

2019 - 2020
**FACULTY AUTHOR
BIBLIOGRAPHY**



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

2019 - 2020 **FACULTY AUTHOR BIBLIOGRAPHY**



**UNIVERSITY
LIBRARY**

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UNIVERSITY LIBRARY DEAN'S WELCOME

The Cal State LA University Library is proud to recognize faculty who have made contributions to scholarship, research and creative activity during 2019-2020. The 2019-20 issue is the second edition of the Faculty Author Bibliography and includes contributions from all faculty including tenured and tenure-track faculty, lecturers and retired faculty. During this time, we celebrate over 500 works published by 283 faculty authors. We hope that the University Library's resources and services contributed to your success.

This year's edition was published under difficult circumstances during the COVID-19 pandemic that disrupted the status quo across almost every sector of our society. Cal State LA responded to the health crisis with facilities shutdowns, a quick transition to remote learning and the development of online services and programs. However, despite these challenges, we were able to publish the second edition of the Faculty Author Bibliography because of the hard work of many. In particular, I would like to thank Ying Xu, Library Faculty Emeritus, who managed the compilation and coordinated the creation of Faculty Author Bibliography and Kelsey Brown, the Library's Communication Strategist & Event Coordinator, who created the design and layout for the bibliography.



Four Cal State LA faculty are featured in this year's bibliography – Jing Zhao from Kinesiology & Nutritional Sciences; Kirsten Fisher from Biological Sciences; Hichem Hajaiej from Mathematics; and Gaithri Fernando from Psychology. All active scholars, their profiles reflect a common theme – the importance of increasing access to their research, scholarship and learning materials by publishing in open access journals and through the adoption of open educational resources in their courses.

The University Library continues to grow in its capacity to support, publish, disseminate and preserve scholarly and creative works created by members of the Cal State LA community. We are dedicated to supporting open access to scholarship through our Open Access (OA) Author Fund. The University Library is proud to recognize the 10 faculty members that were the recipients of the OA Author Fund for 2018-19 and 2019-20. For those of you who want to increase their readership but haven't yet tried open access, a librarian can help you locate reputable journals in your field that offer an open access model or allow you to deposit your manuscript in an open access repository like ScholarWorks at the time your formal article is published.

The University Library is committed to supporting research, scholarship and creative activities at every step of the process and promoting the work of scholars. This bibliography serves as an important record for the scholarly and research life of the faculty at Cal State LA for 2019-20.

Congratulations on your publishing accomplishments and thank you for allowing us to celebrate with you!

Juan Carlos Rodriguez

Dean, University Library

SPOTLIGHT ON: OPEN ACCESS AUTHOR FUND RECIPIENTS

Dr. Jing Zhao, Kinesiology & Nutritional Sciences



Why did you choose to publish in an Open Access Journal?

We were invited by a pioneer in the field of edible insects, Dr. Victor Benno Meyer-Rochow, to contribute a paper to a special issue of *Foods: Edible Insects as Innovative Foods*. The scope of the special issue aligns well with my research area. Before that, I have been serving as a reviewer for this open-access journal. At the time of submission, the journal had an impact factor of 3.011. Now it has an impact factor of 4.092. Comparing to other journals in food science, this journal has high visibility, which will allow a wide dissemination of information.

How has the Open Access Author Fund helped you in your publication process?

The availability of Open Access Author Fund played an important role in my decision to submit to the open-access journal. Even though some open access journals have good quality, the expenses for authors are a big hurdle. The Open Access Author Fund made it possible for me to consider submitting to a journal of both high quality and high visibility without being limited by the publication fee. When the article was accepted, the payment needs to be submitted within 10 days. It was difficult to request and process fund from other resources. The committee for the Open Access Author Fund made it a very quick process. My request was approved within a few days which enabled the successful publication of our work. I very much appreciate the support.

Dr. Kirsten Fisher, Biological Sciences

Why did you choose to publish in an Open Access Journal?

Initially, I chose to publish in an open access journal (*Frontiers in Ecology and Evolution*) because it was sponsoring a special issue on biological soil crusts (biocrusts), the community that our paper investigates, so it seemed like a good fit. Now that I've published in open access format, I'm enthusiastic about it: our paper has received much more attention and has been cited more extensively than my previous publications in subscription-based journals, and it's nice to be free to share a link to my paper with anyone I like. Since publishing in *Frontiers*, I've published in another open access journal (*Plos One*) and plan to continue as much as possible.



How has the Open Access Author Fund helped you in your publication process?

The Open Access Author Fund was instrumental in helping me publish in an open access journal, as I probably wouldn't have been able to afford the total cost of publication without its assistance.

