

Robert R. Martinez Jr.

rrmartinez@wm.edu; (323) 404-2761 (cell)

Education

Ph.D., North Carolina State University, Counselor Education and Supervision

M.S., California State University Los Angeles, Counseling

B.A., Whittier College, Psychology

A.S., Pasadena City College, Transfer Student

Professional experience

- **Associate Professor (tenured),**
 - **Counseling Program Coordinator (PhD – 2026 - present)**
 - **Counseling Program Coordinator (M.Ed. & PhD – 2024-2026)**
 - **School Counseling Lead**
 - **Faculty Fellow, William & Mary Scholars Undergraduate Research Experience (WMSURE)**
School of Education, William & Mary, August 10, 2024 -- present
- **Associate Professor (tenured)**
School of Education, University of North Carolina at Chapel Hill, 2023 – 2024
 - **Faculty Athletic Committee Co-Chair (Football & Baseball)**
- **Assistant Professor**
School of Education, University of North Carolina at Chapel Hill, 2016 – 2023
- **Visiting Assistant Professor**
Department of Counseling, Wake Forest University, 2015 – 2016
- **Assistant Director**
TRIO Talent Search, North Carolina State University, 2011 – 2015
- **District Counselor, Student Support Services (Neglected and/or Delinquent Programs)**
Los Angeles Unified School District, 2009-2011
- **School Counselor, Extended Learning Academy, Student Support Services**
Los Angeles Unified School District, 2007-2009
- **Family Facilitator Supervisor, Wraparound Services**
Vista Del Mar Child and Family Services, 2002-2007

GRANTS/SCHOLARSHIPS

External (Submitted/In Preparation)

- | | |
|------|--|
| 2026 | W.T. Foundation (inequality grant)
Title: Corazón y Mente (Heart & Mind): Polyvagal Pathways to Educational Equity for First-Generation Latine Youth
PI: Martinez, R. R. , (Co-PI's: Carrillo, J, & Ellis, J)
Amount: 501,989 (resubmit 2026) |
| 2025 | Spencer Foundation (small grant)
Title: How Cultural Identity Shapes Stress Regulation: A Mixed-Methods Study of Academic Resilience in Latine Youth
PI: Martinez, R. R.
Amount: 50,000 (submitted Dec 15, 2025) |
| 2025 | National Institute of Health: Intelligent Search Tool for Answering Clinical Questions
Title: Advancing Counselor Training through AI: A Comprehensive Approach to Enhance Communication Skills, Theory Application, and Real-Life Scenario Management
PI: Martinez, R. R.
Amount: 457,000 (on hold) |
| 2025 | Institute of Educational Sciences: NCER Career and Technical Education |

Title: Empowering Adolescent Career Development: Integrating Hope Theory, Social Construction Career Theory, and Community Cultural Wealth in AI-Enhanced Educational Environments

PI: **Martinez, R. R.**

Amount: 899,980 (on hold)

2025 National Institute of Health (R21)
 Title: Utilizing Wearable Biosensors to Investigate Latinx Adolescent Respiratory Sinus Arrhythmia Response on Psychological and Culturally-Informed Resources During College Readiness Pláticas (Talks) with Caregivers
 PI: **Martinez, R. R.**
 Amount requesting: \$273,000 (on hold)

External (Funded)

2023-2028 DOED Mental Health Service Professional Grant: Office of Elementary and Secondary Education
 Title: Helping Heels - Expanding Access to Care and Improving Opportunities for Rural Schools in the Tar Heel State
 Co-Lead-PIs: Griffin, D., **Martinez, R. R.** [5% effort], Espelage, D.
 Amount requesting: \$2,200,000 (Terminated by DOED)

2023-2025 National Science Foundation (NSF) – Innovative Technology Experiences for Students and Teachers (ITEST) -- Supplemental
 Title: Collaborative Research: Developing and Testing Innovations: Simulations in Mathematics Collaborative Activities in STEM Careers for Adolescent Engagement (SimCASCADE) – Data Science
 PI: Hamm, J.V., (Co-PI's: **Martinez, R. R.** [13% effort], & Hubal, R.)
 Amount: \$197,563; part of \$1.35 mil total collaborative award

2022-2025 DOED Institute of Education Sciences: Center for Health Promotion and Disease Prevention
 Title: Integrating mindfulness into school counseling to enhance resilience for adolescents in the context of stress
 Lead-PI: Murray, D. (co-PI: Hamm, J.V.; Investigator: **Martinez, R. R.** [8.33% effort])
 Amount requested: \$2,000,000.

