MEF UNIVERSITY A POLICY



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Executive Summary

By positioning itself as Türkiye's first Artificial Intelligence (AI) Integrated University, MEF University aims to lead the transformative impact of rapidly developing and proliferating AI technologies in higher education. The document primarily develops fundamental policies for the appropriate and ethical use of AI. In creating these policies, reference has been made to the laws and strategic documents of the Republic of Türkiye as well as the laws and documents of international organizations such as the OECD and the EU. The document then comprehensively defines how MEF University will integrate AI into education, research, and administrative processes.

In the field of education, faculty members are encouraged to integrate AI technologies into the curriculum, assessments, and teaching, while students are supported in using AI as a learning tool. The research area also provides detailed explanations of how faculty members can use AI. In administrative processes, the use of AI is planned to increase efficiency, improve the student experience, and manage resources more effectively. The policy thoroughly addresses the appropriate and ethical use of AI in all these processes and serves as a guiding framework that can set an example for other higher education institutions.

To ensure the effective implementation and oversight of the AI Policy document, an AI Committee comprising experts and stakeholders from various disciplines has been established by the University Senate. This comprehensive policy will be implemented university-wide starting from the 2024-2025 Academic Year and will be regularly updated according to developments.

1. Purpose and Scope

Recently, the development of various Artificial Intelligence (AI) sub-technologies, particularly Generative AI, has brought AI technologies—once limited to a select group of users—to the masses. With AI expected to develop even more rapidly in the coming years and Artificial General Intelligence projected to enter our lives within 5-10 years, these technologies will likely expand their scope, become integral to our daily lives—potentially as common as a student using a computer—and significantly impact how we learn, teach, conduct research, and work.

Recognizing the profound implications of AI's widespread adoption, MEF University, positioning itself as Türkiye's first AI-Integrated University, is committed to leading this transformation. Our policy trailblazes a new path in higher education by clearly defining how AI will be integrated into teaching, learning, research, and administrative processes and aiming to ensure that every MEF University graduate from all programs is equipped to begin their career with AI-enhanced skills and a deep understanding of how to position AI in their profession. Moving forward, MEF University is committed to developing and using AI technologies within the principles outlined in this policy.

To ground our approach in a globally recognized framework, we adopt the definition of Al systems articulated by the Organisation for Economic Co-operation and Development (OECD) and adapted by the European Union (EU)¹: "An Al system is a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Different Al systems vary in their levels of autonomy and adaptiveness after deployment."²

This document, first published in March 2024 and set to be regularly reviewed by the MEF University AI Committee, will be updated in parallel with developments in AI technologies. This is the second version of the document.

2. Foundational Policies

2.1. Values, Ethical Principles and Security Framework

2.1.1. MEF University, in alignment with Türkiye's National Artificial Intelligence Strategy 2021-2025³, has adopted the human-centered AI principles set by OECD, G20, EU, and UNESCO and is

https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:L_202401689.

¹ European Union. (2024). Regulation (EU) 2024/1689 of the European Parliament and of the Council of 25 July 2024 on AI governance. Retrieved from

² OECD. (2019). OECD AI principles. Retrieved from <u>https://oecd.ai/en/ai-principles</u>.

³ T.C. Cumhurbaşkanlığı Dijital Dönüşüm Ofisi. (2021). Türkiye Ulusal Yapay Zeka Stratejisi 2021-2025. Retrieved from

https://cbddo.gov.tr/SharedFolderServer/Genel/File/TR-UlusalYZStratejisi2021-2025.pdf.

committed to the following values and principles of trustworthy and responsible AI in all its AI-related activities:

- Respect for Human Rights, Democracy and Rule of Law
- Enhancing the Environment and Biological Ecosystem
- Ensuring Diversity and Inclusivity
- Living in Peaceful, Just and Interconnected Societies
- Proportionality
- Safety and Security
- Impartiality
- Privacy
- Transparency and Explainability
- Responsibility and Accountability
- Data Sovereignty
- Multi-stakeholder Governance
- 2.1.2. When developing and using AI technologies, MEF University will comply with the current laws and regulations of the Republic of Türkiye. This overarching responsibility does not absolve individual staff members, departments, or units of their own personal and institutional responsibilities.
- 2.1.3. Personal data will be protected in accordance with the relevant Republic of Türkiye legislation⁴ in the development and use of AI systems.
- 2.1.4. At the same time, all AI initiatives of MEF University will comply with obligations based on risk levels as defined in the EU Artificial Intelligence Act⁵, a part of the broader EU AI legislative framework that includes other regulations and directives addressing various aspects of AI. For high-risk AI systems in education, this includes using high-quality, unbiased data transparently, maintaining detailed documentation, providing clear information to users about system capabilities and limitations, ensuring human oversight⁶, and

⁴Türkiye Cumhuriyeti. (2016). Kişisel Verilerin Korunması Kanunu (No. 6698). Retrieved from <u>https://www.mevzuat.gov.tr/mevzuatmetin/1.5.6698.pdf</u>.

