

the student issue

Rape Crisis news



A newsletter from Rape Crisis Scotland

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Cover image by Laura Callaghan

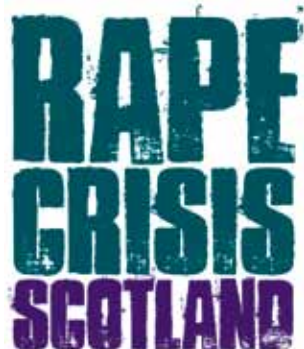
Editorial

Our 13th issue of Rape Crisis News puts students in the spotlight, and includes several contributions from student journalists.

NUS Scotland Women's Officer Emily Beever outlines her priorities and activities for the year, Ann Moulds takes a look at stalking on campus and its links with sexual crime; Rape Crisis News also caught up with GU FemSoc & presents an insight into feminist perspectives at Glasgow University and we found out more about the barriers facing women studying and undertaking careers in STEM (Science Technology, Engineering & Maths) subjects (thanks Emma Cooper!)

You can also read about work undertaken by the local rape crisis centre in Aberdeen with students there, and Sarah Young reviews 'The Hunting Ground' and interviews its director Kirby Dick.

Thanks so much as always to all our contributors (including Laura Callaghan for a fantastic cover image). If you want to get in touch with Rape Crisis Scotland or are interested in contributing to a future issue, please contact us at: info@rapecrisisscotland.org.uk



Interview with Emily Beever

How long have you been NUS Scotland's Women's Officer & how are you finding it so far?

I was elected in April and officially came into post on 1st July 2015. The first three months were a whirlwind of training events, students' association visits, planning my work for the year ahead, and meeting lots of amazing women in the women's sector in Scotland!

What were your immediate impressions on starting & what are your priorities for the year?

There's so much to do! Often people concentrate on the progress made for women over the centuries/decades/years/months, but it is all too obvious about how much more progress we need to make to stop the undervaluing of women in all areas of society. I know I won't be able to change all of this for women students in Scotland in a year but we can certainly make progress.

The priority that underpins all my work areas is strengthening the women's movement in Scotland. In the past we have had a tendency to exclude those who don't use the most up-to-date terminology or aren't certain about their thoughts on certain feminist hot topics. There is no such thing as a perfect feminist and we have a responsibility to work together and make the space for these discussions and learning to take place. And as a result of the women's movement excluding some people, those people now believe that feminism isn't for them. We need to challenge ourselves, our behaviours and attitudes to ensure that feminism is where all women feel empowered.

My nine priority areas were drawn from motions passed at NUS Scotland Women's Conference in April, my own



manifesto points and also external activities that we have to respond to. They are the Scottish Parliament elections; liberation and learning; Higher Education Governance Bill; women in leadership; women in sport; student parents; women in STEM; student nursing funding; and women apprentices.

What do you think are the main challenges facing women students today?

There are many real, day to day challenges women students face. I think the problem that holds us back from fighting these is the fact that many people do not understand the structural oppression faced by women. Ignorance of sexism and misogyny shuts down the legitimacy of women's experiences and fails to see these daily challenges as symptomatic of one cause – patriarchy. This is one of the major reasons why I am so passionate about the liberation and learning project. Imagine for a moment if all students in Scotland at every level of learning, were exposed to and given the opportunity to engage with, the perspectives and experiences of people

from all liberation groups (in NUS we classify those groups as women, disabled people, LGBTQ* people, and Black people). Imagine if those students had the chance to talk about the inequality in our society and how to tackle that. Imagine they graduated from their studies ready to challenge structural oppression in all its forms. We would have a whole generation of people to join the fight. That would be incredibly powerful.

Sexual violence on campus and the failure of many colleges and universities to deal with this properly or support survivors has been very much in the news this past year – what do you think the way forward is with this? What steps should these institutions be taking?

Culture change is really difficult, especially because it is not easy to see how making a joke could contribute to sexual violence. But it does. I think we are making headway by talking about the impact of this culture. Institutions should not be afraid of punishing students and groups that are involved with incidents of sexual violence. Often we hear that they are hesitant to do so because they do not want reputational damage. For me, the more serious reputational damage is doing nothing.

What can the NUS do to help overcome the attitudes & behaviours that women on campus are faced with?

NUS is nothing without our members. The Students' Associations across Scotland can do a lot when we organise and educate on campus. We need grassroots support to tackle these issues. For instance, this year we are planning to have a specific 'Women in Leadership' day for women who are or aspiring to be leaders in their students' associations. We hope by bringing them together we

can share examples of when women have stood up against patriarchy, but also give women the skills, confidence, and encouragement to tackle sexist attitudes and behaviours at their university or college.

Do you have any plans/events lined up for the 16 Days?

We will be sending out a toolkit for students' associations, feminist societies, and women's groups to organise Reclaim the Night marches. We are hoping to get lots of simultaneous marches across the country to show wider society there is a demand from students to make our streets and public spaces safe for women.

What does feminism mean to you?

Feminism to me means a power struggle. It means ending the undervaluing, underrepresentation of women and ending all the consequences of this value system.

Feminism can feel at the same time both incredibly comfortable and very uncomfortable. It's a movement that I feel I belong to and one that challenges to me to rethink/reanalyse constantly. I love the growth that comes with being a feminist.



Stalking & Students

Introduction

Whilst not currently at the forefront of a national conversation, sexual harassment and assault remains as prevalent an issue among student populations as domestic violence. Perhaps no venue has greater potential for stalking-related behaviours than college or university campuses, and up until now it has been an area that has primarily been overlooked and ignored.

Since stalking was criminalized in 2010, with the introduction of anti stalking legislation into Scotland, followed by England & Wales in 2012, it has rapidly become one of the most commonly recognised examples of interpersonal violence, but despite the increased reporting of stalking cases within the media and the plethora of information available on the internet, stalking amongst the student population has never garnished the attention it deserves.

Research studies conclude the college and university aged women experience a higher rate of stalking related violence than the general population. In a review of more than 120 studies, Spitzberg (1999) found that sexual harassment has a higher prevalence rate than more physically violent sexual assaults. Fisher, Cullen and Turner (2000) reported that sexual harassment of college students may lead to more serious forms of sexual assault.

While there is a lack of recent and up to-date research within the UK, the 2010 NUS 'Hidden Marks' report, the only one of its kind which gathered over 2,000 responses from UK women students shed a pessimistic light on the risks

and dangers that female college and university students face.

According to the NUS Hidden Marks report,

- 14% of women students (1 in 7) reported being the victim of serious sexual assault or serious physical violence while at university or college;
- 12% have been stalked while at university or college;
- 10% have been the victim of serious violence
- 16% have experienced unwanted kissing or molesting
- 7% have been subjected to serious assault
- 10% were given drugs or alcohol against their will before the attack.
- 60% of cases of sexual assault or stalking, the perpetrator was also a student
- 49% of perpetrators attended the same institution
- 21% of victims were more likely to report stalking
- 4% of women students who have been seriously sexually assaulted have reported it to their institution
- 10% of women students who have been seriously sexually assaulted have reported it to the police.

