**STUDENT AFFAIRS 08-09 ANNUAL REPORT DATA**

**IMPORTANT:** Please submit by July 20, 2009 and be sure to read the form instructions. As you prepare this be sure to refer to last year’s annual report and your department’s 2008-09 Planning Document.

Annual report, 2007-08  
http://www.memphis.edu/studentaffairs/annualreport0708.htm

**Department/Sub-Department Name:** Leadership & Involvement (leadership programs, frosh camp and Up Til’ Dawn

**Location:** 800 Wilder Tower

**Phone Number:** 678-2094

**Web Site:** http://www.memphis.edu/student_leadership/

**Department Annual Report web link (if applicable):**

**Director Name:** Justin Lawhead

**Director Email:** jtlawhed@memphis.edu

**Number of Full-Time Staff:** 5

1. **What is your BHAG?**

   Freshmen Leadership Training Program with fifty students enrolled in Fall 2008.

2. **Emerging Leaders Overview – Plan or Outcome #1**

   With continued growth of the program, it has become increasingly important to maintain and improve efforts to create more opportunities, beyond the kickoff each semester, for Emerging Leaders of all classes to meet with one another, a concept that was included in the 2008 planning document. Three major efforts have been made in this area: **a)** we have encouraged the senior class to develop plans for their class project that seek to incorporate members of other class and have supported that by asking other students to consider including the senior project in their community service plans; **b)** Participation in at least one Service on Saturday became an enforced requirement for the program; **c)** freshman students were partnered with students from the upper classes in a mentoring-type program to aid in the first-year transition.

   We know from community service form submissions that students from all
classes participated in the senior project at the Lester Community Center and Service on Saturday events. Feedback from the mentor program was mixed; for some, it was very successful, but for others, no relationship formed. Changes to that program are being made for 2009-2010 based upon data presented below.

**Assessment Data**
At the end of the spring semester, everyone involved as a mentor or protégé was contacted and asked to complete a brief survey and be a part of a focus group to determine what worked and what did not with the program. We received responses from a little over half of the people asked to participate. From the survey responses, it was clear that most did not feel the program was a success, with only 16% of respondents rating the program as successful or very successful. This may have been a result of only 36% reporting that they completed at least one of the expectations. A large number of respondents also indicated that they did not believe pairings were made well, and/or they did not believe expectations were clearly communicated.

As a result of these responses, two fifth year Emerging Leaders will assist with the operations of the program, pairings will be made based upon shared interests, which are being collected this summer, and mentors will be limited to the junior and senior classes. Additionally, expectations will be communicated to mentors and protégés. The fifth year students assisting with the program will also have assist with the development of activities for mentors and protégés.

**Overview – Plan or Outcome #2**
Create a more intentional commitment to the community service requirement for students by developing a community service project once a year or once a semester. This plan was also modified. Instead of a separate project, all Emerging Leaders were included in the project developed by the senior class at the Lester Community Center. A service-learning project was also added to the freshman retreat. Additionally, a discussion of community service became the focal point for one-on-one meetings between Emerging Leaders and program staff.

Josh

**Assessment Data**
The majority of data for Emerging Leaders is collected via reflection papers at the end of each semester. Since each individual has a unique experience and reflection upon that experience, it is difficult to comb through the masses of qualitative data to arrive at general themes for each class. That difficulty is one reason for one-on-one meetings with all Emerging Leaders and the implementation of progress rubrics with the freshman and, eventually, sophomore classes. The meetings and rubrics allow program staff to work with each individual to grow within this outcome area. The following reflection excerpts from Spring 2008 and Spring 2009 illustrate the growth in understanding of community service that these selected students gained; these students were able to identify an area of passion to help them pursue service opportunities in 2009, and that commitment is evidenced by their reflections:

**Student #1 – 2008**
My second community service project that I involved myself in was a very interesting. I
served as security during the Foo Fighters concert in the Fed Ex Forum. I thought this would be a very different experience while still providing service at the same time. This experience allowed me to willingly seek a new experience, while not realizing what I was really going to get involved in. I learned how to rely on other people, and trust those around me. In this job I had to work as a very cohesive unit with the other security personnel to keep the audience members safe at all times.

