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RUTH TRINIDAD GALVÁN, PHD is Associate Professor of Educational Thought and Sociocultural Studies in the Language, Literacy and Sociocultural Studies Department. Dr. Trinidad Galván is also adjunct faculty in Women's Studies and the Chicana and Chicano Studies Program. She has received numerous recognitions in the areas of research and teaching. She was awarded the prestigious Fulbright Scholar's Grant in 2008 and 2015 for research and teaching in Latin America; the AERA/Spencer Fellowship for her research in rural Mexico; and the University Libraries Faculty Acknowledgement Award and Faculty of Color Research Award.

Dr. Trinidad Galván is the co-editor of the Handbook of Latinos and Education, which received the Critics Choice Award in 2010 from the American Educational Studies Association and the author of the newly released Women who stay behind: Pedagogies of survival in rural transmigration Mexico [University of Arizona Press]. She has published over 25 peer-reviewed publications in such scholarly venues as the International Journal of Qualitative Studies in Education; Qualitative Inquiry; Globalizations; Encyclopedia of Race and Racism; Journal of Latino/Latin American Studies; Sage Handbook of Curriculum and Instruction; and National Women's Studies Association Journal among others. She has served as Associate Editor of the Journal of Latinos and Education since 2005 and collaborated with the Latino Education Advocacy Day Consortium that works at the national level on Latino education issues.

Dr. Trinidad Galván earned her PhD in Education, Culture and Society from the University of Utah on her research with rural Mexican women, her MA in Educational Foundations and Bilingual/Bicultural Teaching Certification from California State University, Los Angeles, and her BA in Economics/International Relations with an emphasis in Latin America from the University of California, Los Angeles (UCLA). Raised in East Los Angeles, she was an adult English as a Second Language (ESL) instructor and Bilingual Educator in inner city schools in California for seven years before entering academia. Her research foci include gendered transmigration; popular education; decolonial feminist epistemologies and pedagogies; and ethnographic and qualitative research in education.