Given the low rate of reporting, the number is likely much higher but more importantly, since many pre-sexual assault behaviours can be considered predatory stalking behaviours, this report concludes the links between stalking, sexual assault and rape have not been firmly established.

Simply put, recognising predatory (stalking) behaviour is the first step towards preventing offending and victimization patterns among emerging adults. Failure to do so can result in adverse academic outcomes and high rates of physical and psychological

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injury.

The decision to disclose a personal crime rests primarily with the victim, however, once a student recognises that stalking is occurring, it does not follow that they will initiate the criminal justice process.

According to the Hidden Marks report the most common reason why a victim may choose not to report was due to shame or embarrassed. Other reasons recorded included:

- 43% were scared they would be blamed
- 33% were scared they wouldn't be believed.

The National Violence Against Women Survey (2001) gave three primary reasons for victims failing to report. Victims often felt that the stalking they were experiencing did not constitute a police matter. The ability of students to identify their own stalking victimisation was debated in this article. A second concern for victims is that the police will not be able to assist them. Finally, there were some victims who failed to report because of a perceived fear of reprisal by the stalker.

There are a myriad of additional motivations for non-reporting. 'When victims perceived that their own actions (or inactions) precipitated the event, they will be more likely to blame themselves and less likely to report the incident' (Fisher, Daigle, Cullen, & Turner, 2003) .

Discovering why a victim might



not disclose the incident to campus authorities is important to improving our understanding and responding to victims of these crimes.

The structuring of the college and university campus can provide a perfect substrate for stalking behaviours to be perpetrated; therefore, routine activities theory can be specifically applied to the study of sexual harassment in an academic setting for several reasons.

Firstly, college and university campuses generally offer a sense of freedom especially for first time students many of whom are likely living away from home for the first time. It can foster the opportunity for new relationships healthy and unhealthy to develop. Poor decision-

Stalking & Students

making and inappropriate boundaries sometimes result. Students with inadequate experience in forming healthy relationships have particular potential for stalking behaviours. It must be highlighted that victims of sexual crimes may not always have been in a previous relationship with the offender prior to the offence.

Secondly, stalking is not a one off incident, but a constellation of behaviours occurring over time. To the untrained eye many of these may seem are normal social activities and every day occurrences. Behaviours such as texting, phoning, emailing, attending the same classes and social functions could be viewed as all part of normal campus activity rather than early stalking warning signs.

Thirdly, it can easily be concluded that bringing motivated offenders into close proximity with female campus student populations has the potential to increase opportunities for victimization.

In Conclusion

The findings from the Hidden Marks Report are the largest data collection of stalking behaviour amongst UK women college and university students to-date. The report clearly highlights that a significant gap persists between establishing the links between stalking and its propensity to lead to sexual related crimes.

College and Universities have a duty of care to ensure a safe environment and respect for an individual's human rights to work or study without fear of harassment. Given its prevalence, and the lack of current evidence-based practices to prevent and address this epidemic, college and university administrators need to rectify their current neglect of stalking. Failure to do so is not just unethical, it is

illegal.

Many colleges and universities already have violence & harassment policies in place. However, it is important to recognise that these may not always be adequate to accommodate and encapsulate the diverse and ambiguous nature of stalking and its attendant behaviours.

More needs to be done to build the capacity of universities and public safety officials to systematically address the barriers that inhibit victims from reporting whilst ensuring they have the resources necessary to respond appropriately to reports of stalking and other forms of interpersonal violence.

Ann Moulds, Founder and CEO of Action Scotland Against Stalking

References

Spitzberg, B. H. (1999). *An analysis of empirical estimates of sexual aggression victimization and perpetration*. *Violence and Victims*, 14, 241-260

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Violence Against Women Office. (2001). *Stalking and domestic violence*. Rockville, MD.: National Criminal Justice Reference Services.

The logo for ASAS (Action Scotland Against Stalking) features the letters 'ASAS' in a bold, blue, serif font. A small 'TM' trademark symbol is positioned to the upper right of the 'S'. Below the text, there is a faint, light blue reflection of the letters.

RAS Aberdeen work with students

Rape & Abuse Support in Aberdeen is one of a number of rape crisis centres in Scotland that are forging close links with higher education institutions locally, and undertaking joint prevention work. Atinuke Kudaisi (RAS Equalities Officer) and Rita Velaviciute (RAS Sexual Violence Prevention Worker) described what's been going on in an interview with Rape Crisis Scotland:



RCS: What kind of work is RAS is currently involved in within further education settings in Aberdeenshire & how long have you been doing this?

With RAS outreach (prevention and equalities) project we seek to engage with young people to raise awareness and educate about wellbeing and staying safe in relationships, pressures of sexual activity, consent and other issues related to sexual violence. We have been developing and delivering interventions to young people since 2013 using Rape Crisis Scotland prevention resource pack, as well offering tailored options to groups to ensure that specific needs and requirements are met. Our equalities worker targets BME groups.

Which institutions in particular are you working with?

We have been developing partnerships with various societies at the University of Aberdeen and Robert Gordon's University. We are pleased and excited about our most recent partnership with student-led Mental Health and Wellbeing Campaign – We're Here. As part of our partnership, RAS will be providing the members with White Ribbon Training, sessions concerning rape and when it is under the influence of alcohol and/or drugs as well as a pre-exam relaxation event which will also be a part of the international 16 Days of Action Against

Domestic Abuse campaign. In addition, our Equalities Officer also works with youth groups within faith organisations, ethnic and minority centres in Aberdeen such as Aberdeen International Centre. We are also working with schools and LGBT organisations, we also work with Drugs Action, and alcohol support.

What sorts of issues might individual sessions focus on & what might a path through a session look like?

Individual sessions can focus on the issues of consent, gender, bullying, sexting, and sexualisation of young people and others. All sessions are designed to be interactive and participatory with activities such as brainstorming, quizzes, exploring images and adverts, performing role plays and watching films all of which are followed by small or whole group discussions with plenty opportunities to raise issues and concerns.

Are there any particular challenges that you've faced in undertaking this work & how have you dealt with these?

One of the challenges that we face quite often is availability in terms of young people's time and other commitments.

RAS Aberdeen work with students

For example, we had instances where youth groups could be present in our summer time sessions only; or periods such as exam time or holidays when we experienced a lesser amount of interest and responses. We have been working alongside groups to help ensure that we understand their needs and timetable so that we can better meet the needs of participants.

together. Organisations that we have worked with are always keen to continue collaboration and often ask us to come back to do more interventions. We can see the impact from the feedback young people leave regarding the sessions we deliver as well as from their willingness and enthusiasm to continuously attend something that is not compulsory. In addition we have seen increased referrals since undertaking outreach work.



Also, it can sometimes be challenging to develop partnerships and trust with faith, minority and ethnic communities because of their different backgrounds and needs. The main challenge we face is gaining access on a cultural/religious level to groups due to strict rules on content criteria. That is why it is crucial that materials are pitched in the right way to communities, groups and individuals. We are working to overcome these issues by tailoring our content to those specific groups and continued development of new materials.

How can you gauge the impact this work is having?

Since the start of outreach work, RAS has been receiving more partnership opportunities, and more people being interested in and wanting to work

What kinds of responses/feedback have you been getting?

