

EDUCATION

UNIVERSITY OF CALIFORNIA, BERKELEY, PhD in Public Policy, Berkeley, CA, expected 2021/22

I am studying under the direction of Professor Rucker Johnson. I have published articles and given presentations regarding two strands of work: school climate and school discipline; and racial integration and racial bias. I am currently combining and analyzing large, administrative datasets to ascertain whether, and under what conditions, restorative practices (such as relationship-centered conflict resolution and community building talk circles) and social and emotional learning improve student outcomes. These outcomes include reducing racial discipline gaps, enhancing school climates, and deepening student academic engagement. I have served as a head instructor and graduate student instructor for three statistics classes and have developed pedagogical approaches and teaching materials for introductory and advanced statistics instruction. After my 30 PPIA students (all from underrepresented backgrounds) demonstrated impressive mastery of statistics material, in December, 2019, UC Berkeley's Statistics Department invited me to present on transformative statistics pedagogy to their faculty and graduate student instructors. In 2020, I was awarded an Outstanding Graduate Student Instructor Award.

COURSES	Applied Econometrics, Hierarchical Linear Modeling, Sociological Research Methods, k-12 Education Policy, Race and Education Policy, Psychological Interventions, Behavioral Psychology, Tamil
GPA:	3.98
HONORS:	1st Place, Research Presentation Competition, APPAM 2018 FORD FOUNDATION, PRE-DOCTORAL RESEARCH AWARD, HONORABLE MENTION, 2018 UC BERKELEY, MENTORED RESEARCH AWARD 2019-2020 UC BERKELEY OUTSTANDING GRADUATE STUDENT INSTRUCTOR AWARD (2019-2020)

UNIVERSITY OF CALIFORNIA, BERKELEY, Juris Doctor, Berkeley, CA, May 2014

HONORS:	DEAN'S FELLOWSHIP for "a strong record of achievement and professional promise" ELEANOR SWIFT AWARD for outstanding public service AMERICAN JURISPRUDENCE AWARD for paper on reducing implicit bias in juvenile courts PROSSER AWARD for paper on legal strategies for expanding access to quality public schools DISTINGUISHED YOUNG ALUMNI AWARD from the <i>California Law Review</i>
ACTIVITIES:	DIVERSITY EDITOR, <i>California Law Review</i> DIRECTOR AND FOUNDER, Student Commission for Access to Legal Education (SCALE) DIRECTOR AND INSTRUCTOR, Berkeley High School Student Court CO-PRESIDENT, Men of Color Alliance CO-PRESIDENT, Restorative Justice Committee
EMPLOYMENT:	LAW CLERK, East Bay Community Law Center (representing special education clients) PROJECT MANAGER, Professor Ian Haney Lopez, <i>Dog Whistle Politics</i> (Book) RESEARCH ASSISTANT, Professor Victoria Plaut, de-biasing interventions for parole officers RESEARCH ASSISTANT, Warren Institute Commission on Equity in Education RESEARCH ASSISTANT, Professor David Oppenheimer, anti-discrimination law case book RESEARCH ASSISTANT, Professor Mary Louise Frampton, restorative justice in public schools

HARVARD UNIVERSITY, Bachelor of Arts, with honors, Sociology, May 2006

HONORS THESIS:	"24 Hour News: Bias and Persuasion," content and statistical analyses showing that emotional appeals on the news favor specific political ideologies, and survey research suggesting that these emotional appeals can subconsciously impact viewers' political beliefs
EMPLOYMENT:	RESEARCH ASSISTANT, Professor William Julius Wilson, Harvard Kennedy School RESEARCH ASSISTANT, Professor Daniel Gilbert, Harvard Social Psychology Department TUTOR, Harvard Bureau of Study Counsel
COURSE WORK:	Graduate level statistics, social psychology, public policy, media, race, Japanese language

HOKKAIDO INTERNATIONAL FOUNDATION, Advanced Japanese Language Certificate, Hakodate, Japan, August 2005

