPACES

I believe Cafe059 is an important space at Daniels

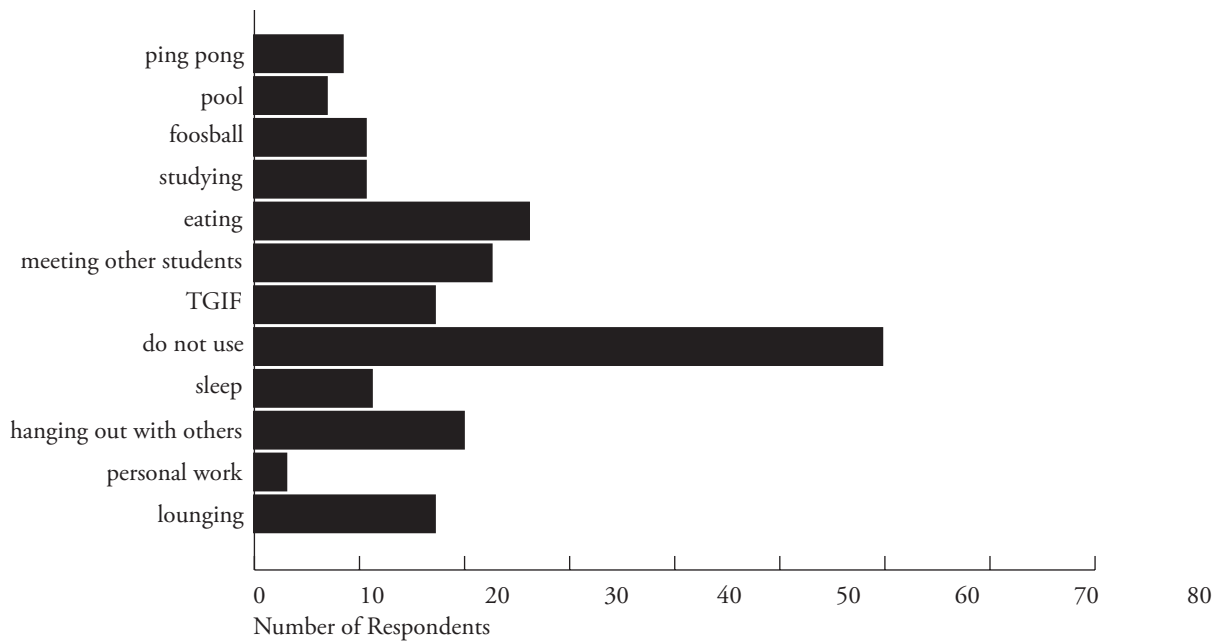


## STUDENT SPACES

I believe that, once complete Lounge058 is an important space at Daniels



In the course of this past semester, in what ways have you used the Lounge?







# Academic Experience

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“A lot of the faculty seem very far removed from the actual personal struggles that we face in the program, as if they turn a blind eye. Struggle is worse when you feel like you are not being taught or learning anything but rather just being given work for the sake of being given more work”  
- *Student Response*

## INTRODUCTION

The following section is composed of a series of questions concerning the student experience at Daniels. The questions range from general feelings about the program to understanding the experience of the pin-up and review.

Questions cover scheduling, resources, competitiveness, pin-ups, experience and program evaluation.

In a break from tradition, respondents were asked to provide both positive and negative feedback on the programs they are enrolled in.

## SUMMARY OF RESULTS

65.6% of the respondents have considered quitting the program. The most common reason for considering quitting were the demands of the program (81.9%). 54.4% of respondents identified difficulty in scheduling their time. The reasons for these challenges included a mix of school/program and personal factors. Many of the students, 46.4%, agreed that they were satisfied with the quality of their schoolwork, with 29% not satisfied with the quality of work a significant increase in dissatisfaction from past years.

The three most frequent factors deemed stressful or disliked about the program were finances (70.1%), deadlines (67.1%) and schoolwork (76.5%). Overwhelmingly, students reported their peers as being one of or the only factor that they enjoy or like about the program (82.1%).

Many responses speak to the lack of flexibility and/or coordination on part of the faculty in dealing with deadlines. Students have expressed through their comments that a greater degree of both can help prevent stress and promote health and well-being.

The three most frequent factors deemed stressful or disliked about the program were finances (70.6%), deadlines (67.1%), and amount of schoolwork (76.5%). Students also stated reasons which emanate common themes of Program, Well-being and Job and Career Considerations. Other entered responses included the following themes:

Faculty- lack of positive feedback and motivation by faculty  
Curriculum- quality of courses, course selection  
Facilities- at over capacity  
Technical resources- printers, costs of plotting and laser cutting, IT attentiveness  
Normalization of all-nighter culture

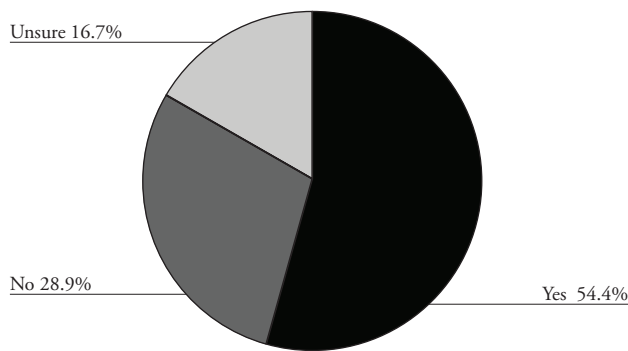
Overwhelmingly, students reported their peers as being one of or the only factor that they enjoy or like about the program (82.1%) with faculty (48.8%) and the studio environment (42.9%) being then next most frequently reported factors.

# Academic Experience

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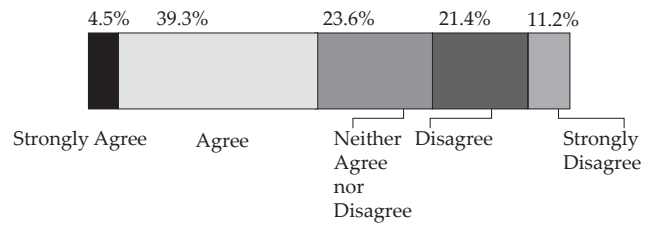
## SCHEDULING

Do you find it difficult to schedule your time?



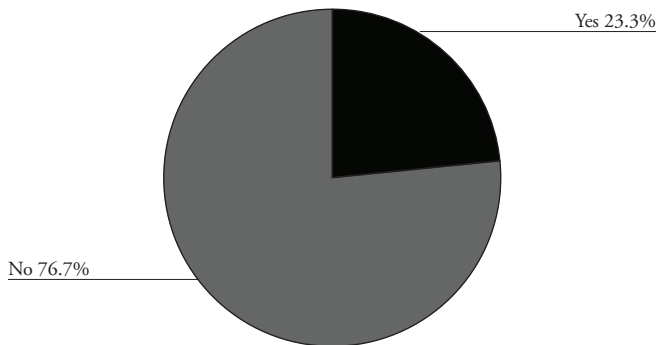
## RESOURCES

I have the appropriate resources available to me to successfully address my school work.

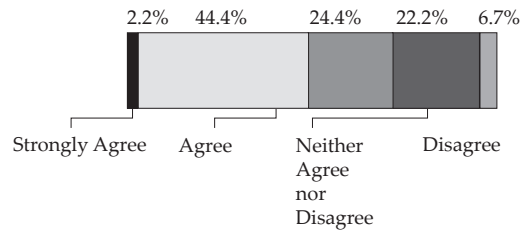


## QUALITY OF WORK

Have you ever taken time off school?



