

WHAT IT IS

Stalking can have serious, wide-ranging impacts on college students, affecting nearly every aspect of their daily functioning. Persistent monitoring, unwanted contact, or following behaviors often create constant fear and hypervigilance, making it hard for students to feel safe in classrooms, residence halls, or social spaces. This stress can disrupt sleep, concentration, and memory, leading to missed classes, declining academic performance, and withdrawal from campus activities.

WHO TO USE IT WITH

- Students experiencing unwanted attention or monitoring, such as repeated texts, messages, gifts, or being followed on campus or online.
- Students leaving or redefining a relationship, including breakups or situations where boundaries were set but not respected.
- Students in visible or public-facing roles, such as athletes, student leaders, performers, or social media–active students.
- First-year, transfer, or international students, who may be less familiar with campus resources or may normalize concerning behavior.
- Students from marginalized groups (including LGBTQ+ students), who may face higher rates of stalking and additional barriers to reporting or seeking help.

QUESTIONS TO ASK

1. What kinds of contact or monitoring are you experiencing (messages, showing up, gifts, online activity, following)?
2. How is this affecting your sense of safety, focus, sleep, or ability to move around campus?
3. Have you noticed any escalation or changes in the behavior over time?
4. Have you tried setting boundaries or asking the person to stop? If so, what happened?
5. Are there certain places, times, or situations where you feel more unsafe?

TEACHING INSIGHT

Let the student know that what they're experiencing matters, and they don't have to handle it alone. Affirm that what the student is experiencing matters. Stalking is defined by patterns and impact, not intent. Even behaviors that seem small can be significant when they are repeated and create fear or disruption.

Center the student's autonomy. Avoid pushing labels, confrontation, or reporting. Emphasize that support is available at any stage, even if the student is unsure what they want to do next.

Prioritize safety, stabilization, and documentation. Help the student think through risk reduction, preserving messages or screenshots, and identifying safe people and spaces. Documentation can be useful even if the student never chooses to report.

Normalize mixed feelings. Students may feel embarrassed or conflicted if the person involved is someone they know. These reactions are common and do not invalidate their experience.

Frame campus resources as options, not requirements. Connecting with CARE, Title IX, counseling, or advocacy services can reduce isolation while respecting privacy and choice.