



**Thank you for joining us.  
The webinar will begin soon.**



A photograph of three young adults sitting on a grassy field. On the left, a woman with curly hair in a red tank top is smiling and looking towards the center. In the middle, a man with curly hair in a light blue button-down shirt is smiling and looking towards the right. On the right, another man with dark hair in a light blue t-shirt is looking towards the center. They appear to be in a casual conversation. The background shows a blurred campus setting with trees and buildings. The entire image has a blue tint.

# The Hidden Crime of Stalking: 8 Considerations for College Campuses

January 29, 2026





# Before We Begin

- All attendees are in listen-only mode. If you run into any audio issues during the webinar, please try another method of listening in, such as computer audio or calling in by phone.
- All registrants and attendees will receive a link to the recorded version of this webinar in a follow up email.
- If you have questions during the presentation, please let us know by typing your question into the Q&A panel. We will address these at the end of the presentation.



# Content Warning

This training will address **stalking**, including discussion of:

- Impacts of stalking on individuals and campus communities.
- Research findings and evidence-based approaches to assessing and responding to stalking.
- Trauma-informed strategies for supporting victims and addressing stalking cases on college campuses.

Because these topics are explored using **real data, research, and case examples**, some material may feel distressing or triggering.

This content is included because **grounding prevention in evidence leads to stronger, more effective outcomes**. We are committed to approaching the material with both **care and candor**.



A circular black and white portrait of Dr. TK Logan, a woman with shoulder-length blonde hair, smiling. She is wearing a dark sleeveless top and a long, light-colored beaded necklace. The background of the portrait is dark and out of focus.

# Dr. TK Logan

**Professor, Department of Behavioral Science at University of Kentucky**

TK Logan, Ph.D. is a professor at the University of Kentucky, Department of Behavioral Science. Her research focuses on gender-based violence including coercive control, sexual assault and stalking, firearm-related risks, personal safety planning, effectiveness of protective orders, and substance abuse disorder treatment program outcomes.

Dr. Logan is an author on over 200 research articles and book chapters and serves on the editorial board of four journals. Dr. Logan's books include *Women and Victimization: Contributing Factors, Interventions, and Implications* (American Psychological Association Press) and *Partner Stalking: How Women Respond, Cope, and Survive* (Springer Publisher). Dr. Logan is also involved with several community boards and national organizations working to prevent gender-based violence.

# Our Time Together

- **Describe** research on stalking and how it might contradict popular beliefs about this violent crime.
- **Discuss** key risks stalkers pose.
- **Summarize** eight considerations for college campuses and how they may impact campus and victim safety.
- **Identify** practical steps to help stalking victims.





# What is Stalking?





# Lauren McCluskey

- Student at University of Utah (21 years old).
  - Case: 2018 (50 days from start to finish).
- **Sept 2:** Went to a bar in Salt Lake City and met Melvin Shawn Rowland (a bouncer) and began dating him.
- **Sept 26:** Lauren called two of her friends and told them that Rowland would not let her hang out with friends. The friends felt she didn't sound right and noticed her physical appearance had changed.
- **Sept 30:** Two of Lauren's friends told university dorm staff that they were scared about Rowland's control over her, how he talked about guns, and often stayed in her room. That report was not passed to campus police or to the campus behavioral team.
  - Although housing officials were aware that her friends were concerned that she could be hurt, their focus remained on whether a housing policy violation had occurred.



<https://www.sltrib.com/news/2018/10/26/timeline-extortion/>



# Missed Opportunities

## October 9

Lauren learned Rowland’s real identity including that he had lied about his age (37) and that he was a registered sex offender.

- She invited Rowland to her dorm room, confronted him with the information and broke off their relationship.
- Still, he spent the night and then borrowed her car to run errands.

## October 10

Lauren’s mother contacted campus dispatch to request campus security escort her daughter to retrieve her car.

- They contacted Lauren but she declined their escort because Rowland told her he would drop it off at her building.
- At 5pm she contacted campus dispatch to ask for a ride to her car because it had been dropped off in a farther parking lot.

## October 12

Lauren contacted University Police to report she received suspicious texts that she thought were from friends of Rowlands.

- The texts said that Rowland was dead and it was her fault.
- She determined through social media that it was untrue.

## October 13

Lauren contacted university police again to report messages that threatened to post compromising photos unless she sent \$1,000 to his account.

- She spoke to an officer(s) by phone, in person, texts, and calls.
- Criminal history was pulled but they did not learn he was on parole.

<https://www.sltrib.com/news/2018/10/26/timeline-extortion/>

# Missed Opportunities

October 16	October 19	October 19-22	October 22
Rowland spoke with his parole officer but because there was no communication the multiple violations of parole were unknown (social media posts, involvement in a new crime) could have sent him back to jail.	<p>Lauren, very frustrated, called the city police for more help.</p> <ul style="list-style-type: none"><li>• She was concerned about her case because she had not heard back as to its disposition.</li><li>• She was directed to campus police.</li><li>• Campus detective was out of the office.</li></ul>	<p>Lauren sent three screenshots to campus police showing Rowland's criminal history and offender details.</p> <ul style="list-style-type: none"><li>• Security video showed Rowland at various locations on campus during this time.</li></ul>	<p>Lauren talked to campus police after she received a text from a spoofed number with the message claiming to be from a Deputy Chief asking her to go to the police station.</p> <ul style="list-style-type: none"><li>• Lauren believed he was trying to lure her out of her dorm.</li><li>• The officer did not report any of her concerns to superiors in the department.</li></ul>



# Missed Opportunities

## October 22

Rowland waited for Lauren with some of her friends at the dorm.

- **8:20pm that evening** Rowland confronted her in the parking lot outside her residence hall as she was returning from a night class.
- She was on the phone with her mother when her mother heard her say “no, no, no.”
- Rowland grabbed her and she dropped her cellphone and belongings. He dragged her to a different spot in the lot, forcing her into the back seat of a car he had driven to campus.
- Once in the car he shot her multiple times.
- **At 9:55** police found her body.
- 50 days total

<https://www.sltrib.com/news/2018/10/26/timeline-extortion/>

# Risk Factors?



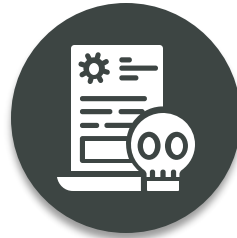
**Controlling Behaviors  
(Coercive Control)**



**Escalation of  
Stalking Behavior**



**Gun Access (Obtained  
From a Friend)**



**Past History of Violence**

**2004:** Attempted sexual assault of a teen girl.

**2012:** Admitted to raping the teen and two other women.

**2015:** Suspected but not charged of burglarizing two women he dated.

**2016:** Made a statement that if an agent were to conduct a field visit, he might become violent.

**2018:** Registered sex offender on parole.



**Were Any of the  
Messages Concerning?**

- That Rowland was dead? (Implicit threat)?
- Threats to post compromising pictures?
- Impersonating a police officer?



**What About the  
Information That Friends  
Were Concerned for Her?**



# Simple Definition

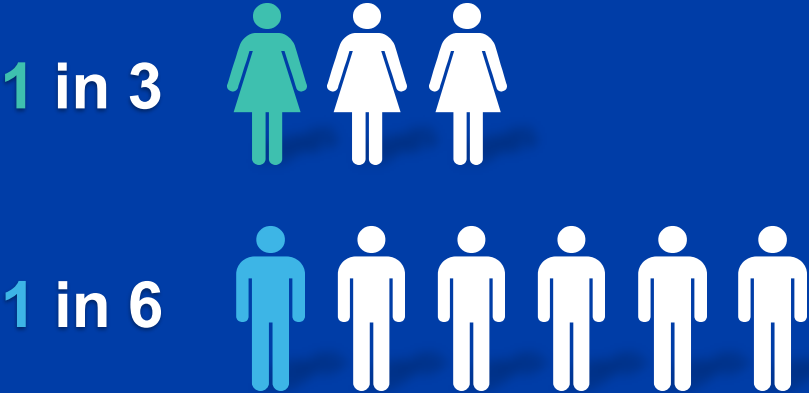
**Stalking** is a course of conduct (*2 or more acts*) directed at a specific person that induces fear or concern for safety or extreme emotional distress





# How Big of a Problem Is It?

## Lifetime



## Past Year

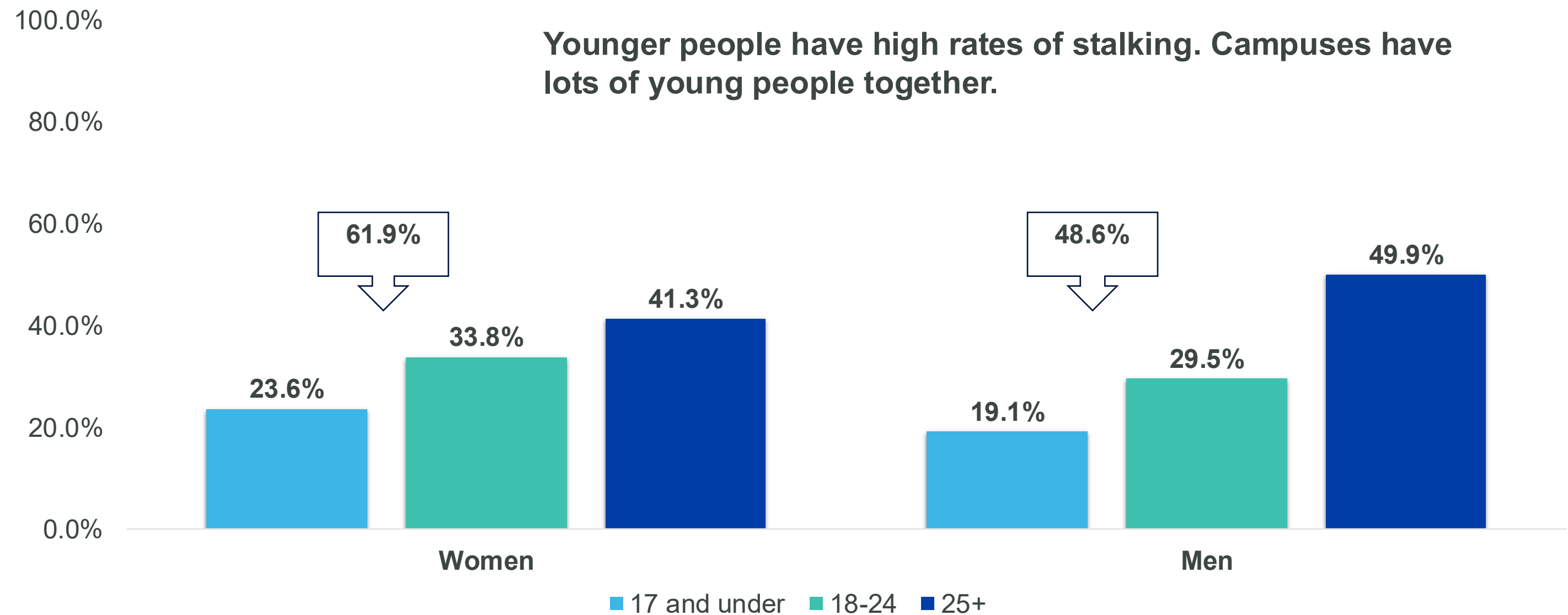


<https://www.cdc.gov/nisvs/documentation/index.html> (2022)



# Campus Concern 1: Age at First Stalking Victimization

Younger people have high rates of stalking. Campuses have lots of young people together.



# Complications for Young Stalking Victims

- **Victims don't know what to think or how to identify stalking and often downplay threat/danger.**
  - Have less experience with “red flags.”
  - Less protective of personal information (e.g., social media).
  - Predictable hard to change schedules in college.
- **Most stalking victims talk to friends and family about the victimization rather than authorities (of any kind).**
  - Young peers don't know what to think and often say the wrong thing.
  - Young people often do not talk to parents or adults about what is happening.
    - Even if they do disclose, adults often dismiss due to the nature of relationship drama and youth.

# Stalking On and Off Campus

Among individuals  
age 18-24

stalking rates **do not**  
**differ by student status.**

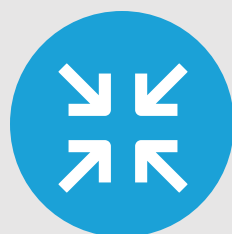
Individuals being stalked who are not college students **are more likely to report their victimization to police (32.4% vs 20.0%).**

## Why?



Other alternatives  
on campus.

Are they told about  
protective orders?



Do not perceive it  
as threatening  
(downplay threat).



Do not want  
consequences they  
perceive might come  
from reporting.



Do not want to  
harm another  
person.



Not sure who to report  
to (on/off campus).

