

**Dear Prof. Ali Osman KUŞAKÇI,
Rector of International University of Sarajevo, Bosnia and Herzegovina**

The Turkish Higher Education Quality Council (THEQC) evaluated your institution following THEQC's International Institutional External Evaluation and Accreditation Criteria within the scope of the 2025 International Institutional Accreditation Program at the Council meeting dated 22.04.2026 and decided to grant your institution accreditation (5 years).

The Council makes its accreditation decision based on the International Institutional Accreditation Report written by an evaluation team formed within the scope of the International Institutional Accreditation Program and the recommendations of the Commission on Institutional External Evaluation and Accreditation as a result of the consistency analysis. During the Commission's consistency analysis process, there may be differences in evaluating some sub-criteria between the evaluation team and the Commission. The Council communicates these differences in this letter to your institution to guide your quality assurance work.

As a result of the evaluations made in this context, the Council decided differently about the maturity levels determined by the evaluation team in the following 8 sub-criteria. These changes do not affect overall decision. Here are the points THEQC wants to make about your institution's institutional accreditation process:

For the sub-criteria "*A.1.4. Internal quality assurance mechanisms*", "*A.2.3. Performance management*", "*A.5.2. Internationalisation resources*" and "*A.5.3. Internationalisation performance*" under the heading of Leadership, Governance and Quality, THEQC reached a different conclusion due to the evidence provided does not sufficiently demonstrate systematic and effective monitoring and continuous improvement mechanisms.

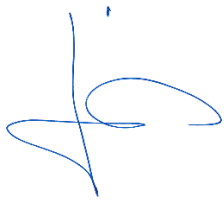
For the sub-criteria "*B.1.1 Design and approval of programs*", "*B.1.4. Student workload-based course designs*", "*B.1.6. Management of learning and teaching processes*" and "*B.3.1. The learning environment and resources*" under the heading of Learning and Teaching, THEQC reached a different conclusion due to that the evidence does not sufficiently demonstrate a systematic, stakeholder-informed monitoring and improvement process or a clear linkage between monitoring outcomes and improvement actions.

A table of the differences of opinion between the Council and the evaluation team is presented in the annex below. The Council recommends that your institution should focus on the sub-criteria with a maturity level of 3 and below, that follow-up and improvements be made in these areas, and that existing areas of strength be maintained and developed. We believe that the improvement efforts to be made by your institution will contribute to the development of your quality assurance processes.

The Council would also like to inform you that, in accordance with Guide of the IAP, institutions granted accreditation are subject to a follow-up process at the end of the second year following the accreditation decision. Within this scope, IUS is expected to submit an ISER addressing *Evaluation Team Recommendations* related to the communicated findings and areas for improvement, as well as any substantive institutional changes, which will be reviewed by a follow-up team and reported to the Council following an online site visit.

The Council would also like to inform you that the accreditation decision and the final report will be published in the [Database of The European Quality Assurance Register for Higher Education \(EQAR\)](#).

On the occasion of your institution being entitled to receive accreditation, we congratulate you for leading this process, all your managers/directors and staff, quality commission members and all your stakeholders. THEQC wishes you success in your future continuous improvement work.



**Prof. Ümit KOCABIÇAK
THEQC PRESIDENT**

Annex- Evaluation Team / Final Council Opinion Comparison Table

Sub-criterion	Opinion of Evaluation Team	Final Opinion of the Council
A.1.4. Internal quality assurance mechanisms	4	3
A.2.3. Performance management	4	3
A.5.2. Internationalisation resources	4	3
A.5.3. Internationalisation performance	4	3
B.1.1 Design and approval of programs	4	3
B.1.4. Student workload-based course designs	4	3
B.1.6. Management of learning and teaching processes	4	3
B.3.1. The learning environment and resources	4	3