

Wake Forest University Senate 2006-2007
Minutes
February 14, 2007

The University Senate held its third regularly scheduled meeting of the 2006-2007 academic year in Room G-28 of the Hanes Building at the Medical Center. The following members were present:

Administration: William Gordon, William Applegate, Cecilia Solano, Lynn Sutton.

College: Anne Boyle, Bill Conner, David Coates, Katy Harriger, Natalie Holzworth, James Kuzmanovich, Harry Titus.

Graduate School:

School of Medicine: Edward Haponik, Cormac O'Donovan, Joe Tobin, Ronald Zagoria.

School of Law: Wendy Parker.

Calloway School of Business and Accountancy: Sheri Bridges.

Babcock School of Management: Derrick Boone, Robert Lamy, Michelle Roehm.

Divinity School: Neal Walls.

Staff: Gary Alwine, Tim Bell, Gloria Stickney.

President Neal Walls called the meeting to order at 4:05 PM.

The minutes of the November 15, 2006 meeting were approved.

Reports from faculty representatives to Trustee committees

Administration Committee

University Board of Trustees
Administration Committee
February 1, 2007

Jay Dominick presented the results of a study on reporting problems and opportunities related to the Banner System. IS would like to improve data delivery, data mining, work flow and document imaging. Jay discussed management strategies that would lead to improvement in our use of the capabilities of the Banner System.

Matt Cullinen reported on the current search for a Director of Human Resources. He also discussed the results of a consulting firm's study of WFU Human Resources. The discussion focused on improvement in technical expertise and on changes in the HR culture.

Matt led another discussion on Medical Benefits at the Reynolda campus. He referred to the student presentation made at the November Senate meeting on medical cost analysis. HR has conducted a study of two issues, 1) benefit analysis and 2) cost analysis. The results show that WFU benefits exceed comparative institutions' benefit offerings in 15 of 19 categories. By contrast, the cost comparison was not positive; WFU ranked at the bottom of all comparative institutions for cost to the employee for single coverage, and third from the bottom for employee cost for family coverage. Options for improving this latter situation are being explored.

A Facilities Management Infrastructure Assessment was presented. Its focus is on potable water and sanitary sewer systems. Since elements of these systems date back to the founding of the Reynolda campus, FM is seeking agreements with the city of Winston-Salem as a basis for future strategic planning. Analyses of WFU HVAC systems, flooring systems, roofing systems, chilled water systems, electrical systems, and the Central Heating Plant are also underway.

The process for developing a new Campus Master Plan was outlined. Interviews with campus planners at other institutions have taken place, a series of broad process recommendations have been developed, and guidelines for the selection of a planning firm are complete. Connie Carson has been named to lead this planning effort.

Harry Titus
Senate representative

Academic Committee

From: Alan Palmiter (School of Law, Faculty Representative to Academic Committee)
To: University Senate
Date: 14 February 2007
Re: Spring 2007 meeting of Academic Committee of WFU Board of Trustees

This is my report on the meeting of February 1, 2007 of the Academic Committee of the University's Board of Trustees.

It was a snow day and the meeting happened by tele-conference for me and the Trustees on the committee. The faculty and administrative presenters met at a room in Benson and gave their presentations to a speaker phone. The last presentation by Bill Currin (Director of Career Services) was cut off when the speaker phone became disconnected.

Provost Gordon described the various dean searches (graduate school and law school) and reported that we were drawing from "exceptional pools." He then described the status of the

strategic planning process, which he saw coming at a “critical juncture.” The process had used comparative data from peer institutions and an online survey that had elicited more than 3000 responses. He outlined the 5 themes identified by the strategic planning committee: (1) enhance faculty distinction, (2) build nationally-recognized academic programs, (3) attract a talented, diverse student body, (4) create more University-wide community, and (5) strengthen the University beyond the campus. Strategic plans by the various university units are due 01 June 07.

Dean Best then explained that the current planning process, by involving all university units, is more encompassing than the Class of 2000 planning process. She stated that the college is hiring 19 new faculty members, with 2 positions already filled. A Trustee raised concerns about the high number of openings, which Best said was due to retirements, some junior-level turnover, and replacing visiting professors with tenure-track appointments. She described the cost of attracting entry-level science professors, whose labs and equipment often cost \$500,000 - \$1,000,000. The Trustees asked whether those costs were lost if the professor left the university. The answer: “Mostly not.”