In terms of responses from the sessions, every group is different, but feedback forms suggest that young people enjoyed the sessions, and thought the topics were relevant and something they should receive education upon. Here are some of their thoughts:

‘This session was very interesting and there were a lot of chances to give our thoughts’

‘I was very informative and really liked consent tea video’

‘It was awesome and awkward’

‘I learnt more about cyberbullying and how to tackle it’

Where do you see yourselves taking this kind of work going in the future?

RAS Aberdeen work with students

First of all we would like to expand our outreach work to Aberdeenshire and develop work with young people, minority and ethnic communities there. Also, we are in progress of developing partnerships with LGBT youth societies and groups in Aberdeen and we are aiming to make our interventions more approachable and relevant to a variety of audiences, as well as adapting materials to suit different needs of ethnic groups. What is more, we would like to reinitiate opportunities for young people to become RAS Student Ambassadors and Champions – whose role is to help tackle issues that students experience to empower them to talk about sexual violence issues and to take charge in promoting anti-violence in society.

Why do you think it's important for a rape crisis centre to undertake this kind of work?

By undertaking prevention work within further education settings we can equip young people with the knowledge, understanding and skills needed in addressing these issues confidently and appropriately in real life situations (which is extremely important these days when cyber bullying and sexting is taking place uncontrollably and relentlessly). The interventions encourage young people to think about and discuss sexual violence, its nature, scope and issues related to it, which as a result challenges their attitudes and perceptions of sexual behaviour and 'norms'. In returning to this kind of work, we believe we can help to prevent sexual violence in society and create a culture where sexual violence is not tolerated.

Is there anything else you'd like to add?

We are actively planning our events calendar for the 16 Days of Action. We really hope to increase awareness and



involvement of people in Aberdeen and Aberdeenshire. Coffee Mornings, Screening Events and Creative Writing Workshops – to mention just a few. For further details please visit our website and social media.

<http://www.rasane.org.uk/>
<https://www.facebook.com/RAS Aberdeen>
<https://twitter.com/RAS Aberdeen>

Thanks

Atinuke Kudaisi – Equalities Officer
Rita Velaviciute – Sexual Violence Prevention Worker

Til it happens to you

Ever since I was a kid I have always been drawn to things that push boundaries or step outside the norm - things that are considered controversial, if you will.

I find them empowering. This is probably why I have always found myself having such a strong affiliation with Lady Gaga. She is strange, strong and proud. But more than this, she always stands by her convictions and doesn't allow the opinions of others to hold her back. This already present respect I have for her, however, was only magnified when I saw her latest video for 'Til it happens to you'.

Rape and sexual violence are topics that people tend to shy away from, too scared, or too embarrassed to discuss such an invasive subject. But Gaga tackled the issue head-on and sent a message that was both illuminating and powerful in its understated beauty.



Once past the initial warning message, alerting people of the disturbing scenes that are to follow, the video considers the acts of rape and sexual violence that occur on college campuses. It tells the story of three victims in particular – two girls who are date raped at a dorm party, a girl who is attacked by a friend in her room, and another person, whose chest is seen to be bound, is sexually assaulted in the bathroom. It tells of the struggles they face, both within themselves and in trying to make others understand. Powerful messages like “I am worthless” and “Believe me” are shown to be scrawled on various parts of the body. But as the video reaches its apex, the victims can be



seen talking with, and being comforted by friends, their messages replaced with positive mantras like “I am worthy” or “I love myself”. The closing scene sees victims, both men and women alike, walking down a corridor with their heads held high, supported by others around them.

Having overcome the emotional, awe-struck silence in which I had been rendered, the video got me thinking... as a student, is my personal safety something I should be concerned about?

While crimes involving rape and sexual violence are something I seldom hear about, government statistics show that they not only happen more frequently than I had first assumed, but that they have also been steadily increasing over the years. Between 2013/14 and 2014/15, sexual crimes in Scotland increased by 11% (from 8,604 to 9,557), but between 2010-11 and 2014-15, rape and attempted rape increased by an enormous 68%, and have in the past year increased by 5% from 1,808 in 2013-14 to 1,901 in 2014-15.

In 2014-15, the rate for Scotland of recorded Sexual crimes increased to 18 crimes per 10,000 population, as compared to 16 per 10,000 population for 2013-14. The largest number of these crimes occurred in Dundee City, with Glasgow a close second with a rate of 25 crimes per 10,000 of its population.

When you consider these numbers

Til it happens to you

in conjunction with the fact that, at 168,000 strong, Glasgow has the largest student population in Scotland, it is not unreasonable to assume that students may well be included in these statistics.

Paula Dunn, of Glasgow's Rape Crisis Centre, said: "We do support a lot of students who are both in schools and colleges, and some in university. Probably around 6 or 7% of our service users are under the age of 18, so that's quite high, but it's a small percentage of them who are raped or sexually assaulted in their school or in their college or by somebody they go to school or college with.

"Usually more often than not it's a boyfriend, so we are back to the intimate partner when it comes to rape or sexual assault, but I'm not saying that it hasn't happened. We have had young women who have been raped by peers from school or college, so it has happened".

I've already thrown a daunting amount of fact and figures at you, so I don't want to weigh you down with too many more, but I found something during the course of my research that I thought was an interesting notion. A survey conducted by the Telegraph showed that "half of female students knew of a friend or relative who has experienced intrusive sexual behaviour ranging from groping to rape". It was the word "groping" that caught my attention and made me wonder... Do we really understand what sexual assault is? Where do we draw the line between what inappropriate actions can simply be laughed off, and which we consider to be serious? The survey found that 31% of female students said they had experienced "inappropriate touching or groping" while around one in 20 had experienced more intimate and unwanted



advances or had been pressured into performing sexual acts.

How many of us have been touched when we didn't want it? I know I have. And how many of us have been groped when we've been on a night out? I've experienced that too. Now, here's the

While figures for many crimes in Scotland are going down, for sexual offences they continue to rise.

Overall reported sexual assaults - including rape - rose 11% in 2014-15 to 9,557 from 8,604.

The recording of these crimes is at the highest level seen since 1971, the first year for which comparable records are available.

important question; how many of us have just laughed it off instead of treating like the sexual harassment it is? This is something we should be thinking about – because this is something that needs to change.

As someone who is a firm believer in equal rights I feel it's important not to lose sight of the fact that men too can be victims of rape and sexual assault. Although not all rape crisis centres in Scotland offer support to men (Glasgow's Rape Crisis Centre, for example, is strictly a women and girls only support

Til it happens to you

centre) Rape Crisis Scotland does offer support to men, and can refer male survivors on to other local services for ongoing support in their area.

'The Rape Crisis National Helpline offers support to anyone affected by sexual violence at any time in their lives' said Eileen Maitland, the information and resource worker for Rape Crisis Scotland.

