

Professional Leave Report Cover Sheet

Name: Jessica McKenzie

Department: Child & Family Science

College: Social Sciences

Leave taken: Sabbatical Difference in Pay Professional Leave without Pay

Time Period: Fall

Spring

Academic Year 2021-2022

Other

Your report will be sent to your Dean for your PAF and to the Library Archives.

Jessica McKenzie
Post-Sabbatical Leave Report

I was awarded this sabbatical leave to undertake longitudinal data collection in northern Thailand in 2020–2021 (project title: *Globalization and Youth Development: Past, Present, and Future Selves in Northern Thailand*). The sabbatical was first deferred until academic year 2021–2022 due to COVID-related travel restrictions, and then further delayed until Spring and Fall 2022 at the request of COSS Interim Dean Jeff Cummins in order to reduce budgetary impact on the College of Social Sciences.

In the sections that follow, I describe the accomplishments of this leave, modifications to the original proposal, objectives that were not accomplished, and anticipated outcomes. A copy of the original sabbatical proposal is attached to this report.

Accomplishments of the Leave

This sabbatical leave enabled the completion and expansion of the goals stated in the original proposal, by supporting both my longstanding global research agenda (see point 1, described below). It also enabled the establishment of a local research agenda (see points 2-4, described below) and supported my mentorship of students—including Fresno State undergraduate students and graduate students in the U.S. and abroad (see points 1-4). Finally, it supported my development of a new CFS course, as well as my significant revisioning of multiple CFS courses (see point 5).

1. Global research: Completed and expanded Thailand data collection (June—December 2022)

I successfully completed Wave 2 of longitudinal data collection, with support from an *Early Career Scholars Grant* from the Society for Research in Child Development and from a Chancellor's Office *Research, Scholarship, and Creative Activities Award*.

Working alongside my long-term research assistant Arusa Panyakotkaew, I located and interviewed 80% of the adolescent participants we interviewed in 2012, now in their late emerging adult years. Interviews, which lasted an average of 2.5 hours, were incredibly rich and I anticipate many resultant publications in the coming years. Interview transcription is currently underway, as is survey data analysis. I look forward to sharing survey data results from this wave of data collection as part of an upcoming invited Honors Colloquium talk (entitled “*Why God Isn’t Dead (Yet): The Nexus of Religion, Culture, and Youth Development*”). I am currently working with Fresno State undergraduate Shazana Virani to prepare and analyze a portion of this vast dataset.

I have also expanded my longstanding global research agenda by integrating a new adolescent cohort, which will enable the tracking of developmental and cultural change over time. This addition renders the research project a cross-sequential design—the rarely utilized gold standard for determining the developmental implications of cultural change. While on sabbatical, I applied for and received funding for this new round of data collection. With support from the *Cultural Evolution Society*, I will collect Wave 1 data with a new adolescent cohort in rural and urban regions of northern Thailand in Fall

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2023. During that time, I will be Visiting Scholar in the Department of Sociology and Anthropology at Chiang Mai University.

2. Local research: Publications and presentations (January—December 2022)

I was also fortunate to be able to make significant headway with regard to my newer local research agenda, which examines cultural adaptation processes among bicultural emerging adults in the Central Valley. Three publications and multiple presentations (listed below) resulted from this work. Here and throughout, Fresno State undergraduate student coauthors are denoted by *.

- Publications and presentation on Hmong American cultural identity development:

McKenzie, J. (2022). Digital media as sites for cultural identity development: The case of Hmong American emerging adults. *Journal of Adolescent Research*. Advance online publication ahead of print.
<https://doi.org/10.1177/07435584221116312>

McKenzie, J., *Leighton, E., *Davis, M., & *Reyes, J. J. (2022). Negotiating identities in a globalized world: From Southeast Asia to the San Joaquin Valley. Invited chapter published in I. Katzarska-Miller & S. Reysen (Eds.), *Globalized identities: The impact of globalization on self and identity* (pp. 185-218). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-04644-5_8

McKenzie., J., *Virani, S., *Thao, M., *Lopez, C. T., *Ford, S., & *Dionicio, N. (forthcoming special issue contribution). “Like being in purgatory”: Cultural identity mapping centers Hmong American perspectives of biculturalism. *Journal of Cross-Cultural Psychology*.