Sam Gladding, professor and chair of the Department of Counseling, presented a proposal for a Joint Master of Divinity/Master of Arts in Counseling. The Trustees on the committee approved the proposal.

Then things got interesting. Martha Allman, Director of Undergraduate Admissions, described the status of admissions in the college. She said that “maybe we have hit a ceiling.” She reported a drop in median SAT scores (from 1354 in 2005 to 1340 in 2006), and a moderate increase in applications over time (from 5,200 in 1990 to 7,500 in 2006). She reported that Wake buys information on 40,000 PSAT test-takers, while peer institutions buy for 200,000. She commented on the number of students submitting multiple applications, and that the Wake application is “labor intensive” compared to that of peer institutions.

She expressed concern about the college’s “yield” of 41% (which includes early admits for whom the yield is 100%). She described the experience with cross-admitted students at UNC. In 1990, 30% of cross-admits enrolled in WF, 30% at UNC, and 40% someplace else. In 2006 the numbers were 15% WF, 45% UNC, and 40% elsewhere. A Trustee asked why is Wake losing. The answer: financial, lack of diversity, fewer programs. For example, Wake gives 64% of students financial aid, while Georgetown helps 73% of its students, Vanderbilt 85%. And merit scholarships, she said, are not as competitive. “We used to get 100% of full-ride Reynolds Scholars, now get only 50%.”

Allman identified things that could be done: (1) begin recruiting high school sophomores, (2) expand the database of potential students, nationally and internationally, (3) increase campus visits for HS counselors, (4) target students that bring diversity. Allman also mentioned the problems of attracting transfer students, whose prior credits are often not accepted.

The Trustees asked a few questions during Allman’s presentation. There was no Q&A at the end.

Tom Phillips, Director of Wake Forest Scholars, then described the 3-year-old program to help students take advantage of post-graduate scholarship opportunities. He explained that this means targeting students in the top 25% academically. He said there are about 50 available scholarship programs, such as Oxford, Rhodes, Cambridge-Gates. He said the goal is for Wake to nominate students to 25-30 programs every year. Last year of the 23 students nominated for Fulbright scholarships, 15 received an offer. Again no Q&A.

As Bill Currin began, the phone disconnected. The Trustees (with me still on the line) then talked among themselves. One Trustee asked why the University administration was thinking of increasing student enrollment if the admission yield is falling. But there was no discussion on this

interesting question. Instead, the Trustees talked about how they handle requests from family members, friends and acquaintances to help “get my child into Wake Forest.” It was a quite long and free-flowing conversation. The Trustees also talked about what things interested high school students in Wake Forest. It was an ambling, mostly anecdotal conversation. The conversation then turned to dinner.

As usual, though they were aware I was on the phone line, none of the Trustees asked me any questions.

Athletic Committee

Report on the WFU Trustee Athletics Committee

The meetings of the WFU Trustees Athletics Committee focused primarily on four reports: academic performance of WFU athletes, the competitive status of teams for 2006-7 fall and winter sports, a review of the Strategic Plan for the Department of Athletics, and progress reports on plans to upgrade athletic facilities for football, baseball and golf.

Last year, the NCAA implemented new guidelines and criteria for measuring the graduation success rate and academic progress rate for its institutions. These criteria provide a more accurate picture than previous formula (e.g., schools are no longer penalized for student-athletes who transfer to another school while in good academic standing). Wake Forest ranks exceptionally well among ACC schools in graduation success rate for the past five years (1st or tied for 1st in 9 of the 14 sports in which we compete). Wake Forest ranks second in the ACC (after Duke) in the top 30 nationally (out of more than 300 institutions) in the newly established system that measures academic progress.

The report on the competitive status of the fall and winter sport teams highlighted exceptionally strong seasons for field hockey (lost in the national championship game), men’s soccer (lost in the national semi-finals) and football (ACC champions; most wins in WFU history). Both of the golf teams, men’s tennis and women’s soccer are ranked in the top 25 in the nation. Men’s and women’s basketball teams are very young and struggling in conference play. At the conclusion of the fall season, the overall ranking in the Sears Cup is among the highest in WFU history—8th in the nation. The committee examined data on particular teams in conjunction with both academic progress and measurable goals identified in the strategic planning process. Other goals for the Athletic Department (attendance, marketing and promotion of various sports) were also presented and discussed.