2021 - 2025 National Science Foundation (NSF) – Innovative Technology Experiences for Students and Teachers (ITEST)
 Title: Collaborative Research: Developing and Testing Innovations: Simulations in Mathematics Collaborative Activities in STEM Careers for Adolescent Engagement (SimCASCADE)
 PI: Hamm, J.V., (Co-PI's: **Martinez, R. R.** [13% effort], & Hubal, R.)
 Amount: \$697,563; part of \$1.35 mil total collaborative award

2018 - 2019 North Carolina Department of Public Instruction
 School Safety Grant
 Title: A Tier 2 School Safety Program: DBT STEPS-A for Students With Emotional Dysregulation
 PI's: **Martinez, R. R.**, Knotek, S., & Marraccini, M.
 Amount: \$175,214

2015 - 2016 Vista AmeriCorps Grant
 Title: Raleigh Colleges & Community Collaborative
 PI's: **Martinez, R. R.** (Co-PI: Picart, J.)
 Amount: \$35,000

2014 - 2015 Vista AmeriCorps Grant
 Title: Raleigh Colleges & Community Collaborative

PI's: **Martinez, R. R.** (Co-PI: Picart, J.)
Amount: \$30,000

Internal (Submitted/Funded)

- 2025 - 2027 W&M School of Education Dean's Innovation Fund (DIF) Research Competition
Title: Leveraging Cultural Resources to Enhance College Readiness: A Youth Participatory Action Research Study with First-Generation College Students
PI: **Martinez, R. R.** (I: Barko-Alva, K.; Undergraduate I: Henriquez Talavera, Bonilla-Mendez, N, Filipone, B, Nelson, K., Reyes Santander, A, & Sosa Antunez, Y.)
Amount: \$50,000 (funded)
- 2017 - 2019 The Tilghman Family Foundation Award
Title: Implementation of Career and College Intervention with Students of Color
PI: **Martinez, R. R.**
Amount: \$24,846.90 (funded)
- 2017 - 2018 Thrive @ Carolina Grant
Title: Social Emotional Learning for College Adjustment and Learning
Co-PIs: Knotek, S. & **Martinez R. R.**
Amount: \$22,700 (funded)
- 2017 - 2018 Junior Faculty Development Award
Title: Rural Latinx Postsecondary Aspirations: A Phenomenological Study
PI: **Martinez, R. R.**
Amount: \$7,500 (funded)
- 2017 - 2018 C. Felix Harvey Award
Title: Implementing Every Student Succeeds Act in North Carolina: Trauma-Informed (https://essa-dept-soe.cloudapps.unc.edu/story_html5.html)
Co-PI's: **Martinez, R. R.**, Berkhoff, M., & Phipps, L
Partnerships: School of Education, School of Social Work, & Division of General Pediatrics at the School of Medicine
Amount: \$73,650 (funded)
- 2013 - 2014 NC State Chancellor Grant Award
Title: *TRIO Talent Search Rising Summer Scholars*
PI: **Martinez, R. R.**
Amount: \$5,000 (funded)

BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP

(*denotes doctoral student; ** denotes undergraduate student)

Published/Accepted Articles

Martinez, R. R. (2026 accepted). Leveraging shift-and-persist coping and familism pride: A conceptual framework for rural school counselors working with Latinx adolescents. *Professional School Counseling*

Martinez, R. R., & Carrillo, J. F. (2026). Beyond ecological neutrality: A LatCrit, borderlands, and community cultural wealth framework for school counselors working with undocumented Latinx students. *Journal of Multicultural Counseling and Development*, 54 (3), 131–139. <https://doi.org/10.1002/jmcd.70027>

