

COMMONWEALTH OF KENTUCKY
WARREN CIRCUIT COURT
DIVISION NO. II
CASE NO: 22-CI-431
Electronically Filed

DEBORAH TOMES WILKINS

PLAINTIFF

vs.

NOTICE OF FILING

WESTERN KENTUCKY UNIVERSITY, et al.

DEFENDANTS

Defendants Western Kentucky University, Timothy Caboni (“President Caboni”), Dr. Phillip W. Bale (“Dr. Bale”), David Brinkley (“Mr. Brinkley”), Susan Howarth (“Ms. Howarth”), and Tony Glisson (“Mr. Glisson”) (collectively Defendants”), by counsel, respectfully give notice of filing of Exhibits A and C in support of their Motions to Dismiss Plaintiff’s Complaint.

Respectfully submitted,

/s/ Jennifer M. Barbour

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CERTIFICATE OF SERVICE

I hereby certify that I have electronically filed the foregoing with the clerk of the court by using the KYeCourts' eFiling System and a copy of the foregoing was served, via Email and U.S. Mail this 13th day of May, 2022 to the following counsel of record:

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/s/ Jennifer M. Barbour
Counsel for Defendants

Exhibit A



Executive Leadership Development (ELD) Using Multi-rater Feedback

Deborah Wilkins

October 2018

President's Copy



WKU[®]

 **Sibson Consulting**

Outline of Contents

- Overview WKU Multi-rater Feedback Program
 - Participants, Process, Approach, Timeline
- Overview of the Data in this Report
- Interpreting Your Results
- Feedback Results
 - Competencies
 - Open-ended Questions
- Developmental Worksheet

