“We encourage each of you, whether you are serving as a mentor or as a mentee, to find ways of making your personal investment at BYU-Idaho and the investment of so many others across the Church have the greatest impact possible. Look for ways that you can be self-reliant, magnify your stewardship, and replenish the investments that have been made in each of your lives. As you do, we promise you increased personal growth and confidence before the Lord.”

- President and Sister Gilbert
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Peer-Mentoring at BYU Idaho

“And if any man among you be strong in the Spirit, let him take with him him that is weak, that he may be edified in all meekness, that he may become strong also.” D&C:84:106

Welcome to Peer-Mentoring at BYU-Idaho! We are grateful you have volunteered to serve as a mentor and hope it will be an enriching experience to both you and the students you serve. The purpose of this handbook is to help you become familiar with the mission and desired outcomes of mentoring and learn the necessary principles and practices to help you become a successful mentor.

Mission

The mission of peer-mentoring at BYU-Idaho is to assist, inspire, prepare, support, connect and involve students in becoming self-reliant and accountable in the following areas:

• Discipleship
• Leadership and relationships
• Academics
• Career preparation
• Life Skills

Objectives

To accomplish the mission of peer-mentoring, mentors will need to meet five objectives:

1. Seek and follow the Spirit in knowing and meeting students’ individual needs.
2. Support students by fostering a safe and trusting environment wherein needs and concerns are freely shared.
3. Connect students to the appropriate resources and services around campus and in the community.
4. Inspire students to get involved with campus activities and organizations.
5. Be a loyal representative of the university.

Seek and Follow the Spirit

Qualifying for and seeking the guidance of the Spirit are very important in becoming an effective peer-mentor. Every student at BYU-Idaho is different and each comes with unique strengths, weaknesses and challenges. Sometimes the needs of your students will be apparent, but often they are not and you will need the help of the Holy Ghost to know what you must do to serve each individual student. Each is a son or daughter of our Heavenly Father who knows them and their needs perfectly and He will direct you in your labors as you seek His guidance.

Create a Safe and Trusting Environment

There are three important elements that must be present to create an environment for effective mentoring:

1. Sincerity

Seek to be filled with charity and develop sincere love and concern for your students. They will feel of your sincerity and be more open to share their thoughts, concerns and feelings with you.
2. Active Listening
While talking with students, it can be tempting to listen to the first few things they say and automatically provide an answer. Often, the first things they say are only the surface of a deeper concern. Actively listen to your students. Ask follow-up questions. Restate the problem or question back to them to make sure you understand it correctly. You will then be more prepared to assist them and many times problems will be solved by the students themselves as they talk through it.

3. Confidentiality
As you build a relationship of trust with your students, they will begin to feel comfortable sharing feelings and concerns with you. It is important that you keep their trust and not share information with friends, roommates, family members or even other mentors. Exceptions would include:

- When you need to counsel with your mentor manager or other administrators about a situation.
- When you learn of illegal activity or honor code violations. If you are unsure if a certain situation should be reported, contact the Dean of Students or the Student Honor Office. Their contact information is included in this handbook on page 16 and 18.
- When students pose a risk to themselves or others. If you suspect students may be suicidal, strongly encourage them to call the National Suicide hotline (1-800-273-8255) or the Counseling Center (located on page 14 in this handbook). If the student is not willing to seek help, you may contact these centers to receive guidance.

Connect Students to Appropriate Campus Resources and Services
The goal of peer-mentoring is to help students become self-reliant and independent in their ability to find information and access resources they need to succeed in college and life. Your purpose as a mentor is not to be a “sage on the stage” who has all the answers, but a “guide on the side” who assists students to access the resources available to them. Your purpose is not to answer all of their questions yourself, but to connect your students to professionals and services on campus that will provide them with the very best information and support.

In order to accomplish this, you will need to become knowledgeable about and acquainted with the different offices on campus that provide services to students. A quick guide to some of the main resources and services on campus is included in this manual starting on page 14.