I am generally satisfied with the quality of my school work



# Academic Experience

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## COMPETITIVENESS

How would you rate the overall competitiveness in the faculty? Use the following scale: 1 = *Not competitive at All*, to 10 = *Extremely Competitive*

Not Competitive at All  
(1)



Extremely Competitive  
(10)

## PIN UP

Overall, how would you rate the experience of giving a pin-up and review? Use the following scale: 1 = Very Negative; 10 = Very Positive

Very Negative  
(1)



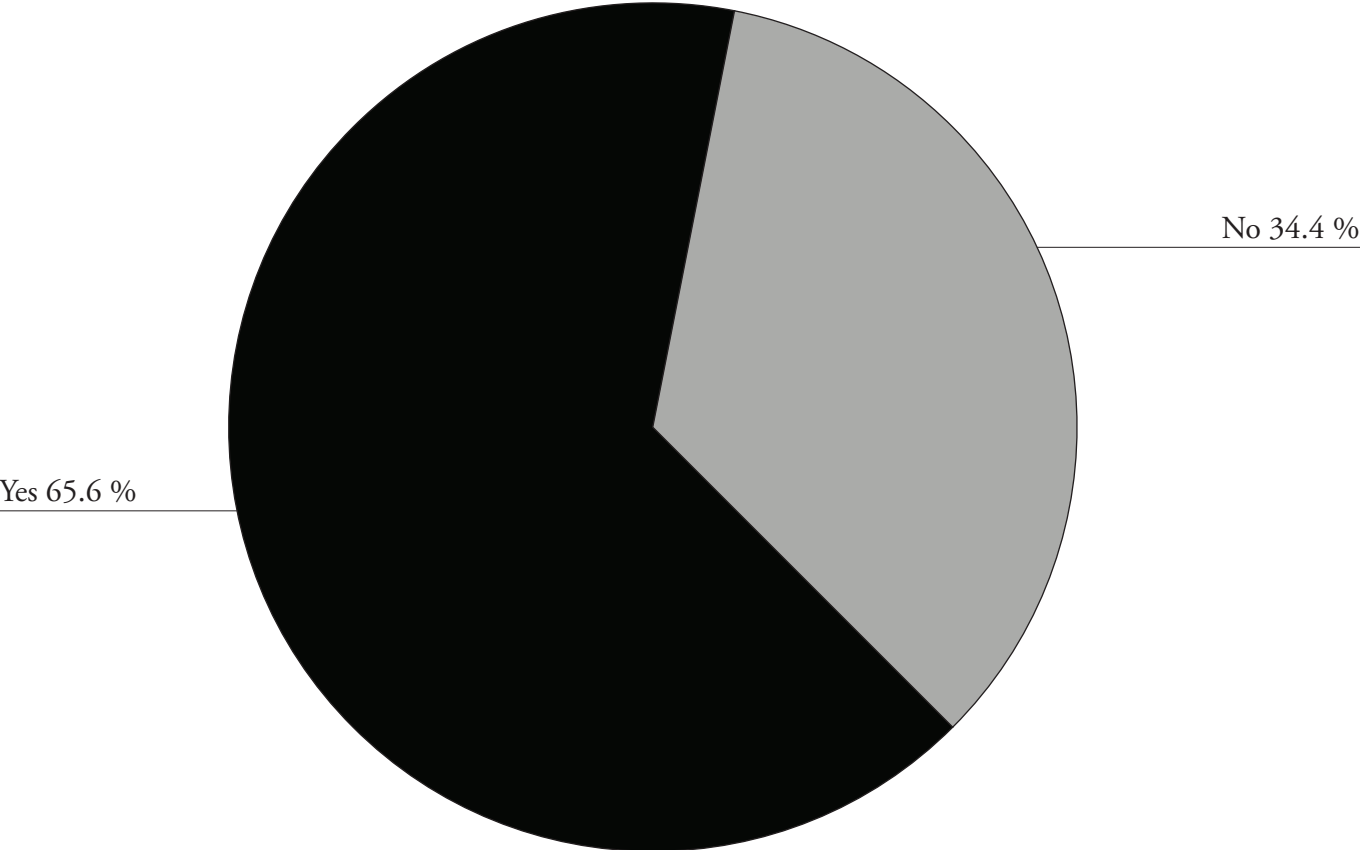
Very Positive  
(10)

# Academic Experience

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## EXPERIENCE

Have you ever considered quitting your program?

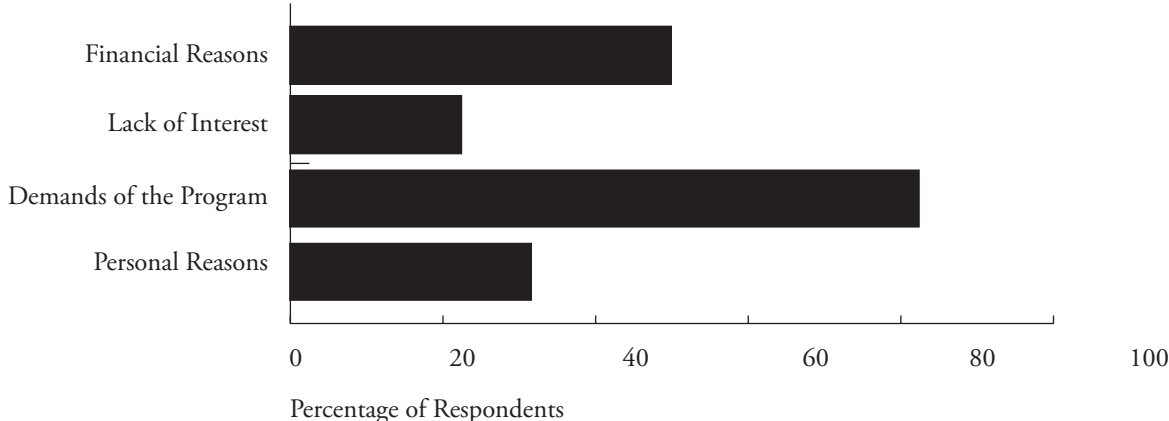


# Academic Experience

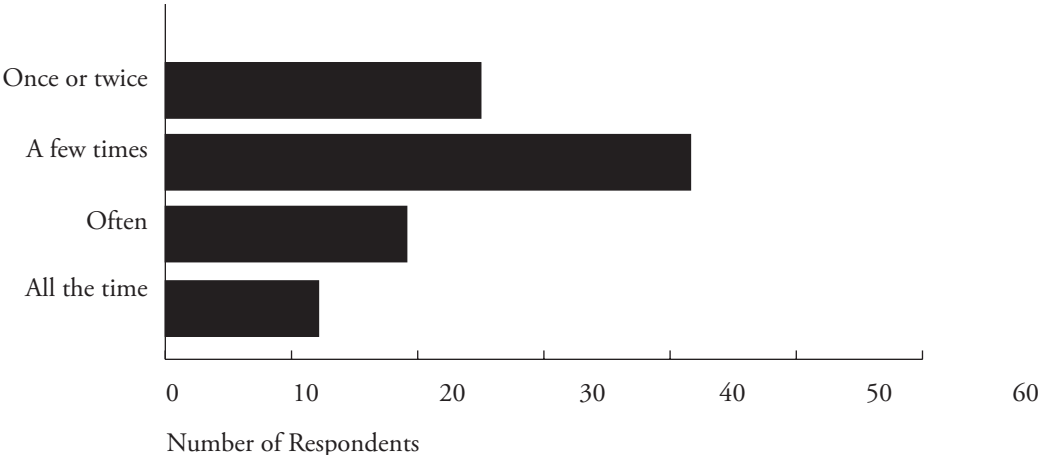
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## EXPERIENCE

if you have considered leaving, what is the reason? Choose all that apply



If you have ever considered leaving, how often have you had these thoughts?