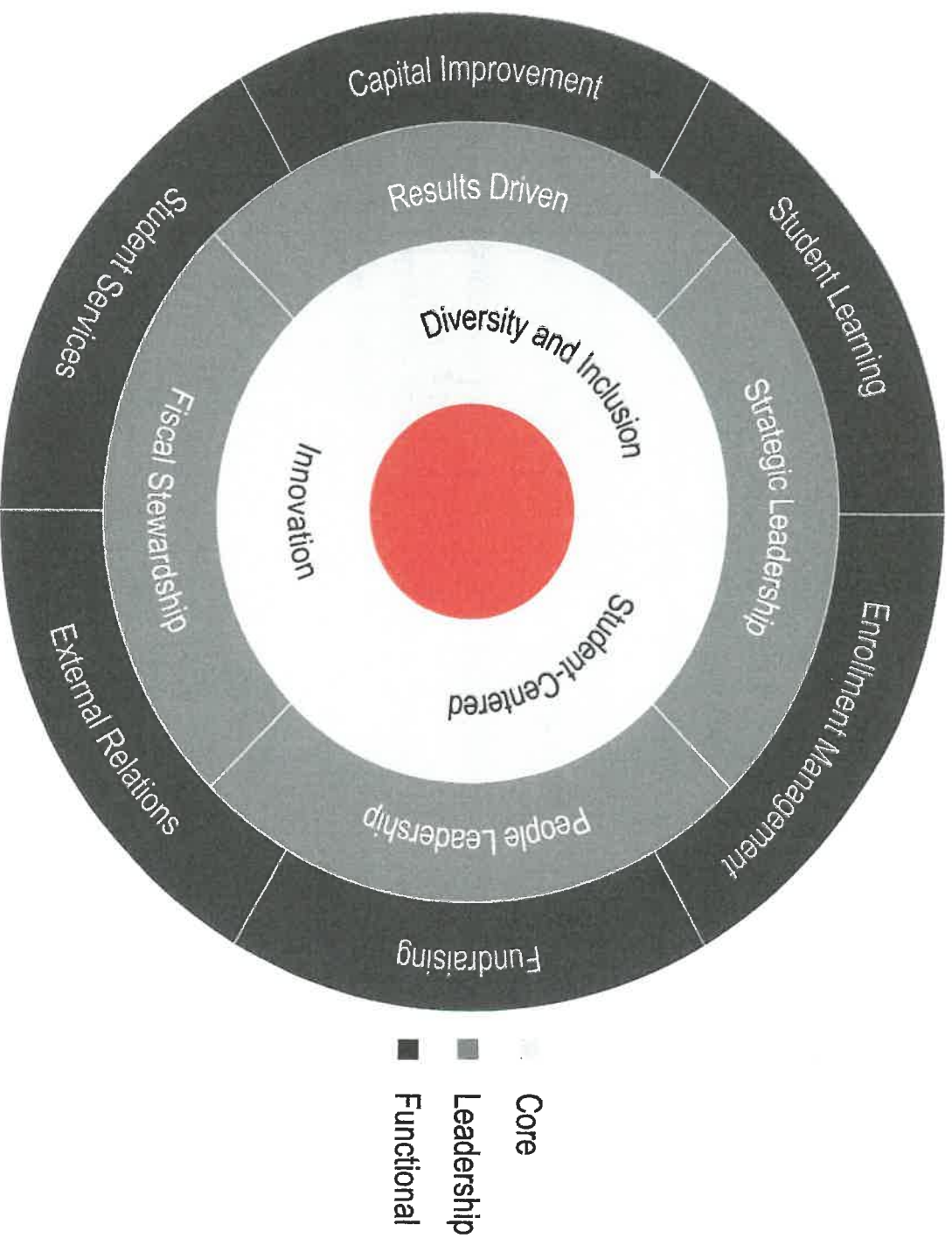


Overview of the 2018 WKU Multi-rater Feedback Program

- The desired purpose of the WKU multi-rater survey and the accompanying feedback it provides is to support professional development for individuals on the leadership team at Western Kentucky University.
- This assessment was specifically designed to measure effectiveness as it relates to the seven core and leadership competencies for Western Kentucky University.
- Participants in the survey were asked to provide anonymous feedback on the demonstration of 29 behaviors related to the seven competencies of the Western Kentucky University leadership, and their individual responses were kept confidential.
- In addition to rating WKU competencies and providing narrative comments on those competencies, participants were invited to provide feedback on leadership strengths and suggestions for growth. An open-ended comments field was also provided.
- Participants (e.g., “raters”) included representation from the categories below:
 - Direct Reports (all)
 - Campus Peers/Colleagues (may include colleagues internal or external to WKU)
 - 3+ proposed by cabinet member
 - 3 proposed by President
 - Cabinet Peers (all)
 - President Timothy Caboni (“supervisor”)
 - Self (only provided to the participant for comparison)



WKU Competency Model Overview



Summary of Data

- The results in this report represent the aggregation of both the qualitative as well as the quantitative feedback gathered from the President and the three rater groups (campus colleagues, direct reports, and cabinet peers) about the behavior of the participant. *This report also contains a self-assessment.*
- The information included in this report was collected during September and October of 2018 by a third party administrator (Sibson Consulting) using the Survey Monkey platform.
- Individual responses from respondents were kept anonymous and confidential. However the survey instructions reminded all raters that all comments would be provided exactly as written.
- A minimum of three respondents was required to create any summary rater group rating.
- Respondents were asked to provide feedback on the frequency of the demonstration of each behavior using the 5-point scale below:
 - 5 Consistently
 - 4 Most of the time
 - 3 Frequently
 - 2 Occasionally
 - 1 Rarely, if at all



Analyzing Results

- Within the executive leadership team at Western Kentucky University, it is important to note each participant's different responsibilities potentially require different degrees of demonstration of each competency. It is important to view results with this consideration in mind.
- Care should be taken when interpreting results, as in some cases respondent size or the sample size was limited and the variation between results was minimal or not statistically significant.
- Don't overly analyze outlier comments or slight differences in mean scores or percent positive scores. Rather look for overall trends and patterns of strength, opportunity or challenge.
- It's helpful to keep in mind the following analysis questions as you read the results:
 - In what competencies and behaviors are your rater scores the highest and lowest?
 - What strengths were highlighted?
 - Where are there noteworthy differences between rater groups and/or the supervisor rating?
 - In what areas are there confirmations or disconfirmations of your own assessment of yourself?
 - What is the most helpful information within the comments? What, if any, are repeating themes?
 - Overall, once having read the report, what most stands out?

The most effective leaders aren't those who have exceptional 360° ratings, rather they are the ones who are committed to a "growth mindset", that is, building on strengths and continuously improving the skills needed for their success. Being reflective, open and responsive to challenging feedback is critical to leadership growth. However, primarily focusing on amplifying strengths rather than resolving weaknesses is the better path to leader effectiveness.



