

# WAYNE STATE UNIVERSITY

## PROMOTION PROCEDURES AND FACTORS FOR TEACHING FACULTY

### Introduction

The collective bargaining agreement between Wayne State University and the American Association of University Professors–American Federation of Teachers provides procedures and criteria for promotion (Article XXIII). The provisions allow academic units to recommend and deans to approve statements of “those factors that will be considered in the evaluation of the candidate’s qualifications with respect to the criteria” set forth in the agreement for the assessment and evaluation of applications for promotion (*see* Article XXIII.A.3.a).

The same provisions of the collective bargaining agreement provide that: “The dean/director may also attach appropriate college/school/University factors to the unit factors statements.” This document constitutes the University factors statement for those faculty members with assistant or associate professor of teaching titles (formerly titles of lecturer and senior lecturer and herein referred to as teaching faculty members) seeking promotion. This statement of procedures and factors does not apply to teaching faculty members being considered for initial appointment, nor does it apply to faculty with titles of clinical educators or research educators in the School of Medicine or non-tenure-track clinical faculty in other schools.

### I. Purposes

The procedures and factors set forth in this document have several different purposes. First, they should assist candidates for promotion on the teaching track to understand the scope and the process of assessment and evaluation to which their credentials are subject. They should help describe to candidates for promotion some of the activities that may constitute evidence of scholarship, teaching, and service—the criteria for promotion set forth by the collective bargaining agreement. (For a fuller statement of the criteria see Article XXIII.A.2, and the descriptive materials later in this document.) As the CBA makes clear, however, factors statements are neither inclusive nor exclusive with respect to the evidence that may be considered.

However, . . . factors are not to be interpreted as standards. . . Applicants may submit evidence of scholarly achievement, teaching excellence, and service that has not been specifically listed under the factors. Similarly, promotion and tenure committees and administrators may also consider evidence of scholarly achievement, teaching and service that has not been specifically listed under the factors. (XXIII.A.3.a)

The factors should be helpful but are not determinative in suggesting to candidates the kinds of information they should provide to those engaged in assessing and evaluating their candidacies for promotion. Moreover, such factors should initially help candidates determine whether their credentials are sufficient to warrant the promotion for which they are applying.

Second, the factors should assist faculty committees and their chairs in collecting and evaluating evidence of performance by each candidate for promotion. The factors and procedures help define the scope and quality of the evaluation and assessment that should be conducted at each level of review, both to alert committees to their responsibilities and to help elaborate the basis on which recommendations are to be made.

Third, the factors are intended to assist administrators by spelling out the process, responsibilities, and decisions to be made in a timely manner at each level of review.

Fourth, these factors should assist the candidate and the University to achieve a reasonable degree of consistency in the decision-making process and in the assembly of materials on which judgments are made.

## II. Applicability and Weighting of Criteria

The collective bargaining agreement sets forth the basis for promotion decisions.

The assessment of a faculty candidate's qualifications [for tenure or promotion] shall be based upon excellence in teaching and in scholarly achievement or, for a faculty candidate in the creative or performing arts, in creative professional achievement. . . . Consideration shall also be given to non-instructional service to the department, School/College, and/or University and/or public and/or professional service which benefits the University. (Article XXIII.A.2)

For promotion, “assessment of a candidate's qualifications must take into consideration proven abilities, professional experience, and potential for continued professional growth as appropriate to the candidate's current and contemplated ranks” (Article XXIII.A.2).

Note, however, that teaching faculty are only required to attain excellence in teaching and one of the other two categories (i.e., in teaching and service or in teaching and scholarship/creative activities) to be promoted.

## III. The Candidate's Application

The candidate should submit a complete and detailed Wayne State University Professional Record, signed and dated on the first page to certify that it is accurate and up to date, and other materials [as specified by the Provost's Office](#).

The candidate's submission must also include the evidence they wish to have considered as meeting the standard of excellence in teaching, scholarship or creative activities, and service. This must include evidence that addresses the factors listed in the factors statements adopted by the academic unit, the school or college, and the University. Additional evidence of professional achievement in scholarly or creative work, teaching, and service related to the profession may also be considered.