McKenzie, J., *Virani, S., *Thao, M., *Lopez, C. T., *Ford, S., & *Dionicio, N. (2023, June). *What does it mean to be 'bicultural?' Cultural identity mapping centers Hmong American experiences of biculturalism*. Paper presentation at the Society for Qualitative Inquiry in Psychology Conference, Santa Cruz, CA, USA.

- Publication and presentation on Mexican American cultural identity development:

McKenzie, J., *Lopez, C. T., *Dionicio, N., *Ford, S., *Thao, M., & *Virani, S. (2023). Biculturalism as a double-edged sword: The perspectives of Mexican American emerging adults. *International Journal of Intercultural Relations*. Advance online publication ahead of print.
<https://doi.org/10.1016/j.ijintrel.2023.101754>

*Lopez, C. T., *Dionicio, N., *Ford, S., *Virani, S., *Thao, M., & McKenzie, J. (2022, April). *The dualism of biculturalism in the eyes and lives of Mexican*

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American emerging adults. Poster presentation at the Central California Research Symposium, Fresno, CA, USA.

- Presentation on Hmong American and Mexican American cultural identity development:

McKenzie, J. (2022, July). *Ethnic identity policing and its developmental consequences.* Paper presentation at the Virtual International Association for Cross-Cultural Psychology Congress.

3. Additional writing projects and presentations (January—December 2022)

During my sabbatical, I also undertook writing projects and prepared presentations on the cultural shaping of media use and media effects, and influence of religion on moral development and ethnic identity development. Several of these projects included Fresno State undergraduate student coauthors.

- Publications and presentation on the cultural shaping of media use and media effects:

Manago, A., & McKenzie, J. (2022). Culture and digital media in adolescent development. Invited chapter published in J. Nesi, E. H. Telzer, & M. J. Prinstein (Eds.), *Handbook of adolescent digital media use and mental health* (pp. 162-187). Cambridge University Press. <https://doi.org/10.1017/9781108976237.010>

McKenzie, J., *Castellón, R., *Willis-Grossmann, E., *Landeros, C., *Rooney, J., & *Stewart, C. (minor revision). Digital divides and dyadic gaps: A portrait of media use and perspectives of media in Thailand. *Media Psychology*.

McKenzie, J. (2022, March). *Social media as a site for cultural identity development.* Paper presentation as part of the symposium “*Cultural Perspectives on Uses of Social Media in Adolescence*” (Chair: Adriana Manago) at the Society for Research on Adolescence Conference, New Orleans, LA, USA.

- Presentations on the influence of religion on core developmental processes:

McKenzie, J. (2022, November). *The intersecting nature of religion and morality in Thailand and comparative contexts.* Invited presentation and conversation, The Ethics Center, California State University, Fresno, USA.

McKenzie, J., & *Davis, M. (2023, June). *How does religion intersect with ethnic identity development? The case of Hmong American and Mexican American emerging adults.* Paper presentation at the Society for the Study of Emerging Adulthood Conference, San Diego, CA, USA.

4. Graduate student mentorship (March 2022—present)

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I was fortunate to have begun a research mentoring relationship with two graduate students outside of Fresno State, just for fun.

- Emma Willis-Grossmann (doctoral candidate at Texas Tech University): Invited and accepted Doctoral Dissertation Committee Member, offering qualitative data analytic guidance
- Zeynep Kömbe-Elazab (graduate student at Bogazici University in Turkey): Informal research mentor, offering in-depth qualitative data analytic training

5. Course proposals and modifications (August—December 2022)

Finally, I proposed one new CFS course and significantly overhauled three other CFS courses, with the aims of modernizing curricula, tailoring coursework to evolving student needs, and increasing collaboration with other departments in COSS. These course proposals and modifications are currently being reviewed by the University Curriculum Committee.

- New course proposal:

CFS 126: Media and Youth Development

Prerequisites: CFS 31, 38 or 39, 100, & 153.

Course Description: In recent years, digital media have shifted the developmental landscape in profound ways. This course will examine how digital media has reshaped youth development in diverse world regions. We will consider opportunities and challenges that digital media offer young people as they develop their identities and navigate relationships with each other and with their families.

- Course modifications:

CFS 145: Ethnography in Schools (Previously “CFS 145A: Observing the Development of Children”)

Prerequisites: CFS 38 or 39; UDWR; Introductory research methods course (i.e., CFS 153, SOC 176). Open to CFS and Sociology majors.