⁵ European Union. (2024). Regulation (EU) 2024/1689 of the European Parliament and of the Council of 25 July 2024 on AI governance. Retrieved from

https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:L 202401689. The EU Artificial Intelligence Act defines several categories of AI systems based on risk. It prohibits certain AI practices deemed unacceptably risky, such as social scoring by governments or exploiting vulnerabilities of specific groups. High-risk AI systems, including those used in education for student evaluation and scoring or determining access to educational opportunities, must meet strict requirements before market entry (or use). The Act also identifies limited risk systems subject to transparency obligations, and minimal risk systems with no additional requirements. A "filter provision" allows some AI systems to avoid high-risk classification if they meet specific criteria. The Act also provides rules for general-purpose AI systems (e.g. Chat GPT, Google Gemini, etc.). ⁶ "Human in the loop" refers to a model of interaction where human judgment and decision-making are integrated into automated systems. This approach ensures that critical decisions or processes are not left solely to algorithms but include human oversight and intervention.

implementing robust accuracy and performance standards appropriate to each system's specific use case. We commit to ongoing monitoring, risk assessment, and improvement of all our AI systems throughout their lifecycle.

- 2.1.5. All research activities that involve AI need to be in accordance with Council of Higher Education's Ethical Guide on the Use of Generative Artificial Intelligence in Scientific Research and Publication Activities in Higher Education Institution document⁷ and other principles outlined in the research section of this policy document.
- 2.1.6. All student assignments need to be in accordance with the principles outlined in the education and the research sections of this document unless otherwise indicated by the instructor of a given course in the course syllabus.
- 2.1.7. Training and information dissemination on the ethical use of AI will be provided to academics, students, and administrative staff.
- 2.1.8. Ethical AI, data protection, and AI security standards will be integrated into the curriculum of programs related to computer science, data science, engineering, and related fields.

2.2. Strategies and Implementation

- 2.2.1. MEF University will align key initiatives with Türkiye's National Artificial Intelligence Strategy 2021-2025⁸. While developing its own unique goals and approaches, MEF University will contribute particularly to the following national priorities:
 - Educating AI experts and increasing employment in the field,
 - Supporting research, entrepreneurship, and innovation in the field of AI,
 - Expanding access to quality data and technical infrastructure.
- 2.2.2. Utilize AI to make education, research, and administrative processes more effective and efficient.
- 2.2.3. Identify the competencies required by the industry in the AI era, integrate them into our educational programs, and support our students' career development.⁹
- 2.2.4. Promote internship opportunities with AI-focused startups, enabling students to gain practical experience and apply their knowledge in real-world AI projects. This initiative aims to help students deepen

https://cbddo.gov.tr/SharedFolderServer/Genel/File/TR-UlusalYZStratejisi2021-2025.pdf.

⁷ Yükseköğretim Kurulu (YÖK). (2024). Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Faaliyetlerinde Üretken Yapay Zeka Kullanımına Dair Etik Rehber. Retrieved from https://www.yok.gov.tr/Documents/2024/yapay-zeka-kullanimina-dair-etik-rehber.pdf.

 ⁸ T.C. Cumhurbaşkanlığı Dijital Dönüşüm Ofisi. (2021). Türkiye Ulusal Yapay Zeka Stratejisi
2021-2025. Retrieved from

⁹ MEF Üniversitesi. (*Version date August 10, 2024*). "MEF Üniversitesi 2024-2028 Stratejik Planı," Education section, item H1.4.

their understanding of AI technologies while fostering industry connections and enhancing their employability.