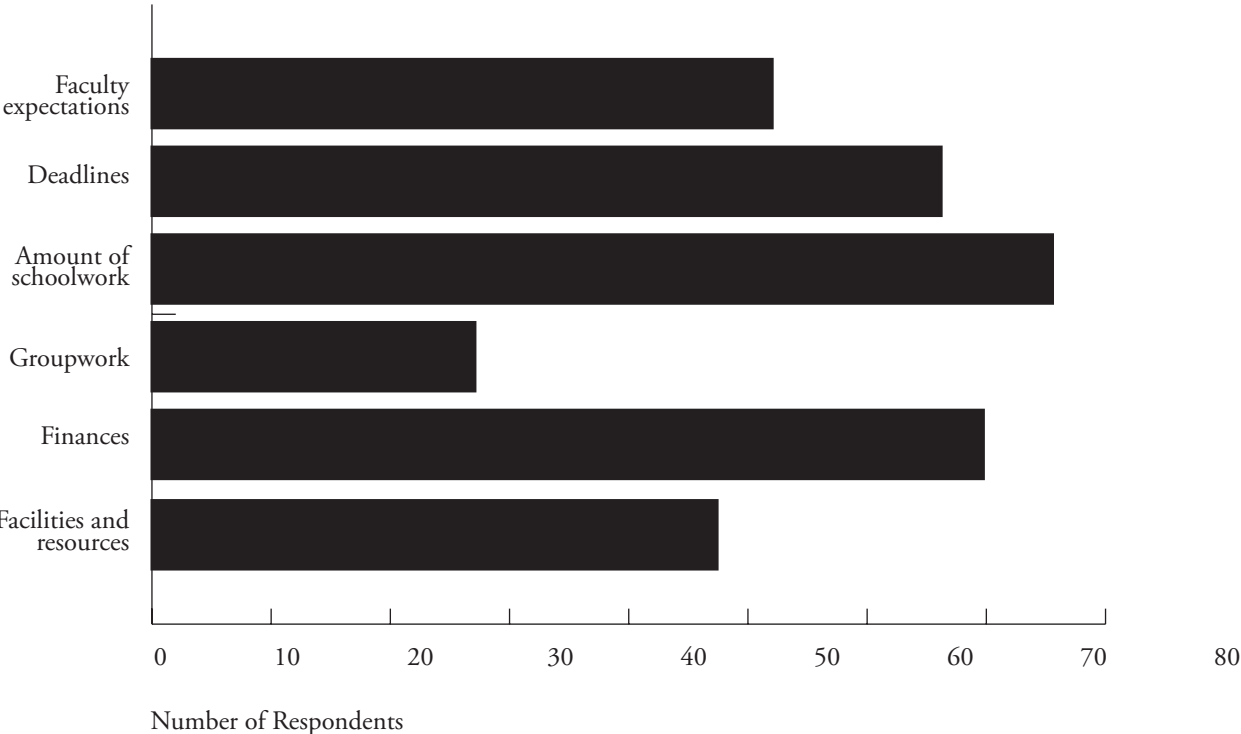


# Academic Experience

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## PROGRAM EVALUATION

What do you find stressful or dislike about the program you are in? Check all that apply

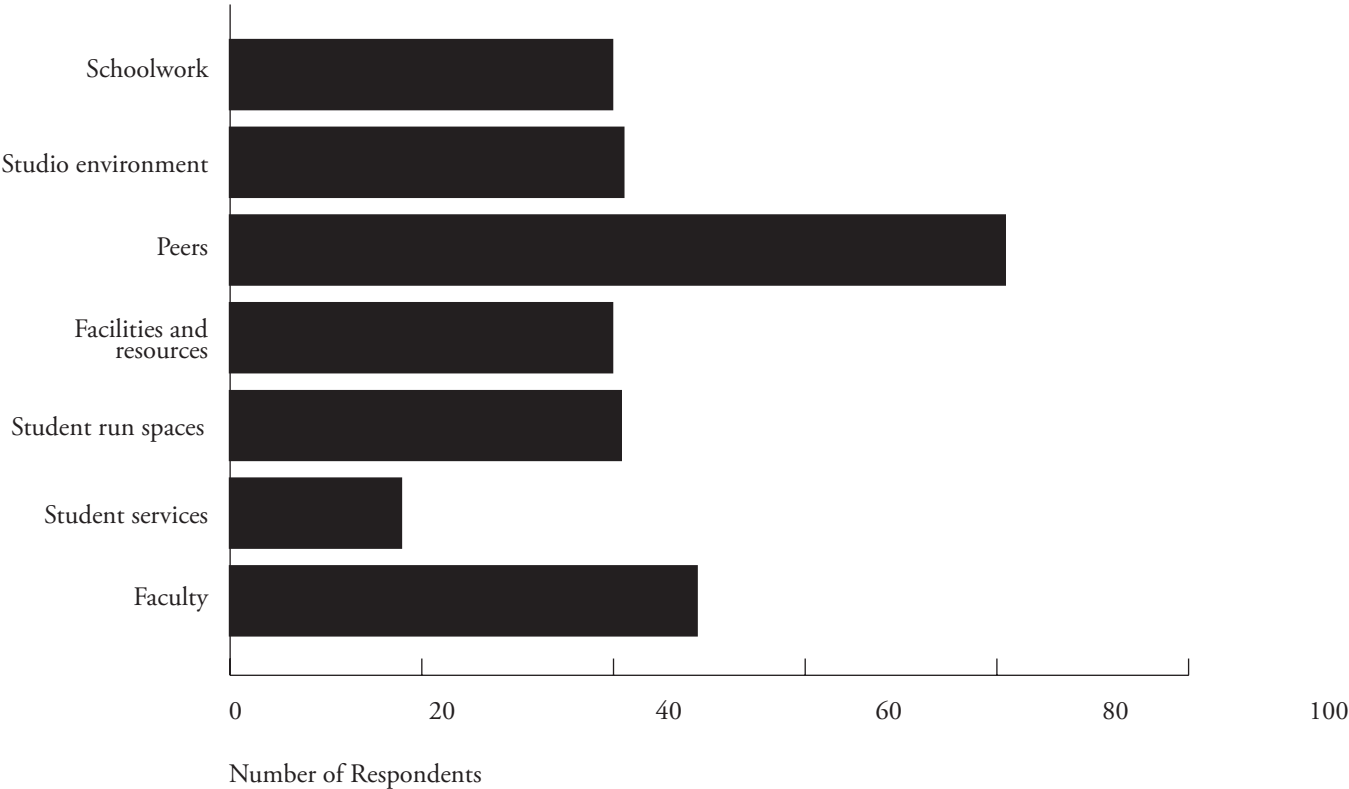


# Academic Experience

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## PROGRAM EVALUATION

What do you enjoy or like about the program you are in? Check all that apply.







# Final Review Experience

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“I also believe its unhealthy when professors create an environment where sleeping less is “cool” and means that you’re “hard working”. Last year, on the morning of review I was told by a professor that I looked “like I had slept too much” and that I was too “fresh”. (I had slept about 5 hours and as a personal rule, I never pull an all nigher before review.) I was also told that a good amount of sleep before review was “about 3 hours”. This “advice” made me ill. There need to be rules about promoting this lifestyle among students. Some people can pull it off, but some can’t.”