Interpreting the Report Form

WKU Competency

Survey Ratings Student Centered

Description of
WKU Competency

Influences decisions pertaining to resources and the campus environment to align with the University's shared vision for student success; demonstrates commitment to supporting the student experience

Average Rating Sum

score of responses,
divided by number of
responses; see Key

> **Behavior 1a:** Influences student success by communicating the University's shared vision and aligning resources to support defined goals

Average Rating	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	Self	% of Responses
	1	1	1*	1	1	1	1%
% Positive	1%	1%	1%	1%	1%	NA	1%

> **Behavior 1b:** Lays out expectations for supporting student learning and helping students succeed

Average Rating	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	Self	% of Responses
	1	1	1*	NA	1	1	1%
% Positive	1%	1%	1%	NA	1%	NA	1%

% Positive
Percentage of those
respondents selecting
5-Consistently
4-Most of the Time

Overall Column
Represents feedback
from all (non-self)
respondents

NA indicates >3
individuals rated
this item

Self Only included
in the Cabinet
member report

Feedback Rating Key

- 5 Consistently
- 4 Most of the time
- 3 Frequently
- 2 Occasionally
- 1 Rarely, if at all

Behavior Description of specific
behavior being evaluating

% of Responses
percentage of all
respondents identified
by cabinet member
who responded to this
question



WKU®

Preliminary Report—for discussion only

WKU Competency Rating Portion

1. Student Centered
2. Diversity, Equity, and Inclusion
3. Innovation
4. Strategic Leadership
5. People Leadership
6. Fiscal Stewardship
7. Results Driven



Survey Ratings

Student Centered

Influences decisions pertaining to resources and the campus environment to align with the University's shared vision for student success; demonstrates commitment to supporting the student experience

- **Behavior 1a:** Influences student success by communicating the University's shared vision and aligning resources to support defined goals

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	5.0	NA	NA	NA	NA	29%
% Positive	100%	NA	NA	NA	NA	29%

- **Behavior 1b:** Lays out expectations for supporting student learning and helping students succeed

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	5.0	NA	NA	NA	NA	21%
% Positive	100%	NA	NA	NA	NA	21%



Survey Ratings

Student Centered continued

- **Behavior 1c:** Engages in High Impact Educational Practices to help students make the connection between their educational experience and post-graduation options

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	NA	NA	NA	NA	NA	0%
% Positive	NA	NA	NA	NA	NA	0%

- **Behavior 1d:** Creates a positive organizational and campus environment for diverse student populations

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.4	NA	4.0	4.3	5.0	71%
% Positive	80%	NA	75%	67%	100%	71%

- **Behavior 1e:** Contributes to a campus environment focused on student success

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.6	NA	NA	4.3	4.0	57%
% Positive	88%	NA	NA	67%	100%	57%



Survey Ratings

Student Centered continued

Comments¹

- Given the nature of Deborah's work, many of these don't apply to her campus role.
- I have not seen any actions of Debbie that would be seemed student-centered
- Deborah is a consistent resource and voice for students on this campus. She is exceptional with consistently communicating rational thoughts of ideas that are in the best interests of our students; however, her suggestions are not always embraced nor implemented. Because of her longevity at WKU, and especially due to significant transitions that have occurred at the University within the past 12 months, this is a very critical time for campus leaders to listen to Deborah and follow her guidance for the betterment of WKU's student population(s).
- Deborah is an outstanding resource to support student learning. She is very focused on supporting student success. When contacted about student-related matters (stemmed from either student or faculty questions/situations), guidance is provided so that actions to support student learning and program integrity are conducted appropriately. She has consistently provided input regarding affiliation agreements (over 1,000 active agreements in our college), so that students are able to have applied experiences in the real world. These agreements are key to student learning and success of programs at WKU.
- In working with the General Counsel, I was never involved in any situations involving student learning/engagement.

¹ Comments have been randomized to protect confidentiality of respondents.



Survey Ratings cont.