**Student #1 – 2009**

I have been able to have the opportunity to work with this organization by helping them with the operations of their organization. This is a Ballet school that was developed to teach a standard quality of training to kids regardless of the ability to pay for this training. One of the projects that I have been the most vocal in helping with is the teaching of dance with Dunbar Elementary. I assist in the teaching when they come to New Ballet Ensemble. These kids from this school come from a low economic household who are not able to afford any type of dance training. I feel as if the hour they spend with me and the teacher is very beneficial to them as young people. They need structure and they need something to work towards. They are given goals, and they are allowed the opportunity to see their bodies grow and develop to a point where they are able to learn the repertoire that we teach them on a daily basis. These kids need this type of environment, because I feel like this is the only joy they have in their lives. I hear them talk so negatively of their home environments, but I try to discourage this talk and allow them to understand that they should be thankful for having a mom and dad that is allowing them to come learn dance. I believe that there will definitely be a long term impact of the effects of our teachings on their lives. I think they are learning that hard work and dedication can lead them to completing the goals in their lives. These kids understand more than we think, I am very surprised of their knowledge and the information they are receiving from their households. I am beginning to understand how important it is to nurture the young because they are our future.

**Student #2 – 2008**

I was a mentor to a group of high school students. All but three were from a different school, and had never attended a PeaceJam conference before. I had never even heard of PeaceJam before this year, and felt very honored to be able to take part in such a program. The kids were wonderful! Their zeal for life, and their value of peace was inspirational. Each student that was there put a hundred percent into their projects for peace.

**Student #2 – 2009**

Since the beginning of this semester, I have been teaching an adult jewelry class. My students ranged from 13 to 75 and surprisingly it was about even on gender. I was able to teach them how to use wire and beads to create rings, bracelets, necklaces, and earrings, with a refresher in the beginning of each class and a new topic after everyone had caught up. High school drop outs sat next to the rich upper class and they would experience the same difficulties bending the wire. It was a humbling experience for some of my students, and a great challenge for others. Making the Jewelry was a short term goal for my students, but the discussions we had, and the friendships created will last for quite a while.

**Student #3 – 2008**

From conversing with the students at Memphis Business Academy I was able to understand why. Parents are no longer acting as parent and guardian but as best friend. Some parents refuse to stand for what is just and wholesome, thus their children display such unreasonable thinking through their actions. It appears that in Memphis’ school systems anything goes. Any behavior is acceptable. And no one is taking a stand. The community needs someone to take a stand and reason with both parents and children. Memphis has traded its pulchritude because ignorant supercilious “adults”. Therefore, someone is needed to redirect such foolishness.

**Student #3 – 2009**

Working with MBA has taught me so many lessons on the subject of what certain communities in Memphis really need. Children in schools like MBA are in desperate need of a stable family environment. On average, the mental preparedness and the level of maturity of students with stable families are higher than those students who do not have this privilege. This is apparent at Memphis Business Academy. That is not stating that
children from broken homes are not capable of succeeding. It is just more likely that students with the privilege of a stable home environment will be successful because they are surrounded by a higher level of structure. So many young students throughout the city of Memphis do not enjoy the love and order that comes with having both parents in the home. Sadly enough, this problem is greater than one college student. Nevertheless, I attempt to be a positive influence with the children I meet through mentoring.

While at Guthier Elementary on April 25, 2009 I noticed somewhat of the same trend involving students who live with both parents. However, I also noticed that the girls seemed more mentally prepared than the boys. Perhaps this is because many single parent homes have the mother present. Therefore, the male child is left without his male role model in the home. As a product of such an environment I find this fact to be true. The male child may discover the manly influence in other family members but nothing compares to having a father in the home instructing his son day after day how to operate within a male ruled world. And as previously stated this social catastrophe is greater than one college student. It is a devastating pandemic.

Overview – Plan or Outcome #3
The final plan to discuss in this section is to create outcome rubrics for each program year detailing intended learning and levels of competence. A rubric was developed and utilized with the freshman class in 2008-2009. The form had a section dedicated to all requirements and learning outcomes for the program and provided readily accessible information about students for one-on-one meetings in the fall. The intention behind was not to produce any additional learning outcomes for students; it was aimed at aiding program management by making it easier for staff to track progress toward student learning outcomes.

