

Department of Art Conservation

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Department of Art Conservation

Promotion and Tenure Procedures and Criteria

The field of art conservation encompasses a wide variety of approaches to the study and preservation of cultural heritage. It is interdisciplinary and collaborative in nature. One may focus on a variety of topics centered on cultural heritage, including, but not limited to, (1) access and use, (2) conservation history and theory, (3) technological history, (4) values and significance, (5) documentation, (6) health and safety policies and regulations, (7) philosophical, legal, and ethical issues, (8) process of change, (9) communications and advocacy, (10) conservation treatment, (11) preventive care, and (12) scientific principles and examination methods.¹ Depending upon the area of concentration, research and teaching may involve studio art and craft, design technologies, project management, humanities and social science disciplines, library and information science, and/or natural sciences and engineering. It is therefore recognized that art conservation faculty will exhibit a wide variety of teaching, research, and creative/scholarly interests.

I. General Information

Faculty members are promoted as a result of demonstrated achievement in the three areas of research, teaching, and service. Documentation of excellence in these areas should be specific, concise, objective, and organized in a dossier as described below. Recommendation for promotion will be based on the accomplishments of the candidate since attainment of their present rank. Evaluation of the candidate shall be conducted in accordance with University guidelines. All department policies are consistent with the Promotion and Tenure Policies described in the Faculty Handbook.

II. Outline of Procedures

A. Eligibility

A faculty member may apply for promotion at any time (subject to the provisions pertaining to promotion and tenure described in the *Faculty Handbook*) and has the sole right to allow a dossier to advance or to be withdrawn. The candidate's request should be written and directed to the Department Chair. The Department Chair will then initiate the formation of a Promotion and Tenure Committee (hereinafter referred to as the PTC). The PTC will base its recommendation for the

¹ See American Institute for Conservation Essential Competencies For Conservation, Preservation, And Scientific Analysis May 11, 2021 https://www.culturalheritage.org/docs/default-source/publications/governance/member-designation-proposal/member-designation-working-documents/mdwg-essential-competencies-5-11-21.pdf?sfvrsn=47e31420_12

promotion of a continuing-track (CT) faculty on the same criteria that it applies to tenure-track (TT) and tenured faculty with specific considerations outlined below. The criteria used to evaluate a candidate's dossier are thus the same for all Art Conservation faculty, regardless of status with respect to tenure or rank.

B. Schedule and Peer Reviews

A candidate wishing to be considered for promotion in any given year should advise the Department Chair in writing no later than March 15 of the previous academic year, in order to allow time for the formation of a PTC and for solicitation and receipt of external evaluations. The deadline for submission of the candidate's completed dossier is September 1 to the PTC and October 1 to the Department Chair. The deadline for the department's recommendation to the College Committee and Dean is October 15. The candidate may add new material at any stage in the review process if it becomes available. (See Section V)

Faculty members at all ranks are subject to annual reviews. Assistant Professors will undergo peer review in the second and fourth contract years. Tenured associate professors should be reviewed at least once within every three- to five-year period of service but normally not more often than every two years. Non-tenured Tenure-Track Associate Professors should be reviewed in the year prior to their eligibility for tenure. Full professors should be reviewed at least once every five to seven-year period of service, but normally not more often than every two years.

The *Faculty Handbook* specifies that peer reviews of instructors and assistant professors should be conducted with the participation of associate and full professors in the department. Second- and fourth-year review committees, as well as those responsible for the post-tenure review of associate and full professors, will be formed with the same guidelines as a PTC. The peer-review committee should provide a clear evaluation of whether the faculty member is making adequate progress towards meeting the Department's criteria for promotion or P&T and advise about what needs to happen for the criteria to be met. Written reports from the second- and fourth-year peer review committees must be included in the promotion dossier.

Tenure-track faculty members must apply for promotion and tenure by March 15 of their fifth contract year.

C. The Dossier

The candidate is responsible for gathering and organizing the supporting material for the dossier that documents their achievement in research, teaching, and service. It should be ordered

according to the guidelines given in the *Faculty Handbook* and in Section VI of this document. The candidate is encouraged to consult with the Department Chair and members of the faculty (in both the home department and related departments) concerning the content and preparation of the dossier.

