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I am honored to be nominated for LRA's Board of Directors. Over the course of my career, LRA has come to be my academic home, a place where thoughts and ideas about literacy can be shared, allowing us to grow as professionals.

My primary focus in literacy learning is on ensuring equity in public schools, an emphasis that arose while working as a substitute teacher for the Boston Public Schools and, later, as an Adult Basic Education Instructor. This focus has continued for over 30 years, leading me to my current position at Purdue University and is central to my research, teaching, and service. I consider education to be a primary tool for empowerment and literacy to be a key means of aiding individuals in developing their independence as learners. Given the structure of our society, I would argue that education has the potential to provide individuals access to what Lisa Delpit refers to as the "power code" and view literacy as an essential component in this process.

My own line of research has focused primarily on fluency development and includes its theoretical underpinnings as well as ways to inform effective assessment and classroom practice. As part of this work, I completed a major review of the theoretical accounts of reading fluency as well as those studies designed to facilitate fluent reading. This served as the basis of a paper for the *Journal of Educational Psychology* (reprinted in two editions of *Theoretical processes and models*) with Steven Stahl and work on a multisite grant, *The Development of Fluent and Automatic Reading: Precursor to Learning from Text*. Given the issues that arose in many schools in terms of fluency instruction, my colleagues, Paula Schwanenflugel and Elizabeth Meisinger, and I undertook an additional review for *RRQ*, that looked at how fluent reading came to be seen as an equivalent of speeded word recognition in many classrooms and how that conceptualization could be broadened.

At present, I am looking at the relationship between fluency, vocabulary, comprehension. As part of this effort, I am undertaking a small Spencer grant designed to ensure all readers have access to the vocabulary and conceptual knowledge necessary to succeed in our information-rich society. I am also co-editing a book, *Developing conceptual knowledge through oral and written language: Ensuring the success of all students*, with Miriam Jean Dreher which explores these conceptual questions from a broad range of perspectives. My other books, *Developing fluent readers: Teaching fluency as a foundational skill* (edited with Paula Schwanenflugel), *The hows and whys of fluency instruction*, and *Fluency in the classroom* (co-written with Lorell Levy), have focused on connecting research to practice. Additionally, I have published in a number of journals (e.g., *JAAL*, *JEP*, *JLR*, *RT*, *RRQ*), have contributed chapters to several edited works (e.g., five of the six editions of *Best practices in literacy instruction*), and other publications (e.g., *Reading Today Online-Research Blog*; *Psychology of classroom learning: An encyclopedia*). Similarly, I have presented regularly at international and national literacy and educational conferences (LRA, ILA, AERA, SSSR) as well as at regional and local settings. I am also completing my three-year term on ILA's Literacy Research Panel and review for multiple journals and conferences. I believe it is important to note that much of my work has been undertaken collaboratively.

In terms of service to LRA, I have been actively involved in the organization since attending it as my first national conference as a doctoral student. I have regularly reviewed for the conference (AERAs 2, 5, and 8), the yearbook, and JLR, have been a chair and a discussant, was a member of the NRC Ad-Hoc Name-Change Committee and the Nominations Committee for the Board, was chair of the Edward B. Fry Book Award, AERA chair for AERA 5, and received the Early Career Achievement Award in 2005. In fact, I feel I have not only grown at LRA, but have grown up here, going from a young, awe-inspired graduate student to a senior member of our community, one who is still awe-inspired by the breadth and depth of knowledge that is present every time I attend.

I am very excited about the possibility of continuing to contribute to LRA as a member of the Board of Directors. I have had the opportunity to work across a broad range of educational settings; whatever the setting, however, I have always found there to be a strong commitment to justice and equity. LRA is no exception. While there are a range of voices in our organization, there is also a recognition that we are able to learn from one another's experiences and that we are stronger as a field and an organization when we share our varying perspectives.

I believe that we have made gains in terms of diversifying our organization and, as a board member, I will support the current initiatives for continuing our progress in this area. However, I would also want to look at the ability of younger scholars and others in the field of education—who often have limited funding for travel—to attend our annual meeting, especially given the cost of a number of the locations selected in recent years (which, while lovely, have also been expensive, difficult to get to, and have had limited options in terms of less-costly, nearby hotels). I am also particularly interested in exploring ways to bring our understanding of literacy and education more fully into the public discourse and to work with the board and standing committees to ensure that our members' knowledge be better disseminated through media outreach (both social and traditional venues) and dialogue focused on the creation of greater equity and literacy opportunities in our schools. If elected, I will do my best to ensure we continue our focus on becoming increasingly open as an organization, while simultaneously working on expanding our outreach in terms of the contribution we can make to the broader discussion of meaningful literacy learning in our public schools.