Student Leadership Summit
Overview
The 2008 Student Leadership Summit was moved from its traditional August date to November 1. The move was done in part to accommodate the needs of a format change to support the following intended outcomes:

A. Develop a forum through which student issues can be heard and addressed
B. Generate additional opportunities for students to work with campus administrators outside of the typical interactions
C. Maintain a campus-wide leadership training program that is open to all students
   1. Preserve an avenue for student leaders to network with one another
   2. Create a path to match the needs/interests of student leaders with the leadership training that is offered at this day-long program
   3. Produce an additional learning experience for MLT members in areas of event planning and large group leadership training

Historically, the Leadership Summit has strictly consisted of leadership training. To support outcomes A & B, the 2008 Summit maintained a training component
with the final breakout session of the day, but the two earlier breakout sessions were re-formatted to invite campus administrators and student leaders to have a discussion about important student issues. During each of the issues discussion sessions, notes were taken and highlights of those notes were shared with the entire group at the end of the day. Our office collected all notes, copied them into an electronic document and forwarded them to the respective offices that were involved with each session. Additionally, the opening session of the Summit provided the participants with an overview of future campus planning.

Outcome C was supported by offering 5 leadership training opportunities during the final breakout session. Students were also encouraged to network with one another throughout the day during large group sessions. The one area of outcome C that was not attempted was sub-point 3. All professional staff and graduate assistants from the department were involved with the Summit so it was not necessary to include the Memphis Lead Team; those students were encouraged to attend as participants.

Assessment Data
The Student Leadership Summit had 62 student participants. An evaluation of the full day was given during the closing session. The majority of the instrument was based on a 5 point Likert scale (1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree); there were also three open-ended questions. Responses were generally positive. With regard to the above listed outcomes, respondents reported:

**Outcomes A & B**
- The issues sessions provided a forum to share their perspective on the topic (mean =4.47)
- They believe that their participation in the issues discussions will be utilized (4.56)
- They were able to learn more about what the University is doing in certain areas (4.88)

**Outcome C**
- Summit allowed them to interact and network with other student leaders (4.58),
- Enhanced their leadership skills (4.61)
- Gave them information that they will be able to apply within a student organization (4.7).

The next Student Leadership Summit is scheduled for October 24, 2009. Based upon the recorded and anecdotal support for the format utilized in 2008, the upcoming Summit will undergo few changes. Student feedback will be sought to insure the issues discussions are timely and pertinent. The Memphis Lead Team will likely be asked to facilitate at least one session; they will also provide advice for the selection of leadership training topics.
Memphis Lead Team
Overview
Progress with the Memphis Lead Team was less successful than intended during 2008-2009. The team remained small and did not get many opportunities to utilize the skill they learned in training meetings. Only one organization requested an individual workshop from the team, but members were charged with the planning and facilitation of five general workshops. The following are the specific plans for the team from the planning document:

A. Weekly training sessions with the team and Coordinator of Leadership Programs
B. Develop of a resource library that is specific to the needs of the team
C. Create and implement a marketing plan of topics available for educational programs and consultations that is directed toward registered student organizations. The list of potential topics to advertise to RSOs includes:
   - Personality Inventories
   - Ethics
   - Motivation
   - RSO Status Requirements
   - Time Management
   - Communication/Listening
   - Conflict
   - Fundraising
   - Parliamentary Procedure
   - Diversity
   - Study Skills
   - Officer Transition
   - Risk Taking
   - Team Building
   - Marketing
   - Goal Setting
   - Stress Management
   - Leadership Theories
D. Utilize the team members for student input in the planning process of the Student Leadership Summit

Team members were involved with weekly training meetings to learn how to develop and lead workshops for a variety of audiences. The small size of the team and lack of opportunities for the team to practice the things taught in training meeting made valuable assessment data difficult to collect based on the initial plan to have the team complete a pre and post quantitative instrument. With a team of six members in the spring, even slight variations drastically skewed the mean; however, here is one response to a qualitative inquiry that displays potential learning during the year:

Being on the Lead Team has and is helping me with speaking in front a crowd of different groups of people. I take back from this experience with the Lead the excitement that I have to lead these workshops and talk in front of the different groups with various leadership topics and being a representative of the Department of Student Leadership & Involvement. This proves to me that this is something I want to do as a personal interest as well as serving in other positions across the University. I have also gain the tools and knowledge of furthering building myself as leader and passing the knowledge on to others.

