Stanford



Seth Walker

Postdoctoral Scholar, Education

Curriculum Vitae available Online

Bio

BIO

Seth Walker is a postdoctoral scholar at Stanford SCALE Initiative whose research focuses on education policy, financial aid, and educational opportunity across K-12 and postsecondary systems. His work examines how educational policies and financial incentives shape student success and early-career labor market outcomes. His research interests include financial aid policy, teacher labor markets, advanced learning opportunities, and educational interventions aimed at improving student outcomes.

PROFESSIONAL EDUCATION

- Bachelor of Science, James Madison University (2020)
- Doctor of Philosophy, Michigan State University (2026)
- Master of Arts, Michigan State University (2022)
- Bachelor of Music, James Madison University (2020)
- PhD, Michigan State University , Economics (2026)
- MA, Michigan State University , Economics (2022)
- BS, James Madison University , Economics (2020)
- BM, James Madison University , Music Performance (2020)

STANFORD ADVISORS

- Susanna Loeb, Postdoctoral Faculty Sponsor

LINKS

- Personal Site: https://www.sethwalker.org/

Research & Scholarship

RESEARCH INTERESTS

- Achievement
- Economics and Education
- Educational Policy
- Elementary Education
- Equity in Education
- Higher Education

- Secondary Education
- Teachers and Teaching

CURRENT RESEARCH AND SCHOLARLY INTERESTS

My research focuses on how educational policies and financial incentives shape educational access, student success, and early-career outcomes. Broadly, I study how policy design impacts a range of student outcomes across both K-12 and postsecondary systems.

A central area of my research examines financial aid policy. Specifically, I study how the structure, stability, and composition of financial aid packages affect student academic progress, major choice, and transitions into the labor market. This work explores how policies intended to support college access can also shape educational choices and longer-run outcomes in ways that are not always immediately visible through traditional measures such as graduation rates alone.

My work also examines broader education policy questions related to teacher labor markets, advanced learning opportunities, and educational interventions aimed at improving student outcomes. This includes research on student loan forgiveness and teacher retention, access to gifted and talented education, statewide literacy initiatives, and learning recovery following the COVID-19 pandemic.

Methodologically, my research relies on applied econometrics and quasi-experimental methods to generate policy-relevant evidence that can inform educational practice and decision-making. I am particularly interested in research that bridges rigorous empirical analysis with practical policy questions and contributes to evidence-based approaches to improving educational systems.

Publications

PUBLICATIONS

- **Financial Aid Package Composition and Postsecondary Outcomes for Low-income Students: Evidence from the Spartan Advantage Program** *EDUCATION FINANCE AND POLICY*
  Walker, S.
  2026; 21 (2): 204-236
- **Measuring teacher effectiveness for gifted and talented students** *ECONOMICS OF EDUCATION REVIEW*
  Walker, S., Imberman, S., Strunk, K.
  2025; 109
- **The Path of Student Learning Delay During the COVID-19 Pandemic: Evidence from Michigan** *Education Finance and Policy*
  Strunk, K., Kilbride, T., Imberman, S., Walker, S., Yu, D., Hopkins, B.
  2025