

Daniel Hamlin
University of Oklahoma
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APPOINTMENTS

- 2018-present Assistant Professor, Department of Educational Leadership and Policy Studies, University of Oklahoma
- 2017-2018 Postdoctoral Fellow, Program on Education Policy and Governance, Kennedy School of Government, Harvard University

EDUCATION

- PhD University of Toronto, Ontario Institute for Studies in Education (OISE)
Educational Leadership and Policy
- MA Sejong University, Seoul
Asian Studies
- BA Michigan State University, East Lansing
Finance

PEER REVIEWED JOURNAL ARTICLES

- Hamlin, D.** (in press). Flight to safety in deindustrialized cities: Perceptions of school safety in charter and public schools in Detroit, Michigan. *Education and Urban Society*.
- Hamlin, D.** (2017). Are charter schools safer in deindustrialized cities with high rates of crime? Testing hypotheses in Detroit. *American Educational Research Journal*, 54(4), 725-756.
- Hamlin, D.** (2017). Parental involvement in high choice inner cities: A comparison of charter and public schools in Detroit. *Urban Education*. Advance online publication. doi: 10.1177/0042085917697201
- Hamlin, D.** (2017). "The types of kids we get are different" The characteristics of school choosers in Detroit, Michigan. *Journal of School Choice*. Advance online publication. doi.org/10.1080/15582159.2017.1393305
- Hamlin, D. & Flessa, J.** (2016). Parental involvement initiatives: An analysis. *Educational Policy*. Advance online publication. doi: 10.1177/0895904816673739

Hamlin, D., & Davies, S. (2016). Toronto: A new global city of learning. *London Review of Education*, 14(2), 186-198.

Sá, C., & **Hamlin, D.** (2015). Research use capacity in provincial government. *Canadian Public Administration*, 58(3), 468-486.

MANUSCRIPTS UNDER REVIEW

Hamlin, D. Do homeschooled students have opportunities to acquire cultural capital? Evidence from a nationally representative sample of American households.

Li, A., & **Hamlin, D.** Is parental help with homework harmful? Reexamining national data with heterogeneous effects models.

Hamlin, D. & Cheng, A. Parental empowerment, involvement, and satisfaction across four organizational contexts: An analysis of public, charter, Catholic, and Christian schools.

RESEARCH REPORTS & PROGRAM EVALUATIONS

Hamlin, D. & Peterson, P. (2018). *Have states maintained high expectations for student performance? An analysis of 2017 state proficiency standards*. Education Next, (4).

Peterson, K., & **Hamlin, D.** (2017). *Career and life planning in schools*. Toronto, ON: People for Education.

Hamlin, D., & Davies, S. (2016). *Evaluation of the 2014-2015 Parents Reaching Out Grants*. Toronto, ON. Report prepared for the Ontario Ministry of Education, Toronto, ON

Hamlin, D., Cameron, D., & Watkins, E. (2016). *Ontario's guidance counselors: Spread thinly in an environment of growing expectations*. Toronto, ON: People for Education.

Hamlin, D., Kidder, A., Parekh, G., Peterson, K., Priess-Klassen, M., & Watkins, E. (2016). *The geography of opportunity: What's needed for broader student success*. Toronto, ON: People for Education.

Hamlin, D., & Cameron, D. (2015). *Applied or academic: High impact decisions for Ontario's students*. Toronto, ON: People for Education.

Hamlin, D., & Kidder, A. (2015). *Guiding students to success: Ontario's school guidance programs*. Toronto, ON: People for Education.

Cyr, D., Gallagher-MacKay, K., Hagen, D., **Hamlin, D.**, & Kidder, A. (2015). *The gap between policy and reality: Annual report on Ontario's publicly funded schools*. Toronto, ON: People for Education.

BOOK CHAPTERS & OTHER PUBLICATIONS

- Hamlin, D.** (2018). Publicly funded charter schools with religious ties. In W. Jeynes. (Ed.). *The Wiley Handbook of Christianity and Education*. Wiley Blackwell.
- Hamlin, D.** (2018). Review of *The Ambitious Elementary School: It's conception, design, and implications for educational equality* by Elizabeth McGhee Hassrick, Stephen W. Raudenbush, and Lisa Rosen. *Education Next*.
- Hamlin, D., & Sá, C.** (2015). *Three things to know about research use capacity in provincial governments*. Toronto, ON: Institute of Public Administration Canada (IPAC).
- Hamlin, D.** (2014). Review of *Broken compass: Parental involvement in children's education* by Keith Robinson and Angel L. Harris. *Journal of Child and Family Studies*, 23(8), 1519-1520.