Inspire Students to Get Involved
As a mentor you should encourage your students to get involved in campus activities and organizations such as:

- Attending devotional
- Activities program
- Volunteering opportunities
- Concerts and performances
- Community activities

More information on campus activities and organizations are included in this manual starting on page 19.

Be a Loyal Representative of the University
As a peer-mentor at BYU-Idaho, you are a representative of the university. In working with your students, you are a peer to them. However, you are to “represent the university to the student” and not visa-versa.

This can be challenging at times. For example, when a student complains to you about one of their professors it can be tempting to want to agree with the student that “the professor is horrible” or “totally being unfair.” However, you can still
sympathize with the student and acknowledge the frustration they are feeling, but then help the student look for solutions such as encouraging the student to visit with their professor to discuss the situation and find a resolution. You can be a friend to the student and still be a loyal representative of the university.

You should not speak negatively about services such as the University Store, housing, etc. Some of the greatest teaching you will do as a representative of the university will be by the example you set for your students. The way you speak, write, dress and present yourself will be noticed by your students. They will also perceive your attitudes about the university by how you talk about professors, fellow students, the honor code etc. You can be an example of the type of disciple leader that you want them to become.
Expectations and Duties of a First-Year Mentor

“By its very nature, mentoring is an exercise filled with hope.” – Elder Neal A. Maxwell

Every new student at BYU-Idaho is given a mentor. First-Year Mentors function as I-Team Mentors during Get Connected and mentor a group of 20-25 students throughout the semester. The primary purpose of a First-Year Mentor is to create a cohesive and supportive mentor peer-group, be available to answer students’ questions and connect students to appropriate campus resources.

I-Team Mentor

Please see the Get Connected Training Manual for general duties and expectations. During Get Connected you will get to meet many of the students you will be mentoring during the semester. Taking advantage of this time to form individual relationships with your students will benefit you the entire semester.

Review Student Tracking Sheet

Near the beginning of the semester, you will receive an electronic spreadsheet with all of the students in your mentor group. This sheet includes a roster with student names and contact information as well as columns that allow you to indicate the individual interaction you have with each student every month, their level of responsiveness and need and a notes area. This sheet is designed to help you monitor your interactions with each student and will be reviewed periodically by your mentor manager.

Initial Contact with Students

Many of the students in your mentor group will attend Get Connected and you will have the opportunity to form connections with many of them. A priority for you during the first two weeks of the semester will be to seek out and have contact with those students who did not attend or who were not as involved during Get Connected. It is important to remember that participation in the First-Year Mentoring Program is a choice for each student and should not be forced. However, every student should feel invited and welcome to participate at any time.

Group Communications and Activities

One of your duties as a First-Year Mentor is to maintain contact with your group throughout the semester to maintain and build group unity allowing students to feel more comfortable when they need to contact you with questions or problems.

Spirit Conference

All First-Year Mentors are required to attend Spirit Conference. This conference is usually held the week prior to the start of classes and takes place the two days before Get Connected. During this conference you will be trained on your responsibilities as both an I-Team Mentor for Get Connected as well as your initial training as a peer-mentor.
There are different ways to accomplish this goal, but there are two required tasks that will help you accomplish this goal:

1. **Weekly Communications**

   It is important that your students remember that you are there to help them. Each week, send out some form of group communication such as an email or text. The message could include a spiritual thought, information about a campus service or links to helpful resources. Seek guidance from the Spirit in what your group could most benefit from that week. Always remind them that you are there to help them with any needs they may have.

2. **Monthly Activities**

   Meet monthly for an activity to renew connections and relationships. These activities should be free or very inexpensive and the purpose is to grow closer together as a mentor group. Activities could include:

   - Meeting at the park to play ultimate frisbee or other sports
   - Reserving an I-Center court for volleyball or other activity
   - Going to the sand dunes
   - Viewing the Art Gallery in the Spori Building
   - Attending devotional together
   - Holding a potluck dinner
   - Having a board game night
   - Sledding

**Individual Communications and Meetings**

Some students will respond to your group communications and contact you with their needs while others will be more reserved and may only respond to individual communications. Seek to have an individual contact with each student in your group at least once per month. These contacts could include:

**Texts**

Texts are a quick way to check-in or follow-up with a student on a previous conversation. Make sure to use their name and make the message personalized so they know it’s not a group text.

