



Guide to Hampshire's
academic program
for first-year students

Fall 2020

Welcome to Hampshire College!

The Center for Academic Support and Advising (CASA) welcomes you to Hampshire College! This guidebook contains essential information for your first year at Hampshire. It will help you to set and achieve your academic goals while meeting the academic expectations of the college.

This guidebook supplements, but does not replace, the official college policy handbook which contains comprehensive and official information about Hampshire's academic program and policies. **You can find the handbook at handbook.hampshire.edu.**

Throughout the school year you will receive important academic announcements in your campus mailbox or through your Hampshire email account. Be sure to read such information carefully. Also, feel free to come by CASA for academic advice and support. We are located in the Lemelson Building and can be reached by telephone at 413.559.5498 or at advising@hampshire.edu.

Enjoy your time at Hampshire!

The Center for Academic Support and Advising Staff

Zena Clift, Senior Associate Dean of Advising
Ernie Alleva, Associate Dean of Advising
Monsita Moorehead, Assistant Dean of Advising
Ally Senecal, Enrollment Coordinator & Administrative Assistant

Six things to do your first semester

- Check your email – DAILY.
- Ask for help if you need it. Use the resources that Hampshire offers to support you.
- Meet with your advisor and talk to your professors.
- Check “approvals and holds” on TheHub at least a week before pre-registration (in October, and March).
- Check out HAMP ENGAGE for clubs, resources, and activities on campus.

ENGAGE.HAMPSHIRE.EDU

- Keep EVERYTHING. You’ll need it for the portfolio end of each course, and also for your Division I portfolio.

Offices you should know

Center for Academic Support and Advising (CASA)

Lemelson Building, 413.559.5498

The Center for Academic Support and Advising supports you in the planning and achievement of your academic goals. CASA monitors students' academic progress and offers a number of helpful services and resources to faculty and students at all divisional levels.

Office of Accessibility Resources and Services (OARS)

Lemelson Building, 413.559.5498

The college works with students on an individual basis to help make the classroom accessible. Students with learning or physical disabilities or psychological disabilities should contact the Director of Accessibility Resources and Services to set up accommodations. They can be reached at oars@hampshire.edu.

Central Records

Lemelson Building, 413.559.5430, 413.559.5421

Central Records handles registration (including Five College courses), prepares transcripts, does enrollment notification and manages other college records and statistics.

The Knowledge Commons

sites.hampshire.edu/knowledgecommons

The Knowledge Commons provides a place in the library to centralize resources and build community, and supports students in confidently navigating those resources at crucial points during their time at Hampshire.

The Writing Center

Writing Center, Greenwich, wryan@hampshire.edu, acuellar@hampshire.edu

The Writing Center offers a range of resources to strengthen writing and reading skills, including individual tutoring and providing workshops. The Writing Center faculty will work with you to help with starting and/or finishing work and strategies for overcoming writing anxiety and procrastination.

Office of Financial Aid

Kern Center, 2nd floor, 413.559.5484

The office of financial aid is responsible for financial aid policies, determining aid eligibility statements, awarding financial aid, student loans, and work study. Contact their office for specific questions regarding any of these policies or procedures.

Student Accounts

Kern Center, 2nd floor, 413.559-6982

Questions pertaining to your bill and the student health insurance plan should be directed to student accounts. Payments may be made on-line, in person or mailed to this office.

The Community Commons (CoCo), communitycommons@hampshire.edu

CoCo is a collaboration, a path and a place. A collaboration that brings students, staff, faculty, and alumni together in support of experiential and community-engaged learning on- and off-campus. A path that supports the College's mission to "inspire students to contribute to knowledge, justice, and positive change in the world". A place where people gather to build community, exchange ideas and access resources.

Collaborating programs will continue to join CoCo. Programs include: Office of Institutional Diversity and Inclusion, Ethics and the Common Good (ECG), James Baldwin Scholars Program, Critical Studies of Childhood Youth and Learning (CYL), Culture Brain and Development (CBD), LeBron-Wiggins-Pran Cultural Center, Entrepreneurship, Transformative Speaking Program, Global Education Office (GEO), Career Options Resource Center (CORC), Civil Liberties and Public Policy (CLPP).