PUBLICATIONS • PRESENTATIONS • MEDIA APPEARANCES

PUBLICATIONS

- Darling-Hammond, Sean, Fronius, Trevor, Sutherland, Hannah, Guckenberg, Sarah, Petrosino, Anthony, and Nancy Hurly (2020). Effectiveness of Restorative Justice in U.S. K-12 Schools: A Review of Quantitative Research. Accepted for publication by *Contemporary School Psychology*.
- Darling-Hammond, Sean, Lee, Randy, and Rodolfo Mendoza-Denton (2020). Intergroup Contact at Work: Can Workplace Diversity Programs Reduce Bias? Revision submitted at request of *Group Processes & Intergroup Relations*.
- Okonofua, Jason, Perez, Amanda, and Sean Darling-Hammond (2020). *When Policy and Psychology Meet: Mitigating the Consequences of Bias in Schools*. Revision submitted at request of *Science Advances*.
- Darling-Hammond, Sean. Interracial contact at work and at home: Does having a Black coworker or neighbor reduce explicit racial bias? (2020). Manuscript submitted to *Proceedings of the National Academy of Sciences*.
- Stern, Alexis, Darling-Hammond, Sean, Petrosino, Anthony, and Sarah Guckenberg (May 2019). [The Effects of Juvenile Sex Offender Registration](#). *Academy of Criminal Justice Sciences Today* 45(3): 1-14.
- Fronius, Trevor, Darling-Hammond, Sean, and Anthony Petrosino (2019). [Restorative Justice in Schools: An Updated Research Review](#). WestEd.
- Gordon, Dan, Palmer, Scott, and Sean Darling-Hammond (2019). [Transforming the Education Sector into a Learning System](#). *EducationCounsel*.
- Darling-Hammond, Sean (March 19, 2018). [Deeper Learning in Trump's Crosshairs: How Rescinding Obama's Policies Could Make Schools Less Safe](#). *Education Week*.
- Darling-Hammond, Sean (2017). [Designed to Fail: Implicit Bias in Our Nation's Juvenile Courts](#). *UC Davis Journal of Juvenile Law and Policy* 21(2): 169-193.
- Darling-Hammond, Sean (Jan. 19, 2017). [The Electoral College Is Even More Biased Than You Think](#). *The Nation*.
- Darling-Hammond, Sean (Oct. 14, 2016). [White Paper Regarding False Confessions in Virginia](#). Hogan Lovells.
- Darling-Hammond, Sean (June 23, 2016). [Overview of the Every Student Succeeds Act \(ESSA\)](#). Hogan Lovells.
- Darling-Hammond, Sean (Feb. 24, 2016). [Black Votes Matter](#). Co-Published by *Harvard Journal of African American Public Policy (Articles)* and [Global Risk Insights](#).
- Darling-Hammond, Sean (Jan. 18, 2016). [ESSA Helps Realize Dr. King's Dream of Deeper Learning for All](#). *Education Week*.
- Darling-Hammond, Sean (Jan. 13, 2016). [Lives Fit for Print: Exposing Media Bias in Coverage of Terrorism](#). *The Nation*.
- Darling-Hammond, Sean, and Kristen Holmquist (2015). Creating Wise Classrooms to Empower Diverse Law Students. Co-Published by [Berkeley La Raza Law Review](#) 25: 1-67; [Berkeley Journal of African-American Law & Policy](#) 17(1): 1-67; [National Black Law Journal](#) 24(1): 1-90; and [Chicana/o Latina/o Law Review](#) 33(1): 1-90.
- Darling-Hammond, Sean (2014). [Expanding the Scholastic Circle of Belonging](#). *Berkeley Journal of African American Law and Policy* 16(1): 112-155.
- Darling-Hammond, Sean (2013). [Renee v. Duncan: The Perilous Pendulum of National Politics and a Pathway to Protecting Our Nation's Most Vulnerable Youth](#). *California Law Review Circuit* 4: 141-154.

WORKS IN PROGRESS

Darling-Hammond, Sean. Beyond Panaceas: Identifying School Practices and Conditions that Drive Student Thriving Through Exposure and Dosage Analyses.

Darling-Hammond, Sean. A Ripple in an Ocean, or the Start of a Sea Change? Evaluating the School Climate Transformation Grant Program.

Darling-Hammond, Sean. Transformative Statistics Pedagogy: Techniques to Empower Underrepresented Students.

Darling-Hammond, Sean. A Climate of Safety: Unpacking the Relationship Between School Climate and Student Victimization.

OTHER RESEARCH CONTRIBUTIONS

Johnson, Rucker (2019). *Children of the Dream: Why School Integration Works*. New York, NY: Basic Books.

Haney-Lopez, Ian (2014). *Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class*. New York, NY: Oxford University Press.

Caruso, Eugene, Gilbert Dan, and Timothy Wilson (2008). A Wrinkle in Time: Asymmetric Valuation of Past and Future Events. *Psychological Science* 19(8): 796-801.