***A Low Risk Crime?
Justice statistics 2013-14
1,808 rapes & attempted
rapes reported to police
214 prosecutions
87 convictions (40.65%
conviction rape for cases
which reach court)***

While I feel the need to give male victims recognition, this piece is not a gender debate - its core objective is to discuss rape awareness for students. There are campaigns all across Scotland, and the rest of the UK, to promote awareness for all forms of sexual violence, but in this day and age, with young people being so heavily influenced by pop culture, I think music is a prodigious and pragmatic means of spreading such an important message. Paula Dunn emphasised the positive impact she thought the Lady Gaga video would have: "From what I have heard Lady Gaga is an advocate for supporting women rights and standing up for violence against women. So she is using the video to highlight an issue". And Eileen Maitland also praised Gaga: "It's very powerful... it sends an important message particularly, in some ways, for people trying to support survivors."

Hopefully others will follow Gaga's lead and use their position and status to continue to tackle similar issues in such a



positive way.

Becci Freeman
Glasgow Clyde College

With thanks to **Jade Donnelly** for statistical data

The number of sexual crimes between 2013/14 & 2014/2015 increased by 11%. There were 1,797 rapes recorded during the 12 month period, an increase of 107 (6%) compared to 2013/14.

References

One in three UK female students sexually assaulted or abused on campus, Bignham, J and Goldhill, O, 14/01/15, <http://www.telegraph.co.uk/women/womens-life/11343380/Sexually-assault-1-in-3-UK-female-students-victim-on-campus.html> Accessed 11/10/2015

Recorded Crime in Scotland 2014-15, <http://www.gov.scot/Resource/0048/00484776.pdf> Accessed 19/11/2015

Student population, <http://www.intohigher.com/uk/en-gb/our-centres/into-glasgow-caledonian-university/living/glasgow.aspx> Accessed 22/10/2015

Screenings of the US documentary film 'The Hunting Ground' and Lady Gaga's 'Til it happens to you' (which is featured in the film) have sparked an interest on campus in rape culture and student life. Jade Donnelly asked the students of Cardonald College if they thought sexual violence is an issue for students and how they feel about their safety

You're constantly weary about making decisions, it's decision fatigue, it gets to the point where you don't want to go out, because having to think constantly about when to cross the street to avoid this person, or do I need to move to the front of the bus so I'm away from this guy at the back and near the driver where I will be safer, or will I be safer near the driver? I'm all alone on the bus where it's just me and the driver, same with being in a cab. In the end it's not worth the hassle." Margo, 26

"A lot of stories that I have heard regarding rape are usually among groups girls and among students in Glasgow, so I definitely think it's an issue. I'm not much of a party goer, but I would say I do get nervous sometimes especially when it's dark and I'm alone. I usually phone somebody, so it looks like I'm doing something. When I'm on my own I don't feel totally safe, because of the stories you hear and anyone can be a target." Danielle, 21

"It's really an issue everywhere, I'm not really sure why but I'm guessing a lot of people have psychological problems...you can get raped anywhere, it doesn't matter where it is" Anthony, 18

"I think sexual violence in general in this country is a big issue. I haven't seen the Lady Gaga video, but whether it's against women or men it's not taken seriously enough... When it comes to the legal system it's really difficult and I get how difficult it is to deal with, but a lot of women are just vilified, and a lot of men are just ignored and people act like it doesn't happen or it's a joke. If it's a woman it's their fault and if it's a guy it's a joke because you can't rape a guy because they like it or there in prison so they deserve it..."

"No, I don't think so. You don't hear much about it. Not really afraid about going out." Christopher, 18

Glasgow Uni Feminist Society

No issue of RC News devoted to student life would be complete without a contribution from the Feminist Societies which are so often at the forefront of representing women's interests and campaigning for equality on campus.

Many thanks to Glasgow University Feminist Society whose members took part in a Q&A & gave us some insight into what's currently happening with them...

How long has GU FemSoc been established? How many members are there currently? Who are the current office-bearers & what are their remits?

We're not actually sure how long FemSoc has been established – but it definitely predates all of us! The oldest of us are in third year currently, so three years at least. (But we suspect a lot longer!) We don't have a fixed, formal members list, but we have 600 on our mailing list and over 1800 likes on Facebook, so a fairly wide audience! The current committee consists of our President, our Vice President, our Secretary, our Treasurer, our First-Year Representative, our Intersectionality Officer, our Welfare Officer, our Events Coordinator and last but not least, our Campaigns Coordinator! All of our remits are fairly self-explanatory, but two of the most important roles which are central to societies like FemSoc or LGBTQ+ for example are the Intersectionality and Welfare officers: together, these two ensure that the society remains an inclusive, safe space.

What are the motivating factors behind women joining GU FemSoc?

Is this something that most typically happens during Freshers' Week or do you gain members at other times as well?

FemSoc tends to be one of the societies that young women who are interested in (or wanting to find out more about) Feminism seek out as soon as they start at university. Plenty of us feel like university was the first chance we had to properly voice our thoughts on Feminism and get involved – as such, we make a big effort to make ourselves visible during Freshers' Week! As our secretary pointed out, events such as screenings, discussions over coffee, and nights out (this Freshers' Week we went to TYCI [a Glasgow Women's creative collective]) really help our members to get to become comfortable and get to know each other better, so it's a very important period. Saying that, we do pick up a regular stream of members throughout the rest of the year – different people come and go to all the different events that we put on, so we very often see faces we've never seen before!

How would you describe what feminism means to you? Is this something you perceive as having changed in recent years/that will continue to change?

This is a really difficult question, because feminism is so complex and encompasses so many things, but our first-year rep summed it up really well! She described feminism as an ever-changing and adapting movement – including how it has embraced and incorporated into its ideology other subcultures, i.e. LGBTQ+ – but with the core goal of the complete eradication of the sex-based oppression of women and girls.

Do members have to sign up to any

Glasgow Uni Feminist Society

established principles or guidelines when they do this – is there a code of conduct that they are expected to adhere to?

We don't have a fixed, formal set of rules as such, but we do definitely have a set of principles as you've described which we make apparent through the kind of activities we're engaged with. Essentially, we're always aiming to be extremely inclusive – the society is a Safe Space for everyone, and if we feel somebody is acting in a way which upsets this environment then we'll let them know. This is one of the reasons the Welfare Officer is so important – if anyone is upset with anything that occurs within FemSoc, the Welfare Officer is there to make things right again. Saying this, we do understand that everyone who engages with FemSoc is learning – none of us claim to be perfect feminists! We understand that people might slip up occasionally, but as long as we remain inclusive we can educate each other and progress together.

What kinds of activities are you engaged in – what are the group's priorities/main areas of interest?

We're quite interested in screenings, discussions, presentations – anything that gives people an opportunity to come together and share their thoughts! Areas of particular interest for us at the moment are mental health, and also the idea of Zero Tolerance on campus – we're currently in the process of trying to follow in the footsteps of several other universities and implement a Zero Tolerance policy in our Student Unions. (This aims to put an end to all types of sexual harassment and assault – even the ones which lad culture deems acceptable.)

What do you think are the main issues



Image by Laura Callaghan

facing women students at the moment & what steps can be taken to help with these?

There are plenty of them, unfortunately – the most prevalent ones tend to be linked to having to exist in an environment where lad culture is extremely prevalent (being harassed on nights out is an obvious example). There's also the problem of being a STEM student and having to work in environments which are male-dominated – we're planning on holding an event for women in the sciences soon! We've also noted that discussion in seminars can often be dominated by men who speak over women without thinking. Essentially, the pressure for women to maintain their mental and physical health (which is affected by all of these factors!) is huge.