**This suggests that experiences of stalking may differ.**

*Brady, P. Q., Nobles, M. R., & Bouffard, L. A. (2017). Are college students really at a higher risk for stalking?: Exploring the generalizability of student samples in victimization research. Journal of Criminal Justice, 52, 12-21.*



# Campus Concern 2: Victim-Perpetrator Types & On/Off Campus



Student | Student



Off-Campus Person | Student



Professor/Staff | Student



Student | Professor/Staff



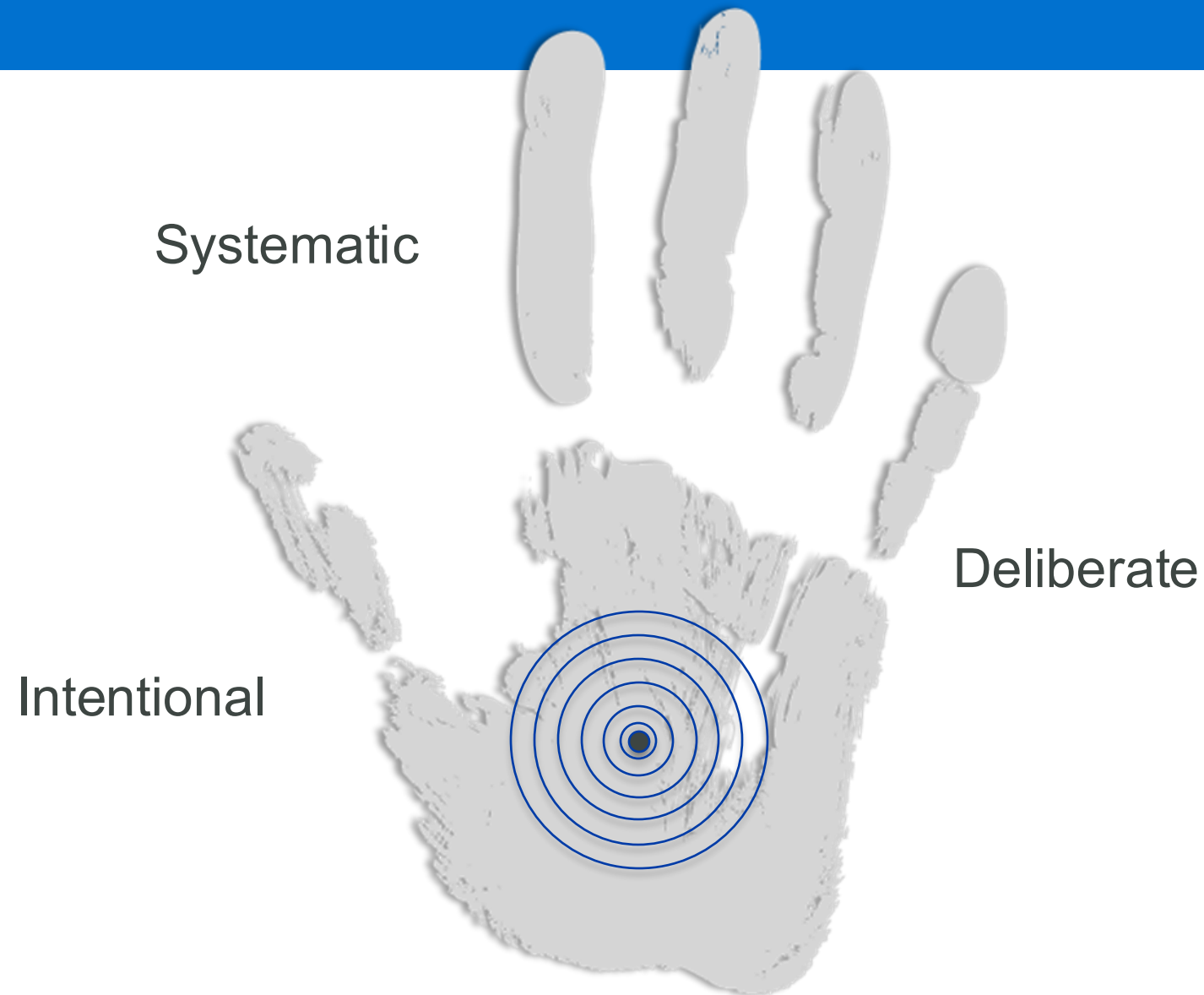
Off-Campus Person | Professor/Staff



Professor/Staff | Professor/Staff

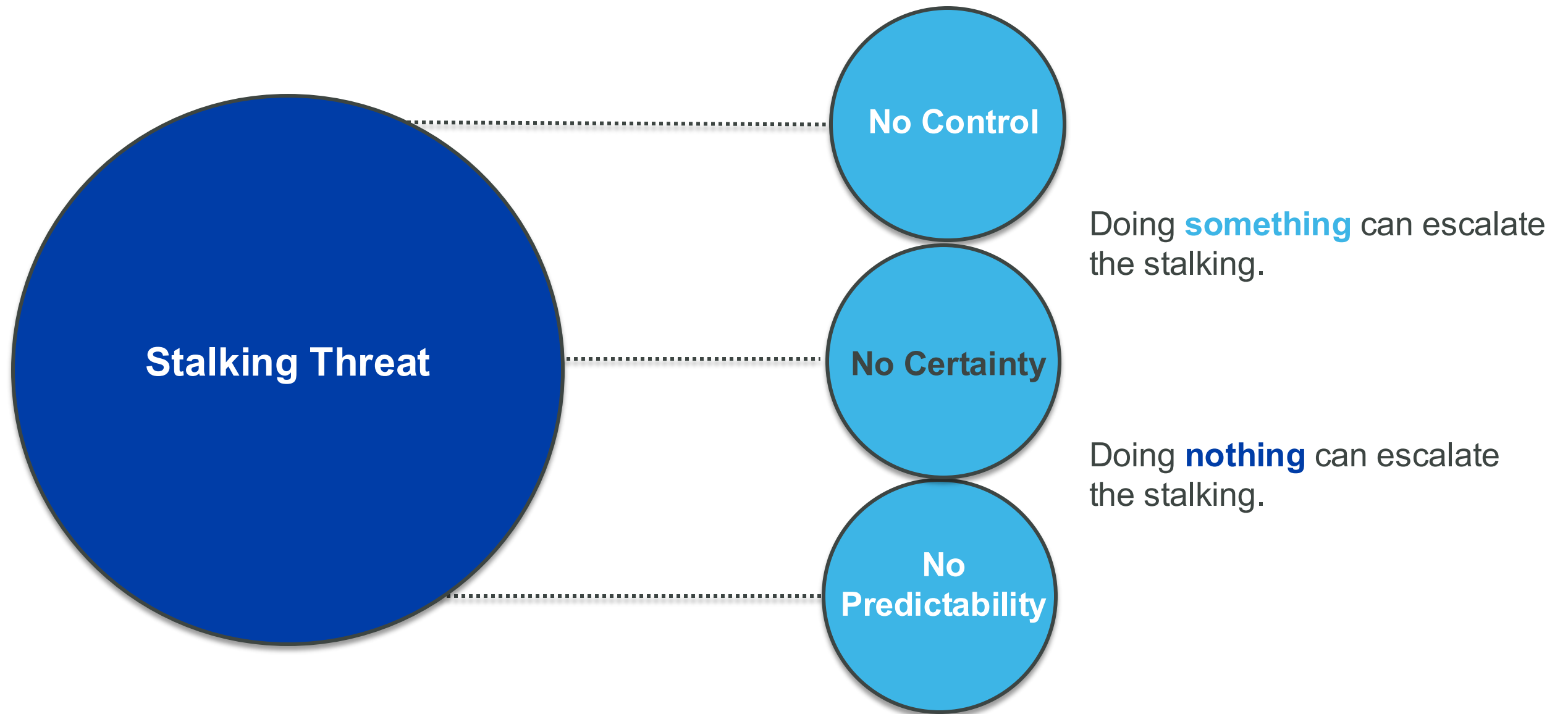
- **Policies, responses, and safety may vary** depending on the nature of the victim-perpetrator situation.
- On versus off campus victimization may be confusing for students or others in help-seeking.

# Stalking is Targeted Violence



...set of tactics designed to maintain an unwanted relationship with the target.







# Consequences of Stalking





# Consequences of Stalking



About 80%-90% of partner-homicide (or attempted homicide) victims **had been stalked in the year prior to the lethal violence.**

<https://www.fbi.gov/file-repository/reports-and-publications/making-prevention-a-reality.pdf/view>





“Most human predators . . . **seek power.** To destroy or damage something is to take its power. ”

—Gavin De Becker



## Resources

- Education
- Extra curricular activities
- Housing
- Employment
- Social support
- Reputation

## Investment-Related Resources

- Time
- Opportunities
- Disposable income
- Savings
- Retirement
- New learning and skills/education

“The only time I am tempted to give in to my anger is when I think of all the other things I could have done with the energy these efforts have cost me. Every time I pack up a house, I could have been writing. Every time I settled into another neighborhood, I could have been involving myself in a worthwhile local group or meeting a future lover. That’s what I’ve sacrificed. And there is no way I am getting that time back.”

— **Kate Brennan**

*(In his sights: One woman’s stalking nightmare (2008))*

# Campus Concern 3: Consequences of Stalking



Lower Academic  
Efficacy



Higher College-  
Related Stress



Lower Institutional  
Commitment



Lower Scholastic  
Conscientiousness



Poly-Victimization  
(Common With  
Stalking)

Significantly correlated with outcomes (increased types of victimization associated with more negative academic outcomes).

*Banyard, V. L., Demers, J. M., Cohn, E. S., Edwards, K. M., Moynihan, M. M., Walsh, W. A., & Ward, S. K. (2020). Academic correlates of unwanted sexual contact, intercourse, stalking, and intimate partner violence: An understudied but important consequence for college students. Journal of interpersonal violence, 35(21-22), 4375-4392.*

# Campus Concern 3: Consequences of Stalking



Class/Grade  
Disruption



Missing Meetings and  
Extra-Curricular Activities



Disruption of Education  
(Low Attendance, Dropping  
Classes, Dropping Out)



Changing Living  
Situations (Move  
Out of Dorms)

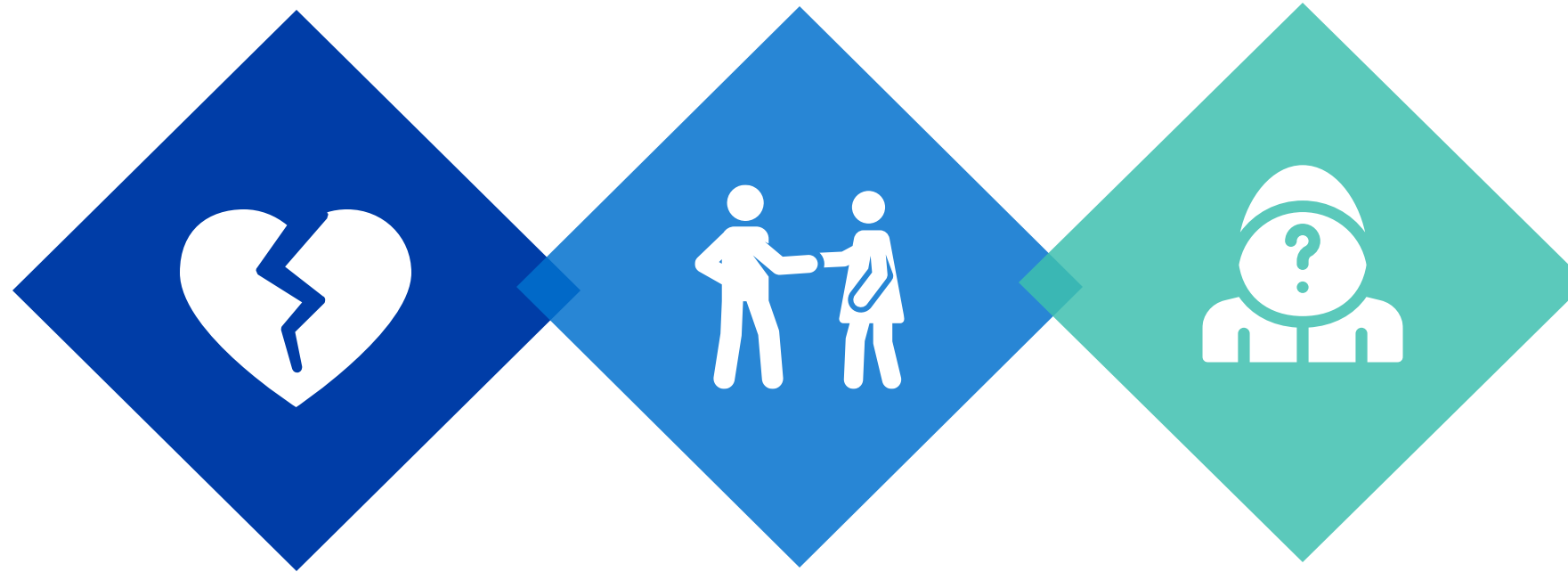
*Voth Schrag, R. J., Wood, L. G., Hairston, D., & Jones, C. (2022). Academic safety planning: Intervening to improve the educational outcomes of collegiate survivors of interpersonal violence. Journal of interpersonal violence, 37(9-10), NP7880-NP7906. Voth Schrag, R. J., Edmond, T., & Nordberg, A. (2020). Understanding school sabotage among survivors of intimate partner violence from diverse populations. Violence against women, 26(11), 1286-1304. Schrag, R. V., Wood, L., & Busch-Armendariz, N. (2020). Pathways from intimate partner violence to academic disengagement among women university students. Violence and victims, 35(2), 227-245.*



# Who Are the Stalkers?







## **(Ex)Partners**

- Related to partner abuse
- Very common for women victims of stalking, less than half for male victims

## **Acquaintances**

- Relatives other than spouses, close acquaintances, distant acquaintances.
- Common for men and women especially younger victims.
- Can start very young (grooming).