Caruso, Eugene, Epley, Nicholas, and Max Bazerman (Nov. 2006). The costs and benefits of undoing egocentric responsibility assessments in groups. *Journal of Personality and Social Psychology* 91(5): 857-871.

Caruso, Eugene, and Eldar Shafir (Apr. 2006). Now that I think about it, I'm in the mood for laughs: decisions focused on mood. *Journal of Behavioral Decision Making* 19(2): 155-169.

PRESENTATIONS

Darling-Hammond, Sean. Intergroup Contact at Work and at Home. American Association of Behavioral and Social Sciences Conference. February 25, 2020.

Darling-Hammond, Sean. Besting Bias: A Pathway to Improving Legal Practice. Stanford Law School Mills Legal Clinic. January 22, 2020. Also presented to Stanford on October 7, 2019, January 17, 2019, and November 15, 2018.

Darling-Hammond, Sean. Learning from Policy Students from Underrepresented Backgrounds: A Qualitative Research Review. Lorry Lokey Graduate School of Public Policy and Business at Mills College. September 27, 2019.

Darling-Hammond, Sean. Besting Bias to Create a More Cohesive Law School Community. California Law Review. August 24, 2019.

Darling-Hammond, Sean. K-12 School Integration: The Legal Framework, The Econometric Case, and the Psychological Effects. Californians for Justice. August 23, 2019.

Darling-Hammond, Sean. Unbiased Grading: Key Considerations. California Law Review. April 15, 2019.

Darling-Hammond, Sean. The Promise and Pitfalls of Restorative Justice. Black Doctoral Network Research Conference. March 30, 2019.

Darling-Hammond, Sean. Restorative Justice: A Research Review. California Association of African American Superintendents and Administrators Annual Research Conference. March 28, 2019.

Darling-Hammond, Sean. Intergroup Contact at "Work": Can Workplace Diversity Programs Reduce Racial Bias? Association for Public Policy & Management Research Conference (Washington DC). November 8, 2018.

Darling-Hammond, Sean. The Role of Public Education in Realizing a Truly "Common Good." Race & Pedagogy National Conference at the University of Puget Sound. September 29, 2018.

Darling-Hammond, Sean and Kristen Holmquist. Creating Wise Classrooms to Empower Diverse Law Students. Suffolk Law School. March 2017.

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Darling-Hammond, Sean. Creating Wise Classrooms to Empower Diverse Law Students. University of South Carolina Law School. January, 2017

Darling-Hammond, Sean. The Every Student Succeeds Act (ESSA) and Related Regulations. Hogan Lovells (Washington DC). June, 2016.

Darling-Hammond, Sean. Creating Wise Classrooms to Empower Diverse Law Students. Association of American Law Schools Annual Conference. January 2016.

Darling-Hammond, Sean. Untangling a Web of Social Problems: Policy Solutions for Police Violence and Social Unrest in Baltimore. University of Maryland. May 4, 2015.

Darling-Hammond, Sean and Kristen Holmquist. Creating Wise Classrooms to Empower Diverse Law Students. UCLA Law School. April, 2015.

Darling-Hammond, Sean. Fostering Student Movements to Improve Educational Institutions. UC Berkeley Faculty Led Diversity Committee. January, 2014.

Darling-Hammond, Sean. Quantitative Research Regarding Eliminating Structural Barriers at Berkeley Law. UC Berkeley Law School. January, 2014.

CITATIONS

Warnick, Bryan R., and Campbell F. Scribner (Feb., 2020). Discipline, punishment, and the moral community of schools. *Theory and Research in Education*.

Conaway, Carrie (Dec. 29, 2019). Maximizing Research Use in the World We Actually Live In: Relationships, Organizations, and Interpretation. *Education Finance and Policy* 15(1): 1-10.

Sandwick, Talia, Hahn, Josephine Wonsun, and Lama Hassoun Ayoub (Nov. 2019). Fostering community, sharing power: Lessons for building restorative justice school cultures. *education policy analysis archives* 27(145): 1-35.

Kervick, Colby T., et al. (Winter, 2019). The Emerging Promise of Restorative Practices to Reduce Discipline Disparities Affecting Youth with Disabilities and Youth of Color: Addressing Access and Equity. *Harvard Educational Review* 89(4): 588-610.

Estlund, Cynthia (2019). Three Big Ideas for a Future of Less Work and a Three-Dimensional Alternative. *Law & Contemporary Problems* 82: 1.

