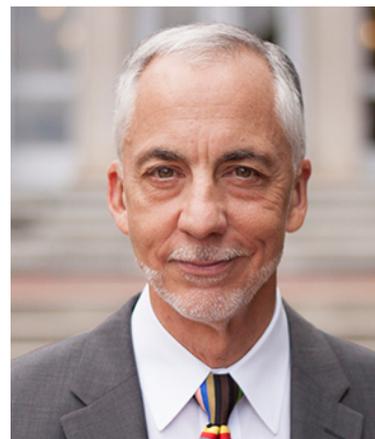


Thomas A. Angelo, EdD

Tom Angelo serves as founding Executive Director of the *Center for Innovative Pharmacy Education & Research (CIPhER)*, and Clinical Professor of Educational Innovation and Research at the UNC Eshelman School of Pharmacy in the University of North Carolina at Chapel Hill.



Prior to UNC, he had served – often concurrently – as a faculty member, faculty developer, academic administrator and/or researcher at several institutions, including: Harvard University, the University of California-Berkeley, Boston College, the American Association for Higher Education (AAHE), Victoria University of Wellington (New Zealand), and La Trobe University (Melbourne, Australia).

Tom has directed seven university teaching and learning centers, five of which he also designed and founded. Throughout, he has continued to teach students. He has designed and taught undergraduate courses in political science, first-year composition, teacher education, and introductory statistics, as well as postgraduate courses in applied linguistics, assessment and evaluation, effective teaching strategies, and higher education. He currently directs a year-long Teaching Certificate program for post-graduate pharmacy residents.

Tom has consulted on curriculum design, assessment, effective teaching and learning improvement in 17 countries, in all 50 of the United States and Puerto Rico, for more than 65 higher education associations/ systems, and nearly 300 postsecondary institutions. He has also served as invited keynote/featured speaker at more than 90 higher education conferences nationally and internationally.

Tom has been awarded international fellowships from the *Fulbright Program* (Italy), the *Gulbenkian Foundation* (Portugal), the *Carrick Institute for Learning and Teaching in Higher Education* (Australia), and the *Higher Education Research and Development Society of Australasia* (Australia & New Zealand).

His current research and development interests focus on formative assessment, curriculum design and redesign, student learning goals and time-use, and the evaluation of professional program outcomes.

Among his four books and more than three dozen articles, Tom's best-known publication remains *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd Edition* (with K. Patricia Cross, 1993), with more than 100,000 copies in print.

Tom Angelo earned his BA with Honors in government from California State University at Sacramento, Master of Arts in political science and a Master of Education in applied linguistics – both from Boston University – and his doctorate from Harvard University's Graduate School of Education.