Course Description: To serve children, we must first be trained to see them. In this course, ethnographic research will be introduced and students will engage in ethnographic data collection in elementary or middle school settings. Throughout the semester, we will work toward seeing development-in-action and considering how schools direct the experience of childhood.

CFS 134: Cultural Perspectives of Children and Families (Previously “Culture and Diversity”)

Prerequisites: CFS 31, 38 or 39, 100, & 153.

New Course Description: How does culture shape childhood and families? This course will explore the many meanings of culture, and the ways in which culture influences development and relationships. Drawing from research within and

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outside of the United States, we will examine the diversity of human experience and work to promote an appreciation of diversity. Meets M/I Requirement

CFS 140: Theories of Human Development (Previously “Child Development Theories”)

Prerequisites: CFS 38 or 39, 100, & 153.

New Course Description: Why do children, adolescents, and adults develop as they do? To address this question, we will critically examine significant theories of human development. In addition to foundational developmental theories, we will consider contemporary theories and the future of our field.

Modifications to the Original Proposal

I made two modifications to the original sabbatical proposal. They are as follows:

1. The originally planned 12 months of data collection was condensed into 5 months. The reasons for this modification were threefold:
 - a. I obtained grant funding, which will support the other half of data collection in Fall 2023.
 - b. Thailand’s significant limitations on international arrivals until mid-2022 rendered it necessary to delay travel until June 2022.
 - c. I had to return to the U.S. earlier than planned in order to give birth to my daughter (an unanticipated sabbatical outcome!):.
2. A new participant group (a new cohort of adolescents) was added and another participant group (parents) was deleted. In my sabbatical proposal, I planned only a longitudinal project with follow-up interviews with youth and their parents, whom I first interviewed in 2012. Now, instead of interviewing a single cohort of youth at two time points, I will interview two cohorts of youth longitudinally. The reasons for this modification were:
 - a. The inclusion of the parent participant group would reveal less about developmental change than the addition of a new adolescent cohort.
 - b. This unique cross-sequential design was determined to be more attractive to funders (i.e., the Cultural Evolution Society).

Objectives of the Original Proposal That Were Not Accomplished

As previously noted, my sabbatical project was significantly expanded due to having received financial support for a new wave of data collection with a new adolescent cohort. The parent participant group was correspondingly replaced with a new adolescent participant group, which will enable more systematic tracking of developmental change over time in rural and urban regions of northern Thailand.

Anticipated Outcomes

In addition to the publications, presentations, and mentorship that this sabbatical facilitated (as described in the first section of this report), many other outcomes are anticipated as a direct result of this sabbatical leave. These outcomes will benefit the fields of developmental and cultural psychology, Fresno State as an institution, Fresno State students, and my own scholarly growth. The anticipated outcomes are as follows:

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1. Having collected this round of data, and having secured funding to support follow-up data collection in Fall 2023, sets the stage for a major decades-long field study that tracks the intersection of developmental and cultural change. Such an ambitious cross-sequential study design is exceedingly rare in developmental and cultural psychology. The publications and presentations that will result from this global research—which will fundamentally integrate Fresno State undergraduates in all levels of data analysis for years to come—promises to elevate Fresno State.
2. My research directly informs my teaching, and I have begun carefully threading the scholarly work produced during this sabbatical into the classes I teach. As such, I have already seen the benefits of this sabbatical research in the classroom. In the *Culture and Diversity* course that I am teaching this semester, for instance, I have talked on several occasions about the cultural identity development of Hmong and Mexican American youth. Just a few weeks into the semester, I am already receiving emails from students requesting that I share relevant publications with them, in hopes that they can learn more about themselves. Here is one such email that I received from a Hmong American student in my class yesterday:

Good afternoon Professor McKenzie,

Today, I spoke with you after class about your articles pertaining to Hmong-American adolescents. If possible, I would like to read and review them as well!

As a Hmong-American individual, I feel as if I'm experiencing a cultural clash between seeking my own independence or individualism, while also attempting to balance or reason my collectivistic background. Hopefully through your articles, I will be able to relate to some of your participants and learn your concepts or discoveries!

Thank you in advance.

I look forward to continuing this line of work, not only because it propels scientific understanding of processes of cultural adaptation, but also because it helps my students make sense of themselves and of the culturally diverse children and families with whom they will work. I also look forward to continuing to integrate Fresno State undergraduates in the research process via meaningful involvement in my local and global lines of research—both which have expanded considerably as a direct result of this sabbatical leave.