Career Options Resource Center (CORC)

Library, 3rd floor, 413.559.5445

The Career Options Resource Center helps students think about how academic studies will ultimately translate to the world of work. CORC supports the development of the skills and confidence students need to realize their dreams and make a difference in the world. CORC also provides a list of internship opportunities, career counseling, clarifying career direction, job search strategies and skills, graduate/professional school planning, developing internships to complement academic studies, building a career network, and more.

Global Education Office (GEO)

413.559.5542, Merrill House Annex

The Global Education Office (GEO) encourages and supports students who wish to add an international component to their academic program: study abroad, service abroad, or a combination of learning and service. The Resource Library maintains an extensive collection of information on overseas education opportunities, including independent study and internships, study/travel programs, paying jobs, internships, and fellowships.

Your First Year Advisor

The close student-faculty relationship is a central feature of a Hampshire education. You are assigned a first-year advisor to mentor you and assist with the selection of courses and the planning of your academic program. This faculty member will remain your advisor through your third semester of enrollment, and will help you transition to Division II. Your advisor will review your academic progress during and at the end of each semester to identify your developing areas of strength as well as indications of need for further study.

In the first semester, you should meet with your advisor regularly to discuss your academic progress, and to plan your courses for the second semester. During the second semester, you should continue to meet regularly with your advisor to be sure you are on track with the academic program and are making progress toward satisfactory completion of Division I studies and to plan courses for your third semester.

Your advisor will review your Division I portfolio and write an evaluation of your Division I. Your advisor will also help you to explore Division II options and find a Division II committee.

When you file your Division II, the chair of your Division II committee will become your advisor once the contract is filed.

It is very important that you develop a good working relationship with your advisor and keep them informed of your activities. It is your responsibility to make regular appointments so that your advisor knows how your course work is progressing. You should check in with your advisor regularly and schedule a formal meeting on Advising Days. You are encouraged to take full advantage of cohort advising opportunities.

The Center for Academic Support and Advising (CASA) also is ready to assist you with your advising needs and questions. If you have any questions or problems concerning your advising, contact CASA at x5498 or visit the office in the Lemelson Building.

Tips for a Successful First Year at Hampshire

Get to know your advisor and meet with them regularly. Don't be afraid to ask questions.

Learn how to organize and manage your time!

This is one of the biggest challenges you will face as a first-year student.

- Get a calendar/planner and plan your week: schedule time for class, study, meetings, appointments, job, free time and relaxation. Online calendars, paper, post-it notes; use what works for you!
- Record assignments due, projects and papers.

Find a good place to study!

Attend class regularly and be on time!

- Most Hampshire courses are discussion-based and you are expected to participate on a regular basis. Important information about the course, expectations, and assignments are discussed in class. Being late to class communicates to your instructor lack of interest on your part. Don't give your instructor that impression.

Take assignment deadlines seriously

While many professors will be somewhat flexible if you have a serious reason for being late with an assignment, you should always assume that deadlines are important and you should make every effort to meet them. Instructors will indicate on their course syllabus what their policy is for assignment deadlines and attendance. **Read the syllabus carefully.**

- If you have trouble keeping deadlines and find yourself falling behind, talk to your professor and advisor, and/or seek help from the Office of Accessibility Resources and Services (OARS), the Writing Center, CASA, and the Knowledge Commons staff.

Use your Hampshire email account! Check it every day.

Important deadlines, announcements, pre-registration and other information are all conveyed via email. Set your Spam filters on high.

Pay attention to college-wide deadlines

Read "Wicked Important Dates & Deadlines" and record them in your calendar, such as course add/drop, advising days, breaks, pre-registration, enrollment notification deadlines

Familiarize yourself with the requirements of the first year. Read this guide.

Use Hampshire's academic resources

The Harold F. Johnson Library, The Writing Center (Greenwich Master's House), Central Records, Global Education Office (GEO) (Merrill Student Life Center Annex) are available to you!

Connect with other first-year and older students

- Join clubs and campus organizations
- Participate in residence hall or campus government activities
- Take an OPRA class
- Attend gallery exhibitions, lectures, and presentations by Division III students

Take time to relax and take care of yourself!

An Overview of Hampshire's Divisional Program

This section will serve as an overview as you meet with your advisor and plan your academic studies at Hampshire. Please be sure to read the Hampshire College policy handbook (www.handbook.hampshire.edu) for more detailed college policies.

