

# Ram Bhagat, EdD

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## EDUCATION

EdD	Educational Leadership, 2014 Virginia Commonwealth University
MEd	School and Community Counseling, 2006 Virginia State University
BS	Biology Education, 1984 Virginia Commonwealth University
BS	Microbiology, 1980 Virginia State University

## CERTIFICATION

Post-graduate	Restorative Justice, ( <i>graduating 2018</i> ) Eastern Mennonite University
Post-masters	Administration and Supervision, 2009 Virginia Commonwealth University

## AREAS OF EXPERTISE

Trauma Awareness and Resilience	Arts in Science Education
Restorative Justice in Education	Social Emotional Learning
Yoga and Mindfulness in Schools	Equity, Diversity, and Conciliation

## Trauma Awareness and Resilience

***Chicago Drum Project:*** An innovative youth-led approach to looking at the traumatic impact of gun violence in North Lawndale and how the root causes of violence affect the wellbeing of its community members, School of the Art Institute of Chicago, (August 2018)

***Building Resilience for Challenging Systemic Racism:*** A trauma-healing workshop for activists and allies, Richmond Peace Education Center, 2016 - 2017

***Emotional Emancipation Circles (EEC):*** An intra-racial trauma healing process for communities of color, Community Healing Network, October 2017

***Strategies for Trauma Awareness and Resilience (STAR):*** An exploration of the impact of trauma on individuals, families, communities, organizations, and society along with a comprehensive approach for breaking cycles of violence, Eastern Mennonite University, Harrisonburg, VA, 2014 - 2018

***Understanding Trauma, How Do We Strengthen Resilience:*** A trauma sensitive approach for working with trauma affected populations, United States Institute of Peace, April 2014

***The Color Line (Race, Class, Place):*** A culturally relevant approach to healing the traumatic legacy of racism in the Americas, Salvador da Bahia, Brazil, The Conciliation Project, August 2012

### Certification

***STAR (Strategies for Trauma Awareness and Resilience):*** Certified Trainer, Eastern Mennonite University, Center for Justice and Peacebuilding, 2017

***EEC (Emotional Emancipation Circles) Certified Circle Keeper:*** Community Healing Network, 2015

***HROC (Healing and Rebuilding Our Communities):*** Certified Trainer, Advanced International Level, Burasira, Ngozi, Burundi, 2011

## Restorative Justice in Education / Conflict Transformation

***Introduction to Circle Processes:*** The foundations of circle processes as a means to strengthen community, resolve conflict, create safe learning spaces, and promote social and emotional competencies, Eastern Mennonite University, Restorative Justice in Education Conference, June 2018

***Drumming as a Restorative Practice:*** An introduction to the use of drumming, dance, and drama to strengthen individuals and communities, Eastern Mennonite University, Restorative Justice in Education Conference, June 2018

***Massive Resilience:*** A trauma sensitive approach to school discipline practices in racially and economically segregated schools, Initiatives of Change, Richmond, VA, 2017 - 2018

***Jackson Ward Youth Peace Team:*** An arts-based trauma informed urban gardening program for African-American adolescents, Richmond Peace Education Center, 2017 - 2018

***Falcon Forum:*** An arts-based approach to restorative justice for middle school students, Fairfield Middle School, Henrico County, VA 2016 - 2017

***Mandela Washington Fellowship:*** A restorative approach to community building for emerging leaders from Africa, VCU Global Education Office, July 2016

***The Junk Yard Jam:*** An innovative school based performing arts program that integrates street drumming with world percussion, Denver Charter School System, Denver, CO, 2016 - present

***Peacemaking Circles:*** An arts-based approach to restorative justice for high school students, Ballou Senior High School, Washington, DC, 2015 - 2016

***Iraqi Young Leaders Exchange Program:*** A restorative approach to community building for emerging leaders from Iraq, VCU Global Education Office, 2013 - 2016

***Richmond Youth Peace Project (RYPP):*** A dynamic youth peace program created to transform the culture and conditions that lead to youth violence, Richmond Peace Education Center & Drums No Guns, 2004 – present

***Drums No Guns (DNG):*** A school and community based arts program that promotes youth nonviolence through drumming, dance, drama, design, and dialogue, 1996 – present

### **Certification**

***Alternatives to Violence Project (AVP):*** Certified trainer, International conflict transformation program that empowers incarcerated adults and youth to deal with violence in new and creative ways, AVP/USA, 2007

***Help Increase the Peace Project (HIPP):*** Certified trainer, Youth-oriented program to address the epidemic of violence in schools, American Friends Service Committee, 2006

***Creative Conflict Resolution:*** Certified trainer, Experiential learning programs that provide participants with effective ways for resolving conflicts peacefully, Richmond Peace Education Center, 2006

## **Yoga and Mindfulness in Schools**

***Youth Yoga & Mindfulness:*** Teaching yoga and mindfulness to youth classified as “high risk” in school and community settings, Holistic Life Foundation, Omega Institute for Holistic Studies, July 2018