Candidates for promotion & tenure are required to report their assigned workload as part of their dossier so that all reviewers—including external reviewers—have a clear sense of their workload and can judge their achievements fairly.

D. Composition of the Department Committee

The PTC will consist of at least three (ideally five) faculty members who hold rank equal to or higher than that rank to which the candidate seeks to be promoted. Ideally, these faculty members will draw from the department; however, because the Department of Art Conservation is relatively small and may not have sufficient faculty members to fill a full committee solely from within, PTC members may include Affiliated Winterthur faculty or faculty from related departments. The committee will elect its own Chair. The Department Chair will consult with the committee, but will not participate in, or vote on final recommendations. Final recommendations require a simple majority of eligible votes.

Any faculty from a department other than Art Conservation will be appointed by Department Chair in consultation with the Dean.

E. The Role of the Chairperson of the Department

The Department Chair will review the full dossier, including the report of the PTC, in full consideration of the departmental criteria set forth in the present document. Based on this material and their knowledge of the candidate, the Department Chair will make a written recommendation to the College Committee and Dean.

F. Letters from External Evaluators

The PTC Chair asks the candidate and the PTC to submit lists of potential external evaluators. The PTC Chair will inform the candidate of the names of all potential reviewers and provide him or her with an opportunity to comment. The candidate may, for cogent written reasons, ask the PTC Chair to exclude certain individuals as external evaluators. With the advice of the PTC and the Department Chair, the PTC Chair will choose a minimum of five external evaluators from these lists, with some chosen from the PTC list and some from the candidate list. The external evaluators so selected should not include the candidate's collaborators or former mentors.

The PTC Chair will write to these persons and provide them with the following materials compiled by the candidate (1) a copy of the candidate's curriculum vitae, (2) a copy of the candidate's statement (3) a copy of all of the candidate's publications (including manuscripts "in press" and "submitted") or other research/creative/scholarly output since attaining the present rank, and (4) a copy of the Department of Art Conservation's "Promotion and Tenure Procedures and Criteria" document. Each external evaluator will be asked to (1) analyze and critically evaluate the candidate's work and accomplishments, (2) compare the candidate with others in the same general area of research who are at a comparable level, and (3) comment on the candidate's potential for future development and contribution to the field. The evaluator should be asked to strive for an evaluative letter, rather than a testimonial or a summary or description of work with no scholarly evaluation.

When these letters are added to the candidate's dossier, each letter will be accompanied by a copy of the letter from the PTC Chair requesting the evaluation and by a brief description summarizing the external evaluator's credentials and their relationship to the candidate. Other letters of evaluation may be included in the promotion dossier but such letters cannot be substituted for the letters solicited by the PTC Chair from external evaluators. All letters of evaluation concerning the candidate that are received must be included in the dossier. All letters of evaluation will be treated in confidence.

III. Criteria and Methods of Evaluation for Promotion and Tenure

The following areas of faculty activity are evaluated when applications for promotion and/or granting of tenure are considered. The candidate will be ranked excellent, high quality, or satisfactory in each category.

- (1) Research, creative and scholarly activities
- (2) Teaching
- (3) Public, professional, and University service

Teaching includes oral and interpersonal transmission, transformation, and extension of knowledge. Research/creative activities include quantitative, qualitative, and theoretical research, as well as creative activities that expand and enrich the preservation of cultural heritage. Teaching and research/creative activities can occur within and across disciplines. Service includes activities that advance the University, the professions and allied disciplines, and the community, and is fundamental to the art conservation profession and to achieving our aspirations. Documenting precise demarcation between the teaching, research, and service is often difficult as these areas are generally intersectional.

At the University of Delaware and within the Department of Art Conservation engagement is highly valued. Scholarly community engagement may occur within teaching, research/creative activities or service. Scholarly community engagement is co-planned, co-implemented and co-assessed with a community partner. Community partners may be local, regional, national, or global. The results of engagement activities should be disseminated to a variety of appropriate audiences, both academic and otherwise.