We noticed you had a book group going – how's that going & what kinds of things are you reading? Anything you'd recommend/care to review?

Glasgow Uni Feminist Society

It's going really well! It's organised by our Events Coordinator who has been choosing the books so far but we're always open for suggestions! In the last meeting the group looked at texts by Woolf and Joyce – the next meeting is on the 20th of November, and as it coincides with the Trans Day of Remembrance we'll be looking at texts which deconstruct our perceptions of femininity. These include texts by Susie Orbach and Natasha Walter amongst others! As for recommendations – why don't you come along to the book group and get some there!

Do you have any plans for the 16 Days of Action on Violence Against Women? (25th November-10th December) or other future activities for the coming year?

We do! We're planning to march together as part of Reclaim the Night, and we'll hopefully be banner making with GU

Amnesty. As for the rest of the year, we've got plenty in the works – we've a social coming up soon, followed by a self-care workshop, and we're currently making plans for a big discussion on the topic of "What is Feminism?" along with thoughts for Christmas fundraisers.

Who do you see as allies/partners & how best can they engage & work with you?

We see our allies as other societies who have the same interests in mind, or the same ethos – at the moment we have plans to work with GU Amnesty and GULGBTQ+. The best way to work together is to get campaigning with each other, and promote each society's events when it's something we're both interested in – we've found it a lot of fun to do collaborations! Outside of the university, we're also hopeful to be able to work with lots of Glasgow based charities in the future.

Sexual violence on campus

In recent years, we have seen a rise in acts of sexism on university campuses across the UK.

It is not uncommon to hear stories of female students being harassed through catcalling, being groped in nightclubs or being sexually harassed by male students around them.

Sexism and sexual harassment on university campuses has become an incredible problem with many instances of sexist behaviour hitting the headlines in national newspapers in recent years. In a report from the Office of National Statistics in 2013, it was stated that



Stirling University
by Yoav Sion

“female students in full-time education are at a higher risk of sexual violence than the general female population.”

The rise in lad culture in universities, where everyday sexism is passed off as jokes and harmless mocking, has left

Sexual violence on campus

women being verbally harassed by male students on campus as well as sexual molestation in nightclubs. Women, who have left home for the first time, are living with students who they have just met and are working to earn their degrees are living in an atmosphere where they are subjected to sexism, harassment and in some cases sexual violence, all because of their gender.

In May this year, as a result of a Freedom of Information request, The Guardian Newspaper highlighted that some UK universities do not systematically record allegations of rapes, sexual assaults and sexual harassment. Unlike universities in the US, institutions in the UK do not have a legal obligation to record sexual violence, or indeed any crime reported by students. How is it possible to show the extent to which sexual violence is prevalent in a university setting when many institutions themselves are not recording every incident?

Last year, the National Union of Students showed one in four students have suffered unwelcome sexual advances, defined as inappropriate touching and groping, and that 60% of students were unaware of any university codes of conduct that prohibit or tackle such behaviour. Statistics have shown for years that sexism and sexual harassment are an issue in UK university campuses, so why are so few students aware of their university's procedures for dealing with unwanted sexual behaviour amongst students?

In a survey conducted by myself on male and female University of Stirling students, a huge 76% of the 100 students surveyed claimed they were not fully aware of advice or support available to them from the University of Stirling about sexual violence, harassment, sexism or rape. In a separate question, 46% of the

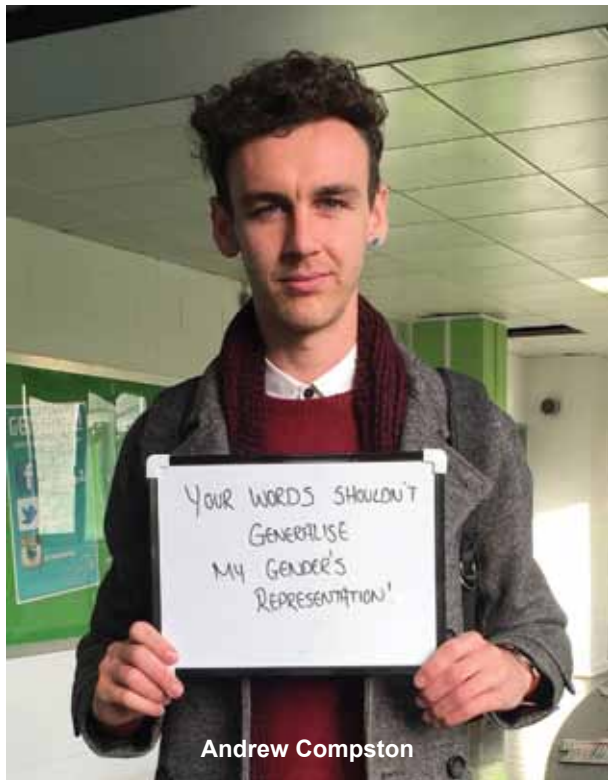


students surveyed said they do not think the University of Stirling are doing enough to support students who have suffered from sexual violence, harassment, sexism or rape, 29% of the students said they do, and 25% said they would prefer not to answer.

These statistics show that students, male and female must be made more aware of the support available to victims. A quick scan of the University of Stirling's online portal for students highlights no advice on who to speak to if you have suffered from any unwanted sexual advances or sexism, and do not have a widely circulated policy on how they will handle reported incidents.

After contacting university offices and being passed onto different people, I was finally directed to the Student Support and Counselling Service. Once I contacted them I was told that the support offered to women who have suffered with sexual violence on campus entailed a one hour long drop-in service twice a week, and

Sexual violence on campus



Andrew Compston

the chance to book an appointment with a counselling officer after filling out a registration form online.

Considering 46% of respondents claimed they had encountered acts of sexism on campus, and 13% said they had been victims of sexual violence on campus, it is vital that the University of Stirling students are made aware of support and advice offered to them. One anonymous Stirling university student in my online survey left a comment in the survey, saying: "Multiple friends of mine have been victims of rape or sexual assault in this university, mostly due to a general lack of education around the subject of consent, with men not taking no for an answer until the victim is too distressed or scared to push the fact that they are saying no so they let it happen.

"The perpetrators of this do not consider themselves to be rapists because they do not understand consent. Frequently when walking around campus I am catcalled or touched without my consent- both males and females often act as if I

should take this as a compliment. Being grabbed, being the subject of comments, being called out as a 'tease' or a 'slut' and being told that my clothes and make up are inviting such behaviour and that I'm 'asking' to be groped or harassed are also common."

A highly publicised case of sexism within the University of Stirling occurred last year, when a number of male hockey players drunkenly chanted sexist and sexually violent slurs on a university link bus. The scene was filmed by a passenger on the bus and showed the group of male students singing the song 'I used to work in Chicago' and chanting lines such as "A woman came into the store one day asking for a lady train – A miscarriage she got."

The video was uploaded on to YouTube and was quickly viewed over 35,000 times and picked up by media publications across the country. An apology was issued after the incident and claims were made that the hockey players would undergo 'anti-sexism training'. The university would not comment on whether



Ross Anderson

Sexual violence on campus

this training took place, or whether the students were disciplined in any other way.