- *Student Response*

## INTRODUCTION

The following section provides an overview of student well-being during the final review period. These questions have been included from the original survey of 2013-2014 prepared in collaboration with the Department of Psychology and hence remain unchanged.

Questions cover a range of aspects of student wellbeing including but not limited to, sleep, depression, anxiety, memory and consumption of aloccohol and drugs, during the final review period.

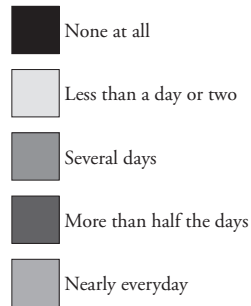
The following introduction was placed before questions in this section:

“The questions below ask about behaviours or feelings that might have bothered you recently. For each question, click on the option that best describes how much (or how often) you have been bothered by each problem in the FINAL TWO WEEKS of the school term.

While some of these questions might seem extreme, the information gathered will help our team better assess our student body needs, so please do your best to answer them fully. Participation is voluntary and you can exit the survey at anytime.”

This introduction was followed by a list of resources for support should a respondent feel the need for assistance.

Results for each question are represented in a pie chart which uses the following legend.



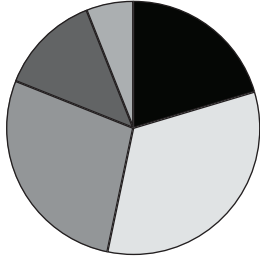
## SUMMARY OF RESULTS

More than half the respondents responded to sleeping less than usual, and feeling nervous, frightened, on edge, angry, down, hopeless, with little interest or pleasure in doing things either several days or nearly every day during the final two weeks of the school term.

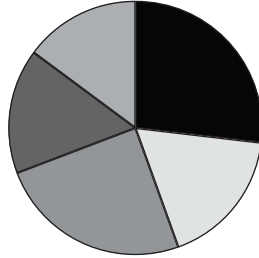
These results are strikingly similar to those in past reports where students have recalled similar feelings, despite this survey being sent out after the review period as opposed to before, as has been the case in years passed.

# Final Review Experience

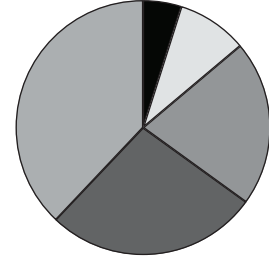
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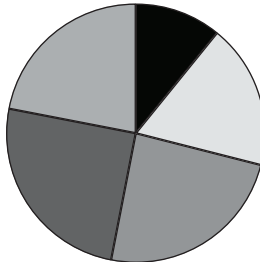
Sleeping less than usual, but still have a lot of energy?



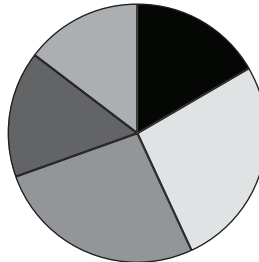
Starting lots more projects than usual or doing more risky things than usual?



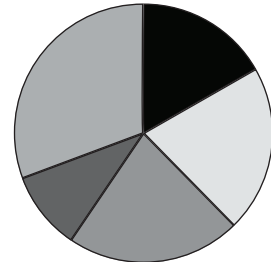
Feeling nervous, anxious, frightened, worried, or on edge?



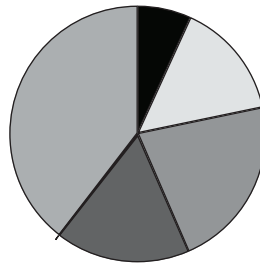
Feeling panic or being frightened?



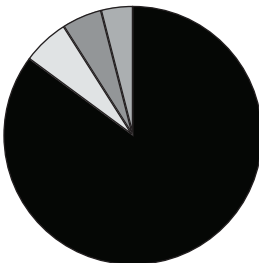
Avoiding situations that make you anxious?



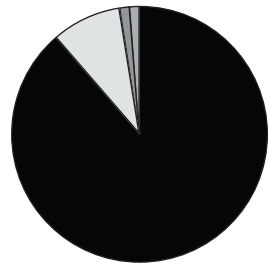
Unexplained aches and pain (e.g., head, back, joints, abdomen, legs)?



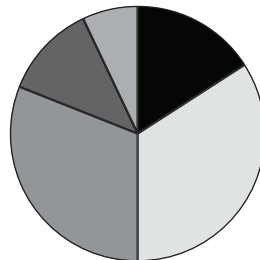
Feeling that your illnesses are not being taken seriously enough?



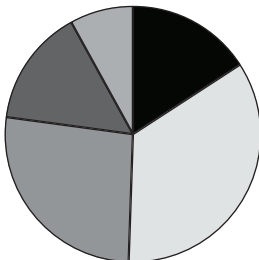
Thoughts of actually hurting yourself?



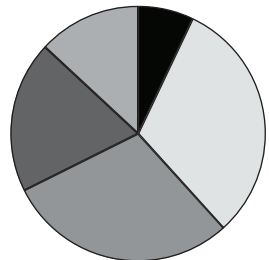
Hearing things other people couldn't hear, such as voices even when no one was around?



Little interest or pleasure in doing things?



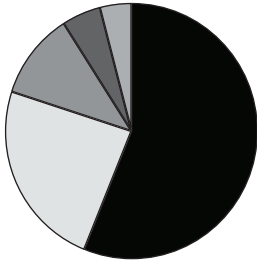
Feeling down, depressed, or hopeless?



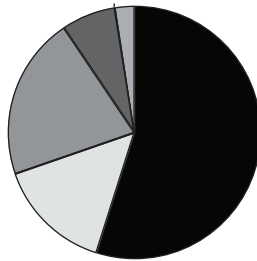
Feeling more irritated, grouchy, or angry than usual?

# Final Review Experience

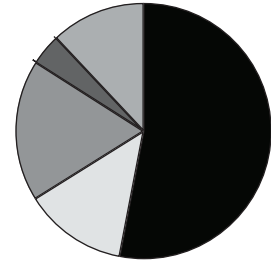
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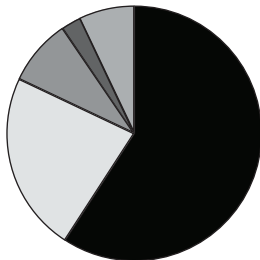
Unpleasant thoughts, urges, or images that repeatedly enter your mind?



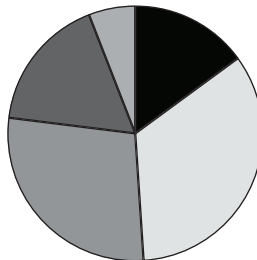
Feeling driven to perform certain behaviours or mental acts over and over again?



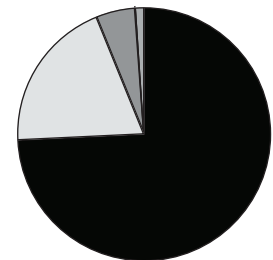
Feeling detached or distant from yourself, your body, your physical surroundings, and your memories?



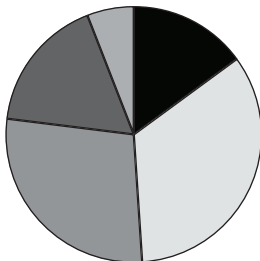
Not knowing who you really are or what you want out of life?