Plans are proceeding well with the renovation of Groves Stadium and the building of Deacon Tower. The pledges required to undertake the improvements have been very strong. Plans to upgrade baseball facilities with the purchase of Warthog stadium have

cleared several hurdles; final approval depends on approval of the plan for a new Winston-Salem baseball stadium by Forsyth County Commissioners.

The meetings concluded with executive sessions during which personnel matters were discussed between the trustees and the Director of Athletics.

Prepared by:

Charles Kimball, faculty representative
Professor of Religion
February 12, 2007

Advancement and Communications Committee

**Report to University Senate
on the
Board of Trustees Advancement and Communications Committee Meeting
February 2007**

Advancement

Fundraising reports indicate that the College Fund, Calloway Fund, Law Fund, Babcock Fund and Divinity Fund are all approximately half-way along in achieving annual giving goals. The Medical Fund has accomplished about 85% of annual giving goals. The various components of our athletic fundraising are meeting or exceeding strategic goals.

Contributions have been received from (100%) members of the University Board of Trustees.

Communications

The Office of Creative Services worked hard to ensure strong publicity in conjunction with the Deacons' Orange Bowl appearance. Communication within the Wake Forest family of students, staff, alumni, parents, etc. centered around the web site. A highlight was a well-received blog from Miami, written by Creative Services staffers. On the day of the big game, our web site received 2.9 million hits (a typical daily average for our site is 960,000 hits).

The Wake Forest News Service achieved significant and favorable external PR coverage for the University in relationship to the Orange Bowl. Highlight accomplishments included a column by President Hatch in the Miami Herald, numerous articles by Southeastern columnists about Brian Piccolo and his connection with WFU, and especially robust coverage by media in the Triad.

Submitted by Michelle Roehm*

*Note: This update is based on reports circulated to the Committee prior to the cancellation of the February Meeting, due to weather-related campus closure.

Senate Standing Committee Reports

University Oversight Committee (UOC)

David Coates reported for chairperson Michele Gillespie. The committee has not met since the last Senate meeting. The committee would like to receive a new charge from the Senate.

Intra University Operations (IOC)

Chairperson Barry Maine reported on the progress toward a comprehensive faculty/staff directory for all university units. Neal Walls has asked the committee to look into and compare the various university units' sexual harassment policies

Senior University Appointments (SUA)

Chairperson Joe Tobin reported that the committee would begin to interview candidates for the positions of Dean of the Graduate School and Dean of the Law School soon. The search for a new Provost is moving more slowly, but Joe expects that the committee will also interview those finalists before the end of the semester. The committee has developed its list of candidates for honorary degrees, which will be presented in closed session at the end of the meeting.

Fringe Benefits (FRB)

Report of Fringe Benefits Committee
February 14, 2007
Anne Boyle, Co-Chair

Since the fall meeting, the Fringe Benefits Committee worked on three action items; Anne Boyle, Co-Chair of the Fringe Benefits Committee, reported on progress regarding these agenda items:

1. Creation of a new parental leave policy—Provost Bill Gordon informed the committee that he will report on the proposed parental leave policy at our April meeting. (The proposed policy is appended, **See Appendices 1 and 2**).
2. A survey of parental satisfaction with the Children's Choice Learning Center (the child care facility that serves employees of the WFU Medical School and Baptist Hospital) was completed and is attached, **see Appendix 3**.
3. The following is a report on Reynolda Campus's childcare initiative in collaboration with Smart Start of Forsyth County.

First Steps: In December 2006, Nancy Suttentfield requested that University Store's Director, Buz Moser, work with HR and Smart Start to identify a menu of options for child care for Reynolda Campus staff and faculty. Using data gathered from Human Resources, Moser estimated that the 1771 full-time employees of the Reynolda Campus had 255 children under the age of 6. (This did not include 593 part-time

employees.) Using information based on the zip codes of WFU Reynolda Campus employees, Smart Start identified 4 or 5 Star childcare centers and child care homes in Forsyth County that might serve this population (only centers within an estimated thirty minute drive from home to work were included). Smart Start identified 19 4-5 star denominational and non-denominational child care facilities within five miles of WFU; 13 within 5-10 miles; and 6 more than 10 miles from campus. There are a total number of 3087 slots at these centers, with 191 slots for infants. Next Smart Start began informal conversations with these centers to gauge their willingness to reserve 10% of their slots for Wake Forest Employees; 17 of the centers responded positively (many of the Centers already enroll WFU dependents.)