Hampshire College students qualify for the Bachelor of Arts degree by completing a full-time program composed of three tiers or “divisions” of study, with the aim of increasing students’ agency and the ability to tackle complex problems through increasing degrees of independence coupled with the ability to organize, collaborate, and engage with their peers and the greater community. The Divisional System challenges students to take charge of their own intellectual development and to integrate an active, critical, reflective perspective into their lives.

Division I: Exploratory Studies

In Division I, students learn and practice academic, interpersonal, and collaborative skills to engage in meaningful work with others, including project-based learning in supported contexts. The Division I seminars will introduce you to a range of subject areas and develop the methodological, analytical and critical skills that are necessary for independent work. You are also required to complete the Campus Engaged Learning Activity requirement (CEL-1), which will introduce you to Hampshire’s ethos of learning inside and outside the classroom. Each student is mentored by an advisor and through our advising networks of students, staff, and faculty.

Division II: Concentration

In Division II, students explore their chosen field(s) of study, “the concentration,” through an individually designed program of courses, independent work, special projects, such as internships or community-based work, and in some cases field study. During this process, you will be guided by the constructive criticism, advice, and ongoing evaluation of a faculty committee. The culmination of your work is the Division II portfolio, consisting of papers written for courses and independent projects, evaluations of coursework, fieldwork and internships, and other evidence that you have fulfilled the terms of the Division II contract, such as a body of independent artwork. In addition to these requirements, students in Division II must include a community-engaged learning component as a part of their Hampshire education and demonstrate an understanding or an engagement with multiple cultural perspectives as they relate to their course of study.

Division III: Advanced Studies

In Division III, which is typically the last two semesters a student spends at Hampshire, you design and develop a major independent project. This project could take many forms, such as a research paper, scientific experiment, artistic portfolio, or performance. You will explore in depth a question, topic, or idea touched upon in Division II. You will devote the major portion of your time to the independent study project. The College also requires that you undertake two advanced-level learning activities while the project is underway. One of these activities must be an advanced course or serving as a teaching assistant (TA). The other activity may involve taking an advanced course, being a TA, or pursuing an internship, independent study, or special project approved by the Division III committee.

Division I: A Guide for the Perplexed

In Division I, you will have the opportunity to:

Actively grapple with pressing questions and issues starting in your first semester at Hampshire.

Explore and innovate across multiple methods, practices, and fields of knowledge, across the arts, sciences, technology, social/political inquiry, and humanities.

Develop lifelong skills central to a liberal arts education: creative problem-solving, applied critical thinking, entrepreneurialism, and agility for dealing with complexity and uncertainty.

Integrate learning in and out of the classroom through seminars, courses, workshops, community education, co-curricular activities, and more.

In the first year of your Hampshire education, you will engage each semester in an innovative Division I seminar taught by a team of faculty in different fields, all focused on a single question of contemporary relevance. Here are the seminar themes for Fall 2020:

- ENVIRONMENTS & CHANGE Seminar: “Innovations for Climate Change: Problem-Solving for the Future.” Main Question: What are the ongoing and growing concerns associated with climate change and how can we take meaningful, positive action to address them?
- TIME & NARRATIVE Seminar: “Pandemics.” Main Focus: We will focus on pandemics from multiple perspectives--biology, epidemiology, and public health policy, as well as history, politics, ethnography, oral history, literature, and other expressive arts.
- MEDIA & TECHNOLOGY and IN/JUSTICE will host the spring Division I seminars.

Exposure to curricular areas including the sciences, culture and human experience, the arts and design, and race and power are built into the transdisciplinary approaches of the Div I seminars. There are no additional distribution requirements in the first year. You’ll be able to choose at least five elective courses based on your own interests; any additional courses and learning activities can be included in your Division II concentration with approval from your committee.

To complete Div I, you will finish seven courses (or supervised learning activities)--two Division I seminars and five elective courses. In addition, you will complete campus-engaged learning activities (CEL-1) totaling a minimum of 40 hours. Of these, 20 hours will involve participation in campus educational events focused on diversity, inclusion, equity and access; and 20 hours will consist of campus activities of your choice that meet the goals of the requirement to work collaboratively in community and meet a community need.