Diversity, Equity, and Inclusion

Promotes diversity in its myriad forms; pursues deliberate efforts to create a welcoming environment for all community members (students, faculty, staff, alumni, parents, visitors); actively challenges bias, harassment and discrimination

➤ **Behavior 2a:** Interacts appropriately with all campus and community partners, without regard to individual characteristics

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.3	5.0	3.8	4.3	5.0	86%
% Positive	75%	100%	60%	67%	100%	86%

➤ **Behavior 2b:** Demonstrates a personal commitment to create a caring and welcoming environment

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.3	5.0	3.6	5.0	4.0	86%
% Positive	83%	100%	60%	100%	100%	86%



Survey Ratings

Diversity, Equity, and Inclusion continued

➤ **Behavior 2c:** Fosters respect for all individuals and points of view

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.2	4.7	4.0	4.3	3.0	79%
% Positive	73%	100%	75%	67%	0%	79%

➤ **Behavior 2d:** Acts in a manner consistent with law and policies pertaining to equity, diversity and inclusion

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.6	5.0	4.4	4.3	5.0	86%
% Positive	83%	100%	80%	67%	100%	86%



Survey Ratings

Diversity, Equity, and Inclusion continued

Comments¹

- Deborah, by far, has been the most incredible leader I have ever reported to in my approximate 20 year placement within the workforce; more than 13 of those years have been spent being employed with the WKU family. Although I appreciate a significant amount of qualities about Deborah, one of her top strengths is that she is authentic, ethical, and reasonable, especially as it relates to diversity, equity, and inclusion.

Without hesitation, I always know I can contact Deborah to brainstorm about a concern and/or share my thoughts regarding discrimination and harassment, for example. Furthermore, I always know, with unquestionable confidence, that she will listen and provide me with exceptional feedback. Deborah trusts me wholeheartedly, which allows me to excel in my job which is significantly focused on discrimination and harassment issues.

Because of her leadership and support, I am completely in love with my job and the team in which I am part. Not only does Deborah make me feel embraced and supported, she does the same for the entire campus. It should be noted, however, that because of her position as General Counsel, not everyone agrees with her thoughts or direction. At the end of the day, her thought process and arguments of advocacy are fair, well thought out, and implemented appropriately.

¹ Comments have been randomized to protect confidentiality of respondents.



Survey Ratings

Diversity, Equity, and Inclusion continued

Comments¹

- Based on my experiences, improvements could be made in fostering a caring/welcoming environment.
- Under the past administration, Deborah Wilkins has been allowed to use her position to bully and intimidate campus community partners. Her character is passive-aggressive so, she acts as if she respects your points of view to your face and behind your back she's working to discredit your name.
- Deborah has always been committed to promoting diversity and avoiding even the appearance of any kind of discrimination.
- Deborah is a continual resource regarding matters related to student situations, some of which are linked to avoidance of harassment and discrimination. She provides direction that directly supports actions to avoid discrimination. She frames the input based on WKU policies, state regulations, and broader federal laws/guidelines.
- Limited witnessing in this regard.

¹ Comments have been randomized to protect confidentiality of respondents.



Survey Ratings

Innovation

Develops and creates ideas, processes and approaches that improve the current environment and shape the future

➤ **Behavior 3a:** Develops new insights into situations and applies creative solutions to make organizational improvements and meet challenges

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.0	5.0	3.5	NA	4.0	71%
% Positive	70%	100%	50%	NA	100%	71%

➤ **Behavior 3b:** Creates a work environment that encourages original thinking and innovation

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.4	5.0	3.7	NA	4.0	57%
% Positive	88%	100%	67%	NA	100%	57%



Survey Ratings

Innovation continued

- **Behavior 3c:** Designs and executes processes and approaches to enhance effectiveness and efficiency

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.6	5.0	NA	NA	3.0	50%
% Positive	86%	100%	NA	NA	0%	50%

- **Behavior 3d:** Focuses attention on identifying and leveraging business/revenue generating opportunities

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	NA	NA	NA	NA	NA	14%
% Positive	NA	NA	NA	NA	NA	14%



Survey Ratings

Innovation continued

Comments¹

- Deborah is one of the most hardworking individuals I have had the opportunity to work with and report to. Not all employees in leadership positions arrive at work everyday hungry to contribute to their milieus, support those around them, or invest elongated amounts of time into this University. Deborah is the ideal role model of someone who not only develops, creates, and designs, but encourages her team to do the same. The positive characteristics she exudes and displays always amazes me, and encourages me to continue being inspired to contribute to this campus, regardless of the amount of difficult days I experience because of the type of work I have the opportunity to be part of everyday.
- No experiences observed

¹ Comments have been randomized to protect confidentiality of respondents.



