**Advocate for Community Engagement Job Description:**

An Advocate for Community Engagement (ACE) coordinates the relationship between Butler and community sites, thereby making it possible for faculty to send students to a given site. ACEs provide oversight and coordination of BU students at the site in collaboration with site staff. ACEs are responsible for understanding site programming and collaborating with the on-site staff in order to assure that Butler students contribute in useful and productive ways. ACEs are also responsible for communicating with faculty to understand what their students are supposed to be doing and to report on student participation on site.

**What Should Professors Expect from ACEs?**

1. ACEs should be willing and available to meet with you at least once before classes begin (or during the first week of the term). At that time, you might share a copy of your syllabus and assignments, and discuss the learning goals for the course, site logistics, etc.
2. ACEs will study material given to them (e.g. – syllabi, service project prompts, etc.), but they should not be expected to read course material.
3. An ACE should visit your class at least one time at your invitation. S/he can introduce the CCC and its affiliated sites, disseminate brochures, or answer any questions regarding their site and the ICR your students may have.
4. ACEs should provide clear contact information and a preferred mode of communication for both faculty and students. A reliable phone number should be shared with faculty to have in case of emergency.
5. ACEs should coordinate, schedule, and track service hours of students at assigned sites.
6. ACEs should update you on the progress and/or issues of the students at the site. A list of absences should be sent at the end of each week.
7. ACEs should be able to address or consult with CCC staff to address any issue regarding the site or learning experience at the site that may.
8. Professors should be able to get answers to questions from ACEs in a reasonable time-frame – typically within 24 hours.
9. ACEs should copy professors on emails that address concerns or issues raised by students or site staff that concern performance or viability of SL partnership efforts.

**What ACEs CANNOT do during the semester**

1. Interpret a faculty member’s grade or second-guess the grading process for the course.
2. Constantly reschedule students after the students have signed up for their hours. Students should sign up for times they know they can attend and will not likely generate conflicts.

**What should ACEs expect from Professors?**

1. Professors should clearly explain the community/SL learning goals and requirements of the course.
2. Professors should include ACEs on relevant communications regarding community/SL projects and any changes as the semester progresses.
3. Professors should make clear to their students that ACEs should be the primary contact between students and service sites.
4. Professors should make clear that they have delegated authority to ACEs as liaisons to service sites; and that communications from ACEs must be taken seriously and responded to promptly.
5. Professors should emphasize that ACEs do not grade students. They are, however, responsible for reporting back to faculty about the concerns and achievements of students at the site, as well, as addressing issues faced by students at their respective sites.
6. Professors should not ask ACEs to work outside their regularly scheduled hours.

**Final Suggestions for Teachers:**

1. Meet and/or communicate with the ACEs during week one or week two of the semester. Describe your course and community/SL goals. Share your syllabus and expectations of students with your ACE.
2. Share your ACE’s contact information with your students via email or syllabus insert (provided by the CCC).
3. Point students toward the CCC website to gain more information on potential sites and their respective ACEs.
4. Let the ACE and CCC staff know if things *are not* going well.
5. Let the ACE and CCC staff know if things *are* going well.