***Trauma Sensitive Yoga:*** Evidence based treatment for complex trauma and complex Posttraumatic Stress Disorder used as part of trauma healing with children, youth, and adults, Kripalu Center for Yoga and Health, April 2018

### **Certification**

***Yoga for Teens:*** Transformative life skills for teens that foster physical, mental, social, and emotional development, RISE Yoga for Youth, Satchidananda Ashram Yogaville, August 2017

***Kripalu Yoga in the Schools Teacher Training:*** Scientifically validated yoga curriculum for high school physical education and health classes or extracurricular activities, Kripalu Center for Yoga & Health, July 2017

***Yoga for Youth:*** Culturally responsive yoga to provide urban youth with tools of self-discovery that foster hope, discipline, and respect for self, others, and community, Y.O.G.A. for Youth, Inc., July 2006

***Registered Yoga Teacher:*** 200 hours (RYT200), Yoga Alliance, December 2002

***Yoga Asanas and Pranayama:*** Level I, Integral Yoga Center of Richmond, Richmond, VA, May 2002

***Yoga Apprenticeship:*** Ishwara Yoga (Hatha, Kriya, Bhakti, Raja, and Jnana), Janeshwar Upadhyay, PhD (Master Yogi), 1975 – present

### Arts in Science Education

***Junk Yard Jam:*** An exploration of urban rhythms and ecology, through re-cycled buckets, cans, pots, jugs, and trashcan tops, Denver, CO, 2017 - 2018

***Drumming in the garden:*** Building healthy communities through drumming and urban agriculture, Lewis Ginter Urban Gardening Program, Richmond, VA, 2017 - 2018

***Museum leaders in training:*** Exploring connections to arts and sciences in the field of conservation, Virginia Museum of Fine Arts, Richmond, VA. Spring 2015

***Nanotechnology and clean water:*** How safe is our drinking water? Yale National Initiative to Strengthen Teaching in Public Schools, Yale University, 2010

***Rhythms of Brazil:*** An exploration of Afro-Brazilian drumming & dance, Salvador da Bahia, Brazil, December 2009

***Eat, drink, and be wary:*** Recognizing toxic chemicals in foods and beverages, Yale National Initiative to Strengthen Teaching in Public Schools, Yale University, 2008

***Beyond the atom:*** Interpreting the origin of the elements, Yale National Initiative to Strengthen Teaching in Public Schools, Yale University, 2007

***Revolutionary science:*** An infusion of drumming, dance, and drama into an interdisciplinary Chemistry, Geography, and History unit, Open High School, Richmond, VA, 2004 - 2005

***Rhythm of chemical bonding:*** A sizzling summer of art, science, and culture, Salvador da Bahia, Brazil, August 2004

***Rhythm of chemical bonding:*** Interpreting ionic and covalent compounds through drumming, dance, and drama, Open High School, Richmond, VA 2001 -2004

### **Certification**

***Project Zero Classroom (PZC):*** Research-based practices that promote critical thinking, curiosity, and creativity, Harvard University, Cambridge, MA, 2018 (*Summer 2019*)

***Changing Education Through the Arts (CETA):*** Professional learning for educators and teaching artists, Kennedy Center, Washington, DC, 2016

***Advanced Aesthetic Education:*** Stimulating imagination, encouraging critical thinking, and supporting interdisciplinary learning, Lincoln Center Education, New York City, July 2009

***Aesthetic Education:*** Stimulating imagination, encouraging critical thinking, and supporting interdisciplinary learning, Lincoln Center Education, New York City, July 2004

***Joan Oats Institute for Partners in the Arts:*** Exploring differentiation, creativity, experiential pedagogies, and collaboration, University of Richmond, Richmond, VA, 2001

### **Social Emotional Learning**

***Transformational Educational Leadership, Integrating Mindfulness-Based Social Emotional Learning into K-12 Schools:*** This yearlong training serves the growing need for educational leaders to be better equipped to integrate mindfulness-based social, emotional, academic, and ethical learning into schools and school systems worldwide, Omega Institute for Holistic Studies, 2017 - 2018

***Armstrong Priorities Freshmen Academy:*** An arts-based, yoga and mindfulness-centered program, that utilizes peacemaking circles for underperforming high school freshmen, Armstrong High School, Richmond, VA 2017 - 2018

### **Equity, Diversity, and Inclusion**

***Culturally Responsive Circles (CRCs):*** Culturally responsive circles acknowledge, honor, and are attuned to the unique aspects that cultures bring to our schools. They address historical oppression and marginalization imposed on some cultures. CRCs create spaces for listening and hearing to build relationships and community, draw upon our shared experiences by honoring all voices, and provide an opportunity to explore the role of cultural norms in facilitating Circles, Eastern Mennonite University, Restorative Justice in Education Conference, June 2018

***Drumming in the Garden:*** A cultural equity project designed for underrepresented populations to have an opportunity to express their culture through the arts, CultureWorks, 2017-2018