Faculty activity in each of the areas may vary from year to year, or even semester to semester, according to the interests and abilities of the faculty member, and according to the needs of their department, College, or the University as agreed to by the Department Chair and dean. All activities of a faculty member are valued and considered as an integrated whole.

Faculty must strive for excellence in the areas of scholarship, teaching, and service. Promotions to any rank requires evidence that significant achievements have and will continue to be made.

All tenure-track and tenured faculty seeking tenure and/or promotion must demonstrate excellence in research and teaching. A ranking of high quality in service is expected for all tenure-track and tenured faculty seeking promotion.

All continuing-track faculty seeking promotion must demonstrate excellence in teaching and high quality in other areas (service and/or research) specified in their workload.

At all times consideration of the assigned workload, as negotiated in writing with the Department Chair during the annual appraisal period, for the years being evaluated, is required. The criteria, outlined below, for assessing the type and quality of scholarship, teaching, and service applies for all tenure-track and continuing-track faculty.

A. Research/Creativity/Scholarship

It is expected that art conservation faculty will participate in creative, scholarly, and/or scientific research in their area of specialization in accordance with their annual workload distributions.

Both the amount and quality of research will be considered. Quality in this sense denotes originality and significance and value to the field. Active participation in research or creative activity can be documented in many ways. Publication in refereed journals, scholarly books, invited chapters in books, papers in conference publications, and applied technical and popular press publications may document a candidate's research. Other measurable outputs of research can include

presentation of papers at professional meetings colloquia, invited lectures, awards, and documented reputation in one's field (such as mention in the professional literature). Obtaining contracts and grants to conduct research or creative work through a competitive process also reflects upon the quality of that activity. Unpublished written work (such as examination, treatment, or scientific reports, surveys, or the development of conservation policies) that documents participation in research or creative/scholarly activity can also be considered, provided the quality of the work and its usefulness or importance to the field is established through outside expert evaluation arranged by the PTC. Exhibitions of conservation content like treatments or reconstructions of historical techniques can be another documented output of creative work. The translation and application of research for community engagement will be evaluated based on intellectual merit and societal and professional impact. Professional consultation and free-lance work will be considered positive factors for promotion, with the general guideline being quality of the work and selectivity of the projects undertaken. Projects should offer creative or innovative challenges, research opportunities, or a learning experience to enhance the faculty member's teaching capability. Indications of performance can include photographic and written documentation provided by the candidate, independent expert opinion solicited by the PTC, awards and special mentions, publication or professional presentations, letters from clients, and/or peer and Department Chair evaluations. A demonstrated potential for continued growth of a research or creative program is expected. Faculty members are encouraged to involve students with research, publications, examinations, and treatments wherever appropriate.

B. Teaching

Excellence in teaching is expected of each candidate. This includes both quality course content and an ability to communicate. Teaching performance evaluation will be based upon faculty class observations (peer, CTAL - Center for Teaching and Assessment of Learning, etc.), student course evaluations, and/or demonstration of initiative and innovation in the introduction and/or development of significant new courses, course materials and/or of teaching techniques in existing courses.

The PTC may solicit letters of evaluation from past and/or present students at the candidate's request and/or when evidence presented by the candidate is deemed insufficient for a comprehensive review. Student writers may be asked to comment on the candidate's ability to organize and present the subject with coherence and clarity, skill in stimulating student interest and curiosity, etc. Under no circumstances may students currently enrolled in the candidate's course be solicited for these letters of evaluation. The candidate will be informed if student letters are to be solicited. The candidate will provide a list of up to 15 students if the candidate has advised/taught at undergraduate, master's, and doctoral levels; and up to 10 students if the candidate has taught only at one of the three levels. The committee will add the same number

of students to a list and the committee will randomize the solicited letters.

The student course evaluations should be obtained by the approved departmental procedures. Information from these written or online evaluations will be tabulated and summarized by the candidate and will be made available, together with the evaluations themselves, to the PTC. Whenever possible, such evaluations will represent the candidate's full term of teaching at the university; emphasis, however, will be placed on recent teaching. If only a selection of the evaluation comments is presented in the dossier, that selection must be taken at random and the method of randomization described. Written evaluations by present and/or former students may also be solicited by the PTC. Syllabi, examinations, study guides, course assignments, and course revisions maybe submitted for appraisal. The PTC may also gather evidence from interviews or written evaluations from present or past students regarding the candidate's ability as an adviser and as supervisor of independent studies, theses, research projects, and/or Ph.D. dissertations.