Division I

To pass Division I, you must:

- ✓ Successfully complete two Division I seminars
- ✓ Successfully complete five elective courses (can include Five-College courses with a grade of C or above, as long as they are academic, and worth three or four credits)
- ✓ Successfully complete the CEL-1
- ✓ Successfully complete the Division I Portfolio and attend a final meeting

You must complete a Division I Portfolio by the beginning of your third semester at Hampshire, which will include your first-year retrospective, evaluations from two Division I seminars and five elective courses, and documentation of and reflection on the CEL-1. Beware of courses that are designated as “Co-Curricular” (IA-1045CC, for example): they are not academic and do not count as such! OPRA and EPEC courses may not count toward the elective requirements but may be used toward the CEL-1 requirement with the approval of your advisor.

- If a course is voluntarily repeated (such as Chorus), it will count only once for an elective.
- **Five College courses:** A student must receive a grade of C or better for courses to count; a grade of C- or below is considered a failing grade and cannot be used in Hampshire’s academic program. Five College courses must be three or more credits to count.

Advanced standing coursework, such as AP/IB credits or college courses taken during the summer before starting Hampshire, may be applied as elective credit only AFTER the successful completion of Division I by the end of the second semester of enrollment and only if you have remained in good academic standing. See the policy on page 15.

You are responsible for the following:

- Check your Hampshire email daily.
- Verify on TheHub that you are signed up for the correct courses, and be sure to actively drop a course you are no longer attending or it will remain on your schedule. Instructors cannot drop you from the roster.
- Attend regular advising meetings.
- Pay attention to add/drop and pre-registration periods.
- Think about the relationship between your different interests and goals, and remain open to things you are learning in different courses and contexts during your first year.
- Save all your written work and projects for the Division I portfolio.

The Community Engaged Learning Activity (CEL-1)

CEL-1 requires you to engage in 40 hours of collaborative work/projects/learning outside of the traditional classroom during your first year. CEL-1 activities take place on campus. The 40 hours are divided into two parts, 20 hours will involve participation in campus education events focused on diversity, inclusion, equity and access in order to expand intercultural competencies; and 20 hours will consist of campus activities/projects of students' choice that meet the goals of the requirement to work collaboratively in community and meet a community need.

How does it work?

CEL-1 community education and activities are offered by the Hampshire community and take on several different forms. Community Days of Education are planned throughout the year to offer community education opportunities for students. Sponsors of activities include the array of community members on campus, including campus program staff, Hampshire faculty, Division II and III students and student group leaders. You are welcome to craft your own CEL-1 activity, provided that it meets the guidelines and has a sponsor who is not a Division I student. You'll be asked to document the community education and activities as you go so that you're better equipped to write about it in your final Division I Portfolio and Retrospective Essay. Documentation can take many forms as well: journal entries, photography, collection of materials, video, artwork, etc.

What counts?

Students will complete 20 hours of CEL-1 community education and 20 hours of CEL-1 activities for a total of 40 CEL-1 hours. Students complete CEL-1 community education hours by participating in the Community Days of Education planned throughout the year. Students sign up for CEL-1 activities sponsored by members of the Hampshire community. Activities run the gamut of experiences, including various arts-based projects, design/build work, outdoor adventure and leadership, food/farm/sustainability initiatives, identity-based groups, student-run courses, social justice organizing, event planning, and much more. Membership in a recognized student group, completion of an Outdoors Program/Recreational Athletics (OPRA) course, and completion of an Experimental Program in Education & Community (EPEC) course can all count towards the 20 hours of CEL-1 activities, so there are countless ways for you to complete the requirement.

How should I begin?

Your advisor will help you discuss and decide on appropriate CEL-1 community education and activities but you are welcome to start brainstorming and getting involved in projects as soon as you arrive on campus. The CEL-1 website will guide you through completion of the CEL-1 process, and will provide an overview of the available community education and activities once classes start. This website is where sponsors upload information about community education and activities they are offering, and where Division I students can learn more details, browse opportunities, and register. To browse available opportunities from last year (and get a sense of what you might be interested in), click 'Old/Past' in the Status toolbar on the Browse tab of the site.

When should I begin?

Because this is campus-based engagement, the expectation is for you to get here and familiarize yourself with the opportunities available to you. You will be updated about the CEL-1 process during orientation and in the Friday Lab sessions of your Division I Seminar. You will be asked to sign up for community education and activities **after you've arrived on campus**. You'll be advised to begin this process early in your Division I, and will receive more information after classes begin.

