

# Postdoctoral Research Fellow Position with the Adult Literacy Research Center



Nearly 43 million U.S. adults (roughly 20 percent) may have literacy skill gaps that make full participation in economic and civic life more difficult. The nation needs researchers with strong methodological and empirical skills to improve our knowledge of and innovations for this highly-diverse population. Our postdoctoral program at the Adult Literacy Research Center (ALRC) will provide you with opportunities to refine your skills and knowledge and to lead the next generation of research for adults. The ALRC, an interdisciplinary center in Georgia State University's College of Education & Human Development, includes 18 faculty who conduct funded research and are uniquely prepared to train the next generation of adult literacy researchers in multiple content areas, population-specific nuances, advanced methodology and the translation of research to practice/policy. As a result of this training, postdoctoral fellows will be prepared to conduct research on adult samples drawn from different education settings, communicate across fields and with technical and nontechnical audiences and help inform policy and practice relevant to the large portion of the U.S. population who struggles with basic literacy. Learn more about this fellowship at [education.gsu.edu/alrc-postdoc](http://education.gsu.edu/alrc-postdoc).

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**Adult Literacy Research Center**



**Georgia State University's College of Education & Human Development**

is located in the Atlanta metropolitan area. To learn more about what the college has to offer, visit [education.gsu.edu](http://education.gsu.edu).

The College of Education & Human Development and the Adult Literacy Research Center value cultural and intellectual diversity, and continually strive to foster a welcoming and inclusive environment. We are especially interested in applicants who can strengthen the diversity of the academic community, including individuals who come from non-traditional pathways and those who may bring a unique lens to issues.

## About the Position

The ALRC is excited to welcome fellows of all backgrounds to apply for this position. The postdoctoral fellowship includes a stipend (\$60,000 per year), a stipend of up to \$2,200 for fringe benefits (including health and dental insurance), a travel budget (to include annual meetings in Washington, D.C.), and a research support stipend to cover independent projects, dissemination work, supplies, etc.

## Position

Positions will be for up to two years, with an anticipated start date in Fall 2021.

## Eligibility

- An interest in understanding and improving literacy outcomes for adults (16-years old+) with skill gaps
- A doctoral degree in fields relevant to adult learning and literacy, such as educational/developmental/cognitive psychology, linguistics, adult and life-long learning, and statistics/research methods
- Graduation from an academic institution in the U.S. (including its territories) that confers doctoral degrees in fields relevant to adult learner research
- U.S. citizenship or permanent resident status

## Application

- Two-page (single-spaced) personal statement addressing research background, future career goals, knowledge of adult learner population and interest in topics relevant to adult literacy and adult learners
- Supporting materials, including academic transcripts, curriculum vitae, scholarly paper example and three letters of recommendation

Please submit your application to [GPAL@gsu.edu](mailto:GPAL@gsu.edu). Selected applicants will receive follow-up information about virtual interviews and if pandemic conditions permit, a potential on-campus interview.

## Fellowship Overview

The ALRC seeks fellows interested in building on their existing skills to engage in hands-on research training and mentoring to improve knowledge about and outcomes for adults with low literacy. Fellows will conduct studies and publish articles in high-impact research journals in fields such as reading, adult education, psychology and applied linguistics. Fellows will corroborate on existing projects, develop independent research agendas, and build professional skills including grant-writing and dissemination at conferences and in peer-reviewed publications. ALRC fellows will be well-poised to serve in research positions at universities, nonprofit or for-profit research institutions (e.g., ABT Associates, MDRC and the American Institutes for Research), government agencies and advocacy organizations.



Our fellowship program will be housed in the ALRC in Georgia State University's College of Education & Human Development. The center has a diverse group of 18 affiliate faculty and 25 student members who represent disciplines of educational psychology, psychology, nursing and health professions, learning sciences, economics, applied linguistics, evaluation and research, English and public health. As a result of the ALRC's multidisciplinary nature, fellows will receive interdisciplinary training to conduct research on adult learners.

### ALRC Research Mentors

**Dr. Daphne Greenberg** is a distinguished university professor in the Department of Learning Sciences, a leading expert in adult literacy, principal investigator of the Center for the Study of Adult Literacy and the ALRC's director.

**Dr. Elizabeth Tighe** is an assistant professor in the Department of Psychology with a joint appointment in the Department of Learning Sciences. She is the ALRC's assistant director and specializes in reading development, adult literacy, latent variable modeling and individual differences in reading comprehension skills.

**Dr. Sarah Carlson** is an assistant professor in the Department of Learning Sciences. She specializes in the psychological foundations of education, learning and cognition and the

cognitive processes of reading comprehension through various aspects of assessment.

**Dr. Scott Crossley** is a professor in the Department of Applied Linguistics and has a joint appointment in the Department of Learning Sciences. He specializes in natural learning processing, learning analytics and linguistics.

**Dr. Kathryn McCarthy** is an assistant professor in the Department of Learning Sciences. She specializes in discipline-specific comprehension processes, applied cognition and technology-based approaches for studying and supporting literacy.

**Dr. Joseph Magliano** is a professor in the Department of Learning Sciences. He specializes in assessment, reading comprehension, distinct student skill profiles and writing.