Other evidence for the quality of teaching and course effectiveness may include the receipt of teaching awards, improvement of instruction grants, invitations to teach at outside universities or institutes, published articles and/or presentations relevant to teaching, etc. Faculty members are encouraged to involve students with their own research, publication, examination, and treatment where appropriate. Advisement of graduate and undergraduate students should also be considered, e.g., involvement with students' research projects, internships placement and supervision, etc. Additional aspects of teaching and instruction to be considered also include the development of community-engaged educational programs, study abroad programs, contract courses, workshops, or programs for specific audiences, educational programs for alumni, and engagement with distance and continuing education.

C. Public, Professional and University Service

High quality service on department, college, and/or university committees and to the profession is expected of all faculty members and is considered in evaluation of the candidate for promotion. Categories of service can include membership on departmental committees and special assignments, non-academic advisement of students such as serving as faculty adviser of student groups or clubs, guest lectures in courses of other departments, membership in the college and/or university senates, committees and special assignments, administrative appointments, service to professional societiesand national organizations, and special activities outside the university. Integrated scholarly service including chairing sessions of professional meetings, serving as an officer or committee member of a professional organization, editorial duties, grant-reviewing, professional consulting, and other similar activities may also be considered.

Outside service may include (1)lecturing to community groups, (2)professional consulting in

addition to conservation examinations, (3) conservation treatments, (4) collection assessments and surveys, and (5) policy development that may not necessarily be highly innovative or broadly impactful, but provides a service to local, national, or international collections. Service on city, regional, state, or national boards and commissions and community-based institutions, should also be recognized. Other service activities may include consulting and expert testimony and policy analysis.

Both the willingness to undertake such work and competence in performing it are considered during the promotion process. The quality of contributions may be documented through the following: record of committee memberships and actual service rendered; letters of commendation of contribution by the PTC Chair; chairmanship of committee documented by colleagues, Department Chair, or Dean, documentation of special assignments by appropriate supervisors, colleagues or participants; documentation of program participation in professional organizations; letters of commendation from organization officers; documentation of professional consultations.

Special recognition will be granted for appointed chairpersonships or holding elected office in any of the above categories or other professional activities with high external value. As much as possible, participation in any of these service categories should be documented.

The candidate may submit to the PTC the names of anyone who can document service activities and their impact. The committee will solicit letters from everyone named by the candidate. All letters are confidential.

[**IV.Promotion to Specific Ranks**](#)

A. From Assistant Professor to Associate Professor

Tenure-track faculty members may apply for promotion at any time during their first five years of employment. Promotion to associate professor carries tenure, and only those candidates who show promise of becoming leaders in their field will be promoted. **Excellence in research/creative activities and teaching, and high-quality service to the department and profession is required.**

Continuing-track faculty members may apply for promotion at any time without a limit to the number of years at assistant rank. **Excellence in teaching and high quality in other areas (service and/or research) specified in their workload is required.** Promotion to associate

professor will not include tenure.

The Department does not discriminate on the basis of time in rank. Candidates for Associate Professor must demonstrate significant growth and development in all fields of their workload since their appointment to assistant professor.

B. From Tenure-Track Associate Professor without Tenure to Associate Professor with Tenure

If a person has been hired at the rank of associate professor without tenure, then process and schedule for evaluating that individual for tenure will be identical to the procedures used when a tenure-track assistant professor is being considered for promotion to associate professor with tenure. Tenure-track associate professors appointed from outside of the University will normally receive an initial three-year contract without tenure.

C. From Associate Professor to Professor

Unlike other steps in the promotional process, that from Associate Professor to Professor is not bound within a fixed number of years after assumption of the previous rank. Promotion to the rank of Professor should be pursued when the candidate has demonstrated the qualities expected of that rank. These include evidence of significant growth, achievement and continued excellence in performance since the last promotion and evidence of having established a national or international reputation in their field. In particular, the quality of the candidate's overall contribution to the university will be evaluated. Procedures are based on those for promotion. The Department does not discriminate on the basis of time in rank.