## **Stranger**

- Never met or have seen around but had limited interaction
  - Unsure/unknown
  - Online only
  - Distant acquaintance

Logan, T. (2020). Beyond a dichotomy: Examining Threat context factors associated with fear and stalker capability of harm among women stalked by (ex)partners, close acquaintances, and distant acquaintances/strangers. *Journal of Threat Assessment and Management*, 7, 1-2, 13-28. Logan, T. (2020). Examining stalking experiences and outcomes for men and women stalked by (ex) partners and non-partners. *Journal of Family Violence*, 35, 7, 729-739. Logan, T. (2022). Examining stalking assault by victim gender, stalker gender, and victim- stalker relationship. *Journal of Family Violence*, 37, 87-97

# Campus Concern 4 : Distribution of Victim-Perpetrator

- Higher Acquaintance Stalking
- May Be Harder to Understand (Or Seem Less Dangerous)



# Campus Concerns 5: Unique Risk Factors



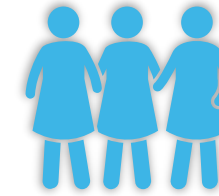
Young Age



Mental Health  
Concerns



Living Independent  
From a Spouse or  
Parents



Participation in  
Collegiate  
Activities

## Rise in College and Professional Athlete Stalking (e.g., NYT Series)



Required to be  
on Social Media



Some Sports Do Not Offer a Buffer While  
Others Do but at a Cost (i.e., Tennis, Golf)

Ménard, K. S., Christensen, A., & Lee, D. D. (2025). The effects of target, guardianship, and lifestyle characteristics on stalking victimization risk among college students. *Victims & Offenders*, 20(1), 91-110. <https://www.nytimes.com/athletic/6558675/2025/08/18/athlete-stalking-sports-investigation-takeaways/>; <https://www.nytimes.com/athletic/6547129/2025/08/12/prominent-athlete-stalking-incidents-cases-list/>; <https://www.npr.org/2025/11/14/nx-s1-5607268/college-athletes-toxic-social-media-ncaa-tiktok>



# (Ex)Partner Stalking





**Not all partner violence offenders kill their ex-partners; not all of them stalk their ex-partners.**

**50%-60%** of women abused by an intimate partner report ever being stalked by that partner.

*Logan, T. & Cole, J. (2007). The impact of partner stalking on mental health and protective order outcomes over time. Violence and Victims, 22, 5, 546-562. Logan, T. & Walker, R. (2009). Civil protective order outcomes: Violations and perceptions of effectiveness. Journal of Interpersonal Violence, 24, 4, 675-692. Logan, T. & Walker, R. (2010). Toward a deeper understanding of the harms caused by partner stalking. Violence and Victims, 25, 4, 440-455. Logan, T. & Walker, R. (2010). Civil protective order effectiveness: Justice or just a piece of paper? Violence and Victims, 25, 3, 332-348.*

# Consequences of Stalking



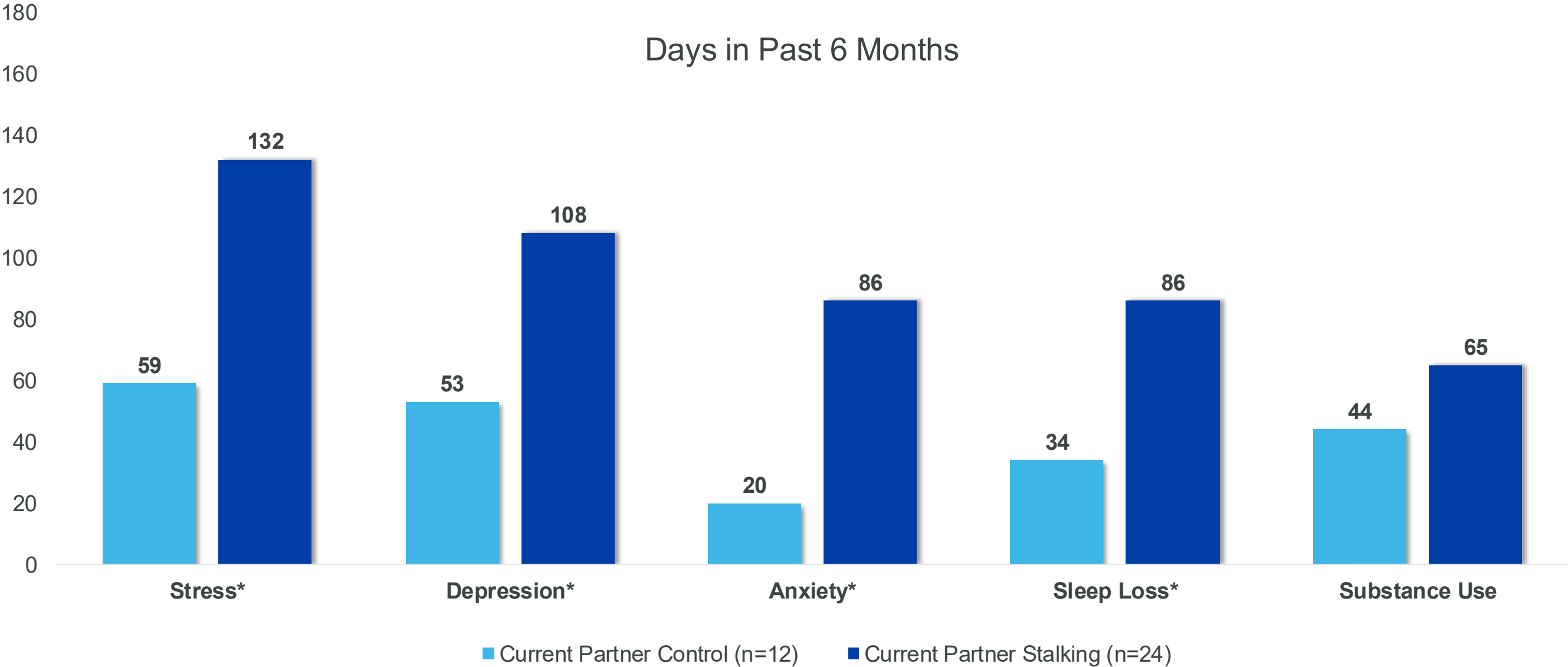


A group of six students is walking away from the camera on a wide, paved university path. The path is flanked by greenery and a brick building with large windows. A blue semi-transparent rectangle is overlaid on the middle of the image, containing the text "Why doesn't she just leave?".

**“Why doesn't she  
just leave?”**



# Control Within the Context of No Control





Separation +  
Stalking =  
Increased Risk of  
Violence



May Be Associated  
with Separation  
Attempts



Layered Trauma



Starts During the  
Relationship



Continuation of  
Control and  
Domination



Violates Every  
Assumption About  
How to Stop Abuse  
and Be Safe



**“Why doesn't  
she just leave?”**

**“Why doesn't  
he just leave  
her alone?”**





**Long-term harm is associated with stalking, in part due to the sustained high fear levels and significant loss of resources.**

Logan, T., & Showalter, K. (2023). Work Harassment and Resource Loss Among Partner Stalking Victims. *Journal of Interpersonal Violence*, 38, 1-2, DOI: [10.1177/08862605221086649](https://doi.org/10.1177/08862605221086649); Logan, T., & Landhuis, J. (2022). Acquaintance Stalking Victim Experiences of Work Interference, Resource Loss and Help-Seeking. *International Review of Victimology*. <https://doi.org/10.1177/02697580221125880>.



Stalking is often **minimized, denied, dismissed...**

# Criminal Justice System Response to Stalking

Tjaden & Thoennes (1998)

Colorado: 1,731 police reports on incidents of domestic violence.

286 reports had evidence of stalking.

1 arrest for stalking.

Woodruff (2010)

1,200 police reports for domestic violence.

45 reports had evidence of stalking.

2 arrests for stalking.

Brady & Nobles (2017)

Houston: 3,756 incident calls classified as stalking (4.6% of all 911 calls).

66 incident reports for stalking

0 arrests for stalking.

Bouffard et al., (2021)

All criminal cases in Houston April 1993-April 2012 (19-year period).

373 arrests for stalking.

No changes in arrests when the law was changed twice.

Tjaden, P., & Thoennes, N. (2000). The role of stalking in domestic violence crime reports generated by the Colorado Springs Police Department. *Violence and Victims*, 15(4), 427. Woodruff, K. (2010). *An analysis of the police response to intimate partner stalking* (Doctoral dissertation, Florida State University). Brady, P. Q., & Nobles, M. R. (2017). The dark figure of stalking: Examining law enforcement response. *Journal of interpersonal violence*, 32(20), 3149-3173. Bouffard, L. A., Bouffard, J. A., Nobles, M. R., & Askew, L. (2021). Still in the shadows: The unresponsiveness of stalking prosecution rates to increased legislative attention. *Journal of criminal justice*, 73, 101794.



# How Do You Know if It's Stalking?





# Challenges

- Victims do not always recognize they are being stalked.
- May be difficult to understand why someone is afraid based on what they are saying.
- Hard to believe the (re)actions are from someone so afraid...counterintuitive.



# When We Ask Stalking Victims “Why”

- At some level we are asking victims **why they don't respond to stalking in a rational way.**
- Like being hunted by a deadly predator 24/7....and there is almost nobody that knows how to help and often help-seeking makes things worse.

# Requires a Different Paradigm

1

- Pattern based crime.

2

- Injury is invisible.

3

- Requires an impact experienced by victim.

4

- Crime scene is the victim, and victims are responsible for collecting the majority of the evidence.



# Framework





# Key Components of the Stalking Definition

1

Intentional course of conduct.

2

Makes and implicit or explicit threat that causes reasonable concern for safety.

3

Is unwanted.



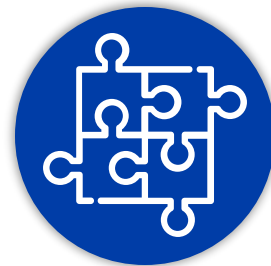
# Intentional Course of Conduct

## 01

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Describe the Big Picture





Show how stalkers are maintaining an unwanted relationship with their target.



## Tactics

- Narrow Focus to Incidents
- Distract From Rather Than Describe Course of Conduct

## Strategies

- Bigger Picture and Context
- Intention
- Systematic and Intentional

# SLII Strategies (Purpose of the Tactics)



## Surveillance

- Follow
- Watch
- Show Up
- Obtain Information About Target
- Wait
- Proxy Stalking



## Life Invasion

- Unwanted Contact at Home, Work, and Other Places
- Unwanted Gifts
- Property Invasion
- Public Humiliation
- Harass Friends and Family



## Intimidation

- Threats
- Property Damage
- Forced Confrontations
- Threaten or Actually Harm Self
- Threats to Target about Harming Others



## Interference Through Sabotage/Attack

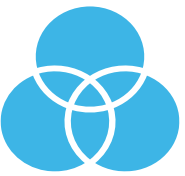
- Financial and Work Sabotage
- Ruining Reputation/ Spreading Rumors
- Custody Interference
- Court Harassment
- Held Against Will
- Road Rage Incident
- Attack Friends and Family
- **Physical/Sexual Attack**



# Campus Concerns 6: Closed Environment



Predictable schedule  
- Hard to change routine



Overlapping activities and classes



Public or easier to learn information about others

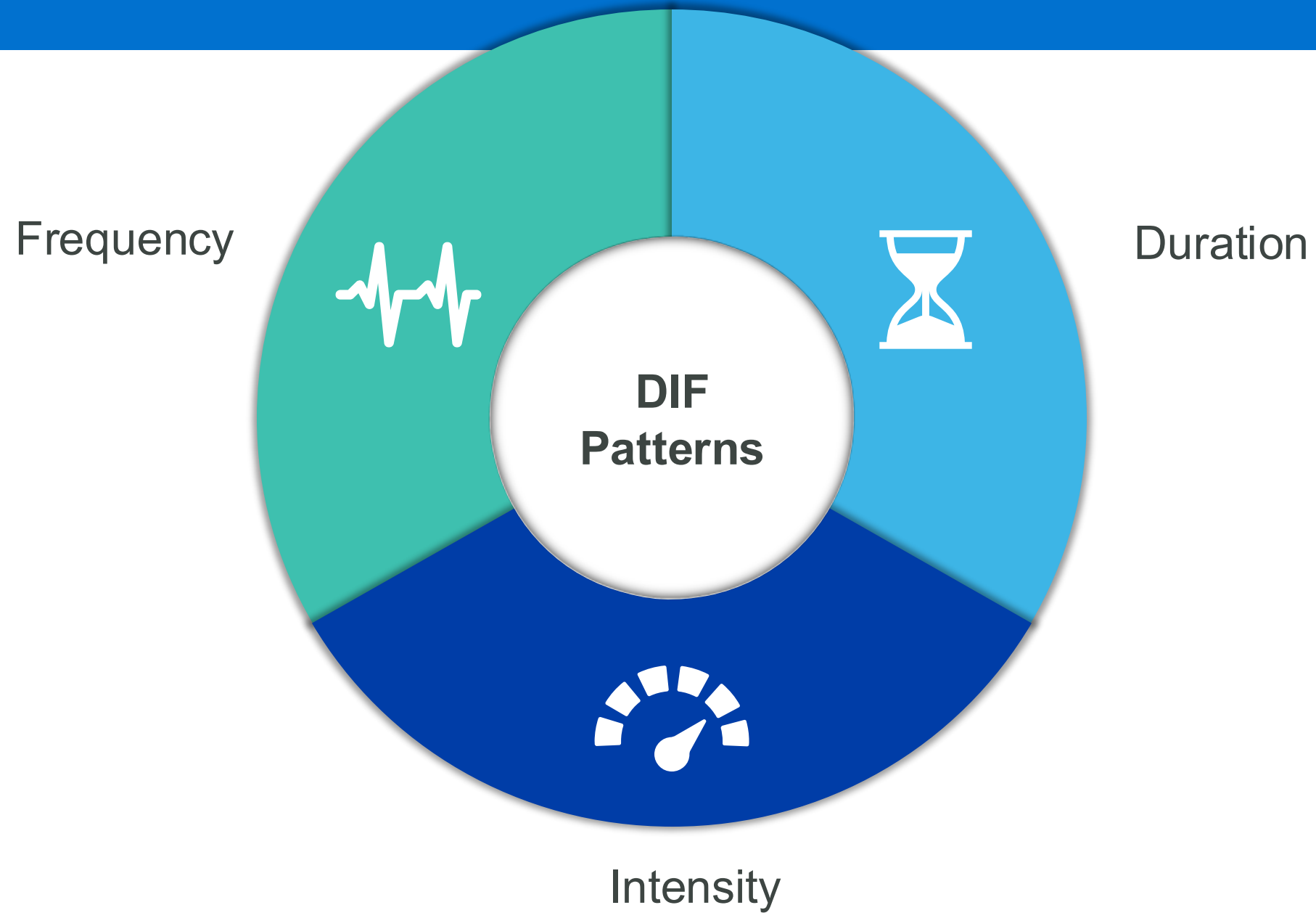


Students are not always clear what is on and off campus or who they should contact



