

# Dolly P. Rojo

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## EMPLOYEMENT

- 2023-present     **Associate Professor**, Psychology Department  
Mount Saint Mary's University in Los Angeles
- 2018 -2023     **Assistant Professor**, Psychology Department  
Mount Saint Mary's University in Los Angeles
- Spring 2017     **Instructor**, The University of Texas in Austin
- 2013 - 2018     **Teaching Assistant**, The University of Texas in Austin

## EDUCATION

- May 2018     **Ph.D.**, Developmental Psychology, The University of Texas at Austin  
Dissertation: *Exposure to Non-English Languages: A Look at Children's Metalinguistic Skills*  
Chair: Catharine H. Echols, Co-Chair: Amy E. Booth
- Nov. 2015     **M.A.**, Developmental Psychology, The University of Texas at Austin  
Thesis: *Children's Willingness to Accept Labels in Two Languages: The Role of Exposure*  
Advisor: Catharine H. Echols
- March 2011     **B.A.**, Psychology, University of California in San Diego

## PEER-REVIEWED PUBLICATIONS

\* denotes undergraduate student collaborator

Arroyo, E.\*, & **Rojo, D.P.** (in prep.). Parenting Styles and Children's Autonomy, Accounting for New Dimensions.

**Rojo, D.P.**, & Cortave, A.\*, & Bernal, A.\* (in prep.). "I feel like there should be a semi-formal attire or at least not in sweats:" Gender and Attire Effects on Evaluations of College Instructors.

Ream, A.\* & **Rojo, D.P.** (under review). Are Forms of Address Impacting Instructor Evaluations? A Fresh Look.

Soto, L.\* & **Rojo, D.P.** (2022). The role of parent's occupation and education in children's metalinguistic skills. *The Journal of Psychology and the Behavioral Sciences*, 28, 15-24.

**Rojo, D.P.**, Echols, C.H., & Griffin, Z.M. (2022). Can speakers of different languages be saying the same thing? Influences of non-native language exposure and explicit comparison on children's language awareness. *Applied Psycholinguistics*. <https://doi.org/10.1017/S0142716422000248>

- Rojo, D.P.**, & Echols, C.H. (2018). Non-native Language Exposure Promotes Children's Willingness to Accept Labels in Two Languages. *Journal of Cognition and Development*.  
doi: 10.1080/15248372.2017.1405961
- Rojo, D.P.**, & Echols, C.H. (2017). Accepting labels in two Languages: Relationships with exposure and language awareness. *Cahiers de l'ILOB* (8), 19-35. doi.org/10.18192/olbiwp.v8i0.2115
- Creel, S. C., **Rojo, D. P.**, & Paullada, A. N. (2016). Effects of contextual support on preschoolers' accented speech comprehension. *Journal of Experimental Child Psychology*, 146, 156–180.  
doi:10.1016/j.jecp.2016.01.018

## PEER-REVIEWED CONFERENCE PRESENTATIONS

\*denotes undergraduate student collaborator

- Rojo, D.P.** & Arroyo, E. \*(under review). *Better Understanding Gentle Parenting: Are the Grandparents Motivating this Approach?* Poster Presentation submitted for review, for Western Psychological Association (WPA) Annual Conference, Las Vegas, NV.
- Rojo, D.P.** (2024, April). *Fostering Student-Professor Collaboration in Course Design*. Poster Presentation at Western Psychological Association (WPA) Annual Conference, San Francisco, CA.
- Munoz Constantino, A\* & **Rojo, D.P.** (2023, April). *What is Gentle Parenting? Beyond the magazines, blogs, and Google*. Poster Presentation at Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Munoz Constantino, A\* & **Rojo, D.P.** (2023, April). *Impact of Parenting Style on Children's Autonomy: Accounting for Gentle Parenting*. Poster Presentation at Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Roman, Y.\* & **Rojo, D.P.** (2022, April). *"It helps me pay more attention than when they're using only scholarly lingo:" The Impact of Instructor's Colloquial Language on Student Evaluations*. Poster Presentation at Western Psychological Association (WPA) Annual Conference, Portland, OR.
- Cortave, A.\*, Bernal, A.\*, & **Rojo, D.P.** (2022, April). *"Instructors should dress modestly and with professional attire, to show respect for their class and workspace:" How College Instructor's Attire and Gender Impacts Course Evaluations*. Poster Presentation at Western Psychological Association (WPA) Annual Conference, Portland, OR.
- Rojo, D.P.** & Ream, A. \*(2021, April). *Beyond Language Skills, Dual Immersion Schooling May Foster Children's Connection to Culture*. Poster Presentation at Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN.
- Boyer, V.M.\* & **Rojo, D.P.** (2020, October). *College instructor perceptions of the use of forms-of-address in the college classroom*. Poster Presentation at Western Psychological Association (WPA) Annual Conference, San Francisco, CA
- Ream, A.\* & **Rojo, D.P.** (2020, October). *College Student's evaluation of college instructors based on form-of-address*. Poster Presentation at Western Psychological Association (WPA) Annual Conference, San Francisco, CA