Survey Ratings

Strategic Leadership

Takes risks and makes decisions based on facts and environmental awareness; uses analysis and critical thinking skills to solve problems; ensures that decisions are aligned with articulated strategic directions of leadership; manages change effectively

➤ **Behavior 4a:** Describes current trends in the economic, political, social and demographic environment and their impact on the organization

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.4	5.0	4.0	4.0	5.0	71%
% Positive	80%	100%	67%	67%	100%	71%

➤ **Behavior 4b:** Initiates, sponsors, or champions organizational change. Helps others to successfully adapt to or manage these changes

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.4	5.0	5.0	3.7	3.0	71%
% Positive	80%	100%	100%	67%	0%	71%



Survey Ratings

Strategic Leadership continued

➤ **Behavior 4c:** Effectively communicates a compelling picture of the direction the organization should take and of what it should strive to become

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	3.9	4.7	NA	3.2	4.0	71%
% Positive	70%	100%	NA	40%	100%	71%

➤ **Behavior 4d:** Demonstrates a long-term view of institutional/departmental strengths and weaknesses and of significant trends in higher education

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.2	5.0	4.7	3.0	4.0	71%
% Positive	80%	100%	100%	33%	100%	71%



Survey Ratings

Strategic Leadership continued

Comments¹

- Deborah thoroughly understands details, in addition to holistic pictures regarding what has happened at WKU, what the University is currently experiencing, but more importantly, what Western will go through (whether positive or negative) in the future. Because of her role(s), it is critical for her to remain in-the-know about all aspects impacting higher education nationally, regionally, and locally. She has such a knack for assessing, evaluating, and corresponding to a variety of aspects and issues.
- My interactions with Deborah have been very positive, but the behaviors described haven't been part of those interactions. I'm sure she displays them consistently, but I just don't have a basis to make a judgment based on our interactions.

¹ Comments have been randomized to protect confidentiality of respondents.



Survey Ratings

People Leadership

Values organizational diversity; treats others with respect; promotes cooperation; effectively manages relationships and teams; develops others

➤ **Behavior 5a:** Acts to defuse conflict situations and bring the interchange to a constructive focus

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	3.8	4.7	3.6	3.5	3.0	93%
% Positive	62%	100%	60%	50%	0%	93%

➤ **Behavior 5b:** Facilitates employees to recognize and plan for developmental needs and opportunities; follows through to achieve developmental goals

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	5.0	5.0	5.0	NA	5.0	57%
% Positive	100%	100%	100%	NA	100%	57%



Survey Ratings

People Leadership continued

- **Behavior 5c:** Promotes cooperation, collaboration and partnerships between individuals or groups, both inside and outside the institution

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	3.7	4.7	3.4	3.5	3.0	93%
% Positive	54%	100%	40%	50%	0%	93%

- **Behavior 5d:** Structures and conveys ideas and information, both verbally and in writing, in a way that brings about understanding

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.1	4.7	3.8	3.8	5.0	93%
% Positive	77%	100%	60%	75%	100%	93%



Survey Ratings

People Leadership continued

Comments¹

- Not very collegial. Appears that if you end up on her "bad list," you will be a target forever. Best strategy is to never need to call her.
- She is outstanding in these leadership areas. She brings a constructive focus to situations, helping identify and assess relevant aspects. She seeks the input of others. Her judgment is trusted.
- Needs renewed focus on People Leadership skills which could improve performance.
- Deborah is the nucleus of the WKU campus who handles, manages, and resolves conflict. She is the consistent voice of reason, and I often feel for her because she is the one who has to work through a large volume of concerns after these issues have not been taken care of properly early on; this story line is unfair to her. It is such a shame that several campus administrators do not exude true leadership, and do not brief her about topics she needs to know about until tragedy as always struck. Deborah strives to be proactive, but often times has to be reactive due to negligence of others.
- Deborah Wilkins people leadership skills are non-existent! When she has an issue that involves the police, she expects us to do whatever she wants which may not be consistent with the law. She goes into email tirades where she sends bullying, condescending messages to upper management on campus. She does not promote cooperation and understanding.

¹ Comments have been randomized to protect confidentiality of respondents.