LeaderShape Institute
Overview
The University hosted its second consecutive campus-based session of The LeaderShape Institute in May 2009. LeaderShape has a nationally recognized set of learning outcomes, developed by its parent company. Those outcomes and the curriculum to support them are consistent among all host institutions.
The learning outcomes are as follows:

At the end of The LeaderShape Institute, participants and facilitators will

A. Commit to identifying their core ethical and personal values and then commit to act on them.
B. Identify when their behavior is not in congruence with their core ethical and personal values.
C. Develop relationships where the dignity and contributions of all people are acknowledged and respected.
D. Create a vision for the greater good of a community which includes a “healthy disregard for the impossible”.
E. Develop skills to be able to successfully work in groups and teams to accomplish a collective vision.
F. Articulate action steps necessary to implement a vision.
G. Increase their capability to produce extraordinary results.

**Assessment Data**

LeaderShape, Inc., in addition to developing the learning outcomes and curriculum for The LeaderShape Institute, handles program assessment. The majority of the instrument was based on a 7 point Likert scale (1= Strongly Disagree and 7= Strongly Agree); there were also three open-ended questions and space to critique our Lead Facilitators, two non University-affiliated individuals, who train our small group facilitators and guide our large group learning sessions. The following are the evaluative items that address learning outcomes and the mean of all responses:

- My experience at The LeaderShape Institute greatly impacted me in a positive way. (mean=6.49)
- The vision stretch goals I set at The LeaderShape Institute represent a "healthy disregard for the impossible". (mean=6.34)
- I feel prepared to take my vision and produce tangible exceptional results in the next twelve months. (mean=5.68)
- In general, The LeaderShape institute was a valuable experience in developing my capacity to lead. (mean=6.49)
- Overall, I feel confident and capable to lead with integrity as a result of my experience at The LeaderShape Institute. (mean=6.47)

One thing to note is responses to the statement, “I feel prepared to take my vision and produce tangible exceptional results in the next twelve months,” may have a lower mean because of the long-term nature and grand scope of many of the visions created at LeaderShape. While may, indeed, make progress over the next 12 months, they either may not realize it or feel that the results will be exceptional at this stage. A few examples of such visions include:

- My vision is to own my own counseling business that can help alleviate the over-crowding cases at The TN State Vocational Rehab Services
- I want minority, low-income children to receive a well-funded performing arts education and able to attend Arts colleges with equal opportunities as more well-known/popular/expensive schools.
- Memphis becoming one of the most desirable cities in the U.S.
- I want to create a future that is sustainable for the community, local or abroad. This would include emission stipulations, reduction in
electricity, and reducing paper costs by reusable materials and innovative technologies that will reduce the amount of paper products used.

- I want to create a world where healthcare is free to all individuals. Healthcare should be a universal right and individuals in this world will be able to go to hospitals that are run very efficiently.

Aside from the Likert scale, one of the open-ended items on the evaluation asks students to identify an "ah-hah" moment from the institute, something they will not forget. Here are some sample student responses:

- Realizing that integrity is like a muscle. By not practicing integrity in seemingly important situations, I only serve to harm myself.
- In my family cluster, I learned opinions about me that reinforced my desire to change.
- If there’s something you care about a lot, you can make a difference.
- I am much better at stepping in when appropriate to spur the group along; I have always been bad at this.

In addition to the form that students complete before leaving The LeaderShape Institute, LeaderShape, Inc. will conduct a 12-month assessment. We host a LeaderShape participant reunion during Opening Week, and students in attendance will be asked to complete a complete a 3-month evaluation to see how they rate the institute’s learning after the immediate experience has worn off. LeaderShape, Inc. changed its evaluative tool between our 2008 and 2009 sessions so our 3-month assessment for 2009 will more closely match the 2008 instrument to provide an opportunity to collect comparative data from our first year to whatever the current year may be. Results from the 3-month assessment in 2008 are available if needed as a supplemental resource to this report.

3. **Address the reasons for any primary plans and projects in your 2008-09 planning document that were not undertaken or achieved.**

**Emerging Leaders**

**A.** Invite all students to the Emerging Leader Graduation Ceremony and make that program a year end celebration along with acknowledging graduating seniors. Emerging leaders of the year will also be acknowledged at this program. This plan was placed on hold this year because of space limitation due to the increased number of students in the program. We did increase the number of awards given to recognize students from the freshman-junior years in the program.

