



**CATME**  
SMARTER Teamwork

- Prepares students to function effectively in teams
- Supports faculty in managing student teams' experiences
- Web-based & free for use in higher education

[www.CATME.org](http://www.CATME.org)

## Team-Maker

Assigns students to teams using instructor-specified criteria selected from a list of questions or written by the instructor.

## Peer Evaluation

Collects and summarizes student self- and peer evaluations. Provides feedback to students and data to the instructor.

## Rater Calibration

Teaches students to rate accurately and increases their understanding of how to be an effective team member.

## Meeting Support

Provides templates for team charters, meeting agendas, and meeting minutes.

## Teamwork Training

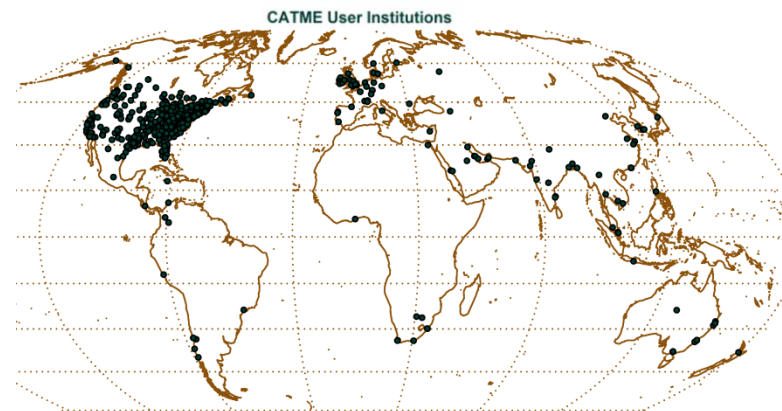
Trains students to work in teams by providing information, demonstration, practice, and feedback (in development).



**The CATME model of teamwork has five dimensions, shown above.**

## CATME users

CATME has been free for academic use since 2003. The system is used by over 4,500 faculty at more than 850 institutions in 54 countries. More than 220,000 students have used the system.



## CATME helps instructors to:

- Gather information from students and provide feedback to students.
- Understand their student teams' processes, team-members' contributions, and students' perspectives on their experience.
- Be aware of problems occurring in their students' teams
- Hold students accountable for contributing to their teams.
- Use best practices when managing student team experiences.

Learn about the project history, publications, presentations, meeting support templates, contact information, and how to start using CATME Team Tools at [www.CATME.org](http://www.CATME.org).

## Awards recognizing CATME and related scholarship



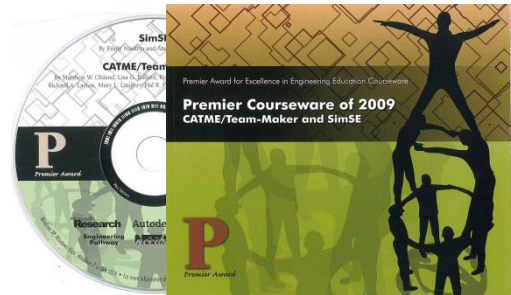
**The Maryellen Weimer Scholarly Work on Teaching and Learning Award (2013)** recognizes outstanding scholarly contributions with the potential to advance college-level teaching and learning

practices. The award recognized the paper “The Comprehensive Assessment of Team Member Effectiveness: Development of a Behaviorally Anchored Rating Scale for Self and Peer Evaluation” published in *Academy of Management Learning & Education* in December 2012 and awarded at The Teaching Professor Conference, New Orleans, May 31–June 2, 2013.



**The MED Best Symposium in Management Education and Development Award (2011)** is sponsored by McGraw Hill/Irwin for the symposium at the Annual Meeting of the Academy of Management that offers the most significant contribution to advance management education and development. It was awarded to Misty L. Loughry, Matthew W. Ohland, David J. Woehr, Eric Lamm, Antoaneta Petkova, Timothy M. Madden, and Mark E. Collins for “Team-Based Learning and Peer Evaluation in Management Education: Issues, Challenges, and Solutions” in Antonio, TX, August 12–16, 2011.

**The Premier Award for Engineering Education Courseware (2009)** is an international award for non-commercial courseware that enhances engineering education. It was awarded by NEEDS & Engineering Pathway to the development team of Comprehensive Assessment of Team Member Effectiveness (CATME) and Team-Maker at the 2009 Frontiers in Education Conference in San Antonio, TX, October 18–21, 2009.



### Citations for CATME Peer Evaluation

Ohland, M.W., Loughry, M.L., Woehr, D.J., Finelli, C.J., Bullard, L.G., Felder, R.M., Layton, R.A., Pomeranz, H.R., & Schmucker, D.G. (2012). The Comprehensive Assessment of Team Member Effectiveness: Development of a Behaviorally Anchored Rating Scale for Self and Peer Evaluation. *Academy of Management Learning & Education*, 11 (4), 609–630.

Loughry, M.L., Ohland, M.W., & Moore, D.D. (2007.) Development of a Theory-Based Assessment of Team Member Effectiveness. *Educational and Psychological Measurement*, 67 (3), 505–524.

### Citation for CATME Team-Maker

Layton, R.A., Loughry, M.L., Ohland, M.W., & Ricco, G.D. (2010). Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education*, 2 (1), 1–28.