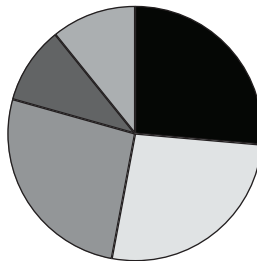
Not feeling close to other people or enjoying your relationships with them?



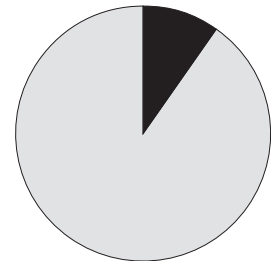
Drinking at least 4 drinks of any kind of alcohol in a single day?



Smoking any cigarettes, a cigar, or pipe or using snuff or chewing tobacco?

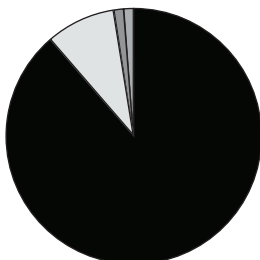


Problems with sleep that affected your sleep quality over all?

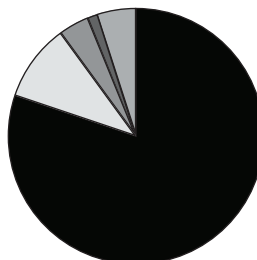


Do you drink more alcohol during the school term than what is normal for you?

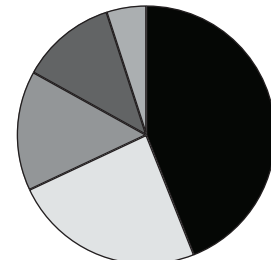
No  
 Yes



Feeling that someone could hear your thoughts, or that you could hear what another person was thinking?



Using any medicines without a doctor's permission, in greater amounts than prescribed? (e.g., painkillers, stimulants, sedatives, tranquilizers) or drugs like marijuana, cocaine, ecstasy, hallucinogens, heroin, inhalants, and methamphetamine?



Problems with memory (e.g., learning new information) or with location (e.g., finding your way home)?



# Mental Health

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“I want to say this seriously that I like architecture a lot but my number one goal in this program is to get out without a mental illness. I just don't want to become a terrible person with just some architecture knowledge. I want to say this seriously that I like architecture a lot but my number one goal in this program is to get out without a mental illness. I just don't want to become a terrible person with just some architecture knowledge.”

*-Student Response*

## INTRODUCTION

This section is composed of a series of questions concerning the respondents' mental health. It also aims to understand students' awareness of and analysis of the support services and resources available to them.

## SUMMARY OF RESULTS

68.6% of the responses indicate students feel that the faculty does not do enough to address mental health while 2.3% indicated that it does. 36.1% of the responses indicate feeling that GALDSU does not do enough to address mental health of the students while 15.1% feels that it does. 51.2% of respondents did feel that Wellness Month and similar activities solved issues related to student health and well-being but, greater concerns of access to mental health resources and being belittled by faculty for mental health concerns were common comments.

When asked what wellness initiatives students would like to see during the academic year the following were among suggestions/themes identified:

- Increasing the frequency of certain activities such as yoga and pet therapy
- Organizing additional events such as outdoor activities, meditation, and art
- Increasing the frequency or regularity of such activities
- Improved exposure regarding access to available mental health resources
- Creation of a recreation forum to facilitate student self-organization for activities
- Mental health taken more seriously from the faculty

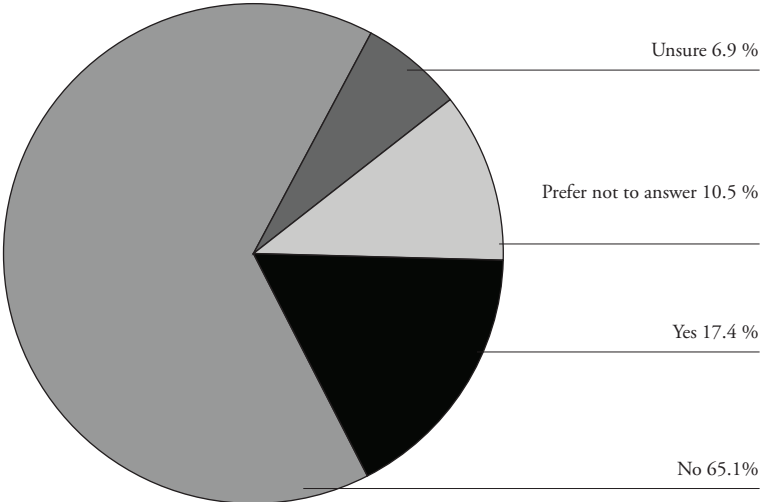
A vital and recurring comment highlights that Wellness Month and similar activities did not actually solve issues related to student health and well-being but were in fact band-aid solutions. Many comments reflect on the importance of changes to the program as solutions to pressures related to wellness as opposed to sporadic activities.

# Mental Health

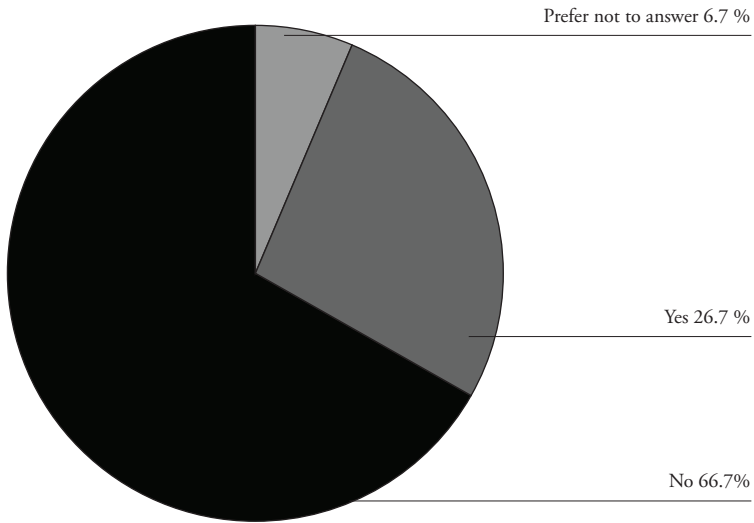
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## MENTAL HEALTH

Have you ever been diagnosed with a mental illness?



If you answered "yes" to the previous question, was this diagnosis done while completing your graduate degree?