➤ **Behavior 6a:** Makes creative and successful use of existing and new technologies

- **Behavior 6b:** Proactively plans for and secures effective people resources (skills, talents, individuals, positions) needed to accomplish goals



Survey Ratings

Fiscal Stewardship continued

➤ **Behavior 6c:** Identifies, obtains and effectively allocates the resources required to achieve applicable goals

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	5.0	5.0	NA	NA	5.0	43%
% Positive	100%	100%	NA	NA	100%	43%

➤ **Behavior 6d:** Leads by example; honest in all institutional interactions and transactions; remains steadfast when challenged. Upholds ethical standards of profession

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.4	5.0	4.0	4.3	5.0	86%
% Positive	83%	100%	75%	75%	100%	86%



Survey Ratings

Fiscal Stewardship continued

Comments¹

- Deborah Wilkins has integrity issues and cannot be trusted. She has used the police to intimidate and bully current and past employees which is unacceptable.
- Said she is trying to reduce our legal expenses.
- Most definitely leads by example; upholds ethical standards!
- Deborah exemplifies integrity.
- Deborah consistently plans, identifies, and leads. Often, individuals try to bully, be negative towards, and attack her (verbally and through written correspondences); however, she always handles these situations with tact. Deborah is not always supported as much as I envision that she could/can be, but my hope is that individuals such as President Caboni will truly embrace how important Deborah is to this campus. Without her leadership, guidance, and support, I fear the detriment this campus would be in.

¹ Comments have been randomized to protect confidentiality of respondents.



Survey Ratings

Results Driven

Influences others to accomplish the mission of Western Kentucky University in ways consistent with the values of the institution; holds self (and others) accountable to meet goals and objectives; accomplishes desired outcomes; strives to meet customer expectations

➤ **Behavior 7a:** Holds others accountable for previously agreed upon performance results

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.6	5.0	4.5	NA	5.0	71%
% Positive	80%	100%	75%	NA	100%	71%

➤ **Behavior 7b:** Keeps the customer (internal or external) as the focal point of all activity; strives to address customer needs and concerns with timely and high quality solutions

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.3	4.7	4.5	4.0	3.0	79%
% Positive	73%	100%	75%	67%	0%	79%



Survey Ratings

Results *Driver* continued

- **Behavior 7c:** Utilizes accurate qualitative and quantitative data to present logical, data-based arguments to make decisions

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.5	5.0	NA	NA	4.0	57%
% Positive	100%	100%	NA	NA	100%	57%

- **Behavior 7d:** Shows a strong sense of urgency about solving problems and getting the work done

	Overall	Direct Reports	Campus Peers	Cabinet Peers	President	% of Responses
Average Rating	4.3	5.0	4.2	4.3	3.0	93%
% Positive	69%	100%	60%	75%	0%	93%



Survey Ratings

Results Driven

Comments¹

- The nature of Deborah's role is to advise on legal matters and represent the University's best interest in those. In my experience with her she takes this role very seriously and utilizes the information she has to advise and make decisions.
- Deborah holds her team accountable, and what is so phenomenal about this perspective, is she stays in tune with each of us to ensure we are meeting our goals. She always keeps in mind how our decisions will impact constituents associated with WKU, conducts a thorough amount of research, and asks questions before moving forward with a decision or argument. Deborah always handles, manages, and/or resolves conflict, and within a reasonable amount of time; she works before and after hours, and always makes time to meet or converse with me, regardless of how busy she is.
- No feedback.
- Deborah is extremely timely in providing input.
- Results driven performance varies based on project

¹ Comments have been randomized to protect confidentiality of respondents.



WKU Overall Narrative Comments

Strengths

- This area contains the response to the open-ended question: "This person's main strengths are..."

Opportunities for Growth

- This section contains the response to the open-ended question: "This person could be a more effective leader if..."

Other Comments



Building on Strengths

Comments¹

- Knowledge, approachable, concern for doing the right thing, quick to respond, ability to assess various perspectives, ability to help focus and simplify situation
- Overall knowledge of legal and campus matters.
- 1. Over 20 years of experience at WKU; institutional memory.
- Deborah's main strengths are her integrity, her dedication to what's best for WKU, her intelligence, her institutional knowledge, her people skills, and her work ethic—all of which are exemplary.
- Institutional knowledge; personal integrity; excellent written communication skills and advocacy.
- Deborah combines her previous private practice experience with her extensive institutional knowledge to bring value to WKU.
- intelligent attorney.
- University knowledge
- her dedication to providing the best compliance methods to the situations the university faces daily, her trust and loyalty to her subordinates, peers, and superiors in working to make the university the best place for students, staff and faculty, and her willingness to be part of the "team" of WKU to ensure this university maintains a standard as a great university.