- Martinez, R. R.** (2025). Culturally responsive school counseling: Leveraging cultural assets to support rural Latine IB students' academic and mental health needs. *Journal of Latinos and Education*, 1-20.
<https://doi.org/10.1080/15348431.2025.2538571>
- Carrillo, J., & **Martinez, R. R.**, (2024). I gotta represent my community: Latino male faculty, and the politics of the “game.” *Journal of Latinos and Education*, 23(4),1375-1386. <https://doi.org/10.1080/15348431.2023.2268741>
- Martinez, R. R.**, & Ellis, J. (2023). A national study exploring social-cognitive factors promoting adolescent college and career readiness in math and science (STEM-CCR). *Educational Researcher*, 52(9), 553-569.
<https://doi.org/10.3102/0013189X231193309>
- Martinez, R. R.**, & Baker, S. (2022). Perspectives on career and college readiness self-efficacy of Latinx adolescents: A thematic analysis. *Journal of Multicultural Counseling and Development*, 51(3), 158-173.
<https://doi.org/10.1002/jmcd.12253>
- Marraccini, M.E., Vanderburg, J*, **Martinez, R. R.**, Knotek, S.E., *Pittleman, C., *Neshkes, R., (2022). Development and psychometric evaluation of a brief measure of school and community mental health supports and services. *Professional School Counseling*, 26(1), 1-12. <https://doi.org/10.1177/2156759X221087653>
- Marraccini, M. E., Ingram, K. M.*, Naser, S. C.*, Grapin, S. L.*, Toole, E. N.*, O'Neill, J. C., Chin, A. J.*, **Martinez, R. R.**, & Griffin, D. (2022). The roles of school in supporting LGBTQ+ youth: A systematic review and ecological framework for understanding risk for suicide-related thoughts and behaviors. *Journal of School Psychology*, 91, 27-49.
<https://doi.org/10.1016/j.jsp.2021.11.006>
- Martinez, R. R.**, Dye, C., & Gonzalez, L. (2021) Striving to thrive: Community cultural wealth and legal immigration status. *Journal of Latinx Psychology*, 9(4), 299-314. <https://doi.org/10.1037/lat0000191>
- Martinez, R. R.**, Marraccini, M., Knotek, S., *Neshkes, R., & Vanderburg, J.* (2021). Effects of DBT STEPS-A of rural ninth grade students. *School Mental Health*, 14(1), 165-178. <https://doi.org/10.1007/s12310-021-09463-5>
- Martinez, R. R.**, Foxx, S., Kennedy, S., & Olsen, J. (2021). The school counselor STEM advocacy survey. *Professional School Counseling*, 25(1), 1-13.
- Martinez, R. R.**, Scholl, M., Torres, E., Corral, J., Naranjo, S., Miranda, D., & Dooley, M. (2021). Supporting crossover students in an urban school district: A participatory project. *Journal for Social Action in Counseling & Psychology*, 13(1), 23–42.
- Marraccini, M. E., Griffin, D., O'Neill, C., **Martinez, R. R.**, Chin, A.*, Toole, E.*, Grapin, S.*, Naser, S.* (2021). School risk and protective factors of suicide: A cultural model of suicide risk and protective factors in schools. *School Psychology Review*.
- Martinez, R. R.**, Akos, P., & Kurz, M. (2020). Utilizing Latinx cultural wealth to create a college going culture in high school. *Journal of Multicultural Counseling and Development*, 48, 210 – 230.
- Martinez, R. R.**, Williams-Gavin, R., & Green, J.* (2020). The role of school counselors delivering a trauma-informed care approach to supporting youth in foster care. *Professional School Counseling*, 23(1), 1-10.
- Parikh-Foxx, S., **Martinez, R. R.**, Baker, S., & Olsen, J. (2020). Self-efficacy for enhancing students' career and college readiness: A survey of professional school counselors. *Journal of Counseling and Development*, 98(2), 183-192.
- Allen, A. H., Jones, G. D., Baker, S. B., & **Martinez, R. R.** (2019). Effect of a curriculum unit to enhance career and college readiness self-efficacy of fourth-grade students. *Professional School Counseling*, 23(1), 2156759.

Knotek, S., Fleming, P. F., Wright, L., Fornaris, E., Senior, M., & **Martinez, R. R.** (2018). An implementation coaching framework to support a CCR program for underserved first-year college students. *Journal of Educational & Psychological Consultation*, 29(3), 337-367.

Baker, S., Foxx, S., Akcan, P., Gavin, R., Ashraf, A., & **Martinez, R. R.** (2017). Psychometric properties of the career and college readiness self-efficacy inventory. *ACA VISTAS*, 31, 1 – 13.

Martinez, R. R., Baker, S., & Young, T. (2017). Promoting career and college readiness, aspirations, and self-efficacy: Curriculum field test. *Career Development Quarterly*, 65(2), 173 – 188. A top cited article.

- *Acknowledged at the 2018 American Counseling Association (ACA) Conference by the Center for School Counseling Outcome Research & Evaluation (CSCORE) Annual Review of Research: Identifying Best Practices for Counseling in Schools for publishing a gold-standard study in 2017*
(<https://www.umass.edu/schoolcounseling/uploads/CSCORE%20Review%20of%20Research%202018%20.pdf>)

Martinez, R. R., Dye, C, & Gonzalez, L. M. (2017). A social constructivist approach to preparing school counselors to work effectively in urban schools. *The Urban Review*, 49(4), 1 -18.

Book Chapters

D. Camilo & **R. R. Martinez** (2022). Culturally responsive postsecondary advising for Latinx students. In E. M. Hines & L. Owens (Eds.), *Equity-based career development and postsecondary transitions: An American imperative*. Information Age Publishing, Inc. <https://www.vitalsource.com/products/equity-based-career-development-and-postsecondary-erik-m-hines-laura-owen-v9781648028670?srsId=AfmBOoqZzRmKtUWD2JmOXb9QggBifBlRfmr1EHLkhH1B09E-txxoUoRL>

Magazines

Martinez, R. R. (2024). Mindfulness meets culture. *ASCA Professional School Counselor Magazine*.
https://www.ascaschoolcounselor-digital.org/ascaschoolcounselor/library/item/july_august_2024_20_years_of_ramp/4202140/

Martinez, R. R. (May, 4, 2018). 12 things you should know before finding a therapist. *Huffington Post*.
https://www.huffpost.com/entry/what-to-know-before-finding-a-therapist_n_5aec5c14e4b041fd2d25d226

Manuscripts Submitted/Revise-Resubmit

Martinez, R. R., Ellis, J., & Allison, S*. (revise/resubmit, 2026). School counselors as civil rights advocates: An exploratory study of federal protection implementation. *AERA Educational Researcher*

Martinez, R. R., Henriquez Talavera, S.**, Bonilla-Mendez, N. **, Nelson, K. **, Filipone, B. **, Reyes Santander, A. **, Sosa Antunez, Y. **, & Barko-Alva, K. (under review, 2026). The paradox of simultaneity: cultural wealth, relational belonging, and embodied safety among first-generation college students. *Journal of First-Generation Student Success*.