On January 10, 2007, Smart Start provided a detailed report to Moser and Boyle which included the following conclusions and recommendations:

Conclusions

1. At least 24% of staff dependents (0-5 years of age utilizing ACS) are in quality child care (4 or 5 star centers).
2. Forty- Four (44) out of the 50 dependents identified above are in care within 5 miles of Wake Forest University. (Note: - Data not available for Family Child Care Homes.)
3. Fifty four per cent (54%) of the staff dependents (0-5 years utilizing ACS) live within 5 miles of Wake Forest University.
4. Fifty (50) out the 209 staff dependents (0-5 years utilizing ACS) live outside a zip code served by 4 or 5 star centers within 15 miles of Wake Forest University.

Recommendations

1. Support faculty and staff in their search for quality care through current relationship with Work Family Resource Center.
2. Continue to provide Dependent Care Spending Account for employees to designate pre-tax dollars for dependent child care expenses.
3. Consider contracting with outside vendor (i.e., Bright Horizons - local contact is Northwest Child Development Center).
4. Acquire/build a child care center and/or partner with another entity/organization (i.e., Summit School due to location or Salem College based on the Notre Dame and St. Mary's College model.)

Second Steps:

In February, Mr. Moser conducted four child care forums to share this information with Reynolda Campus staff and faculty and to receive feedback. A report should be available by our April meeting. Boyle reported that she attended three of the four forums. Faculty and staff emphasized the need for infant care and the long waiting periods that many experienced.

Next Steps: Boyle reported that she is encouraged that the Administration has prioritized the need for child care options for Reynolda Campus employees; she hoped the University would do its part to increase the overall number of slots for child care in Forsyth County; and encouraged colleagues to emphasize the need for an on-site or near-site child care facilities in Strategic Planning.

New Business

Neal Walls reported that Carole Browne will be attending the COIA meeting in May as the representative of the WFU Senate.

Approval of candidates for honorary degrees.

Joe Tobin presented the slate of candidates for honorary degrees for consideration. A slate of 8 potential candidates for 2007 was moved and discussed. The slate was passed unanimously.

The meeting was adjourned at 4:58 PM.

Respectfully submitted,
Harry Titus, Secretary, University Senate

Appendix 1

Faculty Parental Leave

Wake Forest University Women's Forum Summary of Parental Leave Recommendations Faculty--- Reynolda Campus

This document provides a summary of the recommendations included in the Women's Forum 2005-2006 annual report. Model policies that embody these proposals are referenced in that report.

A. Current Wake Forest Policy

- *Illness or short-term disability*

Reynolda campus faculty do not receive sick leave, cannot accumulate paid time off ("PTO") credits, and are not covered by any short-term disability policy. The (unwritten) practice is that, when possible, faculty members "volunteer" to teach the classes of an ill or injured colleague so that colleague can continue to receive his or her salary.

- *Parental leave*
 - Female Reynolda campus faculty can receive six weeks paid maternity leave for children born during the semester.
 - Paid adoption leave is available for both men and women faculty for a six week period.
 - When faculty members who give birth or adopt a child take leave for an entire semester, the leave is paid at forty percent of a faculty member's salary for the semester.

B. Proposed Changes for Faculty

- *Salary continuation for a faculty member's serious health conditions:* Codify the current policy of continuing the salary of a faculty member who becomes ill or is injured and cannot teach during the semester.
- *Cover pregnancy and childbirth under the salary continuation policy for serious health conditions.* Designate a certain time period (e.g., six weeks) as the usual period of disability for pregnancy and childbirth. For those individual cases where the period of physical disability is longer than the standard time, provide salary continuation to cover the actual period of physical disability.
- *Provide teaching relief* when a child is born or adopted during a semester. (When a child is born or adopted in the summer or at the end of a semester, provide teaching relief in the following semester).
- *Adopt a gender neutral teaching relief policy*, so that it applies to any faculty member who is a "primary caregiver" of a newborn or newly adopted child.