Where can I find more information?

You can read more about the requirement on the CEL-1 website and the Center for Academic Support and Advising's CEL-1 page (CEL1.hampshire.edu).

Good Academic Standing

Students must satisfactorily complete all required courses, with a minimum of three courses each semester of enrollment, and a minimum of seven academic courses by the end of the second semester. Students who complete fewer than three courses in the first semester will be placed on an academic contract, and will be expected to address the deficiencies to return to good standing in the subsequent term. To maintain good standing students must successfully complete the course of study negotiated with their advisor in conjunction with the appropriate dean in CASA. Students completing fewer than five courses at the end of the second semester are subject to academic withdrawal and possible loss of eligibility of financial aid. The complete policy on standards may be found in the Hampshire College policy handbook (handbook.hampshire.edu).

Students must complete at least five courses by the end of the first year in order to be eligible to return to Hampshire in their third semester. Students with less than the required seven courses, but who have completed at least five, will be placed on an academic contract in the third semester. Students who complete fewer than two courses in any semester or fewer than five by the end of the second semester may be subject to academic withdrawal.

The Second Semester and the final Portfolio

During the second semester of enrollment, you are responsible for preparing a Division I portfolio that includes completed course evaluations, representative samples of work, documentation of the CEL-1, and a retrospective that reflects on your studies in Division I. You meet with your advisor to discuss your academic progress during the academic year. After receiving evaluations for second-semester work, and in consideration of the Division I portfolio, the advisor will determine if you have satisfied all Division I requirements. Students who do not satisfy all Division I requirements on the basis of their first two semesters of work should consult with their advisor to address the need for further study to ensure the satisfactory completion of Division I.

Once the Division I is complete, your advisor prepares a Division I evaluation online based on the Division I portfolio. In addition to passing Division I, the advisor will also assist you as you transition into Division II. Most students apply for a Division II committee during the early part of their third semester; your advisor will help you with this online process.

We have included a Division I portfolio checklist for you at the end of this booklet.

Advanced Standing

Advanced Standing may be awarded by the Center for Academic Support and Advising (CASA) to students who are in good academic standing. Students' academic records are reviewed in Division I and again in Division II to determine the eligibility to apply advanced standing to their academic program. Students who stay in good academic standing for up to three semesters and complete Division I by the end of the second semester are eligible to apply advanced standing credits to Division I electives. Advanced Standing is not used to make up for academic deficiencies. Please see the section "Guidelines for Academic Progress" in the handbook at handbook.hampshire.edu for more information on this topic. Students may use up to four courses and exams as described below.

Courses/exams eligible for Advanced Standing:

- Regular academic courses taken during high school graded C or better from an accredited college or university, as evidenced by a college transcript, may be used:
 - For up to three Division I electives approved by both the advisor and CASA.
 - Up to one in Division II approved by both the Division II committee and CASA.
- Advanced Placement (AP) exams with scores of 4 or 5; or International Baccalaureate (IB) Higher-Level exam with scores of 5, 6 or 7. Some international exams like the French Baccalaureate may also be considered. These may be used:
 - For up to three Division I electives approved by both the advisor and CASA.

Advanced standing students follow the academic program and timeline to graduation along with their first-year cohort and:

- Complete a minimum of seven academic courses in their first year and pass Division I at the end of their second semester
 - Courses taken during the first year not used in Division I may apply to Division II with committee approval.
- Complete CEL-1
- Complete the requirements of Division II stipulated in the Division II contract.
 - For more information regarding Division II please see the section "Division II Requirements" in the handbook at handbook.hampshire.edu.

Request for Timeline Adjustment

Students with advanced standing are encouraged to complete the full program of eight semesters along with their entering cohort to benefit fully from Hampshire's rich academic program. However, students with a semester or more of advanced standing may, with approval of their Division II committee, request a timeline adjustment at the beginning of the anticipated final full semester of Division II, typically the fifth semester of enrollment. (For a student on an eight-semester timeline, the final semester of Division II is the 6th semester of enrollment.) The request for a timeline adjustment will be considered if the student has maintained good academic standing and is on track to fulfill the requirements of Division II early. The student should initiate a conversation with the committee, who must write a letter of support directed to the appropriate dean in CASA. If approved, the student's timeline will be adjusted by one or, in some cases, two semesters.