Cooper, Elizabeth (2019). The Appearance of Professionalism. *Florida Law Review* 71: 1.

Chricthon, Sha-Shana (2019). Incorporating Social Justice into the 1L Legal Writing Course: A Tool for Empowering Students of Color and of Historically Marginalized Groups and Improving Learning. *Michigan Journal of Race & Law* 24: 251.

Berger, Mitchell W., & Zachary P. Hyman (2018-2019). The Electoral College: Appendicitis of American Democracy. *Nova Law Review* 43: 111.

Atkins, Tiffany D. (Fall 2018). Amplifying Diverse Voices: Strategies for Promoting Inclusion in the Law School Classroom. *Second Draft* 31(2): 10-14.

Boles, Anastasia M. (Winter, 2018). The Culturally Proficient Law Professor: Beginning the Journey. *New Mexico Law Review* 48(1): 145-172.

Rocklin, Joan M. (2018). Exam-Writing Instruction in a Classroom near You: Why It Should Be Done and How To Do It. *Legal Writing: Journal of Legal Writing Institutions* 22: 189.

Elphick, Liam (2018). Adapting Law Lectures to Maximise Student Engagement: Is It Time to Transform. *Legal Education Review* 28: 1.

Minneti, Jeffrey J. (2018). A Comprehensive Approach to Law School Access Admissions. *University of Maryland Law Journal on Race, Religion, Gender & Class* 18: 189.

- Culver, Leslie P. (2017-2018). White Doors, Black Footsteps: Leveraging White Privilege to Benefit Law Students of Color. *Journal of Gender Race & Justice* 21: 37.
- The Week* (Oct. 19, 2017). Fact Check: The truth about non-Western terror attacks.
- Neale, Thomas H. (Oct. 6, 2017). Electoral College Reform: Contemporary Issues for Congress. *Congressional Research Services*.
- Stand, Palma Joyo (Fall, 2017). We Are All on the Journey: Transforming Antagonistic Spaces in Law School Classrooms. *Journal of Legal Education* 67(1): 176-210.
- Linkins, Jason. (Feb. 6, 2017). Does the Media Fail To Report Terrorism, As Donald Trump Claims? *Huffington Post*.
- Baker, Taifha N. (Fall, 2017). We Can't Breathe: How Top Law Schools Can Resuscitate An Inclusive Climate for Minority And Low-Income Law Students. *Georgetown Journal of Law & Modern Critical Race Perspectives* 9(2): 123-152.
- Florey, Katherine (Winter, 2017). Losing Bargain: Why Winner-Take-All Vote Assignments is the Electoral College's Least Defensible Feature. *Case Western Reserve Law Review* 68(2): 317-395.
- Culver, Leslie P. (Winter, 2017). White Doors, Black Footsteps: Leveraging 'White Privilege' to Benefit Law Students of Color. *Journal of Gender, Race and Justice* 21(1): 37-54.
- Florey, Katherine (2017). Losing Bargain: Why Winner-Take-All Vote Assignment Is the Electoral College's Least Defensible Feature. *Case Western Law Review* 68: 317.
- University of the Pacific Law Review* (2017). Not for Free: Exploring the Collateral Costs of Diversity in Legal Education. 48(4): 887-913.
- Grant, Emily (2017). Beyond Best Practices: Lessons from Tina Stark About the First Day of Class. *Oregon Law Review* 95(2): 397-423.
- Baker, Taifha N. (2017). How Top Law Schools Can Resuscitate an Inclusive Climate for Minority and Low-Income Students. *Georgia Journal of Law & Modern Critical Race Perspectives* 9: 123.
- SpearIt (2016-2017). Not For Free: Exploring the Collateral Consequences of Diversity in Legal Education. *McGeorge Law Review* 48: 887.
- Tsesis, Alexander (2016-2017). Campus Speech and Harassment. *Minnesota Law Review* 101: 1863.
- Del Rosario, Simone (July 27, 2016). Mainstream media ignores terror attacks in non-western countries. Interview with Sean Darling-Hammond. *RT America News*.
- Sullivan, Kevin (Apr. 2, 2016). Media Bias and the Empathy Gap. Interview with Sean Darling-Hammond. *Justlove Radio*.
- Manketab, Hanis (Mar. 29, 2016). Selective sympathy: Why some terror attacks receive more attention than others. *Asian Correspondent*.
- Usman, Elizabeth Adamo (Spring, 2016). Making legal education stick: using cognitive science to foster long-term learning in the legal writing classroom. *Georgetown Journal of Legal Ethics* 29(2): 355-398.
- Usman, Elizabeth Adamo (2016). Making Legal Education Stick: Using Cognitive Science to Foster Long-Term Learning in the Legal Writing Classroom. *Georgia Journal of Legal Ethics* 29: 355.
- Chin, William Y. (2016). Racial Cumulative Disadvantage: The Cumulative Effects of Racial Bias at Multiple Decision Points in the Criminal Justice System. *Wake Forest Journal of Law & Policy* 6: 441.
- Thaler, Jeffrey (2016). Experiential Education in the Classroom: Designing an Administrative Law Practicum Meeting New ABA Requirements and Student Needs. *Maine Law Review* 68(1): 162-183.
- Brown-Nagin, Tomiko (2015-2016). The Mentoring Gap. *Harvard Law Review* 129: 303.
- Merritt, Deborah J. (July 25, 2015). Can We Close the Racial Grade Gap? *Law School Café*.