Martinez, R. R., Allison, S.*, & Miles, C*. (under review, 2026). School counselor knowledge of military-connected youth: development and pilot validation of the military-connected youth knowledge scale (MC-YKS). *Professional School Counseling*.

Manuscripts in Preparation

Martinez, R. R., Haugen, J. S., & Hernandez, J. (in preparation, 2026). Integrating shame resilience and polyvagal theory in school counselor Supervision. *Journal of Psychologists and Counselors in Schools*.

Martinez, R. R., Gonzalez, L., & Hernandez, J. (in preparation, 2026). Beyond barriers: Critical integration of trauma-informed principles with multi-tiered systems of support in school counselor education. *Professional School Counseling*.

Martinez, R. R., (in preparation, 2026). Nurturing hope, constructing careers, and celebrating cultural wealth: A

holistic framework for postsecondary STEM pathways among Latine high school students. Identified journal, *Career Development Quarterly*

Martinez, R. R., Uwamahor, O., & Martin, J. (survey phase, 2026). A conceptual framework for ethical integration of artificial intelligence in school counseling. Identified journal, *Professional School Counseling*

Martinez, R. R., & Hernandez, J. (in preparation, 2026). Shift-&-Persist Coping Testimonios of Unaccompanied Latine Adolescent: The Joy of Navigating Multiple Worlds (Entre Mundos). Identified journal, *Urban Education*.

Martinez, R. R. (in preparation, 2026). Football and education: BIPOC males, fugitivity, and athletics. Identified journal, *Journal For the Study of Sports and Athletics in Education*.

Martinez, R. R. (in preparation, 2026). Joy: The Intersection Of Latine Identity and Psychological Wellbeing. Identified journal, *Journal of Counseling & Development*.

Tuttle, M., Johnson, L., **Martinez, R. R.**, & Mecadon-Mann, M. (2026). School Counselors' Attitudes and Perceptions of Language Brokering in K-12 Schools. Identified journal, *Journal of Multicultural Counseling & Development*.

PRODUCTS OF ENGAGED SCHOLARSHIP

National

Martinez, R. R. & Barko-Alva. (accepted, April 2026). *Cultural Resources and College Readiness: Youth Participatory Research with First-Generation Students*. AERA conference, Los Angeles, CA.

Martinez, R. R. (accepted, April 2026). *Leveraging cultural resources to enhance college readiness: A youth participatory action research study with first-generation college students*. AERA conference, Los Angeles, CA.

Martinez, R. R. (invited, April 2026). Division E Fireside Chat: Navigating the PhD and Unpacking the Hidden Curriculum. AERA conference, Los Angeles, CA.

Martinez, R. R. & Scholl, M (accepted). *Fostering Aspirations in Crossover Youth: Integrating Gottfredson's Circumscription and Compromise Theory with Trauma-Informed Counseling Approaches*. Proposal to American Counselor Association 2025 conference, Orlando, FL.

Martinez, R. R., (2024). *Utilizing Wearable Biosensors to Investigate The Mediating Roles of Respiratory Sinus Arrhythmic and Racial-Ethnic Identity on the Effects Of College Readiness*. Symposium: Equipping School Counselors for Inclusive Postsecondary Transitions: Navigating Student Shifting Plans, Racial Injustice, and College Readiness Strategies. AERA conference, Philadelphia, PA.

Hamm, J. V., **Martinez, R. R.**, & Heck, D. J. (2023). *Using BIPOC STEM Professionals' Career Stories to Promote Engagement and Equity*. Poster session to be given at the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.

Vanderburg, J.L., Marraccini, M.E., **Martinez, R. R.**, Knotek, S., & Neshkes, R. (2020). *Factor analysis of a new measure examining quality of school-based mental health services: The School Mental Health Questionnaire*. Poster session to be given at the American Psychological Association Annual Convention, Washington, DC.

Baker, S., **Martinez, R. R.**, Gavin William, R., & Allen, A. H. (2020). *Enhancing College and Career Readiness Self-Efficacy of Children and Adolescents*. Accepted proposal at the National Career Development Association Conference, Minneapolis, MN. Conference cancelled due to COVID-19.