**Phone Calls**

A phone call to check-in with your students can show a sincere concern and allow for a higher level of communication and feedback than a text. If the name or face of a student keeps coming to your mind during the day—just give them a call!

**In-Person Meetings**

Meeting in person is a great option when students have serious concerns as opposed to simple questions. If a student needs to go to a campus service or resource such as Tutoring or the Counseling Center but is hesitant to do so on their own, you going with them can sometimes give them the courage they need. Meetings with students should always take place in public places on campus.

**Questions**

One of your primary responsibilities as a mentor will be to respond to students’ questions. It is important to remember that you do not need to know all the answers. It is okay to say you don’t know and then find the correct answer before getting back to them. When you are asked a question you are unsure of, there are resources to help you find accurate information:
**Mentor Handbook**
This handbook provides an overview of mentoring policies and procedures as well as an overview of different campus resources and services that can meet most of the needs of your students.

**Mentor Manager**
As a mentor, you have a Mentor Manager who is there to support you in your role. They will provide you with weekly trainings, but are also there to answer any questions you have. Feel free to email, text or call whenever needed.

**Campus Service Centers**
If you are unsure if you should refer a student to a certain service center, use the contact information starting on page 14 of this handbook to receive further direction.

**Campus Website**
Some basic questions can be answered by a quick search of www.byui.edu.

Again, please remember that your purpose is to help these students become self-reliant. Teach them how to find their own answers to their questions.

**Weekly Reflections**
Each week you will receive a link to complete a Weekly Reflection Form. You will respond to questions about your students as a group and as individuals. This form serves two purposes:

1. It allows you a chance to step back and assess how your students are doing.

2. It allows you to report to your Mentor Manager the status of your Mentor Group. It provides you with an opportunity to make them aware of necessary situations, ask questions and share positive experiences. This information will help your manager be aware of the mentoring work going on in their district, help them plan useful weekly trainings and compile their own reports that will be shared with Student Support and university administration.
Weekly Training Meetings and
Mentor Forums

Every week you will attend a mentor training meeting with your Mentor Manager. These trainings will focus on practical skills and resources you can use to benefit your students. There will be time to ask questions and counsel together with other mentors in your district. You will be informed of your weekly training time and location by your Mentor Manager.

Periodically, in place of your weekly training meeting, you will attend an All Mentor Forum which will be presented by guest speakers. You will receive information about these forums as they are scheduled.

Heber J. Grant Students

Some students listed on your student roster will have a notification that they are a Heber J. Grant or “HJG” student. This means that they have enrolled in the HJG mentoring program and will have a separate mentor during the semester. They may still be in your I-Team Group during Get Connected and you should still invite them to monthly group activities. However, you will not need to be an active mentor to them during the semester.
Expectations and Duties of a Heber J. Grant Mentor

“Perhaps never in the history of mankind do we need to be serving on a one-by-one basis more than we do now.”
- Elder Ronald A. Rasband

Select new students at BYU-Idaho are invited to participate in the Heber J. Grant Mentoring Program. Mentors in this program are assigned a small number of students to mentor during the semester. These mentors meet regularly, one-on-one, with each of their students. They help each student set goals for improvement and seek to provide an in-depth level of support based on each students’ needs.

Student Roster and Tracking Sheet

Near the beginning of the semester, you will receive an electronic spreadsheet with all of the students in your mentor group. This sheet includes a roster with student names and contact information as well as columns that allow you to indicate the individual interaction you have with each student each month, their level of responsiveness and need and a notes area. This sheet is designed to help you monitor your interactions with each student and will be reviewed periodically by your Mentor Manager.