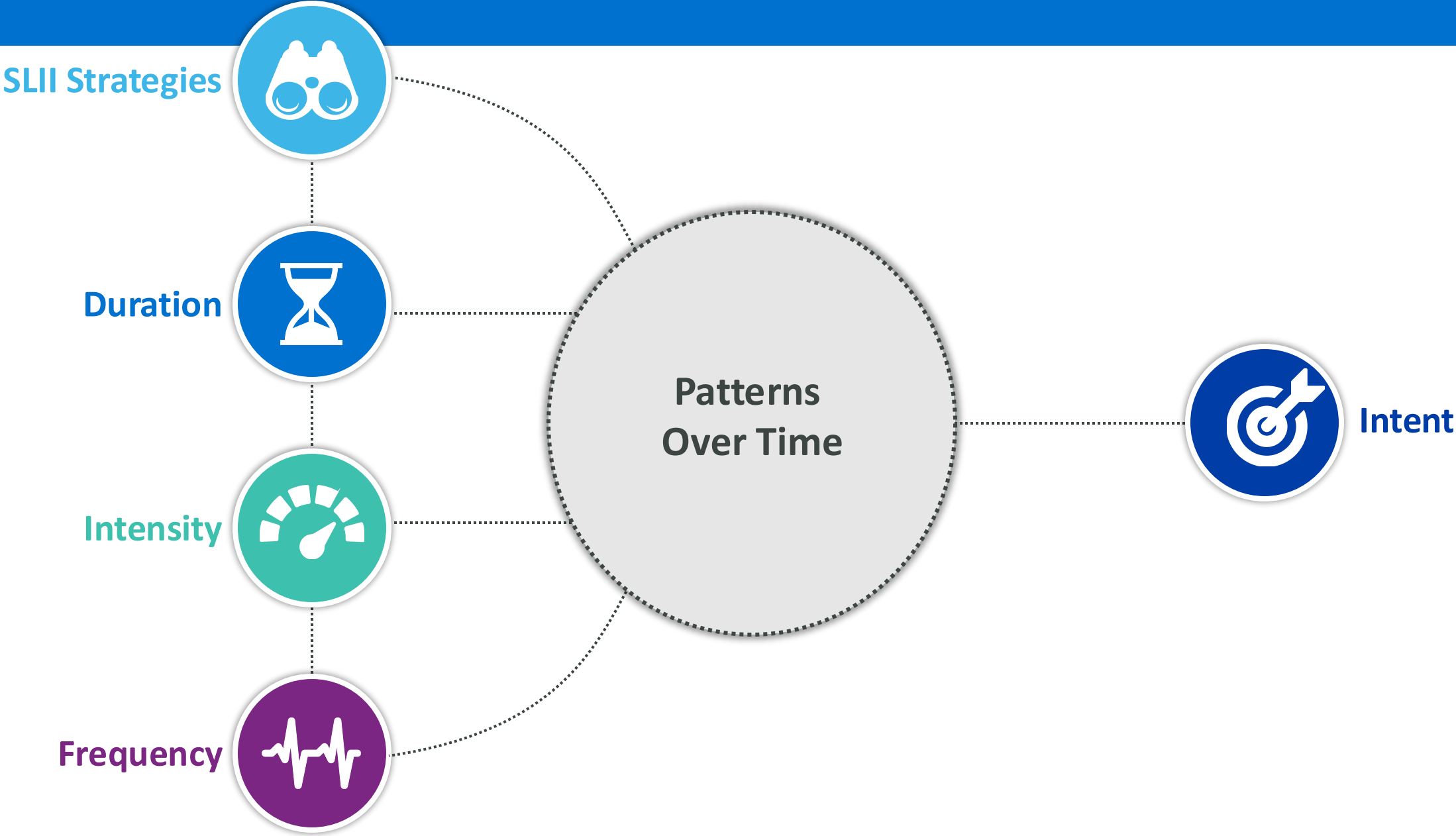
Universities are large, bureaucratic institutions that can make personal contact and communication feel distant or overwhelming for students. Emails or calls often go unanswered.

# Course of Conduct: DIF

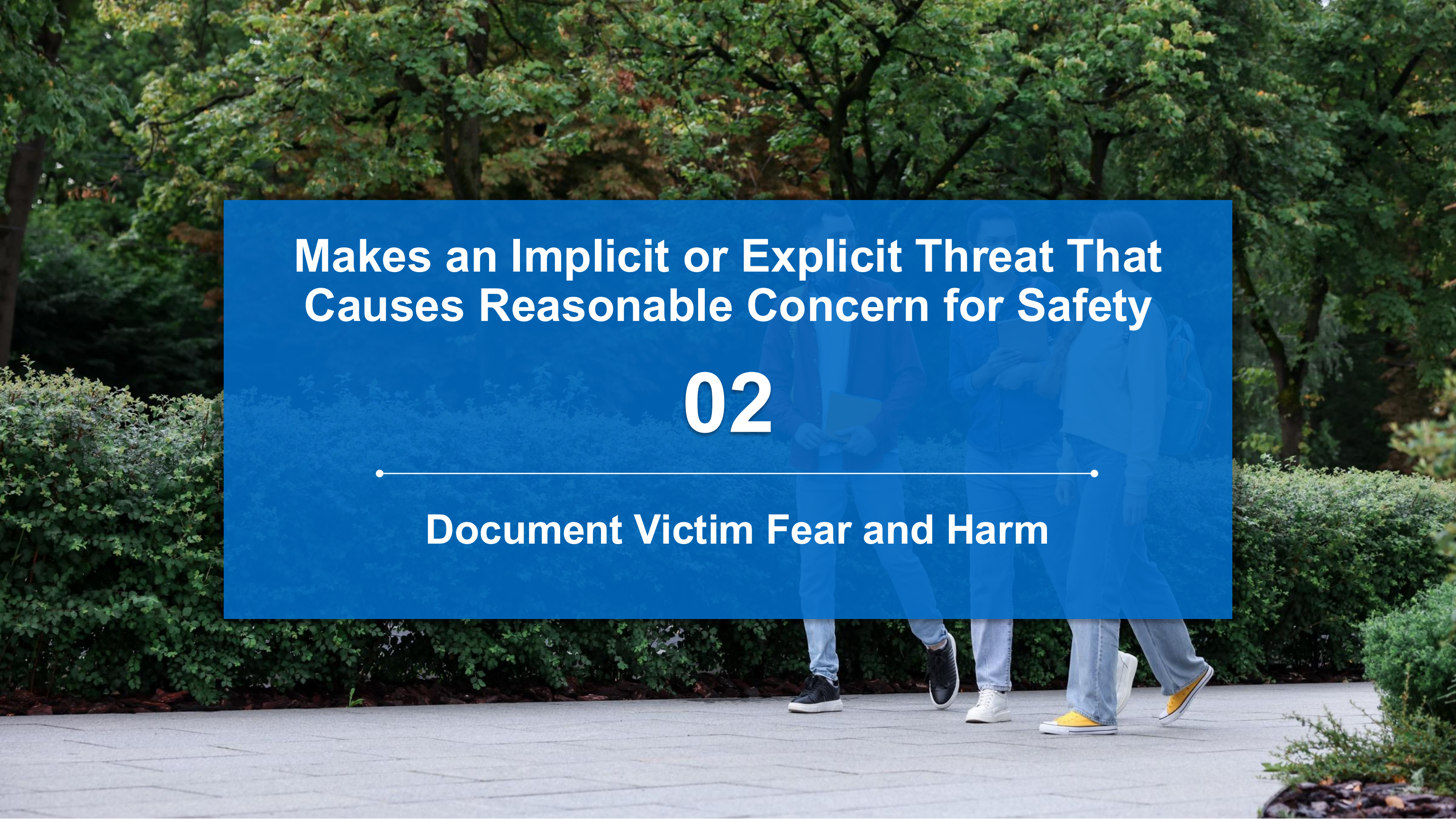




# Big Picture







**Makes an Implicit or Explicit Threat That  
Causes Reasonable Concern for Safety**

**02**

---

**Document Victim Fear and Harm**



# Implicit and Explicit Threats





A group of students is walking on a paved path in front of a brick building. A blue semi-transparent overlay covers the middle of the image, containing the text "Someone can pose a threat without saying a word." in white. A white horizontal line with dots at both ends is positioned below the text. The background shows a brick building with large windows and a set of stairs on the right. On the left, there are green plants and a black lamppost. A red sign with the word "clinton" is visible on the left side.

Someone can pose a threat  
without saying a word.