- 2.2.5. Continue transforming our educational ecosystem with AI and strengthening our digital infrastructure.¹⁰
- 2.2.6. Ensure AI sustainability including but not limited to long-term and systematic planning.
- 2.2.7. Develop and implement robust mechanisms for the MEF University community to report concerns and issues related to AI use.
- 2.2.8. Foster open dialogue and collaboration with the MEF University community and external stakeholders regarding AI use in education and research.
- 2.2.9. Based on needs, organize training and conduct information dissemination on AI to academics, students, and administrative staff.

3. Al Committee

The AI Committee, established by the MEF University Senate, consists of experts from various disciplines and relevant stakeholders in the development and use of AI. The Rector appoints one of the AI Committee members as the Chair. The responsibilities of the committee and its members are as follows:

3.1. Committee Responsibilities

- 3.1.1. Develop and maintain MEF University's AI Policy, submitting it to the University Senate for approval.
- 3.1.2. Ensure the implementation of the AI Policy.
- 3.1.3. Identify key stakeholders in each area (education, research, and administrative) and define their roles and responsibilities for the effective implementation of the AI policy across the university.
- 3.1.4. Oversee the implementation of the University's AI Policy and ensure accountability:
 - Purpose of oversight: To ensure compliance with the Policy, assess the effectiveness of AI integration across the University, identify areas for improvement, and propose necessary actions.
 - Methods of oversight:
 - Establish clear performance metrics for AI policy implementation,
 - Conduct regular audits of AI use in educational, research, and administrative processes,
 - Request and review reports from department and unit heads and project leaders on AI implementation,

¹⁰ MEF Üniversitesi. (*Version date August 10, 2024*). "MEF Üniversitesi 2024-2028 Stratejik Planı," Education section, item H1.1.

- Collect and analyze feedback from faculty, students, and staff on AI usage,
- Implement a system for addressing non-compliance or underperformance.
- Frequency of oversight:
 - Bi-annually through each semester,
 - Hold committee meetings as necessary to discuss ongoing oversight activities and results.
- 3.1.5. Committee members' detailed responsibilities and their responsibility execution procedures are outlined in the "AI Committee Implementation and Oversight Guidelines," which aim to ensure the successful implementation of the AI policy.

3.2. Committee Members

- Al Researcher(s)
- Data Scientist
- Data Security Specialist
- Ethics Committee Representative
- Legal Expert
- School of Foreign Languages Representative
- IT Director
- Library Director
- Director of the Center for Research and Best Practices in Learning and Teaching:
- Student Representative(s)
- Industry Representative(s)

4. Education

4.1. Teaching

- 4.1.1. Al technologies and skills are of great importance for students to enhance their learning experiences, assist in their professional careers, develop their digital skills, and adapt to a world where Al is increasingly prevalent. Therefore, it is important for academics to incorporate the use of Al technologies into their curricula, assessment¹¹, and teaching, and to support and encourage appropriate, responsible, and ethical use by students.
- 4.1.2. To implement 4.1.1 systematically and effectively, academics are encouraged to collaborate with industry professionals to design

¹¹ European Union. (2024). Regulation (EU) 2024/1689 of the European Parliament and of the Council of 25 July 2024 on AI governance. Retrieved from

https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:L_202401689. According to the EU Artificial Intelligence Act, AI evaluating and scoring students would fall into the high-risk AI usage category.

Al-based learning activities and assessments that reflect real-world Al use and aim to prepare students for industry.

- 4.1.3. Academics are individually responsible for reviewing their assessments to minimize the potential for inappropriate use of AI by students.
- 4.1.4. Faculty members need to understand how their roles are changing with the integration of AI in education. A guiding framework for this transition can be Constructive Alignment in University Teaching¹², which ensures that learning goals and objectives, assessments, and teaching methods, each representing the pillars of a course, are aligned. By examining how AI impacts these pillars, faculty can gain a clearer understanding of how their instructional roles are evolving.
 - Learning goals and objectives: When determining learning goals in a university setting, instructors must mainly consider industry demands, curriculum requirements, and student needs and backgrounds. With the advancement of AI, instructors must also account for AI's impact on their field, integrating AI literacy, and addressing ethical considerations related to AI use, all to ensure students are well-prepared for their future careers in an Al-augmented world. To do this Instructors need to ask: "How will AI impact the relevance and use of specific knowledge and skills I teach?" This granular analysis helps instructors decide (1) which elements of their course are foundational and need to be learned and practiced almost exactly like they used to be learned and practiced, (2) which now need to be learned and practiced with Al-augmentation, (3) which need a combined method, Al-free core learning followed by Al-augmented practices, and (4) which might have become almost irrelevant due to Al's impact and might be taken out. For instance, in a data analysis course, instructors might realize that students still need to understand basic statistical concepts, even with the presence of AI. This foundational knowledge will be crucial for later working effectively with AI tools. So, the course might start with objectives like "perform basic descriptive statistics manually" before progressing to "use AI to conduct advanced statistical analyses and interpret results." This approach ensures students develop a solid understanding of underlying principles, which they can then apply when using Al tools to prepare for a world with Al.
 - Assessments: Instructors should design assessments that are both authentic—reflecting the real-world application of AI in their field—and nuanced, carefully delineating the