Although unit administrators and committees are responsible for soliciting evaluations of each

candidate's record (*see* section IV, below), candidates in their application may suggest the names of one or two evaluators to be included in the overall list of evaluators from whom recommendations may be solicited. Such suggestions should include the current academic rank and affiliation of the evaluator(s) and a brief biographical description of each suggested evaluator. Unit administrators and committees are not, however, required to solicit evaluations from individuals suggested by candidates.

#### IV. Evaluators

Except where unusual circumstances can be demonstrated by the appropriate unit and college administrators and committees, the provost and the university committee require recommendations for promotion to be supported by letters from evaluators. These should be well-established individuals at Wayne State University or in a related field who can speak with authority about standards of excellence in the candidate's application. Evaluators for faculty requesting promotion to associate professor should be associate professors (teaching) or equivalent, professors (teaching) or equivalent, tenured associate professors, or tenured professors at Wayne State or institutions with similar or superior degree and research profiles to Wayne State University (*see* section V, below). Letters submitted in support of applications for promotion to professor should be solicited only from professors (teaching) or equivalent and tenured professors at Wayne State or institutions with similar or superior degree and research profiles to Wayne State University.

Evaluators should be selected for their standing at the university or in their field and be able to provide an objective assessment of the candidate's application. Thus, dissertation chairs, co-authors or co-investigators, referees for employment at Wayne State, or other individuals with a conflict or apparent conflict of interest must be avoided.

After the unit administrator and committee have assembled the final list of potential evaluators, candidates must be allowed to review the final list and strike one or two names of potential evaluators. After review by the candidate, the unit administrator and committee will choose the evaluators without further consultation with the candidate. It is University policy that evaluations are confidential to the extent possible under Michigan law.

At least three letters must be submitted by evaluators (these can be either internal or external to WSU) selected by administrators and committees. All evaluators should come from outside of the candidate's department (or college in non-departmentalized colleges). At least one evaluation letter must come from a faculty member who is external to Wayne State.

Requests for evaluations should use the template letter provided by the Provost's Office (*see* <https://provost.wayne.edu/resources/academic-personnel/promotion-tenure>). All evaluators should be provided with the candidate's WSU Professional Record and with such evidence of the candidate's teaching, service, and/or scholarly or creative activities as the evaluator agrees to review. All evaluators should be asked to comment on the quality of the candidate's teaching and service or scholarship/creative activities, the recognition the candidate has achieved at the University and/or in the field, and the candidate's potential for future excellence in teaching and service or scholarship/creative activities. All letters submitted by internal or external evaluators

must be included in the candidate's application file by the appropriate administrator. The letters should be accompanied by a sample copy of the letter sent to evaluators seeking their assistance and by a brief biographical description of the evaluator (standard statements from professional biographies are sufficient). Administrators must also note, on the required Evaluator form, whether an evaluator was suggested by the candidate or chosen independently by the administrator and/or committee.

Where letters of internal or external evaluators are deemed insufficient for any reason by subsequent levels of review, the appropriate administrator and committee may seek additional letters from independent evaluators.

#### V. The Standard of Excellence

The official mission statement of Wayne State University provides that:

Wayne State University is a national research university with an urban teaching and service mission.

This mission sets the standard of excellence for teaching, scholarship, and service.

In teaching, excellence consists in both outstanding methods of pedagogy that serve the University's unique student body and in demonstrated high levels of learning by the students who are taught. Excellence in teaching may also be indicated by contributions to curricular development, by student advising and other support, and by preparation of curricular materials or publication of pedagogical articles, textbooks, or other pedagogical work. The supervision of independent student work, including the direction of long projects, independent studies, masters theses, and doctoral dissertations should also be taken into consideration.

In scholarship and creative activities, excellence consists in making contributions to knowledge and to creativity that reach at least the same levels of magnitude, quantity, and importance as is expected of teaching faculty at other national research universities. Scholarship and creative activities for teaching faculty can include more traditional forms but also less traditional forms of scholarly and creative contributions, especially those related to the advancement of teaching, such as publication of pedagogical articles, textbooks, and other pedagogical work and scholarship in the public interest.

In service, the standard of excellence is measured not so much by the number of offices held or activities undertaken, although that may be considered, as by the demonstrable substantive value of the faculty member's contribution to the quality of the University, to the well-being of the community, and/or to the advancement of their profession or discipline. In all cases, service consists in the application of a faculty member's knowledge in relation to teaching or in their professional field to benefit the University, the community, and/or their profession.