For tenure-track faculty seeking promotion to Professor, excellence in research and teaching and high-quality service to the Department and profession is required.

For continuing-track faculty seeking promotion to Professor, excellence in teaching and high quality in other areas (service and/or research) specified in their workload is required.

V. Procedures for Initiating Promotion or Promotion and Tenure Review

Each faculty member may advance or withdraw themselves from the promotion process at any point. The faculty member may wish to consult with the Department Chair and other persons about their application for promotion or the preparation of a dossier. It is the candidate's responsibility to provide the information and data necessary to best present their individual case.

University policy specifies deadlines for submission of dossiers and for reporting Committee and Department Chair recommendations.

- Candidates who wish to be considered for promotion should advise the Department Chair in writing no later than **March 15**.
- By **April 1**, the Department Chair will notify all eligible PTC members and will identify those members who will serve on the committee. If the number of eligible PTC members does not equal at least three, the Department Chair will submit a list of recommended members from outside departments to the Dean for recruitment.
- No later than **May 1** the PTC shall convene to elect a PTC Chair.
- The candidate shall submit to the PTC Chair by **May 15** a slate of names of potential external reviewers for evaluation of research/creative/scholarly output; list of the present and/or past students particularly qualified to comment on the candidate's teaching and advising skills should also be submitted. See Section II F.
- By no later than **June 1** the candidate should submit their research dossier to the PTC and the Department Chair. Soon thereafter the PTC sends out research materials to the external reviewers. For tenure-track candidates, this may include their research statement, CV, and examples of published scholarly work. For continuing-track candidates, a submission will likely include their teaching statement, CV, and examples of course syllabi and other instructional innovations.
- The dossier in support of promotion shall be delivered by the candidate to the PTC Chair no later than **September 1**. Assembling the dossier contents is the responsibility of the candidate. The contents of the dossier are outlined in Section VI and in the *Faculty Handbook*.
- The PTC shall convene after all members have had an opportunity to examine the dossier. All members shall have equal voting rights. The committee may consult with the Department Chair, who may offer counsel but may not participate in the committee's final deliberations nor vote on its recommendation. The recommendation of the PTC shall be reported in writing to the candidate and Department Chair by no later than **October 1** and must include the numerical vote of the committee and explanation of the reasons for the decision. If any arise, signed minority reports may be included as an appendix to the PTC's recommendation.

- The Department Chair will review the evidence submitted by the candidate and the report of the PTC, consider the criteria stated in the university, college, and department statements; and make a recommendation supporting or failing to support the application for promotion. The decision and an explanation are to be written and transmitted to the PTC and forwarded to the candidate, the College Promotion and Tenure Committee, and to the Dean of College of Arts and Sciences by **October 15**.
- The College Promotion and Tenure Committee forwards its recommendations to the Dean, and a copy of their recommendation to the candidate, the Department PTC, and the Department Chair by no later than **December 1**.
- The Dean forwards their recommendation to the University Promotion and Tenure Committee and a copy of their recommendation to the candidate, the Department and College Promotion and Tenure Committees, and the Department Chair by no later than **January 2**.
- The University Promotion and Tenure Committee forwards their recommendation to the Provost and a copy of their recommendation to the candidate, the Department and College Promotion and Tenure Committees, the Department Chair and the Dean by no later than **February 15**.
- The Provost forwards their recommendation to the Board of Trustees for approval and a copy of the recommendation to the candidate no later than **March 15**. Should the Provost fail to support an application for promotion, the Provost will supply reasons for the decision which will be given to the candidate, the department committee, the Department Chair, the college committee, the Dean, and the University Committee on Promotions and Tenure.

Appeals may be made by the candidate at every level. (See *Faculty Handbook* Section 4.4.4)

VI. Organization and Content of the Dossier

It is important that the dossier be carefully and tightly organized. The candidate is advised to refer to the appropriate sections of the *Faculty Handbook*. The dossier shall be arranged as outlined in the *Faculty Handbook* and summarized below.