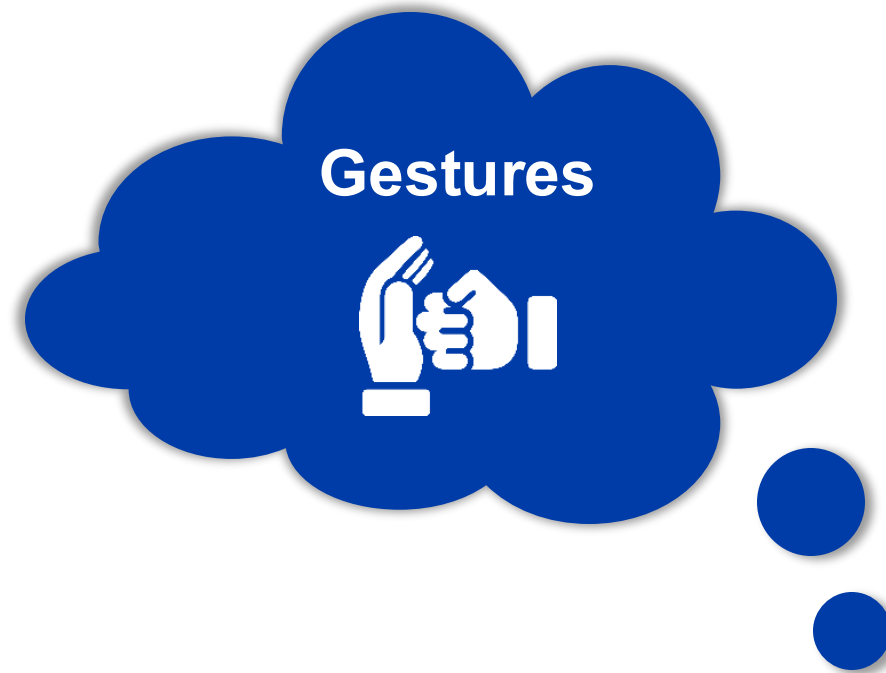


***Next time I see you I will beat you.***

***You will suffer my wrath.***

***You will die.***

***If I can't have you nobody will.***



**“Veiled” Threat**



# Document The Features Of The Threats

Nature and Frequency  
of Threats

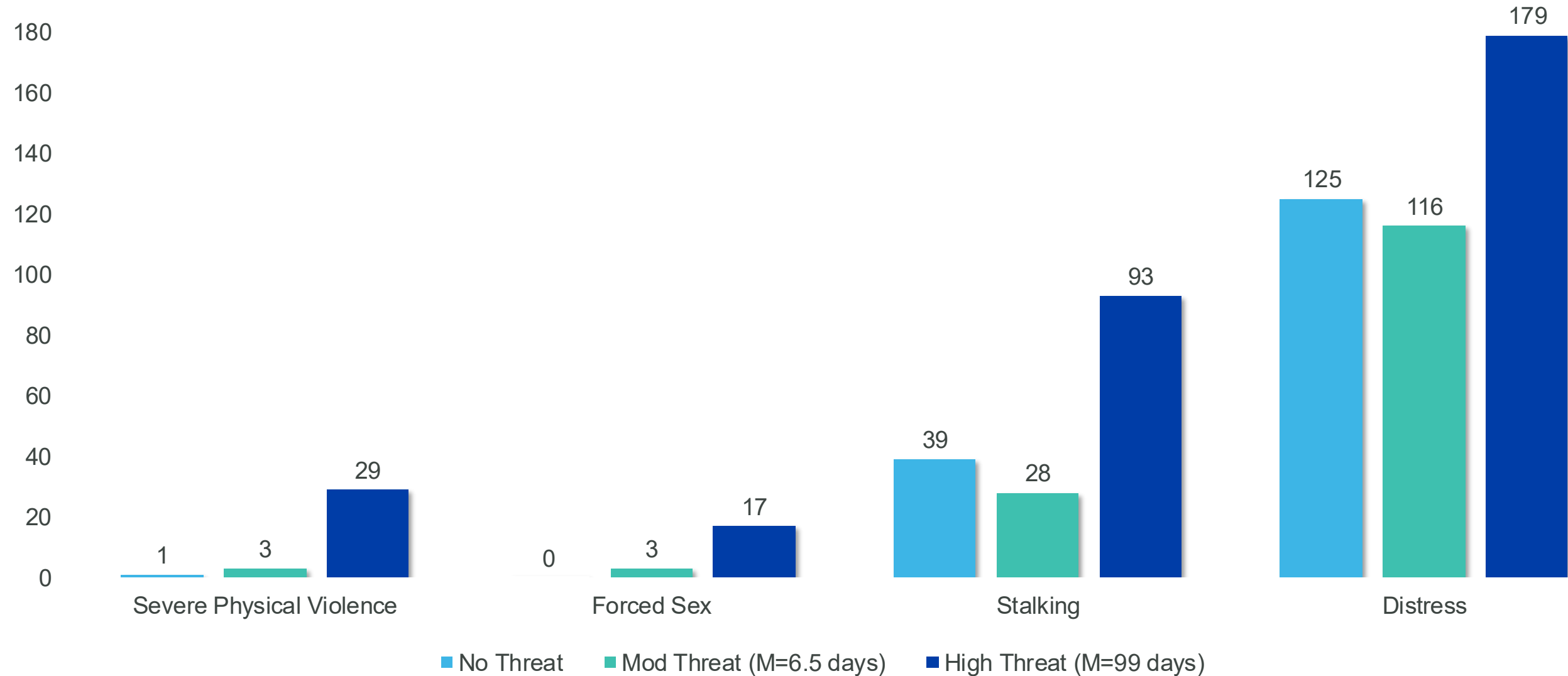
How Detailed/Graphic  
Are They (Violence  
Ideation)

How Are the Threats  
Communicated:

- Verbally to victim, voicemails, emails, gifts, etc.
- Are they public threats, 3<sup>rd</sup> party threats, threats on social media?

# “He Threatens Me Almost Every Day”

Instead of Tuning In, We Tune Out



Logan, T. (2017). “If I can’t have you nobody will”: Explicit threats in the context of partner abuse. *Violence and Victims*, 32, 1, 126-140.



# Firearms and Partner Abuse

Having direct access to a gun increased the likelihood of intimate partner homicide by more than 11 times.<sup>1</sup>

<sup>1</sup> Spencer, C. M., and S. M. Stith. "Risk Factors for Male Perpetration and Female Victimization of Intimate Partner Homicide: A Meta-Analysis." *Trauma Violence Abuse* 21, no. 3 (Jul 2020): 527-40. <https://doi.org/10.1177/1524838018781101>. <https://www.ncbi.nlm.nih.gov/pubmed/29888652>.



# Reasonable Fear





A group of six diverse students are walking along a wide, paved stone path on a university campus. They are dressed in casual attire like jeans, t-shirts, and backpacks. In the background, there is a large, multi-story brick building with arched windows and doorways. To the left, a black lamppost stands near some greenery. A semi-transparent blue rectangular box is superimposed over the middle of the image, containing the text "How do you know if someone is afraid?".

How do you know if someone is **afraid**?



# Corroborating Fear





A photograph of a university campus scene. In the foreground, a wide, paved walkway leads towards a large, multi-story brick building with arched windows and doorways. To the left, there are green trees and a black lamppost. A group of people is walking away from the camera on the path. A semi-transparent blue rectangular box is overlaid in the center of the image, containing white text. A thin white horizontal line with dots at each end is positioned below the text.

**Why is it important to go beyond a  
dichotomy with stalking cases?**



# Contextualize the Threat:

## Credibility/Vulnerability



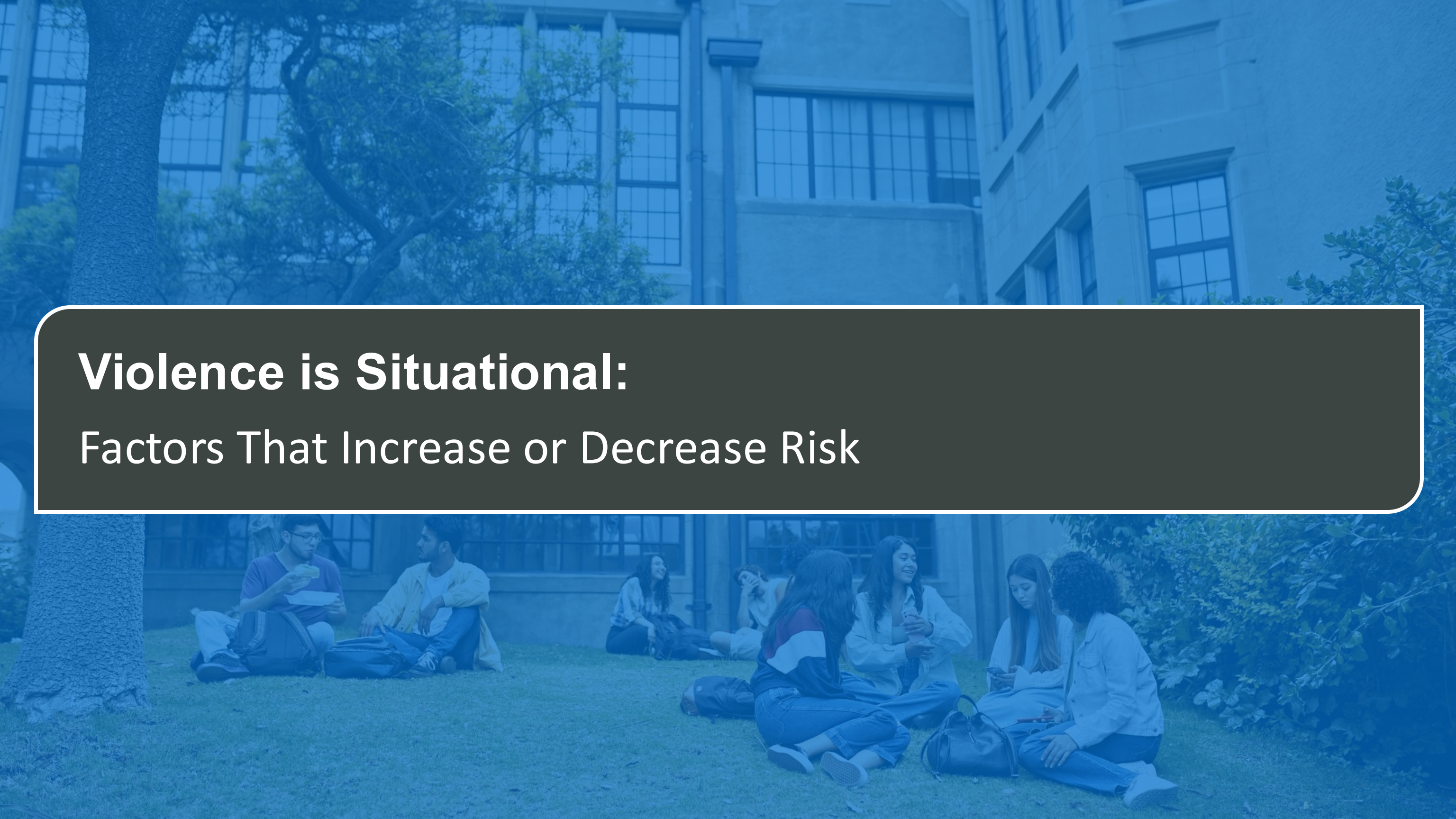


Violent people are **not** violent all the time.

**Everyone** is capable of violence.





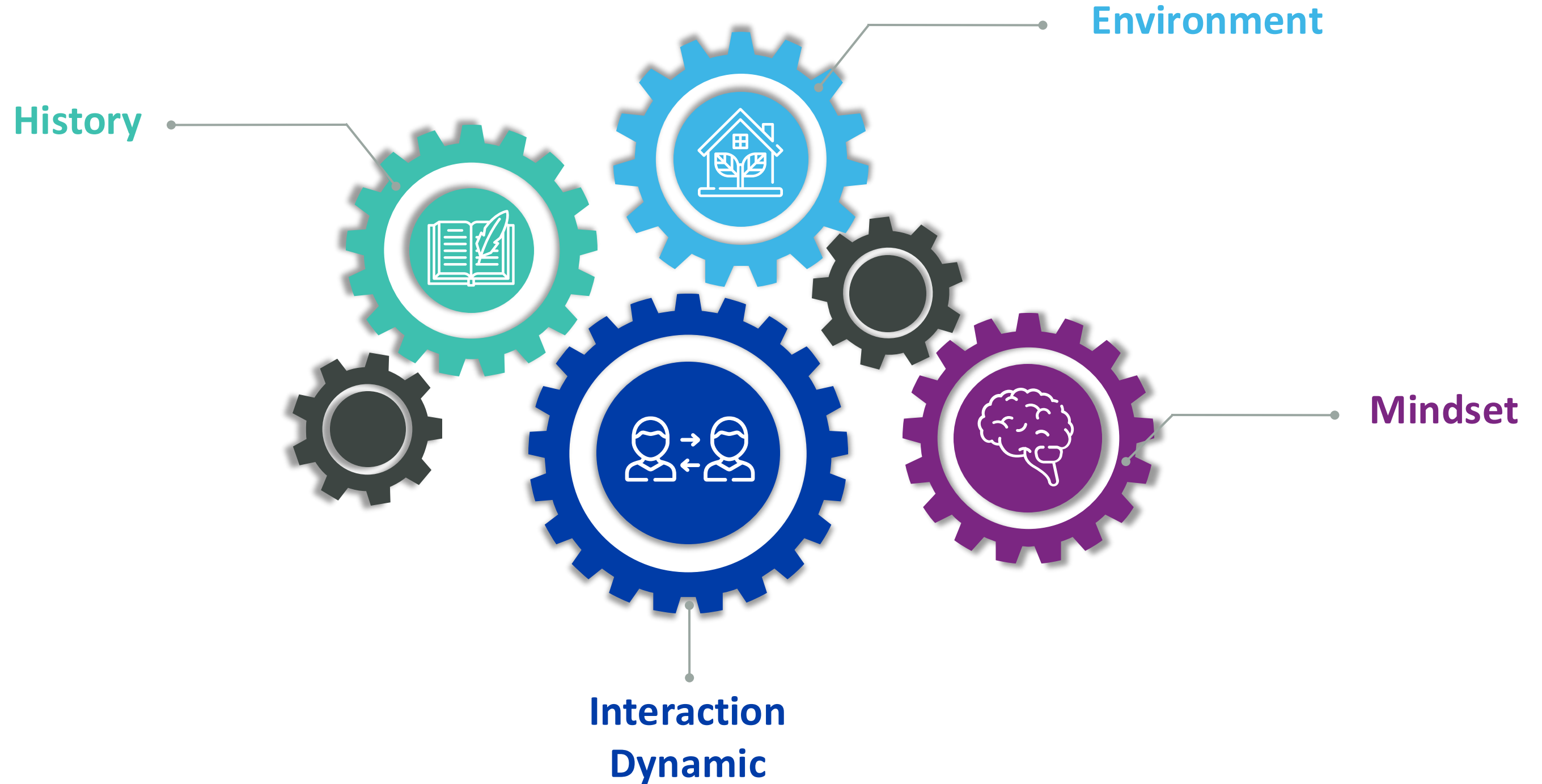


# **Violence is Situational:**

## Factors That Increase or Decrease Risk







# (History) the Better You Know the Predator the Better You Understand the Risk

Lauren's case?