The standard of excellence in teaching, scholarship and service not only requires attainments that are at least as great as the attainments of teaching faculty members in other public national research universities, but it also contemplates that the quality and quantity of performance of

teaching faculty members at Wayne State University improves steadily as national standards themselves become more demanding.

The standard of excellence in teaching, scholarship, and service also refers to criteria that are not mutually exclusive but rather overlapping and complementary. For example, a high-impact practice such as study abroad can count toward teaching while a faculty learning community related to the same class with a less student engagement can count toward service. Or, if the learning community is more research focused, the learning community can be considered as part of scholarship.

## VI. The Process of Evaluation

### A. Initiation:

In departmentalized colleges, the department chair or director and committee initiate the detailed evaluation of a candidate for promotion. In other units, this function is carried out by the dean/director and the college committee. These are generally referred to as the initiating committee or administrator. Candidates can also initiate the promotion process in consultation with the department chair or director and committee for departmentalized colleges or with the dean/director and college committee in other units.

### B. Process through channels:

The initiating administrator will maintain the candidate's application file, including the materials submitted by the candidate and the materials compiled by administrators and committees. Although the initiating administrator assembles and maintains the candidate's file and submits it to the next level of review, the candidate is ultimately responsible for presenting a full and accurate record of their performance.

The initiating administrator and committee develop a basic statement of the candidate's qualifications for promotion. This evaluation shall be based on a full reading of the candidate's submissions, on such additional evidence as may be obtained by the administrator and/or committee to assist them in evaluating the candidate's qualifications, and on the opinions of evaluators obtained by the procedures specified above in section IV.

Ordinarily, the dean and college committee in a departmentalized college may base their evaluation of the candidate on the materials compiled by the department chair and unit committee. If those materials are inconclusive or incomplete, the dean and college committee may seek additional information.

The provost and the university committee ordinarily rely on materials and recommendations submitted by the dean and college committee as well as on those submitted by the department chair and department committee. If the provost and the university committee find the file incomplete or inconclusive, the provost may, with the concurrence of the candidate, suspend deadlines and return the file to the college for additional documentation for submission by a specified date or may seek additional information from appropriate sources within or outside the University.

### C. Evaluative Statements:

The department chair and department committee in departmentalized colleges and the college dean and college committee should each provide separate signed evaluative statements about the candidate's qualifications. Members of review committees who disagree with the conclusions and evaluative statements of the majority of the committee may submit separate signed opinions setting forth their views, and they are encouraged to do so.

The evaluative statements (1) should clearly state whether or not the candidate meets the standard of excellence separately in teaching and the second category applicable to the candidate (either scholarship/creative activities or service); (2) should describe the person's performance on each of these criteria and demonstrate how that performance conforms to the standard of excellence; and (3) should describe the administrator's or committee's procedure for obtaining, reviewing, and evaluating the evidence.

In making assessments, administrators and committees shall refer to academic unit, school/college, and University factors and show whether and how the candidate's credentials conform to those factors. Their evaluation is not, however, confined to the kinds of evidence of the professional activities that are mentioned in the factors statements; they may consider other evidence of achievement in scholarly or creative work, teaching, or professional service.

“A recommendation for promotion is based upon a candidate's qualifications in the light of specific department/division, college and University considerations and not primarily upon length of service in rank” (Article XXIII.A.2). Consequently, the burden in promotion cases also falls upon the candidate to demonstrate excellence in teaching and the second chosen category (scholarly/creative activities or service). Promotion should not be recommended unless the standard of excellence is fully met in teaching and at least one of these other criteria.

### VII. Performance and Future Prospects

For promotion, “prospects for continued excellence and professional growth” pertinent to professorial rank is required (Article XXIII.A.2). This future potential should be evaluated in the same way as prospects for continued excellence are evaluated in tenure cases.

