

Alexandria E. Brock

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| Education | Bachelor of Science in Biology Brenau University, Gainesville, GA | <i>05/2016</i> |
| Professional Experience | Academic Advisor II, Department of Chemistry University of Georgia, <i>Athens, GA</i> <ul style="list-style-type: none"> • Meet with 250+ Chemistry and Computer Science students to recommend coursework for upcoming semesters • Prepare and maintain advising forms and notes for Chemistry and Computer Science students • Answer student questions and advocate for students where needed • Direct students to resources on campus • Work closely with Department of Chemistry to facilitate student success • Manage planning of events in Department of Chemistry for undergraduate majors: Department Open House, Convocation, Research and Internship Workshops, Career Events, Holiday Gatherings • Facilitate communication between Department of Chemistry and University Advising Services • Assist advising variety of STEM majors when needed | <i>02/2022-present</i> |
| | Advising Coordinator, Department of Math and Science Brenau University, <i>Gainesville, GA</i> <ul style="list-style-type: none"> ▪ Maintained advising files for all faculty advisors within the department ▪ Tracked student program plans and graduation requirements ▪ Advised 350+ students in the Biology, Health Science and Health Science Pre-Nursing majors ▪ Advised students assigned to other faculty advisors as needed ▪ Managed planning of registration events for students within the Math and Science Department ▪ Served as initial contact point for incoming first year science students ▪ Maintained knowledge of all university policies and procedures related to advising practices ▪ Maintained thorough knowledge of all course offerings within the university ▪ Advised and manage incoming transfer students ▪ Communicated effectively with all auxiliary offices including Admissions, Registrar, and Financial Aid to provide student support | <i>08/2016 –</i> <i>02/2022</i> |
| | Office Manager, Department of Math and Science Brenau University, <i>Gainesville, GA</i> <ul style="list-style-type: none"> ▪ Maintained department calendar ▪ Managed annual departmental budgets with efficiency and accuracy ▪ Ordered office and classroom supplies ▪ Provided support to faculty within the department in multiple administrative areas ▪ Assisted Department Chair with departmental operations ▪ Managed interdepartmental communication ▪ Lead review and hiring processes for incoming departmental faculty and staff | <i>08/2016 –</i> <i>02/2022</i> |
| | Laboratory Director Brenau University, <i>Gainesville, GA</i> | <i>08/2018 –</i> <i>08/2019</i> |

- Managed inventory and purchase of supplies for biology, anatomy, and chemistry laboratories
- Maintained detailed accounting record of \$50,000 laboratory operating budget and \$40,000 endowment budget
- Served as liaison between administration and Math and Science department with regards to laboratory operations and budget
- Oversaw chemical and hazardous material safety and regulatory compliance for lab operations

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| Professional Service | <p><i>University of Georgia</i></p> <ul style="list-style-type: none"> ▪ Member, Department of Chemistry Undergraduate Curriculum Committee – August 2022-present ▪ Co-chair, Department of Chemistry Extracurricular Events Committee – August 2023 – present ▪ Coordinator – Kathy Bolt Student Food Pantry - August 2023-Present ▪ Member, AACC Transfer Committee – August 2023-present ▪ Member, AACC Mentoring Advising Professionals Committee – August 2024-present <p><i>Brenau University</i></p> <ul style="list-style-type: none"> ▪ Co-Chair, Staff Development Committee August 2020 – February 2022 ▪ Scribe, Research Symposium Committee August 2019 – February 2022 ▪ Member, Student Success Team, Retention Task Force, January 2021 – February 2022 ▪ Advisor, Mu Sigma Chi (Math and Science Club) - January 2021 – February 2022 ▪ Awards and Grants Coordinator, Phi Kappa Phi - August 2020 – February 2022 |
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| Awards | <ul style="list-style-type: none"> ▪ Outstanding Professional Advisor Award, UGA – February 2025 ▪ Franklin College Outstanding Academic Advisor, UGA – December 2024 ▪ Hagerman-Thompson Staff Excellence Award, Brenau University - May 2021 |
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| Professional Development | <p><i>University of Georgia</i></p> <ul style="list-style-type: none"> ▪ InsideTrack Academic Coach Training – March 2025 ▪ NACADA Annual Conference 2024 – Pittsburgh, PA ▪ Mental Health First Aid Certification – July 2024 ▪ Certificate in Academic Advising – April 2024 <ul style="list-style-type: none"> ○ Anatomy of a UGA Degree ○ Advising Theory & Practice ○ Introduction to DegreeWorks ○ DegreeWorks Plans Workshop ○ Career Center Connections ○ Advising Transfer Students ○ Using Career Assessments to Support Career Planning ▪ Mentoring Advising Professionals Program Certificate – August 2023 <ul style="list-style-type: none"> ○ Mentee – August 2022 – August 2023 ○ Mentor – August 2024 – Present |
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ADVISING PHILOSOPHY

As an Academic Advisor, my primary goal is to empower students with the knowledge and resources they need to navigate their degree requirements and achieve their academic, personal, and professional goals. I want my students to complete their degrees having had the knowledge to take advantage of every opportunity available to them, and to connect with any resource they might find useful.