**B.** Invite all students to other group classes. In other words, invite sophomores, juniors and seniors to attend emerging leader freshmen ACAD course. Again space limitations impacted this plan. Other attempts, like the mentoring program, were made to increase the amount of interactions between members of the freshman class and members of the other classes. Additionally, two fifth-year students will be directly involved as assistants with the Emerging Leaders ACAD 1100 sections this fall.

**C.** Create a one day retreat for all emerging leaders focusing on community building and development. This plan was modified after it
was written. For community building on a larger scope, a service learning component was added to the summer retreat for incoming Emerging Leaders and the curriculum for COMM 3341, the class taken during the spring of the junior year, was adjusted to dedicate a large portion of the semester to community building topics. To build a stronger sense of community among the members of the program, we have begun inviting a larger number of current Emerging Leaders to be involved with the retreat for incoming students.

D. Create two credit seminar for senior emerging leaders focusing on career preparation including job search, resume building and interviewing. This seminar will assist emerging leaders in maximizing skills they have attained within the program to attain optimal employment opportunities. Staffing limitations did not make this a feasible goal. While a class for senior Emerging Leaders is still something that is in our plans; it will not likely be achieved in the short-term. Portions of the learning outcomes from this proposed class have been incorporated in the program in other areas. We work briefly with the junior class résumés during COMM 3341, and next year’s workshops for the senior class are specifically targeted at communicating leadership experiences through a résumé and interview to a potential employer. We are working with Career Services on those workshops.

Student Leadership Summit
Neither of the schedule options proposed in the 2008-2009 planning document was undertaken as written. Those options were either to: a) expand the length of the Summit to two days so that one day could be strictly leadership training, while the other day was would focus on issues discussions or b) keep the August date for an issues discussion forum and add a separate program later in the year that offered only leadership training. These schedule plans were modified to include both leadership training and issues discussions into a single day, and move the date to later in the fall semester.

The LeaderShape Institute
The one primary plan for LeaderShape that was not achieved was to include students from other area institutions as a way to encourage collaborative relationships among the various schools and offset a portion of the program’s costs. Offices at Rhodes College, Christian Brothers University, Lemoyne-Owen College, and Southwest Tennessee Community College were contacted, but no students from any of those institutions attended LeaderShape.

Freshman Leadership Program
Initially attempting to model a program for non-Emerging Leaders from the Dynamic Leadership Institute, several similar programs nationwide were researched. A proposed curriculum for the Tiger Leadership Institute is now ready to pilot in the fall. The program will be 9 weeks in length and not strictly limited freshmen. Recruitment for students will begin with the start of fall classes, with the intent to have 25 committed participants. Once selections are completed, students will have an initial consultation and assessment with someone from the program staff. A final consultation will be held after all workshops and reflection papers are submitted. Topics to be covered are:
4. **Emerging Leaders**

161 students applied to be emerging leaders and 50 students were accepted.

The program now has students from 80 different high schools and 39 counties.

We also added nine students from out of state:
- Mississippi (2 – out of border county)
- Arkansas (2 – out of border county)
- Kansas
- Wisconsin
- Colorado
- Arizona
- Maryland
- Florida

Each semester, Emerging Leaders from each class are required to schedule a 20 minute individual meeting with program staff to discuss community service, organizational involvement, academic concerns, and general program growth. The recent program growth made it difficult to accommodate students beyond the junior year for a formal consultation so the total number of the one-on-one meetings are as follows:
- Fall Semester – 97 meetings
- Spring Semester – 101 meetings

Community service statistics were compiled for the Spring semester, and Emerging Leaders contributed 1,282 hours of community service at 65 locations. These numbers do not include the time committed to the Lester Community Center by members of the senior class to fulfill their final project.

**Workshops**

Staff and Memphis Lead Team members facilitated 31 workshops for 383 students. Additionally, the Memphis Lead Team facilitated an Officer Transition workshop for the Hispanic Student Association.