- Martinez, R. R.** (2020, April). *Perspectives on Career and College Readiness Self-Efficacy of Rural International Baccalaureate Adolescents*. Accepted proposal at AERA conference, San Francisco, CA. Conference cancelled due to Covid-19.
- Martinez, R. R.** (2020, January). Using Career Development to Improve K-12 Transitions and Post-Secondary Success, panel speaker. 2020 National Career Development Summit, Washington, DC.
- Baker, S., Foxx, S., **Martinez, R. R.**, Williams, R., & Allen, A. (2019, October). *School counselor role in college and career readiness: Enhancing self-efficacy*. Proposal to American Counselor Education and Supervision Conference, Seattle, WA.
- Halperin, L., **Martinez, R. R.**, Kasun, S., Powell, C., Carrillo, J., & Dominguez, M (2018, July). *School navigations: Latinx and transnational Mexican youth's educational experiences*. Panel presenter at the Latina/o Studies Association Conference, Washington, DC.
- Baker, S., **Martinez, R. R.**, Williams, R., & Herring, B. (2018, June). *Understanding and enhancing career and college readiness self-efficacy for all students*. Presenter at the National Career Development Association Conference, Phoenix, AZ.
- Martinez, R. R.** (2018, May). *12 things you should know before finding a therapist*. Huffington Post, https://www.huffpost.com/entry/what-to-know-before-finding-a-therapist_n_5aec5c14e4b041fd2d25d226
- Martinez, R. R.** (2017, October). *Multicultural personality flex among SCITs: A postmodern perspective on supervision*. Presenter at the Association for Counselor Education and Supervision (ACES), Chicago, IL.
- Martinez, R. R.** (2017, April). *Promoting career and college readiness aspirations and self-efficacy*. Panel speaker at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- **Division E Early Career Mentoring Seminar Recipient**
- Regional/State
- Martinez, R. R.**, & Rangel, R. *, & Manson, L. * (2025). *Regulating for readiness: applying polyvagal theory to college and career counseling*. Submitted proposal at the Virginia School Counselor Association Conference, Hampton, VA.
- Martinez, R. R.**, & Rangel, R. *, & Manson, L. * (2025). *Trauma-informed MTSS: A critical framework for equitable school counseling*. Submitted proposal at the Virginia School Counselor Association Conference, Hampton, VA.
- Martinez, R. R.**, & Gonzalez, L. (2024). *Creating school programs to support populations placed at risk*. Accepted proposal at the Virginia School Counselor Association Conference, Hampton, VA.
- Martinez, R. R.** (2024). *DBT in action: Practical tools for school counselors*. Accepted proposal at the Virginia School Counselor Association Conference, Hampton, VA.
- Martinez, R. R.**, & Williams, R. (2022). *The impact of trauma on the academic aspirations of foster youth*. Presenter at North Carolina State University's Parks Scholars Program, Raleigh, NC.
- Martinez, R. R.**, Knotek, S., Marraccini, M. (2019, November). *A school safety program: DBT STEPS-A for student social/emotional learning*. Presenter at the North Carolina School Counselor Association Conference, Concord, NC.
- Knotek, S., **Martinez, R. R.**, & Marraccini, M. (2019, November) *School Safety Program: DBT STEPS-A for Student Social/Emotional Learning*. Accepted proposal at North Carolina School Counselor Association Conference, Charlotte, NC.

- Foxx, S. & **Martinez, R. R.**, & Baker, S. (2019, February). *School counselor self-efficacy for enhancing student career and college readiness*. Presenter at the North Carolina Counseling Association Annual Conference, Durham, NC.
- Dye, L., & **Martinez, R. R.** (2018, October). *Undocumented/DACA-mented warriors – strength, courage and hope*. Presenter at Southern Association Counselor Education and Supervision Conference, Myrtle Beach, SC.
- Baker, S., & **Martinez, R. R.**, & Williams-Gavin, R. (2018, October). *Understanding and enhancing career and college readiness self-efficacy*. Presenter at the North Carolina Career Development Association Annual Conference, Elon, NC.
- Martinez, R. R.** (2018, March – panelist). *Broadening the S.T.E.M pipeline for rural students. rural summit* at the College of William & Mary, Williamsburg, VA.
- Baker, S., & **Martinez, R. R.**, & Herring, B. (2018, February). *Career and college readiness perceptions of rural school youth*. Presenter at the North Carolina Counseling Association Annual Conference, Durham, NC.
- Baker, S., **Martinez, R. R.** (2017, November). *Understanding and enhancing career and college Readiness self-efficacy*. Presenter at the North Carolina School Counselor Association Conference, Greensboro, NC.
- Baker, S., & **Martinez, R. R.** (2017, February). *Understanding and enhancing career and college readiness self-efficacy*. Presenter at the North Carolina Counseling Association Annual Conference, Durham, NC.
- Martinez, R. R.**, & Baker, S. (2016, October). *Promoting CCR aspirations & self-efficacy: Curriculum field test*. Presenter at the North Carolina School Counselor Association Conference, Greensboro, NC.
- Martinez, R. R.**, Day, C., & Gonzalez, L. (2016, October). *A social constructivist approach to preparing school counselors to work effectively in urban schools*. Presenter at the Southern Association Counselor Education and Supervision Conference, New Orleans, LA.
- Gonzalez, L., **Martinez, R. R.**, & Day, C. (2016, October). *Hiring and being hired: The job search for counselor educators of color*. Presenter at the Southern Association Counselor Education and Supervision Conference, New Orleans, LA.
- Martinez, R. R.** (2016, October – Keynote speaker). *Finding a Way*. North Carolina Career Development Association, Alamance, NC.
- Martinez, R. R.** (2014, October). *Getting admitted in the 21st century: Assessing, developing, and delivering research-based solutions to diverse communities*. Presenter at North Carolina School Counselor Association Conference, Greensboro, NC.
- Martinez, R. R.** (2013, November). *Response-to-Intervention: Assessing the needs of your school to serve your students*. Presenter at North Carolina School Counselor Association Annual Conference, Greensboro, NC.
- Martinez, R. R.** (2011, November). *Assessing, developing, and delivering research-based solutions to millennials: It's all about noncognitive skills*. Presenter at North Carolina Counseling Association Annual Conference, Pinehurst, NC
- William & Mary School of Education
- Martinez, R. R.** (2025, June; invited guest speaker). *Beyond Barriers: Implementing Trauma-Informed MTSS to Support Vulnerable Student Populations*. SURN Leadership Conference at William & Mary.