RESEARCH GRANTS

2017	National Science Foundation / AERA	\$20,000
2016	Ontario Ministry of Education	\$14,000
2016	Mathematic of Information and Complex Systems	\$30,000
2015	Mathematic of Information and Complex Systems	\$15,000

HONORS & AWARDS

2018	Bradley Fellowship, Harvard University
2018	Leithwood Award: Outstanding Thesis of the Year, Univ. of Toronto
2017-18	Postdoctoral Fellowship, Harvard University
2017	Governor General's Gold Medal Nominee, University of Toronto
2013-2017	International Student Graduate Scholarship, University of Toronto

TEACHING AWARDS

2018	Derek Bok – Award for Excellence in Teaching, Harvard University (4.8 / 5.0 on student evaluations)
2007-2012	Outstanding Lecturer, Sejong University (12 awardees for over 700 lecturers)

REFERREED CONFERENCE PRESENTATIONS

- Hamlin, D. (2018). Flight to safety in deindustrialized cities: Perceptions of school safety in charter and public schools in Detroit, Michigan. American Educational Research Association (AERA), New York, NY.

- Hamlin, D. (2018). Is parental help with homework harmful? Reexamining national data with heterogeneous effects models. American Educational Research Association (AERA), New York, NY.
- Hamlin, D. & Li, A. (2018) Is Daily Parental Help with Homework Harmful? American Sociological Association (ASA), Philadelphia, PA.
- Hamlin, D. (2017). What factors enable school choice among demographically similar parents in inner cities? American Educational Research Association (AERA), San Antonio, Texas.
- Hamlin, D. (2017). Parental involvement in high choice inner-city settings: A mixed methods comparison of charter and public schools in Detroit. American Educational Research Association (AERA), San Antonio, Texas.
- Hamlin, D. (2016). A cross-context analysis of over 11,000 school-based parental involvement initiatives. American Educational Research Association (AERA), Washington DC.
- Hamlin, D. (2016). An investigation of safety in Detroit's charter and public schools. American Educational Research Association (AERA), Washington DC.
- Hamlin, D. (2015). Research use: The role of capacity, relationships, and leadership. American Educational Research Association (AERA), Chicago.
- Hamlin, D. (2015). A descriptive analysis of 12,000 parental involvement initiatives. Canadian Society for the Study of Education (CSSE). Ottawa, Canada.
- Hamlin, D. (2015). Parental involvement policy in Canada. Comparative and International Education Society (CIES). Washington D.C.
- Hamlin, D. & Kidder, A. (2015). Career and guidance counseling in Ontario's K-12 system. Cannexus: National Career Development Conference. Ottawa, Canada.
- Hamlin, D. (2014). Research use and higher education policymaking. Association for the Study of Higher Education (ASHE), Washington D.C.

TEACHING AND ADMINISTRATION

- 2018 – present **University of Oklahoma**
Instructor, Policy Planning and Planning (PhD & EdD)
- 2017 **Harvard University, Kennedy School of Government**
Teaching Fellow, The Politics of American Education (BA)
- 2015-2017 **University of Toronto, Ontario Institute for Studies in Education**
Instructor, Research Literacy in Ed. Leadership and Policy (Phd & EdD)
Teaching Assistant, Intermediate Statistics and Research Design (MA & PhD)

Teaching Assistant, Introduction to Applied Statistics (MA & PhD)

2012 **Angelo State University & Sejong University**
Instructor, History of the United States to 1865 (BA)
Instructor, History of United States: 1865 to present (BA)

2009-2011 **Sejong University**
Director of International Affairs

SERVICE & PROFESSIONAL ACTIVITIES

2018-present **Editorial Board** *International Journal of Education Policy and Leadership*

2017-present **Ad Hoc Reviewer** *Sociology of Education; Urban Education*
Educational Policy; American Sociological Review
Peabody Journal of Education

2015-2018 **Session Chair & Reviewer** American Educational Research Association (AERA):
Division L, Family, School, Community Partnerships
Special Interest Group, and Charters and School
Choice Special Interest Group

2014-2016 **Students' Assoc. Vice Chair** Leadership, Higher, and Adult Education Department,
University of Toronto

2014 **Conference Organizer** Comparative & International Education Society

2008-2013 **Faculty Advisor
Faculty Mentor** Youth Leadership Initiative, Sejong University
Faculty-Student Mentoring Program, Sejong
University

2013-present **Affiliations** American Educational Research Association (AERA)
University Council for Educational Administration
(UCEA); American Sociological Association (ASA)
Association for the Study of Higher Education
(ASHE); Comparative and International Education
Society (CIES); Family Involvement Network of
Educators (FINE)

2011-2012 **Professional
Teaching
Certification** University of West Florida

SPEAKING INVITATIONS

Invited Speaker, Education Policy Colloquia Series, Harvard University, April 10, 2018.
“The performance of charter schools on non-tested outcomes.”

Invited Speaker, Committee on Education, University of Chicago, Nov. 7, 2017. “Are charter schools safer in cities with high rates of crime?”

Invited Speaker, Urban Education, University of Toronto, Feb. 27, 2017 “The politics of charter schools.”

Invited Speaker, Collaborative Education Policy Program, University of Toronto, Nov. 9., 2016 “Charter school reform in deindustrialized cities.”

LANGUAGES

Korean	Fluent (Level IV, Test of Proficiency in Korean)
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