Weeks 1-2: Initial Contact and Meetings with Students

The top priority for you during the first two weeks of the semester will be to contact your assigned students, let them know you will be their mentor and schedule a face-to-face individual meeting. These meetings should always take place on campus in a public place. A sample agenda for these initial meetings could include:

Getting to Know Each Other

It is vital that you build a relationship of trust with your students and getting to know each other is an important step in that process. Prepare a set of questions that will help you get to know the students better and allow them to ask questions about you as well. Be careful not to pry or ask questions about sensitive issues if students do not wish to discuss them.

Assess the Student’s Mentoring Needs

Students will have different levels of need. Some will need occasional contact and meetings while others will need more constant support and communication. Ask your students about how prepared they feel for college and if they have any concerns or fears.

Help Them Understand The Role of a Mentor

Your students may not know what your purpose is as a mentor or how you can help them. Explain the goal and purposes of mentoring. Let them know that you are there to help them with their questions and to connect them to the resources and services on campus that can help them succeed.

Set a Second Meeting and Discuss Setting Goals

Schedule a time to meet a second time no later than the fourth week of the semester. Let students know that at this meeting they should come prepared to set a goal for themselves in the following areas:

- Academic
  Ideas of how they can improve their academic performance during the semester.

- Social
  Ideas of how they can be more involved on campus, in their wards, and social life.
Spiritual
Ideas of how they can grow as a disciple of Christ and have an increased measure of the spirit in their lives.

Weeks 3-4: Second Meeting and Goal Setting
There are three main purposes to the second mentoring meeting:

1. Assess How Your Students are Doing
Check-in with your students to measure their comfort level and confidence in their college experience. Assess what struggles or needs they may be having and provide support as necessary.

2. Set Semester Goals
Assist your students in setting academic, social and spiritual goals that follow the SMART criteria:

S - specific, significant, stretching
M - measurable, meaningful, motivational
A - agreed upon, attainable, achievable, acceptable, action-oriented
R - realistic, relevant, reasonable, rewarding, results-oriented
T - time-based, time-bound, timely, tangible, trackable

Many students have not set SMART goals previously and will likely need assistance in making their goals. Discuss ways in which they can make progress on their goals throughout the semester.

3. Set Up a Meeting Schedule
At this point you should have a good idea of the level of support your students will need during the semester. With your students, decide how often you will meet during the semester to help provide the needed support for them.
This schedule can be flexible and be adapted as needed throughout the semester.

**Weeks 5-11: Meetings as Scheduled**

As you continue to meet with your students throughout the semester, meetings should consist of:

- **Continually Assessing Needs**
  Your student’s needs will change throughout the semester. Each meeting should include some time to discuss their experience, successes and challenges and an assessment of their current needs.

- **Goal Updates**
  At each meeting, review each student’s goals and the progress they have made. Discuss ideas of how they can continue to make progress towards meeting their goals.

- **HJG Course Reinforcement**
  For those students enrolled in General Studies 106, follow-up on the skills they are learning in their course and reinforce how they can be applied to their lives and help them succeed.

**Weeks 12-13: Conclusion Meetings**

Before the end of the semester, set up a conclusion meeting in which you can discuss:

- **Goal Accomplishment**
  Review each student’s goals and the progress they have made on each one. Celebrate the successes and help them make plans to accomplish any incomplete goals.

- **Assess End of Semester Needs**
  Ensure that each student is confident in finishing out the semester, completing final tests and projects, and has plans for the break between semesters.

- **Assess Next Semester Needs and Interest in Further Mentoring**
  Discuss with each student their plans for the next semester they will be attending. Explore their interest and need in having a mentor assigned to them for their second semester.

**Other Communication During the Semester**

In addition to having periodic meetings with your students, you should also maintain regular contact with your students through other methods:

- **Texts**
  A text is a quick way to check-in or follow-up with a student on a previous conversation.

- **Phone Calls**
  A phone call to check-in with your students can show a sincere concern for them and allow for greater communication and feedback than a text. If the name or face of a student keeps coming to your mind during the day—just give them a call!

- **Emails**
  Email is a great way to communicate a large amount of information and to provide helpful links and resources.