- Rojo, D.P., & Echols, C.H.** (2017, October). *Non-native exposure promotes monolingual children's endorsement of multiple labels*. Poster Presentation at the Cognitive Development Society (CDS) Meeting, Portland, OR.
- Rojo, D.P., Echols, C.H., & Griffin, Z.** (2017, June). *Natural exposure to non-English languages promotes multilingual awareness*. Poster presented at the International Symposium of Bilingualism, Limerick, Ireland.
- Rojo, D.P., & Echols, C.H.** (2017, April). *Children's multilingual awareness and the role of exposure*. Poster Presentation at Society for Research in Child Development (SRCD) Biennial Meeting, Austin, TX.
- Rojo, D.P., & Echols, C.H.** (2016, September). *"She's a bad talker because I can't understand her," an assessment of children's multilingual awareness*. Paper presentation at the 45th Annual Meeting of the Linguistic Association of the Southwest, Austin, TX.
- Rojo, D.P., & Echols, C.H.** (2016, April). *Accepting labels in two languages: Relationships with exposure and language awareness*. Paper presentation at the CCERBAL meeting on Bilingual from Birth: Process, Pedagogy and Policy, Ottawa, ON, Canada.
- Rojo, D.P., & Echols, C.H.** (2015, October). *One color for each language: Evidence of language awareness in coloring*. Poster Presentation at the Cognitive Development Society (CDS) Meeting, Columbus, OH.
- Rojo, D.P., & Echols, C.H.** (2015, March). *Exposure matters: Children's willingness to learn from speakers of familiar and unfamiliar languages*. In Yow, W. Q. (Chair), "Language in the Eye of the Beholder" — Social Preferences in Bilingual Children. Symposium presentation at Society for Research in Child Development (SRCD) Biennial Meeting. Philadelphia, PA.
- Rojo, D.P., & Echols, C.H.** (2015, March). *Openness to learning from non-native speakers: The role of peers*. Poster Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Philadelphia, PA.
- Creel, S., **Rojo, D.P., & Paullada, N.** (2014, November). *In constrained contexts, preschoolers' recognition of accented words is excellent*. Paper presentation at the 39<sup>th</sup> Annual Boston University Conference on Language Development, Boston, MA.

#### **PEER-REVIEWED PROFESSIONAL DEVELOPMENT PRESENTATIONS**

- Teaching in Tandem: Enhancing Developmental Psychology Through Co-Instruction*. Roundtable Presentation for Society for Research in Child Development (SRCD) Biennial 2025 Meeting (Teaching Preconference event), Minneapolis, MN.  
Co-led with Dr. Nicole Wen (Brunel University London)
- Developmental Science at Non-RI Institutions: Collaborative Strategies for Success* (2024, March)  
Pre-Conference Workshop at Cognitive Development Society Meeting  
Co-organized with Drs. Jennifer Clegg and Dr. Katherine Rice Warnell (Texas State University)

#### **TEACHING EXPERIENCE**

- At Mount Saint Mary's University in Los Angeles**  
Fall 2025                      PSY 1 Introduction to Psychology  
                                     PSY 106 Research Methods

	PSY 106L Research Methods Lab
Spring 2025	PSY 15 Global Lifespan Development (25 students) PSY 106 Research Methods (24 students) PSY 106L Research Methods Lab (24 students)
Fall 2024	PSY 1 Introduction to Psychology (3 sections: 12, 22, and 24 students) PSY 187 Careers in Psychology (25 students)
Summer 2024	PSY 148 Industrial/Organizational Psychology (14 students)
Spring 2024	PSY 1 Introduction to Psychology (22 students) PSY 13 Child Development (11 students) PSY 15 Global Perspectives of Human Development (25 students)
Fall 2023	PSY 187 Careers in Psychology (23 students) PSY 106 Research Methods (22 students) PSY 106L Research Methods Lab (22 students)
Spring 2023	PSY 13 Child Development (22 students) PSY 15 Global Perspectives of Human Development (25 students)
Fall 2022	PSY 1 Introduction to Psychology (26 students) PSY 1 Introduction to Psychology (25 students) PSY 106 Research Methods (18 students) PSY 106L Research Methods Lab (17 students)
Summer 2022	PSY 175 Human Sexuality (21 students)
Spring 2022	PSY 1 Introduction to Psychology (17 students) PSY 13 Child Development (22 students) PSY 15 Global Perspectives of Lifespan Development (8 students) PSY 15 Global Perspectives of Lifespan Development (30 students)
Fall 2021	PSY 1 Introduction to Psychology (29 students) PSY 12 Human/Lifespan Development (27 students) PSY 15 Global Perspectives of Lifespan Development (14 students)
Summer 2021	PSY 175 Human Sexuality (29 students)
Spring 2021	PSY 13 Child Development (16 students) PSY 175 Human Sexuality (11 students)
Fall 2020	PSY 1 Introduction to Psychology (27 students) PSY 15 Global Perspectives of Lifespan Development (12 students) PSY 106 Research Methods Lecture (24 students) PSY 106L Research Methods Lab (24 students)
Summer 2020	PSY 175 Human Sexuality (16 students)
Spring 2020	PSY 106 Research Methods Lecture (26 students)