¹² Biggs, J. (2003). Aligning teaching and assessing to course objectives. Retrieved from <u>https://www.tru.ca/__shared/assets/Constructive_Alignment36087.pdf</u>.

permissible extent and manner of AI use across different components of the assessment, while requiring students to articulate their AI utilization strategies. The terminal learning objectives, which instructors developed by considering how their field's goals should evolve in an Al-augmented world, should directly inform the structure of these assessments. For example, if a learning goal requires a combined approach—beginning with AI-free core learning followed by Al-augmented practices-then a two-tiered assessment might be appropriate. The first part could focus on foundational skills in an AI-free environment, while the second part could integrate AI tools. In a writing course, for instance, the initial assessment might evaluate students' ability to craft well-structured paragraphs manually, with an objective like "manually compose a well-structured paragraph with a clear topic sentence and strong supporting details." Later assessments could then incorporate AI-assisted tasks, such as "use AI to generate article outlines and refine them into a compelling long-form piece." These advanced assessments could include additional elements, such as requiring students to explain their AI prompts, justify their edits to Al-generated content, or compare the quality of their work with and without AI assistance.

- **Teaching methods**: A typical classroom consists of the following interactions: "Teacher-Student," "Student-Student," and "Student-Content." With the emergence of AI, depending on the learning objective, instructors either 1) must or 2) can integrate "Student-Bot" interaction into their teaching.
 - 1) For learning objectives that require students to use AI, students must practice using AI. Activities designed to build toward these objectives should not only involve students using AI but also include discussions about the AI's output and the prompts used to trigger it.
 - 2) For Al-free learning objectives aimed at foundational learning, "Student-Bot" interaction can optionally be integrated to augment (or even transform) learning. For example, in a programming lesson, students might first solve basic coding problems without AI to understand core concepts. Afterward, they could use AI to get feedback on their code. This approach makes learning more learner-centered and efficient, as each student can receive personalized feedback on their work, whereas

previously, feedback might have been limited to peer reviews or whole-class discussions.

- 4.1.5. Academics may provide their students with more detailed AI guidelines for their specific courses in accordance with the MEF University AI policy that explain the extent to which students can benefit from AI.
- 4.1.6. While MEF University's strategy is to redesign assessments to focus on tasks that humans can do better than AI or enhance with AI, depending on a given course's needs and the type of assessments it employs, there may be instances where students abuse AI. In cases of suspected misuse, AI plagiarism detection tools, such as Turnitin, should only be used as supplementary evidence when there is primary evidence suggesting that a student might have used AI inappropriately. This is because the accuracy of these tools is not sufficient to be accepted as the sole or primary evidence¹³. Examples of primary evidence include:
 - **Comparison with previous work**: Comparing the current work with the student's previous submissions to identify inconsistencies in writing style, depth of understanding, or complexity of ideas, while making sure to account for the potential growth of the student.
 - Oral examinations or interviews: Observing the student's ability to discuss, explain, or defend their work in an oral exam or interview, particularly if they struggle to articulate concepts they seemingly mastered in writing.