**Personalization**

The goal of the Heber J. Grant Mentoring Program is to provide support to students that is personalized to their needs. Your mentoring should never be viewed as a burden or additional work, but as a resource for your students to better accomplish their existing responsibilities and maximize opportunities. Seek the guidance of the Spirit in knowing the level and type of support your students need.
Questions

One of your primary responsibilities as a mentor will be to respond to students’ questions. It is important to remember that you do not need to know all the answers. It is okay to say you don’t know and then find the correct answer before getting back to them. When you are asked a question you are unsure of, here are some resources to find accurate information:

Mentor Handbook

This handbook provides an overview of mentoring policies and procedures as well a review of different campus resources and services that can meet most of the needs of your students.

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Campus Service Centers

If you are unsure if you should refer a student to a certain service center, use the contact information starting on page 14 to receive further direction.

Campus Website

Some basic questions can be answered by a quick search of www.byui.edu.

Again, please remember that your purpose is to help these students become self-reliant. Teach them how to find their own answers to their questions.

Weekly Reflections

Each week you will receive a link to complete a Weekly Reflection Form. You will respond to questions about your students as a group and as individuals. This form serves two purposes:

1. It allows you a chance to step back and assess how your students are doing.

2. It allows you to report to your Mentor Manager the status of your Mentor Group. It provides you with an opportunity to make them aware of necessary situations, ask questions and share positive experiences. This information will help your manager be aware of the mentoring work going on in their district, help them plan useful weekly trainings and compile their own reports that will be shared with Student Support and university administration.
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Every week you will attend a Mentor Training Meeting with your Mentor Manager. These trainings will focus on practical skills and resources you can use to benefit your students. There will be time to ask questions and council together with other mentors in your district. You will be informed of your weekly training time and location by your Mentor Manager.

Periodically, in place of your weekly training meeting, you will attend an All Mentor Forum which will be presented by guest speakers. You will receive information about these forums as they are scheduled.

First-Year Mentor Groups

While your students are enrolled in the Heber J. Grant Mentoring Program, they are also a part of a First-Year Mentoring Group. They will be involved with their mentoring group at Get Connected and will be invited to participate in monthly group activities during the semester. First-Year Mentors will be aware which of their students are enrolled in the HJG Program and that you will act as the student’s mentor during the semester.
Campus Resources and Services

Wellness Center
The Wellness Center provides the following services for students:

- Nutrition analysis and counseling
- Blood lipid profiles
- Body composition tests
- InBody analysis
- Muscular strength and endurance test
- Cardiovascular VO2 max
- Fit4Life program
- Complete wellness assessments
- Personal trainers

Location: Hart 152
Office Hours:
Monday & Friday: 8 a.m. – 5 p.m.
Tuesday – Thursday: 8 a.m. – 7 p.m.
Saturday: 9 a.m. – 12 p.m.
Website: www.byui.edu/wellness-center
Phone: 208.496.7491
Email: wellness@byui.edu

Counseling Center
The Counseling Center provides free:

- Individual counseling
- Couple counseling
- Group counseling

These therapy sessions are held with licensed psychologists and social workers to help those who may be struggling with mental health and behavioral issues or unmet emotional needs. Anything discussed with a counselor will be held in strict confidence. These may include:

- Depression
- Anxiety
- Stress management
- Self-esteem issues
- Marital conflict
- Eating disorders
- Family of origin conflict
- Physical/emotional/sexual abuse
- Sexual assault trauma
- Other distressing issues.

*Students must be taking six credits to be eligible for services.

The Counseling Center also has an extensive self-help section on their website offering help and resources to assist with almost 20 areas ranging from anxiety or ADD to stress and time management.

Location: SHC 200 - above the Student Health Center
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Website: www.byui.edu/counseling-center
Phone: 208.496.9370
After Hours Emergency: 208.496.HELP or 208.496.4357
Fax: 208.496.9373
**Student Health Center and Pharmacy**

The Student Health Center includes:

- Primary health care
- Women’s health
- Pharmacy
- Laboratory
- Radiology
- Mission physicals
- Immunizations
- Tuberculosis (TB) tests

Staffed by professionals, the Student Health Center’s goal is to provide the health care students need to succeed. Most often they care for common conditions, but they can assist with referrals to specialists as needed. The Student Health Center and Pharmacy bill most major insurance companies. Their website is comprehensive and easy to navigate. Please refer to it for non-pressing questions.