### VIII. Promotion from Rank to Rank

The level of achievement in teaching, scholarship or creative activities, and service that is necessary for promotion increases for each higher academic rank. This is contemplated by the collective bargaining agreement, which provides that:

Assessments of a candidate's qualifications must take into consideration proven abilities, professional experience, and prospects for continued excellence and professional growth as appropriate to the candidate's current and contemplated ranks. (Article XXIII.A.2)

For some ranks, the emphasis is wholly or mainly on performance on a single criterion. Hence, the ranks of assistant professor (teaching), associate professor (teaching) and professor (teaching) are based on steadily greater attainments in teaching and instructional pedagogy. As

contemplated by the collective bargaining agreement, greater levels of proven ability, professional experience, and potential for future professional growth are necessary to advance from one standard academic rank to the next. The standard of excellence in the case of promotions in standard academic ranks should be achievements comparable to those that would be expected to gain promotion to each rank in other designated research universities in Michigan and in the national research universities identified by the Carnegie Foundation. After giving heaviest weight to these comparative considerations, attention should be given to the following statements of achievement expected of candidates for promotion.

A candidate for associate professor (teaching) should demonstrate excellence in teaching, and at least one of the following categories: scholarship/creative activities or service. The breadth and magnitude of performance are the main characteristics that distinguish the rank of associate professor (teaching) from the rank of assistant professor (teaching). The rank of associate professor (teaching) requires involvement or recognition in the above categories at least at the University level. A candidate for associate professor (teaching) should demonstrate excellence in undergraduate and/or graduate teaching, in curricular development, in supervising individual student work (e.g., senior theses, UROP, directed study, etc.), and in the preparation of such materials (e.g., syllabi, exams, demonstrations, experiments, supplementary course readings, problems or workbooks or laboratory manuals, audio-visual instructional materials, etc.) as are appropriate to the discipline and the courses taught. In scholarship or creative activities, a candidate for the rank of associate professor (teaching) should demonstrate a continuous program of scholarly or creative professional achievements as defined below (see section X) that has made important contributions to knowledge or to creative artistry in their field or teaching methods and has already gained substantial favorable attention from scholars in their field. For a candidate for associate professor (teaching) to show excellence in scholarship, they should also give evidence of high quality scholarly or creative activity (e.g., publication of abstracts, publication of book reviews or essays, presentation of papers to important conferences where proposals for presentation are screened or reviewed, creative exhibition or performance in juried or refereed forums with local visibility, publication of presentations in conference proceedings, publications of original observations, review articles, letters to the editor, educational research studies, program evaluation, books, book chapters, dissemination of curricula, curricular models or various teaching tools, etc.). Finally, a candidate for associate professor should demonstrate substantial service to the University through active and productive undertakings at the department, school/college and—where possible—university level. Community service may also be considered. At least some record of service may be expected of individuals applying for the rank of associate professor, but these contributions will usually be less numerous and less responsible than will be held by individuals who have longer experience and are better established in the discipline.

An applicant for the rank of professor (teaching) should demonstrate a greater attainment of excellence in teaching, and at least one of the following categories: scholarship/creative activities or service. The rank of professor (teaching) requires involvement or recognition in the above categories at the regional or national levels. An applicant for the rank of professor (teaching) should be widely recognized within the University and should have attained recognition outside the institution for the quality of their teaching, using such measures as are mentioned subsequently in the list of activities generally to be reviewed in evaluating teaching

excellence. Such measures to achieve an acceptable level of involvement beyond the university can include formal participation in regional or national programs related to the candidate's professional activities. A candidate for promotion to professor (teaching) should demonstrate diversity, innovation, effectiveness, and quality of teaching methods, curricular development, course materials and preparation, and student attainment. For an applicant to show excellence in scholarship or creative activities, a candidate for professor (teaching) should have made extensive contributions to knowledge in their field that are widely recognized by peers regionally or nationally as significantly advancing learning in the discipline. There should be substantial evidence that their work is widely acknowledged through presentations or scholarship. In service, a candidate for professor should have served repeatedly and productively in significant positions in the department and in the school and usually also in the university. They should have successfully made repeated contributions to the community or in a leadership role (whether applying their scholarly or artistic knowledge or not) in such a way as to substantially benefit individuals, organizations, or public or private agencies or institutions.

### IX. Evaluation of Teaching

The evaluation of teaching should be based on an examination both of a faculty member's teaching methodology and their success in transmitting knowledge and intellectual methods to students.