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MEDIA APPEARANCES AND WRITE UPS

UC Berkeley, Goldman School of Public Policy (Oct. 2019). [Student Profile: Sean Darling-Hammond \(PhD '\)](#).

Lee, Nicole (Nov 30, 2018). Neighborhood Ninjas' scholarship will send little Ninjas to the NNL World Championship. *American Ninja Warrior Nation*.

Gbajabiamila, Akbar (Aug. 21, 2018). Interview with Sean Darling-Hammond. *American Ninja Warrior Podcast*.

Walsh, Mark (Aug. 12, 2015). On "American Ninja Warrior," a Familiar Name from Education. *Education Week*.

Zaretsky, Staci (Aug. 11, 2015). Federal Law Clerk Competes on American Ninja Warrior. *Above the Law*.

Gordon, L.A., & Susan Gluss (April 29, 2014). Eleanor Swift Awardees Fight for Veterans and At-Risk Students. *UC Berkeley Law School*.

TEACHING EXPERIENCE

GRADUATE STUDENT INSTRUCTOR, PUBLIC POLICY 249: STATISTICS FOR PUBLIC POLICY (UC BERKELEY) FALL, 2019

- * Collaboratively developed and refined pedagogy with, and provided in-depth assistance to, professor Avi Feller teaching a course to 40 Masters students covering advanced statistical techniques for analyzing randomized controlled trials, and conducting analyses using observational data including propensity score matching, instrumental variables, regression discontinuity designs, and panel methods. Crafted quizzes, mid-term, and assignments, and created rubric for, and graded, all final papers. Constructed section slides and detailed content reviews, and led weekly sections, including engaging group activities designed to improve comprehension. Provided a guest lecture on my "Intergroup Contact at Work," my article utilizing propensity score matching to discern a causal estimate of the impact of interracial contact in workplaces on racial bias. Awarded the UC Berkeley Award for Outstanding Graduate Student Instructor.

INSTRUCTOR, QUANTITATIVE METHODS FOR PUBLIC POLICY, PPIA SUMMER PROGRAM (UC BERKELEY) SUMMER, 2019

- * Developed a unique pedagogy built on research insights from k-12 education, to help thirty diverse undergraduate students drawn from across the country learn first year's Masters in Public Policy statistics content (covering content from probability theory through multivariate regression, including conducting analyses in Excel and STATA). Developed all lecture, quiz, exam, and homework materials from scratch to ensure alignment with pedagogical goals. Achieved incredible success in student learning, with the lowest performing student achieving a 90% in the class. Received near perfect marks on all categories of instruction in student surveys (available upon request). Currently distilling piloted pedagogy for a journal article regarding transformative statistics instruction.

GRADUATE STUDENT INSTRUCTOR, QUANTITATIVE METHODS FOR PUBLIC POLICY, PPIA (UC BERKELEY) SUMMER, 2018

- * Conducted immersive sections and review sessions which led students to provide nearly perfect marks on all categories in my evaluations, prompting me to apply to become the instructor in the following summer.

OTHER WORK EXPERIENCE

LICENSED TO PRACTICE LAW IN: California (2014), the District of Columbia (2016)

DIRECTOR, BEND IT TO JUSTICE, LLC

APR. 2007 – PRESENT

- * Provide research and consulting services to political, nonprofit, and higher-education clients. Presently, I am working with Stanford Law School and Berkeley Law School, helping their students learn strategies for overcoming the impacts of psychological bias on legal institutions. Past political and nonprofit clients include the 2008 Obama Campaign, 2008 Harry Teague for Senate Campaign, Politics of Trust, and Family Violence Appellate Project.