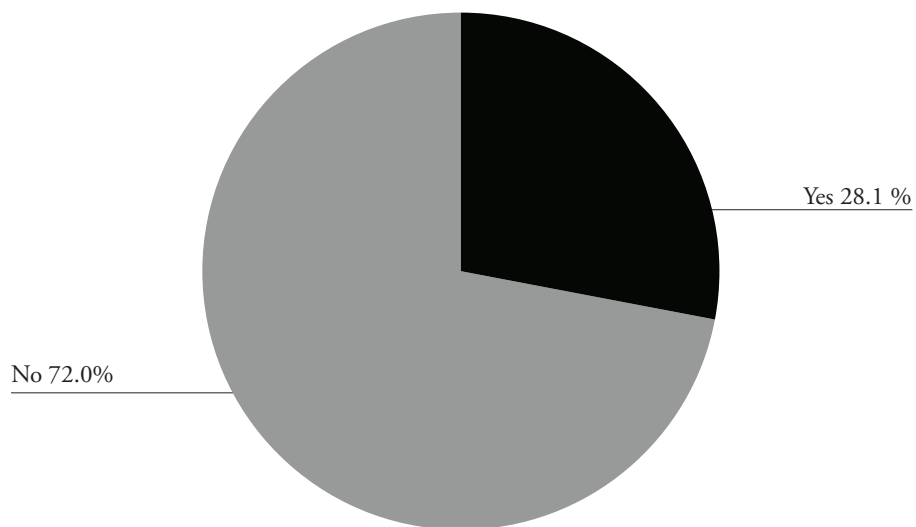


# Mental Health

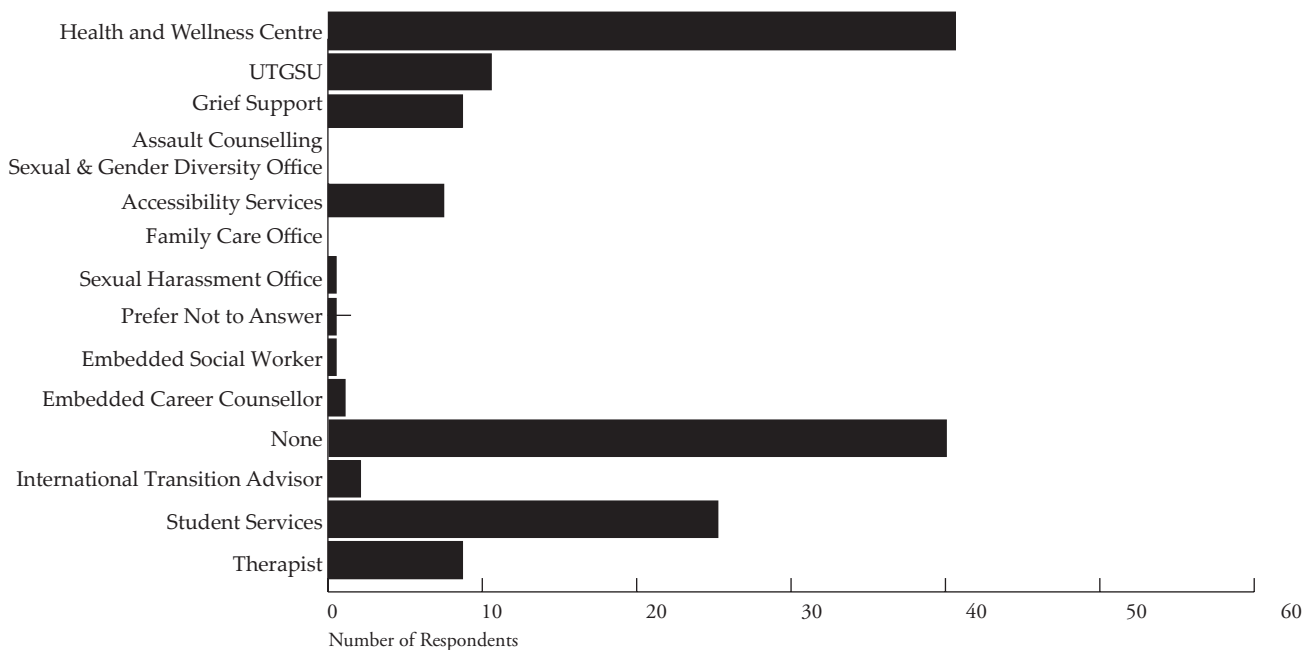
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## MENTAL HEALTH AT U OF T

Do you feel you have enough support for mental health here at the school (by the University, the Faculty or GALDSU)?



Have you ever personally used any of the following services available to UofT students?

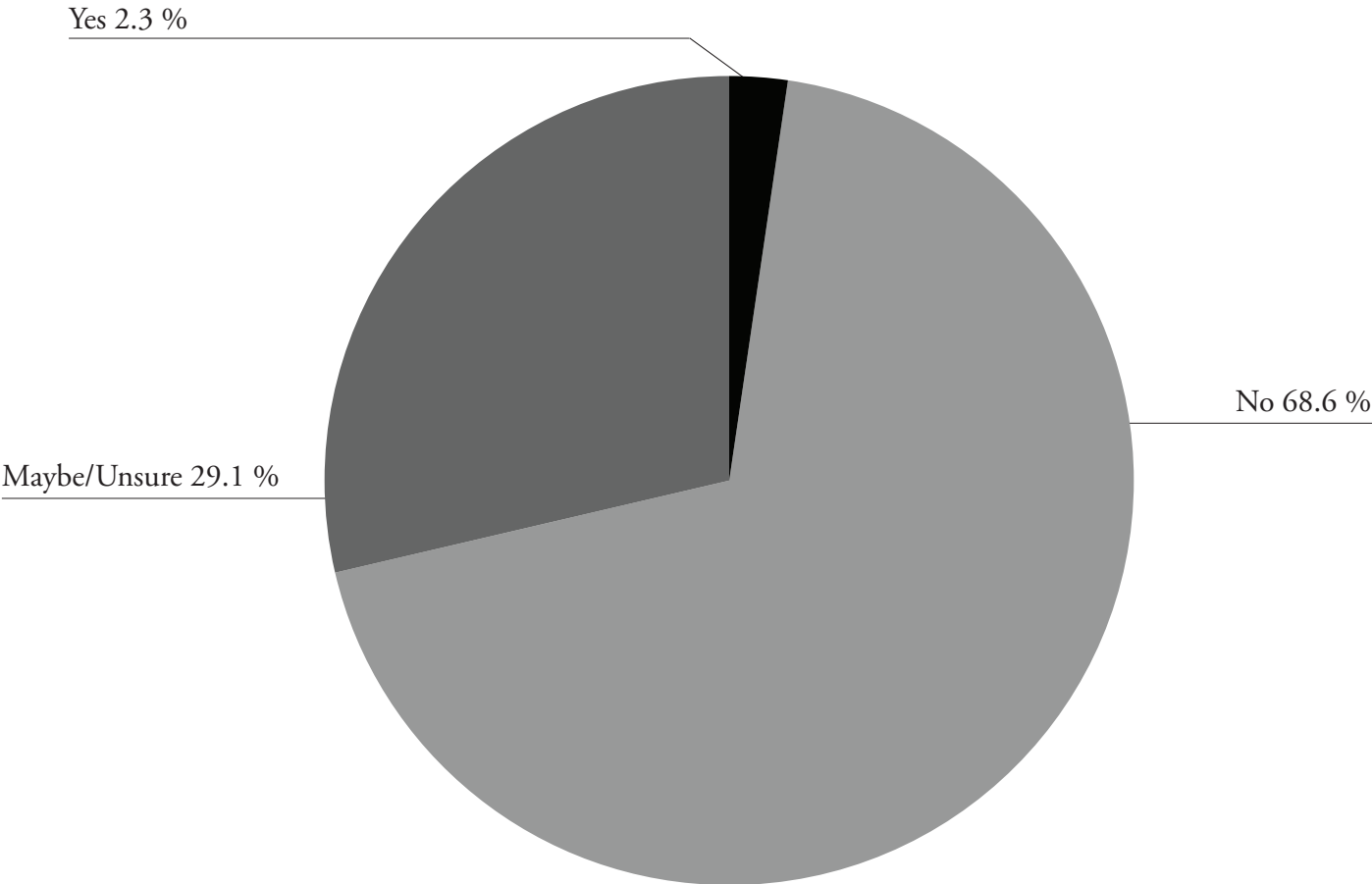


# Mental Health

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## MENTAL HEALTH SUPPORT

Do you feel the faculty does enough to address mental health?