In evaluating teaching, the different capabilities of faculty members should be considered. Where a faculty member has special abilities in certain kinds of teaching and their academic unit has emphasized that kind of teaching in a faculty member's assignment, the faculty member should be evaluated on performance in that focused teaching assignment. In general, however, faculty members should be evaluated on the excellence of teaching in keeping with Wayne State University's diverse mission as an urban and research university. Hence, teaching from introductory courses through graduate work, off-campus teaching, classroom, field and non-credit instructions; student internships, professional practices, clinical practice, special honors courses, interdisciplinary courses or collegiate mission courses; advising, direction of theses and dissertations (in programs offering graduate degrees), and involvement with teaching-related student activities (e.g., advising student organizations or honor societies) may be considered as part of teaching performance.

The quality of teaching is susceptible to various methods of evaluation. Student evaluations are provided pursuant to agreements between the University and the AAUP-AFT, and they should always therefore be given substantial weight. Other student opinion, such as letters and testimonials, should be given substantial weight only if solicited in a systematic way that will provide a reasonable representation of opinion.

Teaching skills may be evidenced by a faculty member's public lectures or other presentations at professional conferences and training sessions for faculty and/or student groups within the university or community groups.

The evaluation of teaching should take into account the instructional materials of a course, including the syllabus (which should conform to established university policies), exams,



demonstrations, experiments, supplementary course readings, problems or workbooks or laboratory manuals, audio-visual instructional materials, etc. Instructional development (e.g., participation in workshops or programs offered at professional conferences or training sessions) and incorporation of new teaching technology or an evidence-based educational module into a curriculum are considered as part of teaching.

Published textbooks or other instructional materials are evidence of teaching ability. The appropriate administrators and faculty committees should read the text to determine its quality. The extent of adoption elsewhere, the reputation of the publisher, and the quality of universities in which adoption occurs should also be considered in evaluating texts or other published instructional materials.

Pedagogical articles, other instructional materials, technical manuals, or similar studies of instruction should be considered as evidence of teaching and should be evaluated for their quality.

The evaluation of teaching should consider program assessment and out-of-class evaluation activities, innovative or high impact practices (such as study abroad and internships), course development, course and curriculum improvement, enrichment of course offerings, and other activities that foster learning and critical thinking skills.

Student work deriving from the instructional process should be taken into account in evaluating teaching. Hence, involvement in recruitment and support of undergraduate and graduate research and activities and interdisciplinary direction of senior and master's theses, doctoral dissertations, student published materials, student performances, recitals, and exhibitions, and similar evidence of student performance in classes or other instructional situations should be considered.

Involvement with teaching-related student activities such as academic advisement, mentoring, working with student organizations and honor societies, recruitment, senior thesis advising, advising independent studies, advising/mentoring done in the context of study abroad, placement advising, and fellowship preparation may be part of excellence in teaching.

Prizes, awards, and other forms of formal recognition of teaching excellence should be given substantial weight in evaluating teaching.

Peer evaluation can be included. Such peer evaluations should be given greatest weight when done periodically, guided by a clear set of criteria for evaluation, and undertaken as part of a broader system of classroom visitation for all or most members of the academic unit. Episodic and nonsystematic classroom visits are much less reliable. Implementation of a system of visits to evaluate teaching should include written reports of visits, which should be kept in the faculty member's file and should be reviewed with the faculty member by the visitor.

## X. Evaluation of Scholarly or Creative Activities

Evidence of scholarship may include a broad variety of accomplishments. Examples of scholarship can include publications of original observations, review articles, educational research studies, program evaluation, books, book chapters, dissemination of curricula, curricular models or various teaching tools, and similar materials that contribute directly to the advancement of knowledge. Local, regional, state, or national presentations that demonstrate regional or national recognition are also acceptable.

Other published contributions may supplement the record of scholarship or creative activities, including published abstracts, book reviews, etc.

Papers, oral and poster presentations, public lectures or other presentations at professional conferences, faculty and/or student groups within the university, or community groups contribute to scholarship. Local, regional, state, or national presentations that demonstrate regional or national recognition are also relevant.

For grants, contracts, and fellowships, projects, commissions, etc. the selection process, the scope of the project, the applicant's special qualifications for the award, the continuity of funding, and the prestige of the funding source and the funding review panel should all be taken into account.

While external funding is important for the advancement of scholarship and research, it is not in itself evidence of scholarship. The scholarly work, usually in the form of publication, presentation, exhibition, performance, shows, recitals, printed material, pictures of artistic creations that is made possible by such funding, is the best and final basis for judging the value of external grants, contracts, fellowships, projects, commissions, etc.