Violence and  
Criminal  
History



Substance Use  
and Mental Health  
Problems



Technology  
Expertise



Education/  
Background/  
Employment



Followed Through  
on Previous  
Threats/Practice  
Runs



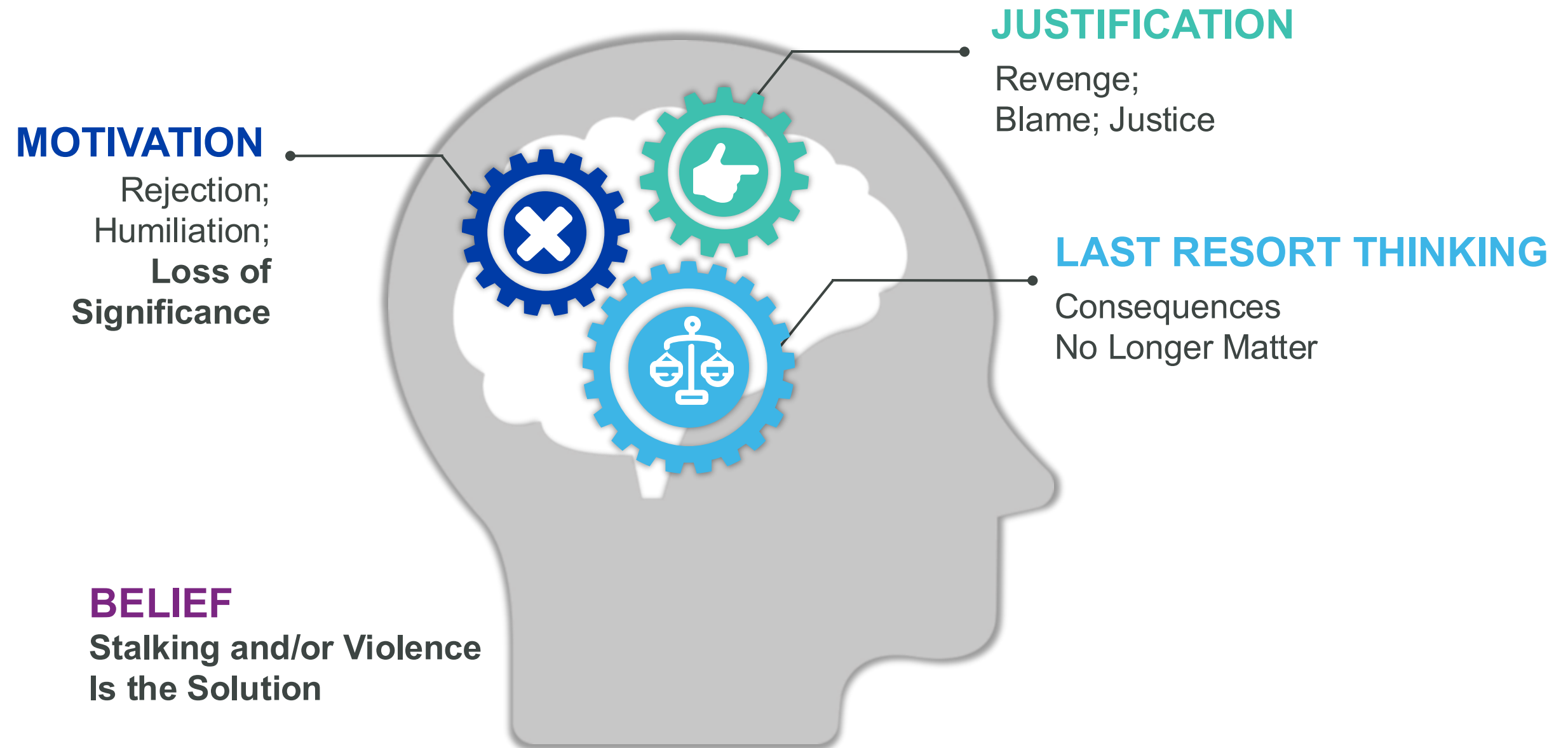


## Substance Use and Mental Health Problems

Certain factors work as sympathy factors or distractions...

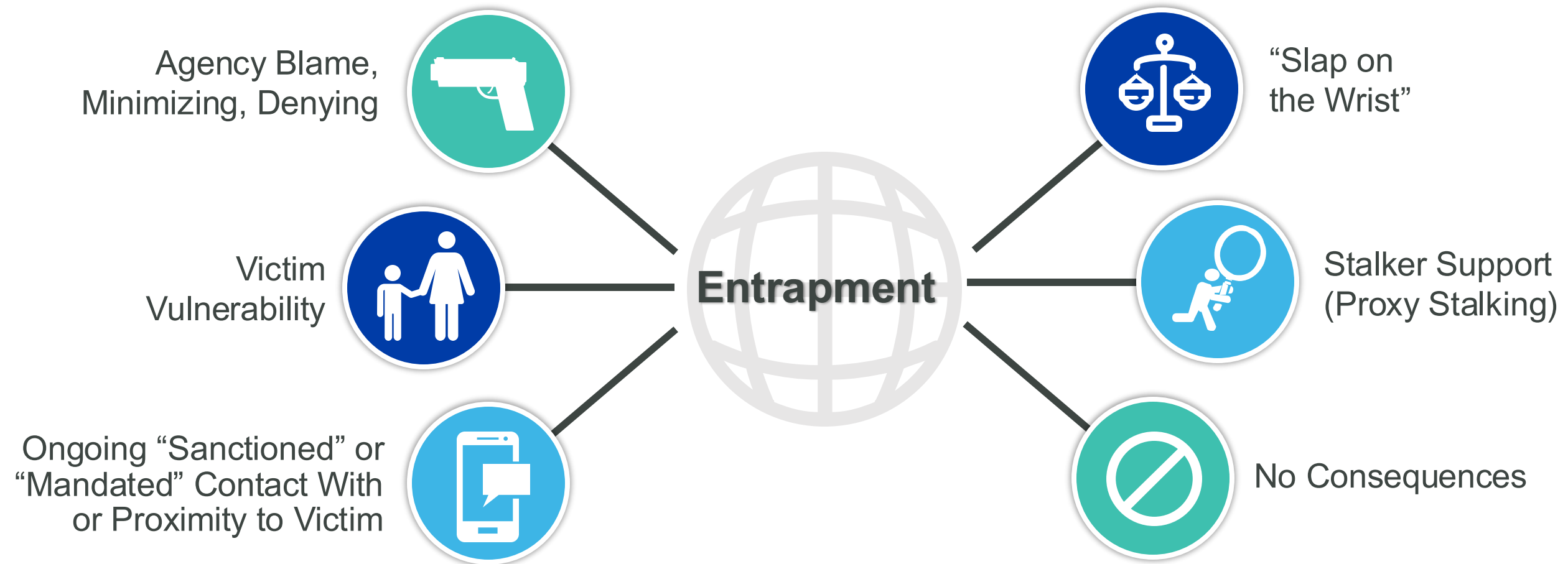
Focus on the behavior...

# What is the Stalker Mindset?





# Is the Environment Facilitating the Stalking?

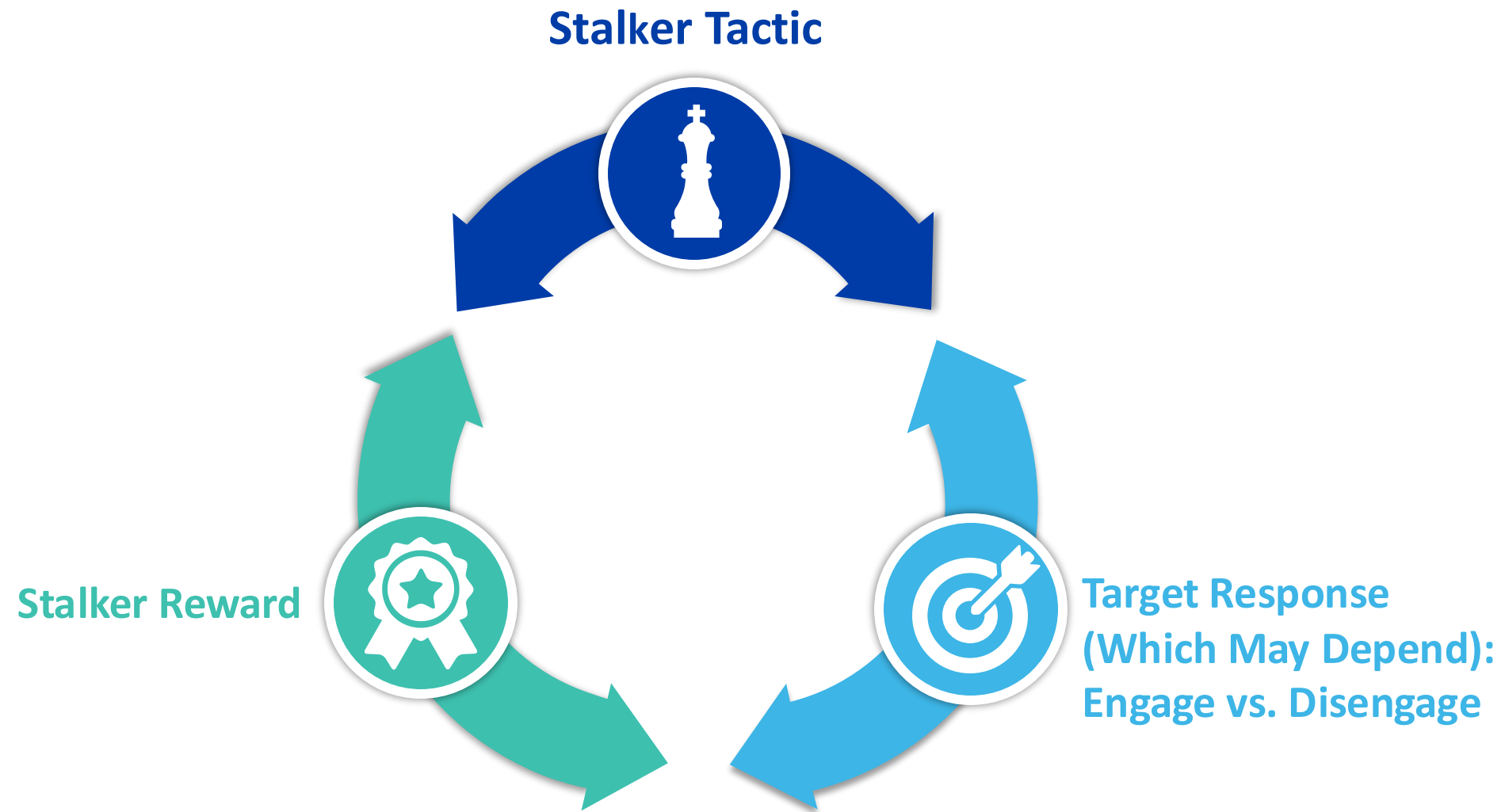


# Proxy Stalking

- About one-third of stalkers, regardless of initial relationship to victim, engage other people to help them stalk.
- Dealing with proxy stalkers is very complicated...



# What Is the Interaction Dynamic?







**Document That Stalking Is Unwanted**

**03**

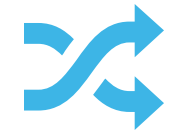
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**Victim Resistance and Stalker Persistence**



# Victim Resistance

\$\$ Spent



Changed Routines

Work Accommodations/  
Changes

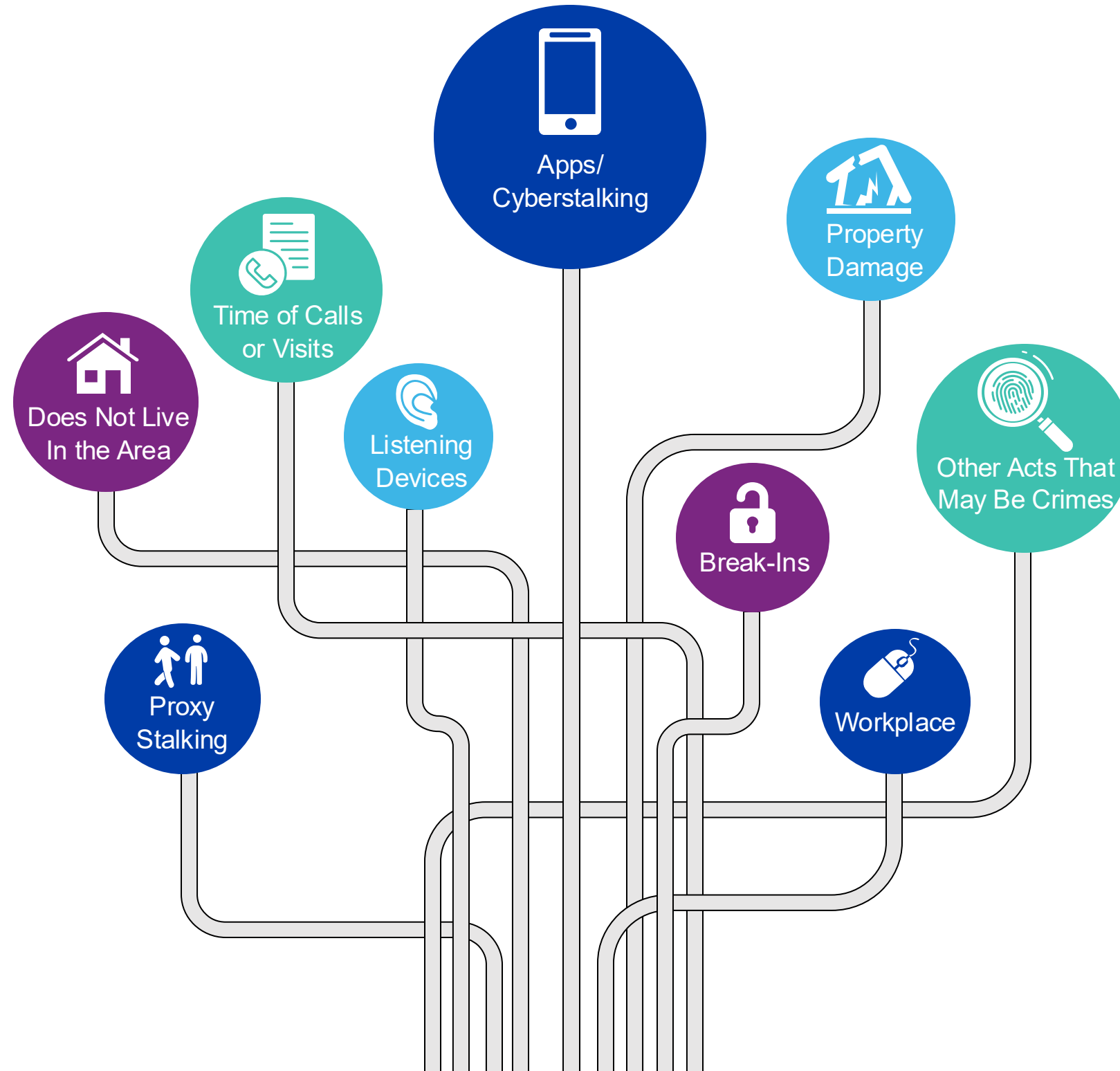


Withdrawal

Stay With Others



Time





# How Can We Help?





**S**

• **SEE IT**

- Identify and acknowledge it as stalking.