¹³ Multiple recent studies have evaluated the effectiveness of AI detection tools for identifying machine-generated text, with a general consensus that current tools are not yet reliable enough for high-stakes use in academic settings. For example, Weber-Wulff et al. (2023) found accuracy rates below 80% for all 14 tools tested, including GPTZero, OpenAI's AI Classifier, and Turnitin. Wadhwa & Joshi (2024) found that Turnitin struggled to detect AI-generated essays by ChatGPT, with an average similarity score of only 6%. Perkins et al. (2024) found that Turnitin detected AI content in 91% of cases but accurately flagged only 54.8%. This suggests that while the tool could often detect that something was AI-generated, it wasn't as accurate in determining how much of the content was actually Al-generated. Chaka (2024) reviewed 17 articles from 2023 on Al detectors' ability to differentiate Al-generated from human-written texts, finding them generally inconsistent and unreliable. Crossplag and Copyleaks were the best performers, but still showed inconsistencies, along with other tools like OpenAI Text Classifier, and Turnitin. Bellini et al. (2024) examined four AI detection tools and found significant variability in their accuracy, with none being consistently reliable. The authors stressed the need for improved detection methods and highlighted the risks of misidentification. Studies from 2023 have exposed significant reliability issues with AI detection tools, particularly regarding false positives. Weber-Wulff et al. (2023) found GPTZero incorrectly flagged 50% of human-written texts as AI-generated, while Writer.com's detector had a 27.8% false positive rate. Dalalah and Dalalah (2023) observed that literature reviews in academic papers were especially prone to false positives, with some showing up to 60% likelihood of being Al-generated. Chaka (2023) reported inconsistencies across languages, and Elkhatat et al. (2023) noted that even OpenAI's AI Classifier often misclassified human-written texts.

4.1.7. Academics should consider the opportunities for accelerating their instructional design processes by leveraging AI in designing course activities, materials, and assessments.

4.2. Learning

- 4.2.1. MEF University supports the smart and responsible use of AI in learning processes due to its significant potential in enriching students' learning and better preparing them for professional success. However, potential concerns related to these technologies, such as bypassing learning, ethics, hallucinations, biased output, and reliability, should also be taken into account. Therefore students should view AI as a tool to achieve learning goals and focus on their comprehension of ideas and developing original ones, adhere to ethical principles while using AI, and critically evaluate AI's outputs: Students should adhere specifically to the following principles when using AI in their assignments, projects, and overall learning processes:
 - Use Al only as a learning tool: Unless otherwise directed by the instructor, students can use Al as a learning tool with the responsibility to fact-check any findings for brainstorming, researching information, developing understanding, generating practice questions/activities, and receiving feedback on their work.
 - Adhere to the principles of academic integrity:
 - Students should understand the limitations of Al models and take them into account. Instead of accepting Al outputs as they are, they should question them, compare them with their own research and understanding, and make corrections when and where necessary.
 - Students must accurately and in accordance with the principles of academic integrity, specify the contributions of AI, other authors, and themselves. These principles require students to do the following:
 - Accurately reflect their own contributions,
 - Critically review and verify texts, images, graphics, code, and other content generated by AI models,
 - Clearly state their use of AI by identifying the tools and models used and explaining how they used them,
 - Properly cite sources and include a few examples of significant prompts and outputs that illustrate the process in the appendix section of assignments, projects, etc. (This

approach recognizes that achieving a satisfactory AI-generated output often involves multiple iterations and that AI can produce varied responses to the same prompt.) The information generated by AI can be of two types:

- AI may have retrieved a piece of information from an external source, such as an article, book, etc. In this case, the reference should be given to the source from which the AI obtained the information, not to the AI itself. In such situations, ask the AI, "What source did you get this information from?" Then, go to the source, make sure the information is there and that AI has accurately presented it, ensure that the source is the primary source for the information (if not go to the primary source), and make sure that the source is reliable before referencing it.
- AI may generate original ideas, code, visuals, etc. In such cases, the AI itself should be cited. Below are some guidelines for citing AI according to various academic writing styles: <u>APA</u>, <u>MLA</u>, <u>IEEE</u>.
- Students hold the ultimate responsibility for their work.
- Communicate with instructors regarding the use of AI: Instructors may establish their own AI usage guidelines specific to their disciplines, provided they comply with this policy document. Therefore students should consult with the course instructor before using AI in their assignments or projects.
- 4.2.2. The inappropriate use of AI in assignments and projects is possible, and it is the student's responsibility to avoid such misuse. In cases where inappropriate use occurs, disciplinary action will be taken in accordance with the relevant YÖK disciplinary regulations¹⁴. Inappropriate use include practices that do not adhere to principles of academic integrity and include but not limited to the following:

¹⁴ Türkiye Cumhuriyeti. (1981). Yükseköğretim Kanunu (No. 2547) Madde 54. Retrieved from <u>https://ogidb.odu.edu.tr/files/other/Ogrenci/Mevzuat/2547_Madde_54.pdf</u>.