Internal Wayne State awards to support scholarship should also be considered.

In all cases, recognition, citations, and awards in the discipline of scholarly or creative work should be given heavy weight. This would include prizes, favorable reviews, wide and favorable citation of scholarly work, and similar recognition of the quality and importance of scholarly contributions both internal and external to Wayne State University.

## XI. Evaluation of Service

Service activities are also considered in promotion deliberations for teaching faculty. Service falls in three categories pursuant to the collective bargaining agreement, which says, "Consideration shall also be given to non-instructional service to the department, college and/or University and/or public and/or professional service which benefits the University" (Article XX.C.3). While not given the weight of teaching, service or scholarship and creative activities are expected and must be held to a standard of excellence.

In evaluating service within the University, the importance and duration of the assignment together with the extent and effectiveness of participation of the candidate should be considered. Hence, distinctions should be made between very important and nominal service assignments,

between brief and extended service, between regular and erratic participation, between effective and ineffective involvement, and between compensated (e.g., course reduction, extra stipend) and uncompensated service. Merely holding committee or other assignments does not meet the standard for service; it is the extent and effectiveness of participation that bears on the quality of the candidate's service contribution. Evaluation by the committees and academic administrators should detail the character of the responsibilities and the faculty member's contributions in meeting those responsibilities.

Service to the university can include program direction or coordination (including lab coordination), supervision or mentoring of faculty/GTAs in teaching roles, support for research such as operation and directorship of core or lab facilities or leadership in a clinical program, and other non-instructional duties assumed or assigned. It can also include shared governance responsibilities and participation through membership and/or leadership on school/college faculty councils, AAUP-AFT 6075, or executive committees and on the Academic Senate and its standing committees.

Community or public service entails the application of a faculty member's knowledge of their discipline's subject matter or method of inquiry on behalf of individuals, foundations, agencies, organizations, or other entities in the public or private sector. Where service is manifested in written reports or other documented contributions, these should be reviewed and evaluated by the committees and academic administrators. A mere listing of service activities in the resume is not sufficient to meet the standard for community service; nor should the sole evidence of such service be information provided by the faculty candidate. Instead, administrators and committees should seek impartial evidence for, and evaluation of the quality and scope of the professional service provided by the candidate.

Service to the profession may involve service to academic associations and/or to professional associations in disciplines that train professionals for practice. For example, a teaching faculty member in the School of Social Work may make contributions to endeavors in the field and/or to the National Association of Social Workers, a regional social workers association, or other groups relating to social work professional practice.

Service to the academic profession may include such endeavors as active participation in professional or scholarly associations, including serving as editor of a journal, reviewing manuscripts for journals or publishers, serving on accreditation panels, serving on grant or award review panels, serving on visiting teams, serving on licensing or examining committees, or serving as an officer of professional associations. The importance of the professional organization, etc., should be described by the faculty committees and academic administrators, and the nature of the applicant's contribution, when the activity itself is not inherently apparent, should be discussed.

Hence, reviewing manuscripts or grant proposals is a familiar activity and may not need as much explanation as the service entailed in serving on a committee of a professional association.

Service to a profession may also include serving as an officer of professional groups, serving on examining or licensing bodies of the profession, advising government agencies or private

entities on matters relating to professional practice, and similar activities that advance the profession and enhance its contributions to society at large. Simply holding positions in professional associations does not meet the standard of service; it is the quality and extent of participation and the magnitude of responsibility that are essential in tenure and promotion considerations. The quality and scope of each kind of service activity should be carefully defined and evaluated. Administrators and committees should seek impartial evidence for and evaluation of the quality and scope for the professional service provided by the candidate.

Service activities which reflect expertise in education may also be considered under teaching (coordinating or directing academic programs, reviewing abstracts for local and state meetings, judging posters, etc.).

Prizes and awards of formal recognition of service to the University, discipline, or community at large should be given substantial weight in evaluating service.

No candidate can be expected to undertake all the activities listed as examples of teaching, scholarship or creative professional activities, and service. Nor is the evidence of teaching, scholarship or creative professional activities, and service limited to the activities listed in this document. Both the candidate and the evaluating committees and administrators are free to review additional activities that meet the contractual criteria. In all endeavors, there must be clear evidence that the candidate meets the standard of excellence.

October 4, 2022