A male student at the University of Warwick, George Lawlor hit headlines across the UK recently after he wrote an article for the student run news website The Tab, taking a stand against sexual consent classes. The student wrote, "I don't have to be taught to not be a rapist. I already know what is and what isn't consent. I want to call the people leading the charge behind these classes admirable, I want to call them heroic, but I'm afraid they're not. There are countless other more useful things they could be doing with their time."

Lawlor also posted a photo of himself holding a sign that said 'this is not what a rapist looks like'. Although Lawlor is taking a stand because he thinks that he understands the boundaries of consent, many people have commented on the debate saying that consent classes will always be needed as long as rape



George Lawlor misses the point

and sexual violence continues to occur on university campuses. In a guardian



Holly King

report this month, the Sex Education Forum (SEF) stated that progress could only be made if people were educated earlier on. The SEF said that it had previously published research that 40% of 19- to 25-year-olds rated their sex and relationship education at school as "bad or very bad".

There is clearly a long way to go to tackle sexism, sexual assault and gender-based violence on university campuses. The rise of 'lad culture' has not helped in the fight against sexism but hopefully soon, we can see a social change in the way women are treated on campus from students and university institutions themselves.

Sarah Young
4th Year Journalism Student
Stirling University

Women in STEM subjects

As a kid I went through various phases regarding what I wanted to do when I grew up: nurse, basketball player, farmer, teacher - at one point in time I even wanted to be a dog!

Each one of these life goals was fully supported by my mother, even the dog, which is why when I learned that only 13% of people working within STEM (Science, technology, engineering and maths) fields are women I was shocked. If I was encouraged to pursue a career as a dog, why are young women not being encouraged to pursue careers in STEM fields?

In June this year Nobel-Prize winning scientist Tim Hunt, awarded the prize for his part in the discoveries regarding cell cycle regulation, made highly offensive comments towards female scientists at World Conference of Science Journalists stating that, "the troubles with girls...you fall in love with them, they fall in love with you, and when you criticise them they cry."

The only thing making me want to cry right now is Tim Hunt's ignorance. 72-year old Hunt later apologised, called himself a "chauvinist pig" and resigned from his post at University College London. However, the damage had already been done - social media was filled with both men and women sharing their outrage at such backward comments. This outrage gave birth to the "distractingly sexy" hashtag on twitter, instagram and various other social networking sites.



Women scientists are tweeting "sexy" photos of themselves at...
Male biologists, archaeologists, and many others are posting images with the hashtag #DistractinglySexy in response to comments made by Dr. ...

#Distractinglysexy

#Distractinglysexy saw thousands of women taking photographs of themselves in protective lab clothing, holding lab equipment, and in one example, picking up cheetah poo, to show how utterly

nonsensical Hunt's claims were.



#Distractinglysexy



Written in Black...
Out the office and on site. If this is just my feet you can imagine what the rest looked like. #Distractinglysexy

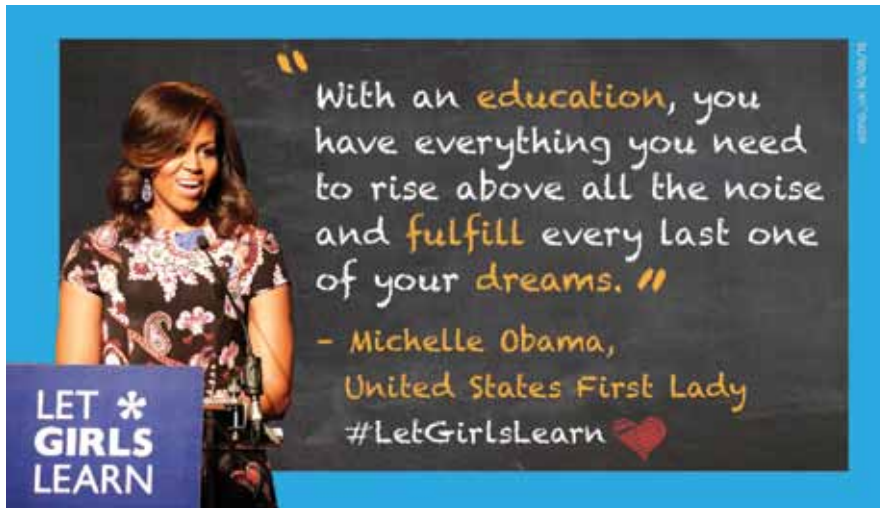
Michelle Obama, The First Lady of the United State was famously quoted as saying:

"If we're going to out-innovate and out-educate the rest of the world, we've got to open doors for everyone. We need all hands on deck, and that means clearing hurdles for women and girls as they navigate careers in science, technology, engineering, and math."

So, why do women not want to pursue STEM field careers? Are they conditioned to believe that it's "manly"? Do schools, colleges and even universities favour male students over females? Do employers prefer to hire male candidates rather than their female counterparts?

Popular opinion seems to be that as children, women are often encouraged to stick to typically feminine hobbies, perhaps being told not to get their clothes dirty, to be careful when playing

Women in STEM subjects



Michelle Obama by DFID (Dept for International Development)

outside or not being allowed access to stereotypically "male" toys.

Conditioning isn't the only problem women face within the STEM fields. I spoke recently to a woman, Kate Fisher, who studied to be an engineer for three years, only to find that whenever she and a male classmate went after the same job or research opportunity she was never successful although their qualifications and experience were exactly the same;

"I got into engineering knowing that it was a male dominated industry, I always wanted to do it since I was a little girl - I was fascinated. I was never once put off by the idea of working alongside men. It never even crossed my mind as an eager student that gender would play a role in what I considered a very forward thinking field. However, I soon became disheartened when it seemed that no matter how equal I was in experience and intelligence to my male classmates they would always get the first choice of jobs and other opportunities. At first I assumed I simply wasn't good enough, which made me strive to try harder, I then assumed it might be my age, but soon I realised that no matter how much I pushed myself I would always come second to a male engineer regardless of

their age, or mine, they would always come out on top. I eventually opted for a career change, I don't regret this decision and I'm glad I went to study, however more has to be done to encourage young women to get into the field and to stay there, rather than to feel pushed out by the boys' club."

Speaking to someone who lost their passion for something they loved because of discrimination against their gender is absolutely soul destroying. We live in a society that shouldn't be judging anyone on their gender. We should be encouraging children, teenagers and young adults to do whatever makes them happy. We need brilliant minds now more than ever. No one should feel that they're not welcome within a specific field because of their gender. No one.

More has to be done to encourage young women to embrace STEM subjects; more has to be done to prevent STEM professionals from discriminating against the equal participation of women in this field in future.

A report carried out at Bristol University quoted a female student stating that the university had a, "smattering of old school men who seem to feel awkward around women, seem to gather in all-male groups and seem to want to run everything via nights drinking in the Hawthorns". The report concluded that all science staff and students would be given compulsory "equality and diversity training" and that daytime events would be organised for female students and staff alike. Bristol University also stated

Women in STEM subjects

that they do not tolerate 'discrimination, sexism, harassment or victimisation of any individual' and that allegations of this kind of behaviour are dealt with seriously. They also promise to look for ways to "improve gender equality for staff and students".