	PSY106L Research Methods Lab (26 students)
	PSY 1 Introduction to Psychology (16 students)
	PSY 13 Child Development (16 students)
Fall 2019	PSY 1 Introduction to Psychology (51 students) PSY 1 Introduction to Psychology (30 students) PSY 1 Introduction to Psychology (24 students) PSY 1 Introduction to Psychology (24 students)
Spring 2019	PSY106 Research Methods Lecture (24 students) PSY106L Research Methods Lab (24 students) PSY 1 Introduction to Psychology (12 students)
Fall 2018	PSY 1 Introduction to Psychology (25 students) PSY106 Research Methods Lecture (18 students) PSY106L Research Methods Lab (18 students)

**At The University of Texas at Austin**  
(listed by role)

Spring 2017	<b>Instructor</b> , PSY 304 Introduction to Child Psychology
Fall 2016	<b>Lab Instructor</b> , PSY 418 Statistics and Research Design Instructor: Dr. Patrick Carroll, Department of Psychology
Spring 2018	<b>Teaching Assistant</b> , PSY 333D Intro to Developmental Psychology Instructor: Dr. Ann Repp, Department of Psychology
Fall 2017	<b>Teaching Assistant</b> , PSY 333D Intro to Developmental Psychology Instructor: Dr. Brooke Miller, Department of Psychology
Spring 2016	<b>Teaching Assistant</b> , PSY 304 Intro to Child Development Instructor Dr. Amy Booth Department of Psychology
Fall 2015	<b>Teaching Assistant</b> , PSY 365G Racial and Gender Attitudes Instructor Dr. Rebecca Bigler, Department of Psychology
Spring 2015	<b>Teaching Assistant</b> , PSY 333D Intro to Developmental Psychology Instructor: Dr. Laretta Reeves, Department of Psychology
Springs 2014, '15, '16 & '17	<b>Teaching Assistant</b> , BDP 101 Bridging Disciplines: Children & Society Instructor Dr. Catharine Echols, Department of Psychology
Spring 2016	<b>Student</b> , PSY 398T Supervised Teaching in Psychology Instructor: Dr. Rebecca Bigler, Department. of Psychology

**MENTORSHIP EXPERIENCE**

Fall 2018-present	<b>Primary Investigator</b> , Little Athenians Lab Mount Saint Mary's University in Los Angeles <ul style="list-style-type: none"> <li>Supervising five undergraduate research assistants per semester</li> </ul>
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- Train students to design original research studies, and to collect, analyze, and present data
- Typically, 2 to 3 students present at one regional or national research conference per year

Fall 2018-present	<b>Academic Advisor</b> , Psychology Undergraduate Program (TUG) at MSMU <ul style="list-style-type: none"> <li>▪ Advise 25 to 30 Psychology majors and 10 to 15 Psychology minors in course- and career-planning <ul style="list-style-type: none"> <li>○ Meet minimum of once per semester with students and remain available for guidance throughout year</li> </ul> </li> </ul>
Summers 2017, '16, & '15	<b>Graduate Student Mentor</b> , Summer Undergraduate Research Experience (SURE) Program <ul style="list-style-type: none"> <li>▪ Supervised 1 undergraduate research assistant per summer (3 students total); oversaw their research in psychology and advised on career-planning (e.g., how to apply to graduate programs, career path options, how/who to ask for letters of recommendation)</li> </ul>
Spring 2015	<b>Graduate Student Mentor</b> , Latino Student Psychology Association. The University of Texas at Austin <ul style="list-style-type: none"> <li>▪ Supervised 2 undergraduate psychology majors pursuing career in psychology; advised on career-planning and helped with graduate school application materials</li> </ul>
Springs 2015 & 2017	<b>Graduate Student Mentor</b> , Kuhl Intellectual Entrepreneurship Graduate School Internship, The University of Texas at Austin <ul style="list-style-type: none"> <li>▪ Mentored 1 undergraduate psychology major pursuing career in psychology, per Spring (2 students total); advised on career planning and helped with graduate school application materials</li> </ul>
Fall 2015	<b>Graduate Student Mentor</b> , McNair Scholars Program, St. Edwards University <ul style="list-style-type: none"> <li>▪ Mentored 2 undergraduate psychology majors pursuing career in psychology; advised on career planning and helped with graduate school application materials</li> </ul>
Spring 2015	<b>Academic Mentor</b> , Athletics Department The University of Texas at Austin <ul style="list-style-type: none"> <li>▪ Tutored and mentored 4 undergraduate athletes</li> </ul>

