

QUINLAN BROGDON

Minnesota State University, Mankato

Class of 2023

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WELCOME

I am an Honors student at Minnesota State University, Mankato. I am double majoring in Aviation, with a Professional Pilot emphasis, and French. I am expecting to graduate in the spring of 2023. Upon graduation, I hope to begin working as a Flight Instructor in order to gain the necessary experience in the Aviation industry to become an airline pilot.

Mission Statement:

I will use my education at MNSU to become Globally Aware and promote Global Awareness through my future career.

Welcome to my "About Me" page!

I want to take a moment to talk about who I am and what I'm about!

My name is Quinlan Brogdon and my majors are Aviation, professional flight emphasis, and French.

While I started at MNSU in 2019 as just an Aviation Major, and flying is my primary career goal, as my mission statement says, through my education I want to become the most globally aware person I can be, and I want to promote global awareness throughout my life. I want to be able to represent some sort of global awareness through my degrees, I figured the addition of a foreign language degree would be a great way to do that!

I'm from Minneapolis, Minnesota, and I go back often to visit my siblings and parents. Outside of school, I participate in many extracurricular activities, including 2 jobs, one as a Learning Community Coordinator at the University, and one at FedEx. I also have a dog named Kona who is pictured on the right.

I like to stay busy, which I usually succeed at. When I have free time, though, I enjoy cooking, hiking, jogging, mountain biking, spending time with my friends, and occasionally playing video games.

I hope you enjoy looking through my portfolio!



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Honors

"Honors students are committed to developing in several competency areas such as leadership, research, and intercultural engagement. The program provides class experiences designed to support competency development and a variety of co-curricular activities to enrich their growth. Students demonstrate their emerging competencies through electronic portfolios in which they document their activities and engage in meaningful reflection about their learning. The Honors Program challenges students to move outside of their comfort zones and to think critically about the world and their personal contributions to the communities in which they live."

You can view the MNSU Honors website here:

[MNSU Honors](#)

[Leadership](#)

[Research, Scholarly, and Creative Activity](#)

[Intercultural Engagement](#)

["Why Honors?" Spring 2023](#)

["Why Honors?" Fall 2021](#)

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Leadership

"Students will utilize personal leadership values and strengths in a team environment toward a common goal."

Synthesis Essay

My leadership journey began in high school. I was the captain of a couple sports teams, I had lead group projects, and I had held a few jobs. I thought I had leadership figured out. My philosophy when approaching leadership was that I knew what I was doing, I was often the best at what I was doing, my team members should follow my example and do what I do, then we would be successful.

I got to MNSU, and I started in my HONR 201 course, and I completed the [Clifton Strengths Finder](#) inventory. At the time, I understood my results, but I did not really understand what they meant. In reflection, I think the inventory largely confirmed my preconceived notions about leadership; I wanted to be recognized as important because I was better at a task than everyone else. I wanted there to be set rules, I wanted everyone to be treated equally, and I wanted to have all the facts before coming to a decision. After having completed many other leadership experiences over my undergraduate education, I can see both benefits and downfalls to each of these "Strengths."

Joining Flight Team, band, and the [Honors Launch learning community](#) my freshman year allowed me to observe and develop my own leadership skills. My Learning Community Coordinator was great at their job. They were a strong communicator and made personal connections with everyone. They planned activities that we were interested in, all with amazing enthusiasm. This was different from my experience on Flight Team where the main objective was to place in regional and national competitions. In order to make the competition team, it was necessary to constantly compete with each other to prove that we were the best at our events. Our leadership was different because success was driven by individual drive.

Wanting to become a leader like my LCC, I became a LCC myself for the Aviation LC, then the Honors Launch LC, and finally for the Upper Level Research LC. Through my 3 years as a [Learning Community Coordinator](#), I continued to grow my leadership skills through training, observation, and reflection. Often, I demonstrated my "consistency" and "deliberative" strengths, as I collected information from my peers and students, considered the "whys" and "hows" and then chose a course of action. With each different group of students that I had over the 3 years, my leadership style changed to fit the needs and wants of the students, while still completing the necessary objectives required by my job. As I progressed through the years, with my increased job knowledge, I was able to mentor my peers, but I continued to develop my skills, and reflect on my strengths and weaknesses. Because I was simultaneously developing and applying leadership skills, it's hard to identify one singular year as my clear "application" level experience.

Being an LCC showed me the importance of being a democratic leader and surveying the needs and wants of every student, while serving as the [Treasurer of Flight Team](#) showed me the importance of setting clear tasks and objectives based on the needs of the team. These experiences together taught me the importance of setting clear tasks and considering the needs and wants of your team members, this in turn helped me to develop my leadership philosophy.

My objective, once I graduate, is to become a Flight Instructor. I believe that being able to set clear objectives and tasks, while considering the perspectives of my students, will help me to succeed in this position. I think that reflection and observation will continue to be relevant if I want to continue to become the best leader I can be.

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Research, Scholarly, and Creative Activity

"Students will access and utilize credible information to answer research questions. Students will complete and present an undergraduate research, scholarly, or creative project as part of their competency development."

Synthesis Essay

Starting in the honors program, research hadn't really been something I had thought too deeply about. I had completed research, I had even surveyed people in certain cases, such as in classes, but I hadn't yet learned about peer-reviewed sources or the value of finding information from scholarly journals. Through HONR 201, I learned the value of finding unbiased, scholarly, and peer reviewed articles, as well as how and where to find them. I reflect on this in my [HONR 201](#) Research Reflection.