**T**

• **THREAT**

- Assessment.
- Avoid minimizing or downplaying safety concerns and threats.

**E**

• **EVIDENCE**

- Preserve evidence and document stalking behaviors in a safe way.

**P**

• **PROTECTION**

- Plan for safety by thinking through specific threats and vulnerabilities.

**S**

• **SUPPORT**

- Seek support through trusted friend, family or victim advocates.





**SEE IT**

Identify and acknowledge it as stalking.

# Reactions Matter

Start by believing.

Focus on the stalker not just the victim.

**Ask how not why questions.**

It may save their lives.

How would it have been different for Lauren?



*“While we were ultimately unable to build a case for prosecution, the detectives helped enormously in several ways.*

*For starters, they validated my experience. While this may sound like a small thing, you’d be surprised at how many otherwise intelligent and sensitive people dismiss this crime as “love” or suspect the victim of exaggeration.*

*Perhaps even more important they offered very specific advice about how to increase my safety.*

*And finally, they let my stalker know, in no uncertain terms, that if anything happened to me—anywhere in the world—he’d be their only suspect. That warning spoke volumes; even if they couldn’t prove the stalking in the court of law, they knew he was the perpetrator.”*

*---Kate Brennan*





## THREAT

Assessment.

Avoid minimizing or downplaying safety concerns and threats.



Seek specific help  
from others.



Helps with the credibility  
of threats.



**Identify Unique  
Vulnerability to  
Danger**

Makes it personal.



Specific safety actions can  
be developed which may  
feel less hopeless.







**E**

## E**EVIDENCE**

Preserve evidence and document stalking behaviors in a safe way.



DATE	TIME	DESCRIPTION OF INCIDENT & LOCATION	WITNESS NAME(S), CONTACT & EVIDENCE COLLECTED	POLICE CALLED (BADGE #) OTHER AGENCY NOTIFIED	POLICE/ OTHER AGENCY RESPONSE	HOW THE INCIDENT AFFECTED YOUR LIFE	FEAR AND EMOTIONAL IMPACT
Feb 8, 2017	10pm	Walked outside of my house to go to the grocery store and I surprised him because I guess he had been in the bushes trying to see into my house	None	Yes, #571	No report taken	I am afraid to walk out of my house. I cannot go out at night anymore which creates a hardship because I don't have time during the day to grocery shop	Afraid of being physically attacked. He has attacked me before and I don't know what he will do again—maybe even something worse. Angry that I am a prisoner in my home.
Feb 8, 2017	4pm	I got off work and my tires were slashed and my car was keyed. Had to call tow truck. Was late to pick up the kids.	Co-workers saw tires slashed Sam Smith Mary Brown Have pictures and bill for repairs	No, what's the point? No proof		It cost me \$400 and my kids are now afraid that I won't be able to pick them up. I am concerned my work might get rid of me because of his harassment	I am angry and frustrated because I don't have the money to spend. I am tired of this constant harassment! I am afraid I will be fired. I am concerned about the health and well-being of my kids



# Victim Impact Statement

- Summarize, in writing:
  - How the cumulative fear has impacted the victim's life.
  - How the cumulative harm this crime has had on the victim's life and other family members.
  - How the harm is ongoing.



# Other Behaviors or Crimes to Consider in Identification and Evidence Collection

Witness  
intimidation.

Proxy stalking.

Protective order  
violations.

Cyberstalking (threats, hacking, breaking  
into accounts, monitoring, distributing  
pictures and victim private information).

Sexual assault  
and/or sexual  
harassment in  
public and private.

On-the-job interference.





**P**

## PROTECTION

Plan for safety by thinking through specific threats and vulnerabilities.



# Threat

The stalker will always have the upper hand.



NO  
**CONTROL**



NO  
**CERTAINTY**



NO  
**PREDICTION**



A photograph of a group of people walking on a paved path in front of a brick building. A large blue rectangular overlay covers the middle of the image, containing white text. The scene is outdoors, with trees and a street lamp visible on the left, and a set of stairs on the right.

**Make it as difficult as possible for the stalker.**





## S**SUPPORT**

Seek support through trusted friends, family, or advocates.



*“At the same time sharing my stalker's latest abuses means talking without doing.*

*There's no amount of changing myself that will curb my stalker's behavior. I'm not "in charge" of his behavior. If I were, I'd make him stop.*

*There's no guarantee the process will go quickly, or that I won't bankrupt myself in trying to get help. There's no guarantee my stalker won't escalate while I "push back." There's no guarantee the court will side with me. And, there's no guarantee--assuming the court sides with me--my stalker will stop.*

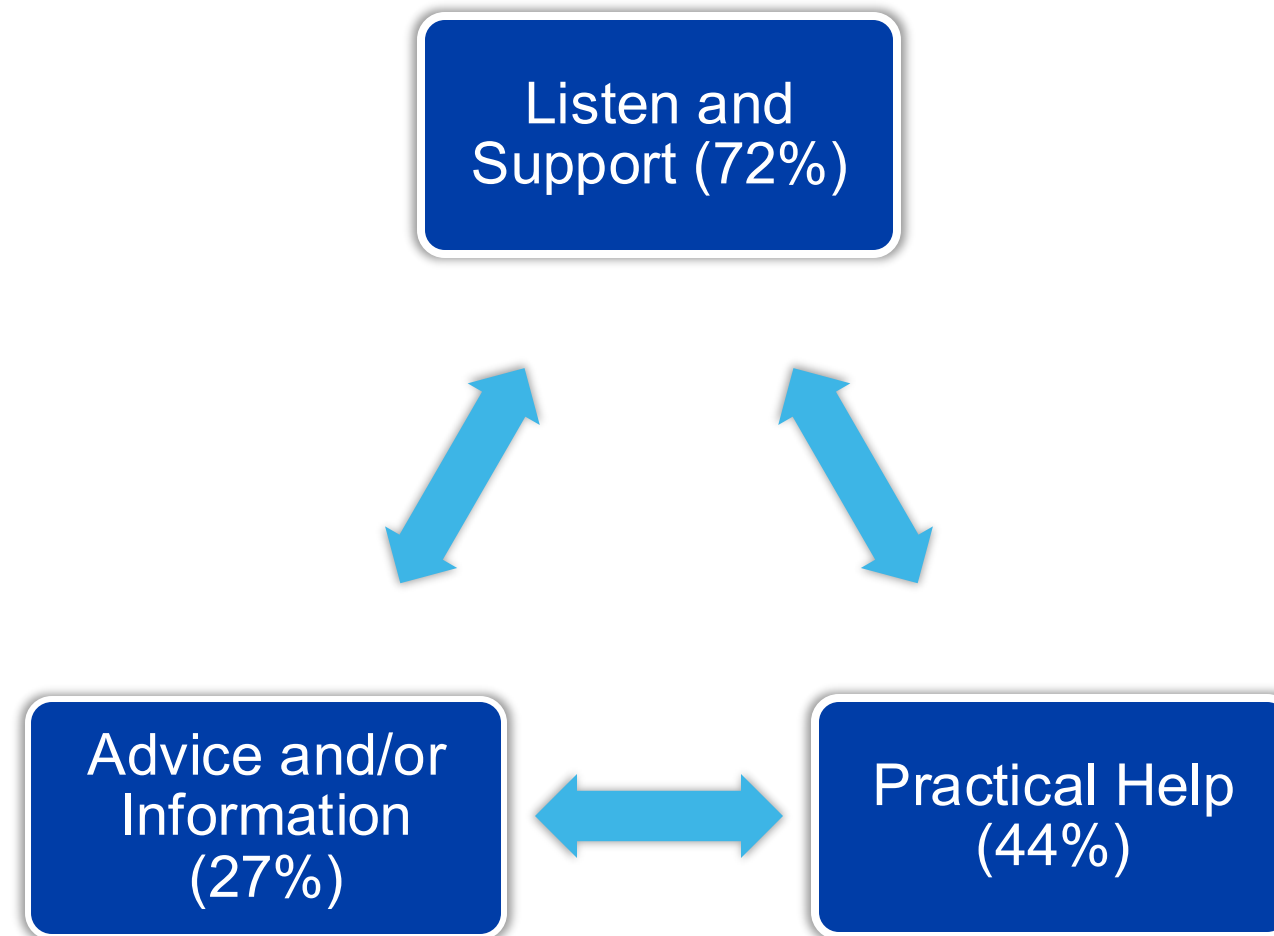
*Basically, right now I am forced to be a victim. I feel trapped.”*

*--Personal Communication*



# What Was Most Helpful? What Was Least Helpful?

(n = 898 acquaintance and partner stalking victims)



# Support



**Empowers the stalker and disempowers the victim.**



# Campus Concern 7: Policies

Lauren's case?



**What policies are in place to address stalking?** (clearly define stalking, reporting and investigation, threat assessment and management, expertise and training, safety, etc).



Police vs campus safety issues.

- Universities may have competing (conflicting) interests.
  - E.g., student safety vs perceived campus safety; customers who pay tuition on both the victim and accused perpetration.



Jurisdictional issues particularly when the stalking involves on vs off campus.



One study found students less likely to report.

- Student athletes are reluctant for many reasons.

*Adhia, A., Ellyson, A. M., Mustafa, A., Conrick, K. M., & Kroshus, E. (2024). Structural and sport-related barriers to formally reporting sexual violence among undergraduate student-athletes. Journal of Family Violence, 39(5), 889-898.; Adhia, A., Ellyson, A. M., & Kroshus, E. (2023). Prevalence and formal reporting of sexual violence among undergraduate student-athletes: A multi-state study. Journal of Interpersonal Violence, 38(1-2), 418-442.*

# Campus Concern 8: Resources



## On-Campus vs Off-Campus Resources

- Awareness
- Confusion
- Student trust



## Protections Available and How Well They Work

- Protective Orders vs College/University Options
- Safety planning (includes safety associated with educational involvement and outcomes and (re)building institutional trust and connection)



## Resources for Faculty and Staff



# Stalking And Harassment Assessment And Risk Profile (SHARP)

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[www.StalkingRisk.com](http://www.StalkingRisk.com)

[www.CoerciveControl.Org](http://www.CoerciveControl.Org)

Logan, T., Faragher, T., & Brotherton, M. (2016). *The Stalking and Harassment Assessment and Risk Profile (SHARP)*. *The Police Chief*, LXXXIII, 1, 32-35. Logan, T. (2017). *SHARP: A new tool for stalking assessment and safety planning*. *Domestic Violence Report*, 22, 6, 89-91.



## STALKING: Connecting the Dots<sup>1</sup> Is Someone You Know Being Stalked?



**STALKING IS:** A course of conduct directed at a specific person that creates an implicit or explicit threat and induces fear or concern for personal safety or the safety of close others.



**5.2 million** women and **1.4 million** men  
will be stalked each year

Many victims do not use the term "stalking" but they describe stalking behaviors including:



### SURVEILLANCE

Following, showing up, spying, using technology to keep tabs on the victim



### LIFE INVASION

Repeated unwanted contact in person or by phone, text, email, card/note, message, third party, and social media



### INTIMIDATION

Implicit and explicit threats, third party threats, forced confrontations, property damage, and threatened suicide



### INTERFERENCE

Disruption of the victim's life professionally and socially as well as physical and sexual attacks

### LOOK FOR:



#### Connections:

- The perpetrator at places that suggest following
- Indication of technology harassment, in victim
- Repeated such as via property
- Other criminal stalking (partner ab
- Threats, e a disregard

## Five STEPS to Helping Stalking Victims

In 2011 the Center for Disease Control reported that 1 in 6 women and 1 in 19 men will be stalked in his or her lifetime. Stalking can be defined as experiencing unwanted and repeated contact, intrusion, and/or surveillance which causes the target to feel very fearful or concerned for their safety or concerned for the safety of someone close to them.