**Location:** BYU-Idaho Health Center - 100 Student Health Center Rexburg, ID 83460

**Office Hours:**

Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional

**Website:** www.byui.edu/health-center

**Phone:** 208.496.9330

**Email:** healthcenter@byui.edu

**Fax:** 208.496.9333

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**Academic Support Centers**

The Academic Support Center includes:

- The Tutoring Center
- Individual and group sessions
- The Presentation Practice Center (PPC)
- Drop in labs for math, writing, reading and more
- Interactive tutoring videos, quizzes and tips on their website

This resource can give the boost students need to find success in their academic endeavors. Requesting and meeting with a tutor is free, easy and extremely beneficial. Tutoring requests can be made on their website.

**Tutoring Center**

**Location:** David O. McKay Library 272 2nd Floor; East Wing

**Website:** www.byui.edu/academic-support-centers

**Phone:** 208.496.4271

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**Presentation Practice Center**

**Location:** Smith Building Room 368

**Website:** www.byui.edu/academic-support-centers

**Phone:** 208.496.3719

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**Career and Academic Advising**

Career and Academic Advising can help students explore academic, career and life options. Their services include helping students:

- Explore career and life opportunities
- Declare a college major, minor and/or clusters
- Plan and sequence classes
- Develop career plans and career preparation skills
- Explore internships and full-time employment
- Prepare for graduate school
- Make successful career transitions
- Connect students to their faculty mentor

**Location:** 129 Manwaring Center

**Office Hours:**

Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional

**Website:** www.byui.edu/advising

**Phone:** 208.496.9800

**Email:** adc@byui.edu
Career and Internship Services

Career Services offers help to students in the following areas:

• Career preparation (resumes, practice interviews and career workshops)
• Job search (postings, tips and a job search tool)
• Networking (tips, Career Networking Center, Internship Service Missionaries)
• Events and recruiting (career fair, expeditions, living streaming)
• Employers and schools (internships and recruiting at BYU-Idaho)

Location: Manwaring Center 127A
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Websites:
www.byui.edu/career-services
www.byui.edu/internships
Phone: 208.496.9823
Email: cpmentors@byui.edu

Disability Services

Disability Services works with students with disabilities to provide reasonable accommodations in their academic environment. These opportunities may include, but are not limited to:

• Additional time for testing
• Oral testing
• Distraction free environment for testing
• Preferential seating
• Volunteer note-takers
• Some E-Text or Audio textbooks
• Assistive technology

Students begin the process by providing documentation from a licensed professional to the Disability Services Office in person, by Fax or Email.

Location: Mckay Library 156 & 158
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/disability_services
Phone: 208.496.9210
Email: disabilityservices@byui.edu
Fax: 208.496.5210

Dean of Students Office

The Dean of Students Office acts as an advocate for students. They can help students in situations such as:

• Missing class for medical reasons
• Serious illness or death of a loved one
• Persisting trouble with a professor or campus office

They offer additional services such as:

• Background checks
• Dean’s certifications
• Help with sexual misconduct or title IX issues

For further information visit their website or call their office.

Location: 290 Kimball Building
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/dean-of-students
Phone: 208.496.9200
Email: dos@byui.edu
Fax: 208.496.6200
International Services

The International Services Office is essential to the success of all international students. Please refer international students to this office. International student requirements for credit loads, financial aid, employment etc. are different than domestic students. Do not try to answer their questions but instead direct them to the International Services Office.