***Equity and Leadership:*** An online course on social justice for doctoral students, Virginia Commonwealth University, Department of Educational Leadership, Summer 2017

***Equity + Health Fellowship:*** A nine-month investigation of the social, economic, and structural challenges to the access of health resources, Richmond Memorial Health Foundation, 2017

***Equity in the Arts:*** An innovative exploration, interpretation, and conceptualization of equity for arts organizations, School for the Performing Arts in the Richmond Community, March 2017

***Walls***: A performance based workshop that draws parallels between the walls of schools and the revolving doors of the prison system, AlternateRoots Weekend-Richmond, April 2017

***Building Community through Interdepartmental Dialogue***: Understanding the traumatic impact of police shootings, Virginia Commonwealth University, Department of Psychology, 2016 - 2017

***Essence of a Goddess***: Strengthening the Bonds of Sisterhood through Art, Culture, Education, and Travel, Salvador da Bahia, Brazil, June 2016

***Closing the Achievement Gap***: Strategies for excellence with equity, Understanding the myriad challenges, Harvard Graduate School of Education, Programs in Professional Education, 2014

## **Certification**

***Community Trustbuilding Fellowship (CTF)***: Certified Facilitator, A residential program offered in the heart of Richmond, VA for national leaders, Hope in the Cities/Initiatives of Change, 2014-2015

***The Conciliation Project (TCP)***: Certified Facilitator, A social justice theater organization whose active and dramatic work compels open and honest dialogue about racism and oppression, 2011-present

## **PROFESSIONAL EXPERIENCE**

### **K-12 EDUCATION**

***Program Coordinator***: Armstrong Priorities Freshman Academy, Armstrong High School, Richmond, VA. Responsible for designing and implementing social emotional learning curriculum, restorative justice circles, and mindfulness practices, 2017 - 2018



***Teacher Leadership Innovation Coach:*** Science Department Chair, Ballou Senior High School, Washington, DC. Responsible for leading and coordinating science faculty members, interdisciplinary team coaching, teaching Chemistry, and facilitating restorative practices for student leaders, 2015 - 2016.

***Instructional Team Leader:*** Science Department Chair, Open High School, Richmond, VA. Responsible for leading and coordinating faculty members, coaching science teachers across disciplines, teaching Chemistry, Human Anatomy & Physiology, AP Environmental Science, and designing school-wide trustbuilding events, 2006 - 2014

***Master Teacher:*** Open High School, Richmond, VA. Responsible for teaching Chemistry, Human Anatomy & Physiology, AP Environmental Science, Yoga for High School Students, and Drums No Guns, 2000 - 2014

***Science Teacher:*** John Marshall High School, Richmond, VA. Responsible for teaching Chemistry, Human Anatomy & Physiology, and Drums No Guns, 1997 - 2000

***Science Teacher:*** Thomas Jefferson High School, Richmond, VA. Responsible for assisting head of counseling department, teaching Natural History, and Drums No Guns, 1996-1997

***STRAND Coordinator:*** Governor's School for Government and International Studies, Richmond, VA. Responsible for coordinating junior/senior research projects, teaching Bioethics, Human Anatomy & Physiology, and Drums No Guns, 1994 – 1996

***Science Teacher:*** Richmond Community High School, Richmond, VA. Responsible for teaching Chemistry, Human Anatomy & Physiology, and Yoga for High School Students, 1987 - 1994

***Science Teacher:*** Hermitage High School, Henrico VA. Responsible for teaching Chemistry, Biology, Physical Science, and Yoga for High School Students, 1984 – 1987

## Teaching Licensure

***District of Columbia***, Office of the State Superintendent of Education, 2015-2019  
Endorsements: Biology and General Science (Grades 7–12)

***State of Virginia***, Professional Collegiate (Doctoral Level), 1984-2019  
Endorsements: Biology, Chemistry, General Science, Gifted Education, School/Community Counseling, and Administration/Supervision

## UNIVERSITY TEACHING EXPERIENCE

***Adjunct Professor***: Eastern Mennonite University, Center for Justice and Peacebuilding, Responsible for teaching Foundations of Restorative Justice in Education, 2018

***Adjunct Professor***: Virginia Commonwealth University, School of Education, Responsible for teaching online doctoral course on Equity and Leadership, 2017

***Adjunct Professor***: Eastern Mennonite University, Center for Justice and Peacebuilding, Responsible for teaching Strategies for Trauma Awareness and Resilience, 2017

***Adjunct Professor***: Virginia Union University, School of Education, Responsible for teaching graduate course on Curriculum Theories, 2017

***Adjunct Professor***: Virginia Commonwealth University, School of Education, Responsible for supervising student teacher, 2015

***Adjunct Professor***: Virginia Union University, School of Education, Responsible for teaching graduate course on Philosophy of Education, 2015

***Adjunct Professor***: Virginia State University, Department of History and Philosophy, Responsible for teaching graduate course on Philosophy of Compassion, 2013