In the world of aviation, research is generally not conducted by pilots. While I have written research papers for my aviation courses, they are really literature reviews, not original research projects. I had no idea how I would fulfil the research competency for Honors. When I learned of the opportunity to join a [Learning Community](#) sponsored by the Honors Program, which would allow me to complete the required experiences through a couple courses, I took the opportunity. I was also interested because this opportunity would allow me to learn how to complete scholarly research, and present an original project, and that was something I wanted to experience, especially since I wasn't sure if I would have any other opportunities to do so.

Through this experience, which lasted a year, I learned a lot about these processes. I was paired with a group of students with whom I shared research interests. While learning about research methods through class, we brainstormed ideas, wrote literature reviews, and condensed our ideas into a concise research question. We submitted an application for a URC Grant, completed the IRB approval process, and communicated our intent to present at the URS. We distributed surveys, collected results, and analyzed data. Based on everything we had done, we created a poster which we presented at the Undergraduate Research Symposium. Overall, this experience helped me to learn every step of completing a research project, and allowed me to complete the Research, Scholarly, and Creative Activity competency.

Additionally, through my FREN 420 course, littérature Québécoise, I wrote a dissertation titled «[Espace physique et identité nationale dans trois romans québécois](#)». I completed this research paper in the Spring of 2022, refined it over the summer and fall, and presented it in October 2022 at Panlingua, which was an undergraduate conference hosted at MNSU. This paper allowed me to research and analyze literature from a turbulent time in Quebec's history. I then argued the relation of space in the novels I read as it related to the physical space or borders of Quebec at the time the novels were written. Presenting at Panlingua allowed me to disseminate this information to other French speaking peers, and faculty members. In all, this project had allowed me to research and analyze an element of Québécoise culture which I had not before considered.

Overall, research skills will be crucial for my success as a professional aviator. The ability to conduct research will help me to stay up to date on the latest aviation technology, will help me to evaluate flight routes and weather patterns. By utilizing my research skills, I can gain a deeper understanding of the aviation industry and become more knowledgeable about the latest trends and developments. This knowledge will help me to make better decisions and advance my career. Ultimately, through having research skills, I will help contribute to a safer, more efficient, and more exciting aviation industry.

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Intercultural Engagement

"Students will learn more about their own culture and develop an understanding of different cultural perspectives, ultimately establishing their own framework for intercultural engagement."

Synthesis Essay

I grew up in Minneapolis and attended diverse schools. This [previous lived experience](#) meant upon moving to Mankato, I quickly learned that you must try to find opportunities to interact and experience other cultures. In a day, you might not meet anyone who has a culture other than your own. This was different from what I was used to and took some adjustment. Even if there were difficulties, I believe that I have found opportunities in which to interact with different cultural groups and continue my growth in this competency area.

My freshman year, I took [KSP220W](#), as it was being offered as an honors section at that time. For this course, our final project was to interview a family who had a culture other than our own to learn how people of different cultures view and interact with the U.S. education system. I have many family members who are educators so this project was interesting to me, and I knew already that there would be some contrasting ideas based off of culture. Over a few weeks, I conducted interviews with a family to try to understand what they thought of the U.S. education system, and how they had to adjust their culture and behaviors to fit into it. This experience gave me the opportunity to learn how different cultures value education, and educational practices. Through this, I could contrast my own experiences with the American education system.

As I am a [French major](#), I have taken several French courses, and through these I also explored cultures and reached a deeper understanding of cultural differences, and how history and language affect culture. I started with FREN 202 my freshman year, which developed my foundation for intercultural engagement, as it helped me to learn many of the basic topics and skills necessary to be successful when communicating in French. Junior year, spring 2022, I took FREN 420: Littérature Québécoise which helped me fulfill the application level of the Intercultural Engagement competency. As a final project for this course, and a capstone for my degree, I wrote a research paper exploring the symbolism of space in the books we read during this course. I presented this paper in the fall of 2022 at the Panlingua Conference. Writing the paper was a great experience because it allowed me to deeply explore the origins of culture as they tie to language and synthesize the differences between U.S. views on language and French views on language. Additionally, by presenting at the Panlingua conference, I had the opportunity to add to the knowledge base of a culture other than my own, which gave me a small amount of real-world experience and insight into the anxieties of speaking a language imperfectly.

As I look back on my experiences, they have allowed me to gain a greater perspective on my culture and the culture of others, and most importantly, how to interact with those who share a culture other than my own. My experiences have helped me to make observations and develop my framework for intercultural engagement; I think the largest obstacle for intercultural engagement is open mindedness. Often while interacting with a person who has a culture different from your own, you won't know the social, political, and historical contexts that shaped their values and beliefs. There could be a topic that has a larger context in their culture than yours. In these cases, you don't know what topics, or "themes" to stay away from to avoid alienating yourself from them. This is why it is important to let the person with whom you are interacting lead the conversation. It had been my plan to study abroad in France over the summer in order to keep practicing and expanding this framework. As part of this experience, I would have stayed with a host family. I believe that through being immersed in a new culture, I would experience culture shock. I think that being forced to adapt to a new environment helps people to develop flexibility and adaptability, which are integral for intercultural engagement. While this study abroad experience is no longer happening, I hope to travel abroad in the near future to help practice and expand my framework.

All these experiences I have discussed have allowed me to become more open-minded and have given me a framework for interacting with people who practice other cultures than my own. Through reflection, I have learned to value other cultures and make myself fit within them. I am glad that I grew up where I did. I am especially glad that I have had the opportunity to experience a community of MNSU, because it has allowed me to internally reflect on these concepts.

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