Generative AI TAR Fellows receive a $5000 award and copious in-kind support from a team of Eberly Center colleagues to:

- design and implement a teaching innovation using a generative AI tool in a Spring, Summer, or Fall 2024 CMU course;
- measure the impacts of the innovation on student learning; and disseminate findings at CMU and beyond.

Fellows also participate in a special interest group of instructor-scholars and meet several times during the lifecycle of their project to build a CMU community of practice and share lessons learned regarding implementation and the student experience. A proposed teaching innovation using a generative AI tool can be small in scale, focused on one or more classroom activities or assignments. Innovations do NOT require development of new tools.

Participation in the TAR Institute is an excellent opportunity to explore potential applications and study designs that would jump-start a proposal (but not required for consideration).

Eligibility
- All CMU instructors of record (faculty, staff, postdoc, graduate students) teaching on Pittsburgh or Doha campuses are eligible to apply.
- Prior experience with generative AI or educational research is NOT required.
- Generative AI TAR projects must be implemented in a Spring 2024, Summer 2024, or Fall 2024 course with an expected minimum enrollment of 10 students.

Application and Submission
To apply, fill out this short Google Form, which includes the following questions:

- Describe your experience with and interest in Generative AI tools. Note: prior experience is NOT required.
- What course does your project target?
- Who are your students? How many do you expect to enroll?
- What specific question do you hope to answer about generative AI and student outcomes, with Eberly Center help?
- Describe your proposed research project. What Generative AI tool will you plan to use and how? What parts of your course are impacted?
- How might your use of generative AI enhance student learning?
- How might this use of generative AI enhance equity in your course (e.g. support students with different levels of preparation or academic backgrounds, address differences in student outcomes, etc.)?
- What student course work could you use as data to answer your question?
- What are other ways you could measure impacts on students?
- How could you include a control condition or comparison group (within a semester or across two semesters) to help measure impacts?
- How will this fellowship and working with the Eberly Center benefit you professionally?
- How would completing this project benefit colleagues teaching in your discipline and beyond?
- What are the major milestones of the project and your timeline for completing them (with Eberly Center help)?

If you have questions about the application or the fellowship, email eberly-assist@andrew.cmu.edu. We encourage you to request a consultation on your project idea prior to submitting a proposal. Eberly colleagues can meet with each applicant once before the due date. We will not review actual proposals, but can discuss the requirements, try to answer your questions, and provide feedback on your ideas for research questions, teaching strategies, and/or plans for measuring impacts.