Martinez, R. R. (2025, January). *Empowering school communities: Building comprehensive support systems for newcomer student success*. Presenter at William & Mary's School-Based Mental Health Summit, Williamsburg, NC.

Local

Martinez, R. R. (2024, November). *Parenting through physiology*. Invited guest speaker at Grove Christian Outreach Center, Williamsburg, VA.

PROFESSIONAL SERVICE

William & Mary

Program Coordinator, Ph.D. CACREP counseling programs (Fall 2025-present)

Program Coordinator, M.Ed. CACREP counseling programs (Fall 2024-2026)

Program Lead, School Counseling program (Fall 2024 – present)

Faculty Fellow, William & Mary Scholars Undergraduate Research Experience ([WMSURE]; Fall 2025 – present)

Committee Member, School-University Resource Network ([SURN]; Fall 2024 – present)

Committee Search Member, Executive Director, School-University Resource Network (SURN; Fall 2026)

Co-Chair, Clinical Mental Health Counseling Tenure Track Search (Spring 2025)

Co-Chair, Military Veterans Counseling Tenure Track Search (Spring 2025)

International and National

Editorial Board Member, *Journal of First-generation Student Success* (2026 -- present)

Associate Editor, *Journal of Multicultural Counseling and Development* (2025 – present)

Editorial Board Member, *Journal of Multicultural Counseling and Development* (2024 – 2025)

Ad hoc Board Member, *Journal of Latinx Psychology* (2024 – present)

Editorial Board Member, *Journal of College Counseling* (2015 – 2026)

Ad hoc Editorial Board Member, *Urban Review* (2016 – present)

Counselor Educator Advisory Board Member, *Center for Equity and Postsecondary Attainment, San Diego State University* (2021 – present)

Editorial Board Member, *Professional School Counselor* (2021 – present)

Coalition for Career Development (CCD)

2020 National Career Development Summit, Thought Leader, Using Career Development to Improve K-12 Transitions and Post-Secondary Success

American Education Research Association (AERA)

2019 - present Division E Co-Chair & Reviewer, AERA Conference Awards Committee for Distinguished Research and Outstanding Dissertation

American Education Research Association (AERA)

Ad-hoc Reviewer, Educational Researcher Journal (2021 – present)

American Counseling Association (ACA)

Cultural Encounters Task Force Member (2018 - present)

American Educational Research Association (AERA)

Program Reviewer, AERA Conference (2018)

Co-Chair & Reviewer, Division E Dissertation Award AERA Conference (2018)

Association for Counselor Education and Supervision Conference (ACES)

Program Reviewer, ACES Conference (2017)

American Counseling Association Foundation (ACAF)

Committee Reviewer, Growing Healthy and Confident Kids Grant (2016)

Western Association of Counselor Education and Supervision Conference (WACES)

Program Reviewer, *WACES Conference* (2016)

State and Local

Bella Project, Consultant, (2022- present), <https://bellapd.org/>

LatinxEd Education Summit, Panel Speaker, (2023), <https://latinxed.org/summit/>

NC School Counseling Strategic Leadership Team Member, (2016 – 2021)