498 students attended frosh camp in Summer 2008.
Over 500 are scheduled to attended in Summer 2009

48 students attended leadershape
65 students attended leadership summit

5. **Report any additional data that demonstrates how your department supports the persistence and graduation of students.**

The average GPA for a fraternity/sorority president is 3.2  
The average GPA for an emerging leader is 3.3  
The freshmen GPA for freshmen emerging leaders is 3.31  
The freshmen emerging leader class was retained at 95.5%

Kenny Echols decided to pursue less expensive educational opportunities due to family job loss.

Steven Hays decided to pursue paramedic career via community college.

6. **If your planning document for 08-09 included departmental goals apart from student learning outcomes, please list them and briefly discuss progress made toward each goal, along with any appropriate supporting data. Also address any departures from your plans.**

**Leadership programs funding (recurring)**

**Specific plans**  
Explore other opportunities to support fundraising initiatives for leadership programs.

**Action steps**

A. Invite prospective donors to serve on the guest panel for Leadershape  
   1. This will offer opportunity to demonstrate program impact (beyond case statement) to potential supporters.  
   2. It may help secure future funding for Leadershape.  
   3. It build relationships with community leaders.

B. Start outreach efforts to graduate emerging leaders that could include:
   1. Newsletters  
   2. Reunions  
   3. Affinity groups with the alumni association

**Assessments**

A. Feedback received  
B. Donations received.

**Progress**

The following individuals attended leadershape
Greg Dukett – Baptist Memorial Healthcare  
Cato Johnson – Methodist Healthcare  
Nancy Coffee – The Leadership Academy  
Judy Edge – FedEx  
Becky & Spence Wilson  

An Leadership Advisory Board has been formed and the following members have been
secured
Stephanie Simpson – Sedgwick Claims
Sedgwick Claims Management Services Inc
Regional Colleague Resources Director

Susan Stephenson – Independent Bank
Independent Bank
President

Douglas Scarboro- The Leadership Academy

Kevin Vaughn- Township Development Service

Andrew Bailey – Fed-Ex
FedEx Corporation
Bldg Afloor

Catherine Chubb – Hutchinson School

David Kustoff – Kustoff & Strickland, PLLC
Kustoff and Strickland PLLC

Jim Strickland - Kustoff & Strickland, PLLC
Kustoff and Strickland PLLC

Greg Duckett – Baptist Memorial Health Care
Baptist Memorial Health Care Corporation
Sr VP Corp Counsel 10-94

Eric Gould- Auto Zone
AutoZone

Cary Vaughn – Millington Chamber of Commerce

Ed Stanton – Fed-Ex
FedEx Corporation
Senior Attorney

Dr. Donald Carson
Retired Vice-President for Student Affairs
University of Memphis

Laretha Randolph
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901-682-4559 (Mailing)
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Todd Chappell - OBGYN

We have begun creating an emerging leader newsletter that we hope to mail in Fall 2009
7. **List any revenue producing initiatives and results:**

The Target Campus Grant Program awarded the Department of Leadership and Involvement a grant in the amount of $5,000 for Greek Presidents Seminar and Leader Workshop Series.

8. **Individual staff and student accomplishments:**

   Jon Campbell is on a steering committee to write a new four year educational program for Pi Kappa Phi Fraternity.

   Brian Berry and Julie Ecklund graduated during 2008-2009, which marks less than 4 years for either.

   Kelly Harris, a LeaderShape graduate, began to carry out her vision from that program by having a great deal of responsibility for bringing Common Ground to Campus.

   Andy Ling, a LeaderShape graduate, began to carry out his vision from that program by starting a student organization, IDEAS, to encourage student entrepreneurship and securing funding from FedEx.

   Up Til’ Dawn was recognized by the Memphis Chapter of the Association of Fundraising Professionals for Outstanding Youth in Philanthropy.

   The group raised 161,000 this year and is approximately 30,000 dollars from reaching 1 million dollars in its 10 plus years as a student organization.

9. **Additional bragging points for department – list anything else that top administrators should know about your area:**

   During 2008-2009, our office presented leadership training for external groups of high school students totaling 218. While these groups were not directly affiliated with the University, these outreach efforts have shown to assist our recruitment efforts and support the mission of the University.

10. **You may paste any complimentary emails or other attributable quotes that reflect well on your department here.**

11. **Submit any photos that portray your department’s 2008-09 activities by placing them in your O Drive and notifying Rachel of the location.**