C. Rationales

- It is perhaps an oversight that Wake Forest does not presently have a written policy to cover illness or short-term disability of faculty members. In practice, faculty members do receive salary continuation in these situations, often while other colleagues volunteer to cover their classes. But this important benefit should not hinge on what a faculty member is teaching in a particular semester and whether "in-house" coverage is available. A written policy is needed, moreover, to ensure that the *de facto* practice is administered in a uniform manner.
- Once a salary continuation policy for short-term physical disability is established, the physical disability associated with pregnancy and childbirth would be covered under the general policy.
- The physical disability associated with pregnancy and childbirth is not the only reason to provide parental leave, however.
 - Another rationale for parental leave is to provide time off to accommodate caregiving responsibilities that accompany the birth or adoption of a child. The present adoption leave policy reflects this rationale.
 - Parental leave policies are an important component in the recruitment and retention of faculty. Just as they compare salary offers and benefit packages, faculty candidates compare parental leave policies at various universities. We believe that Wake Forest is falling short in this comparison.
- For Reynolda campus faculty, relief from teaching responsibilities for a semester is the key benefit needed to allow a faculty member to provide care to a newborn or newly adopted child. Service obligations can often

be minimized or can be fulfilled without too much disruption of family life. Some research projects can be put on hold (as the University's policy for tolling the tenure clock recognizes). But faculty members who are caregivers of a newborn or newly adopted child cannot alter classroom responsibilities without support from the University.

- It makes administrative and pedagogical sense for teaching relief to extend for a semester. Switching teachers in the middle of a semester, and perhaps switching back again after six weeks, is less than ideal for students. Moreover, deans and department chairs will often be able to arrange for semester-long coverage more easily than they could find someone to fill in for six weeks.

- Teaching relief provided to accommodate a newborn or newly adopted child should be available under a gender neutral policy to a male or female faculty member who is the “primary caregiver” for the child.
 - Under the present policy, when a child is born to a Wake Forest faculty member only female faculty members are able to take leave. In contrast, the present adoption leave policy provides leave for both male and female faculty members. This inconsistency should be eliminated.
 - A parental leave policy that applies only to women reflects a gendered notion of parenting that is inconsistent with the values of Wake Forest and the needs of some families.
 - Faculty should not be automatically eligible for a semester's teaching relief whenever a child is born or adopted into their family, however. The rationale of the policy—that parental leave is appropriate when a faculty member is caring for a newborn or newly adopted child—applies when the faculty member is a primary caregiver for that child during working hours. The Harvard Law school policy, referenced in our earlier memo, provides a model for this approach.

Appendix 2

Staff Parental Leave

Wake Forest University Women's Forum Summary of Parental Leave Recommendations Staff--- Reynolda Campus

This document provides a summary of the recommendations included in the Women's Forum 2005-2006 annual report.

A. Current Wake Forest Policy

- *Illness or Short Term Disability.* Reynolda campus staff are covered by a short-term disability policy. When a staff employee suffers a qualifying injury or illness, he or she is eligible for 60% salary continuation from the 5th to the 130th workday. At that point, long-term disability coverage applies.
- *Parental Leave.*
 - Female Reynolda campus staff employees are eligible for six weeks paid maternity leave.
 - Paid adoption leave is available to both men and women staff employees for six weeks.
 - In addition, staff employees can accrue sick leave and “paid time off” to extend their paid leave. PTO for staff accumulates according to years of service. Female staff employees can aggregate paid maternity or adoption leave and PTO; in general, after two years’ of service it is possible for female staff employees to arrange parental leave for a period of 12 weeks. Male staff employees can use accrued PTO time after the birth of a child, and could choose to add PTO time to adoption leave after the adoption of a child.

B. Proposed Changes for Staff

- Amend the present maternity leave policy to allow for additional paid leave in those individual cases where the period of physical disability associated with pregnancy and childbirth is longer than the designated six week period.
- Provide paid parental leave for staff employees who do not give birth but who are the primary caregiver of a newborn or newly adopted child.
- Continue to allow staff employees the option of “spending” their accumulated PTO at the end of their maternity or parental leave.

C. Rationales

- One rationale for the present policy is to accommodate the short-term disability associated with pregnancy and childbirth. In some individual cases, that period extends beyond six weeks; in those instances, paid maternity leave should extend during the actual period of disability.
- Another rationale for parental leave is to provide time off to accommodate caregiving responsibilities that accompany the birth or adoption of a child. The present adoption leave policy reflects this rationale.