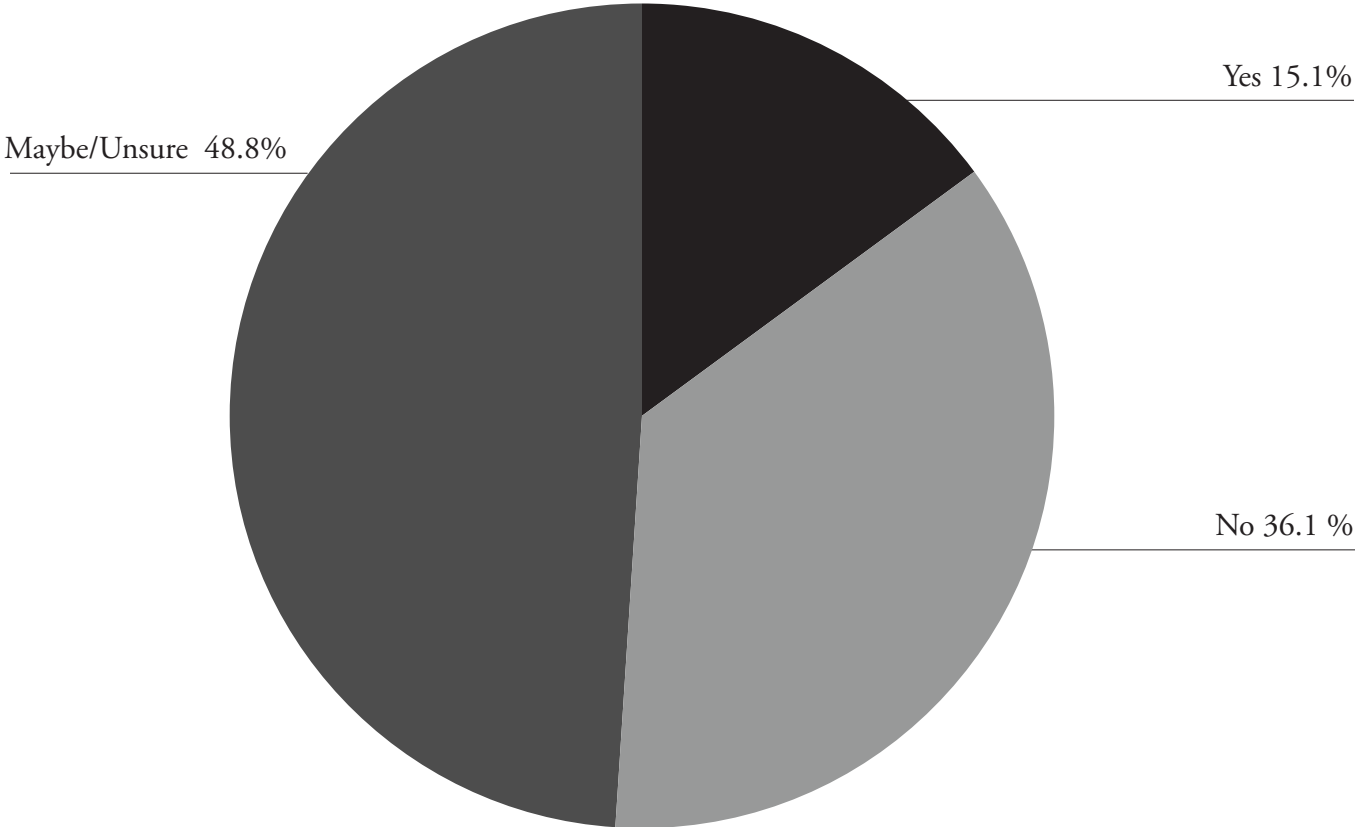


# Mental Health

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## MENTAL HEALTH SUPPORT

Do you feel GALDSU does enough to address mental health of the students?

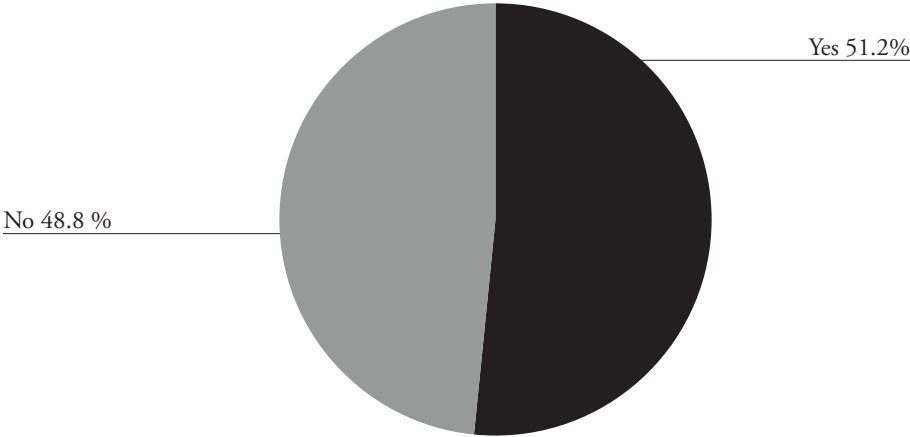


# Mental Health

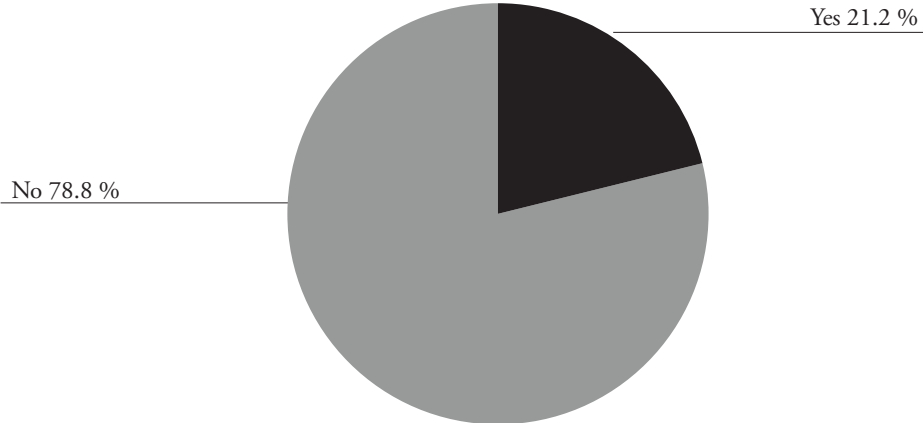
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## NEW MENTAL HEALTH INITIATIVES

Do you think the Wellness Month was a good way to promote wellness and health among students?



Did you participate in any of the Wellness Month Activities?