A. Introductory Material

1. Contents and Guidelines

1. Recommendation for Promotion Form
 2. A table of contents
 3. A copy of the University, college and department promotion and tenure criteria
2. Application for Promotion
 1. Candidate's letter requesting promotion
 2. A curriculum vitae
 3. Candidate's statement (optional)
3. Two- and Four- Year Reviews for Faculty Seeking Promotion to Associate Professor
 1. Reviews conducted by the corresponding Department Committees
 2. Reviews or evaluations conducted by the Department Chair
4. Internal Recommendations
 1. The Department Committee's recommendation
 2. The Department Chair's recommendation
 3. College Committee's recommendation
 4. Dean or director's recommendation or endorsement
 5. University committee's recommendation
 6. Any appeal materials (appeals and rebuttals)
5. External Recommendations
 1. List of the external reviewers who were nominated by the candidate versus those nominated by the department, and the criteria used to request from specific reviewers
 2. Procedure for choosing external reviewers
 3. Letters of evaluation from peer reviewers together with supporting material. These letters will be numbered sequentially for reference

B. Evidential Materials

1. Teaching

This section shall normally include the following: chronological listing of all courses (both scheduled and individual study) taught at the university; syllabi, exams, and/or other course materials; information concerning the development of new courses and/or substantial course revisions; a summary of student evaluations; a summary of independent study, science and research projects, major and minor supervision, Ph.D. dissertation advisement, and undergraduate thesis supervision; and any other information which helps to demonstrate the candidate's teaching effectiveness. The numeric portion of course evaluations should be presented as a statistical summary (such as the mean and standard deviation of responses to each question in a given course evaluation) rather than as raw data. It is suggested that any trends in the candidate's performance be identified, or other methods for providing a frame of reference for the candidate be utilized (such as comparison to any general departmental statistics). It is also suggested that a selection of verbatim student comments from the nonnumeric portion of course evaluations be included. If these comments are included, the selection procedure should be random (with the randomization method described). The procedures used in administering the course evaluations should also be clearly described.

2. Research/Creativity/Scholarship

Whereas the candidate's statement (Section 2 in the Introductory Material) is an overview, this section is to be more detailed. The nature of these supporting materials is largely at the discretion of the candidate. Examples of such materials that might be included are a copy of each publication in the relevant interval, a copy of each manuscript "in press" and "submitted" for publication, a copy of any monographs (which can be attached as a separate appendix), a copy of funded or submitted grant proposals, copies of articles citing the candidate's work that discuss the reasons for its importance, published reviews, aspects of outside consulting that bear upon activity in this category, and unpublished written work that is to be evaluated by experts outside the university (the procedures for solicitation of outside reviews must be clearly described). Information on special invited lectures and papers may also be included. If there are collaborators for any projects or publications, the specific contributions of the candidate must be clarified. Examination and treatment reports, surveys, and conservation policies, written and photographic, especially those that document innovative approaches or advancement of knowledge of historical techniques by artists, communities, or other cultural groups can also be important evidential materials.

3. Service

This section should contain a chronological listing of service activities within the department, college, university, profession, and outside community. It should also include a summary of the candidate's activities in national professional organizations; information concerning the candidate's organization of symposia or meetings; evidence of the candidate's review of books, papers, research proposals, etc.; and a summary of the candidate's consulting activities. Especially significant activities should be described in detail. Conservation examination, analysis, and treatment, surveys, and conservation policies of/for local, state, or national cultural heritage collections can also be important aspects of service.

4. Covid Impact Statement

Through the 2028/29 academic year, covid impact statements are required of all candidates, as described in the *Faculty Handbook*.

VII. General Policy Statement

Although specific categories and criteria have been established for the purpose of evaluation, these should be considered as a part of the process inseparable from the prime consideration of assessing the total person. They should not be taken as rigid, stratified, or inflexible standards that could fail to take into account the individual differences of candidates and their interests.

The preceding document does not preclude the possibility that, in the future, an assistant professor or an associate professor may have duties differing substantially from the above. If such is the case, there should be a clear written understanding on the part of all parties of what is expected and what criteria will be used in evaluation for promotion.

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