- Paid leave to accommodate a newborn or newly adopted child should be available under a gender neutral policy to a male or female staff employee who is the “primary caregiver” for the child.
 - Under the present policy, when a child is born to a Wake Forest employee only female staff employees are able to take leave. In contrast, the present adoption leave policy provides leave for both male and female staff employees. This inconsistency should be eliminated.
 - A parental leave policy that applies only to women reflects a gendered notion of parenting is inconsistent with the values of Wake Forest and the needs of some families.
 - Maternity leave to accommodate the physical disability associated with pregnancy and childbirth should be automatic. Staff employees should not be automatically eligible for paid parental leave whenever a child is born or adopted into their family, however. The rationale of the parental leave policy—that paid leave is appropriate when an employee is caring for a newborn or newly adopted child—applies when the staff employee is a primary caregiver for that child during working hours.

Our proposals provide analogous benefits for faculty and staff employees. The starting point for each proposal is different, because staff are covered by a formal PTO system. The details vary according to job responsibility. (Staff employees who are primary caregivers of a newborn or newly adopted child will receive paid leave, while faculty will receive teaching relief during a semester). While the time period for parental leave will vary in individual cases, in general under our proposals staff employees may be able to arrange parental leave of approximately twelve weeks (six weeks’ maternity or parental leave, plus accumulated PTO) while faculty employees will receive teaching relief for a semester.

Appendix 3

Results of Survey of Children’s Choice Learning Center Conducted by Women’s Forum

February 14, 2007

A survey was distributed to parents of enrollees at Childrens' Choice Learning Center (CCLC) at Wake Forest University Baptist Medical Center, to serve as a barometer for the issues that working parents consider to be critical for quality care for their children. It was formulated by Dr. Purnima Dubey, assistant professor of Pathology-Tumor Biology and Ms. Shannon Kemp, Speech Pathologist, with input from Ms. Sandy Mushinky, Regional Director of CCLC.

Parents were asked for their assessment of the following elements of the center:
1) child's enjoyment of school, the daily activities, learning environment, and

implementation of tools for cognitive and social development. 2) the educators, 3) nutrition, 4) environment and 5) management. In addition, parents were asked about their level of interest in several potential future programs, including extended child-care hours, part-time care, care for mildly-ill children, before-and-after school care for school age children, and a kindergarten program.

The survey was distributed by e-mail and on paper on January 23rd 2007, and responses were requested by February 2nd. The response rate was 55%, with 94/171 families returning completed forms. Additional demographic information is available. Several key results warrant consideration when planning child care for the Reynolda campus.

A. 71% of respondents indicated that the availability of on-site care is a reason for continuing employment at the medical center. This result suggests that child care at close proximity to the workplace is a high priority. Thus, the location of the child care center on the Reynolda campus should be carefully considered.

B. The operating hours of CCLC are 6:00am to 6:15pm. Most respondents indicated that the operating hours of the center met their work schedules. The center can only serve those who work regular shifts, or are able to modify their work schedules to fit the center's operating hours. Some respondents indicated an interest in extended operating hours. Thus, potential users of the Reynolda campus child care facility should be polled to assess the operating hours that would serve the needs of the majority of employees.

C. There was considerable interest in a facility for mildly-ill children, suggesting that taking time off to care for mildly-ill children was a disadvantage.

D. The majority of respondents also indicated an interest in programs for school-age children, suggesting that such programs would reduce travel time before and after work.

68% of respondents rated all categories as above average, although, improvements are needed in some of the services provided. 53% of respondents rated the educators' affection for the children to be excellent, indicating that the children are in a loving and caring environment.

Respondents were asked to assess the above categories using a 5 point scale, where 1=poor, 2=fair, 3=average, 4=above average and 5=excellent. In all of the categories, the average rating was 3.2-4.1, which is average to above average.

The professionalism of the educators was rated as 4=above average, and written and oral communication were 3.6 and 3.7 respectively. The rating for the nutrition at the center was 3.2 for menu choices, and 3.5 for nutritional value and variety. The communication of center management, and responsiveness to parent request was also rated as 3.3-3.6. The environment was considered to be adequately clean, inviting, child-friendly and safe, with ratings of 3.8-4.1 in the different subcategories.