In 2013 Dr Susie Mitchell joined Glasgow City of Science as its Programme Director. Dr Mitchell has a PhD in leukemia research at Glasgow's Beatson Institute for Cancer Research and has worked in R&D management and commercialisation within the NHS. She has won the John Paul Award for research excellence and has also worked to help health improvement and equality within the government.

While talking about what inspired her to pursue a career in science and the representation of women in STEM fields she stated, "I'm passionate about equality. Women currently represent a hugely valuable untapped talent pool in STEM. Whilst women constitute a fairly large proportion of undergraduate and postgraduate STEM students, many move on to work below their level of qualification, work in a non-STEM field, or become unemployed or economically inactive. If we are to compete on a global scale, we cannot afford to make inefficient use of our intellectual resources.

I very much look forward to working with partners to unlock the City Region's scientific potential and make Glasgow a recognised city of science."

Equate Scotland is one organisation that offers programmes to help women within the STEM field find apprenticeships and paid summer internships - even hosting networking and training events so that students and professionals can get connected to and network with others within STEM subjects.



Dr Susie Mitchell by James Clare

Role models like Dr. Susie Mitchell and organisations like Equate are really helping to pave the way for young women within STEM fields, and other developments such as universities enforcing compulsory equality training should hopefully also allow significant progress to be made in breaking down the barriers for women entering STEM fields and challenging this ridiculous discrimination - thereby allowing us, as a society, to achieve great things.

**Emma Cooper, Student Journalist
Glasgow Clyde College, Cardonald**

References

Connie St Louis Twitter feed on Tim Hunt:
https://twitter.com/connie_stlouis/status/607813783075954688

'Go and fix your make-up, we're working' among sexist comments to science students:
<http://tiny.cc/3jrb7x>

The representation of women in STEM:
<http://www.glasgowsciencecentre.org/education/the-representation-of-women-in-stem.html>

Equate Scotland: www.equatescotland.org.uk/

A Young Gay Man's perspective

Sexual violence is something that can have a devastating impact on anyone, and male and LGBT survivors also face their own particular barriers and difficulties in the aftermath of an assault. Secondary and further education institutions are not always helpful or supportive, and other sources of support not always available or equipped to respond. Here, a young male survivor tells us his story.

I was fifteen when it happened, but I still remember the day clearly. I remember the sun shining down, the bustle of people going to work, of being late for school. And after that, I remember realising I was being followed. I remember feeling his hands going down my pants, I remember crying, and I remember waking up from nightmares for months after; shaking, feeling ill, from having seen his face once more.

But now, as I look back, I feel angry. Not at the man who ripped my childhood from me, but at an education system that failed me. Don't get me wrong, in the beginning, the few teachers I told were very sympathetic. I had done the right thing in coming forward, I could take as much time as I needed. I was booked in to see a school councillor, and told to take things easy. I took my time, and tried to phase in a return to school. I had to conquer a fear of heading to school, to walk the same route that I was attacked on. It took time, but I slowly got through it.

That was before my head of year took over checking up on me. It started with a few phone calls to my guardian, asking when I would be back. He then cancelled my appointment with the school councillor. "You're not here often enough,"

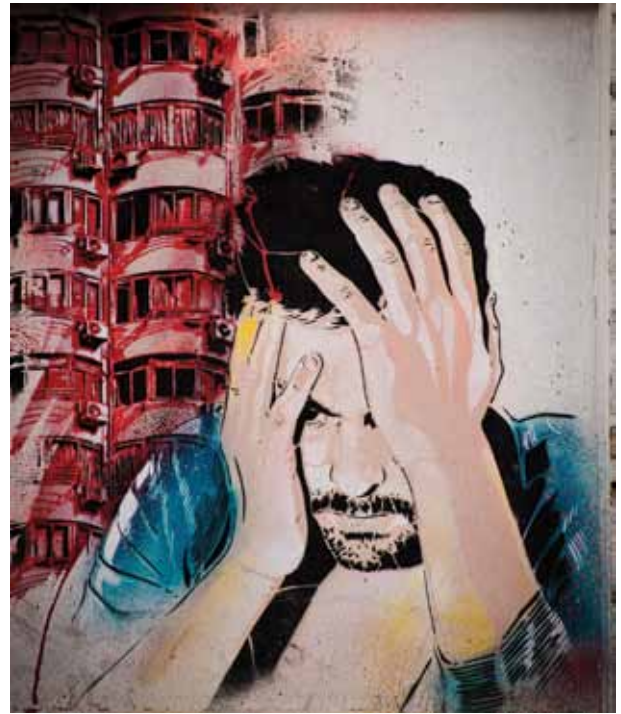


Photo of Brick Lane mural by Garry Knight

he told me, by way of justification. Then it escalated to threatening me with social services. It never occurred to him to ask what was wrong; that I might be struggling with drama classes since we were depicting rape within my classroom. It never occurred to him what sort of toll a court case would take on me; how having to go to police stations to go over statements made me feel ill. My head of year never understood how it hurt to be told that the defence was saying I had wanted it, how it made me feel dirty. All of this happened as I struggled with things ordinary teenagers would face: the pressure of exams, slowly realising I wasn't heterosexual, and my parents going through a divorce. But instead of the support most would have expected, I was instead given advice: "It's been nearly a year, stop using it as an excuse."

I had to find support elsewhere, and I eventually engaged with local youth and community work; a local community centre that was able to support me as I built my confidence again, and

A Young Gay Man's perspective

developed the skills I lost when I left school and LGBT Youth Scotland was able to help me come to terms with my sexual orientation. But when I faced down my demons over the course of several years and finally went to university to get my life back on track, I saw things through a different lens. I could see how little support was there for people like me. I occasionally heard about consent workshops that would be running, and the main campus had posters calling on men to know when a woman is too drunk to have sex. But actual support networks were lacking.

Our education system, or at least my experience of it, seems to suffer from one major flaw: the simple belief that men don't get raped. I've heard students say that men don't get raped by women, that they just enjoy the sex. Does that mean I should consider myself lucky? I'm gay, I was assaulted by a man, does that mean I should have enjoyed it? I've heard staff at my university say that men are more able to fight off attackers. Should I have been able to?

The simple truth is that male survivors and the LGBT community are often forgotten, with support networks for these groups being grossly under-funded, if they exist at all. The nearest refuge to me at time of writing is some eighty miles away. One of my friends, a trans-woman, was once told that they couldn't go to sexual abuse centres for aid, as they would make other women there uncomfortable.

All of this highlights a massive problem that our society today faces: we still collectively see rape as a man assaulting a woman. For those whose experiences fall outside that preconception, support is sadly lacking. There is amazing work being done, with individual centres and agencies providing much needed advice and refuge, but it's a patchwork collection of agencies, spread throughout Scotland, with no central approach on how to tackle the issue.

It's an issue that needs tackling though, and I hope that public bodies notice the need for additional support sooner rather than later.