The University of North Carolina at Chapel Hill

Committee Search Member, School Partnership – School Counseling Position (Spring 2022)
Committee Search Member, Director of Marketing & Annual Giving Position (Spring 2022)
Committee Search Member, School Counseling Faculty Position (Spring 2022)
Committee Member and Co-Chair, Faculty Athletic Committee report to Chancellor (2020 – 2023)
Committee Search Member, Teaching Assistant Professor Position (Spring 2019)
Committee Search Member, Director of Marketing & Annual Giving Position (Spring 2019)
Committee Search Member, Director; MA in (MEITE) Position (Fall 2018)
Committee Search Member, SCALE-NCLC Outreach Coordinator Position (Fall 2018)
Committee Search Member, 2 Open Rank positions for HDFS Program (Fall 2017)
Brotherhood of Success – Initiative for Minority Excellence; Graduate School (Fall 2017)
Campaign Faculty Ambassador (Fall-Spring 2017-present)
Chancellor's Faculty Entrepreneurship Member (Spring 2017)
Committee Member, School of Education Strategic Planning Steering Committee (Spring 2017)
Committee Search Member, Assistant Professor for School Psychology Program (Spring 2017)

North Carolina State University (NCSU)

Search Member, Associate Dean for Research (2015)
Hiring Committee Chair, NC State Summer START Director (2015)
Committee Member, "University College" (2014-2015)
Reviewer, Chancellor Leadership Scholarship (2012 – 2015)
Committee Member, Underrepresented Minorities (2012-2015)
Co-chair, Hispanic Latino/a Advisory Group (2011 – 2015)
Reviewer, Pack Promise Scholarship (2011 – 2015)

COURSE LISTINGS

William & Mary

Fall 2026

EDUC 639 – Theory and Process of Counselor Supervision

- This course will cover theories and techniques of counselor supervision. It will include major theories of counselor development, the counselor-supervisor relationship, major approaches to supervision, supervision methods, and supervision ethics.

EDUC 763 – Doctoral Practicum

- The Doctoral Practicum provides advanced counseling practice in a supervised setting to PhD students on Counselor Education and Supervision. Students complete 100 hours of hours of counseling practice in a field setting under weekly supervision by counseling faculty and qualified field placement site supervisors.

Spring 2026

EDUC C42 – Supervised Practicum in School Counseling

- The Counseling Practicum course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a predetermined number of hours of individual and group counseling in laboratory and field settings under supervision by doctoral-level Practicum Supervisors, the counseling faculty and qualified field placement site supervisors.

EDUC C49 – Supervised Internship in School Counseling

- This counseling internship is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 300 hours of counseling experience per semester in a school setting under both graduate program and field supervision.

Fall 2025

EDUC 675—Theories & Strategies for Counseling School-Aged Children

- The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.

EDUC C35 – Introduction to Professional School Counseling

- This course is designed to give prospective school counselors: (a) an understanding of the historical impetus which led to the development of counselors and counseling programs in schools; (b) a means to make practical use of the counseling and guidance theories and techniques as they apply in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements; (c) exposure to administrative activities which provide the framework for school counseling services; (d) prevention and intervention strategies which contribute to students' academic career and personal social growth and development; and (e) an understanding of proactive leadership as it relates to student advocacy as well as the challenge of developing new paradigms for the future.

SPRING 2025

EDUC C42 – Supervised Practicum in School Counseling

- The Counseling Practicum course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a predetermined number of hours of individual and group counseling in laboratory and field settings under supervision by doctoral-level Practicum Supervisors, the counseling faculty and qualified field placement site supervisors.

EDUC C49 – Supervised Internship in School Counseling

- This counseling internship is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 300 hours of counseling experience per semester in a school setting under both graduate program and field supervision.

FALL 2024

EDUC C35 – Introduction to Professional School Counseling

- This course is designed to give prospective school counselors: (a) an understanding of the historical impetus which led to the development of counselors and counseling programs in schools; (b) a means to make practical use of the counseling and guidance theories and techniques as they apply in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements; (c) exposure to administrative activities which provide the framework for school counseling services; (d) prevention and intervention strategies which contribute to students' academic career and personal social growth and development; and (e) an understanding of proactive leadership as it relates to student advocacy as well as the challenge of developing new paradigms for the future.

EDUC C49 – Supervised Internship in School Counseling

- This counseling internship is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 300 hours of counseling experience per semester in a school setting under both graduate program and field supervision.

SPRING 2024

EDUC 713 – Tests and Measurements

- This course is designed to provide an overview of the key concepts and practical testing skills important for the practice of school counseling. Upon completion of the course, students will: a) have an understanding of the elements necessary for sound testing; b) possess experience in administering common tests used in elementary and secondary education and interpreting the results; c) be able to critically reflect upon school testing practices; and d) refine their own skills in academic writing and professional discourse.

EDUC 705 — Spring Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

The University of North Carolina at Chapel Hill

FALL 2023

EDUC 752 – College Access & College Admissions Counseling

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

SUMMER 2022 (ONLINE)

EDUC 702 — Introduction to Strengths-Based School Counseling

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

SPRING 2023

EDUC 752 – College Access & College Admissions Counseling

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

EDUC 705 — Spring Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

FALL 2022

EDUC 766 — Practicum in School Counseling

- Practicum helps develop individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

EDUC 705 — Fall Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

SUMMER 2022 (ONLINE)

EDUC 702 — Introduction to Strengths-Based School Counseling

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

SPRING 2022

EDUC 752 – College Access & College Admissions Counseling (ONLINE)

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

EDUC 532 — Introduction to Development and Learning in Adolescence (IN-PERSON)

- This course examines the field of human development as it contributes to the teaching and learning of adolescence. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher and the helping fields practice and the creation of supportive learning environments for adolescents.

