

Holly Lane, Ph.D., is a professor of special education at the University of Florida (UF) and the founding director of the UF Literacy Institute (UFLI), a university-based center focused on reading. Her area of expertise is literacy, including the prevention of reading difficulties through effective early instruction; the remediation of literacy skills for students with dyslexia; methods for helping preservice and practicing teachers develop the knowledge and skills they need to be effective reading teachers and interventionists; and making research-based practices, especially those related to foundational reading skills, accessible to classroom teachers

Lane's published works include numerous peer-reviewed articles, books, and book chapters. Most notable of these is *UFLI Foundations: An Explicit & Systematic Phonics Program* (Lane & Contesse, 2022). This book is a culmination of more than 20 years of research on effective reading instruction and teacher support. It serves as both a textbook for reading courses and as a phonics program for children. Since its August 2022 release, more than 630,000 educators have obtained the UFLI Foundations manual. It is currently being used in every state, as well as in 110 other countries. The program is making a significant impact on student reading development (Lane et al., 2025).

Her expertise has made Dr. Lane a well-regarded and sought-after voice in local, state, national, and international literacy efforts. For example, she has served on numerous advisory boards and executive committees, and she has provided extensive service as expert reviewer on grant review panels for the US Department of Education. She has been tapped to serve as an expert contributor for organizations such as the National Center on Improving Literacy, the National Comprehensive Center Network, the Evidence Advocacy Center, and the Aspen Institute. She serves on the Advisory Boards of the Kentucky Reading Research Center and the Mebane Early Literacy Center at the University of North Carolina-Charlotte. She also guided the development of state standards for reading in Florida and Arkansas.

UFLI's work resides at the intersection of teacher development and reader development, and its efforts are guided by the belief that strong teachers build strong readers. Teachers in all 50 states, every Canadian province, and 110 other countries are using UFLI resources. UFLI has provided professional development experiences for many thousands of teachers, reaching educators worldwide.

Since its inception, UFLI faculty, staff, and students have conducted research on effective reading instruction, and used their findings to create free and low-cost resources to help educators increase their knowledge and skills. Due to these efforts, UFLI is uniquely positioned to bridge the research-to-practice gap and increase student reading proficiency by providing teachers the resources and training they need to be effective.