- Using AI to directly solve or respond to graded course items such as quizzes (for example pre-class quizzes), online discussion forums, exams, etc.
- Using AI to write the entire assignment, project, etc.
- Directly copying and pasting text generated by AI,
- Presenting Al-generated content as if it were written by a human,
- Using AI to fabricate data or information,
- Using AI-generated content without verifying it,
- Using AI to paraphrase (as paraphrasing for students is a part of the learning process not only an academic obligation),
- Failing to properly cite AI,
- Using AI in group assignments and projects without the consensus of all group members.
- Using AI to give peer feedback,
- Employing AI to generate multiple versions of the same assignment to share with other students.

5. Research

- 5.1. All research activities will be in accordance with The Ethical Guide on the Use of Generative Artificial Intelligence in Scientific Research and Publication Activities in Higher Education Institutions.¹⁵
- 5.2. Researchers (academics, graduate students, and undergraduate students) should take necessary measures (such as anonymization) to protect the data they use in research processes (e.g. when using AI as a data analysis tool) and keep data access under control (e.g. by using incognito mode that ensures fed data is not used in future model training or not using AI tools at all for sensitive data).
- 5.3. Researchers should ensure full compliance with human rights during the use of AI, as with other research tools, and establish a framework to prevent potential harms by minimizing potential risks.
- 5.4. In the research and development activities of AI systems, algorithms used should be transparently documented, ensuring that the impartiality of AI algorithms is maintained and any potential biases are reported.
- 5.5. In research and academic studies, it is mandatory to clearly cite AI tools in the research methodology and state how AI tools were used. For further trustworthiness, researchers may include the prompts they used along with the original AI outputs in the appendix section of the corresponding studies, etc.

¹⁵ Yükseköğretim Kurulu (YÖK). (2024). Yapay Zeka Kullanımına Dair Etik Rehber. Retrieved from <u>https://www.yok.gov.tr/Documents/2024/yapay-zeka-kullanimina-dair-etik-rehber.pdf</u>.

- 5.6. The accuracy of the data and results obtained from AI generation should be critically and experimentally evaluated, documented and reported by researchers.
- 5.7. Participation in collaborative research networks is necessary to examine the impacts of AI in education, identify best practices, and develop standards for ethical use.
- 5.8. In the research and development activities of AI systems, action should be taken in accordance with the relevant principles and requirements of the current laws and regulations of the Republic of Türkiye and of risk levels specified in the EU's AI Act.

6. Use in Administrative Processes

- 6.1. All should be used in a way that contributes to increased productivity by accelerating administrative processes.
- 6.2. The use of AI should aim to enhance the student experience and communication, make the support processes of the academic staff more effective, and manage university resources more efficiently.

7. Resources

- 7.1. Academics need to integrate only reliable and ethical (as outlined in 2.1.1) AI technologies into their courses and prioritize auditable open-source solutions and have control and oversight over the AI technologies used whenever possible.
- 7.2. MEF University will provide access to known useful AI technologies through the "AI Cafe" service, where students and staff can access paid AI tools free of charge.
- 7.3. The IT Directorate at MEF University will be responsible for ensuring the secure use of AI technologies by all stakeholders, including students, faculty, and administrative staff. Additionally, the IT directorate will be responsible for effective and ethical use of AI by administrative staff. To accomplish these, the IT directorate will provide ongoing guidance, resources, and training.
- 7.4. The MEF Library will focus on supporting students and faculty in the ethical and effective use of AI in the context of research and academic work. The library staff will provide ongoing guidance, resources, and training to ensure that AI is used responsibly and effectively, promoting integrity and academic excellence in all research and academic work related activities.
- 7.5. Center for Research and Best Practice in Teaching and Learning (CELT) will be dedicated to supporting faculty and students in the ethical and effective use of AI in teaching and learning processes. Faculty dedicated educational technologists at CELT will offer continuous advice, guidance, and training to help academics and students utilize AI in ways that enhance teaching and

learning and maintain high educational standards. Additionally, CELT will conduct research and studies to measure and report the AI and digital literacy skills of faculty, students and administrators.

8. Implementation and Conclusion

The MEF University AI Committee will make updates to the AI Policy according to developments. These policy decisions, which express MEF University's supportive approach to the use of AI applications by academics, students and administrative staff with the motto of "Your Freedom in Learning", will be implemented throughout the University as of the 2024-2025 Academic Year.

MEF University

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