¹ Comments have been randomized to protect confidentiality of respondents.



Building on Strengths

Comments¹

- Deborah has a significant amount of strengths; however, her top strengths include her attentive listening, reasonable thinking, and genuine support of her team.
- Good communicator, good problem-solver, effective advocate, great sense of humor.
- Deborah has great institutional knowledge, having served in her current role for more than 20 years. She can be a fierce advocate or opponent - she is very passionate about her cause, whatever it may be. She appears to manage stressful situations with ease.
- Deborah has a wealth of institutional knowledge and perspective for both faculty and staff. This knowledge is important as we move forward with our strategic plan and new budget model for the University.

¹ Comments have been randomized to protect confidentiality of respondents.



Areas to Grow

Comments¹

- She were promoted to President.
- Deborah could be a more effective leader, if individuals at WKU would communicate issues with her early on instead of sharing concerns with her after decisions have been made that have turned into severe challenges.
- Deborah tends to be very matter-of-fact and at times can seem dismissive of the views, questions, and opinions of others, particularly when there is disagreement. Demonstrating a higher level of respect for others and being more engaged in meetings and conversations would improve overall communications and strengthen her relationships with colleagues.
- she was given a larger budget line to utilize for more trainings for her staff and to allow for more compliance based services for the university.
- she could improve team and people skills.
- no suggestions
- 1. See herself as a seasoned administrator capable of seeing the big picture and contributing to university-wide goals.
2. Improve communication skills.

¹ Comments have been randomized to protect confidentiality of respondents.



Areas to Grow

Comments¹

- Deborah Wilkins could be a more effective leader if:
 - She had a better attitude.
 - If she didn't bully and intimidate employees.
 - Build and foster relationships with local Criminal Justice Members.
 - If she was a team player.
- 1. See herself as a seasoned administrator capable of seeing the big picture and contributing to university-wide goals.
- 2. Improve communication skills.

¹ Comments have been randomized to protect confidentiality of respondents.



Overall Comments

Comments¹

- Deborah truly loves WKU and wants the best for the university. She exemplifies the "spirit" of WKU.
- Enjoy working with Deborah and her team.
- Professional courtesy. Cabinet meetings aren't very long. Perhaps she could put her phone away and show interest in what her peers are saying. We all can multi-task, but it is a matter of professional respect.
- Deborah's guidance and leadership, particularly related to student matters, have been key to the successful performance of some of my duties/responsibilities.
- President Caboni and the WKU community would be much better served to seek an attorney who agrees with his vision, promotes community and provides a high level of service to his office. He does not need the drama that Deborah Wilkins brings to her position.
- My interactions with Deborah have been extremely positive. She has been an excellent counselor through a difficult personnel matter and helped bring our challenging situation to an acceptable resolution.

¹ Comments have been randomized to protect confidentiality of respondents.



Overall Comments

Comments¹

- I am beyond appreciative to have had the opportunity to express my genuine thoughts regarding Deborah. I sincerely hope my remarks are taken into consideration, and that this assessment is seriously valued.
- Deborah has consistently managed University legal issues even-handedly, identifying the nature of the problem and an appropriate solution. Probably her greatest success has been distinguishing between when to take a firm stance versus making concessions to resolve situations in which WKU would likely bear some responsibility in litigation.

¹ Comments have been randomized to protect confidentiality of respondents.



WKU Competency Development Worksheet

For your own professional development, we encourage you to write goals and actions in a minimum of three competencies

	Goal	Next Step
1. Student Centered		
2. Diversity, Equity, and Inclusion		
3. Innovation		
4. Strategic Leadership		
5. People Leadership		
6. Fiscal Stewardship		
7. Results Driven		
Sample		
Strategic Leadership	Improve communication of vision and direction within my organization	Hold a discussion with my team by December 1 about what's needed to improve



Alignment with ELD

Planning for Professional Development

Preparing for Your Conversation with the President...