OPEN ACCESS AUTHOR FUND RECIPIENTS – 2019-2020



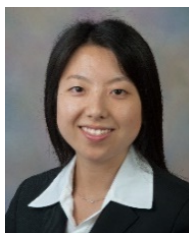
KIRSTEN FISHER (BIOLOGICAL SCIENCES)

Fisher, K., Jefferson, J.S., & Vaishampayan, P. (2020). Bacterial communities of Mojave Desert biological soil crusts are shaped by dominant photoautotrophs and the presence of hypolithic niches. *Frontiers in Ecology and Evolution*, 7, 518. <https://doi.org/10.3389/fevo.2019.00518>



JIM KUO (MECHANICAL ENGINEERING)

Kuo, J., Pan, K., Li, N., & Shen, H. (2020). Wind farm yaw optimization via random search algorithm. *Energies*, 13(4), 865. <https://doi.org/10.3390/en13040865>



JINGJING LI (GEOSCIENCES & ENVIRONMENT)

Ayad, M., **Li, J.**, Holt, B., & Lee, C. (2020). Analysis and classification of stormwater and wastewater runoff from the Tijuana River using remote sensing imagery. *Frontiers in Environmental Science*, 8, 240. <https://doi.org/10.3389/fenvs.2020.599030>



EDITH PORTER (BIOLOGICAL SCIENCES)

Parducho, K.R., Beadell, B., Ybarra, T., Bush, M., Escalera, E., Mendez, M., Anderson, C., Trejos, A., Chieng, A., Park, H., Wang, Y., Lu, W., and **Porter, E.***(2020). The antimicrobial peptide human beta-defensin 2 inhibits biofilm production of pseudomonas aeruginosa without compromising metabolic activity. *Frontiers in Immunology*, 11, 805. <https://doi.org/10.3389/fimmu.2020.00805>



HE SHEN (MECHANICAL ENGINEERING)

Shen, H., Iorio, J., & Li N. (2019). Sliding mode control in backstepping framework for a class of nonlinear systems. *Journal of Marine Science and Engineering*, 7(12), 2019, 452. <https://doi.org/10.3390/jmse7120452>



YIXIAN WANG (CHEMISTRY & BIOCHEMISTRY)

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JING ZHAO (KINESIOLOGY & NUTRITIONAL SCIENCES)

Liu, C., Masri, J., Perez, V., Maya, C., & **Zhao, J.** (2020). Growth performance and nutrient composition of mealworms (*Tenebrio molitor*) fed on fresh plant materials-supplemented diets. *Foods*, 9(2), 151. <https://doi.org/10.3390/foods9020151>

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GEORGE CROCKER (ECONOMICS & STATISTICS)

Rothschild, J., & **Crocker, G.H.** (2019). Effects of a 2-km swim on markers of cycling performance in elite age-group triathletes. *Sports*, 7(4), 82. <https://doi.org/10.3390/sports7040082>

MIN SHI (MANAGEMENT)

Shi, M. (2018). Market reactions to supply chain management excellence. *Journal of Risk and Financial Management*, 11(4), 62. <https://doi.org/10.3390/jrfm11040062>



XIAOHAN ZHANG (ECONOMICS & STATISTICS)

Li, J., & **Zhang, X.** (2019). Beach pollution effects on health and productivity in California. *International Journal of Environmental Research and Public Health*, 16(11), 1987. <https://doi.org/10.3390/ijerph16111987>

SPOTLIGHT ON: OPEN EDUCATIONAL RESOURCES

Dr. Hichem Hajaiej, Mathematics



Why did you choose to use Open Educational Resources for your class?

Many students are from low-income families and paying over \$100 did not seem reasonable in a comprehensive welcoming university, especially that they take other classes. I chose an OER where they can find nice various problems, excellent summaries for each chapter, great practice problems with no flaw. There are also video links and other forms of help.

How is it helping your students?

It is helping students a lot since they have clear, well-presented material with great visual features. The OER we have been using since 2018 has awesome summaries with well-chosen examples and exercises. The solutions of some examples are broken down so that all students can understand all the steps. Common mistakes and misconceptions are also pointed out in most of the chapters. Each chapter starts with a review of all concepts that students need. This refresher is doubly beneficial to students, especially the ones in the pre-requisite component.

Dr. Gaithri A. Fernando, Psychology

Why did you choose to use Open Educational Resources for your class?

I moved to an OER textbook mostly because of its affordability, but I remained with it because the developers (PanOpen) gave me a lot of support to develop my own version of the textbook, which permitted me to make it more inclusive and more culturally relevant. Because it is an online text, I can also update it with the most recent research. Finally, there are many tools I can use to encourage students to read the text, which has been the #1 issue with students in the Introduction to Psychology course. By using formative assessments we can keep students on track with their reading, and they arrive at class much better prepared to engage with the material. In sum: affordability, flexibility, and helpful technology are the main reasons I selected to use an OER for the Introduction to Psychology course.



How is it helping your students?

It is less costly, students understand the material better when the lecture on the material is given, and students "see" themselves in psychology much more. Although initially students don't like being 'forced' to read the material, by about Week 5 they see the benefits of it and get in the rhythm of reading. I think this also helps prepare students for the more extensive reading they will do in their upper-level psychology courses.

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