With thanks to the author, and to LGBT Youth Scotland

If you have been affected by sexual violence and are looking for support please call the Rape Crisis Scotland National Helpline on 08088 01 03 02 - Open daily 6pm-Midnight We offer an LGBTI specific service on Mondays & Thursdays from 7pm till Midnight

**SUPPORTING
LGBTI
SURVIVORS
OF SEXUAL
VIOLENCE**

You can download
this resource at:
<http://bit.ly/1Ro8ahP>

**RAPE
CRISIS
SCOTLAND**

The Hunting Ground:

The Hunting Ground is a very moving documentary-style film about rape on American university campuses by Oscar-nominated directors, Kirby Dick and Amy Ziering.

The film is currently touring UK universities after being screened in over 500 institutions in the US. The Hunting Ground shows how universities in America have tried to cover-up sexual assaults on campuses to protect their institution's image, leaving victims feeling blamed and alone.

The film uses first-person testimonies from sexual assault victims to show how victim-blaming is all too common, even from university staff themselves. The brave survivors open up in interviews about their sexual assault, how their university handled it and the backlash if they did report on being raped. These girls who have been through so much, were revealing that their universities had asked them questions like, 'Were you drunk?' and 'How did you say no?' as if the attacker could have possibly not understood that she was saying no.

The fact that institutions can get away with covering up sexual assault claims sparked anger and outrage across the US and here in UK universities. Many people were angered that universities are asking these women not to report their sexual assaults because they would be 'ruining a young man's career'.

When sexual assaults were reported and these men were convicted, victims felt even more neglected by their universities as the attackers were usually not removed from campus. The Hunting Ground highlighted some of the punishments rapists were given whilst at university, including being suspended



over summer vacation, being fined 25 dollars, making a poster board on how to act around women you like and being expelled upon graduation. Victims were forced to see their attacker as they continued their education, as if they had not raped anyone.

The film exposes a lot of the problems America is having with fraternities, and showed real footage of young pledges to a particular fraternity, standing outside a sorority house shouting 'No means yes, yes means anal'. The film is full of moments that anger and infuriate you whilst watching it.

The Hunting Ground has led to a lot of student-run activism against rape as the film features a group of student survivors who actively fight US universities for not supporting them. More and more people in the film join their cause as they meet senators, hold rallies and fight for the rights of victims of sexual assault.

Kirby Dick, one of the producers of The Hunting Ground was kind enough to do an interview with Sarah Young on behalf of Rape Crisis Scotland:

Sarah: How have the screenings in

Review & Interview

America and the UK been received so far?

Kirby: In both the US and the UK, it has been received extremely well. People have been stunned by what they've seen. For many people, they were completely unaware of this, the fact that

1 in 5 women on college campuses have been sexually assaulted in the USA, and around 1 in 7 in the UK. It is taking place on most college campuses, so people have responded very emotionally in the US. In the UK, at the

screening in Kings College in London, a woman stood up and said 'I am a survivor and this film was very meaningful to me'; we had that happen again and again in the US.

Sarah: How important is it to screen The Hunting Ground in universities?

Kirby: It's important because students know this is a problem, but it is extremely covered up and for a film to come and say, look this is happening and lets the public know that it's happening, it really validates it for students. It is also important as it activates them; we've seen outraged students in the US that have become very active and demanding change and reform in their universities. That is one of the reasons we made the film. We wanted to spark that activism. The main characters in the film are activists for victims of sexual assault so it is good to provide a model for students watching the film, and show them how to become active.

Sarah: How much of urgency do you think there is to discuss the issue of

rape in films and in the media?

Kirby: It is incredibly urgent. Rape is something that has been covered up really forever around the world. And there is so much silence around it and the silence prevents survivors from coming forward. Unless the survivors come forward, the

perpetrators are just going to go out and assault again and again. So the first thing to happen is we have to support and encourage survivors. If they decide they want to speak to the press, we should support that as well,

because the more the media knows and the more people talk about it, the more survivors will come out.

Sarah: Do you think The Hunting Ground could lead to changes in how universities handle rape?

Kirby: Yes it can, we saw that with our previous film The Invisible War about rape in the military which was nominated for an academy award. Shortly after it came out, the Secretary of Defence at the time changed military policy and then the Congress went on to institute dozens of new laws. So, yes a film can cause changes.

Sarah: Were there any moments during production of the film that were hard to handle?

Kirby: Well, we interviewed on camera over 70 survivors who each were emotionally devastated; it is an experience when you hear someone talk about something as traumatic as sexual assault, that in itself is hard enough. But when you hear them talk about how painful it



The Hunting Ground

is when they got to their school and their school really turns their back on them and sometimes even blames them, that's a really profoundly upsetting experience and we want to convey that in the film. I think we convey it well as people are very upset and angry. Rape is something we should all be angry about.

Sarah: Since the film's release have there been any problems with the universities who were exposed in the film?

Kirby: Well behind the scenes they have, a few have spoken up publically which I think is a real problem, because if they are attacking the film, they are really sending a message to their students, not to speak up about sexually assault.

Behind the scenes there has been a great pressure against the film. There have also been moments though where college presidents have held their hands up. Just recently in the University of Alaska, a college present stood up and apologised for a history of the school not handling sexual assaults properly and I felt that that was a very courageous step. That sends a message to survivors that we support you and encourage you to come forward. So schools have responded both poorly and well, we hope they will move more in the direction of doing the right thing for their students.

The Hunting Ground was released on DVD and blu-ray on December 1st 2015.

Review & interview by Sarah Young, Student journalist, Stirling University

Further reading

Articles

Can we at least try talking to young people about sex? <http://tiny.cc/4i286x>
All universities should establish compulsory sexual consent workshops: <http://tiny.cc/mj286x>
This college's anti-rape campaign pulls no punches: <http://tiny.cc/1k286x>
Interactive games help address drinking, sexual assault in college: <http://tiny.cc/ol286x>
One in three UK female students sexually assaulted on campus: <http://tiny.cc/im286x>
NUS finds 'startling' lack of sexual harassment policies on campus: <http://tiny.cc/qm286x>
Student sexual violence: leaving each university to deal with it isn't working: <http://tiny.cc/5m286x>

Organisations & Resources

NUS Scotland: <http://www.nus.org.uk/en/nus-scotland/>
Engender: <http://www.engender.org.uk/>
Equate Scotland: <http://www.equatescotland.org.uk/>
UK Feminista: <http://ukfeminista.org.uk/>
Action Scotland Against Stalking: <http://www.scotlandagainststalking.com/>
LGBT Youth Scotland: <https://www.lgbtyouth.org.uk/>
End Violence Against Women – Women Students Safe & Equal: <http://www.endviolenceagainstwomen.org.uk/women-students-safe-equal>
Hidden Marks: A Study of Women Students experiences of harassment, stalking, violence and sexual assault: <http://tiny.cc/s9186x>
Till it happens to you: <https://www.youtube.com/watch?v=ZmWBrN7QV6Y>
How to respond if someone tells you they've been raped or sexually assaulted: <http://tiny.cc/n2286x>

Rape Crisis Scotland, Tara House, 46 Bath Street, Glasgow G2 1HG
www.rapecrisisscotland.org.uk
Email: info@rapecrisisscotland.org.uk
Helpline 08088 01 03 02 (Every day, 6pm to Midnight)