To achieve this goal, I have undertaken various initiatives in an effort to perfect a blend of developmental and appreciative advising. The developmental approach focuses on fostering students' understanding of their degree requirements, enabling them to reflect on and grow throughout their educational journey. The appreciative aspect emphasizes my role as their advocate, championing their success and supporting them in staying aligned with their chosen path. Throughout my advising experience, several strategies have consistently proven successful for me.

Forming Relationships

Showing up for students is essential, and I believe that the advisor-student relationship entails mutual responsibility in being present for one another. Students demonstrate their commitment by attending their appointments and striving to understand their degree requirements, while I reciprocate by being knowledgeable about their pathways, being empathetic toward their struggles, constantly communicating important updates, and encouraging them to achieve their goals.

Regardless of the number of students I advise, it is a priority for me to know each one personally. As an advisor, understanding and remembering both my students' accomplishments and challenges fosters a sense of belonging within our department and institution as a whole. One way I foster relationships with students includes being intentional in advising appointments to learn more about their individual interests, and using those interests to encourage their involvement in clubs, research, study abroad experiences, and more. I also attend club meetings, poster sessions, research seminars, and other student activities. By seeking to build individual relationships with each advisee, my students are more likely to engage with me in the advising process. Students not only attend their advising appointments, but attend them prepared and ready to share updates with the confidence that I will remember what we last discussed.

Community Building

In the chemistry major, where I currently advise, I have aimed to foster a sense of community among students that contributes to both belonging and purpose. It is no secret that STEM majors are high-demand, challenging majors, where students' performance in their coursework heavily determines their success in regard to their future plans. In such a high-demand major as chemistry, high-achieving students can easily feel overwhelmed, making it increasingly important for them to know where to turn for help. If they can start by reaching out to a peer with whom they can relate, they are more likely to achieve their goals, whether those goals are long-term, such as gaining admission to medical or graduate school, or short-term, such as successfully submitting and passing a challenging assignment that the entire class struggled with.

I have taken steps to build a community in my department by employing several techniques. First, I remind students of how small their major is- about 40 students per graduating class- and emphasize the similarities they share with one another. I encourage them to make friends within their classes, as many of the classes are small and consist almost entirely of students in the same major. This practice often leads to conversations among them, resulting in the formation of friendship groups based on their shared experiences.

Second, I create a welcoming and open atmosphere in my office space, enabling students in my department to meet one another through me. On a typical day, a large group of students join me for lunch, and all students know they are welcome to participate whenever they can. This initiative has contributed to both my relationship building with them and their relationship building with each other.

Lastly, I have supported efforts to revitalize our departmental club by encouraging a group of upperclassmen with strong leadership qualities to take charge of rebuilding the Chemistry Club. The goal of rebuilding Chem Club was to provide

students with a safe and established space to gather. Today, the club meetings have been instrumental in informing all students about opportunities and resources within and outside of the department, greatly enhancing their sense of belonging in the major.

Departmental Involvement

As a departmental advisor, I believe it is crucial to be as immersed and involved in the department I advise as my role permits. By respecting and valuing the mission and work of my department, I foster an environment where my department, in turn, appreciates the work I do. The ripple effect of this mutual respect greatly benefits my students, enabling me to better serve them by effectively creating positive change and advocating for their needs. I believe that maintaining strong, respectful relationships with the faculty and staff within my department allows me to create change for my students and helps faculty members understand some of the things their students wish to convey. Serving as a bridge between faculty and students is, in my opinion, one of the most significant and necessary roles I play as an academic advisor, and this role has been a key factor in my success.

Some ways I maintain involvement in my department include attending events like holiday parties and research seminars, accepting invitations to serve on departmental committees whose work directly impacts my students, and intentionally building relationships with the faculty members who teach the undergraduate courses in our department. Serving as a resource in my department has proven immensely beneficial for both my students and my own understanding.

Academic advising continues to bring me immense joy, and I will forever cherish the pride I feel when I see my students complete their degrees, knowing they have made the most of their time as students and are now prepared to contribute to society as confident graduates. As an advisor, I will continue to strive to improve so that I can serve my students to the best of my ability.