- Having reviewed the multi-rater data and created goals and actions in response to the multi-rater feedback, what areas of the feedback would you like to explore with the President?
- Are there any additions, revisions or substitutions you would propose to make to the information you submitted in advance in the ELD Section II, Question 1?

For + Brian K. M.



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Cabinet Member: Deborah Wilkins**Average Rating**

Overall Direct Reports Campus Peers Cabinet Peers

Percent Positive

Overall Direct Reports Campus Peers Cabinet Peers

Competency 1: Student centered

- 1a) Communication of shared vision
1b) Student learning and success
1c) High impact education practices
1d) Positive organizational campus environment
1e) Campus environment for student success

5.0	NA	NA	NA	NA
5.0	NA	NA	NA	NA
NA	NA	NA	NA	NA
4.4	NA	4.0	4.3	4.3
4.6	NA	NA	NA	4.3

100%	NA	NA	NA	NA
100%	NA	NA	NA	NA
NA	NA	NA	NA	NA
80%	NA	75%	67%	67%
88%	NA	NA	NA	67%

Competency 2: Diversity, Equity, and Inclusion

- 2a) Interacts appropriately
2b) Caring and welcoming environment
2c) Fosters respect
2d) Acts consistently with laws

4.3	5.0	3.8	4.3	4.3
4.3	5.0	3.6	5.0	5.0
4.2	4.7	4.0	4.3	4.3
4.6	5.0	4.4	4.3	4.3

75%	100%	60%	67%	67%
83%	100%	60%	100%	100%
73%	100%	75%	67%	67%
83%	100%	80%	67%	67%

Competency 3: Innovation

- 3a) New insights and creative solutions
3b) Environment encouraging innovation
3c) Enhance effectiveness and efficiency
3d) Leverage business/revenue

4.0	5.0	3.5	NA	NA
4.4	5.0	3.7	NA	NA
4.6	5.0	NA	NA	NA
NA	NA	NA	NA	NA

70%	100%	50%	NA	NA
88%	100%	67%	NA	NA
86%	100%	NA	NA	NA
NA	NA	NA	NA	NA

Competency 4: Strategic Leadership

- 4a) Current trends and impact on organization
4b) Initiates and sponsors organizational change
4c) Communicates picture of organization
4d) Organizational strengths and weaknesses

4.4	5.0	4.0	4.0	4.0
4.4	5.0	5.0	3.7	3.7
3.9	4.7	NA	3.2	3.2
4.2	5.0	4.7	3.0	3.0

80%	100%	67%	67%	67%
80%	100%	100%	67%	67%
70%	100%	NA	40%	40%
80%	100%	100%	33%	33%

Competency 5: People Leadership

- 5a) Defuse conflict and constructive focus
5b) Plan and follow through developmental needs
5c) Promote cooperation and collaboration
5d) Convey ideas, both verbally and in writing

3.8	4.7	3.6	3.5	3.5
5.0	5.0	5.0	NA	NA
3.7	4.7	3.4	3.5	3.5
4.1	4.7	3.8	3.8	3.8

62%	100%	60%	50%	50%
100%	100%	100%	NA	NA
54%	100%	40%	50%	50%
77%	100%	60%	75%	75%

Competency 6: Fiscal Stewardship

- 6a) Successful use of new technologies
6b) Proactive planning
6c) Locate and allocate resources
6d) Lead by example

4.2	5.0	NA	NA	NA
5.0	5.0	NA	NA	NA
5.0	5.0	NA	NA	NA
4.4	5.0	4.0	4.3	4.3

67%	100%	NA	NA	NA
100%	100%	NA	NA	NA
100%	100%	NA	NA	NA
83%	100%	75%	75%	75%

Competency 7: Results Driven

- 7a) Holds others accountable
7b) Keep customer as focal point
7c) Utilize qualitative and quantitative data
7d) Strong sense of urgency

4.6	5.0	4.5	NA	NA
4.3	4.7	4.5	4.0	4.0
4.5	5.0	NA	NA	NA
4.3	5.0	4.2	4.3	4.3

80%	100%	75%	NA	NA
73%	100%	75%	67%	67%
100%	100%	NA	NA	NA
69%	100%	60%	75%	75%

Confidential

Data Collected and Prepared by:

Catherine Lilly

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- **WKU Multi-rater Survey Administrator**
- **Consultant to WKU Executive Leadership Development Program**



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