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RESEARCHER, WESTED, ALAMEDA, CA

MAY. 2018– PRESENT

- * I have headed multiple research review projects, drafting summaries of existing research on a range of topics including restorative justice in k-12 schools, the relationship between school climate and school violence, and juvenile sex offender registries.

EDUCATION LAW AND POLICY CONSULTANT, EDUCATIONCOUNSEL, WASHINGTON DC

MAR. 2017– SEP. 2017

- * Headed expansive research efforts on two large scale projects for the Chan Zuckerberg Initiative
- * Projects focused on improving the Research and Development (R&D) infrastructure in education and helping the k-12 education sector shift from a compliance framework to a continuous improvement framework

EDUCATION / PRO BONO ATTORNEY, HOGAN LOVELLS, WASHINGTON DC

OCT. 2015 – FEB. 2017

- * Managed a team of attorneys to develop strategies in 10 states for expanding housing for homeless families
- * Drafted a Memorandum in Opposition to help a school district successfully oppose a re-segregating petition
- * Researched and wrote a White Paper to help police, policymakers, and practitioners reduce false confessions

LAW CLERK, JUDGE CHARLES DAY, U.S. DISTRICT COURT, GREENBELT, MARYLAND

AUG. 2014 – AUG. 2015

- * Drafted and docketed over two dozen memorandum opinions and letter orders on a variety of civil matters

SUMMER ASSOCIATE, HOGAN LOVELLS, WASHINGTON DC

SUMMER 2013

- * Summarized 4th Amendment and desegregation implications of all 2012-13 Supreme Court cases
- * Provided a nonprofit with legal strategic guidance on how to prevail on a claim under the Voting Rights Act

SUMMER LAW CLERK, PUBLIC ADVOCATES, SAN FRANCISCO, CA

SUMMER 2012

- * Conducted research and drafted memoranda to assist plaintiffs in California's lead education equity case
- * Analyzed over 100 cases to draft a survey of the legal educational rights of students in each of the 50 states

PRESS MANAGER, JOHN KERRY FOR SENATE CAMPAIGN, BOSTON, MA

SEP. 2008 – NOV. 2008

- * Coordinated media operations and communicated directly with press entities
- * Produced in-depth opposition research and press releases
- * Helped develop innovative media strategy culminating in sweeping victories in primary and general elections

DIRECTOR OF RESEARCH, HATTAWAY COMMUNICATIONS, WASHINGTON DC

APR. 2006 – SEP. 2011

- * Led in-house team that conducted research to mobilize the public, media, and policymakers
- * Managed projects for high profile clients, including the Gates Foundation, Ford Foundation, National Democracy Institute, American Federation of Teachers, Center for Global Development, and USAID
- * Led team that developed messages to reframe the mortgage and credit crisis (encouraging policymakers to pass the Dodd–Frank Consumer Protection Act)
- * Led team that persuaded “difficult to count” communities to participate in the 2010 Census (contributing to record-breaking Census participation)

LANGUAGES • INTERESTS • ASSOCIATIONS

LANGUAGES:

- * Spanish: Fluent. Have conducted qualitative research entirely in Spanish.
- * Japanese: Conversant. Language certificate awarded by Harvard University (2006).
- * Tamil: Beginner to intermediate. Earned A+ in Tamil 1A at UC Berkeley (2019).

INTERESTS: I have competed on NBC’s American Ninja Warrior for the past five years. On the show, I am the “Giving Ninja” and I donate every dollar I win. I am a four-time national finalist. I also enjoy improvisational jazz drumming and rock climbing around the world with my wife.

ASSOCIATIONS:

- * Board Member, [Camp Common Ground](#) – Camp Common Ground brings diverse students together for a transformative summer which helps them deepen their empathy, both generally and for the various social

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groups that comprise our diverse society. As a board member, I provide research support to help the organization ensure its work is achieving its intended positive impact on students and society.

- * Former Co-President, [Neighborhood Ninjas](#) – Nurtured an organization that helps low-income children throughout the country gain access to ninja warrior coaching and competitions to help them learn to overcome obstacles, on the course and life.
- * Founding Board Member, [The Associates Committee](#) – While practicing as an attorney, I was an inaugural member of the group, which pools attorneys' resources to provide funding to nonprofits that expand opportunity for at-risk populations.