## HONORS AND CERTIFICATIONS

2018	Janet T. Spence Teaching Award for Assistant Instructor, The University of Texas at Austin
2016 & '17	Nomination: Outstanding Teaching Assistant, The University of Texas at Austin
2016	Inclusive Classrooms, Leadership Certificate, The University of Texas at Austin
2015	Honorable Mention, Ford Fellowship Foundation

## RECENT PEER-REVIEWED GRANTS AND AWARDS

2025	Professional Development Grant to fund research, Mount Saint Mary's University in Los Angeles: \$600
2024	Professional Development Grant to fund research travels, Mount Saint Mary's University in Los Angeles: \$2,654

2023	Professional Development Grant to fund research, Mount Saint Mary's University in Los Angeles: \$1,200
2022	Professional Development Grant to fund research, Mount Saint Mary's University in Los Angeles: \$267
2020	Professional Development Grant to fund research, Mount Saint Mary's University in Los Angeles: \$609

## FELLOWSHIPS

2017 & 2015	Diversity Fellowship Award, <i>Funded by NSF</i> , Cognitive Development Society: total \$1,050
2013	Graduate Studies Recruitment Fellowship: \$20,000

## DEPARTMENT AND UNIVERSITY SERVICE AT MOUNT SAINT MARY'S UNIVERSITY

Fall 2023-present	<b>Member</b> , Faculty Policy Committee
Fall 2023-Spring 2025	<b>Chair</b> , Faculty Status Teaching Observation Committee
Fall 2021-Spring 2023	<b>Member</b> , Academic Freedom Committee
Fall 2020 –Spring 2023	<b>Chair</b> , TA and RA Contracts Task Force <ul style="list-style-type: none"> <li>Initiative by 5 department faculty members to streamline hiring process for departmental teaching and research assistants, develop instructor-TA contract, and define duties for these roles</li> </ul>
Fall 2019-Fall 2023	<b>Member</b> , Faculty Status Teaching Observation Committee <ul style="list-style-type: none"> <li>Observe and report objective teaching observations (for use of promotion, tenure, or tenure-track evaluation); 1-3 observations per year</li> </ul>
Fall 2019-Spring 2021	<b>Member</b> , Internal Grants Committee <ul style="list-style-type: none"> <li>Peer-review faculty grants, determine allocation of funds for professional development and scholarship</li> </ul>
Fall 2018, Spring 2019, & Fall 2021	<b>Member</b> , Course development subcommittees, Department of Psychology <ul style="list-style-type: none"> <li>Along with 2 other Psychology faculty members, developed new lifespan course that serves Global component of general studies requirements at MSMU</li> <li>Along with 1 other Psychology faculty member, developed new Introduction to Psychology course serves Community component of general studies requirements at MSMU</li> <li>Along with 3 other Psychology faculty members, designed course guide for PSY 1, PSY 12, and PSY 13, for future instructors</li> </ul>
Fall 2018- Summer 2021	<b>Faculty Supervisor</b> , Psychology Club at Mount Saint Mary's University in Los Angeles <ul style="list-style-type: none"> <li>Organized club meetings, coordinated events (along with undergraduate executive board members), spoke at advising session events, evaluated executive board member submissions, and administrative tasks in coordination with MSMU</li> </ul>

Spring 2019

**Faculty Representative**, “Exploration is Sweet” Recruitment Event at Chalon Campus

- Independently represented Psychology department; answered questions to students interested in majoring or minoring in Psychology

#### **RECENT INVITED TALKS**

Fall 2023, 2024, & 2025

“Quantitative Research Methods” and “Item and Cluster Analyses”  
Guest Lectures for MSMU PsyD Program Research Methods course

Two times per year  
since Fall 2018

“Academic Advising: Course- and Career-Planning in Psychology”  
Psychology Club at Chalon Campus, Mount Saint Mary’s University  
in Los Angeles

#### **PROFESSIONAL AFFILIATIONS**

Summer 2019-present

**Campus Representative** for Mount Saint Mary’s University, Western Psychological Association (WPA)

#### **PEER-REVIEWED MANUSCRIPTS FOR THE FOLLOWING JOURNALS:**

International Journal of Bilingualism  
Languages

#### **PROFESSIONAL MEMBER SINCE 2013**

Society for Research in Child Development  
Society for Research in Child Development Latinx Caucus  
Society for Research in Human Development  
Cognitive Development Society  
American Psychological Association

**REFERENCES AVAILABLE UPON REQUEST**