**Location:** Manwaring Center 276

**Office Hours:**
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional

**Website:** [www.byui.edu/international-services](http://www.byui.edu/international-services)

**Phone:** 208.496.1320

**Email:** international@byui.edu

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Student Records & Registration

Student Records and Registration can help students with the following:

- Registration
- Academic deadlines
- Academic standards
- Academic standing
- Transfer credit(s)
- Requesting official transcripts
- Applying for graduation
- Name changes resulting from marriage.
- Concerns about grades, credits or graduation

**Location:** Kimball Building 190

**Office Hours:**
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional

**Website:** [www.byui.edu/student-records](http://www.byui.edu/student-records)

**Phone:** 208.496.1000

**E-mail:** registrar@byui.edu

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Financial Aid Office

The Financial Aid Office can help students with the following:

- FAFSA and any other government financial aid
- BYU-Idaho Scholarships
- Access to outside scholarships (website)

**Location:** Kimball Building 100

**Office Hours:**
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional

**Live Chat Hours:** Monday-Friday 7 a.m. - 7 p.m.

**Website:** [www.byui.edu/financial-aid](http://www.byui.edu/financial-aid)

**Phone:** 208.496.1600

**E-mail:** financialaid@byui.edu

**Fax:** 208.496.6711
Student Honor Office

Location: Kimball Building 270
Office Hours:
Monday - Friday: 8 a.m. – 6 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Friday 8 a.m. – 5 p.m.
Website: www.byui.edu/student-honor-office
Phone: 208.496.9300
E-mail: sho@byui.edu
Fax: 208.496.5102

Admissions

Location: Kimball Building 120
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/admissions
Phone: 208.496.1300
E-mail: admissions@byui.edu

Human Resources

Location: Kimball Building 226
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/human-resources
Phone: 208.496.1700
E-mail: humanresources@byui.edu

Housing and Student Living

Location: Kimball Building 240
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/housing
Phone: 208.496.9220
E-mail: housing@byui.edu

Alumni Office

Location: Manwaring Center 175
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/alumni
Phone: 208.496.3300
E-mail: alumni@byui.edu
Fax: 208.496.5102

Activities and Student Life

Location: Manwaring Center 101
Office Hours:
Monday - Friday: 8 a.m. – 5 p.m.
Closed Tuesdays 2 p.m. – 3 p.m. for Devotional
Website: www.byui.edu/activities
Phone: 208.496.7300
E-mail: activities@byui.edu
Additional Resources

Health Resources:

Physical Facilities (Hart & I-center)
- Swimming pool
- Workout gym
- Basketball, tennis, volleyball and futsal courts
- Indoor and outdoor track
- Physical assessments
- Personal trainer
- Workout and yoga classes
- Dance and wrestling rooms
- Equipment checkout: basketballs, volleyballs, soccer balls and more

Courts and Fields
- Stadium and football field
- The I-Center gym is designed to support basketball, futsal, tennis and volleyball.
- Racquetball courts in the Hart Building
- Two outdoor tennis courts across the street from the Hart building
- The 7th South fields contain two artificial turf multi-use play fields, two softball diamonds and a large multi-sport field

Social Organization:
- Student Associations: www.byui.edu/associations
- Academic Societies: www.byui.edu/societies
- Student Support: www.byui.edu/student-support

BYU-Idaho Sponsored Events and Activities:
- Master Calendar: calendar.byui.edu/MasterCalendar.aspx
- Student Activities: www.byui.edu/activities

Technology Resources:

On Campus Printing:
- www.byui.edu/information-technology/find-a-solution-students/printer-help/wireless-printing
- Tutorials, iLearn 3 and other technology help: www.byui.edu/information-technology

Access to Online Resources:
library.byui.edu
- Popular databases
- Learn a language
- Stream music or movies
- Watch academic videos and documentaries
- Audio and eBooks
- Dictionaries, encyclopedias and handbooks
- Persuasive essay resources

Bulletin Board (buy or sell)
web.byui.edu/BulletinBoard
- Ride board
- Housing contracts
- Vehicles
- Electronics
- Home furnishings
- Books

Social Resources:

On Campus Concerts and Events:
- Event Ticket Office: byui.universitytickets.com
- Stadium Singing: held each Sunday under the Stadium at 9:30 p.m.

On-Campus Employment
- web.byui.edu/studentemployment