FALL 2021

EDUC 766 — Practicum in School Counseling

- Practicum helps develop individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

EDUC 705 — Fall Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence.

SUMMER 2021 (ONLINE)

EDUC 702 — Introduction to Strengths-Based School Counseling (ONLINE)

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

SPRING 2021 (ONLINE -- COVID)

EDUC 752 – College Access & College Admissions Counseling

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence.

FALL 2020 (ONLINE -- COVID)

EDUC 766 — Practicum in School Counseling

- Practicum helps develop individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

EDUC 705 — Fall Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher and the helping fields practice and the creation of supportive learning environments for adolescents.

SUMMER 2020 (ONLINE)

EDUC 702 — Introduction to Strengths-Based School Counseling

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

EDUC 796-047 – Independent Study Master's

- Supported the learning and teaching of two master students

SPRING 2020 (ALL ONLINE)

EDUC 752 – College Access & College Admissions Counseling

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher and the helping fields practice and the creation of supportive learning environments for adolescents.

FALL 2019 (mid-year leave)

SUMMER 2019

EDUC 702 — Introduction to Strengths-Based School Counseling

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

SPRING 2019

EDUC 752 – College Access & College Admissions Counseling

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

FALL 2018

EDUC 766 — Practicum in School Counseling

- Practicum helps develop individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher and the helping fields practice and the creation of supportive learning environments for adolescents.

SUMMER 2018

EDUC 702 — Introduction to Strengths-Based School Counseling

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

SPRING 2018

EDUC 752 – College Access & College Admissions Counseling

- This course examines college access/college admissions counseling. Students utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher and the helping fields practice and the creation of supportive learning environments for adolescents.

FALL 2017

EDUC 766 — Practicum in School Counseling

- Practicum helps develop individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

EDUC 705 — Fall Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

EDUC 532 — Introduction to Development and Learning in Adolescence

- This course examines the field of human development as it contributes to the teaching and learning of adolescence. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher and the helping fields practice and the creation of supportive learning environments for adolescents.

SUMMER 2017

EDUC 702 — Introduction to Strengths-Based School Counseling

- This course introduces new school counseling cohorts to the counseling profession and ethical codes. Primary focus is on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.

SPRING 2017

EDUC 705 — Fall Internship in School Counseling

- Internship is a field experience that places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation.

EDUC 704 — Promoting Career Development

- This course examines theories and models of career development, school transitions, and educational policy. Students utilize action plans that include assessment tools, information sources, and technology for diverse K-12 school communities.

FALL 2016

EDUC 766 — Practicum in School Counseling

- Practicum helps develop individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

Mentoring/Advisement Experience

<u>Student(s)</u>	<u>Institution</u>	<u>Program</u>	<u>Role</u>
Ph.D. Concentration	W&M 2025-present	Counseling	Advisor
School Counseling Concentration	W&M 2024-present	Counseling	Advisor
WMSURE Undergraduate	W&M 2025-present	College of Arts & Science	Advisor
	ASU 2024	Curriculum Studies	Committee Member*
	UNC-CH 2021	School Psychology	Committee Member*
	UNC-CH 2021	School Psychology	Committee Member*
	UNC-CH 2021	School Psychology	Committee Member*
	UNC-CH 2021	School Psychology	Committee Member*
	UNC-CH 2020	School Psychology	Committee Member*
	UNC-CH 2021	Curriculum Studies	Committee Member*
	UNC-CH 2021	Curriculum Studies	Committee Member*
	UNC-CH 2021	School Psychology	Committee Member*
	UNC-CH 2021	Applied Development	Committee Member*

		UNC-CH 2019	Policy and Leadership	Committee Member*
		UNC-CH 2019	School Psychology	Committee Member*
		UNC-CH 2018	Cultural Studies	Committee Member*
		UNC-CH 2017	Learning Sciences	Committee Member*
		UNC-CH 2018	Educational Leadership	Committee Member*
		ASU 2021	Curriculum Studies	Committee Member*
		UNC-CH 2022	School Counseling	Advisor
		UNC-CH 2022	School Counseling	Advisor
		UNC-CH 2022	School Counseling	Advisor
		UNC-CH 2022	School Counseling	Advisor
		UNC-CH 2022	School Counseling	Advisor
		UNC-CH 2022	School Counseling	Advisor
Undergraduates		UNC-CH 2017 - 2024	Human Development and Family Studies	Advisement
Master Students		2016 - 2024	School Counseling	Mentor/Advisor

Note: Dissertation committee member*