Stalking is a pattern of behavior that can be unpredictable, frightening, and dangerous. It is NOT accidental and it is not a crime of passion or too much love. Stalking is a systematic, intentional, and deliberate set of tactics designed to maintain an unwanted relationship to control, intimidate, and/or destroy the target's life.

Stalking can be thought of much like a predator hunting its prey. Often the stalker is someone the target knows or had a prior relationship with. However, in some cases the stalker is someone the victim doesn't know or has barely met. When the victim and the stalker are intimate or ex-intimate partners, stalking often begins during the

*Stalking is a systematic, intentional, and deliberate set of tactics designed to maintain an unwanted relationship to control, intimidate, and/or destroy the target's life.*

relationship and continues after separation. Stalking can also start after a no-contact order has been issued.

While research shows that stalking is devastating for victims and costly to communities, when victims seek help for their situation is often minimized, denied or dismissed by friends and family as well as agencies that victims sometimes turn to for help.

Working with stalking victims can be challenging and time consuming. This article describes five basic STEPS that every helping professional can address with stalking victims, even when time is limited.



### 1 SEE IT

The first step is to acknowledge what is happening. One simple question can open the discussion about stalking: "Is someone repeatedly following or watching you, showing up unexpectedly, or communicating with you in ways that seem obsessive or make you concerned for your safety?" Exploring the answer to this question and talking about these behaviors as stalking will help you and the victim see the bigger picture of what is happening and how it is affecting the victim's life. Victims who recognized their situation as stalking were more likely to seek help.



### 2 THREAT

The second step is to clearly explain that stalking is a "red flag" for life sabotage, psychological harm and violence. Even when victims realize they are being stalked, they often downplay or minimize their level of risk. Stalking has harmful implications for victims' safety, mental health, financial security, housing, and for the safety of their children, other family members, and friends. The key for safety planning is to help identify the victim's unique vulnerability or risk.

*"One of the most helpful things the police did was validate my experience. While this may sound like a small thing, you'd be surprised at how many people dismiss this kind of situation as him being 'love sick' OR think that I was exaggerating. It gave me permission to follow my intuition which was telling me this was a dangerous situation, but I didn't want to believe it. They also offered very specific advice about how to increase my safety."*



## STALKING: Connecting the Dots<sup>1</sup> Advocates



**DEFINITION:** A course of conduct directed at a specific person that creates an implicit or explicit threat and induces fear or concern for personal safety or the safety of close others.



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Disruption of the victim's life professionally and socially as well as physical and sexual attacks



## Tracking the Stalker:<sup>1</sup>

What you need to know about documenting the stalker's actions

### ARE YOU BEING STALKED?

*Is someone reputedly following or watch you, showing up unexpectedly or communicating with you in ways that seem obsessive or make you concerned or afraid for your safety or the safety of others?*

Stalking is a pattern of behavior that is frightening and unpredictable. The stalker might be someone you have had a relationship with or someone you don't know very well or maybe not at all. Stalking can begin at any time including while you are in a relationship, after you separate, or even after a no contact order has been issued. Stalking is a crime in every state although the legal definitions vary from state to state.

This handout refers to the stalker throughout but includes anyone stalking, harassing, threatening or bullying. One important consideration when being stalked, harassed, threatened or bullied is to document what is happening in case you need to get help through the criminal or civil justice system (or potentially other avenues). You can document incidents from anyone you feel is harassing or stalking you. Below stalker is used to refer more widely to anyone who is harassing and stalking you.

### Why keep a log of the stalker's actions?

There are many benefits to tracking the stalker's, harasser's, or bully's tactics by keeping a detailed log.



### Document the intentional nature of the stalker's actions

Logging or tracking the stalker's action will increase your credibility if and when you seek help from others. Not only will it help you remember specific dates, times, and details but it will show others that you are not talking about a few minor instances that could be dismissed as "accidental." Tracking all of the things the stalker does shows others that what the stalker is doing is intentional not accidental.



### Help others understand

Detailing the full scale of the tactics the stalker is using against you and the harm or losses you have suffered because of the stalker can increase others awareness of how harmful this behavior is to you and your family. This is key to getting others to take stalking victimization seriously.



### Collect evidence

Even though you may not want to involve the police or the court system at this point, having this information can be crucial if you ever do decide to pursue help through the court. The log, if you collect all of the information you need, may show a course of conduct, document your fears, and may provide police with corroborating evidence or with a map to collect corroborating evidence.



### Create a more targeted safety plan

Stalking logs can show patterns and areas of risk and provide information that can help you target your safety. Keeping a log of stalker behavior can also help others identify ways in which they may be able to increase your safety and intervene with the stalker.



# Thank You!

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University of Kentucky

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[www.CoerciveControl.org](http://www.CoerciveControl.org)  
[www.OutrageUs.org](http://www.OutrageUs.org)

- Logan, T., Cole, J., Shannon, L., & Walker, R. (2006). Partner Stalking: How Women Respond, Cope, and Survive. New York: Springer Publisher.
- Logan, T., Shannon, L., & Cole, J. (2007). Stalking victimization in the context of intimate partner violence. Violence and Victims, 22, 6, 669-683.
- Logan, T. & Walker, R. (2009). Partner stalking: Psychological dominance or business as usual? Trauma, Violence, and Abuse, 10, 3, 247-270.
- Logan, T., & Walker, R. (2017). Stalking: A multidimensional framework for assessment and safety planning. Trauma, Violence, and Abuse: A review Journal, 18, 2, 200-222.



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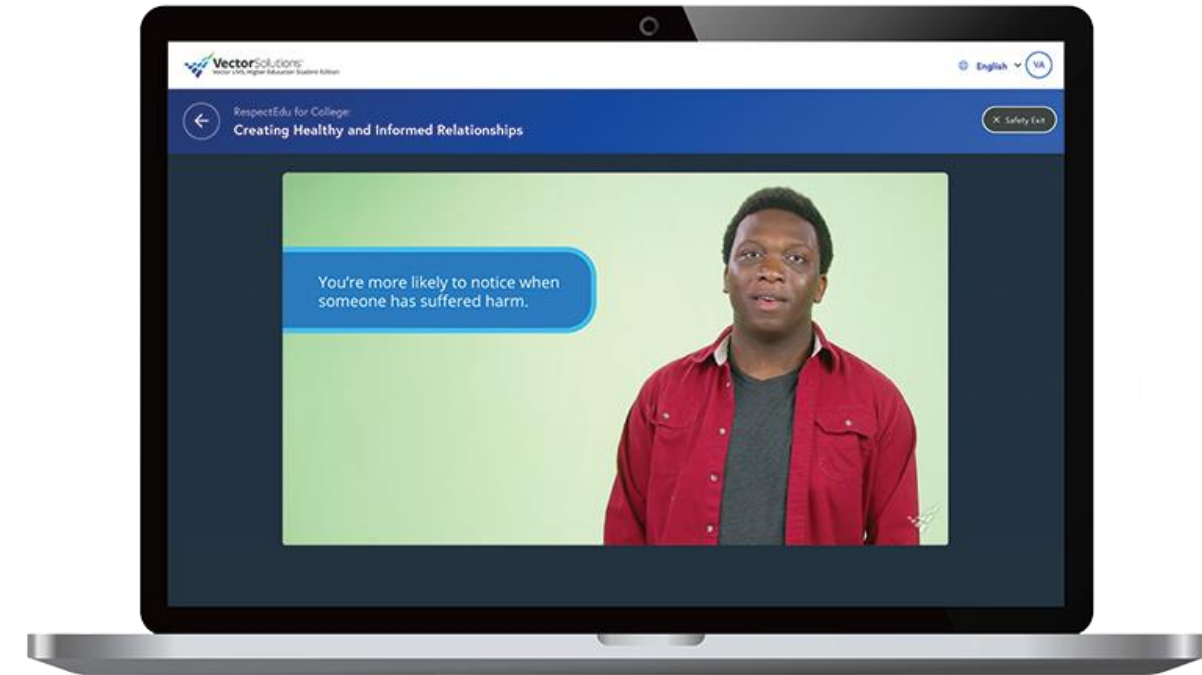
# How Vector Solutions Can Help

## New RespectEdu for Students, Faculty, and Staff

Empowering campus communities with the skills, confidence, and compliance support needed to build safe, respectful environments.

### Specialized courses for:

- **Students:** College students, graduate students, community learners, modern learners, international students, athletes, and athletic staff.
- **Faculty & Staff:** Supervisors, non-supervisors, and faculty and staff.



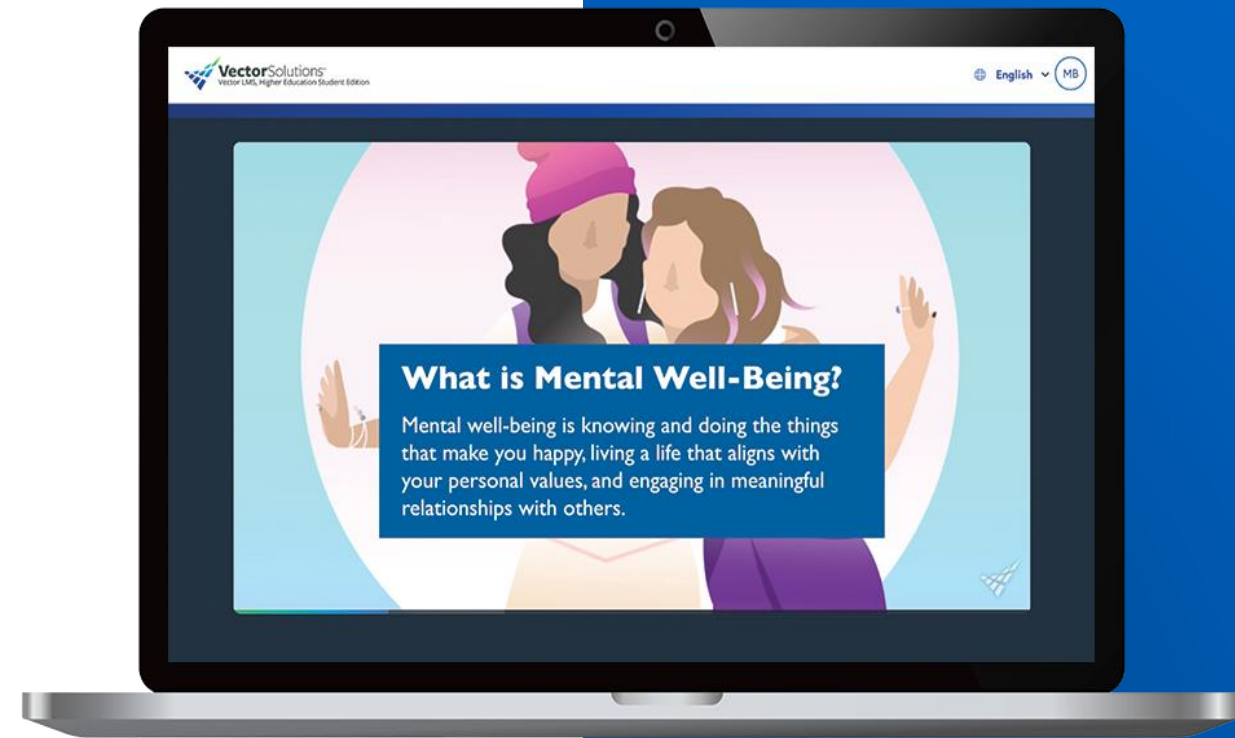
### What You Can Expect:

- A blend of compliance-driven prevention and proactive, skill-based learning.
- Grounded in CDC guidance, Title IX, VAWA, and trauma-informed public health best practices.
- Scenario-driven learning with real-world stories and interactive practice.
- Measurable impact through knowledge checks and pre- and post-course surveys.
- And much more!

# How Vector Solutions Can Help

## Additional Evidence-Based Training for Students

- AlcoholEdu for College (*newly updated!*)
- Substance Misuse Prevention
- Mental Well-Being
- Hazing Prevention
- Athletics
- Skills for Building Community
- Career Readiness & Personal Development
- USCAH Athletic Safety





# Introducing Learning Studio in Vector LMS

*Coming Spring 2026: Learning Studio*

**Leverage the power of AI to easily customize Vector courses** to fit your learners, culture, and goals, all while preserving the trusted foundation of Vector’s expertly built content.



## CREATE

AI-powered tools help you create new learning experiences for your faculty, staff, and students in minutes with no advanced design skills required.



## CUSTOMIZE

Adapt course content to meet changing academic, cultural, or state and local needs, without compromising quality or compliance.



## SCALE

Personalize at scale, without losing control. Easily create and manage multiple course versions for different audiences without recreating materials from scratch.

# Q&A

Note: If your question doesn't get answered during the allotted time, we will follow up by email.

**Additional Questions?** Visit us at [VectorSolutions.com/HE](https://VectorSolutions.com/HE)





A photograph of three young adults sitting on a grassy field. A woman with curly hair is on the left, wearing a red tank top and dark pants, smiling. A man with curly hair is in the center, wearing a light blue button-down shirt and dark pants, also smiling. Another man is on the right, wearing a light blue t-shirt and khaki shorts, looking towards the others. They are all holding pens and have papers on the grass in front of them. The background shows a fence and trees. The entire image has a blue overlay.

**Thank You!**