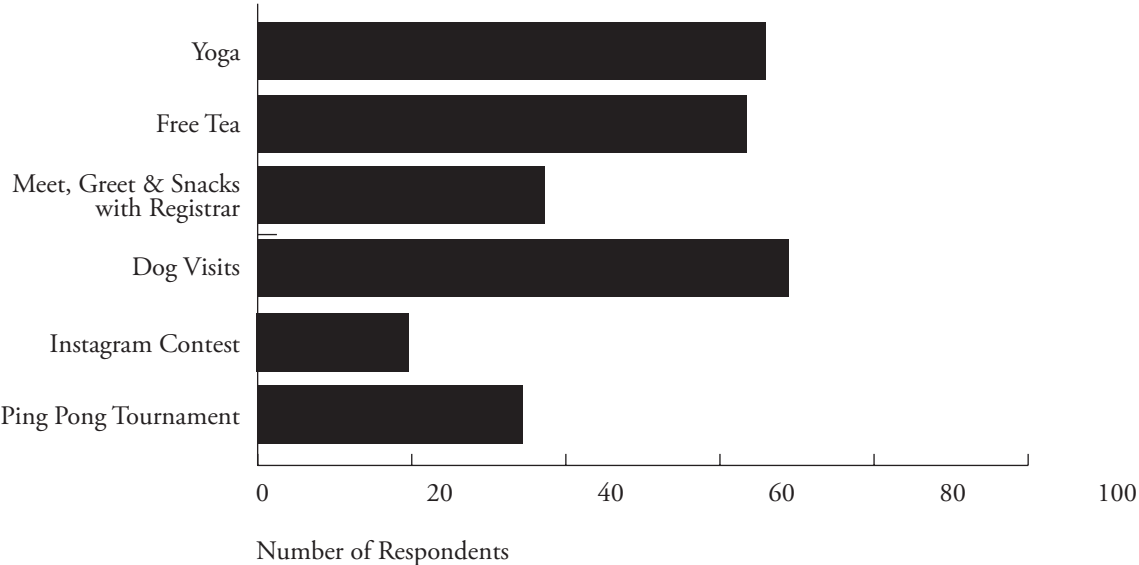


# Mental Health

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## NEW MENTAL HEALTH INITIATIVES

Which Wellness Month activities would you like to see continued?



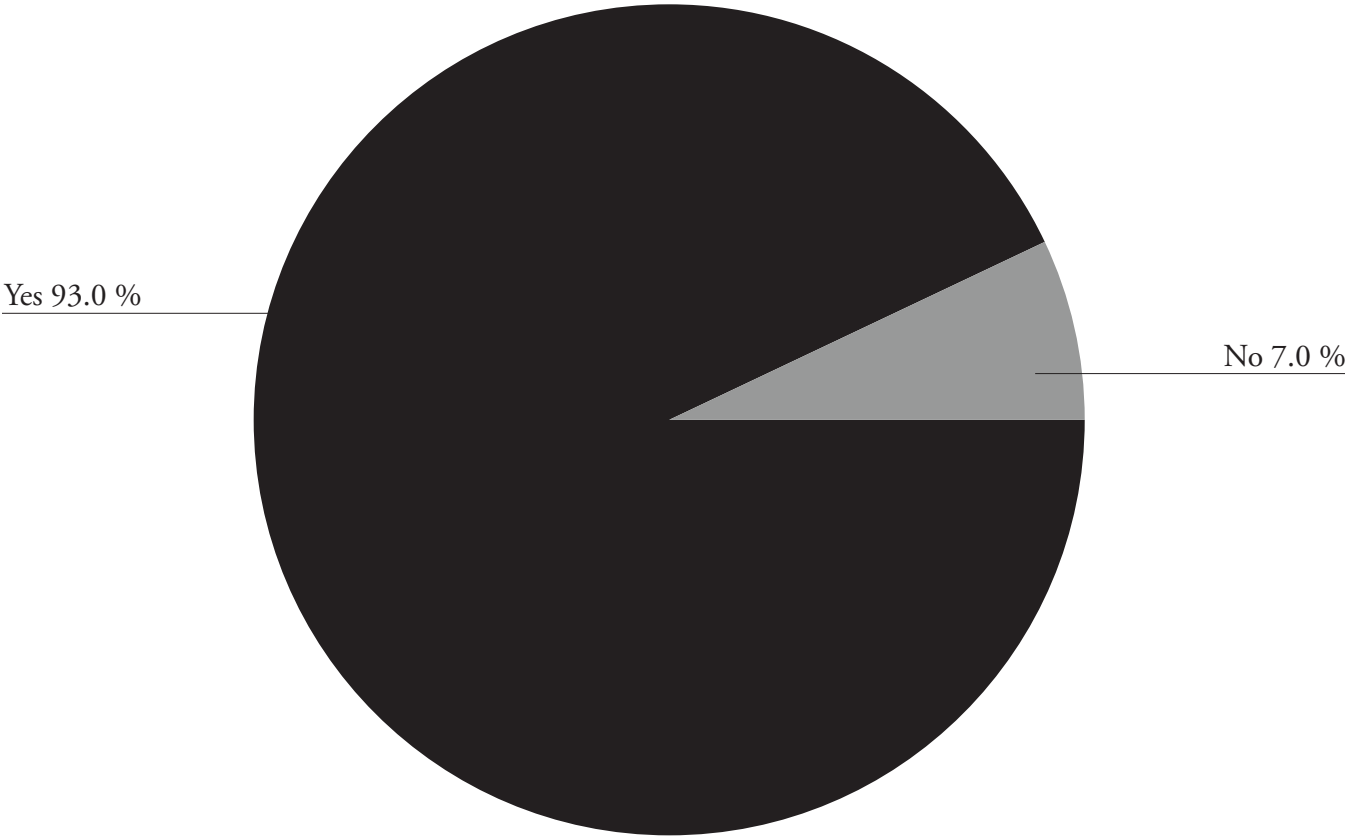
*\*Additional responses entered by students included:  
Movie Day, Meditation Session and in school social events.*

# Feedback

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## SURVEY

Do you think this survey is useful for addressing the needs and concerns of the student body?



# Recommendations

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## FROM THE EXECUTIVE

This year's survey offers another snapshot into the opinions and experiences of the Graduate Students at the John H. Daniels Faculty of Architecture, Landscape, and Design.

The responses of this survey reveal there are identifiable trends pertaining to student mental health and well-being that have continued from years past and must be attended to. Based on our analysis we recommend the following:

1. The faculty to respond with an action plan to address the undesirable experiences and conditions identified by students in this report. In specific, a reprogramming in the way current and incoming faculty are trained with relation to unhealthy and unrealistic work loads placed on students. While we understand some professors may have had similar experiences in their own education, it is important to realize that outdated methods of prioritizing work over health are conducive to a detrimental work environment, and nonexistant work-life balance.
2. Continued revision and updating of the survey in collaboration with the Department of Psychology at the University of Toronto to increase its efficiency in gathering relevant information for improving the student experience and well-being at Daniels.
3. Continuation of the survey during the Fall final studio deadline period, as has been done in previous years.
4. Provide greater access to mental health resources. The 2018-19 GALDSU Exec team is working on compiling a series of posters to be placed around the Graduate studio which highlight mental health resources (what is available, where, what time, numbers, addresses, etc.)

# Acknowledgements

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## PARTICIPATION

We would like to express our sincere thanks and appreciation to all of the graduate students at the John H. Daniels Faculty of Architecture, Landscape, and Design at the University of Toronto for being part of this important dialogue and for sharing their experiences.

Your participation, both in this survey and student life is invaluable.

In addition, we would like to thank the following people for their dedication and time in the compilation and review of data as well as the preparation of this report:  
Sukh Kang (M.Arch III).

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## DATA PROCESSING BY

Sukh Kang, M.Arch III

## BASED ON ORIGINAL SURVEY BY

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(modified text from 2016-2017 report)

## COPY EDITORS

Yasmin Al-Samarrai, M.Arch III

# Resources

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## PAST REPORTS

[Health & Well-being Report 2016-2017](#)

[Health & Well-being Report 2015-2016](#)

[Health & Well-being Report 2014-2015](#)

[Mental Health Report 2013-2014](#)

## AVAILABLE ONLINE AT

[www.galdsu.ca](http://www.galdsu.ca)

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