This policy also applies to students who have completed fewer than 15 semester or 23 quarter credits of college work post high school and students with Associate's Degrees from dual enrollment programs.

Accessibility Resources and Services

The Office of Accessibility Resources and Services (OARS), located in the Lemelson Building, works with students who voluntarily disclose a disability and request accommodations to ensure equal access as guaranteed under federal and state laws, principally the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). Disability-related information is considered confidential and is not shared without the consent of the student. Determination of accommodations or services is decided on a case-by-case basis after an interview with the student and a review of the documentation by the OARS director. Documentation is the report written by a qualified specialist (e.g., physician, psychologist, psychiatrist, audiologist, etc.) that describes the disability or condition and offers recommendations for accommodations and strategies. Faculty or staff may be consulted regarding implementation of accommodations in specific contexts like courses and housing.

Students who have been approved for academic accommodations are provided documentation from OARS certifying eligibility for accommodations and indicating which accommodations have been approved. Students are encouraged to identify themselves to instructors and to use the letter as the basis for a discussion of how to best provide equal access/accommodations in the context of the course. Some students present the letter and explain their limitations simply to raise the professor's awareness of their struggles and do not ask for specific accommodation. Faculty do not provide accommodations retroactively or provide accommodations that they have not been made aware of in a timely manner. The director is available to consult with students, faculty and staff regarding accommodations as needed.

Typical accommodations or services available through OARS pertain to the following areas:

- In the classroom to support participation and capturing and processing of information.
- In the exam environment.
- Outside of class to facilitate learning.
- Housing.

At Hampshire about 25% of students provide documentation identifying a disability before or during their time at Hampshire. Many students with learning disabilities are attracted to Hampshire because of our educational approach: individually designed curricula, discussion-based classes, written evaluations rather than letter grades, mentoring relationships with faculty. However, self-directed learning can pose challenges in ways that accommodations do not address directly. OARS offers individual or group support to students experiencing difficulties with organization, planning, time management, meeting deadlines, etc.

Reasonable accommodation is not intended to compromise academic standards but to ensure equal access. Students with disabilities must meet the same admissions and graduation requirements as all other students. Faculty members, whether in the role of adviser, instructor, or committee member, are encouraged to participate in discussions and/or ask questions about the accommodations process to understand their role in supporting students with accommodations. If you have questions or concerns, please do not hesitate to contact Madeline L. Peters, OARS director, at 413.559.5498.

Hampshire College Division I Portfolio Checklist

You will be ready to pass Division I when you have completed the following:

- Two Division I seminars
- Five electives (Hampshire courses, or full credit Five-College courses)
- CEL-1 documentation and reflections
- Optional additional art pieces, papers, projects
- Retrospective essay and Division I portfolio

The Division I Retrospective is an essay that provides you with an opportunity to reflect on your experiences and accomplishments during your first semesters of college. Your essay should discuss your academic progress by reference to coursework and course evaluations; other evaluated learning activities, if applicable; and the first-year portfolio that constitutes your Division I work. You should also describe your experience of CEL-1. You can integrate parts of the required CEL-1 reflections into this essay. Discuss the length and scope of the essay with your first-year advisor. Remember to post your retrospective on TheHub and select the seven courses so that your advisor can pass you.

Use the checklist below to list your courses, learning activities, and CEL-1:

TWO DIVISION I SEMINARS

- _____
- _____

FIVE ELECTIVE COURSES

Five electives, which may be Hampshire College or Five-College full-credit courses (grade C or above). OPRA and co-curricular courses do not count.

- _____
- _____
- _____
- _____
- _____

REPRESENTATIVE SAMPLES OF WORK

Selected papers, projects and/or other learning activities. Be sure to discuss with your advisor which and how many papers and projects they would like to see in your Division I portfolio:

- _____
- _____
- _____
- _____
- _____
- _____

CAMPUS-ENGAGED LEARNING REQUIREMENT (CEL-1)

- Completed list of community education attended (20 hours minimum)
- Completed reflections on all community education events attended
- Completed list of campus activities (20 hours)
- Completed reflections on campus activities

FINAL MEETING WITH DIVISION I ADVISOR (in May, September, or December)